

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The purpose of this study was 1.) to construct and test the efficiency of the skill-based English for Airline Business course book, 2.) to compare student's learning achievement and 3.) to survey students' opinions toward the course book. This chapter presents a review of literature related to these studies. It is organized into seven main parts as follows:

1. English for Airline Business
2. English teaching and learning
3. Course book design and construction
4. English learning achievement
5. Course book evaluation and learning opinion
6. Skill-based approach
7. Related research

#### **English for Airline Business**

Airline business is an industry provides service to virtually every corner of the globe, and has been an integral part of the creation of a global economy. Today, the global airline industry consists of over 2000 airlines operating more than 23,000 aircraft, providing service to over 3700 airports. In 2006, the world's airlines flew almost 28 million scheduled flight departures and carried over 2 billion passengers (International Air Transport Association (IATA), Fact Sheet: World Industry Statistics, [www.iata.org](http://www.iata.org)). As such, In the US airline industry, approximately 100 certificated passenger airlines operate over 11 million flight departures per year, and carry over one-third of the world's total air traffic – US airlines enplaned 745 million passengers in 2006. US airlines reported over \$160 billion in total revenues, with approximately 545,000 employees and over 8,000 aircraft operating 31,000 flights per day [Air Transport Association of America (ATA), 2007 Economic Report, ([www.airlines.org](http://www.airlines.org))]The total net profits of world airlines have shown tremendous volatility over the past 15 years. After the world airline

industry posted 4 consecutive years of losses totaling over \$22 billion from 1990 to 1993, as a result of the Gulf War and subsequent economic recession, it returned to record profitability in the late 1990s, with total net profits in excess of \$25 billion being reported by world airlines from 1995 to 1999. Even more dramatic was the industry's plunge into record operating losses and a financial crisis between 2000 and 2005, with cumulative net losses of \$40 billion.

In Thailand, airline business is a dream for job seekers. Every country has to occupy a national airline. Thai Airways International is a good example that famous national airlines represent image of their countries. The airline is a pride of Thailand and the Thai. It brings Thai culture as well as Thai hospitality to the world. Boys and girls graduated from universities in Thailand dream to join the company. Moreover, the Labor unions of airlines are strong. They fight hard for keeping their jobs and salaries. Airlines cannot lay-off staffs. On the other hand, it has to raise staffs salaries or face their strikes. Competition in airline business is severe after an introduction of low cost airlines. In Thailand, three low cost airlines occupied one-third of domestic market at the end of 2005. Their growth rate, 47 percent, surpassed the industrial growth rate at the expense of full service airlines. One million passengers of full-service airlines were lost to low cost airlines in 2005. The competition drives airlines to clarify their market segments. Passenger information is crucial for retargeting and repositioning. The domestic airline business in Thailand has been shaken by three low cost airlines (LCAs) since December 2003. One-Two Go, hold by Orient Thai Airline, was the first airline operating as an LCA between Bangkok and Chiang Mai. After that, in February 2004, the second LCA took off. Thai Air Asia, a joint venture between Air Asia (Malaysia) and Shin Corp (Thailand), started the operation. Lastly, Nok Air which is a subsidiary of Thai Airways International was launched to the Thai sky. Low cost airlines in Thailand have emerged at the right time just before the massive flow of Chinese tourists flooding the Greater Mekong Sub-region (GMS). By the year 2020, China was forecasted by the World Tourism Organization (WTO) to be the world's biggest exporter of 100 million tourists to the world (WTO, 2004). Thailand as well as the GMS has considerable potential to benefit from this trend due to their geographical proximities and positions as half way stations from China to other continents (Mingsarn and Akarapong, 2005). The establishments of LCAs in Thailand are among the first steps of the expansion to the GMS for the readiness of welcoming Chinese tourists in the region. In Thailand, LCAs shared one-third of the airline business in 2004.

The three airlines had almost equal market shares with a little bit advantage of Nok Air (Komsan, 2005). The situation remained the same in 2005 even facing the recession of the industry. Full-service airlines (FSAs) lost 30 percent of the market share with 1 million passengers after the entry of LCAs. Most of switching passengers were believed sensitive to price (Tretheway and Oum, 1992).

The growing LCAs have been threatening FSAs. In 2005, even though the growth of overall domestic airline business was -0.5 percent, LCAs grew 47 percent whereas FSAs declined by 12 percent. FSAs will surely react aggressively to strike back somehow. However, histories proved that no one really benefited from head-to-head warfare. Therefore, the warfare in the domestic airline business should be avoided by the separation of markets between LCAs and FSAs. Nevertheless, there is no study telling whether the market can be separated. Therefore, this study will provide the understanding of the reparability of the market so that marketing strategies will be set properly by both sides to capture their right segments of passengers at the cooler atmosphere in the industry. Suriya Komsan (2006: 1 - 2). With the importance of Airline business in Thailand, institute provide an International program support the airline business occupation as such the importance of English as a world language and the changes that come with the National Education Act, The Thailand's new constitution, education of Thailand were reform to be implemented between 1996 and 2007 involves four main areas: school, curriculum, teacher and administrative reform which its main concern is that learners have the ability to learn and develop.

## **English Teaching and Learning**

### **Changes in English language teaching and learning in universities**

This year the Ministry of University Affairs has issued the reform of English language teaching and learning in Thai higher institutions. This reform has been done through the proposal for change made by the committee to plan for the development of the English curriculum in Thai universities. This proposal was made with the consensus of the heads of the English departments and coordinators of Foundation English courses. Changes are planned to be completed in four years. The following are the changes that will take place:

1. There will be only one set of English scores used to consider students entering the university that is the English language scores from the English Proficiency Test of the Ministry of University Affairs.

2. Universities will use the scores from this test to place students according to their level of proficiency. Those who are weak will take a remedial course first with no credit. Those who have average proficiency will take the first compulsory English course. If they come with higher proficiency, they will be placed in the second or third compulsory course and can take other advanced English courses to make up the required credits. A recommended score range to place student according to their level of proficiency was already made. As for English major students, English Departments can decide whether or not students should take the same compulsory language course in the General Education Curriculum as students from other faculties.

3. University students who choose to take English as their language subject must take at least four compulsory English courses. Foundation courses 1 and 2 are integrated language skills and study skills courses; the others may be English for Academic Purposes (EAP) or English for Specific Purposes (ESP) courses as required by each major. Goals and standards of Foundation English courses 1 and 2 have already been proposed to use in writing a national curriculum for these courses in the near future.

4. Every university student will take a National English Proficiency Test before leaving the university. This is not an exit exam and students can take it at any time and any number of times. The results will show his/her proficiency in each skill. The results will not appear in the transcripts but can be used in employment applications and for further education in Thailand. Ground work for the National University English Proficiency Test has already been planned. Research has already been carried out to examine this test: its balance, systems, skills, modes and content areas. A committee will be set up to study international standardized tests in order to select the proper profile for this test. With the research results and the selective profile, another committee will be assigned to write test specifications and test items.

During these four years, sub-committees will be formed consisting of lecturers from both public and private universities in order to prepare for the above changes.

### **Quality Assurance**

Quality Assurance is one of the most important factors in any teaching and learning program but it has not been fully practiced in the past. In this decade, the English language proficiency of Thais will be evaluated with National Standardized Tests to assure the quality of English language teaching and learning. One of the standardized tests is the National English Assessment test used in schools with students in grades 3, 6, 9 and 12. Another standardized test is the test given to students before leaving the university. The Standardized English Test that has been introduced in the workplace is the English test for tourist guides. With a national standardized test, it is hoped that the quality of English language learning will be more or less the same everywhere in the country.

The scenario that has been described cannot be accomplished with money alone, it also requires the dedication and collaboration of educators as well as the private sector and organizations of native speaker of English such as USIS, British Council, etc. It is hoped that by the end of this decade, Thais can effectively use English in business, science and technology. More importantly, Thais will be able to use English to promote Thailand and its culture.

Overall reason, an important of airline business and an important of English is an international language that is recognized around the world and the most widely spoken language in the world, many companies in Thailand and in other countries require employees who can speak English well because they can contract foreign customers and that mean they can work more efficiently. Vance Carson, Kajang (2007: 38), states that Spoken English is used in the best careers, the best universities, and is increasingly being used at job interviews. So like it or not, English is a very important language to learn how to speak. From the importance of English above we can see that English is used almost everywhere around the world. Therefore, there are many benefits to learning English as B. Miller (2003: 38), proposes that learning English can also help you to meet new people. You can practice your English with someone who is also learning. Another option is to do a sort of “trade-off” in your language practicing. English is a first language for many countries including the United States, Canada, the United Kingdom, Australia, New Zealand, and Ireland, among others, many other foreign countries teach English as a requirement in schools. It is estimated that over a billion people in the world speak English on at least a basic level. Learning English presents many new opportunities that you may not have had

before, so if you have the time and the motivation, it can be a very rewarding experience. Hence, the importance of education in terms of turning out qualified technicians, middle managers and even production workers has become a key concern of many Thai institute and international companies in seeking a site or firms for require to improving education and what does offer in term of providing a well education workforce and society are necessary for Thai government concern.

### **Course Book Design and Construction**

Thai students come from a background of rote learning. Although teachers are held in high esteem, this can be a double-edged sword; if teachers are believed to know everything, then they are also deemed responsible for the students' learning outcomes. This can lead to students being passive recipients of information rather than being involved in their own learning process, which could be a particular problem in adult language learning situations. An awareness of one's own learning style, and consequent strengths and weaknesses can lead to the use of effective learning strategies, which becomes more essential as we get older, and language learning is no longer as organic as it is for younger children (Hilles & Sutton, 2001 cited in Wall, 2006 : 34)

Books are a tangible, valuable record of our world. Books allow us tolerant, imagine and sometimes escape from the world. Reading books is gaining a new insight or perspectives on issues that matter to the reader that helps them to have a new understanding of the world around them Although, the world is changing to be a technological era we have an internet and computers with vast amounts of information stored now. However, all of history isn't in a computer. History, the stories of cavitations long gone and ancient languages forgotten are somewhere in a book. Administrative editor (2009: 1) states that a book is very important for our life in every parts if we look back for childhood; tale books can help us to build an imagination.

For school age, books were a learning manual but it depended on us to take it to use a lot or a little. For the elder age, it is the meditate years the experience of each person that will be collected in a book. For Joshua Sowin (2007: 5) is also a mention that books are as important as almost anything else on earth. What a miracle it is that out of these small, flat, rigid squares of

paper unfolds world after world after world, worlds that sing to you, comfort and quiet or excite you. Books help us understand who we are and how we are to behave. They show us what community and friendship mean; they show us how to live and die. They are full of all the things that you don't get in real life.

From above, we can see why books play an importance role for human learning. From past to present, if we refer to the learning and instruction from kindergarten until university we cannot argue that books or a course book is a very importance learning material for teachers and students. Therefore, course books are a better source among many things because learning doesn't occur just in the class. Some students can review their knowledge from their course book anywhere such as in their home. Azadeh Nemati (2009) (as cited in Ur, 1996: 183) purposes that a learner without a course book is more teacher-dependent. While developing materials for a class is a thorny job, now with a variety of textbook available on the market each with a different methodology and syllabus, it can be much more difficult to choose the best suitable book for a particular teaching situation.

A course book is the better material cause, it's convenient to carry around and we can read it every time everywhere and it's not more expensive if we compare with other materials. Therefore, it isn't strange for many institutions that focus on the importance of choosing a course book for the first thing. Gill Hart (2007) states that inexperienced school directors and local government departments often make course book selection based on financial viability or are unduly influenced by one particular publisher. The cost of a course book is an important consideration certainly, but it is by no means the only one to be taken into account. Time after time, managers and officials make buying choices without sufficiently liaising with teachers, carrying out needs analysis or piloting potential course books within language classrooms.

Littlejohn's study (as cited in Kobkul Bik, 2005 : 5) claims that course books reduce the teacher's role to one of managing or overseeing preplanned events. Not only do commercial course books make decision which could be made by teachers and/or students but they often exhibit other shortcomings

Hutchinson and Torres (as cited in Kobkul Bik, 2005 : 5) also see the course books as a possible agent for change if four conditions are met. First, the course book needs to become a

vehicle for teacher and learner training. Second, it must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, it provides the teacher with a clear picture of what the change will look like. Finally, it can result in support and shared responsibility for, and commitment to, the change. Course books survive and prosper primarily because they are the most convenient means of providing the structure that teaching-learning system requires.

Hutchinson, T. & Torres, E. (1994 : 315) stated that good course books provide a stimulus for learning. They provide structured guidance that can bring change into the classroom.

Moreover, Graves (2000) (as cited in Kobkul Bik, 2005 : 6) lists the advantages and limitations of using a course book as follows:

1. It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.

2. It provides security for students because they have a kind of road map of the course. The students know what to expect as well what is expected of them.

3. It provides a set of visuals, activities, reading, etc., and so saves the teacher time in finding or developing such materials.

4. It provides teacher with a basis for assessing the student's learning. Some texts include tests or evaluation tools.

5. It may include supporting materials such as teacher's guide, cassettes, worksheets, video, etc.

6. It provides consistency within a program across a given level if all teachers use the same course books. If course books follow a sequence, as within a series, it provides consistency between levels.

### **Selecting the course book**

The problem arises when we speak about selecting the course book, a book which must be used in a homogeneous class or in the worst situation for a heterogeneous class in a course of study. Because of the problems that exist in using just one textbook for different students some are against using a course book for one of the possible following reasons Azadeh Nemati (2009) (as cited in Ur, 1996: 183)

Inadequacy: Every class or better to say every learner has their own learning needs and no one course book can supply these satisfactorily.

Irrelevance: The topics dealt within the course book may not necessarily be interesting for the class.

Limitation: A course book is confining and it may lead to boredom and lack of motivation on the part of the learners.

Homogeneity: Course books have their own rational and they do not cater for variety of levels of ability and knowledge that exist in most classes.

Over-easiness: It may be too easy to follow, and teachers may find themselves as mediator of its content.

There are three possible ways of material application: existing materials, materials writing and materials adaptation (Hutchinson and Waters, 1987 : 96). At the second stage, Core Course stage, a general technical textbook was selected from existing materials to bridge the gap between general English to specific technical English. This targeted at offering the learners enough linguistic elements not too difficult in both language and contents. But at the third stage, Project Course stage, a more subject specific textbook was designed to train the learners' language competence to achieve their goal of communication at jobs. There are several reasons for the material writing as Hutchinson and Waters (1987 : 106) listed: 1). It was not available commercially because such a textbook was very specific in a particular area; 2). existing materials couldn't satisfy the learners and airlines business skills special needs, nor could they offer either language or content in depth. Based on the rationales, an existing textbook was selected only at the second stage.

### 1. Organizing Principle

Johns and Davies (1983 : 16) refer to text as linguistic object and text as vehicle for information. As a linguistic object, a text should show the syntactic structures being taught at that point in the course and contain a certain proportion of new vocabulary to be learned (ibid). Accordingly, all the texts are designed with activities of language input, such as vocabulary learning and syntactic learning in language awareness tasks. As a vehicle for information, text writing should depend on learners' purposes and needs of their specialization and concentrate on content of the text and process by which that content is acquired (ibid).

Generally, the organizing principle is the topic and task based on an analytic syllabus (Wilkins, 1976 : 22). According to Wilkins, analytic syllabuses "are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (ibid : 13). The post-experienced learners already have an intermediate command of general and sub-technical English.

Their purpose in learning English was to communicate in their construction profession. Therefore, the course book of the topic-based syllabus is designed to meet this purpose. Furthermore, Nunan (1988 : 28) says that " learners are presented with chunks of language which may include structures of varying degrees of difficulty". Since there are no existing specific textbook for this EST course, authentic materials are selected and organized into a course book. But, as Moordin and Samad (2005 : 24) point it out that ambiguity is unavoidable concerning the way the language content is presented. It is true of the language presentation in the course book because it could not be adapted in terms of linguistic complexity with authentic materials. The textbook writers are required to extract patterns and regularities from those items to smooth the learning. In addition, the language presentation of varying degrees of difficulty supplies participants with opportunities to review the learned vocabulary used in a subject specific context, to learn new lexis on the target topics, to review grammatical structures and thus to obtain language awareness. By studying topic-based and task-based texts, the participants' communicative needs are satisfied through an increased command of the language in their own profession. Normally English skills development: general business English, English for business socializing, English business document writing, writing for internal and external business communication. Business Skills Training should be focus on not only English language proficiency, but on the actual skills needed to make your staff perform better and for your business success:

1. Presentations skills
2. Negotiations skills
3. Sales presentations skills
4. Public relations
5. Meeting skills
2. Selection of Input Texts

All the texts are selected from Oxford English textbook also linguistic materials, such as journals, newspapers, research articles, reports, newsletters and subject content books. They are neither simplified nor revised because the original texts supply participants with language interaction. The sample text, for example, is chosen from the Oxford Business English Skills. Each course looks at a common business function - presentations, meetings, telephoning, socializing and negotiating - and takes learners through a stage-by-stage analysis of the skills and language they need to perform these functions effectively in English base on standard of the International Civil Aviation Organization – ICAO and Education Ministry of Thailand. [www.moe.go.th/](http://www.moe.go.th/) [www.icao.int/](http://www.icao.int/)

Content of A material design model as described by Hutchinson and Waters (1987 : 108-109) consists of four elements: input, content focus, language focus, tasks. “Language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.” (ibid : 109) The ultimate aim for the learners is to be able to communicate orally or in written form in genuine work settings. Thus, the contents of all the texts are relevant to the participants' professional needs and personal interests as mentioned above.

However, teachers could learn some content knowledge while learners are expected to learn both skills and language. Therefore, teachers and learners could help each other and learn from each other through the implementation of the course book.

Organization and Sequence of Tasks/Activities have the concept of 'task' that become an important element in syllabus design, classroom teaching and learner assessment Nunan (2006 : 29). Nunan (ibid) defines a task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. He (ibid) also emphasizes that the task-based language teaching has strengthened the introduction of authentic texts into the learning situation.

## **English Learning Achievement**

### **Achievement**

Achievement is another important concept being dealt with in this research. Tok Hoon Seng (2006 : 35-36) states that Achievement can be categorized as achievement in academic performance and social development in acquiring English language by using a cooperative learning approach.

### **Achievement in Academic Performance**

Achievement in academic performance refers to the positive effects of cooperative learning on academic achievement among the students. It also means that cooperative learning can promote higher academic achievement and greater motivation than individual learning. Students can achieve higher scores on academic examinations such as PMR and SPM. They also have higher proficiency in critical reasoning strategies and abilities.

### **Achievement in Social Development**

Achievement in social development refers to the positive effects of Cooperative learning on social relationships among students in the same group. All students, regardless of their ability levels and social backgrounds have the opportunity to develop positive and productive relationships Slavin (1985 : 25). Positive and productive relationships promote communication and increase the participation of students. It is believed that through this cooperative learning, students can learn from each other and establish closer ties and become more confident.

There are many researchers who stated the meaning of learning achievement as Husen and Postlethwaite (1985 : 29) state that achievement is a widely used word meaning and it's conclusion is a reflection of knowledge and the changes that occur during skill and knowledge development. Good (1973 : 21) states that achievement is accomplishment, fluency and expertise for using the skill or applying various knowledge. Learning achievement means knowledge or skill from different subjects which are learned that comes from the results of teacher's tests. Pisan Wangpanich (2526 : 32) mentions that learning achievement means characteristic and ability of each person that happen from learning and instruction. It is a change behavior and learning experience that happened from practicing or instruction and it can be checked.

Achievement is the results of the study reveal that the posttest scores of all groups (high, middle, and low level) are significantly higher than the pretest scores. It can be concluded that the students gained greater English skills and knowledge after they completed an Airline business courses provided by the Department of English program, Faculty of Humanities and Social Science, Phetchaburi Rajabhat University

Consequently, an English learning achievement means the ability to express in knowledge skills of English that are already learned and all of this we can measure from a learning achievement test and we can conclude that learning achievement of English is the ability to express the skill of English which is learned and which can be evaluated from an English learning achievement test.

#### **The factors that relate to English learning achievement**

Learning achievement is an interesting topic in educational institutions. According to, each subject's learning a teacher needs to test the knowledge of students and mostly how students' learning achievement is different from each other. There are many researchers who have studies about various factors that affect the difference of student's learning achievement such as:

##### **Learner factor**

In terms of learning habits and English learning achievement Eysenck, Arnold and Meili(1972 : 42), propose that habit means trends in the behavior of various individuals from training on a regular basis into a behavior that is automatic. Therefore, learning habits are learning behaviors that are practiced regularly. Wrenn (1968 : 7) argues that Behavior is part of the learning skills and techniques in the classroom. So the word habit learning has a similar meaning as study techniques and study skills.

As the opinion of English and English (1958 : 35), study techniques mean methods to be used in studying, searching and the problem solving process. For the meaning of study skills, Good (1973 : 28) states that they are the use of special skills or methods in studying; reading, note taking, summarizing and concluding and searching.

Therefore, it can be concluded that learning habits mean patterns in learning that each individual behaves as habits. Anyone with study techniques and skills affect learning habits.

Wren (1968 : 28) states that learning habits of students can be classified into two parts; good and bad learning habits. The learning achievement is high if students have good

learning habits. On the contrary, bad learning habits affect low learning achievement. In Maddox's opinion (1965), learning habits are something that can be improved and developed. Maddox proposes the ways to improve learning habits as follows:

1. Having good mental health.
2. Improving the ways to work by planning time for studying and working efficiently.
3. Reducing stress and anxiety by solving conflicts in mind.

### **Social factor**

For families' economic status and English learning achievement, families' economic status means level of status of students' parents including income of parents of each family. It is one of the important factors. The different incomes of each family affect expense in studying and educating. This may affect learning achievement also. As the results of the study of Pornpip Thaworajak (1982 : 14), she studied the relationship of variables on parents, students, and extra curriculum activities and learning achievement of Chulalongkorn University undergraduates. The samples were 2,650 first year undergraduates in academic year 1981 and 2,541 third year undergraduates. The results found that the income of the father related to learning achievement of the third year undergraduates significantly.

Chanika Sinlapa-Anan (1978 : 22) studied English proficiency of first year undergraduates. The results of the study found that students who came from families with high income had higher English learning achievement than the students who came from low income families. However, Sriraporn (1995 : 86) studied variables related to learning achievement of 1,774 second to fourth year undergraduates of the faculty of business administration, Assumption University. It found that parents' economic status had no statistically significant relationship to learning achievement. Lerdporn Parasakul (1984 : 75) also found that students from families with middle income had more success in learning English than the students from high parents' income group.

In foreign countries, Worthington (1971 : 88) studied the characteristics of undergraduates that had a relationship to learning achievement. It found that learning achievement had a relationship to social economic status or parents' income. This status was divided into three aspects: high, middle and low level. It found that parents who had middle and

high income encouraged their children in learning more than parents in the low income group. This is consistent with the findings of Garrison, Kingston and McDonald (1966 : 27). Social economic status was an important factor in determining if students learnt good or bad. It found that children from low income families lacked experiences in learning. Astin(1964 : 22) studied factors influencing undergraduates leaving of before graduation. It found that most undergraduates who left the university before graduation was caused by their families low economic status. However, it was contrary to Karmas (1975 : 45). He studied variables about social economic status and other variables affecting learning achievement in the university. It found that economic and social status had no relationship to learning achievement in the university.

### **Teaching factor**

In terms of academic environment and English learning achievement, teaching depends on many factors such as effective assessment system, library service system, visual system, information center, book center, educational materials and new technologies. These would activate students' attention. Therefore, schools and teachers need to support and encourage academic environment, for example, English activities and supporting budget for buying teaching materials.

The studies about influences of activities and learning English outside the classroom towards English learning achievement are as follows:

Kobkul Rangsiyarod (1984 : abstract) studied the relationship between outside activities and learning achievement of Mattayomsuksa 3 in Bangkok. It found that both variables had a significant relationship at the level of .01. Moreover, Sasitorn Jangpakorn (1990 : 19) also found that students who joined in English extra activities outside the classroom had satisfaction towards environment and wanted to participate in activities again. They could apply knowledge from these activities in their daily life. Importantly, students had statistically significant higher learning achievement at the level of .01.

For perceptions of teaching behavior of English teachers and learning achievement, some educators define teaching behaviors in different ways. Sangad U-tharanon (1983 : 45) states that teaching is an interaction process between teachers and students. Waraporn Pummanee (1886 : 12) defines that "teaching behaviors are actions or activities that teachers convey to develop

students knowledge, attitudes and skills.” Moreover, Flanders (1970 : 78) states that teaching behaviors are teachers’ performances occurring between interactions in the classroom.

As above, it can be concluded that teaching behaviors are teachers’ performances as whole occurring between interactions in the classroom. These aim to develop students’ knowledge, attitudes and skills.

Bloom (1976 : 42) proposes that good qualities of teaching have 15 items as follows:

1. Opportunities for students to participate in appropriate activities.
2. Reinforcement of compliance with students.
3. Searching for feedback and correcting deficiencies.
4. Planning and preparation of teaching.
5. Creating student understanding of the purpose and process of work.
6. Ordering content from easy to difficult.
7. Using appropriate teaching materials.
8. Changing activities.
9. Using various teaching techniques.
10. Hearing students.
11. Controlling the emotion of teachers.
12. Accuracy of content and knowledge to be taught.
13. Emphasizing on a pragmatic subject.

#### **The measurement of language learning achievement**

The researcher has studied a variety of related researches and found that there are many researchers who have studied the learning achievement. Thus, the researcher will give the information about the meaning of learning achievement as follows:

Paungrat Taweerat (1987 : 44) states that achievement means learning achievement. It is also included the ability and knowledge of a person which resulted from learning and instruction. It is all experiences that a person got from learning and instruction and it is able to change the behaviour of the mental ability in many ways. The objective of achievement measuring is to check the ability of the brain level in each person such as memory behavior,

understanding behavior, synthesis behavior, analysis behavior and value behavior. These are used in measuring achievement.

Wanya Wisalaporn (instruction documentary, measuring 502, item 3) offers involved making a test for measuring an achievement as followed:

1. Making a test can measure everything in a teaching objective. In a teaching, teacher has to assign a target and set up a clear purpose that a teacher needs students to go to which include a behavioral objective which can measure and observe the behavior of students.
2. Learning achievement should measure how well students learn. Students can reach a goal.
3. Learning achievement should stress knowledge and ability for the highest benefits.
4. Achievement measuring should stress knowledge, memory and understanding of learned things and which can take to use in the future. Moreover, it should stress the understanding side more than remembering only fact.
5. Learning achievement measuring should be limited for the measuring instruments.
6. For learning achievement measuring a teacher cannot measure every behavior that is changing students. Measuring things is only representative of behavior so, teachers are careful to choose a representative behavior.

Jamnong Praiyamka (1990 : 25) purposes that a learning achievement test should consider various things as followed:

1. What topic is in a test, which units and how many items.
2. A prepared test can measure which efficiency parts or which level in behavior such as high or low.

Moreover, Pouengrat Taveerat (1987 : 15) states that in the parts of language subject are much different form other subjects because this subject is about skills and it isn't a constant content. For a language learning achievement measuring, teachers have to measure all methods to judge all 4 skills in language parts, learning objective, ability in memory part, understanding and applying.

## Course Book Evaluation and Learning Opinion

According to a higher education course book evaluation is now growing demand for systematic and thoughtful student learning assessment. For the reason is assessment helping teacher clarify teaching goals and what students to learn, giving students a better understanding of teacher expectations for their work in course book, opening up the line of communication and feedback between teacher and students and actively engaging students in their own learning.

In terms of to evaluate a course book, Cunnings Worth (1995 : 14) points out that pre-use evaluation, in-use evaluation and post-use evaluation are engendered. The first type, pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the course book. In-use evaluation, from another perspective, is a kind of evaluation for suitability, involving “matching the course book against a specific requirement including the learners’ objectives, the learners’ background, the resources available, etc”. On the other hand, post-use evaluation refers to an assessment of a textbook’s fitness over a period of continual use. Evaluation of this kind can be practical in helping to decide whether to use the same textbook on future occasions.

In addition, Cunnings Worth (1995 : 1) differentiates two approaches between impressionistic overview and in-depth evaluation. Since the former can only afford us a general introduction to the material, but not enough detail to ensure a good match between the content of the textbooks and the requirements of teaching/learning situation, an in-depth evaluation is necessitated as we can examine how specific items and different aspects of language are dealt with. Also, assessment student learning at specific points in material Palomba.C.A and Banta.W.(1999 : 45) identified that one important distinction in assessment methods is between techniques that directly determine whether students have mastered the content of their academic programs and those that ask students to reflect on their learning. Palomba.C.A and Banta.W (1999 : 23, cited in OAPA Handbook Course Based Review and Assessment, 2001) the benefits of many assessment techniques are that they provide an opportunity to create clearer communication with students to understanding in course book, provide teachers a good source of techniques, language teachers materials should judge the fitness of the course books based on the evaluation results from student learning opinion.

## **Skilled-base Approach**

Teaching ESL is often divided into the four major (or macro) skills: Listening, Speaking, Reading and Writing. Some teachers approach all of these skills as one with whole-language teaching, and others teach them separately.

Skill based assessments are designed to measure the knowledge, skills, and judgment required for competency in a given domain. Many attempts have been made to categorize teaching approaches, often particular approaches or methods are placed somewhere along a continuum from 'teacher-directed instruction' (the instructive perspective) at one extreme to 'student-centered learning' at the other.

A skill based approach teaches students decoding skills to aid word identification. It also develops comprehension skills and strategies to facilitate processing of text for different purposes. The approach usually involves a high degree of teacher direction in the early stages, using explicit instruction and a carefully sequenced curriculum, rather than unstructured student-centered discovery. Within the skills-based approach to reading there are many ways of ensuring that children acquire an understanding of the alphabetic principle and apply appropriate strategies for comprehending what they read.

### **Reading skill – based approach**

No teacher ever uses a skills-based approach exclusively; to do so would be to teach reading and writing in the most unnatural and boring way, working from parts to whole and only engaging in meaningful reading once all the skills were in place. Also, the teachers who embed explicit instruction within their total literacy program represent the effective use of a skills-based approach best. They give due attention to developing and applying skills in decoding, spelling and comprehending text, but always with emphasis on meaningful reading and writing.

At classroom level, the implementation of whole-language approach usually embodies at least the following teaching strategies (Westwood, 2003 : 102);

1. Reading good literature everyday, and having 'real' literature available for students to read for themselves
2. Providing time each day for shared reading
3. Discussing and reflecting upon stories or other text

4. Encouraging silent reading
5. Providing daily opportunities for children to read and write for real purposes
6. Encouraging children to invent the spelling for words they do not know
7. Adopting a conference – process approach to writing (drafting, sharing, editing and revising with feedback from teacher and peers)
8. Assisting children with any particular aspect of reading and writing at the time they require such guidance (the ‘teachable moment’)
9. Teaching specific skills always within the context of material being read or written
10. Integrating language and literacy activities across all areas of the curriculum

As Pressley (1998 : 45) reviewed studies evaluating the effectiveness of the whole language approach that he reached the conclusion that when whole-language practices are skillfully implemented they can:

1. Benefit children in the earliest stages of learning to read
2. Increase children’s awareness of the purposes and processes of reading and writing
3. Build positive attitudes towards books and writing
4. Help children develop strategies for interpreting text beyond the literal level (e.g. prediction, inference, critical reading, and reflection)
5. Enrich a child’s vocabulary and general knowledge
6. Encourage risk-taking with invented spelling.

One example of a simple reading comprehension strategy is PQRS, where each letter in the mnemonic signifies a step in the strategy. The four steps are (Westwood, 2006 : 113-114)

P=Preview

First scan the chapter or paragraph, attending to headings, subheadings, diagrams and illustrations. Gain a very general impression of what the text is likely to cover. Ask yourself, ‘What do I know already about this subject?’

**Q=Question**

Next generate some questions in your mind: What do I expect to find out from reading this material? For example, will it tell me how to make the object? Will it tell me how to use it? Will I need to read the text carefully or can I skip this part?

**R = Read**

Then read the passage or chapter carefully for information. Read it again if necessary. Do I understand what I am reading? What does this word mean? Do I need to read this section again? Are my questions answered? What else did I learn?

Finally, identify the main ideas and state briefly in your own words the key points in the text. The PQRS approach model, the application can be approach several times by using different texts, this model can help students appreciate the value of having a plan of action for gaining meaning from text and the value of self-questioning and self monitoring while reading.

**Writing skill –based approach**

There are three main approaches to teaching writing – the skills – based or ‘traditional’ approach, the ‘process’ or whole-language approach, and the ‘socio-cognitive’ approach. The skills-based approach provides explicit instruction, with guided practice and corrective feedback for writing in formal and informal styles. The approach is teacher-directed , with students developing writing skills mainly through structured exercises, practice materials (worksheets) and extended writing topics determined by the teacher. often the teacher using this approach simply sets a topic or exercise for students to tackle, but does not teach or advise hem how best to go about the writing task. In this situation the activity becomes merely an assessment procedure rather than a teaching and learning experience. Also he believed that specific skills taught through exercises do not transfer to students’ free writing or to writing in other subject areas. Instead of simply being given topics to write about, students need to be taught effective strategies for writing in different genres; when this is done, studies have shown that students improve in quantity and quality of written work and, equally importantly, adopt a better attitude toward tasks that involve writing (Westwood, 2006 : 74-75). Possible benefits of teacher-center instruction in writing, including the fact that some students clearly require explicit instruction in basic skills and strategies for writing because they do not learn them effectively through incidental exposure and immersion. In the student-centered ‘process’ approach, students ‘learn to

write by writing' with much greater freedom to choose their own topics, and with less emphasis on formal teaching of grammar and style. Within the process approach, a method called guided writing can be incorporated. Guided writing involves some degree of modeling by the teacher of specific strategies or genres, followed by guided application of the same principles and techniques by the students.

Bereiter and Scardamalia (1987, cited in Westwood, 2006 : 76) suggest using the following set of prompts to help students:

1. Identify the goals for writing.
2. Generate a new idea
3. Elaborate or extend an idea.
4. Sequence ideas into a cohesive whole.

The best starting point for strategy training is explicit modeling by the teacher of an effective writing strategy suitable for the age and ability level of the students.

The implementation writhing skill, word processors may useful for reading skill belong practice with writing skill as Phillips (2004 cited in Westwood 2006 : 77-80) identified that several advantages in using word processors to encourage students in their writing, including the following:

1. Mistakes can be corrected without a mess.
2. When printed, the finished product looks very professional.
3. Revisions are made more easily.
4. Tedious rewriting after editing is not required.
5. Students can work collaboratively in the composing and revising stages.
6. Finished products can be shared and critiqued easily within the peer group.

#### **Listening skill-based approach**

Listening skill relies on the effective use of eyes, ears, voice, brain and hand. Eyes are involved in perceiving and storing accurate images of orthographic patterns, and in detecting whether a word looks correct after it has been written.

1. Ears are involved in detective the sequence of sounds within a spoken word that provide some clue to the way in which the word may be written.

2. Voice is involved to the extent that articulating a word as a supplement to hearing the word can provide clues to its possible spelling.

3. Brain is involved in relating sounds to letters or groups of letters (phonic information) and in connecting the meaning of a word or a part of a word with its spelling.

4. The hand is involved in that skilful spelling requires an automated and swift motor response. These motor responses become established through frequent practice in writing a word. The teaching of spelling needs to take into account these several contributory factors.

The main method for this skill approach are; the whole-word visual approach: The strategy that capitalizes on this visual method is referred to as look, cover, write, check sometimes modified to look, say, cover, write, and check to include the influence of pronouncing a word while studying it to help establish its spelling pattern. The aim of this method is to strengthen visual imagery of word forms. There is some evidence that the ‘concreteness’ of a word (how meaningful it is to the speller, and how much it represents real objects or experiences in the speller’s mind) is an aid to its storage in visual form

#### **Speaking skill-based approach**

Speaking skill approach depends on some factors, i.e. as Purnomo (2008) finding at Language Center of Muhammadiyah University of Surakarta that as data sources 1) 2006 curriculum of English profession program which has orientation to genre-based approach, 2) syllabus, 3) lesson plan, 4) course book, 5) observation to teaching and learning process of speaking classes, 6) in-depth interviewing with lecturers and students, and 7) verification to curriculum makers and course book authors teaching speaking skills through genre based approach has not been optimal yet, for this reason 1) the lecturers often find difficulties to understand some concepts of genres along with the methods to teach them to their students, 2) the topics discussed in class are less attractive, 3) the students’ exercises in class are less varied, and 4) the students have not been motivated optimally.

The result of this research shows that the It is caused 1) the lecturers often find difficulties to understand some concepts of genres along with the methods to teach them to their students, 2) the topics discussed in class are less attractive, 3) the students’ exercises in class are less varied, and 4) the students have not been motivated optimally to practice speaking skills so that only few students who are active in class. Based on the result of this research, the researcher

recommends the policy makers of Language Center to conduct a workshop on quality improvement of teaching speaking skills through genre-based approach for the lecturers. The researcher also recommends the lecturers of this institution to conduct classroom-action researches in order to solve the problems for the sake of quality improvement of their teaching speaking skills through this approach.

### **Related Researches**

Wongduan Posiri (2002) studied about the Achievement in English of Prathom Suksa V Students Taught by Cooperative Learning (STAD). The purpose of this research was to study the achievement in English Learning and group working skill by using cooperative learning (STAD) of Prathom Suksa V students. The goal consisted of full class of 29 grade V students in Ban Kangkaam School under Somdet district office of Primary Education, Kalasin province during the second semester of 2002 academic year. The study was done under the One Group Pretest-Posttest Design. The tools used in the study consisted of 20 English lesson plans, English Language learning achievement test, teacher's teaching observation recording form, quizzes, students interviewing form and student's working group observation recording form. The result showed that the students English achievement in listening skill, reading skill, writing skill and speaking skill were 20.31, 19.28, 19.90 and 12.55 and the overage learning achievement were 81.24, 77.10, 79.59 and 83.68.

Thitichai Ruckbumrung (2008) studies on A Study of Level 2 Students' Learning Achievement on English Subject with Computer Multimedia Simulation through Internet by Using Constructivist Theory with IDI Instructional System Design. This research aimed to 1).develop and find out an efficiency of a computer multimedia simulation through Internet by using constructivist theory with IDI instructional system design on English subject based on 90/90 standard criteria, and 2).compare the students' learning achievement of level 2 students (Prathomsuksa 4) with computer multimedia simulation on English through Internet by using constructivist theory with IDI instructional system design and traditional teaching. The sample group used for developing the computer multimedia simulation through Internet were 48 of level 2 students (Prathomsuksa 4) from Piboonbumpen Demonstration School of Burapha University,

Chonburi province, through multi-stage random sampling and the sample group used for comparative learning achievement were 80 of level 2 students included 2 classrooms: an experimental group of 40 students and a control group of 40 students from Khonkaen Demonstration School (Suksasart) of Khonkaen University, Khonkaen province, through multi-stage random sampling. The instrument used for this research are computer multimedia simulation through Internet by using constructivist with IDI instructional system design, teacher's lesson plan, and learning achievement test. The research findings were as follows: 1) the computer multimedia simulation through Internet by using constructivist theory as evaluated by content and educational technology experts, had a good quality, and had its efficiency of 92.19/93.89, which was corresponding with the 90/90 standard criteria. 2) Learning achievement between students that learned with computer multimedia simulation through Internet by using constructivist theory with IDI instructional system design are higher than the traditional teaching significantly at the .01 level.

Rungrudee Junlapong (1999) studied English learning achievement of Prathom Suksa 6 students participating in remedial computer-Assisted Instruction. The purposes of this study were to construct Computer-Assisted Instruction on "Past Simple Tense" in English for Prathom Suksa 6 and to evaluate learning in Mastery Learning Model in Remedial Computer-Assisted Instructional. Subjects were 23 Prathom Suksa 6 Students from Anubaaan Chiang Mai School, Chiang Mai Province, and First semester in academic year 1999. They took a pretest, before learning the computer-Assisted Instruction model. At the end of studying they were given the posttest. Data were analyzed by using Item by objective Analysis. The research findings indicated that there was progressive learning through Computer-Assisted Instruction. The students mastered learning at 87%

Jariya kasivitamnuy (1996) studied on the effect of using the community language learning approach on learning achievement of English listening and speaking skills of Prathom Suksa six students The research results were as follow : 1. The learning achievement of English listening and speaking skills of Prathom Suksa six students taught by the Community Language Learning Approach and the Regular Approach after the experiment were not significantly different at the .05 level. 2. The learning achievement of English listening and speaking skills of Prathom Suksa six students taught by the Community Language Learning Approach and the

Regular Approach after the experiment were significantly higher than the learning achievement of English listening and speaking skills before the experiment at the .05 level.

Montri Thanasing (2005) studied on the achievement of English learning by concentrated language encounters of Prathomsuksa one students in Ban Bueng Looknok school under the first area of khamphaeng Phet educational office on the second semester in academic year 2004. The purposes of this study were 1) to study the students' achievement in learning English by Concentrated language Encounters approach 2) to study about students' opinion from students who have studied with this approach 3) to study about parent's opinion towards the approach. The methodology of this research was the study is in the second semester, Academic Year 2004. The subjects comprised 13 students and 13 students' parent. The instruments for the study were 1) the lesson plan with title "Mushroom (Hed Khon)" and "I am kui chai" 2) books to improve reading "mushroom (Hed Khon )" and "I am kui chai" 3) an achievement test to measure speaking, listening, reading and writing skill 4) the form to interview students 5) the form to interview students' parents. Analyze the data by using the mean of the score and the standard deviation. Analyze the data about students' and students' parents' attitude and present the data by using tables and writing an essay. The findings of the study were 1) the mean of the score after studying is more than mean of the score before studying 2) Students' opinion towards learning English by using by concentrated language Encounters approach that teachers had performed activities in the lesson plan 3) most students' parents don't know about students' learning activities. Some know about students' learning activities by observing their behavior when they are at home. Student's parents like by Concentrated Language Encounters approach in every level of English program in the school continuously.

According to the review of related literature above, the study of students' learning achievement after using course books or some activities showed that the learning achievement of most students are better. The students had developed in different ways, it depended on teaching and learning material which the teacher used for developing students.