

A DEVELOPMENT OF AN E-LEARNING COMPETENCY-BASED
ENGLISH COURSE MODULE FOR CHIEF FLIGHT ATTENDANTS

Miss Anothai Dibakanaka

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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่เก็บรักษาในคลังปัญญาจุฬาฯ (CUIR)

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การพัฒนาโมดูลรายวิชาภาษาอังกฤษสำหรับหัวหน้าพนักงานต้อนรับบนเครื่องบิน
ตามหลักสูตรคณะ โดยผ่านสื่ออิเล็กทรอนิกส์

นางสาว อโณทัย ทิพกนก

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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การวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาโมดูลรายวิชาภาษาอังกฤษสำหรับหัวหน้าพนักงานต้อนรับบนเครื่องบินตามหลักสมรรถนะโดยผ่านสื่ออิเล็กทรอนิกส์และเพื่อทดสอบประสิทธิภาพของบทเรียนที่ได้พัฒนาขึ้นรวมทั้งสำรวจความคิดเห็นของผู้เรียนที่มีต่อรายวิชาอิเล็กทรอนิกส์

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจและการวิจัยเชิงทดลอง การพัฒนาโมดูลรายวิชาภาษาอังกฤษนี้มีที่มาจากการรวบรวมปัญหาและความจำเป็นในการใช้ภาษาอังกฤษของผู้เรียนตามหลักสมรรถนะที่ใช้ทำงานจริง เครื่องมือที่ใช้ในการเก็บข้อมูลเพื่อระบุสมรรถนะที่จำเป็นของหัวหน้าพนักงานต้อนรับบนเครื่องบินประกอบด้วยแบบสัมภาษณ์บุคคลที่ให้ข้อมูลสำคัญเชิงลึกได้จำนวน 35 ท่าน แบบสอบถามจำนวน 266 ชุด การสังเกตการณ์การปฏิบัติงานที่สถานีที่จริงจำนวน 9 ครั้ง ผลจากการเก็บข้อมูลระบุ 5 สมรรถนะที่จำเป็นในการปฏิบัติงานซึ่งประกอบกันเป็นวัตถุประสงค์การเรียนรู้สำหรับการพัฒนาโมดูลรายวิชาโดยมีผู้เชี่ยวชาญตรวจสอบบทเรียนที่จัดทำขึ้นและได้นำบทเรียนและข้อสอบไปทดลองสอนกับผู้เรียนกลุ่มทดลองที่มีลักษณะงานคล้ายคลึงกับผู้เรียนกลุ่มจริง เครื่องมือที่ใช้ในการวิจัยเชิงทดลอง เพื่อประเมินรายวิชาประกอบด้วยเครื่องมือเพื่อเก็บข้อมูลทางด้านสถิติและคุณภาพ เครื่องมือที่ใช้ในการเก็บข้อมูลทางด้านสถิติได้แก่ข้อสอบก่อนและหลังเรียน โดยรวบรวมจากการทดสอบและแบบประเมินทัศนคติที่มีต่อโมดูลรายวิชาหลังการเรียน ส่วนเครื่องมือที่ใช้เก็บรวบรวมข้อมูลทางด้านคุณภาพประกอบด้วย การสัมภาษณ์ผู้เรียนหลังเรียน

ผลจากการทดลองพบว่าหลังเข้าเรียนผู้เรียนมีคะแนนเฉลี่ยผลสัมฤทธิ์ทางการเรียนด้านความสามารถในการใช้ภาษาอังกฤษเพื่อการพูดสื่อสารตามสมรรถนะอาชีพที่จำเป็นสูงขึ้นกว่าก่อนเข้าเรียนอย่างมีนัยสำคัญทางสถิติ และผู้เรียนมีความคิดเห็นที่ดีต่อโมดูลรายวิชา

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา 2554

ลายมือชื่อนิสิต.....

ลายมือชื่ออาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก.....

ลายมือชื่ออาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม.....

4989707820: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
 KEYWORDS: ENGLISH FOR SPECIFIC PURPOSES/COMPETENCY-BASED
 EDUCATION/E-LEARNING/COMPUTOR-ASSISTED INSTRUCTION/CHIEF
 FLIGHT ATTENDANTS/COURSE DEVELOPMENT

ANOTHAI DIBAKANAKA: A DEVELOPMENT OF AN E-LEARNING
 COMPETENCY-BASE ENGLISH COURSE MODULE FOR CHIEF
 FLIGHT ATTENDANTS. THESIS ADVISOR: ASST. PROF. KULAPORN
 HIRANBURANA, Ph.D., THESIS CO-ADVISOR: ASST. PROF. JINTAVEE
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The study was a descriptive and experimental research aiming at developing an e-Learning competency-based English course for chief flight attendants. The objective of the study were as follows : 1) to investigate the English language needs of chief flight attendants to enable them to work effectively 2) to develop an e-Learning competency-based English course module for chief flight attendants 3) to evaluate the effectiveness of the developed course module and lastly 4) to examine the opinions of the chief flight attendants toward the developed course module.

The study consists of two phases: course development and course evaluation. First, needs analysis was conducted using a technique of interviewing 35 key informants, a questionnaire survey with 266 chief flight attendants, and site observations on 9 different flights to expose to the competencies needed. The results disclosed the five competencies needed at the workplace which become the objectives of the developed course. The e-Learning course module was validated by experts and was piloted with a group of learners having the similar characteristics as the subjects in the main study. The course evaluation was conducted by means of both quantitative and qualitative data. The instruments for the experiment were oral/speaking pretest and posttest and the end-of-course evaluation form. The instrument for collecting qualitative data was the end-of-course semi-structured interviews.

The main findings for the study revealed that the mean scores of the posttest of the participants were significant higher than those of the pretest scores. The overall participants had positive opinions toward the course.

Field of study: English as an International Language Student's signature

Academic year: 2011.....

Advisor's signature.....

Co-advisor's signature.....

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

“English is the dominant voice in international politics, banking, education, the news agencies, advertising, broadcasting, the recording industry, motion pictures, travel, science and technology, knowledge management, and communications”. (Crystal, 2002) It is well known that English plays an important role in global communication. It serves the purpose of being the “language of the world”, a “lingua franca” or a “common language”. English is taught as a second language or as a foreign language in many countries. It is the medium of information transfer and international communication across the world. The importance of English has recently been obvious: in the year 2000 more than 1,0000 million people were learning English, 85% of the world population communicated in English and 90% of information on electronic systems were processed in English (Hasman, 2002).

English has become increasingly important in international trade and commerce (Richards, 2001). Business people, including employees who work in international companies must correspond in English with overseas customers, suppliers and foreign staff. World’s economics and culture have a significant effect on the current use of English (Crystal, 2003). English is used as an official language in 85 per cent of the international organizations listed in 1995-1996. English is globally used in tourism, publications, education and communication. More books are published in English than in any other language. Additionally, about 80 per cent of the world’s electronically stored information is in English.

Apart from economic and cultural areas, travel and tourism also have an effect on the current spread of English. Over 10 per cent of the world’s labor force is now employed in tourist-related industries, and it is estimated that by the year 2006 there will be over 100 million new jobs in this field (Graddol, 1997). International travel has a globalizing effect, promoting the need for a common language. Today, this common language is English. International airports around the world have essential information available in English. The demand of speakers with high proficiency who

can communicate well in English is dramatically increasing especially in the airline industry.

1.2 Rationale of the Study

Thailand is one of the many countries in Asia whose economics is growing. This leads to a situation in which English plays a more significant role in the country, especially in higher education and business. Apart from tourism, airline or aviation industry is considered the most leading and fastest growing businesses which have tremendously contributed to the growth of the country's income (Manoharn, 2007). The rapid growth of tourism and airline industry in regional countries including Thailand results in a high demand of qualified personnel to serve in private and government sectors.

Airline industry, in particular, is a huge business organization. An international airline consists of several complex functions including the ticket and reservation department, the passenger service department, the cargo department, the maintenance department, the catering department, and the in-flight service department, etc. A flight crew member is an airline personnel who works in an aircraft, taking passengers from one destination to another. These flight crew members can be divided into two groups; those who work on the flight deck and fly the aircraft - 'the cockpit crew', and those who offer services to the passengers in the cabin - 'the flight service crew' or 'the cabin crew'. Pan Am, which was once considered one of the largest international airlines, first hired its cabin crew in 1928 with the introduction of passenger flights (Akiyama, 1980).

A common term for a flight director or an in-flight manager would be a 'chief flight attendant' (CFA). A CFA acts as a team leader of a flight covering the area of emergency and safety procedure, and also service procedure.

As crucial part of the organization employees, CFAs need to follow the company's competency model in order to function successfully in their job. According to the particular airlines, every employee is required to acquire core competency and functional competency. Both types of competencies vary due to the airlines. Core competencies are general competence required in order to work successfully in an organization such as team corporation, high motivation, good

human relationship, honesty and reliability, etc. The other kind is functional competencies which are specific competence required for each employee depending on his/her position. According to CFAs' core competency and functional competency, it is explicit that CFA use English in specific situations or contexts to perform, of course, different kinds of tasks from those required by FAs. CFAs' job characteristics reveal the different needs of English use. The main goal of a CFA in using English is to communicate with passengers who have problems and to find solutions. Chief FAs do not only get the information through or deliver the message across, but they should also be able to show professionalism, politeness, respectfulness, and leadership (Beech, 1990). CFAs should have ability to communicate with excellent listening and problem solving skills, to understand and to deal with customers/situations diplomatically and professionally (Aviation Jobs, 2009). Thus, it is definitely essential that a CFA is equipped with a high level of service orientation, social ability, strong communicative skills, autonomy, flexibility and dedication (Lufthansa Jobs for Pursers, 2009). Perfect service does not only depend on perfect equipment, food and drink. It also requires courtesy, etiquette, manners as well as the knowledge and skills of handling them. It is not only the matter of *what* is offered, but *how* it is offered as well.

Considering the goals and tasks of CFAs which are different from those of other FAs, it is essential that a special English course be designed to serve their needs so that they will be able to efficiently perform their duties. Very few studies in ESP course development for chief FAs are conducted. There are only a few commercial textbooks of English for flight attendants available in the market. Furthermore, a general English course, which is based on the general English language use rather than on the specific job-related needs of the learners, may not thoroughly meet CFAs' language requirements to perform their jobs. The needs of learners are of paramount importance (Sinha & Sadorra, 1991). Therefore, to better serve the needs of English language use of CFAs and their performance at work, a more specially designed English course module should be developed to enhance their English proficiency.

Based on the job characteristics of CFAs whose work is not on regular office hours but is a monthly schedule designating the place and time of their duties. It would be inconvenient for the company to arrange an English course module for CFAs

to attend, especially when workforce and mandate are subject matters to consider. However, from a business perspective, learning enables an individual or groups of individuals to work faster, better, and smarter so they and their organizations reap business benefits (Rosenberg, 2001: 4). The employees who work for the international company should not only acquire their job-related knowledge, but also be proficient in English in order to easily cross national and cultural boundaries through the international language that is English (Richards, 2001). Moreover, a good command of the English language will enable them to communicate with their counterparts around the world and serve their customers better on work-related issues (Aiguo, 2007).

From the interviews with the management and training personnel and some staff at some international airlines in Bangkok, it is found that there are no specific English courses provided for the staff that is truthfully designed to meet the particular English language needs of the CFAs. Hence, there is a need to develop an English language course which its contents and materials are specifically developed for CFAs in order to help them achieve mastery of specific tasks, and allow them to manage “self-pace learning” using computer-assisted instruction (CAI) courseware. This clearly signifies a development of an e-Learning competency-based English course module for CFAs.

1.3 Research Questions

1. What are the needs of English used by chief flight attendants?
2. How should an e-Learning competency-based English course module be developed to enhance English ability of CFAs?
3. Will the e-Learning competency-based English course module be effective?
4. What are the opinions of CFAs toward the e-Learning competency-based English course module?

1.4 Objectives of the Study

1. To investigate the needs of English used by CFAs.
2. To develop an e-Learning competency-based English course module for CFAs.

3. To evaluate the effectiveness of an e-Learning competency-based English course module for CFAs.

4. To examine the opinions of CFAs toward an e-Learning competency-based English course module.

1.5 Statements of Hypothesis

1. The posttest scores of English oral communication of the CFAs will be significantly higher than the pretest scores. ($p < 0.05$).

2. The CFAs will have positive opinions toward the design, content, and feasibility of the e-Learning competency-based English course module.

1.6 Scope of the Study

An e-Learning competency-based English course module for CFAs will be developed for CFAs who work in intercontinental and regional routes. The study will be conducted at an airline in Bangkok, Thailand.

1.7 Limitations of the Study

This is a CAI study which the participants will not be observed or assessed in in-class or face-to-face basis during course implementation. The participants will take an e-Learning competency-based English course module. Exercises would be implemented to measure the participants' progress along the way. CFAs who are the subjects of the study will attend and complete the course module at different time. However, time-frame will be assigned so the participants can complete the course within the period of time stated.

1.8 Assumptions of the Study

The researcher makes an assumption that all participants give the honest answers to the questions both in the interviews and in the questionnaires.

1.9 Definition of Terms

Chief Flight Attendants (CFAs)

Chief flight attendants (CFAs) are male and female non-native speaker

employees of international airlines who work as chief flight attendants, base in Bangkok, have completed training as prescribed by the Federal Aviation Agency (FAA), and are responsible for the performance of all en route service. CFAs include pursers and in-flight manager. CFAs may perform tasks which are different from those of regular flight attendants in two aspects a) same kind of tasks as those of flight attendants, but in different degree; being more polite, more professional, utilizing more problem-solving skill. b) different kind of tasks with consistency of positive attitude.

Needs

“Needs refer to what a learner has to know in order to function effectively in the target situation” (Hutchinson and Waters, 1987: 55). ‘Needs’ refer to students’ study of job requirements they have to be able to do at the end of their language course. This is a goal-oriented definition of needs. ‘Needs’ can also be considered as “what a learner needs to do to actually acquire the language.” This is a process-oriented definition of needs (Widdowson, 1981). In this study, they are needs or necessities of English language required by CFAs as language user; what they need to do, and how to perform to achieve a set of competencies in order to function effectively in the target situation. These needs will be transferred to task of language learner in English course module.

Needs Analysis/Needs Assessment

Needs analysis/needs assessment is the process of determining the needs for which a learner or group of learners requires a language and arranging needs according to priorities. Needs analysis makes use of both subjective and objective information. In this study, information will be obtained from semi-structured interviews, questionnaires, observations, documents, and speaking tasks. The information may include a) the situations, in which a language will be used by CFAs b) objectives and purposes for which the language is needed, c) the types of communication that will be used e.g. formal, spoken and d) the level of proficiency which will be required.

Competency

“Competency is a combination of skills, abilities, and knowledge needed to perform a specific task (U.S. Department of Education, 2001, p.1 cited in Voorhees, 2001). Competency is a CFA’s capability to apply or use related knowledge, skills and abilities required to successfully perform “critical work functions” or tasks in his/her when dealing with customers/passengers. Competencies also serve as the basis for skill standards that specify the level of knowledge, skills, and abilities CFAs require for success in their workplace as well as potential measurement criteria for assessing competency attainment.

A Competency Model

A competency model is a collection of competencies that define successful performance of employees in their work setting. Competency models are the foundation for important human resource function such as recruitment and hiring, training and development, and performance management because competency models specify what is essential to search for or to train and develop. Competency models can be developed for specific jobs, job groups, organizations, occupations or industries.

Competency-based Framework/Approach

Competency-based approach/framework is an approach which focuses on the outcomes of learning as the starting point of course design by identifying the tasks a learner will need to perform within a specific setting. The competencies needed for a successful task performance are identified and used as the basis of course planning. (Richard, 2001). Competency-based framework is largely adopted for vocational and technical education, including work-related language program for adults.

E-learning

E-learning is a term which covers a wide set of applications and processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaboration. E-learning is also defined as the delivery of content via electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/video tape,

interactive TV, and CD-ROM. In this study, e-learning is defined as “self-paced learning” with computer-assisted language learning (CALL) courseware.

1.10 Significance of the Study

Theoretical contributions

1. The study is the English for Occupational Purposes (EOP) research project using workplace as a context of research and course development. It reflects some important theoretical aspects of research conducted in the workplace. The study will bring about an e-learning English course using a competency-based approach in course development which can fulfill the needs of English used by chief FAs.

Practical contributions

1. The study will provide the company/organization with an e-learning competency-based English course for chief FAs to enhance their English use for their successful career.

2. The study will provide English teachers with guidelines of the development of a competency-based training course for different jobs in airlines/aviation industry or other professions.

3. The study may be taken into consideration as a required course for chief FAs of other airlines who are also non-native speakers of English and use English as a foreign language or as a medium of communication.

1.11 Summary and Outline of the Dissertation

The dissertation consists of five main chapters.

Chapter I describes the background of the present study regarding the needs for a particular English course module for non-native speaker CFAs who works in the international airlines and base in Bangkok where English is the media of communication. To enhance their English proficiency in performing their jobs, an e-Learning competency-based English course module for CFAs has been proposed in which the needs analysis is the first requirement for course module development.

Chapter II reviews the underlying principles and concepts that are relevant and

necessary for the development of the proposed course. The literature reviews cover from the role and definition of English for Specific Purposes (ESP), the ESP course design, the types of ESP syllabus to the concept of needs analysis relevant previous researches. In addition, the reviews also include the competency-based approach, competency-based education and its application for course development in terms of the competencies the CFAs need to achieve in performing their jobs. As the study deals with a development of an e-Learning English course module, the principle and concept of e-Learning and computer-assisted instruction (CAI) are also presented to design the 'self-pace' English course module. The previous research studies are also included.

Chapter III covers the research methodology of the study. This chapter includes the research design, research instruments, the method of data collection and data analysis.

Chapter IV reports the results and the findings of the study. Information from the needs analysis to the course development and course implementation are illustrated.

Chapter V summarizes the study, discusses the findings and suggests implications and recommendation for further study.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the principles and concepts that are relevant

and essential for the development of the e-learning competency-based English course for CFAs. The review covers English for Specific Purposes, competency-based approach, needs analysis, and attitudes toward the language learning and course module development. These concepts are studied in order to design an English course module which will effectively serve the needs of CFAs.

2.2 The Role of English for Specific Purposes (ESP)

English has played a very important role in international communication and in education. Hutchinson & Waters (1987) quotes three phenomena supporting the emergence of English for specific purposes (ESP): the demands of a Brave New world, a revolution of language study and a focus on the learner. First, ESP emerged because of the demand of an international language. Since the end of Second World War in 1945, there has been an enormous expansion in technology and commerce which dominates scientific, technical and economic developments. Such a phenomenon implied the need for an international language. English, of course, has taken the role of an international language of technology and commerce. The Oil Crises of the early 1970s brought a tremendous change in western money and knowledge flowing to the oil-rich countries. The language of this knowledge, perceivably, is English. For example, businessmen need English to discuss a project in oil industry; workers in an oil plant need English to read the manual, etc. People learn English because of the demand of English use in the work environment. Previously, pleasure and prestige of knowing the language were the main reasons for learning English or any other languages. Time and money constraints have created a need for cost-effective courses with clearly defined goals (Hutchinson & Waters,

2006). The demand of English courses tailored to specific needs is, unavoidably, continuously growing.

The second phenomenon considered as having an impact on the emergence of ESP is the revolution of language study. Traditionally, the aim of a language study was a mastery of linguistic descriptions of language; rules of English usage or grammar. A new idea of language study is shifted away from defining the formal features of language use to discovering the ways in which language is actually used in real communication (Widdowson, 1978 cited in Hutchinson & Waters, 2006). Therefore, English used in different contexts or situations might vary in a number of different ways, e.g. the English for commerce and that for engineering. If English use varies from one situation to another, it should be possible to determine the features of specific situations and then to make these features the basic objectives of English course development. (Hutchinson and Waters, 2006).

The third phenomenon Hutchinson and Water (1987) state as having an impact on the emergence of ESP is the study of educational psychology which emphasizes the importance of learners and their attitudes to learning. Instead of focusing on the method of language delivery, more attention is drawn on how learners acquire language and different ways in which language is acquired. Learners are believed to have their own interests and needs which affect motivation and the effectiveness of their learning. Therefore, learners' needs become a very important issue in designing a specific course to meet the needs of an individual. Research in psychology shows that learners have different interests due to various needs of their works (Li, 2001). If the English courses offered to the learners in the workplace are relevant to their specific needs, their motivation would probably increase. This would result in a better and faster learning. The focus of ESP is on learners and their learning.

2.3 Definitions of English for Specific Purposes (ESP)

English for specific purposes (ESP) can be defined in different aspects. The concept of ESP is based on 'communication needs' and 'its learners'. Munby proposes "ESP courses are those where the syllabi and materials are determined in all essentials by the prior analysis of communication needs of the learners, rather than by non learner-centered criteria such as the teacher's or institution's predetermined

preference for General English or for treating English as part of a general education” (Munby, 1978: 2).

Another definition of ESP derives from identifying its absolute and variable characteristics (Stevens, 1988: 1-2). A modified definition is proposed with three similar concepts of absolute characteristics and some different concepts of variable characteristics. The three similar absolute characteristics of ESP are as follows; first, ESP is designed to meet specific needs of the learner; second, ESP is related in content to the particular disciplines, occupations and activities it serves; third, ESP focuses on the linguistic descriptions (grammar, lexis, register), skills, discourse and genres analysis which are appropriate to those activities. The revised variable characteristic is that ESP is not completely in contrast with General English (Dudley-Evans and St. John, 1998: 4-5). Interestingly, it is not clear where ESP course and General English course begin since several ESL (English as a second language) teachers adopt an ESP approach in teaching their courses which are based on the analysis of learners’ needs and their own personal specialist knowledge of using English for real communication (Anthony, 1997). Besides, what has been added to ESP variable characteristics is the level of learners. ESP can be designed for beginners, intermediate or advanced learners, or adult learners in a professional work situation.

Notably, Hutchinson and Waters (1987: 19) propose a broader definition of ESP; “ESP is an approach rather than a product. ESP is not a particular kind of language or a language methodology, nor does it consist of a particular type of teaching material. ESP is an approach to language teaching in which all decisions as to the content and method are based on the learner’s reason for learning.

Based on the characteristics of ESP mentioned above, it can be concluded that the key terms of ESP courses are “learners” and “needs”. It is vital for teachers of ESP to know the nature of the learners and their needs. Furthermore, the teachers have to know the demands of the target situation such as jobs descriptions, tasks/activities, and study situations, etc. What is also important is they need to understand the nature of language/register, nature of communication, as well as nature of learning.

It can be observed that ESP courses are classified into categories using different abbreviations; EAP (English for Academic Purposes), EEP (English for Educational Purposes), EOP (English for Occupational Purposes) or EBP (English for Business Purposes). Two tree diagrams of ESP classification are introduced according to two factors; experience of learners and the other, professional area.

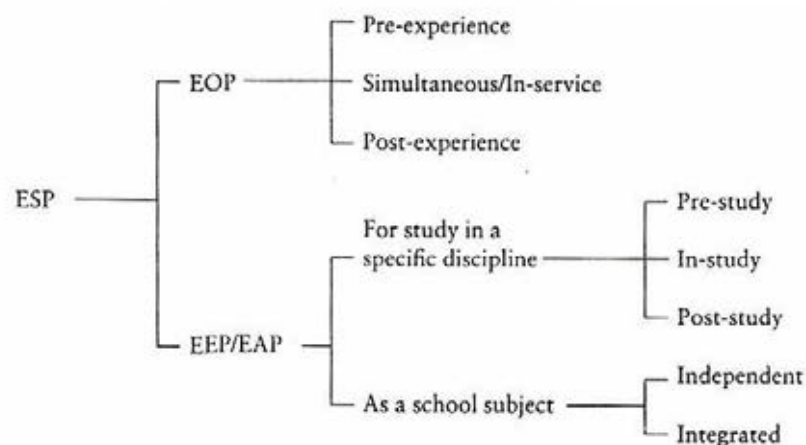


Figure 2.1 ESP classification by experiences

(Robinson, 1991: 3-4 cited in Dudley-Evans and St. John, 2006: 6)

This tree diagram divides ESP into two main streams; EOP and EEP/EAP. Both of them focus on the time when the courses take place. For example, EOP courses may be offered to new workers who have no previous experience in working in the specific field (Pre-experience course). It can be offered at the same time while workers work (Simultaneous/In-service course). Otherwise, EOP is offered to workers who have work experiences (Post-experience course). In terms of EEP/EAP, an institute may offer courses to students as a pre-study, an in-study or a post-study course in a special discipline. Courses can also be offered as an independent school subject or integrated with a school subject.

Another ESP tree diagram classifies ESP into categories according to professional areas or disciplines as shown in Figure 2.2.

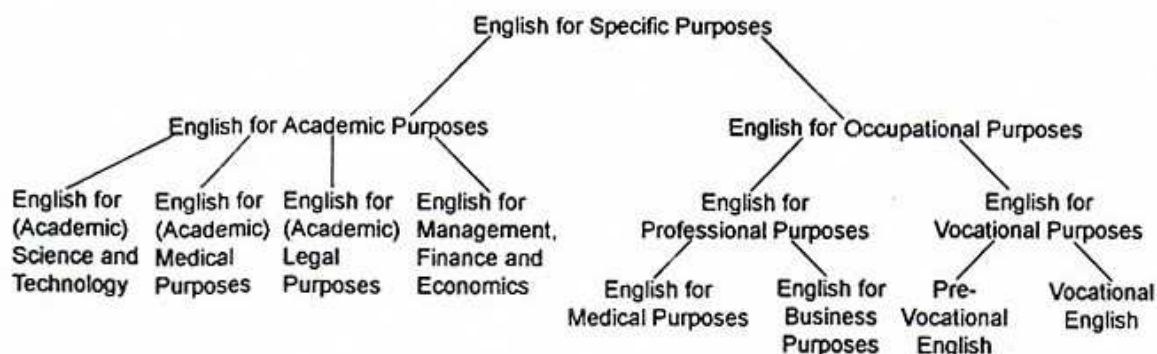


Figure 2.2 ESP classification by professional areas

(Dudly-Evans and St. John, 2006: 6)

As mentioned above, English for Occupational Purposes (EOP) is ESP which is designed depending on the purposes for which the learners need an English course; to carry out their intended profession or occupation or perform job-related tasks. For example, English for Nurses, English for Pilots, English for Medical Students/Doctors, English for Law, English for Business, etc. The EOP course for a medical student/doctor will vary from the EOP course designed for a business executive or for an engineer because of the differences in report writing. The reports each of these professions would require are notably different in terms of format, organization of contents, language styles, etc. Thus, each EOP course is designed on the basis of the specific needs of each profession.

According to the diagram in figure 1.2, EOP includes the area of English for vocational purposes. It can be pre-vocational English or vocational English. EOP courses for FAs and chief FAs would be categorized as a pre-experience, a simultaneous/in-service, post-experience, or EOP for vocational purposes/vocational English.

2.4 Overview of ESP Course Design

Basically, a course design should be about *what* and *why* (Swales, 1989). Carter (1983, 133-135) states that there are three common features of ESP courses; authentic materials, purpose-related orientation, and self-direction. Based on the characteristics of ESP course design mentioned previously, it is stated that ESP should

be offered at an intermediate or advanced level. The use of authentic learning materials is entirely feasible. The use of authentic content materials, either being modified or unmodified in form, are definitely a feature of ESP, particularly in self-directed study and research tasks. However, some practitioners argue that authenticity should relate to the transferability of strategies or activities rather than to the spoken or written texts from target contexts (Johns & Price-Machado, 2001). For example, if learners practice politeness strategies in the target language, they might be able to use these approaches in a variety of unpredictable contexts. Therefore, the language content of the course is selected not because it represents what a learner will have to deal with after the course is over, but because the learner is likely to activate strategies for learning as the course progresses. The ability of transferring the strategies is a feature of process-oriented approach to the learner (Widdowson, 1981: 5, cited in Johns & Price-Machado, 2001).

The second feature of ESP course is purpose-related orientation. Purpose-related orientation refers to communicative tasks required of the target situations. Carter (1983) gives an example of a student's simulation of a conference, involving the preparation of papers, reading, note-taking and writing. Another example is students' behavior in a health science program. The students attended a seminar on improving listening skills. They practiced listening skill, such as listening with empathy. Later they employed their newly acquired skill during a field trip to a local community center where they were partnered up with English-speaking residents (Gatehouse, 2001).

The third feature of ESP course is self-direction. Self-direction is a characteristic of ESP courses in that "ESP is concerned with turning learners into users" (Carter, 1983: 134). In order to foster self-direction, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter also encourages that teachers need to adopt a systematic attempt to teach learners how to learn by teaching them learning strategies. In a particular context, it might be essential for learners to learn how to access information in new culture (Gatehouse, 2001).

Most of the work of CFAs concerns interaction with customers/passengers traveling by planes for a certain period of time, depending on their destinations. From documents research and researcher's experiences on observation at workplace, it is

found that basically, much of the language used by chief FAs concerns listening and speaking skill with the following features:

1. Sense of purpose

The most important characteristic of exchanges in the context of business meetings, telephone calls, and discussions is a sense of purpose. Language is used to achieve an end, and its successful use is seen in terms of a successful outcome to the business transaction or event. CFAs need to be aware of the language used to communicate with passengers in order to achieve the goal of the transaction. The use of language implies the risk which can be caused by mistakes and misunderstandings while interacting.

2. Social aspect

CFAs have a need to contact with passengers whom they have never met before. They might know each other very slightly. Thus, they have to practice an internationally accepted way of doing things so that people from different cultures and with different mother tongues can understand each other and can build a good relationship. As a result, formulaic language is used in greetings, offering help, or apologizing.

According to the English Language Development Center (ELDC), Commission on Higher Education, Ministry of Education, Thailand, standards of English for 37 occupations are developed, including standards of English for flight attendants (ELDC, 2006). In general, the standards for each occupation are composed of 4 standards. The first two standards concern language skills used in the workplace, with benchmark indicators at an intermediate or a basic level. The third standards concern using appropriate language varieties and registers according to audience, purpose, setting, and culture. The fourth standards concern understanding and using nonverbal communication appropriate to audience, purpose, setting, and culture. Both the third and the fourth standards state the level of language used as an advanced benchmark indicator. The examples of Standards of English for flight attendants proposed by ELDC are illustrated as follows:

Standards of English for flight attendants proposed by ELDC

Standard 1: Understanding and interpreting spoken and written language on a work topic

1.1. Using listening skills at an intermediate level

Benchmark Indicators:

- 1) Understand verbal details of social exchanges, e.g. greetings, leave-taking, thanking
- 2) Understand passengers'/supervisors' questions, requests, opinions, suggestions, advice, complements, complaints, refusals, and orders
- 3) Recognize irony, sarcasm, and humor from passengers

1.2. Using reading skills at an intermediate level

Benchmark Indicators:

- 1) Understand common instructions concerning aircraft and passenger safety
- 2) Get key information from circulars, e-messages, e-News and websites related to work/flight operation.

Standard 2: Using spoken and written English to participate in work interaction

2.1. Using spoken English at an intermediate level

Benchmark Indicators:

- 1) Use and respond to basic courtesy formulas, e.g. greetings, leave-taking
- 2) Use and respond to questions, requests, opinions, suggestions and advice with passengers and supervisors

2.2. Using written English at a basic level

- 1) Write a summary or a report, e.g. cabin report
- 2) Write simple instructions
- 3) Write short social messages, e.g. thank you, birthday cards

Standard 3: Using an appropriate language variety and register according to audience, purpose, setting and culture

Advanced Benchmark Indicators:

- 1) Use appropriate language register to interact with passengers/colleagues/supervisors

- 2) Select appropriate topics to discuss with passenger

Standard 4: Understanding and using nonverbal communication appropriate to audience, purpose, setting, and culture

Advanced Benchmark Indicators:

- 1) Identify nonverbal cues that cause misunderstandings or indicate communication problems
- 2) Use intonation, pitch, volume and tone of voice appropriately

These standards of English for flight attendants developed by ELDC can be applied to Flight attendants' language use as well since they are in the same working environment. What makes it different is the particular job descriptions and responsibility of the chief flight attendants. These factors affect English language use of the chief flight attendants comparing to that of the flight attendants. Some other relevant characteristics of English used by chief flight attendants can be revealed in job advertisement on cabin crew websites. The website of cabincrew.com announces an advertisement on aviation jobs in the position of a Supervisor of In-flight of international airlines; Compass Airlines in Detroit, Michigan, U.S.A. and Lufthansa Airlines, Germany. Compass Airlines states job responsibilities of a Supervisor of In-flight as follows: responsible for the collection and handling of daily on-board sales money and deposits, ensures that the flight attendants comply with all company policies and procedures, promotes and secures adherence to policies that ensure the highest level of safety through the in-flight staff, etc. The announcement states the job knowledge and skills as follows: possesses strong verbal and written communication skills and is able to articulate views, has the ability to communicate with excellent listening and problem solving skills, must be comfortable addressing large groups of people, has the ability to apply common sense in understanding and dealing with customers, situations should be dealt with diplomatically and professionally, etc.

Lufthansa airlines launched its job's advertisement for air pursers indicating that the applicant should possess these requirements: likes to take care of other people, likes to solve problems quickly, has a high level of service orientation, sociability, strong communicative skills, initiative, autonomy, flexibility and dedication, aptitude for diplomacy and assertiveness within a team, very good German and English

language skills, both in written and verbal form and knowledge of a further foreign language, sense of humor, being responsible in in-flight service according to the company policy and procedure, etc.

According to ESP course design, Robinson (1991: 34) points out that “ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, a course designer’s approach to syllabus and a methodology and existing materials (if any). It can be noticed that one of the key elements in designing an ESP course is to what extent and how the course designers modify their existing approaches and materials in order to match the results of the needs analysis. ‘Syllabus’ is a plan of work serving as a guideline and context for class content. It describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Robinson, 1991: 34; Richard, 2001). It can be called a ‘route map’ for the course (Robinson, 1991: 34). This ‘route map’ shows the students that there is a plan and how the individual lessons fit in.

Another concept of ESP course design is that “a syllabus design derives from the selection, sequencing and justification of the content. Content selection will include selecting linguistic features such as items of grammar, pronunciation, and vocabulary as well as experiential content such as topics and themes. This selection process is guided by needs analyses of the learners” (Nunan, 2001: 55).

Conclusively, a key issue for ESP course design is the relationship of any syllabus of language, pedagogy and content which is the students’ specialist subject area.

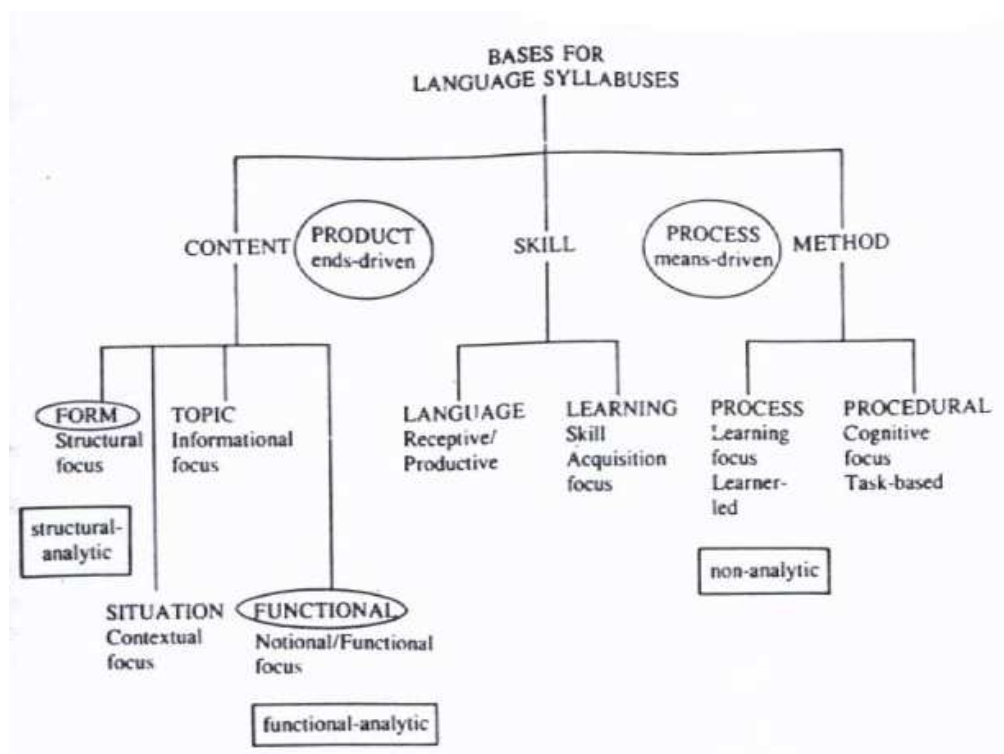


Figure 2.3 proposes a combination of three accounts of approaches to the ELT (English language teaching) syllabus which is useful for discussion of the syllabus for ESP. Bases for languages syllabus design. (Sources: White; ovals, Breen; rectangles, Allen) (Robinson, 1991: 35).

2.5 Types of ESP Syllabus

Syllabi are distinctively divided into two categories: product (or content) syllabuses and process syllabuses (Robinson, 1991: 35). Content-based syllabi include, for example, the grammatical (or structural) syllabus, the situational syllabus, the functional-notional syllabus, the competency-based syllabus, etc. Another category is process syllabuses including the task-based syllabus, the skill-based syllabus, etc.

Grammatical (or structural) syllabus is considerably the most popular syllabus in language teaching through the 1960s and it is still very popular nowadays. It is a kind of language form syllabus consisting of an ordered set of language items: grammatical terms, vocabulary items, set of rules which can be combined in many ways to make meaning. These components are typically graded by difficulty of learning. The main purpose of the grammatical syllabus is to control input to the

learner so that only one item is presented at a time. The syllabuses have been used as the basis for planning a general course, particularly for beginning-level learners.

Grammatical syllabuses have been criticized on several aspects. First, grammatical syllabuses do not represent the complexity of language, only an aspect of language proficiency. Second, they do not reflect the learners' second language acquisition in the order as specified (Nunan, 2001). Third, they focus on the sentence rather than on longer units of discourse. Fourth, they focus on form rather than meaning. Finally, grammatical syllabuses do not address communicative skills. However, grammar remains a core component of many language courses since it represents learners' language proficiency. Grammar offers a convenient framework for a course because it can be linked to functions, topics, or situations. Typically, grammatical syllabuses are seen as one stream of a multi-skilled or integrated syllabus rather than as the main basis for a syllabus (Robinson, 1991; Richards, 2001). Examples of important textbooks in ESP are *The Structure of Technical English* by A.J. Herbert in 1965 and *A course in Basic Scientific English* by J.R. Ewer and G. Latorre in 1969.

With the introduction of Communicative Language Teaching (CLT) in the 1970s, a different approach of syllabus design was proposed reflecting the communicative purposes and needs of the learners. This alternative to a grammatical syllabus was the **notional-functional syllabus** providing that this syllabus model follows the principle of meaning that is approached through the study of language in use and language in discourse. The notional-functional syllabus approach is the study of the language functions and their relation in grammatical forms (Wilkins, 1976). This syllabus emphasizes notions which are general conceptual meanings such as time, cause, space and duration, while functions are the communicative purposes that are achieved through language such as apologizing, advising, requesting, complaining, or agreeing, etc. A notional-functional syllabus was built on the assumption that a mastery of individual functions will result in overall communicative ability.

The notional-functional syllabus reflects a more comprehensive view of language and focuses on the use of language rather than linguistic forms. Major English courses published from the 1980s employed a notional-functional syllabus and sometimes integrated a grammatical syllabus focusing on communicative skills. A

very well known textbook based on notional-functional syllabus is *Threshold 1990* by Van Ek (Van Ek and Trim, 1998). The book consists of language functions for threshold level which are divided into six categories of English use; Imparting and seeking factual information, Expressing and finding out attitudes, Deciding on courses of action (suasion), Socializing, Structuring discourse, and communication repair. However, some critics state that the notion-functional syllabus fails to address the processes of communication; clear criteria for selecting or grading functions, and gaps in grammatical competence can occur since the language is broken down and taught separately depending on different functions. Therefore, some important grammatical structures, therefore, may not be revealed by functions which are taught in the syllabus (Richards, 2001; Nunan, 2001).

Another communicative approach to syllabus design is **the situational syllabus**. It focuses on organizing the framework around different situations a learner is most likely to be in. A situation is a setting in which particular communicative acts occur. A situational syllabus identifies the situations in which a learner will use the language, the typical communicative acts, and the language used in that setting (Richards, 2001). Thus, a course designer predicts the situations a learner may meet and the target language he/she may need to cope with. Situational syllabus is similar to notional-functional syllabus. Both emphasize language functions and language use (Wilkins, 1976). An example of a textbook in English for travel the syllabus of which is organized around situations and focuses on mastering expressions regularly used in those situations is "*Passport*". It contains many situations such as On an Airplane, In the City, At the Bank, On the Bus, At the Post Office, In a Hotel, In a Restaurant, etc.

However, linguists see this approach as ineffective because one cannot anticipate all types of communicative situations. They argue that some language utterances do not belong to any situations. Therefore, linguists are not satisfied with this approach and they continue their search for a more effective approach to a course design. Later on, with the emergence of ESP, the situational syllabus reenters language teaching by considerably focusing on other elements of the situation: the participants, their role relations, the transactions they engage in, the skills or behaviors involved in each transaction, the kinds of oral and written texts that are produced and the linguistic features of the texts (Richards, 2001).

The other communicative syllabus design proposed is the **topical or content-based syllabus**. Its starting point in syllabus design is organized around themes, topics, or other units of content rather than grammar, functions or situations. Language is learned indirectly via the contents or topics being taught. For example, ESL programs in an elementary or a secondary school where English is integrated in many subjects; science, mathematics and social sciences. The advantages of a course based on the content or topic-based syllabus are that content makes linguistic forms more meaningful for a learner to learn. A topic-based syllabus course provides a basis for teaching the skill areas. Besides, it can motivate a learner with interesting contents, addresses a learner' needs for integration of the four skills, and allows the use of authentic materials (Robinson, 1991; Richards, 2001). However, some critics are brought up regarding the sequence or difficulty of grammar, functions, or skills to be learned in a particular content. Different topics may require language in different levels of complexity. The learner may not be able to develop a logical or learnable sequence properly.

Another category of syllabus framework to be introduced is the process syllabus which includes the skill-based syllabus and the task-based syllabus. A **Skill-based syllabus** is organized around the different components or abilities (microskills) which underlie the use of the four macroskills of listening, speaking, reading and writing. It is believed that learning an activity such as "reading a newspaper" involves a mastery of a set of microskills which make up the activity. A learner needs to be taught how to master these microskills, such as reading for gist, guessing words from context or reading and making inferences in order to learn or improve his/her reading skills. Therefore, skill-based syllabuses focus on the process or performance or behavior of a learner in mastering microskills. These syllabuses teach skills that learners can transfer when encountering other situations. The syllabuses identify the teachable and learnable units explicitly. However, the microskills involved are claimed to be very specific such as preparing for university-level studies in English. Some critics state that a skill-based syllabus focuses mainly on an individual performance area rather than on developing more global and integrated communicative abilities (Munby 1978; Richards 2001).

Another communicative syllabus design is the **Task-based syllabus** which is organized around the tasks that a learner will encounter in target language. These tasks are determined by conducting needs analysis of a learner. The principle of the task-based syllabus includes tasks, which are activities that drive second language acquisition process. Tasks motivate the learner and engage him/her in meaningful communication. By the time a learner carries out those tasks, he/she might acquire grammar as a by-product. There are two kinds of tasks proposed in designing a syllabus: pedagogical tasks and real-world tasks. Pedagogical tasks are based on the second language acquisition theory (SLA) and it is this kind of tasks which are believed to drive SLA process since they are created in order to involve learners in communicating with each other in the target language. Learners are unlikely to encounter these tasks outside the classroom.

Examples of pedagogical tasks are, for instance, jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, opinion exchange tasks. Real-world tasks or target tasks are the tasks that a learner might do outside the classroom. Real-world tasks are designed as the activities for a learner to practice. Real-world tasks are found to be important in needs analysis and turn out to be important and useful in the real world. Examples of real-world tasks include taking part in a job interview, completing a credit card application, finding one's way from a hotel to a subway station, or checking into a hotel, etc. (Richards, 2001; Nunan, 2001). However, some disadvantages of the task-based syllabus are raised in the area of a definition of tasks which is claimed to be too broad. Second, the procedures and tasks' selection are unclear. Lastly, the development of accuracy might be less than fluency caused by the excessive use of communicative tasks.

Research studies on the task-based syllabus in English language teaching are conducted widely. Prabhu (1987) implemented it to classes both in primary and secondary schools in southern India in 1979. The findings revealed that students increased their stock of vocabulary and they could express their ideas more naturally. Coleman (1987) applied the task-based syllabus at a university level in Indonesia and the result stated that it could be used with even a large class of 110 students. Vadhanamara (1996) conducted a research study on the effects of the task-based activities on English language communicative ability of second year students at the

Royal Thai Air Force Academy. The findings were that students taught by using task-based activities developed their four skills and integrated skills better than those taught by using the activities in the instructor's textbook designed by the English Language Center, Defense Language Institute, USAA. Chimroyarp (2007) studied the development of an intensive English course for Buddhist missionary monks using task-based instruction (TBI). The result illustrated a positive use of TBI stating that the post-test scores of all students were significantly higher than the pre-test scores in speaking tests, but not in listening tests. The qualitative data indicated that when implementing TBI, students required more time to practice. Furthermore, authentic materials and modern multimedia used in class would be very useful in language learning.

2.6 Competency-Based Approach

It belies the "all things to all people" appearance of teaching and learning and permits the resources of a system to be directed toward appropriate and accountable ends. Old wine in new bottles. Probably no educational movement of recent times has shown so much promise as this application of a common sense principle... It sounds like a good idea if you can figure out what it is. (Hall & Jones, 1976: 1).

Competency-based education (CBE) movement has been largely well-known since the late 1960s. The primary demand was developed in teacher education area. Thus, it was defined as the development of learners who have learned, of programs that promote learning, and of instructors who can and do teach. There are main factors contributing to the movement of CBE. First, English teachers were in great demand in schools. Colleges were expected to produce students who were effective professionals in teaching. Second, there was a shift in expectations for college education. An increasing number of young people denied to study in colleges since they could not find a job after graduation. Therefore, the graduates of education were forced to be well-prepared for the job market. Third, there was an increasing demand from the public to require accountabilities on educational institutions. Fourth, a vast amount of educational research funded by the federal government of the U.S.A. was conducted resulting in combining the learning theory, curriculum materials, and new developments in instructional media and teaching strategies (Hall & Jones, 1976).

CBE gradually moved towards other areas such as educators working in the health sciences, including dental health and other professions.

It should be noted that, there are a number of different terms for the same or similar developments of CBE. Such terms include ‘Performance-Based Teacher Education’ (PBTE), ‘Competency-based Teacher Education’, ‘Competency-Based Education and Training’, ‘Competency-based Vocational Education’ and ‘Competency-Based Education’ (Hodge, 2007). However, there is a controversy about the term ‘performance-based’ and ‘competency-based’ (Norton, Harrington and Gill 1978, cited in Hodge, 2007). A preference for the term ‘performance’ used to indicate an emphasis on skills. While some believed that professional knowledge was undervalued by ‘performance’ and opted for ‘competency’ as the more appropriate term. Thus, the two terms can be used interchangeably.

2.6.1 Competency and Competency-Based Approach

The term ‘competency’ or ‘competencies’ have a similar meaning with the terms ‘student learning outcomes’, ‘objectives’, and ‘skills’. U.S. Department of Education defines ‘competency’ as “a combination of skills, abilities, and knowledge needed to perform a specific task” (U.S. Department of Education, 2001, p.1 cited in Voorhees, 2001). Competency-based education is an emphasis on results. Its basic concepts focus on performance indicators that reflect successful functioning of the stated goal. It also emphasizes the specific knowledge or skills to be learned, how they are learned or how long it takes (CBE) to learn them.

Voorhees (2007) defines competency-based approaches stating that “Competency-based approach bridges the gap between the traditional paradigm, which depends on traditional credit hour measures of student achievement and the learning revolution. In the competency-based paradigm, outcome learning is defined explicitly; means of delivery the courses are various. The assessment of student’s achievement requires many methods other than traditional student transcripts which display only credit hours and course letters. Competency-based training guarantees that all students meet the required standards or learning outcomes.

2.6.2 An International Movement of Competency-Based Approach

In the United States, National skills standards Board of the United States enacted the Educate America Act of 1994. The Board develops a national system of skill standards and of assessment and certification of attainment of skill standards. In the United Kingdom, the Dearing Report in 1997 focuses on lifelong learning and skills. A quality assurance agency was established to work with institutes to provide benchmark information on standards especially threshold stands operating within the framework of qualifications. CBT has an effect on both high school and university and workplace programs (Voorhees, 2001).

In Australia Technical and Further Education (TAFE) courses offer programs which are relevant to national qualifications. These programs are much more introduced in vocational than in university education. In New Zealand, the National Qualifications Framework, the range of which covers post graduate certificates, diplomas and degrees, ensures that all students who meet the required standards whether at school, tertiary education, or in community, government or private training in the workplace can gain recognition of their achievements (Farris, 1995 cited in Voorhees, 2001). In term of learning, performance-based learning is used as a framework for the learning system which defines a competency set or competencies learners need to attain.

2.6.3 Theoretical Origins of Competency-Based Training

The theoretical origins of CBT derive principally from behaviorism (Hodge, 2007). Behavioral psychology or 'behaviorism' works on the premise that our sensory experience is the strong foundation of our knowledge. The concept of reflex, stimulus and response which became central to the behavioral learning theory was drawn from the work of Pavlov, a Russian psychologist who was interested in animal behavior. Pavlov made a significant contribution to learning by conceptualizing the difference between unconditioned and conditioned reflexes (Pavlov, 1927 cited in Hodge, 2001). According to Pavlov, innate reflexes can become modified or conditioned through an external event, for example, when a dog salivates because it has detected the preparation of food. In this case a conditioned stimulus (the activity of food being prepared) has become substituted for an unconditioned stimulus (the taste of the food).

Pavlov proposed that the new stimulus is said to be ‘reinforced’ by the unconditioned stimulus, and can become established so that the conditioned stimulus alone initiates the reflexes.

Another study about behavior was conducted by Thorndike. He advocated the study of the externally observable behavior of organisms including humans as a way to supplement explanations that depended on the postulation of states of consciousness (Thorndike, 1911 cited in Hodge, 2007). His experiment involved placing cats in an environment that included levers which, when pressed, would lead to the appearance of food. He measured the time taken for the animals to activate the lever and then repeated the conditions until the subject would use the lever without delay when exposed to the same conditions.

In 1953 Skinner created the idea of ‘shaping’ behavior toward very specific forms by gradually narrowing the effective range of operant behavior. For example, if the desired behavior of the pigeon was pecking at a spot on the wall, the ‘operant’ behavior might initially be any movement by the bird in the direction of the target wall, and then any movement towards the spot on the wall and then finally only pecking at the spot (Skinner, 1953 cited in Hodge, 2007).

The theory of behaviorism with its emphasis on the learning theory has strongly influenced the development and general approach of CBT. The emphasis in CBT on the expression of competencies in ‘behavioral’ terms and the focus in CBT assessment on the observable behaviors of the learner are the concept of behavioral psychology.

2.6.4 Competency-Based Education (CBE) and Its Theoretical Developments

Theoretical developments which underlie CBE can be illustrated into 3 concepts: (Hall & Jones, 1976).

1. A concept of a reversal of educational practice from group instruction and group comparison towards the control of individual learning.

According to Bloom (1971), the use of normal curve or other statistical procedures (norm-referenced) in evaluating student achievement confirms that some students have to fail. This is considered a disadvantageous concept of learning because student achievement is evaluated by group comparisons. In contrast, CBT attempts to

reduce the failure of students by ensuring that at least the minimal achievement is reached by all the students of the specified goals and objectives. Students' achievement is measured against the completion of objectives.

2. A concept of a mastery learning

It is the fact that most students (about 90 per cent) can master what a teacher teaches them. A teacher or an instructor has the responsibility of working with individuals until they do learn. (Bloom, 1971).

3. A concept of redefinition of "aptitude"

In education and psychology the concept of "aptitude" has always been the issue of "can or cannot" only. Putting it the other way, it should be recognized as "the amount of time required by the learner to attain mastery of a learning task." (Carroll, 1963 cited in Hall & Jones, 1976).

Should students be given enough time, they can definitely learn. Therefore, in CBE, time becomes a variable depending on the internal and external needs and capabilities of the learner. Mastery learning is a goal. By contrast, in traditional learning, time has been constant or fixed while learning has been the variable.

2.6.5 Different Concepts of the Nature of Competence

Hager and Gonczi propose three concepts of the nature of competence as follows: (Hager & Gonczi, 1996)

1. Conception of the nature of competence is task-based or behaviorist.

Competencies are viewed as discrete behaviors associated with the completion of tasks. The curriculum of education and training programs are related to the behaviors/tasks specified in the occupation's competency standards as adopted by many of the industries who first developed a competency standard. For example, if a mechanic can replace a full pump or a teacher can introduce a lesson, he is said to possess the competency of full pump replacement or lesson introduction. Evidence for the competency is based on a direct observation of performance with the connections between tasks.

The disadvantage of this model is that it ignores connections between tasks, underlying attributes, group processes and their effort on performance, complexity of performance in the real world and the role of professional judgment in intelligent

performance. This approach is quite unsuitable for conceptualizing work and its relevance to work at any level is still questionable.

2. Conception of the nature of competency concentrates on the general attributes of the practitioner that are crucial for effective performance.

Competencies are viewed as general attributes such as knowledge or critical thinking capacity which provides the basis for transferable or more specific attributes. However, these general attributes do not concern the context in which they might be applied. However, there are some disadvantages of this approach. There is no certainty of generic competencies. The curriculum level would, therefore, use the same educational activities to develop critical thinking or communication skills in a medical course as in a legal course or even in different branches of the same profession. It's likely that the communication skills of a criminal lawyer will be quite different from those of a family lawyer. Traditional university courses have focused on these generic skills as the basic practice

3. Conception of the nature of competence is the integration of general attributes approach and the context in which these attributes will be employed. Competence is conceived of as a complex structuring of attributes which are knowledge, attitudes, values and skills, needed for intelligent performance in specific situations. This approach is known as the "integrated" or "holistic" approach. This concept has been adopted by the professions in Australia. The approach allows practitioners to include ethics and values as elements in competent performance, also the need for reflective practice, the importance of context. Finally, it reveals that there may be alternative ways of practicing competently.

2.6.6 A Conceptual Learning Models

This pyramid is drawn in order to explain the relationship of important features in learning in the CBE approach. The pyramid consists of four steps or rungs of the ladder. The first rung consists of traits and characteristics which are foundations for learning since they concern the innate and these characteristics help explain why people develop different learning experiences and acquire different levels and kinds of skills, abilities, and knowledge. The second rung consists of skills, abilities and knowledge. These components are developed through learning experiences, work and

participation in community affairs. The competencies the third rung of the pyramid, are the result of integrative learning experiences in which skills, abilities and knowledge integrate to form learning bundles that are related to a specific task for which they are to perform. The last rung is the level of demonstrations which require applying competencies. This is the stage that performance-based learning is assessed.

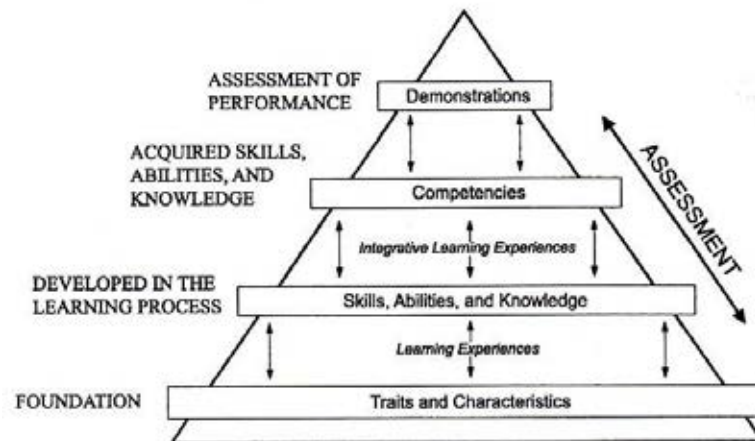


Figure 2.4 A Conceptual Learning Model

Source : U.S. Department of Education, 2001 (Voorhees, 2001: 9)

In terms of competencies, a single competency can be used in many different ways depending on their context, competencies within different contexts require different bundles of skills and knowledge. For example, leadership in a surgery room is different from leadership on the basketball court. Motivating teammates is more important to leadership in basketball, whereas superior knowledge of the procedure is more important to leadership in surgery. However in both contexts, an ability to effectively organize the roles, timing and contributions of team members is also important. Therefore, to determine which competencies can be bundled together to provide different learners with different traits and characteristics, with a maximum combination of skills and knowledge needed to perform a specific task, is a challenge. Knowing how to package the right set of competencies to efficiently carry out a task is a competency itself (Voorhees, 2001). The detailed job descriptions, which indicate the duties and responsibilities CFAs need, to perform as well as language use, can be used to bundle or combine skills and knowledge competencies required by CFAs. These responsibilities can be obtained from reliable sources; documents, interviews and questionnaires. Once the main responsibilities of

CFAs are stated, English competencies which required in dealing with those situations underlying the responsibilities will be stated. The competencies can be translated into detailed linguistics and other specifications; expressions of making an apology, use of appropriate levels of language, vocabulary, useful phrases, formulaic language, pronunciation. Besides, competencies of CFAs also include attitudes, manners, verbal and non-verbal communication which have an impact on the mastery of competencies required. Competency-based models extremely rely on measurable assessment. It means that a competency of any course must be described unambiguously and subsequently measured. If it cannot be carried out according, it probably cannot be considered as a competency.

In a traditional educational system, progression through the various subjects in a school is time-based. At any given time during the school year a teacher is expected to be at a specific point in the textbook. While every student does not progress at the same rate, the schedule typically requires every student to move at the same rate as the teacher. A traditional, time-based approach is somehow considered an ineffective system when the goal is to train individuals to perform specific, job-related skills. A more appropriate approach is competency-based training (CBT) (Sullivan, 1995). In a traditional educational system, the unit of progression is time and it is teacher-centered. In a CBT system, the unit of progression is a mastery of specific knowledge and skills, and is learner-centered or participant-centered. Two key terms used in competency-based training are: skill and competency.

Skill is a task or group of tasks performed to a specific level of competency or proficiency which use motor functions and typically require the manipulation of instruments and equipment. Some skills, such as counseling, are knowledge-based and attitude-based. Competency is a skill performed to a specific standard under specific conditions (Norton, 1987). Norton believes that competency-based training should be used as opposed to the “medieval concept of time-based learning.” Foyster (1990) argues that using the traditional school model for training is inefficient. After an in-depth study of three competency-based programs, Watson (1990) concludes that competency-based instruction has an enormous potential for training in business and industry. Paul Delker (1990) finds that successful training programs, for example, in nursing, health professions, are competency-based.

Norton (1987) describes five essential elements of a CBT system. First, the competencies achieved are carefully identified, verified and made public in advance. Second, criteria used in assessing achievement and the conditions under which the achievement will be assessed is explicitly stated and made public in advance. Third, the instructional program provided for the individual development and the evaluation of each of the competencies is specified. Fourth, the assessment of competency takes the participant's knowledge and attitude into account but requires actual performance of the competency. Lastly, learners progress through an instructional program at their own pace by demonstrating the achievement of the specified competencies.

2.6.7 Characteristics of CBE Program

A basic concept of CBE is education that focuses on students' achievement of specific competencies (Hall & Jones, 1976: 10). The program includes a set of learning objectives of which students' accomplishment can be observed in a form of behaviors or knowledge. Once learning objectives are defined, minimal levels of achievement of these objectives are stated as a criterion of success. The criteria are always explicit and based on the specified objectives that contribute to the competencies being learned. Learning activities are to assist students in acquiring minimal levels of competence. Moreover, Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession. The components of CBT are units of competency standards, performance criteria, a range of variables, and an evidence guide (Competency Based Training, 2008).

Another characteristic of CBE is that it consists of self-pacing learning modules which are used as delivery systems for instruction. A *module* is a learning unit with stated objectives, a pre-test, learning activities to allow students to acquire competencies that are shown lacking in the pre-test. Actually, a module focuses on a single competency or a discrete set of competencies. The student may work individually or in small groups, at his /her own speed. Australia's vocational

education and training (VET) makes a contribution of competency-based training (CBT) to the development and use of national competency standards, including the processes and structures of training provision. The case studies showed that CBT's outcomes depend on how competency is conceived and how the training process is defined. CBT's success relies on three factors

- a) specific skills, on-the-job learning and assessment
- b) development in adapting to and managing changing workplace realities
- c) workplace and industry accountability (Mulcahy and James, 1999).

According to a self-pacing learning style, the student is supported by other facilities considered important in CBE; a learning resource center, faculty teams, field experiences and personalization strategies. A learning resource center (LRC) can be a library of written and media materials and other instructional resources that is open for use by students as they progress through modules and related experiences.

At the same time, faculty teams need to plan, share and integrate their instruction together for the same student in order to help him or her to learn. Additionally, should it be CBE programs for professional training, field-oriented experiences with the real workplace should be emphasized. For example, a pre-service student in health sciences should participate in a field experience in hospital with in-service professionals.

CBE also contributes personalization strategies to its concept. Some CBE programs offer "personalization" of a well-trained counseling psychologist to students. *Personalization* is instruction given individually to each student to help him/her meet his/her cognitive and pedagogic needs. Personalization may include responses to the personal feelings and psychosocial growth needs of students. As previously stated, learning in CBE has a meaning of the change from 'cannot do' to 'can do'. Goals, objectives, and assessment activities are designed to emphasize the student's achieving competence or his/her working until he/she achieves it. An instructor's role is to approve a student's achievement only after he/she has demonstrated minimal competencies he/she is expected to learn. The instructor also has accountability in aiding students until they learn.

Foyster, Delker and Norton (Foyster, 1990; Delker, 1990; Norton, 1987) also define characteristics of a competency-based training program. In such a program,

competencies are carefully selected. Essential knowledge is learned to support the performance of skills. Detailed training materials are relevant to the competencies to be achieved. Materials are designed to support the acquisition of knowledge and skills. Methods of instruction involve mastery learning, with a concept stating that all participants can master the required knowledge or skills. Sufficient time is provided and appropriate training methods are used. Participants' knowledge and skills are assessed as they enter the program. Those who possess a certain level of knowledge and skills can bypass training or competencies already attained. Learning should be self-paced. Flexible training approaches including large group methods, small group activities and individual study are essential components. A variety of support materials including prints, audiovisuals and simulations (model) complying with the skills being mastered are used. A satisfactory completion of training is based on the achievement of all specified competencies.

Based on its concept, a competency-based training program can be an advantage for learners. First, learning can be clearly described and measured and comprehended by all groups. Second, a CBT program allows learners to return to one or more competencies which have not been achieved in a learning process. It is not necessary for learners to repeat one or more traditional courses. Third, a CBT program provides students a clear picture of meaningful tools in order to move toward their goals. Ideally, competencies would logically and clearly build on other competencies. Fourth, a CBT program provides learners more flexibility on time management in learning. It also provides options in an educational delivery system, a traditional academic structure, the standard length of academic terms, and the process of certifying student learning. Brown (2009) launches a project of establishing the Competency Standards for competency quality Learning Package of hotels and restaurants in Jakarta. Its learning outcome is broad enough to encompass many workplace scenarios.

Blank (1982: 5 cited in Langenbach, 1988: 38) summarizes the major different characteristics between competency-based and traditional training programs. The differences are highlighted in Table 2.1.

Table 2.1: Basic characteristics that distinguish between competency-based and traditional training programs

Characteristics	Competency-based	Traditional Programs
1. What students learn	<p>1. Are based solely on specific, precisely stated student outcomes (usually called competencies or tasks) that have been recently verified as being essential for successful employment in the occupation for which student is being trained. These competencies are made available to all people concerned and describe exactly what the student will be able to do upon completing the training program.</p>	<p>1. Are usually based on textbooks, reference material, course outlines or other sources removed from the occupation itself. Students rarely know exactly what they will learn in each successive part of the program. The program is usually built around chapters, units, blocks, and other segments that have little meaning within the occupation. Instructors focus on “covering materials.”</p>

<p>2.How students learn</p>	<p>2. Provide trainees with high quality, carefully designed, learner-centered learning activities, media and materials designed to help them master each task. Materials are organized so that each individual trainee can stop, slow down, speed up or repeat instructions as needed to learn effectively. An integral part of this instruction is periodic feedback throughout the learning process with opportunities for trainees to correct their performance as they go.</p>	<p>2. Rely primarily on the instructor to personally deliver most of the instruction through live demonstrations, lectures, discussions and other instructor-centered learning activities. Students have little control over the pace of instruction. Usually, little periodic feedback on progress is given.</p>
<p>3.When students proceed from task to task</p>	<p>3. Provide each trainee with enough time (within reason) to fully master one task before being allowed or forced to move on to the next.</p>	<p>3. Usually require a group of students to spend the same amount of time on each unit of instruction. The group then moves on to the next unit after a fixed amount of time which may be too soon or not soon enough for many individual trainees.</p>
<p>4. If students learned each task</p>	<p>4. Require each individual trainee to perform each task to a high level of proficiency in a job-like setting before receiving credit for attaining</p>	<p>4. Rely heavily on paper and pencil tests and each student's performance is usually compared to the group norm. Students are allowed (and</p>

	each task. Performance is compared to a preset, fixed standard.	usually forced) to move on to the next unit after only marginally mastering or even “failing” the current unit.
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2.6.8. Identifying Goals, Competencies and Objectives

These three terms are key concepts for a CBE program and they are related. Goals are the broadest statements made about the expected outcomes of a CBE program, while on the other end of the continuum are the objectives. An objective is the most specific formal statement that is made about expected learning outcomes. Objectives are behavioral descriptions of learning skills (Hall and Jones, 1976: 28).

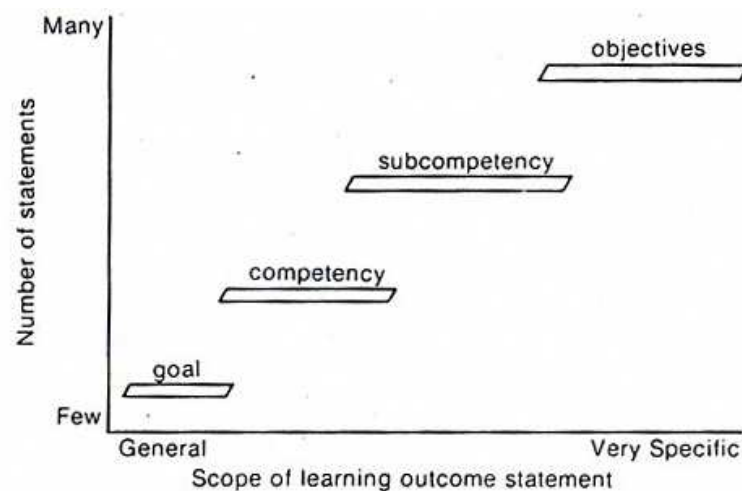


Figure 2.5 Degrees of Specificity and Frequency of Outcome Statements

(Hall and Jones, 1976: 29)

The first general ideas of competencies are that competencies should be more specific than goals, sub-competencies more specific than competencies, and objectives more specific than sub-competencies. In conclusion, goals encompass competencies, competencies encompass sub-competencies, and sub-competencies encompass objectives. The second characteristic is that each descending step is more specific in terms of the ability of a learner to demonstrate its accomplishment. The third characteristic is that a competency is a statement that describes the observable

demonstration of a composite of the specific related skills and knowledge. A learner must be able to master the total performance, not just the individual learning of specific skills. If a learner demonstrates each of the skills independently, this does not guarantee that he or she has achieved the competence.

2.6.9. Strategies of Identifying Competencies

Institutional or program goals are often shown broadly with important concepts. However, these goals may not provide a sufficient direction about the expected levels of student achievement. It is necessary to state competencies or objectives that can be used as building blocks to accomplish the goals. Stating specific learning competencies is a major challenge because faculty or instructors tend to organize the curriculum and course of study around the presentation of content rather than building specific skills across the curriculum (Jones, 2001).

A number of approaches are used in identifying competencies, sub-competencies, and objectives. Formal research strategies can be used to identify the relevant competencies (Hall & Jones, 1976; Jones, 2001).

Sources from which to identify competencies are:

1. Existing lists

There are a number of lists of objectives and competencies published in many fields, for example, a) in curriculum text books b) SCAN competencies (The Secretary's Commission on Achieving Necessary Skills, U.S.A.) which consist of workplace outcomes, basic skills, thinking skills, etc. SCAN competencies are most frequently used or adapted by community colleges. c) NSSB competencies (The National Skills Standards Board, U.S.A.) which provide industry-based skills those standard students should achieve in technical programs (Jones, 2001). In this study, competencies of CFAs can be examined from the company's competencies list of employees and to be benchmarked with those competencies investigated from websites, "Standards of English for Occupations" developed by The English Language Development Center (ELDC), semi-structured interviews with stakeholders, and questionnaires.

2. Course Translations

This process is conducted by using the present curriculum. Instructors have to change the course content into a different format by operationalizing course content into goals, then competencies, and sub-competencies, and finally objectives and skills.

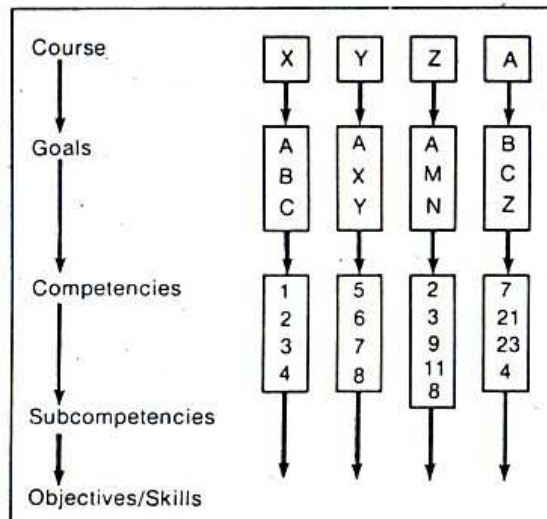


Figure 2.6 Course Translations as a Source for Objectives (Hall and Jones, 1976: 47)

3. Course translations with faculty members or instructors

An additional procedure of course translations is to have a faculty team or instructors specify their “ideal” competencies and objectives in addition to their existing course competencies and objectives. This allows instructors to negotiate for the final content.

Another procedure is to use a technique such as the *Delphi technique* or the *Delphi Approach*. It was a research-based approach developed by Olaf Helmer and his colleagues at Rand Corporation in the early 1950s (Hall & Jones, 1976).

In this process, information and opinions of participants are surveyed through the use of a series of questionnaires. Participants usually complete several rounds of surveys. The data from each questionnaire is analyzed and refined in the next questionnaire. The Delphi Approach is based on the structure analysis (Jones, 2001). For example, faculty, employers, alumni or instructors may be asked to rate the importance of specific skills. Researchers perform an analysis of variance for each item to see if there are significant differences in the mean responses among groups. In each subsequent survey round, participants again rate the importance of those items on which there were significant disagreements and revise their previous responses. In

each round, participants are provided with the results from the previous round in terms of the mean score for each item and they can give written comments. The main goal is to reach a consensus of a collective judgment about the important competencies through a formal survey process. It is a useful tool to be conducted with large groups (potentially hundreds). The Delphi technique has been used for planning in a higher education to improve the communication and reach the consensus about a variety of issue, (Uhl, 1971, 1983, cited Jones, 2001).

4. DACUM approach

One productive approach to formally identify important competencies is the strategy of developing a curriculum (DACUM). It is used for guiding the formal analysis of positions or occupations at the professional, managerial, technical, skilled and semi-skilled levels (Jones, 2001).

DACUM is based on three assumptions (Norton, 1998 cited in Jones, 2001). In the first assumption, expert workers can describe and define their job or occupation more accurately than anyone else. In the second assumption, important competencies can be identified by considering the nature of particular jobs and describing the tasks that expert workers perform. For example, accountants may be experts in auditing principles, but they will also need effective communication and problem-solving skills to be effective in their field. Successful employees typically perform a wide range of tasks that are needed by the employer and customer. In the third assumption, the tasks that employees perform require the use of a combination of certain knowledge, skills tools, attitudes and behaviors. Attitudes such as being open-minded or reporting to work on time are not a specific task, but attitudes are also important because they motivate the employee to perform at a high level. It is also important to include the attitude in an analysis of relevant competencies.

The process of DACUM may start from six or twelve selected experts participating in a brainstorming process reviewing and analyzing the necessary knowledge, skills and attitudes of tasks performed in connection with each duty. The expert, then, reviews and refines the tasks and duty statements, sequence them, and identify entry-level tasks (Norton, 1987: 15 cited in Jones, 2001). They also articulate the essential behaviors, attitudes, and knowledge that workers need to successfully

perform their jobs. A DACUM chart is developed providing a graphic display of the tasks involved in a certain job.

The chart is usually validated by a second group of experts. Experts will review the chart to determine if the tasks are entry level, if they are important for the particular occupation, the frequency with which tasks are performed, and if certain tasks are missing. The chart will be revised based on the second group's feedback and is considered a validated job model. It is more specific than a job description and it reflects what each individual states and depends on the meaning what he/she actually performs in his/her jobs rather than what others believe they do or what others state they should do. The DACUM approach is based on structured analyses and usually conducted with small focus groups and relies on the expertise of skilled facilitators (Jones, 2001). The DACUM approach has been used to conceptualize the requirements for future jobs and to design educational programs for certain professions or occupations (Norton, 1998 cited in Jones, 2001).

In this study, the process of identifying the competencies of CFAs will start from using a reliable source of information consisting of competencies required by CFAs of 'A Air' international airline. This Competency Model consists of a list of core competency, functional competency and managerial competency. Core competencies are general competencies required for every employee such as teamwork, English language skills, information technology skill, high motivation, etc. Functional competencies are specific competence for each position based on job description. Functional competencies for CFAs are, for instance, effective use of emergency equipments, management of service plan according to passenger number and flight time, responsibility of cabin atmosphere, problem-solving skill, good human relationship, maturity, and high responsibility, etc. The next step is to benchmark these competencies with the information obtained from the semi-structured interviews with Management personnel, Training Department personnel, airline customers together with the competencies of CFAs competencies from websites, and "Standard of English for Occupations (Vol.2)" of English Language Development Center (ELDC), Commission on Higher Education, Ministry of Education (ELDC, 2006). After triangulating CFAs' competencies, the competencies list will be prepared in Likert rating scale questionnaires for the participants to answer in order to identify the CFAs'

competencies. This procedure is conducted because the DELPHI technique is quite complicated to conduct and is time-consuming. DACUM is more practical to use. However, it also takes a lot of time before the consensus of competencies is reached since many rounds of competencies validating will be conducted. DACUM does include attitudes and essential behaviors that workers need to successfully perform their jobs according to the checking list.

2.6.10. Assessment and Evaluation in CBT

Evaluation in traditional courses actually involves knowledge-based testing. While knowledge-based assessments can be used in CBT to measure a mastery of skills. Therefore, Thompson (1990) states that being able to determine competency and to identify a satisfactory performance should be considered as a success of a competency-based program. Moreover, the assessment of a competency-based program must be criterion-referenced. Lastly, Richards(1985) indicates that simulation and work performance tests should include a checklist or rating scale. An organization considering in implementing a CBT system should provide adequate resources and training materials. Audiovisual materials need to be directly related to the written materials. Training activities have to match the objectives. A continuous interaction and a frequent feedback to the participant must be provided.

2.6.11. Advantages and Limitations of CBT

A primary advantage of CBT is that the focus is on the success of each learner. Watson (1990) states that the CBT approach "...appears especially useful in training situations where trainees have to attain a small number of specific and job-related competencies." Norton (1987) identified the benefits of CBT as follows; first, learners will achieve competencies required in the performance of their jobs. Second, they will build confidence as they succeed in mastering specific competencies. Third, learners receive a transcript or list of the competencies they have achieved. Finally, the training time is used more efficiently and effectively as the trainer is the facilitator of the learning process as opposed to the provider of information.

While there are a number of advantages of competency-based training, there are also some limitations. Prior to implementing the CBT, it is important to consider

these limitations; initial training and assistance needed to be provided for the trainers, if not, there is a tendency that a CBT trainer may teach as the traditional teacher. It is a requirement to identify the essential job skills; if not, the resulting training course is likely to be ineffective. A course may be considered a competency-based but unless specific CBT materials and training approaches (teaching guides, checklists and coaching) are designed to be used as part of a CBT approach. It is unlikely that the resulting course will be truly competency-based.

2.7 Needs Analysis and Course Developments

Needs analysis (N/A) has been defined as the process of determining of language use in terms of abilities required by students/learners. It is an essential procedure to be conducted in the process of designing a course development or a curriculum of English language course both in the field of ESP and general English course such as in a vocational college, at a university level, and in training in the organizations. The overall aim of the language N/A is to identify important elements to be taught or learnt in English courses where learners in selected situations face very similar difficulties. Furthermore, language N/A is to establish a relative importance of what is essentially important, necessary or desirable for learners who would use their English in specific situations. NA also refers to the activities conducted to collect information which will serve as the originated resources in developing a course or curriculum that will meet the needs of a particular group of learners (Munby, 1978; Hutchinson and Waters, 1987; Richterich and Chancerell, 1987; Robinson, 1991; West, 1994; Dudley-Evans and St. John, 1998).

Different approaches have been introduced to needs analysis in language learning with an attempt of meeting the needs of the learners in the process of learning a second language. In the early period of 1960s, needs analysis was concerned with collecting data of English for sciences and technology with the approach in linguistics and register analysis of texts for science and technology. As a result, needs analysis defines the needs of English language use in terms of linguistic items; vocabulary and grammar. Later on with the publication of Munby's (1978) *Communicative Syllabus Design*, 'communication needs processor' (CNP) was introduced. CNP is the basis of Munby's approach to needs analysis using situations and functions as a starting point

in developing a syllabus. The aim of Munby's CNP is to determine as many language forms or functions ESP learners are most likely to use in various situations as possible (Hutchinson and Waters, 1987; Dudley-Evans and St. John, 1998). In other words, Munby's CNP model has been introduced to identify what a learner needs to know in order to function effectively in the target situation. Based on Munby's work, Chambers (1980) first introduced the term 'Target Situation Analysis' (TSA) which refers to 'communication in the target situation'. TSA aims to identify what learners are expected to be like at the end of the language course. TSA includes needs of learners or necessities or perceived demands of the learners and objective needs. The learners have their aims in using English for any tasks and activities in target situations. Their needs are product- or goal-oriented needs deriving from the goal or target situation.

Another approach to needs analysis focuses on the information about learners. These information are set as a framework of needs analysis. 'Present Situation Analysis' (PSA) aims to estimate or identify what learners are like at the beginning of the course; present abilities, what learners already know, strength and weaknesses in language, skills, and learning experiences such as background information, years of studying English, level of education, etc. Both PSA and TSA give a clearer picture of learners in language learning process (Robinson, 1991; Dudley-Evans and St. John, 1998).

The other approach of needs analysis concerns learners' views of learning. It is a learning-centered approach attempting to analyze the strategies that learners employ in order to learn another language rather than what they need to learn. 'Learning Situation Analysis' (LSA) or 'Learning Needs Analysis' includes the subjective/felt needs of the learners which are derived from inside of learners, such as "To feel confident", and process-oriented needs which are derived from the learning situation. LSA also states learners' preferred learning styles and strategies. LSA is considered the method of bridging the gap between 'necessities' and 'wants' since it occupies the concept of 'how to learn' or 'what to do' in order to meet the 'necessities' in PSA (Dudley-Evans and St. John, 1998).

Between the gap of PSA or 'what the learners knows already' and TSA or 'what learners to know in the target situation' is 'lacks'. A learner's lacks can be a

starting point of ‘what’ or ‘how’ to learn. Lacks can determine the syllabus and course development as well. This approach of needs analysis will be called ‘Deficiency Analysis’ (Dudley-Evans and St. John, 1998; West, 1994).

Apart from register analysis concerning an analysis focusing on lexical and grammatical properties of register mentioned above, new ideas of discourse analysis approach and genre analysis approach to needs analysis are introduced later. Both discourse analysis and genre analysis concerns text analysis. Discourse analysis focuses on the text rather than on the sentence or on form. It also focuses on the purpose of writer and investigates how sentences combine into discourse. Meanwhile, genre analysis focuses on the regularities of structure that distinguishes one type of text from another. Bhatia, an expert in genre analysis points out the advantage of a genre-based approach in ESP language learning and teaching that the learner does not learn language in isolation or out of context. By using genre analysis, the learner can make a connection between the use of language and the purpose of communication at the same time. Therefore, language learning is meaningful to the learner (Munby, 1978; Hutchinson and Waters, 1987; Robinson, 1991; West, 1994; Dudley-Evans and St. John, 1998).

In conclusion, different approaches to needs analysis have been introduced in order to meet the needs of learners in language learning. Many approaches should be taken in consideration of what the learners as language users and language learners need to enhance their learning. Dudley-Evans and St. John (1998) propose a current concept of needs analysis which covers different approaches mentioned above. Their concept of needs analysis includes the following:

1. Professional information about the learners – the tasks and activities learners are/will be using English for – *Target Situation Analysis (TSA) and objective needs*
2. English language information about the learners – what their current skills and language use are – *Present Situation Analysis (PSA)*
3. *The learners’ lacks* – the gap between TSA and PSA; (1) and (2)
4. Personal information about the learners – factors which may affect the way they learn such as previous learning experiences, cultural information – *wants, subjective needs*

5. Language learning information – effective ways of learning the skills and language in (3) – *learning needs*

6. Professional communication information – knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis and genre analysis*

7. *What is wanted from the course*

8. Information about the environment in which the course will be run – *mean analysis*

Many approaches should be taken in to consideration what the learners need in order to enhance their learning. Needs analysis procedure can be conducted in two main categories occupying different approaches; inductive and deductive methods. Inductive methods include observations and case studies from which course module and course objectives can be generalized. Deductive methods includes questionnaires, surveys, or other data-gathering instruments which provide information as basis for course development such as interviews, learners' diaries, previous research, pre-course placement/diagnostic tests, and final evaluation or course feedback (West, 1994: 7).

There are some studies based on needs analysis and course development and evaluation. The study of “Refining Procedures – A need analysis project at Kuwait University” by Basturkmen (1996) introduces the methodology which is both qualitative (exploratory interviews, class observations, examination of student materials and samples) and quantitative (structured questionnaires). Stage one uses an exploratory interview. Information from the initial stage of exploratory interviews provides ideas for procedures and terms for use in the questionnaire items in the second stage. This need analysis project is a process of learning about the present situations of students in the College. The findings were in the area of importance of skills and students language problem. Faculty members rated reading and listening as equally important, while students perceived listening as more important skill. The language-based tasks listed as the first priority for study in the College was reading textbooks, the second was writing up lab reports/lab assignments, the third was following lectures. 60% of Faculty members acknowledged students as having inadequate skills in writing skills, while few students reported inadequacy in any skill areas other than speaking. This implied that students' English language proficiency

was below the expectations of the faculty and that the students did not realize the level of proficiency expected.

Needs analysis in the study of “Source, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki Hotel Maids” by Jasso-Aguilar (1999) was conducted by using multiple sources and methods for identifying learners needs. Needs analysis allowed the researcher to experience the tasks which involve being a hotel maid, using the language and interacting in related situations. The use of multiple sources also showed that different persons in a social setting have different perceptions of similar tasks and situations, which leads them to different objectives and felt needs. Therefore, the course content and materials for hotel maid were built around the findings to best serve their English language needs.

To design an English course for engineering, Supathkulrat and Wasanasomsithi (2005) conducted a needs analysis of engineers in Saraburi Province, Thailand job using three instruments; observations, a questionnaire and interviews. The researcher also collected relevant documents written in English. These data benefited the design of the questionnaire and interview questions to determine engineers’ needs in using English in their workplace. The results of needs analysis showed that the engineers needed to perform well in different types of tasks during their duties. The participants showed that speaking and listening were the two skills most need of improvement. They also needed to communicate well with foreigners since they were unable to follow what native speakers were saying and they were unable to express themselves through English both fact-to-face and telephone situations. They also needed to be able to read and catch the main idea of passages. The participants suggested that the instructors should be both Thai and English native speakers and needed not to have background knowledge in engineering field. Besides, the researcher also investigated how the participants described their use of English which depended on individual’s differences.

In order to design a course in health-care communication, Boshier and Smalkoski (2002) conducted a needs analysis of immigrant students in a nursing program at the College in Minneapolis, U.S.A. The methods used were distribution of questionnaires, interviewing nursing program director, nursing faculty members, and first-year ESL students, observations of four performance tests in labs and four clinical

practices. The data from needs analysis stated the information about difficulties these students had in studying the nursing program. It revealed that these nurse students needed to perform well in the most difficult experience they encountered which was communicating with clients in clinical settings and communication issues. Additionally, observations of students in labs and clinical practices indicated lack of assertiveness with clients, inappropriate stress and intonation with clients, difficulty understanding clients, etc. Thus, the findings of needs analysis would be the guidelines for course development to respond to students' area of greatest difficulty. The information obtained from needs analysis guided the curriculum and material development and, also, choices of instructional methods.

Rungnirundorn and Rongsa-ard (2005) conducted a research study on "From Needs Analysis to Course Design of English Business Communication for Learners with Job Experience". The two instruments were a survey questionnaire and a semi-structured interview. Needs analysis conducted with 100 business people in Bangkok with 83 returns. The data from needs analysis showed that English played an important role in the field of business and all four skills of English were needed. In listening, the participants needed to listen to the "discussion at meetings or seminars as the first priority. In speaking, they used English to negotiate the most. In reading, the skill which was needed the most was reading "information on the internet" and reading "magazines or newspapers was ranked as the second. In writing, the first rank was "writing letters" and "writing reports" was the second. The course was divided into seven units; socializing, presenting, meeting, negotiating, writing letters, writing reports, and organizing training sessions. The teaching methods were based on communication approach, an integrated skill approach providing practice on listening, speaking, reading and writing, and a student-centered method, to encourage independent learning. The material includes newspapers, magazines, trade journals, sources from the Internet, radio, TV, and video. The learners were assessed by means of an ongoing assessment through in-class performance, assignments, a pre-test and a post-test. The researcher found that class activities should focus on the topics of interest of the learners and related to their common experience to motivate them to learn best. Besides, cultural awareness was found to be one of the most important

aspects of teaching business communication to avoid miscommunication and to maintain a good business relationship.

A few research studies of needs analysis and English course module development in airlines industry have been conducted. Little study has been done in the field of chief flight attendants. Only a few English textbooks for the career of flight attendants are available in the market. Most of the online English courses for flight attendants offered on web-sites in the United States, U.K. or Australia require a high enrollment fee from 300-500 U.S. dollars. Since there is no specific English course that is truly customized to meet the particular English needs of chief flight attendants, an implementation of a competency-based English course module with a communicative language teaching approach focusing on e-learning or self-study competency-based English course is definitely the solution. In this research study, needs analysis of CFAs, will be conducted based on information from document reviews, semi-structured interviews, questionnaires about CFAs' competency and computer literacy. The following section reviews concepts and studies of e-learning and computer-assisted instruction which is one of the most important components in the course module design in this study.

2.8 E-learning and Computer-Assisted Instruction (CAI)

Major changes in technology since the 1980's, especially an improvement in personal computers, multimedia, and net working via the Internet, provide more choices of teaching, material development and classroom interaction. Computers have been used extensively in educational settings. Online learning refers to teaching and learning, mediated by a computer connected to the Internet. Many terms such as web-based training, internet-based training, e-learning, advanced distributed learning, and distance education are used to describe online learning (Gagne, Wager, Golas & Keller, 2005). Online education and training provides many advantages and benefits, such as enabling synchronous or asynchronous collaborations among instructors, learners, and experts who cannot be at the same time or place, providing a refresher training and shortcuts for experienced learners. Learners can proceed at their own pace and on their own schedules. Workforce efficiencies are gained through job and company-specific courses which are cost-effective since more learners are trained for

less money. Use of technology increases new learning opportunities to learners. Use of various computer-based technologies makes learning more interesting (Hiranburana & Meksophawannagul, 2005).

Several terms are used to define computer-based instructional programs aiding in language learning and teaching. They include CAI (Computer-Aided Instruction or Computer-Assisted Instruction), CAL (Computer-Aided Learning or Computer-Assisted Learning), CBI(Computer-Based Instruction), CBL (Computer-Based Learning), CML (Computer-Managed Learning), CATL (Computer-Assisted Teaching and Learning), CDI (Computer-Directed Instruction), CALL (Computer-Assisted Language Learning), CALT (Computer-Aided Language Testing) (Sukamolson, 2000). These terms vary depending on the user or the purpose of the program. The word “instruction” is used when the program focuses on a teacher or an instructor in terms of teaching. “Learning” is used when the program focuses on a learner. If the computer-aided program is conducted for testing language ability rather than teaching or learning, “testing” would be used.

A computer-based instructional program is considered as an individualized instruction. It is a self-study, self-regulated, self-paced, or self-instruction program which provides a means for learners to learn or to complete the training/instruction at their own pace with no time constraints. A computer-based instructional program or e-Learning program class can also be conducted where an instructor provides a guide to implement the instruction and checks the learners’ progress. It can also be self-study with an expert; a combination of self-paced and instructor-led. Learners can access the program at their convenience through a website or CD-Rom, or e-mail. Each learner can learn alone, pair up with a partner, or make up a small group and study interactively in two-way communication lessons where feedback is also provided. Internet resources and CD-Rom databases as well as simulation and authoring software ideally supported content-based and ask-based instruction (Nunan, 1999).

E-Learning can either be synchronous or asynchronous. Synchronous means that real-time communication occurs. A synchronous learning environment is one in which students and instructors engage each other at the same time, but not necessarily at the same location. It implies two-way communication where students and

instructors both send and receive messages. A “discussion” is the most common kind of two-way communication used in e-learning, either between students or students with their instructor. Some examples include a) traditional classroom-based learning or a face-to-face classroom b) a video-conference class, where one or more groups of students are in individual classrooms and are taught by an instructor at a remote location c) teleconferencing d) a telephone conversation, and e) on-line chat programs, etc. Asynchronous describes other means of communication that does not require real-time responses. An asynchronous learning environment is the one in which students and instructors are engaged in “anytime-anyplace” learning. Students do not have to be in the same room with other students or their instructor. They do not have to engage in a learning activity at the same time. Some example of asynchronous communications are a) an exchange of e-mail which is asynchronous two-way communications b) threaded discussions c) blogs and d) on-line forums (Rosenberg, 2001; Clem, 2002). In addition, taking a course by correspondence is a traditional form of asynchronous learning.

Synchronous e-Learning create a student-centered, active learning environment between students and instructors, build community. However, synchronous form has some drawbacks comparing to an asynchronous one, which include a) Time requirement. It requires students and instructors to be available to participate a specified time. This would be totally inconvenience to manage if time zones is involved such as in the west and east cost of U.S.A. b) Students with poor writing, spelling and/or typing will have difficulty to engage because responses must me made in real time. This may cause frustration to the participants to wait and watch while comments are being typed slowly. c) Students can become embarrassed and frustrated and refuse to participant in a live setting. They need time to prepare their comments/answers. d) Too many participants exceed three to seven may cause difficulty to manage them to be focused. e) The instructor/facilitator can be frustrated as well since synchronous environment require a rapid scanning of many comments, a fast typing.

According to concepts of synchronous and asynchronous reviewed above, this research study will be asynchronous. Lessons will be divided into units with time-frame for learners to complete the course module which will be closed according to

time-frame stated. The researcher as a course facilitator can track the learners' access to the course module to see their progress.

The CAI approach is perceived as an effective approach since it is a process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003). CAI programs will be designed in linear structure provided that learners will be regularly asked questions. If they answer correctly, they will receive positive reinforcement or rewards. On the contrary, if the answer is wrong, they will receive negative reinforcement and explanation or punishment. Learners need to finish and pass the criteria set for each lessons before they can move to the next lesson. If they do not pass, they will have a chance to revise their lessons again at their own pace. In addition, the contents of each lesson are presented from a simple unit to a more complicated one (Rodpothong, 2003). This is based on Behavioral Psychology Principles which derives from the work of Thorndike and Pavlov (Gagne, Wager, Golas and Keller, 2005).

The underlying principle of CAI derives from Cognitive Psychology Principles. Cognitive Principles emphasizes on mind, memory, attitudes, motivation, thinking process, etc. Learning is believed to result from internal mental activity rather than from input from outside. A language learner will become proficient when they practice, integrate and organize. The design of multimedia program is guided by the basis of cognitive theory.

Another principle of CAI is based on Constructivist Psychology Principles. It argues that knowledge is not received from outside but it is constructed by input and internal language processing. Learners actively construct their knowledge being coached by teachers, facilitators, or partners. Therefore, authentic tasks and activities that are relevant to learners will help learning process. Furthermore, learners should be supported with reflection, active learning, etc. (Alessi and Trollip, 2001).

According to the theories above, e-Learning or CAI, in this research study, promotes learning and is an effective process provided that;

- 1) It facilitates student-centered learning or also called active learning. Learners take on more of responsibility of learning and become more actively involved in the learning process.

- 2) It facilitates anytime-anyplace learning which is of special benefit to adult

learners and nontraditional learner, including workplace learning.

- 3) It facilitates student interaction with course content.
- 4) It facilitates and promotes communication and collaboration.
- 5) It makes course administration easier.
- 6) It helps track students' time on task.
- 7) It can reduce the cost of delivering instruction
- 8) It adds a worldwide dimension to courses (Waterhouse, 2005).

To understand the concept of e-Learning, it is necessary to know the meaning of learning. Learning, as defined by Gagne (1985), is a process that leads to change in a learner's disposition and capabilities that can be reflected in their behavior. What helps people learn is the process of instruction. It is possible that learning occurs without instruction. However, an education system promotes facilitation in intentional learning in order to help learners reach the goals that would take a longer time to learn without instruction (incidental learning). Instruction covers a whole range of activities such as teaching, selecting materials, managing class time, monitoring instructional activities the teacher uses to engage the students and help them to learn. Besides, the teacher plays a role of a content resource and a learning facilitator. Instruction will be more effective if it is well planned or well designed to engage students in activities which facilitate learning. The incorporation of technology in the instructional design is an effective way to facilitate learning.

Many educators have defined Instructional Design in several aspects. Waterhouse (2005) defines that an Instruction Design (ID) is a construct referring to the step-by-step procedure for developing instructional materials in a consistent and reliable method in order to facilitate learning. Another definition of Instruction Design is that it is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes the development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities (www.umich.edu/~ed626/define.html). In addition, the website of Instructional Design Center quotes that Instructional Design is the process by which instruction is improved through the analysis of learning needs and systematic development of

materials. Instructional designers often use technology and multimedia tools to enhance instruction. According to Crawford (2004), Instructional Design is described as a systematic process which guides the designers to work more efficiently while producing the instruction suitable for a range of learning environment. Gagne and Briggs (1974) views instructional design as the incorporation of various strategies into courseware, for example, structuring, ordering and sequencing content in particular ways, depending on the expected learning outcome. Broderick (2001) describes a simple concept of instructional design that;

It is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional Design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving.

In conclusion, Instructional Design is defined as a technique which reveals appropriate instructional events in a systematic process for specific learners in a given context in an attempt to achieve needed learning outcomes. The basic common assumptions of Instructional Design to be taken in consideration are; first, an instructional design (ID) must be aimed at aiding the process of learning rather than the process of teaching. Second, learning is a complex process affected by many related variables including learner perseverance, time allotment, and quality of instruction, aptitude and learner's ability to learn. Third, ID models can be applied at many levels, from a one-day class to a three-day workshop, or ID can be a single work or a large-scale project. Fourth, ID is an interactive process which involves learners. The design and development use learners' feedback to revise the instruction and make it more effective. Next, ID is a process consisting of both the simplest level and a more complex process; a design of desired outcome, an instructional method, an assessment, developing learning activities that involve students in authentic tasks and designing alternative forms of practice. Finally, there is no best way to teach everything. Different types of learning outcomes depend on different types of instruction (Gagne, Wager, Golas, and Keller, 2005: 2-3). Therefore, Instructional Design is situation-specific and not universal. The theories provide guidelines for

designing and they also identify how the end product should be (Morrison, Ross, and Kemp, 2004).

Gagne's 9 Principles of Instructional Design has played an important role in designing the instructional for e-Learning environment. The 9 Principles provide the necessity conditions for learning and become the framework for the lesson plan or steps of instruction (Corry, 1996). The 9 Events of Instruction are

- 1) Gaining attention
- 2) Informing the learners of the objectives
- 3) Stimulating recall of prerequisite learning
- 4). Present stimulus material
- 5) Providing a learning guidance
- 6) Eliciting performance
- 7) Providing feedback about performance correctness
- 8) Assessing the performance
- 9) Enhancing retention and transfer (Gagne, Wager, Golas, and Keller, 2005).

In this study, the researcher uses the 9 Instructional Design of Gagne as a guideline in designing the e-Learning courseware according to its practicality and explicit concepts which are easy to follow and it attempts to allow the learners to achieve the competencies needed at workplace.

Hiranburana and Meksophawannagul (2005) suggest that the successful integration of multimedia depends on the quality and appropriateness of the software and hardware and the ability of language teachers. Teachers should be aware of some factors including the cross-cultural differences in on-line instruction. It is necessary that educators and designers respect learners' cultural identity, styles, and expectations.

Sue Fitzgerald (1999) states that to utilize CALL (Computer Assisted Language Learning) in Self-Access Center involving evaluation of technical and pedagogical aspects of the program; how the language and activities are presented, how the teacher manages the program and how the students interact with the program. A CALL software purchaser should be able to match learners with the learning aims and capabilities of the program.

Based on research findings, CALL is strongly recommended to provide

innovative and interactive ways of presenting materials. CALL increases positive responses from learners and motivates them to learn. Additionally, it has been concluded that CALL is at least as effective as other methods of teaching and can be used as a supplement to traditional education or as a mean of self-instruction. CALL also has several value-added advantages since it supports self-paced study. The advantages of self-paced study comparing to face-to-face classroom are that

- 1) Learners can learn at their own paces in a non-threatening environment
- 2) Lessons can be reviewed several times comparing to the “one time only” lectures or lessons conducted in a classroom
- 3) A computer-based program can be accessed regularly at learners’ convenient times when they are free and ready to learn (Rosenberg, 2001; Clem, 2002.)
- 4) Learners tend to build confidence because they can practice the activities as frequently as needed with full feedback in all areas of skill development. Additionally, their access to the lessons and activities is tracked to help them and the company or school follows their progress. CALL and its concept of self-paced study is a promising process to best serve English language course module for CFAs.

However, some disadvantages of e-learning are also investigated. One disadvantage of e-learning is that learners need to have access to a computer and the Internet as well. They must have some computer skills such as word processing, internet browsers, and e-mail. Slow internet connections or older computers may cause difficulty in accessing course materials. Another disadvantage of e-learning is managing computer files and online learning software. Learners need to have good skills in organizing computer files; otherwise, they may lose or misplace them. E-learning requires as much time for attending class and completing assignments as any traditional class. Learners must have self-discipline in time management to finish the course and be highly motivated to learn on their own. Furthermore, the learners may feel isolated from the instructor since they are not meeting face-to-face when learners may look for assistance they may need. E-learners need to have good writing and communication skills in order to avoid misinterpretation that might occur.

According to literature review and research findings above, this research study will be an implementation of an asynchronous competency-based English course

module with a communicative language teaching approach focusing on e-learning or self-study method.

Rosenberg, Grad and Matear (2003) assessed the effectiveness of CAL in dental education by conducting systematic review of the published literatures comparing CAL with other teaching methods. They also stated the criteria the published literatures had to meet. The results showed that there were significant differences in outcome measures favoring CAL over comparison groups. However, there were some cases which revealed no statistically differences. Participants' opinions toward CAL were positive. They concluded that CAL is as effective as other methods of teaching and can be used as an adjunct to traditional education or as a means of self-instruction.

Some studies of learners' attitudes in relation to English language learning are worth discussed. Opinions and satisfaction of Mattayom 4-5 students in Pattani Province toward the English Camp Activities and English learning were examined by using an activity observation form, a questionnaire on students' attitudes towards learning English and a questionnaire on students' opinions of the camp activities. The questionnaire was developed using a 5-point Likert rating scale. The data were analyzed by using mean scores. The findings were that the students rated the games and activities as highly effective. Second, the students had positive opinions toward learning English after participating in the English camp. Third, the students were highly satisfied with games and activities used in the English camp. Hence, the findings of the attitudes can be a guideline in selecting appropriate activities to be used in the English camp management and English language learning in the future (Sa-i-dee and Sulaiman, 2008).

A research study by Phattharayuttawat (2001) entitled "The efficacy of CAI in tutorials for medical students" also demonstrates the use of CAI and the learners' opinions toward the course. The developed course contained both English and Thai text, images, animation and sound effects. The video clips were not used in order to minimize the size of the CAI course. The results of the program and the assessment of the knowledge revealed that there was statistically significant improvement of the learners' scores after learning by using CAI. This method can be useful for self-study. The learners had positive opinions toward the course.

Another research study on a development of a model for a computer-assisted lesson for teaching critical reading for lower secondary school students in Bangkok, Thailand also investigated the satisfaction of the students upon the lessons provided. The results of using computer-assisted instruction lessons from a statistical analysis of the pre-test and post-test data revealed that the post-test scores of learning achievement of the samples were significantly higher than the pre-test scores at 0.05 level. A questionnaire about the samples' opinion toward the computer-assisted instructions pattern and lay-out was conducted using a 4-point Likert rating scale. It was found that the samples indicated that computer-assisted lessons were interesting and they studied the lessons with satisfaction (Boonplong, 1998).

Pothip (2006)'s research study on "The Development of Computer-assisted Instruction Lesson for Teaching Greek and Roman Architectural for 1st Year Diploma Students at Rajamangala University" revealed that his Instructional Design lessons containing the general background knowledge of Greek and Roman religion and culture in forms of pictures, description, Blank Completion, Multiple Choices, True or False activities helped increase the scores of the students' posttest at 36.44 percent comparing to the pretest scores. The students had high satisfaction toward the course at mean of 4.42.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter illustrates the research methodology of the study. The chapter covers research design, population and samples, and research instruments for each phase of the research, as well as methods of data collection and data analysis.

The main objectives of the study are first, to investigate the competencies needed for chief flight attendants to work effectively and professionally based on needs analysis, secondly, to develop an e-learning competency-based English course module for chief flight attendants and thirdly, to evaluate the effectiveness of the developed e-learning course module.

3.2 Research Design

This research study is a descriptive and experimental study. The study is conducted in three main phases as follows:

Phase I Conduct needs analysis to investigate the English language needs and problems of the participants in the study. Three research instruments consisting of interviews, questionnaires and site observations have been utilized for triangulation purpose.

Phase II Translate the information obtained from the needs analysis and synthesis of principle of ESP, competency-based, and CAI into a course module development.

Phase III Evaluate the effectiveness of the course module after the implementation from both quantitative and qualitative aspects. The quantitative data are based on the course module evaluation by the experts, the participants' total scores of the post test, their gain scores from the pre-test, the results of the self-checklists and the end-of-the-course questionnaire survey. Meanwhile, the qualitative data are drawn from the end-of-the-course interviews with the participants and the on-line correspondents between the participants and the researcher as well as among the participants themselves. The framework for research design of the study is presented in Figure 3.1

Framework for research design of e-learning competency-based English course for chief flight attendants (adapted from Graves, 2000: 3; Sujana, 2005; Sunthornwatanasiri, 2000: 60)

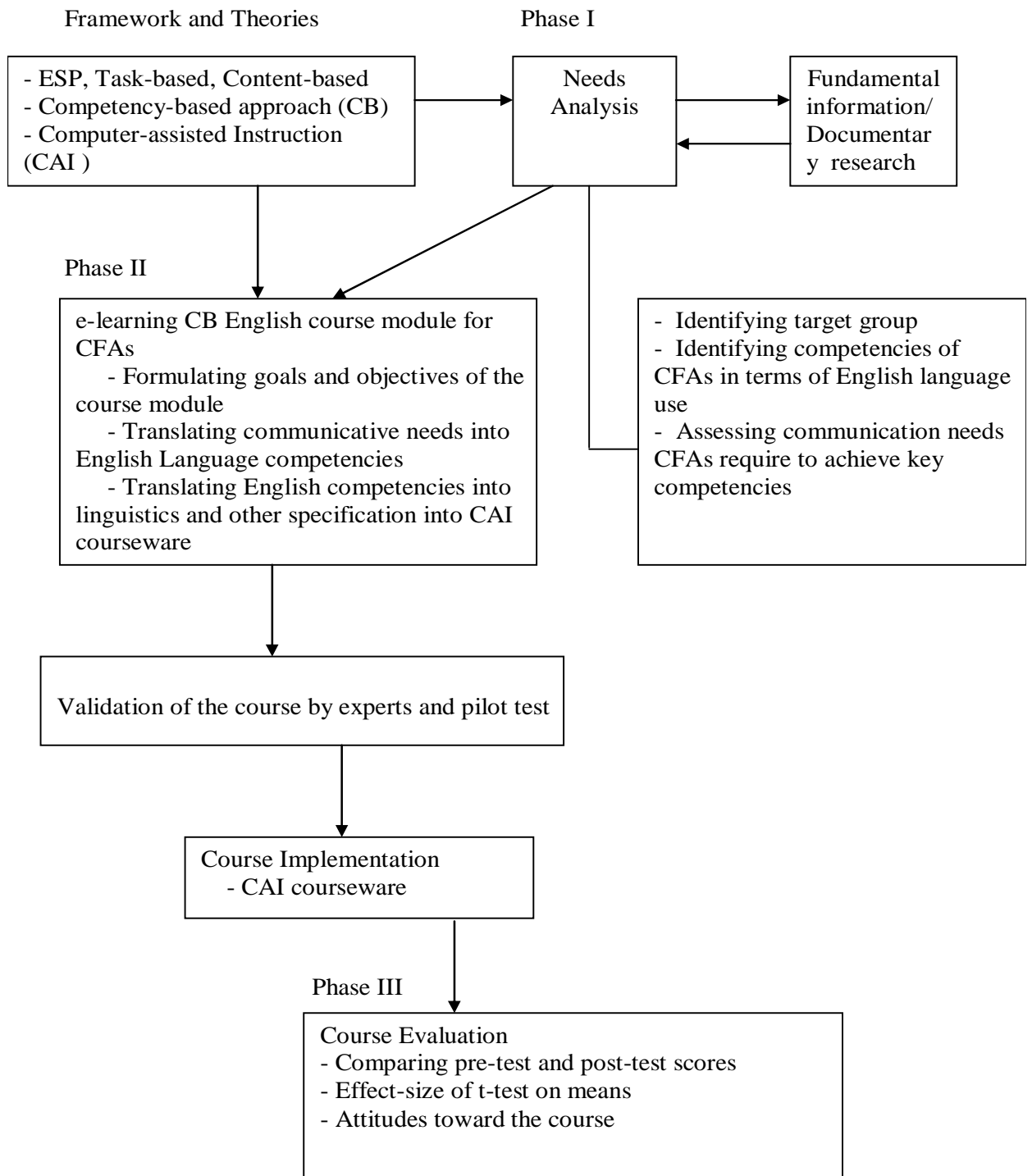


Figure 3.1: Framework for research plan of the study

Table 3.1 illustrates the research plan and the steps taken in this study.

Phase of the study	Step to be taken
Phase I: Needs analysis	1.1 Identify population and samples 1.2 Review related literature 1.3 Gather information about the needs / competencies required for CFAs by conducting a documentary research, site observations, preliminary interviews with staff and their management, airlines customers 1.4 Design a research instrument; the Interview Form A 1.5 Validate the research instrument by the experts 1.6 Collect data by a preliminary interview using Interview Form A with 20 CFAs 1.7 Analyze the data 1.8 Design a research instrument; the Interview Form B 1.9 Validate the research instrument by the experts 1.10 Collect data by second interview using the Interview Form B with 15 airlines stakeholders 1.11 Analyze the data 1.12 Compile and specify a validated list of competencies Needed for CFAs at their workplace 1.13. Design a research instrument; the Questionnaire to Investigate the CFAs' English language needs 1.14 Validate the research instrument by the experts 1.15 Try out the questionnaire with 30 CFAs to find out the reliability coefficient of the questionnaire 1.16 Collect data from 266 CFAs 1.17 Analyze the data 1.18 Design a research instrument; the Site Observation Form 1.19 Validate the research instrument by the expert
Phase II: Translating Needs analysis to a course module development	2.1 Explore theoretical framework for course module development 2.2 Map the results of need analysis process and Sujana's (2005) steps to find out the needed competency 2.3 Construct the course module and course material 2.4 Construct the course assessment plans 2.5 Validate the course module by the experts 2.6 Adjust the course accordingly

	2.7 Conduct a pilot study (1 unit) 2.8 Readjust the course
Phase III: Course implementation and evaluation of the effectiveness of the course	3.1 Conduct the main study (3 units) 3.2 Evaluate the effectiveness of the course using the following instruments: 3.2.1 The English speaking test and scoring rubrics for an e-learning competency-based. 3.2.2 The end-of-the-course evaluation form. 3.2.3 The semi-structured interviews. 3.2.4 On-line correspondents

PHASE I NEEDS ANALYSIS

Needs analysis was conducted to survey the English needs of the CFAs currently working in international airlines as well as their stakeholders' needs and expectations regarding the CFAs English proficiency. Documentary researches as well as three research instruments consisting of interviews, questionnaires, and site observations were utilized for triangulation purposes.

1.1 Participants

The participants of the study consisted of the following groups of people:

1.1.1 The experts

Table 3.2 illustrates how the expert participants were grouped.

Experts	Amount of experts
The first group: Preliminary interview	
Asian and Middle East CFAs	5
Caucasian CFAs	5
Hispanic CFAs	5
African CFAs	5
Total	20
The second group: Preliminary interview	
Airlines customers	5
Airlines management personnel	5
In-flight service training personnel	5
Total	15
The third group: Validation process	
English language teacher	1
Experts in the field	2
Total	3

1.1.1.1 The first group of experts for preliminary interview consisted of twenty CFAs of different nationalities (five Asians and Middle East, five Caucasians, five Hispanics, and five Africans). This group of individuals was selected as the key informants for the interview because they possessed information, ideas, and insights on this particular job of chief flight attendants.

1.1.1.2 The second group of experts consisted of fifteen individuals.

They are five airlines customers, five management personnel, and five in-flight service training personnel. The researcher conducted the semi-structured interviews with the CFAs as well as their management and customers in order to gather more in-depth information.

In conclusion, fifteen experts is the minimum number according to the appropriate numbers of participants for the interviews suggested by USAID. 15 to 35 key informants are sufficient for the study if investigation will combine data collection method, such as surveys, document content analysis, and key informant interviews (USAID, 1996). Both groups of key informants are key, or primary, or direct stakeholders because they are significantly affecting or affected by the organization or the corporate (Thai Corporate Social Responsibility, 2011). By the way, these stakeholders can be grouped alternatively. Employees, unions and suppliers can be grouped as input-functional linkage while consumers or customers, etc. are grouped as output-functional linkage of the organization (Linkage Model, 2012).

1.1.1.3 The third group of experts consisted of three experts for validation process. They were one English language teacher with doctoral degree, and two content specialists. The researcher invited the experts to validate the content validity of the interview questions, questionnaire questions, and course development.

Criteria for selecting the experts

The first group: Chief flight attendants

They were chief flights attendants working for international airlines. They were chosen based on the following criteria:

1. CFAs must perform duty on intercontinental routes.

2. CFAs must be currently in the position of CFAs for at least three years.
3. CFAs are multi-nationalities; Asian, Caucasian, Hispanic, and African American

The second group:

They were 5 airline customers, 5 management personnel and 5 in-flight service training personnel. They were chosen based on the following criteria:

1. The airline customers must fly at least three flights regardless of destinations.
2. The management personnel must work as a management team member in an international airline for at least three years.
3. The in-flight service training personnel must work as an in-flight service trainer in an international airline for at least three years.

The third group: experts in validation process

They were chosen based on the following criteria:

1. English language lecturer must teach ESP speaking courses for undergraduate or vocational students for at least five years.
2. Content specialists must have at least ten years of working experience in in-flight service in international airlines.

1.1.2 Population and sample

1.1.2.1 Population

The population of the study was 650 chief flight attendants working in six international airlines. These CFAs based in Bangkok, Thailand. The number of CFAs of each airline varied mainly according to the airlines' policy. The factors concerned were, for example, the concept of the airlines, manpower management, aircraft utilization, the scale of the business.

1.1.2.2 Sample

Cluster or area random sampling to obtain participants for the needs analysis

In this study, cluster or area random sampling was employed in which three international airlines were selected. The reason why cluster sampling, which is the selection of groups or cluster of subjects rather than individuals, is used is

that it is ideal when it is impractical to complete a list of the elements composing the population (Babbie, 2001: 61). In the present study, the implementation of a simple random sampling would be too costly in time and financial matter. From cluster sampling, the researcher aimed to have at least 254 CFAs for the questionnaire survey. 254 is the suggested sample size (n) for the population (N) of 750 according to Krejcie and Morgan (1970: 608-610). This sample size is relevant to the suggested sample size (n) of 222 for the population (N) of 500 with +/- 5% sampling error, at 95% confidence level. In addition, a sample size (n) criteria of 206 is suggested for the population (N) of 1000 according to Yamane (1973).

The criteria for selecting sample were as follows.

1. CFAs of international airline
2. Base in Bangkok
3. 3 years experience of working
4. Non-native speakers of English
5. Both males and females

From cluster sampling, 313 participants from three International airlines were obtained to be respondents in the questionnaire survey. After data collecting, there were total of 266 respondents.

Voluntary basis application to obtain participants for the course module implementation

In this present study, a voluntary basis application was employed to obtain CFAs participants for the course module implementation. The criteria for selecting the participants for the pilot and the main study were as follows:

1. Participants are currently working as CFAs in an international airline which the home-base is in Bangkok, Thailand
2. Participants are able to attend the e-learning class on a self-pace basis within the time-frame stated.
3. Participants have basic computer literacy.

From voluntary basis application, five participants from one international airline who met the criteria were registered for the pilot study and 30 participants for the main study respectively. For confidentiality as part of research ethics as requested by the airline, the name of the airline would not be spelled out.

The researcher would then refer to this airline by using 'A Air' or 'the airline' if the name needed to be mentioned.

1.2 Instruments

Needs analysis has been conducted to find out the needs of CFAs personnel as well as opinions and expectations from their managements and customers regarding the CFAs English competencies. To ensure the reliability, a combination of data gathering, i.e. content analysis of related documents, interviews, questionnaire surveys and site observations were utilized for triangulation purposes. The following was the description of each instrument used in the needs analysis. All of the instruments were validated by the experts and tried out before the actual use.

1.2.1 Content analysis of the competencies of CFAs and the standards of CFAs English

Literature concerning competencies of CFAs and their English oral communication was reviewed and analyzed. The U.S. Department of Labor has sponsored the resources of occupations such as Occupational Information Network (O*NET), CareerOneStop, and Occupation Outlook Handbook (OOH) providing the information of occupation knowledge, skill requirement as well as expected job prospect, on the job tasks and working condition. Apart from this, the researcher reviewed The National Training Information Service document which is a database on vocational education and training in Australia concerning the broad concept of ability to perform particular tasks and duties to the standard of performance expected in the workplace. In Thailand, English Language Development Center (ELDC) developed standard lists of competencies needed for flight attendants. The information from those sources altogether with advertisements for aviation job supervisor on web-sites of different airlines, and a competency model of an international airline in Bangkok, gave the researcher ideas and concepts of CFAs jobs and was used in constructing the Interview Form A for preliminary interview and other research instruments.

1.2.2 Preliminary Interview Form A (Appendix A)

After reviewing the literature concerning the competencies of CFAs and the English use at their workplace, the researcher needed to acquire the overview of what CFAs were actually doing at their jobs, for instance, their tasks, their needs, and problems. In order to gather the data, the researcher invented a list of interview

questions; Preliminary Interview Form A (see Appendix A) to be used in conducting the preliminary interviews with twenty multi-nationalities CFAs to gather the most updated information about different airlines' current practices. As a result, a list of needed competencies was proposed based on the findings.

Before conducting the interviews, the researcher invited three experts to validate the content validity of the interview questions. The experts consisted of one English language teacher, two experts in the field of in-flight service. The three experts were asked to evaluate each item in the Preliminary Interview Form A using three scales (-1 means 'the item is not appropriate', 0 means 'I am not sure', +1 means 'the item is appropriate') on an index of congruence (IOC). The researcher adjusted the interview questions according to the comments from the experts and tried out the interview questions with a few chief flight attendants to assure that the questions were clear and appropriate.

1.2.3 Preliminary Interview Form B (Appendix B-1, B-2)

A Preliminary Interview Form B (see Appendix B) was used to collect data from the second group of experts, consisting of the management personnel, in-flight service training personnel and the customers. The semi-structured interview questions were formulated to gather the information of how the key informants perceived the competencies, the needs and the problems of CFAs in delivering the best service to the customers. The Preliminary Interview Form B was validated by the three experts using the same procedure as in validating Preliminary Interview Form A. The instrument was approved with little adjustment on some wordings. Then a list of needed competencies was proposed based on the findings

1.2.4 Questionnaire Form C (Appendix C)

The other instrument used in this research study was a Questionnaire Form C (see Appendix C). It was aimed to collect information of the CFA participants about their background, their needs in terms of lacks and wants as well as their problems at work. The Questionnaire Form C using Likert's scales (1-5) consists of two parts:

Part 1: Participants' background information

The first part intends to gather basic demographic information of the

participants about their age, gender, years of working experiences, etc. The respondents can mark the answer that most corresponds to themselves.

Part 2: Overviews of participants' skills and problems in using English

The second part covers overviews of participants' English skills, their difficulties in using English to perform their tasks and their urgently needed competencies at work. The respondents were asked to rate the items on a Likert's scale (1-5) to evaluate their competencies in English oral communication for effective working as CFAs. The items in this part are competencies obtained from the former interviews with the experts and site observations.

The researcher invited three experts to validate the content validity of the questionnaire. The experts consisted of one English language teacher and two content specialists with in-flight service working experience. The experts applied the procedure of validating the items in the questionnaire using three scales (-1, 0, +1) on an index of congruence (IOC) which was the same method used in validating the Preliminary Form A and Form B. The expert found the instrument acceptable with a few minor comments mostly in terms of word choices for respondents' best understanding. The instrument was adjusted accordingly. Cronbach Alpha coefficient was used to measure the instruments' internal consistency reliability. As a result, the Cronbach Alpha coefficient of the questionnaire is 0.78 which is considered acceptable.

1.2.5 Participatory Site Observation Form (Appendix D)

Participatory Site observations have been carried out to gather additional information for triangulation purposes. The Site Observation Form D (see Appendix D) was used as a means to help the researcher focus on the required competencies of CFAs and how Form D was validated by the three experts using the same procedure the CFAs used English in handling their jobs in different situations. The observation was conducted during 'on ground preparation' and 'during flight'. The research would take note about the tasks that CFAs performed. The experts consisted of one English language teacher and two experts in the field of in-flight service. The criteria for marking the performance of CFAs are from 'A Air Standard Manual of CFAs' and 'ICAO Rubrics' that CFAs should follow. The researcher

adapted the rubrics for CFAs speaking test from ICAO Rubrics because it had a similar feature.

1.3 Data Collection

The steps taken for collecting data for needs analysis are as follows:

1.3.1 Conducting preliminary interviews with chief flight attendants

First of all, literatures concerning competencies of chief flight attendants were reviewed. Then a preliminary interview using the Interview Form A was conducted with a group of CFA key informants which is the first group of experts to find out the general information about their work and English language use such as their main duties as CFAs, their difficulties in handling any situations, and their needs of English language use, etc. During April and May, 2010, twenty CFAs of multi-nationalities consisting of five Asians and Middle East, five Caucasians, five Hispanics, and five Africans, from several international airlines were invited as the key informants to participate in the semi-structured interviews using the Preliminary Interview Form A. Mostly, the interviews took place at hotel lounges where the flight crew usually met when checking-in or out from the hotels. The researcher approached the flight crew and asked those who met the criteria whether they could participate. They were interviewed in the causal conversation with predefined questions. The interview questions covered needed competencies in English oral communication a CFA should acquire to perform an effective job on board. The data from preliminary interview were used to construct a proposed list of competencies in English oral communication. This list would be applied in the Interview Form B.

1.3.2 Conducting preliminary interviews with management personnel, in-flight service personnel and airlines customers.

The other preliminary interview sessions conducted During April and May 2010 were the semi-structured interviews with fifteen key informants consisting of five management personnel, five in-flight service training personnel and five airlines customers. The interview was on voluntary basis using Preliminary Interview Form B. It was aimed to find out the competencies, skills, knowledge, or personal attributions that the management personnel and customers expect a CFA to possess. The researcher approached the participants who met the criteria and asked

whether they would participate. Most of the informants who worked as management personnel were Thai people working for international airlines in Thailand. Some of the in-flight service personnel and airline customers were foreigners. The appointments were arranged prior to the interviews as the key informants had quite busy schedules. They were interviewed in a more formal conversation comparing to the sessions conducted with the CFAs. As a result, a proposed list of competencies of CFAs in English oral communication including more relevant information in terms of skills, knowledge, and personal attributions required for an effective CFA were obtained. The information was used to design the Questionnaire Form C.

1.3.3 Surveying with Questionnaire Form C

The next step of needs analysis was to survey the needs of English language use of the CFAs, their lacks and their wants. A Questionnaire Form C was the instrument in this process. During May and July 2010, two hundred and sixty six completed questionnaires were collected from a group of three hundred and thirteen CFAs who worked for three international airlines and based in Bangkok, Thailand. The questionnaires were distributed via employees' mailboxes. After completing the questionnaires, the respondents would put their copies in the box provided. The researcher would collect them later.

1.3.4 Conducting site observations

During data collection of the questionnaire survey, the researcher conducted site observations on board the flights in order to find out the authentic English that was actually used in CFAs jobs as well as to gather other relevant information at the actual worksite. The researcher conducted these observations using Site Observation Form D on nine different flights in regional and intercontinental routes. All these flights were operated with wide body aircraft which required two CFAs to operate the flights and the researcher herself was one of them. As video and tape recording was not permitted, the researcher observed conversations between a CFA and customers at their actual situations on an ongoing basis and took notes. The researcher conducted the observation on the flights to nine different destinations; three in Asia, one in Middle East, three in Europe and U.S.A. and two in Australia. Regarding to different

nature of each flight, the researcher aimed to gather information concerning the competencies and other relevant information in many aspects as much as possible.

After data collection of needs analysis, the information about the CFA participants' competencies and needs in terms of their lacks, their wants and their expectations were verified. This information served as a starting point of developing the course module which would best serve the needs of the participants in using language at their workplace.

I.4 Data analysis

The data from needs analysis were analyzed by applying two methods; content analysis and descriptive statistics. Content analysis was used to analyze the data from literature review, interviews, and site observations while descriptive statistics (frequency and mean) was used to analyze data gathered from the questionnaires

PHASE II COURSE MODULE DEVELOPMENT

There are two main steps to be performed in this study as follows:

2.1 The process of course module design

The second phase of the research study is to develop an e-learning competency-based course module for chief flight attendants. The objectives of the course module derived from communicative needs obtained from needs analysis which has undergone validation process and were translated into English language competencies. Authentic materials were selected and compiled to accommodate with the course lessons. Next, the course module was developed by encompassing ESP course development, as well as competency-based and task-based approach and computer-assisted instruction (CAI) to a process of course module design. This process included spelling out instructional and assessment plan as well as developing instructional and assessment materials. The steps in developing the course module were illustrated in Table 3.2.

2.2 The verification and evaluation of the developed course module

2.2.1 Experts' validation and evaluation of the course materials

After the e-learning competency-based English course module was developed, six experts were invited to validate and evaluate the online course module. The course module was evaluated in two different aspects applying two principal criteria, namely instructional design quality, and online instructional quality.

Therefore, the experts would validate and evaluate the course module against two evaluation forms (adapted from Meksophawannagul, 2010; Alessi and Trollip, 2001; Sukamolson, 2000; Boonplong, 1998; Distance Learning Evaluation Guide by American Council on Education, 1996). The first group consisting of three experts; one English language teacher with ESP teaching experience, one in the field of assessment, and one in-flight service content specialist would use a five-scaled checklist called 'The checklist for the experts to validate instructional design quality' (see Appendix E) to evaluate the proposed course plan, sample lessons, course materials and test items. The other group consisting of one in-flight service content specialist and two CAI experts would use another five-scaled checklist called 'The checklist for the experts to validate online instructional design quality' (see Appendix F) to evaluate the e-learning competency-based course module in terms of utilization of the program. All of the course materials received > 3.50 which indicated positive opinions of the experts before the course implementation.

After receiving the evaluation and the comments from the experts, the researcher adjusted the materials according to their feedbacks and conducted a pilot study.

2.2.2 A pilot study

After the verification and evaluation of the developed course, the researcher conducted a pilot study for 1 unit before implementing the actual course. The purpose of the pilot study was for the researcher to try out and adjust the course wherever needed in the area of instructional plan, materials, assessment, and technical options regarding online training. As a result, five CFAs and one experienced IT staff of an airline who participated in this pilot study gave their feedbacks and comments in end-of-the-course evaluation form (see Appendix J) (adapted from Meksophawannagul, 2010; Sukamolson, 2000; Boonplong, 1998). This evaluation form is a checklist type using five Likert's scales rating. After the pilot study, the

researcher adjusted the course lessons and materials and computerized format based on the feedbacks from the tryout before actual study.

PHASE III THE COURSE MODULE IMPLEMENTATION AND EVALUATION

There are two steps to be executed during this phase as follows:

3.1 Implementing the course

The actual course of the e-learning competency-based English course module for chief flight attendants was scheduled for the learners to complete the course module in five weeks. The learner participants for course module implementation consisted of thirty chief flight attendants of 'A Air'. They applied for the course on a voluntary basis. The criteria of the participants included basic computer literacy (see I.1.2.2). The learners would access the course module via internet access. Before taking the course module, each learner took a pretest in face-to-face environment and was video-recorded. The instruction covered 3 unit lessons (see Appendix L). The learners would study one unit/one week. Each unit covered 17 hours including three hours for studying content, two hours for activities, and five hours for revision the unit. That was altogether fifty hours of instruction. Learners could access the program and studied unit by unit in order from unit one to unit five. As this was a self-pace learning, learners could spend their time studying any particular unit they needed regardless of fixed timetable. The time frame for learners to complete the course module was five weeks. As a result, all learners would complete the course module at slightly different time depending on their time utilization. After taking the course, there was a posttest conducted with face-to-face basis.

3.2 Evaluating the course

After the main study, the next step is to evaluate the effectiveness of the e-learning competency-based English course module for chief flight attendants quantitatively and qualitatively. The course module was expected to help enhance the participants' level of English oral proficiency and promote competencies the CFAs needed to perform in target situation at their workplace. A single group pretest-posttest design was employed for its experimental aspects aiming to investigate the effects of the course on the participants' competencies of English language use and their

attitudes toward the course. Instruments for course evaluation included English oral/speaking test, the scoring rubrics for CFA English oral communication, end-of-course evaluation, end-of-course interview, and online correspondents.

3.2.1. Instruments

Instruments for course evaluation included English oral/speaking test, the scoring rubrics for CFA English oral communication, end-of-course evaluation, end-of-course interview, and online correspondents. Each of them is listed as follows:

3.2.1.1 English oral/speaking test for CFAs(Appendix G)

The English oral/speaking test for CFAs was a criteria referenced achievement test used to measure the CFA learner participants' English oral proficiency against the scoring rubrics of CFA English oral communication. The English oral/speaking test was developed by the researcher based on the competencies/tasks a CFA were to accomplish which were taught in the course module. This oral/speaking test is a direct test type featuring bi-directional spoken interaction between the test-taker and the interlocutor. It composes of semi-structured task type in role play activity. The test-takers are asked to perform and make conversations in three particular tasks. The oral/ speaking test was used as a pretest and a posttest administered before and after implementation of the course module. To ensure the content validity of the test, three experts validated and evaluated the test. The same group of experts (see II.2.1) consisting of one English language teacher with ESP teaching experience, one in the field of assessment, and one in-flight service content specialist validated and evaluated the English oral/speaking test items. They had completed 'The checklist for experts to validate the instructional design quality' (see Appendix E). The experts found the test acceptable with some minor comments mostly in terms of word choice. The test was adjusted accordingly before actual use. The oral/speaking test consisting of three tasks was used as a pretest and a posttest administered before and after implementation of the course module.

3.2.1.2 The scoring rubrics for CFA English oral communication (Appendix H)

Information from needs analysis was utilized and analyzed to design the

scoring rubrics for CFA English oral communication. The scoring rubrics served as the instrument to evaluate the test as they were used to assess the learner participants' achievement on the English oral/speaking test. The scoring rubrics for CFA English oral communication was adapted from ICAO (International Civil Aviation Organization) language proficiency scale highlighting six features of language skills as the criteria. The communication skills of learners were evaluated according to these features; comprehension, interaction and personal attribution, vocabulary and expression, structure, pronunciation, and fluency with five different descriptors for each of the six criteria. The five level descriptors are defined as follows: Level 5 Proficient, Level 4 Advanced, Level 3 Intermediate, Level 2 Elementary, and Level 1 Pre-elementary. Actually, the ICAO language proficiency scale has six different descriptors which cover six features. However, the experts commented that five levels descriptors would be suitable in rating. Thus, the scoring rubrics for CFA English oral communication eventually covers five levels as mentioned. As 'personal attribution' was an important component of acquiring a 'competency', it was agreed among the experts and the researcher that 'personal attribution' was included in the scoring rubrics as one of the criteria.2.1.3. The scoring rubrics were validated by the same group of experts who validated and evaluated 'The checklist for experts to validate the instructional design (see II.2.1).

3.2.1.3 The end-of-course evaluation form (Appendix I)

The end-of-course evaluation form was designed to review the participants' opinions toward the overall course module. This evaluation form use five Likert's scale rating in which each participant would rank each item accordingly. It was validated by three experts consisting of one English language teacher with ESP teaching experience, one specialist in the assessment, and one in-flight service content specialist (see II.2.1). The end-of-course evaluation form was tried out during the pilot study before the actual in the main study.

3.2.1.4 The end-of-course interview (Appendix J)

The end-of-course interview was conducted to as for participants' additional comments on the effectiveness of the course module. The interview

questions were validated by the same three experts who validated the end-of-course evaluation form (see III.2.1). It was tried out before use and some of the questions were tried out the end of the pilot study.

3.2.1.5 The online correspondents

The online correspondents were collected during the course module implementation from the beginning of the course until the completion of the course of every participant. The correspondents included e-mails, facebook. The information collected would reveal the feedbacks of the participants about the course module in many aspects, i.e. their attitudes, their inquiries about the course materials and activities, their comments. The data also accommodated the information obtained from end-of-course interview and end-of-course questionnaire.

3.2.2 Data collection

Both quantitative and qualitative data were collected to evaluate the e-learning competency-based English course module for chief flight attendants.

Quantitative data were obtained from the English oral/speaking test, and end-of-course evaluation form while qualitative data were collected via posttest interviews and online correspondents.

3.2.2.1. Quantitative data collection

Procedures for collecting quantitative data were as follows:

1. The English oral/speaking test consisting of three tasks was administered twice i.e. first, before the implementation of the course as a pretest and again after the implementation of the course as a posttest. Both tests were tape-recorded for analysis. For reliability of the rating, the same two raters participated in both pre- and post-test. The first rater was the ESP English teacher with at least ten years of teaching experience and the second rater was the researcher herself.

2. The participants' self-assessment form of confidence level was distributed to every learner participants twice; before and after implementation of the e-learning competency-based course module to self-assess their confidence level in performing the tasks or competencies in English before and after completing the course module.

3. The end-of-course evaluation form was distributed to every learner participants to rate his/her performance in English oral communication and attitude after completing the e-learning competency-based English course module for chief flight attendants. This was conducted after the posttest session.

3.2.2.2 Qualitative data collection

Qualitative data was collect via end-of-course interviews and online correspondents for addition information of the study. The research assistant conducted end-of-course with every learner participants after they had taken their posttest as to allow the participants to answer the interview questions and comment on the course freely. All of the online correspondents were collected during the period of course module implementation.

3.2.3 Data analysis

For quantitative data, *t*-test was used to compare the mean scores of the pretest and the posttest, and the participants' confidence level. Next, the results of the gained scores of the pretest were calculated to find the effect-size. The effect-size is a measure of the magnitude of a treatment effect. The effect-size serves as a practical significance to indicate how remarkable the results of the experimental study are. In general, effect-size can be measured in two ways; as the standardized difference between two means, or as the correlation between the dependent variable classification and the individual scores on the dependent variable. According to Cohen (1988), the values of the effect-size are used for the interpretation in terms of the correlation between an effect (in this study -- the e-learning competency-based English course module for CFAs) and the dependent variable (participants' improvements in English oral proficiency). By the way, there are different advices regarding how to interpret the resultant effect-size. But the most accepted opinion is that of Cohen (1992: 155-159) where 0.2 is indicative of a small effect, 0.5 a medium and 0.8 a large effect-size. The magnitude of the effect was expected to be at least 0.5 which can be accepted as it indicates a medium effect size.

As for the results from the end-of-course evaluation, mean and one sample *t*-test were used to analyze the data.

For qualitative data, the information from end-of-course interviews and online correspondents was studied and analyzed for additional insights into the study. Lists of the research instruments used in the study are summarized in Table 3.4.

Table 3.2: Lists of research instruments

Instruments	Participants	Purpose	Schedule / period	Validation	Analysis
Preliminary Interview Form A	20 CFAs were interviewed	To obtain details and clarification from CFAs about their information at work, overall main duty, and their English needed at workplace.	At the initial stage of the study during May-June, 09	By experts and triangulation	Content Analysis
Preliminary Interview Form B	15 key informants were interviewed (5 management, 5 training personnel, 5 airline customers)	To obtain information and understand the expectations from the management and customers	May-June, 09	By experts and triangulation	Content Analysis
Questionnaire Form C	313 copies were distributed to CFAs at A Air	To obtain information about participants both their	Aug-Nov, 09	By experts and Cronbach's Alpha coefficient	Descriptive Statistic (frequency, mean)

		personal information and their English needs. For quantitative data use to develop the course		(0.89)	
Site observation	CFAs on 9 regional and intercontinental flights were observed	To obtain real-life information about how the CFAs use their English in different situations	July-Dec,09	By experts and triangulation	Content analysis
Instructional quality validation checklists	3experts to validate and evaluate the sample lessons, material, test items	To evaluate the developed course materials	After designing the course's instructional materials and before course implementation	By experts	Descriptive Statistic (mean)
Online courseware quality validation checklists	3 experts to validate and evaluate the online courseware	To evaluate the developed course materials	After designing the instructional materials and before the course implementation	By experts	Descriptive Statistic (mean)
Oral/ speaking test	30 CFAs took the test	To measure the participants' level of their	Before and after the course	-By experts -Two raters were	- <i>t</i> -test to compare the means of the pre-

		English proficiency against the scoring rubrics before and after the course (mainly for quantitative data)		used for inter-rater reliability	and the post-test -effect-size using Cohen's <i>d</i>
The scoring rubrics	The research constructed the scoring rubrics	To use as criteria for assessing the oral performance tests	When grading the tests	By experts	-
The participants' self-assessment form	30 CFA learner participants	To compare the participants' self-assessment of their confidence level in using English before and after taking the course	Before and after taking the course	By experts	- <i>t</i> -test to compare the mean
End-of-course evaluation form	The same group of 30 CFA learner participants	To measure participants' attitudes, their progress in using English to perform the	At the end of the course	By experts	-Mean and <i>t</i> -test Descriptive statistics -percentage

		tasks /competencie s			
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Instruments	Participants	Purpose	Schedule / period	Validation	Analysis
End-of-course interview	30 CFA learner participants were interview by a research assistant	To obtain information about the participants' opinions toward the course (for qualitative data)	At the end of the course	By experts	Content analysis
Online correspondent	The researcher collected the information from online correspondents between the researcher and the learner participant	To obtain additional information regarding the course module	During the course implementa-tion and after the course	By experts	Content analysis

3.3 Summary

This chapter describes the research methodology of the present study. The study consisted of two phases: course development and course implementation/evaluation of its effectiveness. The process of course module development started with the needs analysis which consisted of two groups of key informants. The first group consisted of twenty multi-nationalities of chief flight attendants while the second group was a group of fifteen key informants consisting of five management personnel, five training personnel and five airline customers. Voluntary basis was applied to obtain all of the respondents. First of all, documentary research was conducted to gather overall information about the main duty and the competencies which are required for CFAs. Then the preliminary semi-structured interviews were conducted with both groups of the key informants. Next, the results

gained from the documentary review and from the interviews were mapped to construct the list of needed competencies for CFA at workplace. Based on the findings of needed competencies, Questionnaire Form C was designed. The population of the study consisted of 650 chief flight attendants working for international airlines and based in Bangkok. Cluster sampling and voluntary basis application were used to obtain sample groups of needs analysis stage and actual course implementation stage respectively. The questionnaires were distributed to a sample group of three hundred and thirteen CFAs to find out the CFAs' needs in terms of lacks and wants. The total respondents were two hundred and sixty six. Thirty CFAs participated as a sample group for the actual course implementation. Then, course module and instructional materials were constructed based on the analysis of the needs and were validated and evaluated by the experts before implementing a pilot study. Later, a pilot study was conducted for one unit in order to try out the course and materials with a group of five CFAs.

The second phase was course module implementation and evaluation of its effectiveness. Thirty CFAs at 'A Air' were the learner participants of this research study. A single group pretest-posttest design was used to measure the participants' English oral communication regarding to the competencies required and their attitudes toward the course module.

To answer the first research question "What are the needs of English used by chief flight attendants?", four main research instruments i.e. a review of related literature, interviews, questionnaires, and site observations were employed to conduct the needs analysis.

To answer the second research question "How can an e-learning competency-based English course module be developed to enhance English ability of chief flight attendants?", the lesson plans for course materials for the course module were developed based on information obtained from the needs analysis and computer-assisted instruction. The course module instructional materials were validated by six experts both in instructional quality and online courseware quality. One unit sample was tried out with five CFA learner participants. The course module was then adjusted according to the experts' comments and the feedbacks from the participants from the pilot study.

To answer the third research question “Will the e-learning competency-based English course module be effective? and the fourth research question “ what are the attitudes of chief flight attendant toward the e-learning competency-based English course module?” the instruments used to measure the effectiveness of the course as well as the attitude toward the course module are as follows: the English oral/speaking test including the scoring rubrics for CFA English oral communication proficiency, the self-checklists, the end-of-course evaluation form, the semi-structured interviews, and the online correspondents.

The research results and findings for each research question are presented in details in Chapter IV.

CHAPTER IV

RESEARCH FINDINGS

4.1 Introduction

The objectives of this study are to develop an e-learning competency-based English course module for chief flight attendants and to implement in an online classroom environment in order to customize the learners with their particular needs in English language use in their working conditions. Therefore, this chapter presents the findings from the study in such a way as to answer the research questions as follows:

Part I reports the results of the needs analysis. This part responds to research question 1: What are the needs of English language use by chief flight attendants?

Part II reports the process in translating data from the needs analysis to a course module development and a validation of the course through experts and pilot study. This procedure responds to research question 2: How should an e-learning competency-based English course module be developed to enhance English ability of chief flight attendants?

Part III reports the results of the effectiveness of the course after the implementation from both quantitative and qualitative aspects. The quantitative data derived from the course material evaluation by the experts, the learners' total scores of the post-test, their gain scores from the pre-test, the results of the self-checklist and the end-of-the-course questionnaire, while the qualitative data derived from the learners and course facilitator, online correspondents during course module implementation and the end-of-the-course interviews with the learners are presented. All of the findings respond to research question 3 : Will the e-learning competency-based English course module be effective? The findings also respond to research question 4: What are the attitudes of chief flight attendants toward the e-learning competency-based English course module?

4.2 Part I: The results of the needs analysis

4.2.1 Preliminary interview with chief flight attendants

During April and May 2010, twenty CFAs of multi-nationalities consisting of five Asians and Middle East, five Caucasians, five Hispanics, and five Africans, from several international airlines were invited as the key informants to participate in the semi-structured interviews using the Preliminary Interview Form A with predefined questions. The key informants' basic demographic information are presented in Table 4.1

Table 4.1

Demographic information of CFAs key informants interviews

(N=20)	#	%		#	%
<i>Home country</i>			<i>Gender</i>		
Thailand	1		Male	12	60
Korea	2		Female	8	40
Japan	1				
Jordan	1				
<i>Asia & M.East</i>	5	25	<i>Age</i>		
U.S.A.	2		26-35	2	10
Canada	1			7	35
Germany	1		36-45	8	40
France	1		46-55	3	15
<i>Caucasian</i>	5	25	55 up		
Mexico	2				
Argentina	2		<i>Total yrs of</i>		
South Africa	1		<i>working</i>	3	15
<i>Hispanic</i>	5		6-10	4	20
South Africa	2	25		7	35
France	1		11-15	3	15
Ivory Coast	2		16-20	3	15
<i>African</i>	5	25	21-25		
			26-30		
Total	20	100			

From Table 4.1, it showed that most of the CFAs who participated in the interview aged between 46-55 years old (40%) and most of them have been working in airline business for twenty years (35%). The information collected from the interviewees was recorded, transcribed and analyzed qualitatively according to the main interview questions. Their comments are demonstrated in Table 4.2.

Table 4.2: Information from interviews with CFA key informants

Interview question	Answer	Samples (n=20)	%
1.What are the main duty of a CFA?	- Take care of passengers' well-being	20	100
	- Supervise cabin crew to maintain safety and service standard	17	85
	- Perform duty free sale	12	60
	- Conduct service plan according to routes and flight time	14	70
	- Ensure cabin safety and emergency equipment readiness	20	100
	- Response to passengers' complaints and compliments	20	100
	- Handle irregularity i.e. sick passengers, unruly passengers	17	85
	- Promote airlines' campaign and new product	15	75
	- Take care of VIP, CIP(Commercial important person)	15	75
	- Report irregular incident malfunction of equipment to department concerned	15	75
2.Do you have any difficulty handling any particular duties /tasks?	- Yes.	17	85
	- No.	3	15
3. Please name the competencies a CFA needs to possess to help	- Ability to explain rules and regulations for passengers to comply with	15	75

him/her work effectively.	- Ability to work with positive attitude towards job and passengers	20	100
	- Ability to communicate with good language skill	15	75
	- Ability to familiarize and customize cultural differences	9	45
	- Ability to solve problems	17	85
	- Ability to work professionally with service etiquette, service-mind	12	60
	- Ability to anticipate the situations, know what to expect for each scenario	9	45
	- Ability to work under pressure	10	50
	- Have sense of humor	12	60
	- Ability to make decision in emergency situation	14	70
	- Ability to give information about route, weather, flight, product of the airline and general enquiries	10	50
4. Does the management provide any training course for the staff?	- Yes	20	100
If yes, what kind of course was offered?	- Language	7	35
	- Customer service	13	65
	- Emergency and First Aid	20	100
	- Meditation	3	15
5. Do you think English is important to your career?	-Yes	20	100

6. Does the management provide any English language training course?	- Yes	9	45
	- No	11	55
7. What type of English course should be offered to CFAs?	- Pronunciation	7	35
	- Communication	10	50
	- Writing	5	25
	- Toast Master	5	25
	- English for work	11	55
	- Face-to-face	5	25
	- Online	15	75
8. What do you think about the management criteria in promoting staff?	- Good English	5	25
	- Job experience	5	25
	- Both	10	50
9. What are the management's expectation in terms of English oral ability/competencies/tasks required, and other appropriate behavioral indicator?	- Staff can solve problems on board well if their English is good	6	30
	- Staff need good English and also need to be professional	10	50
	- Staff need to deliver service with nice manner, service-mind, and smile	4	20
10. What do you plan to do to achieve your career advancement?	- Learn more English	12	60
	- Take more training courses	8	40
	- Study more job knowledge	9	45
	- Comply with the company's policy	4	20

From Table 4.2, 100% of sampled CFAs indicated that their main duties on board are taking care of passengers' well-being, conduct service plan according to

routes and flight time, and ensure cabin safety and emergency equipment readiness. 85% of the samples emphasize their duties on supervising cabin crew to maintain safety and service standard, and responding to compliments and complaints. While 75% of the CFA key informants included reporting irregular incidents and malfunction of the equipment, taking care of VIP customers, handling sick passengers and unruly passengers as their main duties.

When asked if they have encountered any difficulties handling those duties, 85% of the sampled CFAs agreed while 15% revealed that they did not have any difficulties handling their job. Some of the problems included a limitation of stock supply, facilities impairment, food quality, language barrier, time constraint, cultural aspect, staff and passenger attitudes, individual differences.

Regarding competencies they need to acquire to help them perform their duties effectively, 100% of the CFAs key informants pointed out that the competency they need the most was the ability to work with positive attitude towards their jobs and passengers. The percentages of sampled CFAs who needed to acquire the competency of solving problems were 85%. It is indicated 75% of the CFAs needed the competency of explaining rules and regulations for passengers to comply with, as well as the competency of having good language skill. 60% of the sampled CFAs regarded the ability of having sense of humor as their needed competency at work.

In term of management's support of training course at workplace, 100% of the key informants were provided supplemental training courses at their workplace. It was remarkable that all of the airlines realized the importance of personnel training in order to maintain their best quality service as well as staff development. The training courses included a compulsory course of emergency and first aid to promote crew's core competency. Apart from this, language and human resource development courses were provided.

When asked about the importance of English, 100% of the key informants have the same opinion that English was important to their career. The English course that they thought would serve their needs the most were English for work (55%) and English for communication (50%) respectively. About the mode of course delivery they would prefer to attend, 75% of the sampled CFAs preferred to study an online course while 25% agreed on a face-to-face basis English course.

Approximately 50% of the sampled CFAs thought that the management expected a CFA to have not only good command of English but also to perform his/her duty as a professional i.e. to deliver service with good manner and smile, to serve with service mind, to have appropriate service etiquette.

When asked about what they planned to do for their career advancement, 60% of the sampled CFAs stated that they would attend more English course, 45% said they would study more job knowledge, and 40% would take more training courses. While 20% of the sampled CFAs said they would try to comply with company's policy.

All of the above information obtained from the CFA key informant gave us the ideas of what the CFAs are actually performing at their workplace, their current situation, English language use, and their career achievement. Next, the data analysis from the interviews with the management and customers will be reported.

4.2.2 Preliminary interviews with management and customers

The preliminary interviews with management and customers were conducted to gather their overall expectations toward the CFAs' performance as the frontline staff. The information would give clearer ideas of how the management and/or customers viewed the job of the CFAs and also their expectations of CFAs to be able to perform the competencies/tasks required. Each interview with the management took approximately 15-20 minutes. The researcher conducted the interviews with ten management personnel; 6 males and 4 females, who work for different airlines in Bangkok, Thailand. All of them have at least twenty years of working experience in airline industry. Their opinions are illustrated in Table 4.3.

Table 4.3: Information from interviews with management

Interview question	Answer	Samples (n=10)	%
1. Is English communication important for CFAs' job?	- Yes	10	100
2. What are the most Necessary tasks/ competencies CFAs should be able to perform in English in their job?	<ul style="list-style-type: none"> - Can manage and monitor the appropriate in-flight service according to number of passengers and routes - Can handle complaints and compliments effectively - Can represent as a sale person of the company - Have excellent communication skill with passengers and function concerned - Can take action and coordinate in case of sick passengers - Can solve dynamic problem professionally - Can use emergency and first aid equipment promptly - Can supervise and maintain cabin cleanliness - Have good interpersonal relationship - Can work as a team and be a good team leader 	<p>10</p> <p>10</p> <p>8</p> <p>10</p> <p>8</p> <p>10</p> <p>10</p> <p>6</p> <p>7</p> <p>8</p>	<p>100</p> <p>100</p> <p>80</p> <p>100</p> <p>80</p> <p>100</p> <p>100</p> <p>60</p> <p>70</p> <p>80</p>
3. For CFAs to achieve successful job performance, what is usually the	- Can communicate in fluent English to manage all different situations	8	80

management expectation in terms of English proficiency and other important competencies?	<ul style="list-style-type: none"> - Can familiarize themselves with different cultures - Have service-mind, deliver service with smile, attentive enthusiastic, friendly, lively punctual, sympathetic, maintain positive attitudes toward passengers and jobs 	9	90
4. Are there any English courses provided for CFAs by the company to enhance staff' English proficiency?	<ul style="list-style-type: none"> - Yes - No 	6	60
What kind of such English courses are provided for staff?	<ul style="list-style-type: none"> - Public Announcement - General English 	10	100
Should there be an English course to enhance staff' English proficiency?	<ul style="list-style-type: none"> - Yes 	7	70
5. What kind of English courses should be provided for CFAs? 5.1 Content 5.2 Teaching method	<ul style="list-style-type: none"> - General English - Specific English - Both - Related vocabulary - Useful phrases for different situations - Pronunciation - Grammar - Report writing - Regular class 	<p>10</p> <p>100</p>	<p>100</p> <p>30</p> <p>40</p> <p>30</p> <p>100</p> <p>100</p> <p>70</p> <p>50</p> <p>50</p> <p>30</p>

5.3 Assessment method	- Online	4	40
	- Both	3	30
	- Presentation	4	40
	-Simulation/Role play	9	90
	- Examination	10	100
	- Performance-based	6	60

From Table 4.3 the competencies/tasks that all the management personnel (100%) expected CFAs to perform well in English language were handling complaints, solving problems, communicating with good language skill.

According to the preliminary interview with the management, their response remarkably supported the important role of English communication for CFAs. They all agreed that English proficiency was an outstanding component to help the CFAs achieve their competencies at workplace. One of the management respondents revealed,

M1 “English is the instrument to bridge the gap between people of different nationalities, not only between the crew and the passengers, but also among the passengers themselves.”

All of the expert management personnel agreed that English was used as a media to communicate in in-flight service and ground service. Foreign staff at line stations, foreign colleagues, and hotel staff used English as a means of international language. One of the respondents said,

M2 “ Besides, English is used in documentary related to the airline service, such as emergency checklists, emergency procedure, flight operation manual, aircraft maintenance manual, etc. are published in English. To know English is to open your eyes to the world. Without good English, communication with the other people in the industry is impossible.”

Moreover the in-flight service is delivered to multi-nationalities passengers. It is remarkable that the menu, drink lists, the immigration and customs form, in-flight service form, notice-to-passenger form, etc. are all published in English. Another comment from the respondent was that,

M3 “CFAs need to understand the menu and the ingredients, cooking terms, and drinks. These are written in English. They must be able to explain to the passengers how the food is cooked as well as the ingredients. Some of our passengers may not familiarize with these terms. It is CFAs’ duty to know the products and promote it to the passengers.”

Apart from these tasks, the other competency a CFA was expected to have was, notably, positive attitudes or personal attributions or personalities of CFAs, along with their performance. These are some comments from the management personnel,

M4 “The other competency or quality a CFA needs is to be able to conduct a conversation with a passenger in a pleasant manner.”

M5 “A CFA needs to represent as an effective front line staff of the airline and convince the passengers to come back again.”

M6 “They must be able to help passengers and assist a nurse or a doctor in case of sick passenger on board.”

M7 “They need to have positive attitude toward their job and passengers, are willing to help, friendly, flexible, have warm personality.”

M8 “What a CFA needs to know is not only their job knowledge, but also they need good communication skill, social etiquette, and be aware of cultural differences to support them to work effectively”

Regarding English course provided to CFAs, the management remarkably, agreed that training was necessary to enhance the staff proficiency. They suggested that the course content should include job-related vocabulary and useful phrases for different situations as well as pronunciation. For the assessment, the management personnel had a trend toward both traditional method of examination and a simulation or role play task.

In addition, a preliminary interview was also conducted with five airline customers both Thai and foreign nationalities. The information gathered demonstrated how the customers viewed the CFAs and their expectation. The customer respondents included three males and two females. Their age ranged between 28 and 65 years old. The total number of their journeys was fourteen flights in the last six months.

According to Question 2:What is your airline preference? The answers were presented in Table 4.4

Table 4.4 Customers' airline preference

Airlines	Number	%
Asia and Middle East	10	37
Africa	2	7.5
Europe	7	26
North America	5	18.5
South America	3	11
Total	27	100

Five customer respondents chose the airlines from Asia and Middle East as their first choice (37%) while the ones from Europe and North America were chosen as second and third favorite airlines accordingly.

As for Question 3: What are the main factors that effect your airline selection? The customers gave their opinions as shown in Table 4.5

Table 4.5 The main factors effecting airline selection.

“Air 1 hardly delays. 90% of the flights are on time. The foods are excellent. They offer three choices in tourist class.”

C 1 from Singapore

“The crew are effective and friendly. They always smile and are attentive to your needs. The aircrafts are new and clean.

C 2 from London

“The crew are professional. You feel you are important guest and are welcome. In Business class, you are given an amenity kit and welcome drink.

C 3 from New York

“On my trip from Bombay, the travel agent wrongly ordered a vegetarian meal for me. The flight was full. The hostess was very nice and she gave me ordinary meal without argument.

C 4 from Bombay

“The crew are very strict with safety regulations. They can assure the flight safety. They can also deliver service with nice manner and etiquette.

C 5 from Bangkok

The customers also agreed that English proficiency plays an important role in CFA job because it helps CFAs to perform their job tasks. The English knowledge requirements for CFAs included knowledge of structure and content of the English, meaning and spelling of words, and grammar.

When asked about problems they had encountered during flights and how effectively CFAs solved the problems, some customers gave examples as shown in Table 4.6

Table 4.6 The problem customers encountered during flight.

<i>Evidences</i>	<i>Effectively</i>	<i>Competency needed</i>
A passenger complained about shortage of meal choice	↑	apologize, attentive, active listening, service-mind
A passenger blocked the exit with his luggage	↓	ability to explain regulation and direct passenger to follow
Usage of mobile phone during taxiing	↑	ability to explain rules and regulations, strategies to promote effective security

In conclusion, the customers recommended that CFAs should have the competencies of having strategies to promote effective security operation, having knowledge of principle for providing customer personal service. Besides, they should be able to assess customer needs as well.

According to the preliminary interview with the chief flight attendants, the management personnel and customers, there were some remarkable competencies those key informants proposed as follows: 1) able to interact and maintain a pleasant conversation 2) able to respond to any enquiries about airline services and products 3) able to reassure passenger comfort 4) be friendly and ready to offer assistance 5) able to act as a host checking quality of the products and services

4.2.3 Steps to define the competencies needed by chief flight attendants to work effectively

Step 1 Comparing and matching the duties/tasks needed by CFAs from the interviews with the CFAs with the duties/tasks needed from the interviews with the management and the customers

Table 4.7 Comparing the duties/tasks needed by CFAs from the interviews with the CFAs and with the management and the customers

Most listed CFA duties/tasks by CFAs	Most listed CFA duties /tasks by the management
<ol style="list-style-type: none"> 1. Take care of passengers' well-being** 2. Respond to compliments and complaints *** 3. Ensure cabin safety and emergency equipment readiness ** 4. Supervise cabin crew to maintain safety and service standard ** 5. Handle irregularity and SAP (special attention passengers i.e., sick passengers, difficult passengers)** 6. Promote airline's campaigns and new products ** 7. Take care of VIP, CIP (commercial important persons) 8. Explain rules and regulations for passengers to comply with ** 9. Have positive attitudes toward job and passengers ** 10. Solve problems effectively ** 11. Conduct an appropriate service plan according to routes and flight time ** 12. Perform duty free sales 	<ol style="list-style-type: none"> 1. Manage and monitor the appropriate in-flight service according to number of passengers and routes ** 2. Handle complaints and compliments effectively *** 3. Have excellent communication skills ** 4. Able to use emergency and first aid equipment promptly *** 5. Represent as a sales person of the company ** 6. Take action and coordinate in case of sick passengers** 7. Work as a team and be a good team leader 8. Have good interpersonal relationship 9. Solve dynamic problem professionally ** 10. Supervise and maintain cabin cleanliness 11. Communicate in English fluently to manage all different situations **

<p>13. Communicate with good English language skills **</p> <p>14. Work professionally with service etiquette, service-mind ***</p> <p>15. Familiarize and customize cultural differences **</p> <p>16. Anticipate the situations well</p> <p>17. Give information about routes, service, weather, special requests **</p> <p>18. Able to work under pressure</p> <p>19. Have a sense of humor</p> <p>20. Make a decision in emergency situation</p> <p>21. Report irregular incidents, malfunction of equipment to department concerned</p> <p>22. Be alert at all time **</p> <p>23. Check passengers' feedbacks ***</p>	<p>12. Familiarize with different cultures **</p> <p>13. Monitor cabin safety and security throughout the flight **</p> <p>14. Have service-mind ***</p> <p>15. Maintain positive attitudes toward passengers and jobs **</p> <p>16. Perform duty with smile</p> <p>17. Be friendly and lively</p> <p>18. Check passengers' feedbacks ***</p> <p>19. Perform cabin walk-around often</p> <p>20. Exercise rules and regulations of the flight operation whenever needed</p> <p>21. Supervise and maintain a pleasant atmosphere of the cabin</p> <p>22. Can read and understand the company's document, flight manual</p> <p>23. Take action and coordinate in case of difficult passengers **</p> <p>24. Explain flight rules and regulations and give a command in case of flight safety and security **</p> <p>25. Assess passengers' needs</p> <p>26. Assure passenger comfort **</p> <p>27. Respond to passengers' needs and complaints ***</p> <p>28. Monitor cabin staff to maintain service and safety standard **</p> <p>29. Be ready to offer assistance</p> <p>30. Can fix minor problems concerning seat, toilet,</p> <p>31. Check passengers' feedbacks ***</p>
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	<p>32. Have warm personality</p> <p>33. Have service-mind***</p> <p>34. Be cautious</p> <p>35. Be attentive and alert to calls **</p> <p>36. Be willing to serve regardless of races and ticket classes</p>
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*** These competencies/tasks are listed by the three groups of the key informants.

** These competencies/tasks are listed by the two groups of the key informants.

From the above figure, the CFA, the management personnel and the customer key informants share some ideas in fifteen duties/tasks needed by CFAs to work effectively as follows:

1. Ensure cabin safety and emergency equipment readiness
 - Monitor cabin safety and security throughout the flight
 - Able to use emergency and first aid equipment promptly ***
2. Respond to compliments and complaints ***
 - Handle compliments and complaints effectively
 - Respond to passengers' needs and complaints
3. Work professionally with service etiquette, service-mind***
 - Have service-mind
4. Check passengers' feedbacks ***
5. Take care of passengers' well-being
 - Assure passengers' comfort
6. Solve problems effectively
 - Solve dynamic problem professionally
7. Monitor cabin staff to maintain service and safety standard
 - Supervise cabin crew to maintain safety and service standard
8. Handle irregularity and SAP (special attention passengers i.e., sick passengers, difficult passengers)
 - Take action and coordinate in case of sick passengers / Take action and coordinate in case of difficult passengers

9. Promote airline's campaign and new products / Represent as a sale person of the company

Give information about routes, service, weather, special requests

10. Explain rules and regulations for passengers to comply with

Explain flight rules and regulations and give a command in case of flight safety and security

11. Have positive attitudes toward job and passengers

Maintain positive attitudes toward passengers and jobs

12. Conduct appropriate service plan according to routes and flight time

Manage and monitor the appropriate in-flight service according to number of passengers and routes

13. Communicate with good English language skills

Communicate in English fluently to manage all different situations with good communication skills

14. Familiarize and customize with cultural differences

Familiarize with different cultures

15. Be alert at all time

Attentive and alert to passengers' calls

At this stage, the results from the matching of the interviews with the three group key informants provided major fifteen duties/tasks of the CFA job and also tasks that made up the duties which are called 'the tentative list of needed duties/tasks for CFAs'. In addition, the results also revealed the CFA behavior indicators or personal traits or personal attributions which were the other important component of a competency, such as 'be alert, attentive, have service-mind'

Step 2 Mapping of ‘the tentative listed of needed duties/tasks for CFAs’.

The next step was the mapping of ‘the tentative listed of needed duties/tasks for CFAs’ with the two models to define the competencies needed for a CFA. These two models were a competency model of an international airline (“A Air” Competency Model, 2009) and the ELDC (English Language Department Center) Standard of English for Occupations (ELDC, 2006).

Table 4.8 The mapping of ‘the tentative list of duties/tasks for CFAs’ with a competency model of ‘A Air’ and ELDC Standard of English for Occupation

Duties/tasks from the Interviews		‘A Air’ Competency Model		ELDC Standard of English for Occupation
1.Ensure and monitor cabin safety and security	Safety 1, 2 3, 6, 8, 9	Safety 1.Utilize emergency equipments	Standard 1.1, 1.2, 2.1	Standard 1; 1.1 Using listening skills at an intermediate level
2.Handle complaints and Compliments	3, 5, 6, 7, 9	2.Check and maintain emergency equipment readiness		
3.Work professionally with service-mind, service etiquette	3, 4, 5, 6, 7, 9	Service 1.Utilize service equipments		Standard 1; 1.2 Using reading skills at an intermediate level
4.Check passengers’ feedbacks	3, 4, 5, 7, 9			
5.Assure passengers’ comfort / well-	3, 4, 5, 7, 9	2.Check and maintain service equipment		

being		readiness		
6.Solve dynamic problems	Safety 1, 2 3, 6, 7, 9			
7.Supervise cabin crew to maintain safety and service standards	Safety 1, 2 Service 1, 2 3, 5, 6,7, 9	3.Study bulletins, service and safety manuals, work-related documents and follow the company's policy		Standard 2; 2.1 Using spoken English at an intermediate level
8.Handle irregularities unanticipated situations	Safety 1, 2 3, 5, 6, 7, 9	4.Conducting service plan according to number of passengers and flight time 'A Air' Competency Model	Standard 1.1, 1.2, 2.1	
9.Represent as a sale person/promote campaign, company products, service	3, 7, 9			ELDC Standard of English for Occupation
10.Explain rules and regulations and give command in case of safety and emergency situations	Safety 1, 2 3, 5, 6, 7, 9	5.Supervise and maintain a pleasant cabin appearance and cleanliness	Standard 1.1, 2.1, 3, 4	Standard 3 Using an appropriate language variety and register according to audience, purposes, setting and culture
11.Maintain positive attitudes	Safety 1, 2 Service 1,2,3,4,	6.Make decisions and solve dynamic	Standard 1.1, 1.2,	

toward passengers	5, 6, 7, 9	problem	2.1, 3, 4	
12. Manage and monitor appropriate service plan according to passengers and routes	Service 1, 2 3, 4, 5, 7, 9	7. Conduct fluent and appropriate conversation with passengers and foreign staff	Standard 1.1, 2.1, 3, 4	Standard 4 Understanding and using nonverbal communication appropriate to audience, purpose, setting, and culture
13. Communicate fluently with good English language and good communication skills	3, 5, 6, 7, 8, 9	8. Cooperate with different departments concerned before, during and after the flight operation	Standard 1.1, 1.2, 2.1, 3, 4	
14. Familiarize and customize with cultural differences	3, 4, 5, 6, 7, 8, 9	9. Respond to enquiries and give information about airline products, services, special promotions	Standard 1.1, 2.1, 3, 4	
15. Be alert and attentive	Safety 1, 2 Service 1, 2 3, 4, 5, 6, 7, 8, 9			

Step 3 Defining the competencies needed for CFAs

The semi-structured interviews / consultation were conducted with three experts (one English language teacher with ESP teaching experience, one management personal, and one expert in the field) at different times due to their tight schedule to define the competencies needed for CFAs.

The three experts were asked to validate the proposed list of needed competencies for CFAs. The mapping chart was shown to the experts to support them in making a list of competencies needed. The second column in the mapping chart showed the competencies which each duties/tasks or sub-competencies could be the component of. The fourth column showed the relationship between each of the competencies of 'A Air' and the standard of English for occupation of flight attendants developed by ELDC, Thailand. All three experts yielded 100% agreement on four core competencies. They are listed as follows:

Competency no 3: Study bulletins, service and safety manuals, work-related and company documents and follow the company's policy

Competency no 6: Make decisions and solve dynamic problems

Competency no 7: Conduct fluent and appropriate conversation with passengers and foreign staff

Competency no 9: Respond to enquiries and give information about airline products, services and special promotions

As to the competency no 6: make decisions and solve dynamic problems, all three of the experts commented that in the real scenario the problems on board mainly were grouped into two categories; the problems related to passengers or related to technical problems. In terms of the problems concerning passengers, the cases would include SAP (special attention passengers) such as passengers with health problems, passengers with behavior problems, as well as passengers who needed to make complaints. Another kind of problem was caused by technical problems. As a result, four competencies related to solving dynamic problems were added to the list.

Another competency all three experts agreed to add in the core competency list for CFAs was the ability of familiarization with cultural differences and cross cultural communication due to its impact on the job of CFAs in terms of interaction among the staff and passengers in international context. After the semi-structured interviews /consultations, the validated list of core competencies of CFAs was finalized. They are listed as follow:

Competency no 1: Study bulletins, service and safety manuals, work-related and company documents and follow the company's policy

Competency no 2: Conduct fluent and appropriate conversation with passengers and foreign staff

Competency no 3: Respond to enquiries and give information about airline products, services and special promotions

Competency no 4: Handle passengers' complaints

Competency no 5: Handle passengers' health problems

Competency no 6: Deal with difficult / unruly passengers

Competency no 7: Handle unanticipated technical and emergency situations

Competency no 8: Familiarize with cultural differences and cross cultural communication

The validated list of the core competencies was then included in the questionnaire survey of the needs /expectations of the CFAs to examine the needed competencies to be included in their ESP course. The result of the survey has disclosed the needed competencies to be used as the learning objectives for the e-Learning course module for CFAs.

4.2.4 Questionnaire survey

The questionnaire survey was conducted to survey the needs of English language use of CFAs. The participants are 313 Thai CFAs working for three international airlines in Bangkok, Thailand. The total of 266 sample respondents completed the questionnaires which is approximately 85% of the whole participants.

1. General information The results of the participants' background information are presented as follows:

Table 4.9 Demographic Data

Gender	Sample	Percent	Valid Percent	Cumulative Percent
Female	126	47.4%	47.4%	47.4%
Male	140	52.6%	52.6%	100%
Total	266	100%	100%	
Age				
31-30	30	11.3%	11.3%	11.3%
36-40	15	5.6%	5.6%	16.9%
41-45	35	13.2%	13.2%	30.1%
46-50	50	18.8%	18.8%	48.9%
51-55	94	35.3%	35.3%	84.2%
56-60	42	15.8%	15.8%	100%
Total	266	100%	100%	

Educational level				
Below Bachelor	10	3.8%	3.8%	3.8%
Bachelor Degree	241	90.6%	90.6%	94.4%
Master Degree	12	4.5%	4.5%	98.9%
Others	3	1.1%	1.1%	100%
Total	266	100%	100%	
Years of current position				
1-5 Yrs.	75	15.4%	15.4%	15.4%
6-10 Yrs.	60	22.6%	22.6%	38.0%
11-15 Yrs.	97	36.4%	36.4%	74.4%
More than 15 Yrs.	34	25.6%	25.6%	100%
Total	266	100%	100%	
Currently attending any English courses				
Yes	90	33.8%	33.8%	33.8%
No	166	66.2%	66.2%	100%
Total	266	100%	100%	
Any English courses attended after promoted a CFA				
Yes	30	88.7%	88.7%	88.7%
No	236	11.3%	11.3%	100%
Total	266	100%	100%	

The 266 respondents consist of 140 males (53%) and 126 female (47%).

The average age of the CFAs is 44 years old and average years of working in current position is 12 years. 241 CFAs (90%) hold Bachelor Degree (4%), and 15 persons (6%) graduated with higher degree, and 10 persons (4%) hold diploma.

The rating scales are as follows.

5.51-5.00 = Strongly agree

3.51-4.50 = Agree

2.51-3.50 = Moderate

1.51-2.50 = Disagree

1.00-1.50 = Not agree

2. Overview of skills needed and difficulties in using English

2.1 Language skills needed

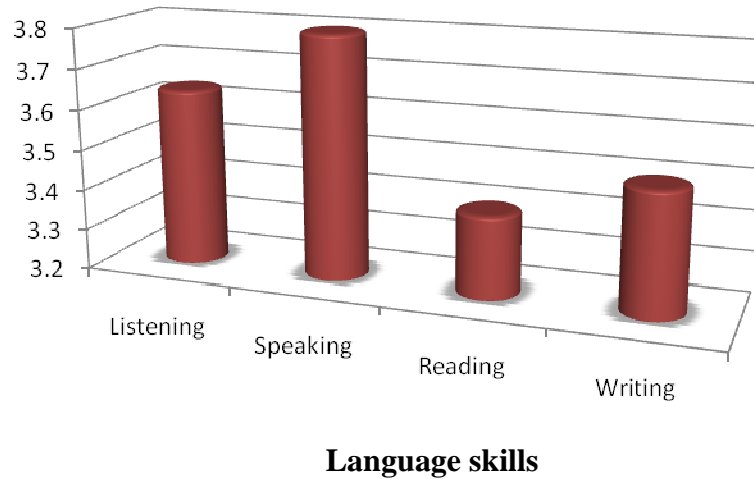


Figure 4.1: Mean of skills needs for CFAs

From figure 4.1, CFAs frequently use speaking skill followed by listening, writing and reading skill. 233 persons (84%) use very often, 29 persons (11%) often use, 14persons (5%) sometime use. On average, all four English skills are needed.

2.2 Difficulties in using English

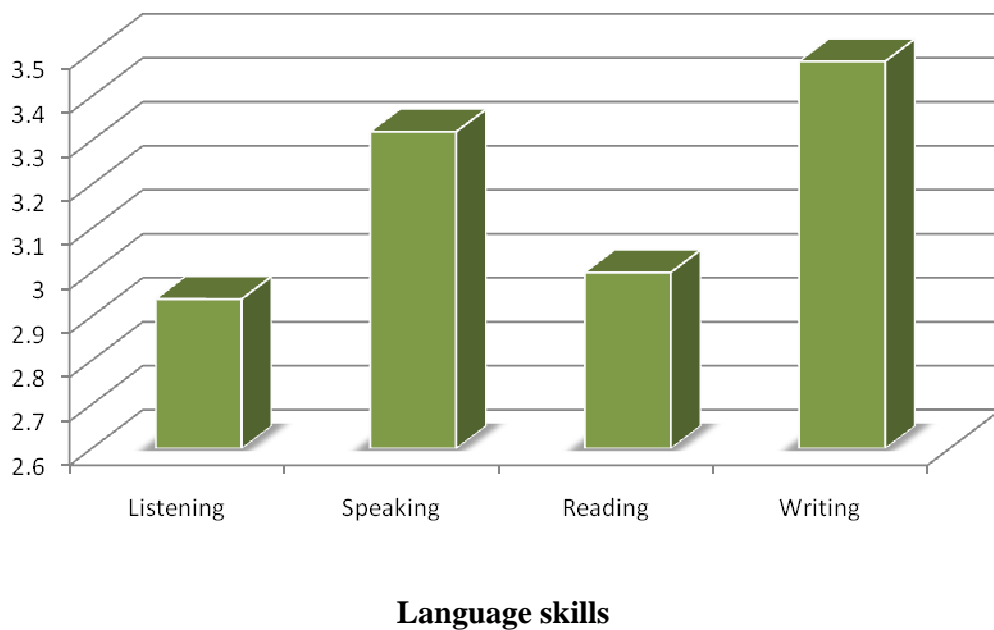


Figure 4.2: Mean of difficulties of Language use

From figure 4.2, CFAs showed that writing and speaking skill are more difficult than reading and listening skill. The most difficult skill is writing, followed by speaking and reading. Their difficulties in speaking and reading are in moderate degree. Listening skill is claimed to be the least difficult. 42 persons (16%) have difficulty in speaking very often. 67 persons (26%) often feel difficult in speaking, 134 persons (50%) sometimes feel difficult, 15 persons (5%) rarely feel difficulty, and 5 persons (2%) do not feel that speaking is difficult.

Part 2 of the questionnaire asks the participants to consider their current level of English language proficiency and their necessity of English language training in performing the competencies of work. The participants would rate their English proficiency and necessity of training on a Likert scale. The findings are demonstrated in Figure 3.

Table 4.10: The participants' English proficiency in performing these competencies / tasks at work

Competencies	Mean	S.D.
1. Explain bulleting, manuals, and other work related documentary and follow the company policy	3.90	0.4
2. Conduct fluent and appropriate general conversations/ daily talks to passengers and foreign staff	3.66	0.47
3. Respond to general enquiries and giving information about airline products, receives and special promotion	3.36	0.49
4. Handle passengers complaints	3.26	0.44
5. Handle passenger health problems	3.13	0.34
6. Deal with difficult /unruly passengers	3.16	0.46
7. Handle unanticipated and emergency situation	3.40	0.49
8. Familiarize with cultural differences and cross cultural communication	3.90	0.40

Based on the participants' grading their English proficiency in performing the competencies at work from the highest 5 (I'm very good at doing this), 4 (I'm quite

good at doing this), 3 (I'm OK at doing this), 2 (I'm not good at doing this), and 1 (I'm not good at all doing this), they rated their proficiency in performing these competencies between "moderate" and "I'm quite good at doing this" ($3.13 \leq \text{mean} \leq 3.90$). Handling passengers' health problem was the lowest (mean = 3.13), and dealing with difficult/unruly passengers (mean = 3.16), and handling passengers complaints (mean = 3.26) are the second and the third lowest, respectively. The participants rated their proficiency in performing the competency "Explain bulletins, manuals and other work related documentary and follow the company policy" as the highest (mean = 3.90) as well as the competency "Familiarize with cultural differences and cross cultural communication" (mean = 3.90). The majority of the criteria shows quite low S.D. (S.D. <1) representing consistency of the participants' opinions meaning that the participants response little varied.

In terms of the participant's necessity English language training in performing each particular competency, the participants would grad their opinions on a Likert scale. The findings are shown in Figure 4.

Table 4.11: The participants' necessity of English language training in performing competencies at work

Competencies	Mean	S.D.
1.Explain bulleting, manuals, and other work- related documentary and follow the company policy	3.86	0.48
2.Conduct fluent and appropriate general conversations/ daily talks with passengers and foreign staff	3.93	0.52
3.Respond to general enquiries and giving information about airline products, receives and special promotion	3.93	0.44
4. Handle passengers' complaints	3.96	0.31
5. Handle passengers' health problems	4.33	0.54
6. Deal with difficult /unruly passengers	4.43	0.56
7. Handle unanticipated and emergency situations	4.40	0.56
8. Familiarize with cultural differences and cross cultural communication	3.83	0.44

Based on the participants' necessity of English language training in order to perform these competencies listed in the questionnaire, they rated their necessity of English training between higher moderate and very necessary ($3.83 \leq \text{mean} \leq 4.43$). The competency "Dealing with difficult/unruly passengers" was the highest (mean =4.43), followed closely by "Handling unanticipated and emergency situations" (mean = 4.40) and "Handling passengers' health problems" (mean =4.33).

While the interviews/consultations with the experts during the session of defining the list of competencies needed for CFAs revealed that the three tasks related to the competency of "Make decision and solve dynamic problems" be added to the list, the participants themselves also agree that they needed training in performing these competencies in English for effective work.

The participants rated the necessity of competency "Familiarize cultural differences and cross cultural communication" (mean = 3.83) and "Explain bulletins and other work-related documentary and follow the company policy" (mean =3.86) at the lowest and the second lowest, respectively. While the competency "Handling passengers' complaints", "Responding to general enquiries and giving information about airline product, services, and special promotions," and "Conducting fluent and appropriate general conversations/daily talks to passengers and foreign staff" were rated in the high moderate level (mean =3.96 and mean =3.93), accordingly. The majority of the criteria in this Likert scale show quite low S.D. (S.D. <1) representing consistency of the participants' opinions meaning that the participants response little varied.

Degree of needs to practice each language aspects in English training course

This question asked the participants to rate their degree of needs to focus on practicing each language aspect in English training course i.e. job-related vocabulary, general vocabulary, grammar, fluency, accent, pronunciation, and other components; facial expression, body language and cultural aspects. The participated were to rate the degree in five scale of 'most needed' (equal to 5), 'much needed' (4), 'moderately needed' (3), 'not much needed' (2), and 'not needed at all' (1). The average scores of the degree of needs to focus on each language aspect are shown in Table 4.12

Table 4.12 Means of degree of needs for each language aspects as needed in English training course

Topics	Degree	Percent	Mean	S.D.
1.Job-related vocabulary	4	25.0	4.77	0.44
	5	75.0		
2.General vocabulary	3	12.5	4.12	0.61
	4	62.4		
	5	25.1		
3.Grammar	3	18.7	3.81	0.40
	4	81.3		
4.Fluency	3	6.3	4.43	0.62
	4	43.8		
	5	50.0		
5.Accent	3	12.5	4.25	0.68
	4	50.3		
	5	37.3		
6. Pronunciation	4	31.3	4.63	0.47
	5	68.8		
7.Other components related i.e. eye contact, body language, tone of voice, paralanguage, cultural differences	4	62.5	4.37	0.50
	5	37.5		

As a result shown in table 4.12 ,the topics that the participants rated as the highest degree they would like to focus in the training course were job-related vocabulary (mean = 4.75), followed closely by pronunciation (mean=4.68), and fluency (mean=4.43), respectively. The topic that was rated the lowest mean was grammar (mean=3.81). All the language aspects listed were rated with the degree above 'moderately needed'. Body language, paralanguage, cultural aspect was rated at rank 4 (mean=4.37), while accent and general vocabulary were rated at rank 5 and rank 6

(mean=4.25, and 4.12) of the language aspects needed to focus in English training course for chief flight attendants.

Information from the suggestions

The information that the participants contributed to the suggestion part at the end of the questionnaire were grouped using content analysis. The results are shown in Table 4.13

Table 4.13 Suggestions/opinions about English class

Suggestions/opinions	Frequency	Percent
1.The company should provide English for work place	36	15.72%
2.Voluntary training course basis	58	25.32%
3.The company should provide English for effective communication	14	6.11%
4.Online course	27	11.79%
4.Face-to-face class-workshop and seminar	11	4.80%
5.The content with technical term in health setting	18	7.86%
6.Pronunciation class	20	8.70%
7.Pronunciation of job-related vocabulary in CD	16	6.98%
8.Pattern of appropriate sentences booklet	19	8.29%
9.Native speaker instructor	10	4.36%
Total answers	229	100%
Number of respondents	111	54.50%
Missing	155	62.4%
Total respondents	266	100%

From Table 4.13 the most suggested aspects for English class for CFAs is that the course be arranged on a voluntary basis (25.32%). In terms of course contents, the CFAs suggests that course should focus on English for each particular duty, English in health setting, and English for effective communication (15.72%, 7.86%, and 6.11%). According to teaching-learning method, online class and face-to-face class with group work or seminar are recommended (11.79% and 4.80%). They also recommend pronunciation class as well as appropriate English sentence patterns to use in different

situations (8.70% and 8.29%). In addition, 4.36% of the answers suggest a native English instructor.

Site Observations

During the questionnaire survey, site observations were conducted on fourteen different flights to regional and intercontinental routes to investigate the job a CFA has to perform. The researcher observed the steps of activities and language use along the process. The time spent in an observation of each flight varied depending on the situations of the flight. The steps of the job could be divided in three phases; on ground preparation, during meal service, after meal service until landing. It was observed that before boarding passengers, the CFAs would contact with other staff such as catering staff, cleaning staff, ground staff, and engineers, asking and giving information about meal, cabin readiness or other details of the flight.

Such questions like, “How many meals are loaded on this flight?”, “How many vegetarian meals are included?”, “Are there any UM (unaccompanied minor) on board?”, “This PCU (passenger control unit) is out of order.”, or “The seats are duplicated. Please reassign.” were used regularly during preparation stage on ground.

The information gathered from site observations were grouped into different tasks and techniques used in handling these tasks. The data was demonstrated in Table 4.14

Table 4.14 Frequency of tasks type and techniques used

Task types	Percent
General information	14.28%
Company products	14.28%
Complaints	35.71%
Problems	21.42 %
Difficult passengers	14.28 %
Total	100 %
Techniques used to handle task types	Percent
Vocabulary-keyword	28.57%
Tone of voice	21.40%

Polite expressions	34.28%
Body language; smile, gesture	15.75%
Total	100%

From Table 4.14 The task that CFAs performed the most is about complaints (35.71%), followed by ‘problems’ (21.42%). The CFAs performed three other tasks; interacting about general information, company product, and difficult passengers at approximately the same frequency (14.28%). Regarding the techniques that CFAs use to help them to perform their tasks, the most frequent used technique was using polite expressions (34.28%). In addition, other techniques CFAs tended to use to help the passengers understand them much better, were vocabulary-keyword (28.57%) and appropriate tone of voice (21.40%), and body language (15.75%), respectively. Notably, information from site observation enables the researcher to identify the polite expressions as well as the vocabulary frequently used and the CFAs at different stage of the job. This information is essential for preparing the course module.

To summarize, as demonstrated in the information from the interviews with CFA key informants, it is expected from the management that CFAs master the competency of having good English communication skills, being able to solve problems professionally, and having service-mind. Consequently, the results from the interview with the management also reflect the English proficiency and other important competencies of the CFAs in a way that the CFAs should be able to communicate in fluent English to manage all different situations. Furthermore, they should be able to familiarize themselves with different cultures and have service-mind, positive attitudes toward passengers and jobs. This positively requires the CFAs to use English fluently for the good image and reputation of the airline. The management shared the same opinion that English was very essential and English course carefully designed for CFAs would serve the lacks and the wants of the CFAs

From the needs analysis, the competency/task that CFAs encountered the most in daily job performance were about complaints which caused by passengers’ dissatisfaction from a minor scale up to a higher scale. While the competency/task rated as the highest necessity in English training was about “Solving dynamic

problem”, followed by “handling passengers’ complaints”, “Responding to general enquiries”, and “Conducting fluent English general conversations/daily talks” as presented earlier.

Part II: Translating Needs Analysis to a Course Development

This part will cover the steps in translating needs analysis to a course development which include:

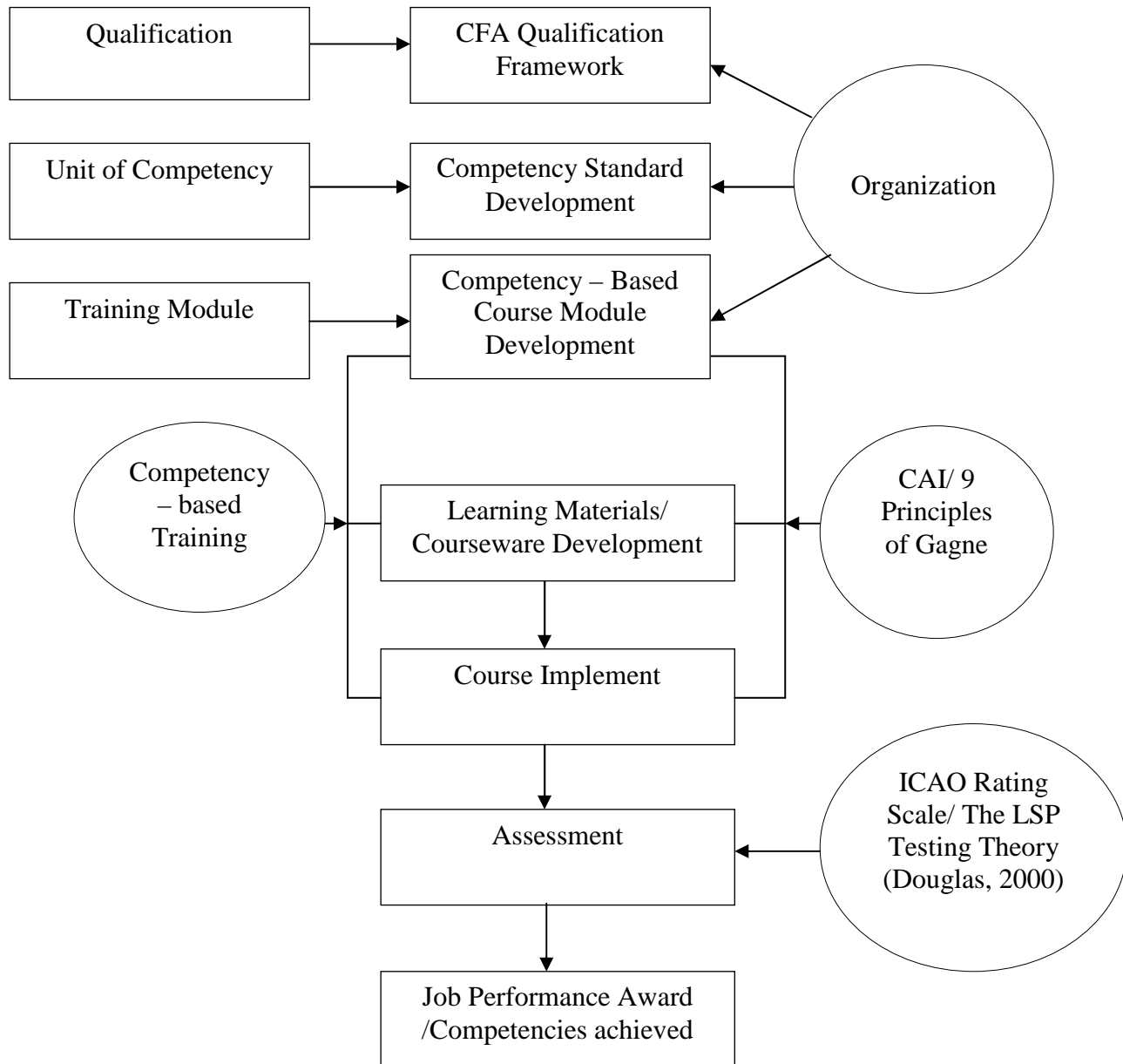
- 1) Explore theoretical frameworks for course development
- 2) Map the result of key informant interviews, site observations, questionnaire survey providing a list of competencies needed of CFAs with the steps of competency-based approach
- 3) Specify important findings from needs analysis
- 4) Construct the course module and course materials
- 5) Validated the proposed course and lesson plans
- 6) Adjust the course accordingly

Each step is described as follows:

4.3.1 Theoretical framework for course development

Many theoretical frameworks have been studied in order to develop the English course for CFAs. The basic principles underlying the course development are ESP approach, competency-based approach, and 9 principles of Gagne for CAI. Steps in finding out English competencies needed in workplace proposed by Sujana (2005) and key informant interviews present an idea in conducting the needs analysis. The theoretical framework of the e-Learning competency-based course module for CFAs is demonstrated in Figure 4.3

Figure 4.3 Theoretical Framework for e – learning competency – based



From figure 4.3, framework and theories in ESP, competency-based approach, and CAI are the underlying principles in designing the course development. The lesson contents will mainly be based on the results of needs analysis which include the knowledge and experiences of the participants of the study.

4.3.2 Mapping the Results of key informant interviews, site observation, questionnaire survey defining a list of competencies needed of CFAs with the steps of competency-based approach (Sujana, 2005)

Based on the principle of competency-based approach, the competencies which a learner has to master in order to work effectively in the workplace may be considered as the outcome of the training course. Therefore, after the needs analysis process, the researcher will have to translate those competencies needed into English language competency which is needed to perform such competencies that CFAs need for their work. The identification of English competencies is illustrated in Table 4.15 below.

Table 4.15 Identification of English competencies for CFAs: An attempt to map the results of defining a list of competencies needed for CFAs with the principles based on the steps suggested in Sujana (2005)

Step	Main aspects to be explored	Specific descriptions in the study
1. Identification of target group	Who are the participants of the particular course under development?	Chief flight attendants of international airlines in Bangkok, Thailand
2. Identification of duties of professional workers	What are the responsibilities of the professional workers in the target situation (in terms of the use of language)	Main responsibilities of CFAs: 1. Conducting and maintaining fluent and appropriate conversations with passengers and foreign staff 2. Responding and giving information to passengers' enquiries about general information and airline products 3. Handling complaints 4. Make decision and solve problems i.e. sick passengers, difficult passengers, technical and emergency

3. Assessment of communicative needs	What kinds of communicative needs do professional worker need to be able to handle those responsibilities?	<p>In order to satisfactorily handle the responsibilities no.1-4, which derived from the results of defining a list of competencies needed for CFAs, that English is required in dealing with passengers, CFAs should possess language ability on:</p> <ol style="list-style-type: none"> 1. How to conduct and maintain fluent and appropriate conversations with passengers and foreign staff 2. How to respond and give information to passengers' enquiries about general information and airline products 3. How to handle complaints 4. How to deal with problem solving concerning sick passengers, difficult passengers, technical and emergency
4. Translation of communicative needs into English competencies	What English competencies do they need to have in order to be able to function effectively?	<p>Each communicative need can be translated into several English competencies:</p> <ol style="list-style-type: none"> 1. How to conduct and maintain fluent and appropriate conversations with passengers and foreign staff <ul style="list-style-type: none"> - Able to use basic courtesy formulas of greeting and welcoming - Able to offer help - Able to introduce yourself and staff - Able to carry small talk 3. How to handle complaints <ul style="list-style-type: none"> - Able to greet and keep the conversation going with appropriate turn-taking - Able to use polite language and appropriate tone of voice

		<p>2 How to respond and give information to passengers' enquiries about general information and airline products</p> <ul style="list-style-type: none"> - Able to greet and keep the conversation going with appropriate turn-taking - Able to provide and communicate the information as required. Vocabulary, phrases, and technical terms in the area of airline services are necessary - Able to use polite language and appropriate tone of voice <p>3. How to handle complaints</p> <ul style="list-style-type: none"> - Able to approach, greet passengers and introduce yourself - Able to investigate and verify the case - Able to respond appropriately i.e. apologize, explain, offer solutions and alternatives to minimize passengers' dissatisfaction level - Able to deal with complaints using appropriate expressions, terms, tone of voice, body language. - Able to use polite language. <p>4. How to deal with problem solving concerning sick passengers, difficult passengers, technical and emergency-</p> <ul style="list-style-type: none"> - Able to approach passengers depending on the situations - Able to briefly investigate the symptoms of passengers and anticipate the situation - Able to investigate and verify the problem about difficult passengers - Able to understand and use the
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		<p>vocabulary, expressions concerning the situations i.e. health and medical term, rules and regulations on board, equipments.</p> <ul style="list-style-type: none"> - Able to negotiate - Able to use polite language
5. Translation of English competencies into linguistic and other specifications	What language input should be included in the syllabus in order to achieve the language needed in the target situation?	<p>To identify the learning needs or language input for class activities, the competencies can be further translated into detailed linguistic and other specifications.</p> <p>For example: How to handle complaints</p> <p>To handle the complaints, the participants will need</p> <ul style="list-style-type: none"> - Expressions for approaching , greeting passengers and introducing yourself; using correct form of address - Expressions for investigating and verifying the case; using effective questions - Expressions for responding appropriately i.e. apologize, explain, offer solutions; using appropriate words and expressions- May I..., Please..., I do apologize. - Expressions for checking the results - Expressions for ending the case
6. Teaching and learning activities to develop competencies	How to impart the language input in teaching and learning process	See Figure 3.1 Chapter III for Framework for research design

4.3.3. Specify Important Findings from Needs Analysis

Main findings are listed as follows:

3.1 It is shown in the needs analysis that CFAs require an English course to help them work effectively. From the questionnaire survey, 84% of the participants use speaking skill very often at work. Only 33.8% were taking English courses. Speaking was rated as the second rank in term of difficulty among the four skills.

3.2 In terms of skill difficulty, writing was rated as the most difficult skill ($x=3.42$) followed closely by speaking skill ($x=3.3$). The course should be designed to promote the participants' speaking skill which is used the most at work.

3.3 According to the suggestions about what they would like to be included in their course, the participants focus on job-related vocabulary as well as fluency and pronunciation. Hence, the design of the course should meet the needs of the learners.

3.4 The content of the course should be relevant to the participants' need and difficulty at work. As the participants rated the necessity of English training on the "Handling difficulty/unruly passengers" as the highest, followed closely by "Handling unanticipated and emergency situations", and "Handling passengers' health problems" according, then the English competencies for these tasks will be integrated in the lessons and activities to fulfill the needs of the participants.

3.5 In addition, the site observations provide more information of the real practice of CFAs at work showing the steps or the moves CFAs have to follow at each particular stage starting from on-ground preparation, during boarding, drink and meal service, until landing. To perform the competencies/tasks, the most frequent techniques used are polite language, correct tone of voice, vocabulary-keywords. Therefore, the course will integrate vocabulary often used in performing the tasks, polite language patterns to be used along the steps to enable CFAs to work effectively.

Notably, the results of needs analysis indicated that all of the competencies listed are wanted and expected to be in the English courses. However, due to time constrain, the researcher have to select the competencies that are needed the most to be the objectives of the course module. What were taken into consideration in selecting the competencies are as follows:

- Choosing the competencies which the participants rated in the high degree of necessity in English training. Based on the learners' wants and expectations, they will focus on the course since it serves their needs.
- Choosing the competencies which concern more interaction/interpersonal abilities between the passengers and the CFAs.
- The course was the pioneer e-Learning English course module applying competency-based to be conducted at this workplace. This is a challenge for the participants and the researcher in terms of courseware development and course implementation including the pretest and the posttest. Considering the schedule of the CFAs who participated in the actual study and the appointment for the posttest, the course would not be practical.

However, the other competencies which are not identified as the objectives of the course module, will also be presented in the lessons where necessary. According to the above criteria, four needed competencies selected to be the objectives of the course are illustrated in Table 4.16

Table 4.16 The selected learning objectives of the course

Learning objectives of the course
1.Learners will be able to initiate and respond to greetings, offering help, engage the conversations /daily talks to passengers and foreign staff
2.Learners will be able to respond to general enquiries and give information about airline products, services and special promotions
3.Learners will be able to handle complaints
4.Learners will be able to make decision and solve problems regarding passengers' health problems, difficult passengers, and technical and emergency problems.

As an e-Learning course module, the competency-based course for CFAs was developed applying Gagne's 9 Principles of instructional design (2005) to accommodate learning process. The CAI lesson design flowchart is presented in Figure 4.4.

Lesson Design Flowchart

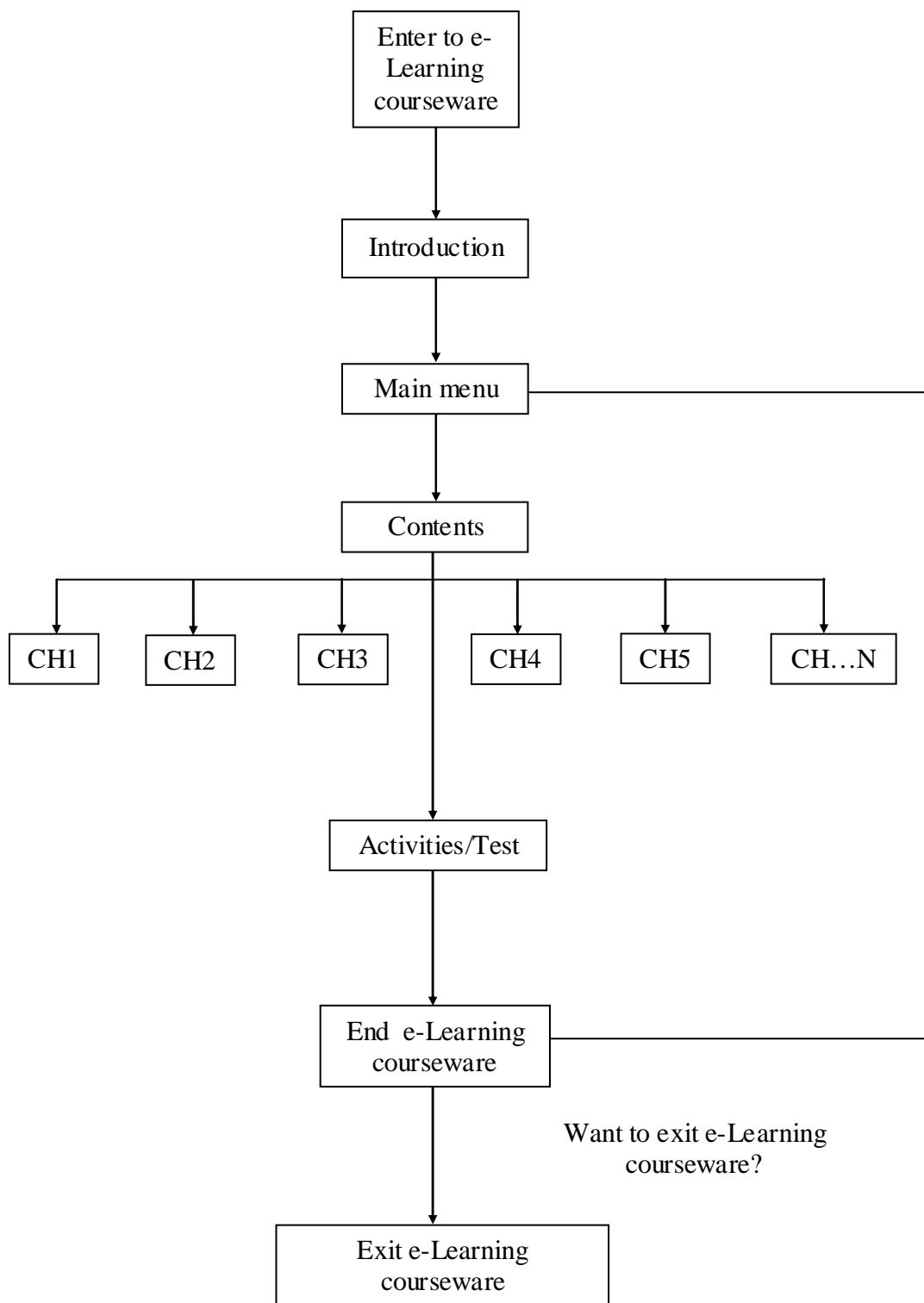




Figure 4.4 A Flowchart of Lesson Design

Gagne's 9 Principles of Instructional Design and CAI Lesson Design

1. Gain attention	 <p>The screenshot shows a presentation slide in an Adobe Flash Player window. The slide has a white background with a blue header bar. The text 'Lesson 1' is centered at the top in orange, followed by 'Welcome The First Encounter' in a larger orange font. Below the text is a rectangular image of a Thai Airways flight attendant in a purple and white uniform, smiling and performing a traditional Thai greeting (wai) with her hands pressed together. In the background of the image, a Thai Airways airplane is visible against a sunset sky. At the bottom right of the slide, there are two green circular navigation buttons: one with a white arrow pointing up and one with a white arrow pointing right.</p>
2. Inform learners of objectives	 <p>The screenshot shows a presentation slide in an Adobe Flash Player window. The slide has a white background with a blue header bar. The word 'Reading' is written in orange at the top left, next to a small icon of three red squares. Below this, there is a paragraph of text in black: 'The duties and responsibilities of a chief flight attendant are about encounters – encounters with people, with places, and with experiences. And the most important encounter is the first one: arrival and greetings. Get that one right and the rest is much easier. An arrival encounter takes place when a passenger steps on board your flight. Wherever the destination is, the rules are the same:'. To the right of the text is a cartoon illustration of a woman with brown hair, wearing a red t-shirt and tan pants, carrying a brown shoulder bag. At the bottom right of the slide, there are three green circular navigation buttons: one with a white arrow pointing up, one with a white arrow pointing right, and one with a white arrow pointing down.</p>

3. Stimulate a recall of prior learning

Which of the six rules (a-f) would include this advice?

Be prepared Smile Be helpful
 Look the part Be interested Be yourself

1. There are many ways of greeting in different countries, but the smile is universal.

2. Dress appropriately – be smart, clean, and tidy

3. Have confidence in your abilities and personality

4. Offer to carry a bag, to get a drink, to hang a coat, or anything to show you're there to help

5. Do your research – know your passengers, know your destinations

6. Find out about your passengers, and ask them about themselves.

point : 0 / 6 score

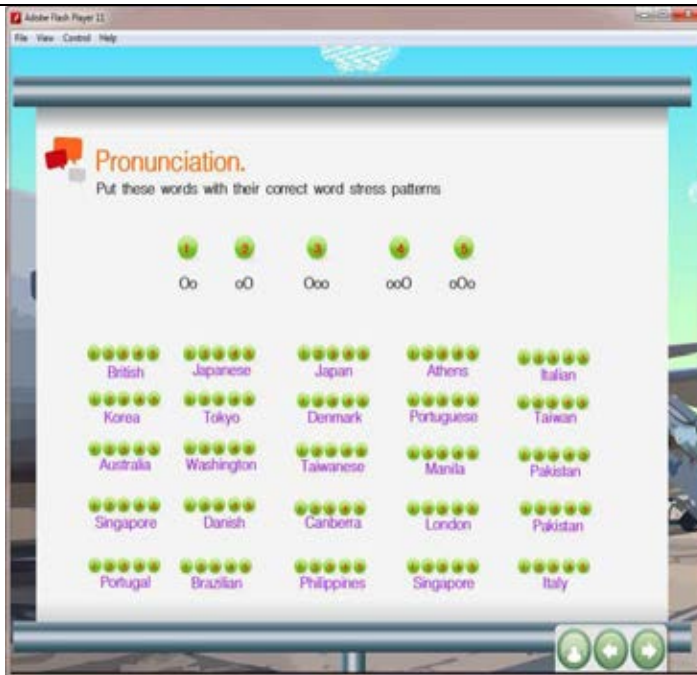
4. Present stimulus materials

Addressing People

Reading

The form of address is a powerful controller. The address is used mostly for power and solidarity between people. Most studies of address concentrate on whether or not first name is used, or titles like Mr., Mrs., Miss, Dr., Father, and Professor + last name. Address also involves nicknaming, use of Sir or Maram, Man, and Boy, as well as Your honor. For instance, an older person usually commands Mr., Mrs., or Miss, especially from a younger people. Another example is that special nicknames are often used among close friends or members of teams and family. Nicknames are signs of intimacy. The ways that these forms of address are used reflect social conditions, social distance and attitudes.

5. Provide learners guidance




6. Eliciting performance



<p>7. Provide feedback</p>	<ul style="list-style-type: none"> • Immediate feedback from the program • Allow additional practice after feedback was given
<p>8. Assess performance</p>	<p>Adobe Flash Player 11</p> <p>File View Control Help</p> <h2>Listening</h2> <p>Listen to the following greetings and introductions. For each one, answer the questions below. Tick the boxes for the correct answers.</p> <p>Question</p> <p>1. What time does the conversation take place?</p> <p><input type="radio"/> 8.30 a.m. <input type="radio"/> 2 p.m.</p> <p>2. Have the speakers met before?</p> <p><input type="radio"/> yes <input type="radio"/> no</p> <p>3. Is the conversation informal or formal?</p> <p><input type="radio"/> formal <input type="radio"/> informal</p> <p>4. Is a passenger offered something or some help?</p> <p><input type="radio"/> yes <input type="radio"/> no</p> <p>5. Is another person or are other people introduced?</p> <p><input type="radio"/> yes <input type="radio"/> no</p> <p>Click on speaker to listen.</p>
<p>9. Enhance retention and transfer</p>	<p>Adobe Flash Player 11</p> <p>File View Control Help</p> <h2>Making an Offer</h2> <p></p>

Adobe Flash Player 32

File View Control Help



4. Flight attendants and cfa Sompong are boarding passengers at door 11 (left side) on flight from London to Bangkok. It's 11 am. After checking passengers' name in first class cabin, CFA Sompong approaches one of the passengers, Mr. William Pitt, who has just taken his seat and look around.

Adobe Flash Player 32

Adobe Flash Player 32

File View Control Help

Small Talk: Conversation Starters

Talking about current events



- ◀Did you catch the news today?
- ◀Did you hear about that fire on Fourth St?
- ◀What do you think about this transit strike?
- ◀I read in the paper today that the Sears Mall is closing.
- ◀I heard on the radio today that they are finally going to start building the new bridge.
- ◀How about those Reds? Do you think they're going to win tonight?

Adobe Flash Player 32

Adobe Flash Player 32

File View Control Help

CFA: (After checking) Sir, the grilled chicken contains onion and minced carrot. I'm afraid it's not suitable for you, sir.

Passenger: Then, I pass. Can I have a cup of coffee, please?

CFA: _____ I'll bring it your coffee right away.

1. Sure, sir. 2. Definitely, sir.

CFA: Here's your coffee, sir. May I offer you a fresh fruit platter?

Passenger: That's great. Thank you very much.

CFA: _____ Our airline provides a special meal on a complimentary basis. Please make a request at least 94 hours before flight departure.

1. Might I suggest that you order a Jain meal for your next flight.

2. Why don't you order a Jain meal? We have a service for that. It's free of charge.

Passenger: Thank you very much. I'll appreciate that.

CFA: _____

1. That's all right. 2. It's no trouble at all.

Adobe Flash Player 32

Table 4.17 Events of Instruction & Learning Process

Events of Instruction	Learning Process
1. Gaining attention 2. Informing the learner of the objectives 3. Stimulating recall for requisite learned capabilities 4. Present stimulus material 5. Providing a learning guidance 6. Eliciting performance 7. Providing feedback about performance correctness 8. Assessing the performance 9. Enhancing retention and transfer	1. Attention 2. Expectancy 3. Retrieval to working memory 4. Pattern recognition, selective perception 5. Chunking, rehearsal, encoding 6. Retrieval, responding 7. Reinforcement, error correction 8. Responding, retention 9. Retention, retrieval, generalization

4.3.4. Construct the course module and course materials

The course structure of the e-Learning competency-based English course module for chief flight attendants was proposed.

Course structure

Course title : e-Learning competency-based English course module for chief flight attendants

Target group : Thai chief flight attendants (CFAs)

Course Duration : 5 weeks

Pre-requisite : None

Total number of units : 3 units

Number of hours required

to cover the course : 50 hours (for each unit; study the content 5 hours, activities 4 hours, revise the lessons 8 hours = 17 hours)

Course description : An interactive e-Learning module designed according to the competencies required for chief flight attendants to develop and enhance their English skills to enable them to effectively perform routine duties, to deal with delicate situations concerning service-related matters or people during flight, as well as handle unanticipated and emergency situations

This e-Learning course module provides the participants and e-Learning interactive English language course enabling the participants to study at their own pace. The time frame is 5 weeks. The module consists of 3 learning units. Each unit provides a context

for English needed for communication in in-flight service. The main focus is on presenting culture aspect.

Teaching method : E-learning module via company's intranet system

Instructional media : Text with listening script, picture, animation

Assessment : Self-assessment and end-of-the-course test

Goal of the course

The goals of the course are identified as

1. To help chief flight attendants master their English oral communication proficiency in performing the competencies needed focusing on daily needs in communicating social talks, responding to enquiries and handling problems in airline service settings;

2. To promote appropriate personal attributions along with English proficiency in service-oriented job;

3. To encourage the positive opinions toward training at workplace using technology with language learning.

Objectives of the course

By the end of the course, the participants will be able to

1. Handle greeting, introductions, small talks and other courtesy situations;

2. Ask for and give basic information (geography, weather, food, etc.);

3. Give sample descriptions of airline product, services and special promotions;

4. Demonstrate positive, assertive communication;

5. Explain basic rules and regulations of air travel;

6. Ask questions to gather the information about the symptoms of sick passengers;

7. Order a command in case of safety and security concerned;

8. Understand the role of nonverbal communication; and

9. Demonstrate appropriate gesture, facial expressions, and eye contact, and appropriate tone, and volume of speech

10. Reassure the flight condition

Lesson Plans

Unit 1: Welcome Aboard

Unit 2: Handling passengers' dissatisfaction/complaints

Unit 3: Solving dynamic problems

Unit 1: Welcome aboard (week 1-2)

1.1 Welcoming and greetings

1.2 Initiating and maintaining a conversation/daily talk

- 'Small talk' guideline
- Appropriate topics for 'small talk'

1.3 Responding to enquiries and giving information

- Request for a special meal
- Enroll a Frequent Flyer Program
- Duty free refund/exchange
- Refuse to a request

1.4 Cross cultural awareness

Unit 2: Handling passengers' dissatisfaction /complaints (week 2-4)

2.1 Steps of handling complaints

2.2 Causes of complaints on board

- Responding to complaints of food and beverages
- Responding to complaints of flight operation
- Responding to complaints of staff service
- Responding to complaints of facilities on board

2.3 Cross Cultural awareness

Unit 3: Solving dynamic problems (week 3-5)

3.1 Causes of problems on board

- Passengers' health problems
- Difficult/unruly passengers
- Unanticipated and emergency situations

3.2 Cross Cultural awareness

Part III Course Module Implementation and Evaluation

3.1 Course Implementation

The course module was offered to CFAs at "A Air" as a sample e-Learning course module in workplace. The learner participants enrolled for the course on a voluntary basis. They are required to have sufficient computer literacy and they needed to complete the course within the timeframe of five consecutive weeks. At the first place, the researcher planned to conduct the course module via the company's intranet system for practicality of the participants to access the course anytime while at the company. However, there were some technical problems regarding the server and the speed of intranet system. This resulted in excess time-consumption to study and

complete the course. Finally, the course module was delivered via internet with specific domain used to access to the course. The alternative mode of delivery allowed the participants to easily access to the course module, completed the exercises, and revised the lessons at their self-pace study.

At the beginning, there were thirty-five learner participants enrolling for the course. The researcher managed to give an introduction and instruction to access the course, and arranged with these learner participants an appointment for pretest which needed to be conducted individually according to each participant's schedule. Due to flood crisis and time-constraint of some learner participants, there were a number of participants dropped from the course. As a result, thirty CFA participants were the subjects in the main study. First, each of them took the pretest which was a role play performance. Then they enrolled for the e-Learning course. The learner participants studied the course content, engaged the exercises, gave their reflection to each lesson and transferred their English learning to the real-life situation. Total class time was 50 hours. The learner participants would study the lessons in order from lesson 1 to lesson 5. The study timeframe was 5 weeks. After each of them completed the course, the researcher would make an appointment for a posttest which was video-recorded.

3.2 Course Evaluation

This section illustrates the process of evaluating the course and results from a number of research instruments which were utilized to gather the information both in terms of quantitative and qualitative features of the participants. The following details reveal the findings in such a way to answer the research question “Will the e-Learning competency-based English course module be effective?” and “What are the attitudes of CFAs toward the e-Learning course module? The report include the effect of the course module implementation on the participants' performances of the competencies needed, the participants' opinion of their competencies, and their attitudes toward the overall course. Quantitative and qualitative data are triangulated to display the results.

3.3 The participants' performances of the competencies needed

Hypothesis 1 The participants' English scores of the posttest are significant higher than the scores of the pretest

The effectiveness of the course module was evaluated by comparing the participants' gained scores of the English oral test before and after the implementation

of the course module, and by investigating the magnitude of the effect. The CFA participants were pre-and post-tested their English oral proficiency. Two raters rated each participant using the scales of English oral communication for CFAs. Then, the mean score of each participant was calculated. In this study, an inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among raters. Cohen's Kappa index generally ranges from -1.0 – 1.0. (Landis and Koch, 1997). The inter-rater reliability for the raters was found to be Kappa = 0.62 which was considered at the substantial level (0.62-0.80) (Landis and Koch, 1997).

The results of frequency of each score level of the participants in pretest and posttest are presented in Table 4.7 and Table 4.8.

Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.30	2	6.7	6.7	6.7
	3.00	17	56.7	56.7	63.3
	3.30	2	6.7	6.7	70.0
	3.60	3	10.0	10.0	80.0
	4.00	6	20.0	20.0	100.0
Total		30	100.0	100.0	

Table 4.19 **Posttest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	3.3	3.3	3.3
	3.60	2	6.7	6.7	10.0
	4.00	15	50.0	50.0	60.0
	4.20	1	3.3	3.3	63.3
	4.30	5	16.7	16.7	80.0
	4.60	5	16.7	16.7	96.7
	5.00	1	3.3	3.3	100.0
Total		30	100.0	100.0	

From the frequency table of the pretest it shows that 6.7% of the participants were rated at the lowest scale of 2.3 (between Elementary and Intermediate level) while 20% were at the highest scale of 4.0 (Advance). The majority of the participants (73.4%) were rated their scale between 3.0-3.60 (between Intermediate and Advance level). Compared to Table 4.18 frequency table of posttest, it reveals remarkable results. None of the participants was rated at the scale of Elementary level on the posttest. Only 10% of the participants were rated at the scale between 3.0-3.60 (Intermediate level). The majority of the CFA participants (86.7%) were rated at the interval scale of 4 (Advance level). The highest scale from the oral posttest was 5 which 3.3% were rated at this level.

The descriptive statistics and the results from t-test have been presented in Table 4.20 and Table 4.21 accordingly.

Table 4.20 : Descriptive Statistics

	N	Minimum	Maximum	Mean	S.D
Pretest	30	2.30	4.00	3.233	.477
Posttest	30	3.00	5.00	4.130	.376

Table 4.21 : The Oral/speaking test – Paired Sample Test (*t*-test)

Pretest- Posttest	Mean	S.D.	Std.Mean error	t- test	df	Sig.2tailed
	.896	.325	.059	5.095	24	0.000

From Table 4.21 the results of $t = -15.095$ indicated that the participants in the study had higher scores in their oral posttest than in the pretest at a significant level ($p < .05$). In terms of the effect-size, the values of the effect-size are a measure of strength of the relationship between two variables. The values of the effect-size were used for the interpretation of the correlation between an effect (in this study – the e-Learning competency-based English course module) and the dependent variable (in this study- the participants' improvements in oral English proficiency) (Cohen, 1988: 22). As shown in Table 4.20 calculated for Cohen's d effect-size, there was a significant improvement of the participants' performances of the competencies needed in English oral communication (pretest mean score = 3.233, posttest mean score = 4.130) with the effect size at 2.135, which is considered a large effect.

In conclusion, it is found that there was a significant improvement of the participants' performances of the competencies needed in English oral communication with a large effect size. Hence, the hypothesis 1 is acceptable.

The quantitative data to study the effectiveness of the course module was collected by using the end-of-course evaluation form (see Appendix N). The findings from this part of the end-of-course evaluation form were used to test hypothesis 2.

Hypothesis 2: After course module implementation, the participants will have positive attitudes toward the overall course.

After course module implementation, the participants would complete the end-of-course evaluation form. Information from end-of-course evaluation form was summarized and presented in Table 4.22

Table 4.22 : The results from end-of-course evaluation form

Criteria for evaluating the course	Min	Max	Mean	SD	df	t
Design						
1.The program is easy to access	3	5	3.93	.58	24	36.93
2.The program can be controlled easily	3	5	4.03	.55	24	39.72
3.The screen design is interesting	3	5	3.80	.55	24	37.78
4.The sound is clear	3	5	4.33	.66	24	35.91
5.The format is interactive	3	5	3.66	.60	24	33.11
6.The font, graphics are appropriate and attractive	3	5	3.73	.63	24	31.96
Content						
7.The contents and exercises are interesting	3	5	3.66	.60	24	33.11
8.The contents are authentic	3	5	4.36	.62	24	38.83
9.The content are executed in appropriate sequences	3	5	3.66	.60	24	33.11
10.The contents are appropriated to time	3	4	3.63	.49	24	40.60
	3	5	4.03	.61	24	35.90

11.The scores generate positive Reinforcement	3	5	3.93	.63	24	33.60
12.The contents maintain high level of Interest						
Satisfactory						
13.The lessons can be applied to use in real- life situation at workplace	3	5	4.20	.71	24	32.20
14. The assessment is appropriate	3	5	3.93	.69	24	31.55
15. The learners can establish their own pace of study anywhere, anytime	3	5	4.26	.58	24	40.06
16. The feedback is immediate and appropriate.	3	5	4.26	.58	24	40.06
17. The program enhances English oral communication in competencies needed	3	5	4.36	.61	24	38.89
18.Overall I like the program	3	5	4.23	.56	24	40.79

Table 4.22 shows positive results of the end-of-the-course questionnaire survey.

Every criterion was rated above 3.5. The lowest mean score is about timing (mean = 3.63) and the highest mean scores are in the area of usefulness (mean =4.20), immediate feedback (mean =4.26), authenticity (mean =4.36), self-pace study (mean=4.26), and enhancement (mean=4.36). As for the opinion on the overall course, the mean scores of 4.22 indicated that the participants liked the course module in terms of content, the design, and its utilization of CAI.

As all of the criteria of the questionnaire were rated above 3.5, it can be concluded that the participants had positive opinions toward the overall course. All of the standard deviation of each criteria (SD <1) represents consistency of the participants' opinions signifying that the participants' response varied little.

The effectiveness of the course can be viewed from the competency performed with the test tasks.

Table 4.23 Competency and the test tasks

No.	Competencies	Test Items/Task
1.	Conducting fluent and appropriate general conversation/daily talk with customers or foreign staff	Item 1, 2 <u>Task</u> - Greet the passengers - Offer help with belongings - Introduce yourself and crew - Initiate a conversation - Choose appropriate small talk topic
2.	Responding to general enquiries about airline products, services and special promotions - give information about route, services	Item 1, 2, 3 <u>Task</u> - Approach the passengers - Greet the passengers - Introduce yourself - Answer the questions - Explain the products - Find out the information - End the conversation - Use polite language
3.	Handling passengers' complaints	Item 1, 2, 3 <u>Task</u> - Approach the passengers - Greet the passengers - Introduce yourself - Find out the information - Verify the case - Apology - Find out an alternative - Explain the fact - Use polite language - Anticipate the situation

		<ul style="list-style-type: none"> - Show your sympathy - Check passenger's feedback - Assure passenger's comfort - Thank the passenger
4.	Make decision and solve problem	Item 1, 2, 3 <u>Task</u> <ul style="list-style-type: none"> - Approach the passengers - Investigate the case - Verify the problem - Explain rules and regulations for passenger to comply with - Have positive opinions towards jobs and passengers - Ask about passenger's well-being - Anticipate the situation

From test items, one sub-competency could be performed in different situations. This is according to the principle of competency-based which consisted of a set of sub-competencies. There might be some sub-competencies which were not achieved, thus had an effect on the mastery of a competency. The learners can practice a particular sub-competencies/ tasks until they can master competency.

In this study, the participants' mean scores of the posttest were higher than those of the posttest provided that they achieved the competencies as identified in the test items.

CHAPTER V

SUMMARY, DISCUSSION AND IMPLICATIONS

5.1 Introduction

This chapter presents a summary of the study, implications and recommendations for further study.

5.2 Summary of the Study

This research study has four main objectives; first, to investigate the English language needs of chief flight attendants; secondly, to develop an e-Learning competency-based English course module for chief flight attendants; third, to evaluate the effectiveness of the developed course module ; and fourth, to examine the opinions of the chief flight attendants toward the course module.

There are three main parts in this study; needs analysis, course development and course implementation/evaluation.

5.2.1 Needs Analysis

Needs analysis was conducted prior to the course development as to collect the data of English language needs of the CFAs in terms of lacks and wants, as well as the problems of English language use in the target situation. The instruments used were semi-structured interviews, questionnaires, and site observations. The process of needs analysis is described as follows:

5.2.1.1 Semi-structured interviews were conducted with three groups of key informants who were the airline stakeholders. These key informants consisted of fifteen CFAs both Thai and foreign nationalities, ten management personnel working at three international airlines in Bangkok, and five airline customers both Thai and foreign nationalities.

5.2.1.2 Questionnaire survey was administrated. Three hundred and thirteen questionnaires were distributed to CFAs at three international airlines in Bangkok. The total completed questionnaires were two hundred and sixty six.

5.2.1.3 Site observations were conducted on nine flights to different destinations both regional and international routes.

5.2.2 Course Development

After collecting data from needs analysis, the competencies needed for CFAs were listed and used as the starting point in designing the course module. The content was conceptualized around these competencies needed. The competency-based approach and computer-assisted lesson design applying Gagne's 9 Principle of Instructional Design were the underlying principles in designing the course module.. Before actual course module implementation, the whole course module consisting of three units was evaluated by the experts and one sample unit was tried out as a pilot study. The recommendations from the experts and the participants at pilot study were used to adjust the course accordingly. The course module consisted of three unit lessons. The course materials were the real or actual props that could be found on board, some of which were originally developed by the researcher, and some adopted from commercial textbooks. Each unit contained reading texts, multi-media materials along with exercises.

5.2.3 Course Implementation and Evaluation

The course was implemented with thirty CFAs participants working in international airline and base in Bangkok. They enrolled for the course by voluntary basis. Each participant could start and complete the course at different times. The course module consisted of three units. It was implemented via internet and the timeframe of the course was five weeks. The participants could study with self-pace unit by unit in sequence. They contacted with the researcher via e-mail or telephone.

To evaluate the effectiveness of the course, the instruments used were shown as follows:

5.2.3.1 The course module was evaluated by the experts before the actual course module implementation using IOC index.

5.2.3.2 The course module was evaluated by comparing the participants' gained scores of the oral/speaking before and after course implementation.

5.2.3.3 The course module was evaluated via the end-of-course evaluation form which the participants were to rate each aspect after completing the course.

5.2.3.4 The information obtained from the interviews with the participants for their feedback after completing the course was also used to evaluate the course.

Findings

1. In response to question 1: What are the needs of English used by chief flight attendants? Information from the needs analysis using semi-structured interviews, questionnaires, and site observations were collected.

According to the information from the interviews with CFAs and the management personnel, it showed that English was very important to the CFA job. Notably, the management's expectation of the competencies of CFAs were the ability to supervise the flight in terms of flight safety and security; to manage the flight well according to the number of the passengers and routes; to have a good communication skill; to deliver service with service-mind and service etiquette; as well as the ability to solve the problems. The information from the interviews with CFAs revealed that about 85% of the CFA key informants needed to acquire the competency of solving problems. About 75% needed to acquire the competency of explaining rules and regulations for passengers to comply with. The competency of having good language skill in communication was also listed.

From questionnaires, regarding the skills used the most; the CFAs used speaking skill more than any other skills. Writing and speaking were rated more difficult than reading and listening skills. The most difficult skill rated was writing, followed closely by speaking and reading. Listening skill was claimed to be the least difficult. Regarding to the opinions about their English use at work, most of the CFAs indicated that they needed improvement in their English proficiency and were interested to take an additional English course provided by the company. As regards, the competencies rated with more frequency among those in the questionnaire were; explaining the job knowledge, bulletins and other work-related documentary; conducting fluent and appropriate conversation/daily talk with customers or foreign staff; responding to general enquiries about airline products and services; handling

passengers' health problems; dealing with unruly/difficult passengers, and handling unanticipated and emergency situations.

The information from site observations showed that CFAs used their English to greet their customers and giving information very often. Moreover, problem solving and responding to all enquiries were the main competencies that they needed to perform. According to the information collected from site observations, the factors that affect CFAs' performance on each flight were the nature of passengers, passengers' configuration, the weather condition, service planning and the performance of the crew members, etc.

These needs were then incorporated into lesson topics and the content of the course.

2. In response to question 2: How should an e-Learning competency-based English course module be developed to enhance English ability of chief flight attendants, the e-Learning course was developed applying competency-based approach and computer-assisted instruction as the underlying principles. The content of the course was authentic which the e-Learning course was practical to administrate to CFA participants due to their working condition.

3. In response to question 3: Will the e-Learning competency-based English course module be effective? the results of -15.095 from t -test indicated that the participants in the study had higher scores in their posttest at a significant level ($p < 0.05$). The effect size of 2.135 indicated a large effect size. In terms of the participants' self-evaluation, the result of -5.03 from t -test specified that the participants perceived that their English performance after completing the course was improved at the significant level ($p < 0.05$). The effect size of 0.92 indicated a large effect size. Notably, the result of -4.252 from t -test indicated that the participants' confidence in using English for communication after taking the course also increased and the effect size of 1.22 indicated a large effect size. Remarkably, the result of -3.764 from t -test verified that the participants' progress in English communication increased after completing the course and the effect size of 1.01 indicated a large effect size.

4. In response to question 4: What are the attitudes of chief flight attendants toward the e-Learning competency-based English course module?, the average mean scores of all the criteria revealed that the participants have a positive attitude towards the overall course. As a result of each criterion rated above 3.5 and SD <1 represented the consistency of the participants' opinions.

5.3 Discussions and Implications

This study demonstrates the process of developing an ESP English course based on the needs of the learners. Some distinctive features of the study that have contributed to the study will be discussed.

5.3.1 Language knowledge/communication skill VS corporate image

Working in international business involves a great deal of English language use. Staff working in international environment need a good command of English. An efficient staff member is a great contributor to corporate image. To be a proficient language user requires not only language knowledge in terms of linguistic knowledge but also a good communication skill. This can be referred to communicative competence which include grammatical, sociolinguistic, discourse and strategic competence outlining to be proficient in language (Canale and Swain, 1980; Omaggio Hadley, 1993).

According to the competencies CFAs need at work i.e. greeting passengers, responding to all enquiries, or solving problems occurring on board, what they need to learn in terms of linguistic skills would include pronunciation, grammar, vocabulary, communicative function i.e. offering, apologizing. However, they also need to focus on social context in different aspects; sociolinguistic skills which concern choice of words, levels of politeness or body language. Moreover, they must focus on sociocultural skills such as understanding cultural norms and their relation to those cultures. CFAs must show respect and politeness to customers through their language use and communication skill. For example, they need to make a correct choice of word or polite expression, i.e. to use the term 'disable people' instead of 'handicap'. They should greet passengers with polite language such as 'How are you, sir?' instead of 'What's up?' They have to be

aware of body language including facial expression, tone of voice and attitudes toward customers. These soft skills are also the important components of good communication skill.

Comparing to the concept of competency “ Competency is a combination of knowledge, skill, and abilities/attitude needed to perform a specific task (Voorhees, 2001), a competency of having good communication skill would involve knowledge - knowledge of language i.e. vocabulary, grammar, functions of language, pronunciation, etc.; skill - can anticipate the next move of the conversation, appropriate body movement; personal attribution – decisive, flexible. It can be seen that there are several components to be taken into consideration about each competency required by the company.

In terms of the corporate image, how a business function or organization is perceived by the public is one of the key to their success. Remarkably, staff members are vital contributors to the image of the company especially in service-oriented business like airline business. CFAs are front line staff representing the airline image. The management expects that CFAs have a competency of ability to communicate with excellent listening and problem solving skills. For example, CFAs need to have professionalism in solving problems i.e. the problem does not still exist and the solution is satisfactory to the airline, passengers and the crew members. In case of safety and emergency which are the most important practice of the airline business, CFAs must be able to give a command statement or exercise the safety and security of the actual environment by subjecting to the international safety rules and regulations. The competencies which CFAs master and achieve reflect successful company policy. Their performance can create new customers to the airline. Remarkably, the airline revenue will increase. In return, the staff will be proud to be part of the successful company.

Regarding the relationship of corporate image and staff competency, especially for those who work in service-oriented business, an English training course focusing on a good communication skill will be a great benefit to both the company and staff.

5.3.2 A competency-based approach VS CAI

This study emphasizes on the competency-based approach. As stated in the findings that there was an improvement in the gained scores of the participants after completing the course, some features are discussed. As described by Richard (2001), the competency-based approach focuses on the outcomes of learning as the starting point of course design by identifying the tasks a learner need to perform within a specific setting. The course was designed based on the competencies found from needs analysis which CFAs must be able to perform at the end of the course. Some of the essential elements of competency-based system proposed by Foyster (1990), Delker (1990), and Norton (1987) are; participants progress through the instructional program at their own rate by demonstrating the attainment of the specified competencies; learning must be self-paced; flexible training with a large group or individual study; supporting material including print, audiovisual and simulations (models) are used. These practices are relevant to CAI used in this study, except for one aspect, the real models are not provided for CFAs to practice. In addition, CAI offers an opportunity to learners of different learning styles to utilize the lessons.

The CFA participants revealed that they were happy to take the e-Learning course because of its practicality, authenticity. They could access the lessons at their convenient time. Due to the tight schedule of the CFAs, they prefer taking an e-learning course. This will notably create an intrinsic motivation and instrumental motivation for learning. These motivations are considered the affective aspect of the learners that support their cognitive process.

Regarding the posttest which was a performance test of acting in role-play situation, role-plays help determine the level of their communication skills the participants could perform well with the new vocabulary and expressions introduced in the lessons. All the participants showed appropriate attitude/personal attribution in each test. They could master the competencies.

To get the most benefit from the course, it is interesting to combine the CAI and classroom teaching in one training course. Even the participants can practice their English in a real-life situation when they work, a discussion and simulation in

classroom will reinforce them to learn from peer-learning. It will also introduce more learning strategies to the participants.

5.3.3 Learning strategies

As from the results from Chapter IV showing that the mean score of the participants increased from Level 3 Intermediate to Level 4 Advanced, there were some interesting points to discuss. It was found that in some participants the score in the feature of structure increased which could be the effect from the lessons and the practice in real situation. But the score in the feature of interactions and personal attribution was at the same level. The reason might be that they are aware of their language use and ignore the soft skills which are the expectation from the management. For some participants, their score in this feature remain unchanged. It can mean that they always emphasize on the soft skills and try to maintain. In the other way around, it is also found that some participants who have lower overall scores are rated higher in the feature of interaction and personal attribution because they show their interest in the customers and attentive. But they need improvement in the area of the linguistic knowledge. It is also interesting to find that some of the participants have sense of humor but they tend to laugh in a serious situation. Even they are attentive, have service-mind but their inappropriate manners can cause a misunderstanding situation as well. Thus, it is necessary that the test result should be examined in every aspects based on each criterion. Only putting an emphasize on the overall score may lead to a gap of achieving a competency.

In conclusion, an e-Learning competency-based English course module can serve the needs of chief flight attendants in terms of the ESP course which has conceptualized the content around the competencies needed for their job. Its effectiveness of the course is confirmed by the increasing of the posttest scores, the positive toward attitudes toward the course. The course is useful in the eyes of the participants. Still, there are some recommendations for further study.

5.4 Recommendations

1. According to the limitations of the study about the room used for the pretest and posttest that was not fixed at the same room every time, this may effect the test surrounding and the test-takers' scores. Therefore, the researcher would recommend that the test should be arranged in the same room, same surroundings for further study.

2. There should be a further study on a development of an English training course in workplace which combines classroom basis and e-Learning basis to have a benefit of both sides.

3. The impact that this study has on the community of the CFAS is that it creates a positive learning atmosphere for the staff members. The course module supports the life-long learning and the on-the-job training of the organization.

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APPENDICES

APPENDIX A

Interview Form A

Preliminary Interview with Chief Flight Attendants

General Information

Date / Time _____ Interviewee's name _____
 Age _____ Gender Male _____ Female _____ Airline _____
 Years of working _____ E-mail _____

Other information _____

Main question in the interview:

1. Please tell us about your main duty as a chief flight attendant.

2. Do you have any difficulties handling those situations / tasks?

_____ Yes _____ No

Examples _____

3. What are the competencies a CFA needs to help him/her work effectively on board?

1. Ability to _____

2. Ability to _____

3. Ability to _____

4. Has the management provided any support or training to help develop staff?

_____ Yes _____ No

If yes, what kind of such training courses are those?

What are your comments about such courses?

5. Is English communication important for CFA job?

If yes, why? _____

If no, why not? _____

6. Are there any English training courses to enhance staff's English proficiency?

If yes, what kind of such English training courses are given to staff?

If no, should there be a training course to enhance staff's English proficiency?

If yes, why? _____

If no, why not? _____

7. What kind of English courses do you think should offer for CFA?

Content _____

Teaching method _____

Assessment method _____

8. Is English proficiency one of the criteria for promotion?

_____ Yes _____ No

9. What is usually a management expectation in terms of staff's English proficiency and other appropriate behavioral indicator?

10. What do you think you should do to improve your job performance towards career advancement and success?

11. Additional comments / information

Appendix B

Interview Form B-1

Preliminary Interview with Management

General information

Date / Time _____ Interviewee's name _____

Gender ___ Male ___ Female

Office _____ Position _____

Years of working experience in airline industry _____

Contact number _____ E-mail _____

Other information _____

Main questions in the interview

1. Is English communication important for CFA jobs?

If yes, why? _____

If no, why not? _____

2. What are the most necessary tasks/competencies that CFAs should be able to perform in their jobs?

No. 1 Task _____

No. 2 Task _____

No. 3 Task _____

No. 4 Task _____

No. 5 Task _____

3. For CFAs to achieve successful job performance, what is usually the management expectation in terms of English proficiency and other important competencies?

4. Are there any English courses providing for CFAs by the company to enhance staff English proficiency?

If yes, what kinds of such English courses are provided for staff?

If no, should there be English courses to enhance staff' English proficiency?

If yes, why? _____

If no, why not? _____

5. What kind of English courses should be provided for CFAs?

_____ General English _____ Specific English

Please specify the components of an appropriate English course that should be offered to CFAs

Content _____

Teaching method _____ face-to-face _____ e-Learning

Assessment method _____

Others _____

6. Additional comments / information

Thank you very much for your kind cooperation

Appendix B

แบบสัมภาษณ์ บี - 1

แบบสัมภาษณ์ฝ่ายบริหาร

ข้อมูลทั่วไป

วัน / เวลา _____ ชื่อผู้ให้สัมภาษณ์ _____

เพศ _____ ชาย _____ หญิง _____

ที่ทำงาน _____ ตำแหน่ง _____

ระยะเวลาทำงานด้านสายการบิน _____ ปี

หมายเลขโทรศัพท์ _____ อี-เมลล์ _____

คำถามที่ใช้ในการสัมภาษณ์

1. ท่านคิดว่าการสื่อสารด้วยภาษาอังกฤษ มีความสำคัญต่อการปฏิบัติงานของหัวหน้าพนักงาน

ต้อนรับบนเครื่องบิน หรือไม่ อย่างไร

_____ สำคัญ เนื่องจาก _____

_____ ไม่สำคัญ เนื่องจาก _____

2. ท่านเห็นว่างานหลักสำคัญของหัวหน้าพนักงานต้อนรับบนเครื่องบินที่ต้องสื่อสารด้วย

ภาษาอังกฤษมีอะไรบ้าง

1. _____

2. _____

3. _____

3. ฝ่ายบริหารมีความคาดหวังต่อความสามารถในการใช้ภาษาอังกฤษรวมถึงสมรรถนะ และคุณสมบัติอันพึงประสงค์อื่นๆของหัวหน้าพนักงานต้อนรับบนเครื่องบิน อย่างไร เพื่อให้ปฏิบัติหน้าที่ได้อย่างมีประสิทธิภาพ

4. ฝ่ายบริหารได้จัดหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อเพิ่มพูนความรู้ความสามารถด้านภาษาอังกฤษของพนักงานต้อนรับบนเครื่องบินบ้างหรือไม่

หากมี เป็นหลักสูตรแบบใด _____

หากยังไม่มี ในอนาคตมีแผนงานจัดหลักสูตรดังกล่าวหรือไม่ อย่างไร

5. ท่านเห็นว่าหลักสูตรฝึกอบรมภาษาอังกฤษสำหรับหัวหน้าพนักงานต้อนรับบนเครื่องบินควรมีลักษณะอย่างไร

_____ ภาษาอังกฤษทั่วไป _____ ภาษาอังกฤษเฉพาะกลุ่มงาน

เนื้อหา _____

รูปแบบการเรียนการสอน _____ เรียนในห้องเรียน _____ เรียนผ่านสื่อ

อิเล็กทรอนิกส์

การวัดผล _____

อื่นๆ _____

6. ข้อเสนอแนะเพิ่มเติม _____

ขอขอบพระคุณทุกท่านที่กรุณาใช้เวลาให้สัมภาษณ์

Appendix B
Interview Form B-2
Preliminary Interview with Airline Customers

General Information

Date/Time _____ Interviewee's name _____

Gender _____ Male _____ Female

Citizenship _____ E-mail _____

Main questions in the interview

1. Have you traveled by plane in the past six months? _____ Yes _____ No

2. What is your personal airline preference?

3. What are the main factors that affect your airline selection?

4. Have you experienced any problematic situations on board?

5. Did the chief flight attendant handle the cases efficiently?

If yes, how? _____

If no, why not? _____

6. In your opinion, is English oral communication important for CFA job?

If yes, why? _____

If no, why not? _____

7. What recommendation would you make regarding the needed competencies a CFA should have in order to work effectively?

1. Ability to _____

2. Ability to _____

3. Ability to _____

8. Addition information/comments _____

Appendix C : Questionnaire

แบบสอบถาม

ความจำเป็นในการใช้ภาษาอังกฤษในการปฏิบัติงานตามหลักสมรรถนะ
ของหัวหน้าพนักงานต้อนรับบนเครื่องบิน

คำชี้แจง

แบบสอบถามนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็นและรวบรวมข้อมูลเกี่ยวกับความจำเป็นและปัญหาในการใช้ภาษาอังกฤษของหัวหน้าพนักงานต้อนรับบนเครื่องบิน คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการพัฒนาหลักสูตรภาษาอังกฤษให้สอดคล้องกับความจำเป็นในการปฏิบัติของหัวหน้าพนักงานต้อนรับบนเครื่องบิน ขอขอบพระคุณเป็นอย่างสูงในความร่วมมือมา ณ โอกาสนี้

อโนทัย ทิพกนก

นิสิตศิลปศาสตร์ดุสิตบัณฑิต

สาขาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

แบบสอบถามฉบับนี้ประกอบด้วยคำถาม 2 ส่วน คือ

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับความจำเป็น และปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงานของท่าน

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องว่างหน้าคำตอบ

1. เพศ _____ ชาย _____ หญิง
2. อายุ _____ 31-35 ปี _____ 36 - 40 ปี _____ 41-45 ปี
_____ 46-50 ปี _____ 51 – 55 ปี _____ 56-60 ปี
3. วุฒิการศึกษา _____ ต่ำกว่าปริญญาตรี _____ ปริญญาตรี _____ ปริญญาโท
_____ ปริญญาเอก _____ อื่นๆ (โปรดระบุ) _____
4. ตำแหน่งงานในปัจจุบัน _____ Air Purser _____ In-flight Manager

5. ท่านทำงานในตำแหน่งปัจจุบันมาแล้วเป็นระยะเวลา

_____ 1-5 ปี _____ 6-10 ปี _____ 11-15 ปี _____ มากกว่า 15 ปี

6. ตั้งแต่ท่านเริ่มงานในตำแหน่งหัวหน้าพนักงานต้อนรับ ท่านเคยเข้ารับการอบรมภาษาอังกฤษเพิ่มเติมหรือไม่

_____ เคย ช่วงเวลาที่เข้ารับการอบรม _____ ระยะเวลาที่อบรม _____

_____ ไม่เคย

หลักสูตร / เนื้อหาการอบรม _____

ประโยชน์ที่ท่านได้รับ _____

7. ปัจจุบันท่านกำลังศึกษาภาษาอังกฤษเพิ่มเติมอยู่หรือไม่

_____ ไม่ได้ศึกษา

_____ กำลังศึกษา (โปรดระบุ) _____

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับความจำเป็น และปัญหาในการใช้ภาษาอังกฤษในการปฏิบัติงาน
คำชี้แจง โปรดทำเครื่องหมาย / ลงในช่องที่แสดงความคิดเห็นของเกี่ยวกับการใช้ภาษาอังกฤษ
เพื่อการติดต่อสื่อสารในการปฏิบัติหน้าที่ของท่าน

1. ในการปฏิบัติงานของท่าน ท่านใช้ทักษะภาษาอังกฤษต่อไปนี้ มากน้อยเพียงใด

ทักษะ/ระดับ	5 น้อยมาก	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยมาก
1.1 ฟัง					
1.2 พูด					
1.3 อ่าน					
1.4 เขียน					
1.5 อื่นๆ					

2. ท่านประสบความสำเร็จในการใช้ทักษะต่อไปนี้ในการปฏิบัติงาน มากน้อยเพียงใด

ทักษะ/ระดับ	5 ยากมาก	4 ยาก	3 ปานกลาง	2 ง่าย	1 ง่ายมาก
2.1 ฟัง					
2.2 พูด					
2.3 อ่าน					
2.4 เขียน					
2.5 อื่นๆ					

3. โปรดระบุระดับความชำนาญ / ความถนัดของท่านในการใช้ภาษาอังกฤษในการปฏิบัติงานตามสมรรถนะต่อไปนี้

สมรรถนะ / ระดับความชำนาญ	5 มากที่สุด	4 มาก	3 ปานกลาง	2 น้อย	1 น้อยที่สุด
3.1 ศึกษาคำสั่ง ประกาศ คู่มือ เอกสารและข้อมูลที่เกี่ยวข้องกับการปฏิบัติงาน อื่นๆ (Explaining bulletins, manual, and other work-related documentary)					
3.2 สื่อสารโต้ตอบกับผู้โดยสาร หรือผู้ร่วมงานชาวต่างชาติ ในหัวข้อสนทนาทั่วไปได้อย่างเหมาะสม สั้นไหล คล่องแคล่ว (Conducting fluent and appropriate general conversation/daily talk with passengers or foreign staff)					
3.3 ตอบปัญหาและให้ข้อมูลเกี่ยวกับการบริการและข้อมูลทั่วไป (Responding to general enquiries about airline products, services, and special promotion)					

3.4 รับมือกับความไม่พึงพอใจในบริการและคำติชมจาก ผู้โดยสาร (Handling passengers' complaints)					
3.5 ดูแลช่วยเหลือ ประสานงาน กรณีผู้โดยสารป่วย (Handling passengers' health problem)					
3.6 รับมือจัดการปัญหาผู้โดยสาร ไม่ปฏิบัติตาม กฎระเบียบ ก่อความวุ่นวาย (Dealing with difficult/ unruly passengers)					
3.7 รับมือกับสถานการณ์ที่เกิดขึ้นโดยคาดไม่ถึงและ สถานการณ์ฉุกเฉิน (Handling unanticipated and emergency situations)					
3.8 เข้าใจความแตกต่างทางวัฒนธรรม และการสื่อสาร ข้ามวัฒนธรรม (Familiarizing with cultural differences and cross cultural communication)					
3.9 อื่นๆ (โปรดระบุ)					
3.9.1 _____					
3.9.2 _____					
3.9.3 _____					

4. โปรดระบุระดับความจำเป็น ของท่านในการพัฒนาการใช้ภาษาอังกฤษในการปฏิบัติงานตาม
สมรรถนะต่อไปนี้

สมรรถนะ / ระดับความจำเป็น	5 จำเป็น มาก ที่สุด	4 จำเป็น มาก	3 จำเป็น ปาน กลาง	2 จำเป็น น้อย	1 จำเป็น น้อย ที่สุด
4.1. ศึกษาคำสั่ง ประกาศ คู่มือ เอกสารและข้อมูลที่เกี่ยวข้องกับการปฏิบัติงาน อื่นๆ (Explaining bulletins, manual, and other work-related documentary)					
4.2 สื่อสารโต้ตอบกับผู้โดยสาร หรือผู้ร่วมงาน ชาวต่างชาติ ในหัวข้อสนทนาทั่วไปได้อย่างเหมาะสม ลื่นไหล คล่องแคล่ว (Conducting fluent and appropriate general conversation/daily talk with passengers or foreign staff)					
4.3 ตอบปัญหาและให้ข้อมูลเกี่ยวกับการบริการและ ข้อมูลทั่วไป(Responding to general enquiries about airline products, services, and special promotion)					
4.4 รับมือกับความไม่พึงพอใจในบริการและคำติชมจาก ผู้โดยสาร (Handling passengers' complaints)					
4.5 ดูแลช่วยเหลือ ประสานงาน กรณีผู้โดยสารป่วย (Handling passengers' health problems)					
4.6 รับมือจัดการปัญหาผู้โดยสารไม่ปฏิบัติตาม กฎระเบียบ ก่อความวุ่นวาย (Dealing with difficult/ unruly passengers)					
4.7 รับมือกับสถานการณ์ที่เกิดขึ้น โดยคาดไม่ถึงและ สถานการณ์ฉุกเฉิน (Handling unanticipated and emergency situations)					

4.8 เข้าใจความแตกต่างทางวัฒนธรรม และการสื่อสาร ข้ามวัฒนธรรม (Familiarizing with cultural differences and cross cultural communication)					
4.9 อื่นๆ (โปรดระบุ)					
4.9.1 _____					
4.9.2 _____					
4.9.3 _____					

5. โปรดระบุระดับความจำเป็นของท่านในการเรียนภาษาอังกฤษตามหัวข้อต่างๆต่อไปนี้ เพื่อพัฒนา
ความสามารถในการปฏิบัติงาน

หัวข้อ / ระดับความจำเป็น	5 จำเป็น มาก ที่สุด	4 จำเป็น มาก	3 จำเป็น ปาน กลาง	2 จำเป็น เล็กน้อย	1 จำเป็น น้อย ที่สุด
5.1 คำศัพท์เกี่ยวกับการปฏิบัติงาน					
5.2 คำศัพท์ทั่วไป					
5.3 หลักไวยากรณ์					
5.4 การสนทนาโต้ตอบอย่างคล่องแคล่ว					
5.5 ตำเนียงภาษาอังกฤษ					
5.6 การออกเสียงในระดับคำและระดับประโยคอย่าง ถูกต้อง การเน้นพยางค์หนักเบาในคำ, การใช้น้ำเสียง, การใช้เสียงสูงต่ำในประโยคต่างๆ ฯลฯ					
ข้อเสนอแนะเพิ่มเติม / ปัญหาต่างๆที่ท่านประสบในระหว่างการศึกษา					

ขอขอบพระคุณที่ท่านกรุณาเอื้อเฟื้อข้อมูลที่เป็นประโยชน์มา ณ โอกาสนี้

Appendix D

Participatory Site Observation Form

Participatory Site Observation Checklist

Date and time _____ Flight _____ Sector _____

Participant's name _____ Age _____

Gender _____ Male _____ Female

Other information _____

Task	Language Use	Factors contributing to the success or failure of each task (e.g. use of key-words, body language, assistance of staff, personal attribution, etc.
1.Studying related documentary 2.Maintaining general conversation with passengers 3.Responding to enquiries about airline services and products 4.Handling complaints 5.Handling health problems 6.Dealing with difficult passengers 7. Handling unanticipated and emergency situations 8. Familiarization with cultural differences 9.Other type of task _____ _____		

Appendix E

The Instructional Quality Validation Form for Expert

This evaluation form is a guideline for assessing the instructional quality of the research “ A development of an e-Learning competency –based English course module for chief flight attendants. This form consists of three parts : contents, the materials and activities, and assessments. Please put a tick in the box that is relevant to your opinion on this Likert ‘s scale checklist and please feel free to write your comments and suggestion in the last column of each topic

Rating Scale	Description
5	Strongly agree / excellent
4	Agree / very good
3	Neutral / good
2	Disagree /fair
1	Not agree/ poor

Topics	Your opinion					Comments& Suggestions
	5	4	3	2	1	
<p>Contents</p> <p>1. The contents are relevant to the students’ needs.</p> <p>2. The contents are comprehensive.</p> <p>3. The contents are focused.</p> <p>4. The sequence of the contents are appropriate.</p> <p>5. The contents are suitable for the time allotted.</p> <p>6. The contents are at the right level.</p> <p>The materials / activities</p>						

<p>7. The materials/activities match the unit object.</p> <p>8. The materials/activities are authentic.</p> <p>9. The material / activities are meaningful to the learners</p> <p>10.The materials/activities are learner-centered</p> <p>11. The material/activities includes the cultural content relevant to the target culture.</p> <p>12.The materials/activities are varied and appropriate to different learning styles.</p> <p>13. The instructions are clear and appropriate to the learners.</p> <p>The assessment</p> <p>14.The assessment activities assess what learners have learned.</p> <p>15. The assessment activities are appropriate to the students' level.</p> <p>16. The assessment criteria can assess learners in many aspects.</p>						
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Appendix F

The Online Courseware Quality Evaluation Form

This evaluation form is a guideline for assessing the online courseware quality of the research “ A development of an e-Learning competency –based English course module for chief flight attendants. This form consists of five parts : general criteria, criteria specific to simulations , interaction, content, format

Please put a tick in the box that is relevant to your opinion on this Likert ‘s scale checklist and please feel free to write your comments and suggestion in the last column of each topic

Rating Scale	Description
5	Strongly agree / excellent
4	Agree / very good
3	Neutral / good
3	Disagree /fair
2	Not agree/ poor

Topics	Your opinion					Comments & Suggestions
	5	4	3	2	1	
General criteria 1. Instruction are clear 2. Program is easy to use 3. Handles incorrect responses appropriately 4. High level of interest maintained						
Criteria to specific to simulation 5. Clear direction 6. Appropriate graphics 7. Sample keyboard/mouse use 8. Realistic situation for role playing						
Interaction 9. User established the pace 10. User frequently interact with program						
Content 11. The content is accurate 12. The content is appropriate to meet goals 13. No age, gender, or ethnic discrimination 14. The contents are suitable for the time allotted. 15. The sequence of the content is appropriate						

Format						
16. Format is interactive						
17. Variety in presentation						
18. The graphics are attractive						

Other comments and suggestions

Adapted From "Evaluation form: Education Software" by Foreier (1996)

Appendix G

Oral / Speaking Test

Instruction

You will be given three role cards. You will play a role of a chief flight attendant. Please read each role card at a time. You have one minute to prepare yourself. When you are ready, you start your conversation with a passenger according to each role card.

Role card 1

You are a chief flight attendant on a flight from London to Bangkok. The business class passenger's name is listed as "11K Jodi, Mrs. Brown". After checking the passenger's name, you welcome her at her seat. Welcome your passenger according to the steps of welcoming passenger on board. Introduce the crew members working in the business class. Initiate a small talk and response to passenger's enquiries.

Role card 2

2. During the flight from Australia to Bangkok, your crew member informs you that a male passenger seating at 40D probably smoked in the toilet because she smelled cigarette after he left the washroom. Now he tries to light up a cigarette. The name listed in passenger manifest is 'Douglas Bolden, Mr. Approach the passenger, investigate the case, and inform him necessary information, the regulations concerning smoking on board.

Role Card 3

3. During a cabin walk-around after meal service on flight from Bangkok to Copenhagen, you notice a female passenger sitting at 55A has not taken her lunch. The meal tray is on her table. She looks pale. Approach the passenger, find out the information and ways to help.

Appendix H

The competency-based English test and the scoring rubrics

After the examinees finished the competency-based English test, their test was rated by two raters. The rating scales below describe different mastery levels within the various areas of language knowledge. The examinees were rated from 1-5 on knowledge of vocabulary and expressions, syntax, pronunciation, cohesion, and functions.

Theoretical construct definition	Operational construct definition
Knowledge of vocabulary and expressions both general and work-related items, including cultural references	Evidence of accurate use of a variety of general and work-related items, including cultural references, as demonstrated in the context of the specific test tasks, and as rated on the following scales
Knowledge of syntax	Evidence of accurate use of a variety of syntactic structures, as demonstrated in the context of the specific test tasks, and as rated on the following scales
Knowledge of pronunciation	Evidence of accurate pronunciation in terms of word stress, sentence stress, rhythm, and intonation as demonstrated in the context of specific test tasks, and as rated on the following scales
Knowledge of language forms for explicitly marking cohesive explicitly textual relationships	Evidence of accurate use of a variety of language forms for marking cohesive textual relationships, as demonstrated in the context of specific test tasks, and as rated on the following scales

Knowledge of functions	Evidence of appropriate use of various functions and level of language as demonstrated in the context of the specific test tasks and as rated on the following scales
------------------------	---

The Scoring Rubrics for English Communication for CFAs

(Table)

Criteria for assessing competencies in English communication for CFAs

1. Comprehension

Levels of Mastery

Proficient (5)

Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.

Advanced (4)

Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speaking varieties (dialect and/or accent) or registers.

Intermediate (3)

Comprehension is mostly accurate, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

Elementary (2)

Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an

international community of user. May fail to understand a linguistic or situational turn of events.

Pre-Elementary (1)

Performs at a level below the Elementary level. Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.

2. Interactions and personal attribution

Proficient (5)

Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues, and responds to them appropriately. Is able to handle nearly all situations properly and effectively with appropriate personal attribution. No signs of improper and ineffectively service etiquettes.

Advanced (4)

Responses are immediate, appropriate, and informative. Manage the speaker/listener relationship effectively. Is able to handle situations well with appropriate personal attribution. There are a few insignificant signs of improper and ineffective service etiquettes.

Intermediate (3)

Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deal adequately with apparent misunderstanding by checking, confirming or clarifying. Is able to partially handle situations properly

and effectively with appropriate personal attribution. There are some signs of improper and ineffective service etiquettes.

Elementary (2)

Responses are sometimes intermediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and to predictable situations. Generally inadequate when dealing with an unexpected turn of events. Is able to least handle situations properly and effectively with appropriate personal attribution. There are several signs of improper and ineffective service etiquettes.

Pre-Elementary (1)

Performs at a level below the Elementary level. Response time is low, and often inappropriate. Interaction is limited to simple routine exchanges.

3. Vocabulary and expressions

Proficient (5)

Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic and sensitive to register. There are no errors in selecting word choices.

Advanced (4)

Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. There are few errors in selecting word choices.

Intermediate (3)

Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances. Errors in selecting word choices may sometimes lead to miscomprehension.

Elementary (2)

Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.

Pre-Elementary (1)

Performs at a level below the Elementary level. Limited vocabulary range consisting only of isolated words and memorized phrases.

4. Structure (Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task)**Proficient (5)**

Both basic and complex grammatical structures and sentence patterns are consistently well controlled. All the required functions are performed appropriately. Relevant and adequate information given are sufficient to fulfill the task requirements.

Advanced (4)

Basic grammatical structure and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning. Most of the required functions are appropriately performed. Information given are sometimes insufficient or extraneous.

Intermediate (3)

Basic grammatical structures and sentence patterns are used creatively and are usually well-controlled. Errors may occur particularly in unusual or unexpected circumstances, but rarely interfere with meaning. At least half of the required functions are appropriately performed. Information given are usually inadequate or irrelevant.

Elementary (2)

Basic grammatical structures and sentence patterns used with predictable situations are not always well-controlled. Errors frequently interfere with meaning. Less than half of the required functions are performed appropriately. Information given are usually inadequate or irrelevant.

Pre-Elementary (1)

Performs at the level below the Elementary level. Shows only limited control of a few simple memorized grammatical structures and sentence patterns.

5. Pronunciation**Proficient (5)**

Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.

Advanced (4)

Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding. Few errors in pronunciation are found.

Intermediate (3)

Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding. Some noticeable pronunciation errors are found.

Elementary (2)

Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.

Pre-Elementary (1)

Performs at the level below the Elementary level. Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.

6. Fluency**Proficient (5)**

Is able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize the point. Uses appropriate discourse markers and connectors spontaneously. Speech flows with no long pauses. Relationships between sentences are clear.

Advanced (4)

Is able to speak at length with relative ease on familiar topics, but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors. Some pausing are produced, fillers are used. But they are not distracting. Relationships between sentences are generally clear.

Intermediate (3)

Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make use of discourse markers or connectors. Fillers are not distracting. Relationships between sentences somewhat clear.

Elementary (2)

Produces stretches of language but phrasing and pausing are often inappropriate. Hesitation or slowness in processing may prevent effective communication. Fillers are sometimes distracting. Relationships between sentences are frequently confusing.

Pre-Elementary (1)

Performs at the level below the Elementary level. Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.

[Adapted from International Civil Aviation Organization (ICAO) rating scale]

Appendix I

แบบประเมินหลักสูตรภายหลังการเข้าเรียนหลักสูตรการพูดสื่อสารภาษาอังกฤษตาม
หลักสูตรคณะฯ โดยผ่านสื่ออิเล็กทรอนิกส์

II การประเมินหลักสูตร (Course-Evaluation)

กรุณาประเมินหลักสูตรตามเกณฑ์ต่อไปนี้

5	เห็นด้วยอย่างยิ่ง/มากที่สุด
4	เห็นด้วย/มาก
3	เฉยๆ/ปานกลาง
2	ไม่เห็นด้วย/น้อย
1	ไม่เห็นด้วยอย่างยิ่ง/น้อยมาก

ข้อที่	หัวข้อ	ระดับความคิดเห็น				
		5	4	3	2	1
	<u>ด้านการออกแบบโปรแกรม</u>					
1	มีความสะดวกในการเข้าสู่บทเรียน					
2	ควบคุมการเรียนรู้ด้วยตนเองได้					
3	ออกแบบจอภาพได้น่าสนใจ					
4	มีเสียงดังชัดเจน					
5	เปิดโอกาสให้ผู้เรียนโต้ตอบกับโปรแกรมได้มาก					
6	ตัวอักษรอ่านง่าย ชัดเจน มีสีสันสวยงาม เหมาะสม					
	<u>ด้านเนื้อหาของโปรแกรม</u>					
1	เนื้อหาในบทเรียนแบบฝึกหัดน่าสนใจ					
2	บทเรียนมีความสมจริง (authentic)					
3	ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
4	ปริมาณเนื้อหาในแต่ละบทมีความเหมาะสม					
5	คะแนนที่ให้กระตุ้นให้เกิดแรงจูงใจในการเรียน					
6	บทเรียนสนุกและน่าสนใจ					
	<u>ด้านความพึงพอใจ</u>					
1	บทเรียนส่งเสริมการเรียนรู้ให้นำไปฝึกปฏิบัติในสถานการณ์จริงได้					
2	วิธีการวัดและประเมินเหมาะสมและเป็นประโยชน์					
3	พึงพอใจที่มีอิสระในการศึกษาหาความรู้ด้วยตนเองตามเวลาที่สะดวก					
4	พึงพอใจที่สามารถรู้ผลการตอบโต้ทันที					
5	หลักสูตรนี้ส่งเสริมความสามารถในการพูดสื่อสารภาษาอังกฤษตามหลักสูตรคณะฯ					
6	ท่านชอบและพอใจหลักสูตรนี้ ข้อเสนอแนะอื่นๆ					

Adapted from “แบบสอบถามเจตคติเกี่ยวกับโปรแกรมคอมพิวเตอร์ช่วยสอนที่ใช้” by Sukamolson, S.(2000)

Appendix J

แบบสัมภาษณ์ผู้เรียนหลักสูตรภาษาอังกฤษตามหลักสมรรถนะ โดยผ่านสื่ออิเล็กทรอนิกส์

คำถามที่ใช้ในการสัมภาษณ์

1. โดยภาพรวมท่านมีความเห็นเกี่ยวกับหลักสูตรอย่างไรบ้าง เช่น
 - 1.1 หลักสูตรตรงกับความต้องการของท่านหรือไม่
 - 1.2 หลักสูตรนี้มีประโยชน์ สามารถไปใช้ได้จริงหรือไม่
2. ท่านเห็นว่าเนื้อหาบทเรียน และสื่อการเรียนต่าง ๆ เหมาะสมหรือไม่ อย่างไร เช่น
 - 2.1 เหมาะสมกับระดับความสามารถ และสายงานของท่านหรือไม่
 - 2.2 เนื้อหาน่าสนใจหรือไม่
 - 2.3 บทเรียนช่วยในการเรียนรู้ของท่านหรือไม่
 - 2.4 บทเรียนช่วยสร้างแรงจูงใจในการเรียนภาษาอังกฤษหรือไม่
3. ท่านเห็นว่าท่านได้เรียนรู้ด้านใดมากที่สุดจากหลักสูตรนี้
4. หลังจากเรียนจบหลักสูตรนี้แล้ว ท่านคิดว่าความรู้ความสามารถในการใช้ภาษาอังกฤษของท่าน เปลี่ยนแปลงไปหรือไม่ อย่างไร
5. หลังจากเรียนจบหลักสูตรนี้แล้วท่านรู้สึกอย่างไรบ้างเกี่ยวกับการเรียนภาษาอังกฤษ
6. ท่านมีความคิดเห็นว่าการเพิ่มเติม ปรับปรุงหลักสูตรอย่างไรบ้าง เพื่อเป็นประโยชน์ในการจัดหลักสูตรในลำดับต่อไป
7. ท่านอยากให้มียุทธศาสตร์ภาษาอังกฤษต่าง ๆ โดยผ่านสื่ออิเล็กทรอนิกส์อีกบ้างหรือไม่

Appendix K

แบบประเมินความเหมาะสมของบทเรียนตัวอย่างคอมพิวเตอร์ช่วยสอน

แบบประเมินนี้จัดทำขึ้นเพื่อให้ผู้เรียนได้มีส่วนร่วมในการพิจารณาบทเรียนตัวอย่าง เพื่อวิเคราะห์ความเหมาะสมในการนำไปใช้จริง กรุณาทำเครื่องหมายในช่องที่ตรงกับความคิดเห็นของท่าน คำแนะนำหรือข้อเสนอแนะของท่านจะเป็นประโยชน์อย่างยิ่งในการจัดทำหลักสูตรภาษาอังกฤษสำหรับหัวหน้าพนักงานต้อนรับบนเครื่องบินโดยยึดหลักสมรรถนะเป็นฐานในลำดับต่อไป

5	เห็นด้วยอย่างยิ่ง/มากที่สุด
4	เห็นด้วย/มาก
3	เฉยๆ/ปานกลาง
2	ไม่เห็นด้วย/น้อย
1	ไม่เห็นด้วยอย่างยิ่ง/น้อยมาก

หัวข้อ	ความคิดเห็น				
	5	4	3	2	1
1. บทเรียนมีประโยชน์ที่จะนำไปใช้งานได้จริง					
2. เนื้อหาในบทเรียนเข้าใจง่าย					
3. บทเรียนสนุกและน่าสนใจ					
4. บทเรียนมีความสมจริง					
5. ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
6. เวลาที่ใช้ในการเรียนมีความเหมาะสม					
7. มีความสะดวกในการเข้าใช้บทเรียน					
8. ออกแบบจอภาพได้น่าสนใจและดึงดูดใจ					
9. ควบคุมการเรียนด้วยตัวเองได้					
10. คำแนะนำในการใช้บทเรียนเข้าใจง่าย ปฏิบัติตามได้ถูกต้อง					
ข้อเสนอแนะอื่นๆ					

ขอบคุณทุกท่านที่กรุณาใช้เวลาในการตอบแบบสอบถาม

Appendix L : Course Development

Competencies	Objectives	Description	Title	Tasks	Activities
<p>1.1. Conducting fluent and appropriate general conversations/daily talks with customers and foreign staff</p> <p>1.2. Responding to passengers' enquiries about airline products, services, and special promotions</p>	<p>1. Learners will be able to utilize the skill of listening, speaking, reading for the purposes of mastering the competency of welcoming passengers, greeting, offering help, engaging a small talk, responding to enquiries.</p> <p>2. Learners will be able to recognize and use the vocabulary and language patterns/expressions used to greeting, introducing oneself, making an offer, engaging a small talk, responding to enquiries.</p> <p>3. Learners will be able to initiate and respond to enquiries</p>	<p>This unit covers knowledge, skill, and attitudes required to comply with requirements and etiquette for welcoming passengers on board an aircraft.</p> <p>The unit is also designed to enhance the knowledge, skills and attitudes in responding to passenger general enquiries. It covers the ability to verify the passengers' needs, explain the products and special promotion as well as to deal with special request and preferences.</p>	<p>“Welcome Aboard”</p>	<ul style="list-style-type: none"> -Greet passengers by title and name -Offer help with belongings - Introduce oneself and other people -Address passengers' needs - Respond to passengers' calls - Answer questions and give information -Explain the fact - Thank the passenger - End a conversation 	<p>The First Encounter- Match the rules of how to be prepared to welcome customers</p> <p>Match the titles and addressing forms</p> <p>Choose the correct greetings and respond to greetings</p> <p>Fill in dialogues with appropriate expressions</p> <p>*Practice on board with passengers using the vocabulary and expression learnt</p>

<p>2.1. Handling passengers' complaints</p>	<p>1.Learners will be able to acknowledge and verify the passengers' dissatisfactions</p> <p>2.Learners will be able to recognize and use vocabulary and polite expressions to respond to complaints and to find a solution</p> <p>3.Learners will be able to maintain a service standard using appropriate expressions and maintain positive attitudes toward passengers</p>	<p>This unit covers knowledge, skills and attitudes required to comply with requirements and etiquette for handle complaints</p>	<p>“Handling complaints”</p>	<ul style="list-style-type: none"> - Approach the passenger - Acknowledge and respond to dissatisfaction - Verify the case -Ask for detail -Explain the airline procedure - Apologize - Suggest action - Promise to investigate - Offer an alternative - Reassure passengers' comfort - Show polite understanding - Use active listening -Negotiate -Thank the passenger 	<p>Match the complaints with the appropriate responses</p> <p>Fill in the dialogue with the polite responses.</p> <p>Match the meals with the their definition Read a passage about role of cabin crew and answer the questions</p> <p>Match the cabin equipments with their definitions</p> <p>Practice language function 'apology, suggestion,</p> <p>*Practice using expressions when on duty</p>
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<p>3.1. Making decision and solving problems</p>	<p>1. Learners will be able to acknowledge and verify the problems on board</p> <p>2. Learners will be able to recognize and use vocabulary and appropriate expressions to solve problems</p> <p>3. Learners will be able to reassure passengers' comfort</p>	<p>This unit is designed to enhance the knowledge, skills and attitudes/personal attribution in solving problems. It covers the ability to analyze problem, to identify fundamental cause of problem, and to determine possible solution regarding the situations concerned.</p>	<p>“Solving Dynamic Problems”</p>	<ul style="list-style-type: none"> - Approach the passenger - Acknowledge and respond to the problem - Verify the problem - Ask for detail - Investigate the case / symptoms - Offer help - Call for doctor/assistance - Acknowledge the witness - Negotiate - Exercise rules and regulations - Explain the fact 	<p>Read the passage about health problems on board and answer the questions</p> <p>Match the organ of the body with the vocabulary</p> <p>Match the passengers' health complaints with the symptoms</p> <p>Practice the language of investigating</p> <p>Match the health and medical vocabulary with the meanings</p> <p>Read a passage on intoxicated passengers and answer questions</p> <p>Match the vocabulary with the meanings</p> <p>Read a passage on technical and emergency problems</p> <p>Match the vocabulary with the meanings</p>
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					Fill in the dialogue with the appropriate expressions about rules and regulation
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Appendix M

A Checklist for expert to validate lesson Plan and Materials

- (I) Date : _____ Time: _____
- Expert's Name : _____
- Office : _____
- Contact Number _____ E – Mail Address _____
- Type if expert : _____ESP Teacher _____IT Expert
 _____Other (Please specify)

Please mark (✓) in the rating box below.

+1 means the item is appropriate

0 means "I'm not sure."

-1 means the item is not appropriate

This Checklist is a guideline for assessing a classroom materials for the research "A Development of an e – Learning Competency based English Course Module for Chief Flight Attendants" The checklist four contents material and activities consist of parts :assessment and area test

Please put a tick in the box that is relevant to your opinion and please feel free to write your comments and suggestions in the last column of each topic.

Topic	+1	0	-1	Comment/Suggestion
<u>Contents</u>				
1. The Objectives are appropriate				
2. The objective are achievable				
3. The Contents are relevant to the student's needs				
4. The Contents are suitable for the time allocated				
5. The sequence of the contents are at the right level				
6. It flows from unit to unit				
7. It flows within the unit				

Topic	+1	0	-1	Comment/Suggestion
<u>Material</u>				
8. The material / activities match the unit objectives.				
9. The materials/activities are engaging and learner – centered				
10. The material/activities are meaningful and useful to the learners				
11. The material/activities include cultural content appropriate to the learners				
12. The material/activities are authentic				
13. The instruments are clear and appropriate				
14. The material/activities are at the right level, of appropriate difficulty, and age appropriate				
<u>Assessment</u>				
15. The assessment activities assess what learners have learned.				
16. The assessment activities are appropriate to the student’s level				
17. The assessment activities can assess learners in many aspects				
<u>Oral Test</u>				
18. The test is valid and consistent with its objective				
19. The test has appropriate content validity				
20. The instrument of the that clear				
21. The language is used appropriate				
22. The length of the test is appropriate				

23. The test is free from cultural, sexual, ethical, racial, age bias				
24. The test assesses competencies in oral communication through actual performance in social settings appropriate to the competencies being assessed.				
25. The results of the test will reflect the competencies being assessed				
26. The scoring rubric for assessing oral communication describes degree of competencies				
27. The scoring rubric consists of appropriate and enough criteria to assess the competencies being assessed				

Adapted from Patanapichet (2009), Chimroylarp (2006), Foreier (1996)

BIOGRAPHY

Miss Anothai Dibakanaka was born on June 22, 1961 in Mae Hongson Province. She won an American Field Service Program Scholarship (AFS) as an exchange student to study her senior year in Texas, U.S.A. during 1978-1979. She graduated with a Bachelor Degree (Second Honor) in Psychology from Kasetsart University, Bangkok in 1984. During 1984-1987, she was working at Dusit Thani Hotel, Bangkok as a Front Office staff. She graduated with a Master Degree in Educational Linguistics from Srinakharinwirote University (Prasanmitr Campus) in 1989. Her thesis won a “Professor Dr. Kanda Na Thalang Scholarship” award. In 1988, she joined Thai Airways International as a flight attendant. Since 2000, she also works as an English instructor at Language and Cultural Institute at Thai Airways International teaching English for flight attendants. In 2006, she furthered her education for her Doctoral Degree at Chulalongkorn University, majoring in English as an International Language. She was promoted as an Air Purser in 2009. Currently, she is actively working and teaching. Her interests are in ESP, cross cultural communication and human resource development.