

Appendix A

The experts' Invitation Form
(To evaluate the learning material)

Appendix B

Questionnaire's Item Concurrence

Item of Concurrence

This questionnaire is part of a thesis entitled “Learning Achievement of English for Airline Business for second-year English and Business English Majors Students at Phetchaburi Rajabhat University Using a Skill-based Course Book”. Your assistance in completing the information required will be very useful for the study. Thank you very much for your time in helping determine the item of concurrence of this research questionnaire.

Please verify the questionnaire if the statements are appropriate or not, then put the mark into the blank space.

Rating scale: The procedure of consideration

- 1 means the question is not related to the variable
- 0 means the question may not related to the variable
- 1 means the question is related to the variable

(Signature) _____

Pinpinat Leela-ampornsinn

The researcher

Opinion	Evaluation		
	-1	0	1
1. Book design			
1.1 Cover			
1.1.1 Cover design is beautiful and attractive.			
1.1.2 Cover is consistent with a subject.			
1.2 Illustrations			
1.2.1 Illustrations are appropriate.			
1.2.2 Illustrations convey the meanings clearly.			
1.2.3 Illustrations can help explain the contents more clearly.			
1.2.4 Illustrations are related to the contents of each unit.			
1.2.5 Illustrations are appropriate to the size and pages of the book.			
1.2.6 Illustrations are beautiful and clear.			
1.3 Font size			
1.3.1 Font size is appropriate to the students' eyes.			
2. Contents			
2.1 Course book is consistent with the course's objectives.			
2.2 Contents of each unit are appropriate to students' background knowledge.			
2.3 Contents of each unit are sequent following learning process and students' development.			
2.4 Course book is tangible and easy to understand.			
2.5 The difficulty of content is appropriate to the needs and experiences of students.			

2.6 Quantity of content is suitable with the time provided for lesson.			
Opinion	Evaluation		
	-1	0	1
2.7 Quantity of content in each unit is appropriate.			
2.8 Language used in a course book is simple and appropriate to the students' ability.			
2.9 Course book can lead students receive information effectively.			
2.10 Students can gain a new insight or perspectives through a course book.			
2.11 Contents in the course book are updated.			
2.12 Contents are interesting for students.			
2.13 Course book encourages the students' inquiry.			
2.14 Contents in a course book can be applied to a real work.			
2.15 Course book enhances learning process via technology.			
3. Exercises			
3.1 Exercises are appropriate to students' knowledge.			
3.2 Exercises are consistent with the contents.			
3.3 Exercises enhance skills and language knowledge.			
3.4 Exercise helps promote learning process.			
3.5 Exercises that focus on four language skills are appropriate.			
3.6 Students can practice language skills through activities in a course book effectively.			
3.7 Exercises help the students improve their language			

skills.			
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Other comment:

Appendix C
Research Questionnaire

Questionnaire

This questionnaire is part of a thesis entitled “Learning Achievement of English for Airline Business for second-year English and Business English Majored Students at Phetchaburi Rajabhat University Using Skill-based Course Book”. Your assistance in completing the information required will be very useful for the study. Thank you for your cooperation.

Part 1 General Information

Direction: Please mark ✓ in the provided box.

1. Major

English

Business English

Part 2 Opinion on course book

Direction: Please mark ✓ in the provided box. Please choose only one answer that best

describes your opinion.

Rating scale:

5 = Strongly agree

4 = Agree

3 = Uncertain

2 = Disagree

1 = Strongly disagree

Opinion	5	4	3	2	1
1. Book design					
1.1 Cover					
1.1.1 Cover design is beautiful and attractive.					
1.1.2 Cover is consistent with a subject.					
1.2 Illustrations					
1.2.1 Illustrations are appropriate.					
1.2.2 Illustrations convey the meanings clearly.					
1.2.3 Illustrations can help explain the contents more clearly.					
1.2.4 Illustrations are related to the contents of each unit.					
1.2.5 Illustrations are appropriate to the size and pages of the book.					
1.2.6 Illustrations are beautiful and clear.					
1.3 Font size					
1.3.1 Font size is appropriate to the students' eyes.					
2. Contents					
2.1 Course book is consistent with the course's objectives.					
2.2 Contents of each unit are appropriate to students' background knowledge.					
2.3 Contents of each unit are sequent following learning process and students' development.					
2.4 Course book is tangible and easy to understand.					
2.5 The difficulty of content is appropriate to the needs and experiences of students.					
2.6 Quantity of content is suitable with the time provided for lesson.					
2.7 Quantity of content in each unit is appropriate.					

Opinion	5	4	3	2	1
2.8 Language used in a course book is simple and appropriate to the students' ability.					
2.9 Course book can lead students receive information effectively.					
2.10 Students can gain a new insight or perspectives through a course book.					
2.11 Contents in the course book are updated.					
2.12 Contents are interesting for students.					
2.13 Course book encourages the students' inquiry.					
2.14 Contents in a course book can be applied to a real work.					
2.15 Course book enhances learning process via technology.					
3. Exercises					
3.1 Exercises are appropriate to students' knowledge.					
3.2 Exercises are consistent with the contents.					
3.3 Exercises enhance skills and language knowledge.					
3.4 Exercise helps promote learning process.					
3.5 Exercises that focus on four language skills are appropriate.					
3.6 Students can practice language skills through activities in a course book effectively.					
3.7 Exercises help the students improve their language skills.					
3.8 Exercise promotes learning through technology and multimedia.					

Other comment:

Thank you for your answer

Appendix D
Course Outline

Course Plan

Subject: English for the Airline Business **Program: English Program**

Code : 1558308

Period : 3(3-0-6)

Instructors: Aj. Pinpinat Leela-ampornsin

Course Description:

This course is a study of English used in to the field of the airline business: such as ticketing and reservation, flight schedule, airport ground service, departure and arrival, in-flight service, and airport transportation. Developing vocabulary and expressions including skills in reading and writing in the context of airline business; such as announcement, hospitality, security, and custom and immigration practice

Objectives:

After studying, students will be able:

1. To communicate about airline business in various situation efficiently.
2. To explain the procedure of working in airline business correctly.
3. To develop vocabulary and expressions including skills in listening speaking reading and writing in the airline context.

Activities:

- | | |
|------------------------|--------------------|
| 1. Pair/ Group working | 2. Doing exercises |
| 3. Role playing | 4. Presentation |

Instruction Materials

- | | | |
|----------------------|------------------------|----------------|
| 1. Printed materials | 2. Games | 3. Tape/ CD |
| 4. Transparencies | 5. Authentic materials | 6. Power point |

Measurement (100%)

- | | |
|---------------------------|-----|
| 1. Periodical Measurement | 45% |
| 1.1 Quizzes (15%) | |
| 1.2 Tasks (10%) | |
| 1.3 Presentation (10%) | |
| 1.4 Role plays (10%) | |
| 2. Mid-term Test | 20% |
| 3. Final Examination | 30% |

4. Classroom attendance

5%

Evaluation

Grade	A	B+	B	C+	C	D+	D	E	I
(%)	80-100	75-79	70-74	65-69	60-64	55-59	50-54	49-0	Incomplete

Week	Contents	Period
1	Orientation	3
2-4	Unit 1 Jobs in Airline Business (Quiz 1)	9
5-6	Unit 2 Passenger Reservation (Quiz 1)	6
7-8	Unit 3 Checking In (Quiz 1)	6
9	Midterm Examination	3
10-12	Unit 4 Ground Service (Quiz 1)	9
13-15	Unit 5 In-flight Service (Quiz 1)	9
16	Final Examination	3

Class rules

1. Turn off your mobile phone or use the vibrate system whilst in class.
2. Come to class on time. If you come 15 minutes late twice, that is equivalent to ONE absence
and you will lose 2%.
3. Don't cheat.

References**Books**

1. Asst.prof. Nattakarn Sukchuen, 2007 Department of foreign languages faculty of humanities, Kasetsart University: English for ground and in-flight attendants
2. K. Lertporn Parasakul, 2003 faculty of art and sciences, Dhurakijpundit University: English in airline business

Website

- <http://www.airline.com/>
<http://www.kls2.com/airlines/>
<http://www.123world.com/airlines/>

Appendix E

The Contents in Lesson 1

Unit 1 Jobs in Airline Business

Concept: Applying for jobs

Objective:

1. To understand descriptions of duties in each department at the airport
2. To understand the work activity and performance of each job at the airport.
3. To understand the qualifications that one should have for each job in an airline

Skills in this unit:

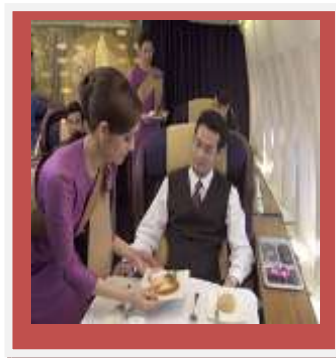
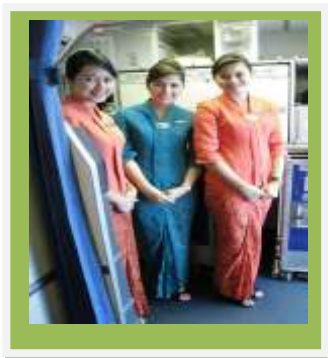
1. Vocabulary skill
2. Reading skill
3. Communication skill and conversation skill
4. Writing skill
5. Listening skill
6. Speaking skill

Language focus:

Simple and continuous verb forms

Evaluation

1. Speaking test by an interview
2. Quiz
3. Exercises
4. Task



Vocabulary skill 1: 

⇒ Translate these words into Thai.

1. career (n.) = _____
2. qualification (n.) = _____
3. application (n.) = _____
4. require (v.) = _____
5. train (v.) = _____
6. experience (n.) = _____
7. airline staff (n.) = _____
8. candidate (n.) = _____
9. shift (n.) = _____
10. rewarding (adj.) = _____

Exercise 1: Choose the words (1-10) above and write them in the appropriate spaces.

1. Thai airway international _____ want slim airhostess and the ability to swim.
2. Being good at English is another _____ of the ground staff.
3. There are many _____ in the airline.
4. The candidate must be fill out the _____ form before applying.
5. The most suitable _____ will be one who likes assisting the public and has a high professional performance.
6. Being pilot is a _____ career.
7. Varying work _____ are common involving mostly daytime and early evening.
8. There are many people who want to be an _____.
9. Some jobs need an _____ candidate.
10. All flight crews must be _____ before staring the real work.

>>> Applying for jobs (Preview)

1. Work in groups. Make a list of job titles in the airline section.
2. Work with a partner. Choose two jobs and list the activities they involve.

Exercise 2: Matching the people to their job titles. .

- | | | |
|--------------------|-----------------|----------------------|
| 1. pilot | 2. ground staff | 3. cabin attendant |
| 4. ticketing agent | 5. engineer | 6. airline's officer |



(a) _____



(b) _____



(c) _____




(d) _____



(e) _____



(f) _____

Vocabulary skill 2: 
EXERCISE 3: Choose the correct words to fill in the blanks.

high school diploma	equivalent	average	allowed
special requirement	hire	medical	require

- Each airline requires its own _____ for the applicants to fulfill.
- For some airlines _____ experience is taken into consideration.
- The _____ age for an airline applicant is 20 years old.
- An airline applicant must have a _____ or _____
- Most airlines seldom _____ anyone who is over twenty-five years old.
- The minimum education required is a bachelor's degree or _____
- She's got good _____. She always has her back straight.
- The economy class passengers are _____ to take a baggage at the maximum of 20 kilos.
- When Nida is on duty, she will not wear either glasses or _____ for this reason she always avoids addressing other people's names.
- All the applicants for a flight attendant must pass an interview and a _____ test.



Jobs in Airline Business



Reading Skill 1:

⇒ Read the passage and then, fill the correct words into the blank on exercise 1.

For most people, the job of airline staff is an exciting, stimulating, and rewarding career. Although becoming an airline employee is generally thought to be a woman's job, there are also some men who apply. In general the requirements for employment, as well as the training and duties for men working with an airline, are similar to those of women. Each airline has its own special requirements which the applicants must fulfill. The requirements also vary from positions and duties performed on the job. The first step for anyone who would like to work with an airline is to study the requirements for each position. Otherwise, they might find out later on that they are too old, too short or lack some other qualification.

The basic requirements usually fall into certain categories. The first one is education. The minimum education allowed is a high school diploma or equivalent. The other requirement is age; the minimum age required is 18, with the average about twenty years old. In Thailand some airlines list a maximum age for applicants and they seldom hire anyone past their late twenties.

In addition, the other requirement is experience; some positions require certain experience in computers, or working with an airline before.

Apart from the required height and weight, most of them require that weight must be proportionate to height. Not only must the applicant be in excellent health, he or she must also pass the medical test. He or she must have good posture and a pleasing appearance. Most airlines do not allow eyeglasses on duty, but some of them permit contact lenses.

(Source: Adapted from "The Language of Air Travel in English": Ground Services. New York: Regents Publishing Company, Inc 1976)

EXERCISE 4: Tick ✓ in front of the right statements (T) and X in front of the false statements (F).

- | T | F | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Being a flight crew is an easy job. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. All women working with an airline must be trained by females. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The requirements with every position are not the same. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. It is easy to get a job with an airline. Just study the requirements for each position. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Work experience is needed when applying for an airline job. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Airline staffs must graduate with a Master's degree. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. All applicants must be at the required height regardless of weight. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. The airlines do not allow near-sighted people to be a flight attendant. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Airline staff can wear glasses. |



Reading Skill 2:

➡ Read the airline's job description and then, answer the question on exercise 3.

1. In-flight attendant

In-flight attendants greet all passengers upon boarding, maintain friendly and helpful service during flights and thank passengers for choosing their airline at the end of the flight. They attend to many passenger needs including: seat ushering, carry-on baggage stowage, meal and beverage service, offering pillows, blankets and other amenities, helping people who are handicapped, ill or frightened, answering widely varying questions about flights, destinations and airline policies, and offering the most personalized service possible to each passenger in the time allotted. The primary concern of an In-flight attendant is passenger

2. Ticketing agent

Ticketing agents work directly with the public at airport check-in counters, and at airline ticket sales desks in major hotels or in office buildings of large cities. They will have face-to-face contact with people at the airport. Tickets are filled-out and paid for at the ticket counter. They are the most highly visible airline employees in the public eye and must provide efficient, friendly, and professional service at all times. Airline customers compare how speedily customers are helped, how long the lines are, whether questions are answered quickly and whether passengers seem satisfied. These personnel answer questions about flight schedules, fares, seat availability, arrival and departure times and direct passengers to the airport.

3. Passenger service agent

Passenger service agents are ground staff, who usually answer questions regarding all aspects of their airline's policies, procedures and operations. These personnel are highly visible to the public eye and must maintain a professional appearance, courteous manner, and a willingness to serve at all times. They provide special assistance to the traveling public at the airport, mainly injured passengers who are ill, handicapped elderly persons, and parents with small children. Passenger service agents scan tickets for accuracy, make passenger counts, give seating assignments, issue boarding passes and order additional meals for a flight.

(Source: Adapted from Asst.Prof.Nattakarn Sukchuen, 2007)

4. Pilot

Pilots are responsible for the safe operation of the aircraft, the safety of the passengers and crew members, and all flight decisions once in the air. There are two pilots on a passenger aircraft the captain who is in control and the first officer who assists him. They must maintain a highly professional image in both conduct and personal appearance, and communicate with the passengers and crew during flights. Pilots typically report to work an hour before departure in order to meet with flight crew for a briefing and review weather and airport conditions. The captain goes through a series of safety checklists with the first officer. Every instrument is checked and double-checked. In addition, the captain communicates with the air traffic controller and the ground crew in preparation for takeoff.

EXERCISE 5: Which qualifications belonging to their jobs. Check ✓ for the correct answer.

No.	In-flight attendant	Ticketing agent	Passenger service agent	Pilot
1. face to face	_____	_____	_____	_____
2. friendly	_____	_____	_____	_____
3. serving food and beverage	_____	_____	_____	_____
4. control the aircraft	_____	_____	_____	_____
5. communicates with the air traffic controller	_____	_____	_____	_____
6. take care of the aircraft's engine	_____	_____	_____	_____
7. take care of passenger safety	_____	_____	_____	_____
8. answers about the flight schedule	_____	_____	_____	_____
9. scan tickets	_____	_____	_____	_____
10. clean the lavatory	_____	_____	_____	_____



Language Focus

Simple/continuous verb forms



Look at these pairs of sentences and answer the questions:

1. (a) I work for China Air.
Is this a temporary or permanent situation?
- (b) I'm working for China Air.
Is this a temporary or permanent situation?
2. (a) We fly to Japan on Monday.
Is this a regular event or a plan?
- (b) We're flying to Japan on Monday.
Is this a regular event or a plan?
3. (a) The 4 p.m. shuttle bus is leaving.
What time is it?
- (b) The next shuttle bus leaves at 4 p.m.
Is this a regular event or a plan?
4. (a) She's been working as a hostess.
Does she still work as a hostess?
- (b) She's worked as a hostess.
Does she still work as a hostess?
5. (a) When you phoned I was speaking to the manager.
Did the phone call interrupt the conversation?
- (b) When you phoned I spoke to the manager.
Did the phone call interrupt the conversation?

Practice

Exercise 6: Are they simple or continuous sentences? Check / following to the correct tense

S = Present simple tense form C = Present continuous tense form

1. I work directly with the passenger.
2. They are flying to Had-Yai with friends.
3. This pilot is very smart.
4. Where is she working?
5. I would like to be an airhostess in the future.
6. Which airline doesn't belong to Thailand?
7. He loves to carry on with Thai airways.
8. I am singing songs with my son.
9. He's working as a captain.
10. Nok Air is another low cost airline.

S	C

Exercise 7 : Unscramble the sentence below.

1. do /Where /you /go /usually/?

2. an /in-flight/ Why/ do/ be/ you/ want/ to/ attendant/?

3. is /education /What /your /background/?

4. do /airline /you /Which /prefer/?

5. come /here /you /How /to /did /?

6. don't /you /Why /work / an / airline /international /with/?

7. When / ready/ start/ do /work /you /to /?

8. is /Who /your /idol /?

9. about /How /your /old /work/?

10. is /service /mind /a /What /?



Speaking Skill:

Activity 1: Work in pairs and complete this dialogue between an applicant and the interviewer by using your personal details. Then practice the dialogue with your partner.

In = Interviewer App. = Applicant

In.: May I have your name, please?

App.: _____

In. : What's your age?

App. : _____

In. : How tall are you?

App. : _____

In. : What is your weight?

App. : _____

In. : Can you tell me your educational background?

App. : _____

In. : What languages do you speak fluently?

App : _____

In. : How is your health? How often do you catch a cold?

App : _____

In. : Can you describe your personality?

App : _____

In. : Do you like to travel?

App : _____

- In. : Do you like meeting people?
 App : _____
- In. : You would like to be an in –flight attendant, why?
 App : _____
- In. : Could you describe the good characters of an airline crew?
 App : _____

(Source: Asst.Prof.Nattakarn Sukchuen, 2007)

Listening skill:

ACTIVITY 1: Listen to five people talking about their jobs. Match the people to their job titles.

- cabin attendant
- ground staff
- pilot
- engineer



ACTIVITY 2: Listen to the conversation and answer the questions below.

1. What is a candidate's name? _____
2. Where is she from? _____
3. What job is she applying for? _____
4. How old is she ? _____
5. What is her motto? _____



Conversation skill:

⇒ Read the job's interview conversation between Susan (interviewee) and Peter (interviewer) then, chooses the correct answer to complete.

(at British airways)

Peter: Good morning,(1).....

Susan: I'm fine thank you and you?

Peter: I'm fine thank you. Firstly, I would like you to introduce yourself.

Susan: Ok, I'm Susan Roe. I'm 26 years old. I graduated in psychology major from Cambridge University.

Peter:(2).....

5. a. I think that, See you soon.
b. I will thinking of you.
c. I hope that.
d. I hope so. See you.



Writing skill:

ACTIVITY 3: Write a short summary of the conversation about job's interview between Susan and Peter from exercise 7. (Work in pair)

A large rectangular area designed for writing, styled like a scroll. It features a vertical strip on the left side that is partially unrolled, and a small circular tab on the top right corner. The main body of the scroll contains ten horizontal lines for writing.

Researcher's personal data

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Education background: Bachelor of Arts in airline business at Suandusit Rajabhat University
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Working experience: 2007 Air New Zealand (Admin coordination position)

2008-present Phetchaburi Rajabhat University (Instructor)