

4037020 SCAL/M : MAJOR : APPLIED LINGUISTICS ; M.A. (APPLIED LINGUISTICS)

KEY WORDS : LANGUAGE NEEDS/LEARNING NEEDS/ TARGET SITUATION / LEARNING SITUATION/ NEEDS ANALYSIS

FLIGHT LIEUTENANT SANEHA DEEKAWONG: A CASE STUDY: A TECHNICAL ENGLISH SYLLABUS DESIGN FOR AERONAUTICAL ENGINEERING STUDENTS OF THE AIR TECHNICAL TRAINING SCHOOL: THESIS ADVISORS: NIRAMOL PACHINBURAWAN, Ph.D., DAVID PROGOSH, M.A., 123 P. ISBN 974-665-093-9

This study was intended to design an English syllabus for the Aeronautical Engineering Students (AES) of the Air Technical Training School (ATTS). It was necessary to survey the circumstances and the extent of English use for the AES. Moreover, the study also focused on English learning situations that were analyzed to determine what the Aeronautical Engineering Students needed in order to learn the language.

The study used questionnaires as a major instrument for collecting data. These data were analyzed statistically using the Statistical Package for the Social Sciences (SPSS). The returned questionnaires were analyzed for their reliability by using the Cronbach Alpha coefficient. The reliability was .98. Additionally, there were 180 subjects in the study, consisting of 60 teachers and administrators who were working for the ATTS and 120 Aeronautical Engineering students studying in the Aeronautical Engineering Branch.

The results of the study were as follows:

1. The participants listed the need to utilize the English language for professional use as their highest priority. They also needed reading, listening, speaking, and writing skills in that order.
2. The technical English course goals and objectives emphasized English for professional use and provided the Aeronautical Engineering Students with all four macro skills. The goals and objectives were to foster interactive skills and communication. The teaching methodology for the syllabus was based on the communicative approach. The language of instruction was English, however, Thai could be used if necessary.
3. The proposed syllabus was an activity/task-based syllabus. The syllabus was organized around tasks or activities, which included the following contents: technical, aviation, and military terms and general vocabulary, simple sentences, compound/complex sentences, aircraft maintenance and service manuals/documents/magazines, aircraft maintenance work orders, time compliance technical orders, work unit code manuals and checklists, reports.
4. Realias, computer multimedia, and textbooks were needed for the instructional materials. Learner assessment and evaluation used achievement tests which were designed to assess the tasks and skills that the Aeronautical Engineering students had learned and developed. Moreover, the participants also indicated their preference for using reports, exercises, interviews, presentations, self-evaluations, and portfolios as part of learner assessment and evaluation.