PROBLEMS WITH ENGLISH LISTENING AND SPEAKING OF THAI FLIGHT ATTENDANTS IN ECONOMY CLASS



Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Business English for International Communication

at Srinakharinwirot University

May 2011

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University. Project Advisor: Dr. U-maporn Kardkarnklai.

English listening and speaking abilities of THAI flight attendants are very important job-related factors that contribute to effective performance. The objective of this study was to examine the listening and speaking problems encountered by THAI flight attendants working in economy class. The English listening and speaking problems were divided into two aspects: 1) the problems in English language functions relevant to THAI flight attendants and 2) grammatical competence in terms of vocabulary, grammar, and pronunciation.

Fifty flight attendants working in economy class were randomly selected. The instrument employed in this study was questionnaire. The data were processed by statistical program through percentage, frequency, arithmetic mean, and standard deviation.

The results of this study revealed that majority of participants thought responding to the passengers' complaints and warning to inebriated passengers were moderate problems in English language functions. With regard to grammatical competence, the diverse accent from passengers was a major cause of listening problem and the specific consonant was the main cause of speaking problem. The miscellaneous situation was perceived as moderate problem in in-flight service.

ปัญหาการฟังและพูดภาษาอังกฤษของลูกเรือ สายการบินไทยที่ให้บริการในชั้นประหยัด



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ
พฤษภาคม 2554

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ความสามารถด้านการฟังและการพูดภาษาอังกฤษของพนักงานต้อนรับบนเครื่องบินของ สายการบินไทยเป็นปัจจัยสำคัญในการช่วยเพิ่มความสามารถในการให้บริการ การวิจัยนี้มี จุดประสงค์เพื่อศึกษาปัญหาด้านการฟังและพูดของพนักงานต้อนรับบนเครื่องบินที่ให้บริการในชั้น ประหยัด ซึ่งปัญหาดังกล่าวแบ่งออกเป็น 2 ส่วน ได้แก่ 1) ปัญหาในการใช้ภาษาอังกฤษตามหน้าที่ ของภาษาตามขั้นตอนการปฏิบัติงานบนบนเครื่องบิน 2) ปัญหาด้านความสามารถในด้านไวยากรณ์ ประกอบด้วย คำศัพท์, โครงสร้างไวยากรณ์ และ การออกเสียง

กลุ่มตัวอย่างคือพนักงานต้อนรับบนเครื่องบินจำนวน50คนที่ให้บริการในชั้นประหยัดโดย ได้รับการคัดเลือกแบบสุ่มที่ศูนย์ปฏิบัติการการบินไทย ใช้แบบสอบถามเป็นเครื่องมือในการวิจัย ค่าสถิติที่ใช้ประมวลค่าคือ เปอร์เซ็น, ค่ากระจายความถึ่, ค่ามัชฌิมเลขคณิต และ ค่าเบี่ยงเบน มาตรฐาน

ผลการวิจัยพบว่าพนักงานต้อนรับส่วนใหญ่มีความเห็นว่าการเจรจากับผู้โดยสารที่มีความ ไม่พอใจในการบริการและกล่าวเตือนผู้โดยสารที่มีอาการมึนเมาเป็นปัญหาระดับกลาง ในด้านทักษะ ทางภาษา ความหลากหลายของสำเนียงของผู้โดยสารเป็นสาเหตุหลักของปัญหาการฟังและการ ออกเสียงพยัญชนะเป็นสาเหตุหลักของปัญหาในการพูดภาษาอังกฤษของพนักงานต้อนรับบน เครื่องบิน สถานการณ์นอกเหนือจากขั้นตอนการให้บริการบนเครื่องตามปกติถูกจัดว่าเป็นปัญหา มากที่สุดจัดอยู่ในระดับกลาง The Master's Project Advisor, Chair of Business English for International Communication, and Oral Defense Committee have approved this master's project *Problems with English listening and speaking of THAI flight attendants in economy class* by "Mr. Piamsak Uraipan" as partial fulfillment of the requirements for the Master of Arts degree in Business English for International Communication of Srinakharinwirot University.

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Piamsak Uraipan

TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	1
Background of the Study	1
Purpose of the Study	5
Research Questions	5
Significance of the Study	6
Scope of the Study	6
Definition of Terms	6
2 LITERATURE REVIEW	8
Thai Airways International Public Company Limited- A Brief History	8
English Listening and Speaking Problems	9
Related Research	17

TABLE OF CONTENTS (Continued)

Chapter	Page
3 METHODOLOGY	. 21
Participants of the Study	22
Research Instrument	22
Procedures of the Study	24
Interview	. 24
Pilot study	. 25
Data Collection	. 25
Data Analysis	. 25
4 FINDINGS AND DISCUSSION	26
General Information of the Participants	27
Self-Assessment of Listening and Speaking in English	29
Problems with Language Functions	29
Problems with Grammatical Competence	. 34

TABLE OF CONTENTS (Continued)

	37 38
Conclusions of Major Findings	38
Conclusions of Major Findings	
Limitations of the Study4	40
Recommendations for Further Studies	40
REFERENCES4	42
APPENDICES4	46
Appendix A Questionnaire4	49
Appendix B Questionnaires Distribution Permission Letter 5	54
VITAE	54

LIST OF TABLES

Ta	able	Page
	1 Language Functions in In-Flight Service Stages	15
	2 Range and Corresponding Level Designations of Rating Scale	26
	3 General Information on the Participants	28
	4 Self-Assessment of Listening and Speaking in English	29
	5 Level of Language Functions Problems in In-Flight Service Stages	30
	6 Problems in Miscellaneous Situations	32
	7 Problems with Grammatical Competence	34
	8 Problems with Pronunciation (Listening)	35
	9 Problems with Pronunciation (Speaking)	36

LIST OF FIGURE

Figure	Page
1 Service Quality Ranked by Skytrax in 2009	3
2 Language Functions in In-Flight Service	13



CHAPTER 1

INTRODUCTION

Background of the Study

It is world-wide accepted that English is a vitally important medium of communication in international business, in particular, in the airline business. In 1951, the International Civil Aviation Organization (ICAO) an advisory organization announced that English would be the compulsory language used for international aviation (Varavudhi, 2009). In1994, the Federal Aviation Authority (FAA) considered creating requirements for flight attendants to understand sufficient English language to communicate, coordinate, and perform all required safety related duties. Such requirements would improve communication, coordination, and performance of required safety related duties and thus benefit crew members and customers. This proposed requirement was similar to regulatory requirements for other flight attendants and dispatchers.

Many leading world airlines require high English proficiency in the recruitment for flight attendant. With respect to the Test of English for International Communication (TOEIC), THAI requires a TOEIC score of at least 650; Emirates, 550; Cathay Pacific, 650; and China Airline, 550. English proficiency is of utmost importance in the airline recruitment for flight attendants.

English, a communicative tool for THAI flight attendants, enables them to attend to the passengers' needs throughout the flight. As THAI realizes the significance of English skills for flight attendants, English becomes one of 11 core competencies in the TG (Thai Airways)

Competence Model. The new flight attendants have to attend two English courses: "English Communication Brush-Up for Y/CL Flight Attendants", and "Basic English Pronunciation for

Flight Attendants". In addition, THAI provides an In-flight Service Operation Procedure (ISOP) consisting of standard and proper English expression in service situations.

A number of research on English communication needs for flight attendants indicates that English listening and speaking skills are the most important language skills for THAI flight attendants. Cheknasara (2005) studied need analysis for English communication skills of Thai Airways International cabin crew. The results of this study revealed that listening and speaking were the most important skills in communication with passengers. Similarly, Permtanjit (2003), who examined Thai Airways International flight attendants' language difficulties, found that two most important skills for flight attendants were listening and speaking. It is noted that English skills in listening and speaking are indispensable for THAI flight attendants.

Although the flight attendants are trained in the English course, listening and speaking problems between flight attendants and foreign passengers persist during their flight operations. According to Skytrax, the United Kingdom based consultancy carrying out the surveys from international travelers, there have been a number of complaints regarding the lack of English proficiency of THAI flight attendants. This can be observed in the following examples. One comment from a passenger travelling from Suvarnabhumi international airport to Mangere Auckland international airport on 13 August 2010 was: "I noticed that cabin crew including flight deck crews often did not speak English well and their English was difficult to understand in many instances". Another comment from a passenger travelling from Suvarnabhumi international airport to Gardermoen Oslo international airport on 16 August 2010 was: "THAI must do something with the English of their staff on board. When passengers start to laugh or shake their heads because it is impossible to understand what the captain or flight attendants say. It is a blow to the reputation of THAI. I fly THAI very often and understand Thai but others

could not understand what THAI staff said". These reviews partly reflect English communication problems among THAI flight attendants. Furthermore, it is evident that Skytrax assures English language problems of THAI flight attendants about service quality of THAI flight attendants.

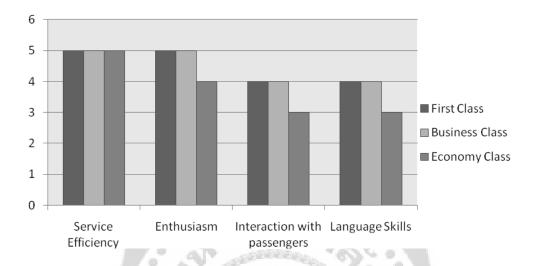


FIGURE 1 Service Quality Ranked by Skytrax in 2009

Figure 1 shows the rank from Skytrax, which rated one star to five star, five star rating means the ultimate quality approval for airline achieve the highest quality performance, four star rating means a seal of quality approval, awarded to airline delivering a good quality performance, three star awarded to airlines delivering a fair quality performance but greater level of levels of inconsistency, two star rating indicates a poor product standard and/or poor inconsistent standards of staff service, and one star signifies very poor and inconsistent standards of staff service. According to Figure 1, the "interaction with passengers" and "language skills" are weaknesses of THAI flight attendants, in particular, in economy class. Skytrax rates three stars for "interaction with passengers" and "language skills". Although this rating from Skytrax could be due in part to passenger volume in economy class relative to business, the language skills of THAI flight attendants need to be improved. As the majority of passengers fly in economy class, it is crucial that flight attendants working in this class are

equipped with adequate English language skills so that they are able to communicate effectively with the passengers.

Specific occupations require their personnel to use specialized language functions related to job. These language functions use relevant occupational vocabulary, grammar, pronunciation. It can be noted that personnel must have the grammatical competence to successfully do their job. Flight attendants mainly use listening and speaking skills to perform the language functions to their job. The language functions, such as greeting, giving safety instruction, are carried out through speaking. The flight attendants need to respond to the requests of passengers, so the flight attendants must possess strong listening skills.

In other serviced related occupation, similar problems were found. Bulphong (2003) studied language learning strategies used by Thai hotel receptionists in developing their listening and speaking skills, found that the obstacles in listening and speaking were concerning vocabulary, pronunciation, grammar. Dejkunjorn (2005) studied identifying the English language needs of Thai pilots. The results showed pronunciation, grammar, vocabulary were problems in listening and speaking skills. Two studies support the significance of English grammatical competence in terms of vocabulary, grammar, and pronunciation. Regarding language functions, the study of Permtanjit (2003) used the questionnaires based on English language functions because the flight attendants have studied during the basic course. English language functions are part of English course concerning in-flight procedures. It is interpreted that it is crucial to study English language functions and English grammatical competency to examine English listening and speaking problem of THAI flight attendants.

According to the previous studies, Permtanjit (2003) studied analysis of flight attendants' language problems on four language skills: reading, writing, speaking, and listening.

Further, Chenaksara (2005) studied need analysis for English communication skills of Thai Airways International cabin crew. After reviewed the related research, English listening and speaking problems in regard to flight attendants have not been studied. This study focuses on English listening and speaking skills which are significant for THAI flight attendants. The result of the study is update and beneficial to THAI in order to improve the quality of in-flight service.

Purpose of the Study

The purpose of this study was to examine listening-speaking problems of THAI flight attendants who work in economy class.

Research Questions

- 1. What listening-speaking problems of English language functions do THAI flight attendants encounter during their in-flight service?
- 2. What listening-speaking problems in terms of vocabulary, grammar, and pronunciation do THAI flight attendants encounter during their in-flight service?

Significance of the Study

The airline business is a highly competitive one. Every leading airline requires professional personnel to provide professional service. Due to the specificities of the workplace and time, communication between flight attendants and passengers on board must be clear and understandable. To enhance English language skills and the effectiveness of their interaction with passengers, THAI flight attendants must improve their English communicative competence, especially with regard to listening and speaking. The finding of this study is beneficial for Thai

Airways because they help to provide an understanding of the English listening and speaking problems which occur between flight attendants and passengers in economy class. Thai Airways can use these findings to help design appropriate courses for THAI flight attendants in economy class. Furthermore, this study can act as a guideline for developing more effective English courses for THAI flight attendants who work in other classes.

Scope of the Study

This study attempted to examine various problems with English in listening and speaking which occurred in economy class. The data for this study were collected from 50 THAI flight attendants who were working in economy class.

Definition of Terms

The terms used in this study are specifically defined as follows:

Economy class – One of four classes operated by THAI which offers fold-down tray table economy class seats. This includes a pocket with items attached to the seat in the next forward row, containing things such as: an airsickness bag, an airline magazine, a Duty-Free shopping catalogue, a safety and evacuation procedure card, and headphones if in-flight entertainment is available.

Flight attendant – A THAI flight attendant is an airline crew member who is responsible for service to the passengers aboard the airplane. His/her duty is performed in the part of the plane called the cabin, and therefore flight attendants are also referred to as cabin crew (Akiyama, 1976).

THAI – Thai Airways International Public Company Limited is the national flag carrier and largest airline of Thailand. It is also heavily subsidized by the Thai government. THAI was formed in 1988 and the airline's headquarters are located in Chatuchak District, Bangkok. It operates out of Suvarnabhumi Airport and is a founding member of the Star Alliance.



CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of related literature and research which served as a foundation for conducting this study as follows: Thai Airways International Public Company

Limited (THAI) - A brief history, English listening and speaking problems, and related research to English listening and speaking problems.

Thai Airways International Public Company Limited (THAI) -A Brief History

Thai Airways International Public Company Limited (THAI), founded in 1960, is the official national carrier of the country of Thailand, which operates domestic, regional and intercontinental flights. THAI has achieved operational profitability every year for the last 40 consecutive years.

Adopting an open-sky policy in 2002, THAI allowed many airlines to fly to any destinations as long as these airlines have the aviation rights. This leads to an increasing of the low cost airlines and the degree of competition in the airline business. To compete with the other airlines, THAI set up TG competence model to enhance the efficiency of personnel in all areas. The TG competence model is classified into three areas: 1) Core competence for operative personnel 2) Functional competence for operative personnel 3) Managerial competence for executive personnel. One of the core competencies for operative personnel is English skill for flight attendants. Recognizing the importance of English skills, THAI provides

flight attendants periodic English training courses which are "Basic English pronunciation for flight attendants", "English Brush-Up for flight attendants in economy class", and "Effective English pronunciation for flight attendants".

English Listening and Speaking Problems

The role of English listening and speaking is an important skill in in-flight service because English is used by flight attendants as a means to communicate with passengers and the flight crew. The flight attendants carry out their in-flight responsibilities for both passenger service and emergency situations. Due to the nature of THAI international routes, the flight attendants have to communicate with foreign passengers who are native and non-native speakers of English. English Listening and speaking problems between THAI flight attendants and passengers still persist.

English listening and speaking problems were caused from many factors. The study of Bulphong (2003), which studied language learning strategies used by Thai hotel receptionists in developing their listening and speaking skills, revealed that lack of knowledge of vocabulary, pronunciation, and grammar was major listening and speaking problem. Similar to the study of Lumchan (2004), the study found that the inability of use correct grammar, technical words, idiomatic expressions, and unfamiliarity with pronunciation caused the communication problems between Thai staff and foreign colleagues at precious shipping public company limited. In addition, Permtanjit (2003) stated the main causes of problem for THAI flight attendants are lack of job-related vocabulary knowledge, and flight attendants' accents and pronunciation concerning English listening and speaking problems. It could be indicated that grammatical competence is vital for English listening and speaking.

Regarding to English listening and speaking problems, Kolsawat (1999) stated among the common grammatical errors found in conversation are sentence fragments, agreement of subject and verb, usage of vague pronouns, wrong tenses and mixed construction. In order to examine English listening and speaking problems of THAI flight attendants, the communicative competence should be clarified.

Hymes (1972) proposed the term of "communicative competence" for this concept to account for the social dimension of language acquisition. He based his proposal on both psycholinguistic and sociolinguistic notions of language acquisition. Thus, communicative competence represents grammatical competence as well as sociolinguistic competence.

1. Grammatical competence means the ability to understand concepts like subject, noun phrase, and verb phrase without which we cannot formulate the rules of human language.

Without grammatical competence, there is no understanding of syntax, the relationship of words to one another in a sentence. Grammatical competence involves knowledge of language code regarding grammar, vocabulary, and pronunciation. However, Canale and Swain (1980) point out that grammatical competence involves not only learning how to accumulate a wealth of information about language but also the ability to use its rules to create understanding among people.

1.1 Grammar

Cook (1991) asserted that grammar is also the most remarkable aspect of language, having features that are exclusive to language itself and hence learned in different ways from anything else that people teach. Lack of grammatical knowledge causes significant trouble for THAI flight attendants when using English to transmit their intended messages. The inability to use correct tenses, pronouns, and preposition of place and time properly are examples of the

lack of grammar knowledge which cause English speaking problems. Moreover, the lack of grammar knowledge causes listening problems such as flight attendants are unable to distinguish the tense of sentences which the passengers have spoken and the flight attendants are unable to speak basic expression properly in terms of speaking problems.

1.2 Vocabulary

Vocabulary usage is another important factor in THAI flight attendants' ability to communicate, especially for those who are not fluent in English. The effectiveness of the spoken message depends on the ability to use appropriate words with particular listeners in specific situations. However, some flight attendants' vocabulary is lacking and too limited to fully express their thoughts. Thus it could cause English speaking problems. In addition, inadequacy of vocabulary also affects English listening problems. Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning (Howatt and Dakins,1974). The abundance of vocabulary not only enables flight attendants to increase their knowledge and information, but it is also a necessary courtesy toward passengers. THAI flight attendants with accurate and precise words can help promote understanding that is critical to effective communication.

1.3 Pronunciation

Pronunciation differs from person to person and the graduations of "difference" can be large and obtrusive or infinitesimally small, observable only to the trained ear of a phonetician (Quirk, 1990). In order to obtain a second language, the speakers' task is not so much to reach the pronunciation standard of a native speaker. In fact, it is not a realistic expectation at all. They need to acquire pronunciation accurate enough for the important

sounds to be distinctive from one another. For instance, THAI flight attendants who are assigned to make public announcements are expected to pronounce difficult words, especially the foreign cities or destinations properly. In addition, they should know how to pronounce the name in the native language. Mistakes in pronunciation can detract from good communication and can be avoided by effort and practice.

In terms of pronunciation, accent is another factor which causes problem for THAI flight attendants. English is spoken in a variety of accents and is often associated with regions and societies in North America, the United Kingdom, Singapore, India (Wardhaugh, 1986). The various accents often cause certain problems for THAI flight attendants when they attempt to interpret what is being said. It should be noted that passengers of THAI may have problems 'understanding flight attendants. Moreover, the pronunciation of particular sound causes English speaking problem. The particular sound combinations in a language may cause problems. The clusters of initial and final consonants can be especially difficult for speakers whose own languages do not possess them.

2. Sociolinguistic competence involves linguistic competence, social and cultural knowledge, rules of discourse. These specify ways of using language appropriately in a given situation. There are various types of communication and messages that need to be delivered in a clear and comprehensive manner to deliver service effectively. Therefore, the language functions of THAI flight attendants must reflect this, especially when they have to use English as a means of communication during in-flight service. Blundell (1996) stated the language functions refer to the purposes for which people speak or write. The sociolinguistic competence is related to language functions for flight attendants in order to use appropriate language in diverse situations. The Oregon English Language Arts Standard wrote the English Language

Proficiency Standard which explained the language functions that comprise asking information, asking clarifying questions, expressing and supporting opinions, comparing, contrasting, summarizing, persuading, literary analysis, cause and effect, drawing conclusions, defining, and etc.

According to the study of Permtanjit (2003) who studied language difficulties for flight attendants, the language functions were divided as shown in Figure 2:

Language Functions in In-flight Services						
Boarding, farewell	Safety check	Drink service	Meal service	Form distribution	Unanticipated situations	
Greeting passengers when they first step on board	Asking passengers to fasten their seat belts	Offering a drink and taking an order	Offering and explaining choices of meals to passengers	Handling out entry document, such as landing forms to passengers	Apologizing to passengers when accidents occur	
Asking for a passengers boarding pass and seat numbers	Asking passengers to return the tray table in front of them to its locked position	Explaining different kinds of drinks available on board	Responding to passengers who request meals which are not available on board	Explaining how to fill in the forms	Dealing with the passengers who consume too much alcohol	
Handling passengers' belongings	Asking passengers to pull up the window shade	Dealing with the passengers who request many drinks at a time	Responding to passengers who request meals which are not available on board		Cautioning passengers regarding smoking	
Asking passengers who are blocking the	Looking after a piece of baggage left in an	Apologizing to passengers	Asking passengers to accept another kind of		Dealing with the passengers' complaints	

aisle to move aside	appropriated place	who request	meal when one kind is		
	such as beside the	drinks that run	not available		
	emergency exit	out already			
Taking care of	Asking passengers to	Taking orders	Making suggestion to		Dealing with situations when
passengers who are	turn off any electronics	for alcoholic	passengers about the		passengers use electronic
assigned to the same	devices that might	drinks	meals		devices which are prohibited
seat number	interfere with the				during flights
	navigation systems of				
	the aircraft				
Expressing			Asking passengers who		Replying to passengers who
statements and		7.0	have reclined their seats		ask about en route in-flight
farewells to			to return them to the		information such as, weather
disembarking		2001	upright position during		
		000	the meal service		
	6	87	CORRESON 700		
	W°,	30	Responding to the	6 3	Replying to passengers who
	A:	°/-	passengers who request	0	ask about in-flight
	A: 8	1 =	other services while you	8 0	entertainment such as movie
		ğ —	are serving	- 0	programs
	4:3	1		7:	
	11:0	- A-		100	Responding to passengers'
	N° '	See The second	Townson of the	50	requests for medicine and
	TA:	93	21225	°A	asking for their symptoms
		000	PP AI		

FIGURE 2 Language Functions in In-Flight Service

As stated previously, the language function refers to the purpose for which speech or writing is being used. Similarly the language functions of THAI flight attendants, which are designed by following the in-flight service operation procedure (ISOP) in order to standardize the in-flight service. ISOP divides Economy class in-flight service into three parts and six stages: 1. Pre-flight service (boarding and greeting passengers, boarding assistance) 2. In-flight service (meal service, after meal service, descent) 3. Post–flight service (deplaning service). To demonstrate the relation between the language functions and in-flight service, the language functions in each of in-flight services stages are illustrated through the table as shown:

TABLE 1
Language Functions in In-Flight Service Stages

Language Functions in In-Flight Service Stages

Boarding, greeting passengers and farewell

- Greeting
- Offering helps to passengers while they are boarding
- Giving direction to the seat

Boarding assistance

- Giving advice to using passengers' facility
- Offering helps to keep the passengers' belongings properly

Cabin readiness (before take-off and landing)

- Making suggestion to aware of safety
- Giving flight information

In-flight service (drink and meal service)

- Offering drinks and taking orders
- Explaining different kinds of beverages available on board
- Offering and explaining choices of meals to passengers
- Responding to passengers when their choices of meals are not available
- Recommending meal choices to passengers
- Asking passengers who have reclined their seats to return them to the upright position during the meal service
- Responding to the passengers who request other services while you are serving

After meal service

- Distributing entry documents, such as landing forms to passengers
- Explaining customs, immigration, and quarantine regulations to passengers
- Explaining how to fill out forms

Miscellaneous situations

- Responding to passengers' complaints
- Replying to passengers who ask about fight itineraries such as arrival time
- Replying to passengers who ask about in-flight entertainment such as movie programs
- Warning to not to smoke
- Warning to inebriated passengers.
- Responding to passengers' requests for medicine and asking for their health
- concerns and conditions

In conclusion, it is evident that various factors with the mechanics and intuition behind English listening and speaking create problems that result in listening-speaking problems for THAI flight attendants. English for flight attendants is specific and purposeful language which is spoken to passengers in various situations. Language functions are crucial for flight attendants to perform in-flight service professionally. Similar to grammatical competence, English grammatical competence is vitally important for their careers and must be improved to ensure quality of service. In order to determine how to improve grammatical competence of THAI flight attendants by reducing English listening and speaking problems, it is necessary to examine English listening and speaking problems in detail.

Related Research

There has been a great deal of research conducted on the study of English listening and speaking problems. For this study, the research was conducted to investigate the causes of English listening and speaking problems mentioned. The following outlines related research studies of English language skill needs in hospitality fields e.g. airline, and tourism industry.

Ketkaew (1997) conducted a survey of cabin attendants' needs of English utilizing solely questionnaires as a research instrument. The results revealed that English was rated as highly important. Listening and speaking skills were the most important. Problems of listening, speaking, reading, and writing were moderate. All flight attendants needed to improve their listening and speaking skills most while air pursers and in-flight managers needed to improve all skills at moderate to high level.

Permtanjit (2003) conducted an analysis of Thai Airways International flight attendants' language problems to provide practical suggestions for language training.

The findings of the study produced the following results and recommendations: 1. Lack of familiarity with passengers' accents and the flight attendants' own accent and pronunciation were two major areas of problem which the flight attendants had encountered while working. 2. Speaking and listening were the two most important language skills for the flight attendants. In addition, knowledge of job-related vocabulary and cultural differences were also recognized as essential for their in-flight work. 3. To increase effectiveness of the English courses, more job-related role-playing and pronunciation practice should be provided in the course. Additional English material such as leaflets about polite language and in-flight vocabulary should be used as supplements to the core handbooks. In addition, the course should be taught in teams of two teachers, one a native English speaker and the other a native Thai speaker with experience as a flight attendant.

Chenaksara (2005) conducted a study on need analysis for English communication skills of Thai Airways International Cabin Crew. The study revealed that English communication skills of the cabin crew in terms of listening skills were at good level but speaking skills were merely fair. Listening and speaking skills were perceived as a problem by the cabin crew. The major cause of listening problems was accents, especially Australian and Indian accents.

English being a second language of the cabin crew was the main cause of speaking problems. It was recommended that cabin crew also needs to have non-work related routine English training courses every six months for three consecutive days. The activities should be in English and Thai and the instructors should include Thai and native speakers. The class size should be small, i.e. from 7 to 12 students.

Dejkunjorn (2005) attempted to identify the English language needs of Thai pilots. The research results revealed that most pilots assessed their English language abilities as "moderate". English was rated as a highly important skill to have. In the main, listening and speaking skills were needed and the problems in using the four core English skills (reading, writing, listening and speaking) were moderately rated overall. Specifically, pilots needed to improve their listening and speaking skills, and it was also noted they made some mispronunciation errors during their flight duties.

Tangniam (2006) conducted a study on the English language needs of Thai Airways ground staff. This study showed that English is essential for all ground staff and they considered the English course available to them insufficient. The majority indicated that an English training course was important because it would help them communicate with the passengers with more fluency. Some felt that English training course was an affecter in helping them to be helped them to be promoted. The ground staff perceived their own English proficiency as "fair" in all four skills: listening, speaking, reading, and writing. As for English skills needs, listening and speaking were rated "extremely necessary" skills while reading and writing skills were viewed as "moderately necessary." Concerning problems in practical English use, listening skills were considered "most difficult" whereas speaking, writing and reading skills were rated "moderately difficult."

Dhanasmithivesn (2007) conducted a study on the English language skill needs of Thai flight attendants employed by China Airlines. The study showed that overall the English language reading skill was the most frequently used and most needed to perform the flight attendants' jobs effectively. Thus the reading skill was most important for training agendas. The writing skill was the least frequently used skill and required the least training. The participants

reported speaking as the second most frequently used skill and ranked it third in the level of need for training. Listening ill was reported to be the third most frequently used skill, but ranked second in terms of training needs.

Kulchol (2007) conducted a study on communication problems for Thai and foreign flight attendants on international airline flights. The study revealed many Thai flight attendants from various international commercial airlines have faced some communication problems, especially with the aspect of cultural differences. In addition to cultural proclivities, lack in English proficiency to varying degrees resulted in ineffective communication as well. Differing levels of ability among cabin crew meant that conveying correct and proper messages to fit required situations was performed inconsistently. Politeness and accuracy when communicating was also considered and the results clearly showed flight attendants who can speak English very well had a distinct advantage when using English as a means of intercultural communication for problem solving compared with those with limited English skills.

When looking at communication problems and considering the related research studies, in which all of researches used a questionnaire as the research instrument. It becomes clear that listening and speaking skills were required primarily by all participants. It is therefore concluded here that listening and speaking are the most important skills for participants who speak English as a second language. In order to develop relevant English listening and speaking skills for THAI flight attendants, an appropriate training course must be developed for them. This required an investigation of the specific problems they encounter when using English on the job.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology and the procedures used in this study. It is divided into four sections: participants of the study, research instrument, procedures of the study, data collection and data analysis.

Participants of the Study

The researcher conducted a questionnaire survey to examine the problems with English listening and speaking skills of THAI flight attendants in economy class. The participants of this study comprised 50 flight attendants. They speak English as a foreign language and the age range from 20-40 years.

Research Instrument

The instrument used in this study was a questionnaire. To ensure questionnaire validity before the pilot study, the researcher consulted with two English-language related experts in the airline business field: an English instructor for flight attendants, and the lecturer for the Airline Business Program. Their feedback and suggestions were used to develop the content in the questionnaire.

The participants use English as a medium of communication during in-flight service.

Based the in-flight service stages, the questionnaire was designed. The questionnaire consisted of four parts as follows:

Part 1: Personal Information

The first part contained questions regarding the personal information of the participants: age, gender, educational background, working experience. This part was designed in the form of closed-ended questions to the background of the participants.

Part 2: Self-assessment of Listening and Speaking Skills

The second part was participant self-assessment of the level of English ability in listening and speaking.

Part 3: Problems with English language functions

This part was presented in the form of a five-level Likert scale. The accompanying statements were divided into six main stages of in-flight services. Each statement represented the situation of in-flight service relevant to the flight attendants' job, and the flight attendants' job-related duties were divided into six different stages as follows:

- 1. Boarding, greeting passengers and farewell
- 2. Boarding assistance
- 3. Cabin readiness (before take-off and landing)
- 4. In-flight service (drink and meal service)
- 5. After meal service
- 6. Miscellaneous situations

Part 4: Problems with English grammatical competence

The part was presented in the form of a five-level Likert scale rating and divided into two main skills: listening and speaking. These two skills included the three language components in terms of vocabulary, grammar, and pronunciation.

The participants were asked to rate the level of problem in English grammatical competence on the Likert scale as follows: (5) = Very serious (4) = Serious (3) = Moderate (2) = Minor (1) = Not at all

Procedures of the Study

The procedures of the study comprised an interview, and pilot study.

Interview

To aid in the design of the questionnaire, the researcher has interviewed three groups of experts in airline business fields during the period of 18-21 of January, 2011. Firstly, the researcher interviewed ten flight attendants working in economy class about English listening and speaking problems occurred during in-flight service was used to design the first draft of questionnaire. The purpose of the interview was to collect the information of language function problems and grammatical competence problems which occurred during flight. The results from the interviews were they have problems about word order, using verb, prepositions and pronoun properly, word stress, intonation, diverse accent and inadequacy of job-related vocabulary in terms of grammatical competence.

Secondly, the researcher interviewed director of in-flight service quality of Thai Airways.

The purpose of this interview was to ask the suggestion about the first draft of questionnaire.

Director of in-flight service quality of Thai Airways suggested that the researcher removed some language functions in the in-flight service stages which were resemble. Thirdly, the researcher interviewed the Chairman of the Airline Business Department. The result was to separate listening and speaking skills in the questionnaire in order to facilitate the participants.

Pilot study.

A pilot study was conducted by the researcher on January 24, 2011. An early draft of the questionnaire was used to examine whether the participants understood all questions and responded in according to the instructions. The questionnaire was distributed to ten THAI flight attendants in economy class. The respondents to the pilot study questionnaire were flight attendants who were not included in the current study. The language in some questions was found ambiguous, later they were removed accordingly. Some questions were also revised to avoid any misinterpretation by providing examples.

Data Collection

The 50 sets of questionnaires were distributed from February 22nd to March 1st 2011, between the hours of 6:00 p.m. and 9:00 p.m. to the participants who were on flight duty at the Thai Operation Center (OPC) of Thai Airways. The participants completed the questionnaire and the researcher clarified all relevant issues and answered questions the participants had.

Data Analysis

The data obtained from the participants were analyzed using the descriptive statistics mean and percentage. Once the completed questionnaires had been received, participant responses were analyzed in order to reveal details of the listening-speaking problems of THAI flight attendants working in economy class. The Statistical Package for the Social Sciences (SPSS) program was used to present the outcomes with the percentage, frequency, arithmetic mean and standard deviation.

The standard rating scale of Vagious and Wade (2006) was used to analyze the degree of problem in listening and speaking. The ranges and corresponding level designations for the rating scale are presented in Table 2.

TABLE 2

Range and Corresponding Level Designations of Rating Scale

Range of Scale	Level of Problem
4.21-5.00	Very Serious
3.41-4.20	Serious
2.61-3.40	Moderate
1.81-2.60	Minor
1.00-1.80	Not at all

The statistical methods employed in the present study were as follows: Percentage and frequency distribution were used in the analysis of the answers concerning general background information of the participants towards the problems in language functions and English grammatical competence during in-flight service. This chapter described the methodology of the study. A questionnaire was used as the instrument to collect data. Percentage, frequency, arithmetic mean and standard deviation were used to analyze the results of this study and the findings were presented in the form of tables with descriptions.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presented findings of this study by answering two main research questions: 1) What listening-speaking problems of English language functions do THAI flight attendants encounter during their in-flight service? and 2) What listening-speaking problems in terms of vocabulary, grammar, and pronunciation do THAI flight attendants encounter during their in-flight service?

The findings obtained from the questionnaires were divided into four parts: general information on the participants, self-assessment of listening and speaking in English, problems with language functions, and problems with grammatical competence in terms of vocabulary, grammar, and pronunciation.

General Information of the Participants

This part presented the general information concerning demographic data of the THAI flight attendants questioned. The first part of the questionnaire asked the participants for age, gender, educational background, range of working experience and experience of study aboard. The backgrounds of the participants were presented in Table 3.

TABLE 3
General Information of the Participants

General	information of the participants	Frequency	Percentage
Age			
	25-28 years	30	60
	more than 28 years	20	40
	Total	50	100
Gender			
	Male	24	48
	Female	26	52
	Total	50	100
Education	onal Background		
	Bachelor's Degree	41	82
	Master's Degree	9	18
	Total	50	100
Range o	of Working Experience		
	Less than one year	9	18
	One to two years	13	26
	More than two years and less than three years	20	40
	More than three years	8 . 8	16
	Total	50	100
Experier	nce of Studying Aboard	· A	
	Yes	10	20
	No	40	80
	Total	50	100

Table 3 shows that the number of female participants (52%) was slightly higher than that of males (48%). The majority of the participants (60%) were in the 25-28 age range, and 82% of participants have obtained Bachelor's degree. In addition, 40 % of the participants reported having working experience in economy Class for 3-4 years. Finally, the majority of the participants (80%) have never studied aboard.

Self-Assessment of Listening and Speaking in English

TABLE 4
Self-Assessment of Listening and Speaking in English

English comp	etence levels	Frequency	Percentage
Listening skill			
	Poor	1	2
	Fair	17	34
	Good	27	54
	Excellent	5	10
	Total	50	100
Speaking skill	6000		
	Poor	" CBN	2
	Fair Contract	24	48
	Good	23	46
	Excellent	2	4
	Total	50	100

Table 4 shows the results of the self-assessment in terms of listening and speaking skills. The majority of the participants (54%) thought that they were good at English listening, whereas 34% of them thought their listening skills were fair. Regarding English speaking, 48% of participants rated themselves as fair, whereas 46% of them were good at speaking.

Problems with Language Functions

This section examined the problems encountered in English language functions relevant to flight attendants' working routines. Regarding the five-point Likert scale, the participants were asked to rate the degree of severity of the problems in in-flight service. The data gathered in this section were presented in (χ) and standard deviation (S.D.) followed by

a descriptive analysis. The ($\mathcal X$) was used to describe the central location of the data with regard to the degree of problems and the standard deviation for language functions.

TABLE 5

Level of Language Functions Problems in In-flight Service Stages

In-flight Service Stages	(X)	S.D.	Level
Miscellaneous situations	2.64	0.69	Moderate
Boarding assistance	2.25	0.87	Minor
3-37 Personal	SEE SEE	Se : 1	
Cabin readiness(before take-off and landing)	2.34	0.94	Minor
		- 8 Y	
After meal service	2.32	0.70	Minor
16.05	1000	40:	
In-flight service(drink and meal service)	2.19	0.62	Minor
	0000		
Boarding, Greeting passengers, Farewell	1.89	0.83	Minor
Total	2.33	0.57	Minor

Table 5 revealed that the overall level of language functions problems in in-flight service stages was minor ((\overline{X}) = 2.33). The participants rarely encountered major problems during in-flight service. However, the findings showed that the majority of the participants rated the level of language functions problems in miscellaneous situations as moderate ((X) = 2.64). In fact the miscellaneous situations were not included in the in-flight service stages. This

finding is likely to attribute to the fact that the flight attendants get used to English communication in the in-flight service but not spontaneous English required in different situations. It may be caused these miscellaneous situations do not occurred frequently. Most of the participants considered the problem to be of moderate concern. Another reason might be the opinion of the participants themselves regarding their ability with English. They might consider their English to be sufficient because they had completed the compulsory training courses called "English for Flight Attendants", places large emphasis on language which is spoken to the passengers during in-flight service only.

Moreover, Table 5 revealed that the findings were inconsistent with passengers' complaints about lack of English ability of THAI flight attendants. They also did not agree ranking of language skills ranking provided by Skytrax. Skytrax indicated English as a weakness of THAI flight attendants who work in the economy class. Thus it is evident that the flight attendants have overestimated their English skills. Furthermore, compared to when they were hired, their English skills may be substantially improved due to various factors such as annual English "brush-up" courses provided by the Language and Culture Institute of THAI, and perhaps even individual self study.

To gain further insight into the communication problems experienced by THAI flight attendants working in economy class in miscellaneous situations, specific situations had to be studied in detail. The following table indicates the percentages for problem severity levels in the situations specified.

TABLE 6

Problems in Miscellaneous Situations

Miscellaneous	Problem	Percentage	1					
situations	Very Serious	Serious	Moderate	Moderate Minor		(X)	S.D.	Level
	Serious				all			
Responding to passenger complaints	12	28	38	16	6	3.24	1.06	Moderate
Warning to Inebriated passengers	4	36	36	22	2	3.18	0.90	Moderate
Passenger requests for medicine and health concerns		26	34	32 · · ·	8	2.78	0.93	Moderate
Apologizing to passengers	4	18	30	40	8	2.70	0.99	Moderate
Warning not to use electronic devices	2	12	40	42	4-	2.66	0.82	Moderate
Total		. 8.	A. Carrier		11	2.64	0.69	Moderate

Table 6 shows that the overall degree of problems in miscellaneous situations was moderate ((\overline{X}) = 2.64). The THAI flight attendants in this study believed that responding to "passenger complaints" was moderate ((\overline{X}) = 3.24). This level of problems was followed by when "warning to inebriated passengers" ((X) = 3.18).

When considering each function, 28% of the participants thought that "responding to passengers' complaints" was a serious problem and 12% of the participants considered it as a very serious problem. The results indicated that some THAI flight attendants faced communication problems when passenger complaints occurred. During the flight, the complaints

may stem from many causes such as poor service, defective in-flight entertainment systems or defective seating. While THAI flight attendants were responding to passengers' complaints, poor listening habits might very well have been a contributing factor. The examples are: listeners interfering to disagree with the speaker(s), actively opposing the speaker's ideas, and only pretending to listen to the speaker. Thus, the listeners had emotional reactions to some messages communicated by the speakers. Moreover, emotional factors such as fear, anger, and humiliation contribute to English listening and speaking deficiency (Curtis, 2005).

Table 6 revealed that 36% of participants thought that warning to inebriated passengers was difficult while 4% thought that it was very difficult. The subtle effects of altitude and the stresses of modern air travel contribute to communication problems. In addition, the availability of freely flowing alcohol exacerbates these problems, as communication worsens with inebriated passengers. Alcohol consumption adversely affected passenger physical condition which resulted in unclear or loud voice, hearing loss, and lack of attempt to listen. Thus, physical barriers contributed to listening deficiency in passengers (Guffy and Ellen, 1995).

In brief, the findings of this study showed a distinct percentage of the participants have found that some situations meant serious problems in English communication (as shown in Table 6) even though the initial mean result was moderate. These English problems using different language functions were found 1) responding to passenger complaints 2) warning to inebriated passengers.

When considering the above "miscellaneous situation" problems, it became evident that English for flight attendants courses needs to include non-working routine English such as negotiation, how to say 'no' nicely. Therefore, the economy class flight attendants can effectively communicate with the passengers in situations apart from in-flight service. Thus,

English listening and speaking must be improved. English training course for diverse situations such as how to deal with passengers' complaints properly, how to warn to inebriated passengers should be included. Situational practice role-plays in English would probably be an example of one effective method.

Problems with Grammatical Competence

TABLE 7

Problems with Grammatical Competence

resisting war grammasar competence	0000		
Problems with Grammatical Competence	(\overline{x})	S.D.	Level
Pronunciation (Listening)	2.84	0.89	Moderate
Pronunciation (Speaking)	2.62	0.94	Moderate
Language Structure (Speaking)	2.22	0.73	Minor
Vocabulary (Speaking)	2.18	0.78	Minor
Vocabulary (Listening)	2.16	0.73	Minor
Language structure (Listening)	1.61	0.80	Not at all
Total	2.33	0.57	Minor

The English grammatical competence for flight attendants in this study was divided into three parts: vocabulary, language structure, and pronunciation. The results with regard to problems in these areas were presented below.

TABLE 8

Problems with Pronunciation (Listening)

Pronunciation	Problem	Problem Percentage						
	Very	Serious	Moderate	Minar	Not at	(x)	S.D.	Level
(Listening)	Serious	Serious	Woderate	Minor	all			
Diverse accents	6	30	36	22	6	3.08	1.01	Moderate
Word stress or intonation	-	20	15	40	10	2.60	0.93	Moderate
Total						2.84	0.89	Moderate

Table 8 shows that 30% of the participants rated the severity of the problem of understanding various accents of passengers as serious. Six percent of the participants thought it was very serious. One possible reason for this problem was that English was spoken by native and non-native speakers. In addition, English as a lingua franca makes accents varied and diverse. These varied accents include English spoken by people from South-East Asia such as, Malaysian English, Singaporean English, and Thai English. Thus, the diversity of spoken English from native and non native English speaking passengers presented a challenge because flight attendants have to deal with various accents and this can result in confusion in conversations between THAI flight attendants and passengers. The finding in Table 8 shows diverse accents from passengers caused listening problem of THAI flight attendants. This finding was supported by Permtanjit (2003), the study of Permtanjit (2003) that lack of familiarity with passengers' accents was the most difficult obstacle flight attendants encounter while working. Similar to the results of Chenaksara's study (2005), it revealed that the major cause of listening problem is various accents. It stated that lack of familiarity with passenger accents was a major cause of listening problems for THAI flight attendants. Thus, the variety of accents

from native and non-native passengers speaking English resulted in interpretative problems for THAI flight attendants

TABLE 9

Problems with Pronunciation (Speaking)

reiceilla	Percentage of Problem Severity Levels						
Very	Sorieus		Miner	Not at	(\overline{x})	S.D.	Level
Serious	Serious	woderate	WIIIOr	all			
4	30	24	24	18	2.78	1.18	Moderate
		2000	000.				
- 4	14	44	28	14	2.58	0.91	Minor
	0 9	130	icj	72	A		
. 17	16	40	22	22	2.50	1.02	Minor
113	8 1		حادا	7 82	2.30	1.02	
A ·	1 8			18	2.62	0.04	Moderate
	Serious 4	Serious 4 30 - 14	Serious Moderate 4 30 24 - 14 44	Serious Moderate Minor 4 30 24 24 - 14 44 28	Serious Moderate Minor all	Serious Moderate Minor all 4 30 24 24 18 2.78 - 14 44 28 14 2.58	Serious Moderate Minor all 4 30 24 24 18 2.78 1.18 - 14 44 28 14 2.58 0.91 - 16 40 22 22 2.50 1.02

Table 9 indicated that the overall degree of the severity of the problems in pronunciation (speaking) was moderate ((\overline{X}) = 2.62). However, when considering each problem, it was found that one third of the participants (30%) rated pronunciation (specific consonant) as a serious problem. Moreover, 4% of the participants found it a very serious problem. Pronunciation is fundamental because it can affect accuracy and comprehension (Murcia, 2000). In terms of pronunciation, the study of Korsuwan (2001) indicated that consonant sounds, vowel sounds and clusters were problematic for Thai learners, especially the final clusters with consonants such as /l/ and /ch/.

In summary, the findings of this area of the study showed that THAI flight attendants encounter serious problems in pronouncing specific consonants correctly. Reasons for this are found in Chenaksara (2005) and Kamkien (2010), both of them asserted that the nature of

English as a second language for Thai nationals was the main cause of speaking problems. In addition, Permtanjit's study (2003) showed that the pronunciation of Thai flight attendants was major area of speaking problem.



CHAPTER 5

CONCLUSIONS

This chapter presents the conclusions of major findings, limitations of the study, and recommendations for further studies.

Conclusions of Major Findings

This first part of this section summarized the information of the participants. The conclusion of listening-speaking problems of English language functions do THAI flight attendants encounter during their in-flight service and the listening-speaking problems in terms of vocabulary, grammar, and pronunciation do THAI flight attendants encounter during their inflight service were presented based on the questionnaire below.

Information of the participants

The proportion of participants in terms of gender showed 52% of participants were female, whereas 48% of participants were male. The majority of flight attendants who work in economy class (60%) are aged between 25-28 years old. Most of them (82%) graduated with a Bachelor's degree. Regarding work experience, the majority of participants 60% have worked for three years or less, while 40% have worked for more than three years. Eighty percent of the participants had no experience studying aboard and the remaining (20%) had studied aboard. The findings showed that slightly more than half of the participants (54%) thought they were good at listening while 34% of them stated they were fair at listening. Ten percent of the flight

attendants believed their English listening skills were excellent. Almost half of participants (48%) believed they were fair at speaking whereas 46% of them were good, and 4% believed they were excellent.

English Listening and Speaking Problems with Language Functions

Research Question 1: What listening-speaking problems of English language functions do THAI flight attendants encounter during their in-flight service?

The findings revealed that THAI flight attendants rated overall problems at minor level $(\mathcal{X}=2.\overline{33})$. Moreover, the findings showed that miscellaneous situations were rated at moderate level $(\mathcal{X}=2.64)$. It is concluded here that THAI flight attendants thought that they had problems in two language situations during in-flight service as follows: 1) responding to passengers' complaints 2) warning to inebriated passengers.

English Listening and Speaking Problems with English Grammatical Competence in terms of Vocabulary, Grammar, and Pronunciation

Research question 2: What listening-speaking problems in terms of vocabulary, grammar, and pronunciation do THAI flight attendants encounter during their in-flight service?

According to the findings, listening to diverse accents of native and non native speakers and pronouncing specific consonants were the problems that THAI flight attendants mostly encountered. With regard to English listening, most flight attendants thought that they faced a major problem when listening to various accents of passengers. The finding is in accord with the studies of Permtanjit (2003), and Chenaksara (2005) that being unfamiliar with passenger accents was a major cause of listening problems.

Furthermore, the findings revealed that THAI flight attendants encountered the problems while they were pronouncing specific consonants. This finding is in agreement with Korsuwan (2001) who stated that pronouncing English consonant sounds was problematic for Thai nationals.

Limitations of the Study

Limitations of the study were as follows:

- 1. The study was limited by the time the participants had available and the conditions under which they completed the questionnaire. The questionnaires were distributed to 50 participants at the Thai Airways Operations Center. The participants were flight attendants who were in the process of checking-in to fly. The participants who checked—in to fly were constrained by time as they had to brief and check the route specificities for their flights. Hence, the findings might not be entirely accurate because of haste in questionnaire completion.
- 2. The study employed a questionnaire focusing on English listening and speaking problems in in-flight service. It does not provide in-depth results on all aspects of the job because the participants were not be able to discuss English listening and speaking problems in other circumstances such as when flight attendants stay over aboard, communicate with foreign flight attendants, and communicate with foreign ground staff.

Recommendations for Further Studies

Based on the findings, the following areas for further research are suggested:

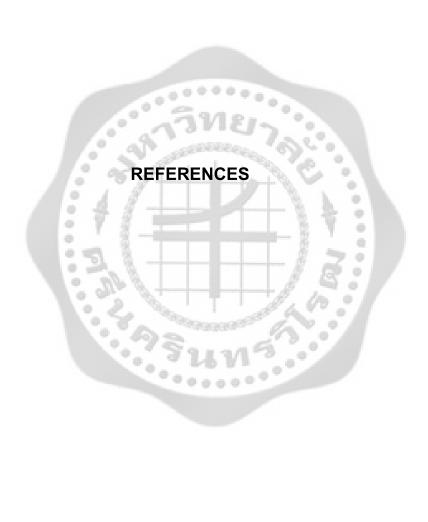
- 1. This study focused on the English listening and speaking problems of flight attendants working for Thai Airways. To broaden the study on English listening and speaking of Thai flight attendants, further research could explore English listening and speaking problems of flight attendants working in other airlines. This investigation of other airlines would further research examining the differences and similarities in problems with English for Thai flight attendants who are employed by other airlines.
- 2. This study rated the problems of English listening and speaking problems according to the flight attendants themselves. The results of the study were possibly influenced by participant overestimation and bias. To increase efficiency and accuracy of the study on English listening and speaking of THAI flight attendants, research questionnaires should be distributed to passengers. This would help further research to examine the English listening and speaking problems of THAI flight attendants from a passenger point of view.

In conclusion, this study was carried out in order to examine the problems with English listening and speaking encountered by THAI flight attendants in the economy class. The first study area dealt with the problems in language functions during in-flight service relevant to THAI flight attendants. The second investigated English listening and speaking problems with grammatical competence of the flight attendants who work in economy class. To obtain answers for the research questions, a survey was conducted with 50 Thai Airways flight attendants working in economy class at the Thai Airways Operation Center from February 22nd to March 1st 2011, between the hours of 6:00 p.m. and 9:00 p.m.

According to this study, it was found that most THAI flight attendants in economy class thought pronunciation of specific consonants correctly and perceiving various accents were moderate problems. Regarding the language functions, using proper language in miscellaneous

situations excluding in-flight service were also moderate. The majority of the flight attendants in the sample believed that they were good at English listening and speaking.





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Questionnaire

The purpose of this questionnaire is to obtain data for a graduate research project in the Business English for International Communications Program at Srinakharinwirot University. The researcher greatly appreciates your contribution in providing useful information. All information provided will be kept in strictest confidence.

	Part 1: Gener	ral information	of the partic	cipants		
	<u>Instructions</u> :	Please put √	in the approp	oriate box or fi	ll in the blank	s provided.
	1. Age	years	1.1	วิทย		
	2. Gender] Male □ Fem	nale			
	3. Educational	background	7 9		1 8 8	:
	☐ Bachelor's	s Degree	□p	octoral Degre	e B	3
	☐ Master's I	Degree	По	ther (please s	pecify)	<u> </u>
			S. 1.		1,60	://
	4. How many	years have yo	u been work	ing as a flight	attendant for	THAI?
	☐ Less than	one year	No D	More than two	years and le	ess than three years
	☐ One to tw	o years		More than thre	e years	
	Part 2: Self-a	ssessment of	listening and	l speaking in l	English	
	<u>Instruction</u> s:	Please put √	in the approp	oriate box to ra	ate your Engl	ish competence.
		Excellent	Good	Fair	Poor	Very Poor
1.	Listening skill					
2.	Speaking skill					

<u>Part 3</u>: Problems with English language functions relevant to a flight attendant's job and grammatical competence in terms of vocabulary, language structure, and pronunciation)

<u>Instructions</u>: Please put $\sqrt{\ }$ in the appropriate box to rate the problems in the following language functions that you have encountered during flights.

(5) = Very serious (4) = Serious (3) = Moderate

(2) = Minor (1) = Not at all

Stages of the In-flight Service	5	4	3	2	1
Boarding, Greeting Passenger, Farewell		, r		-	
Greeting and offering helps to passengers while they are boarding					
2 Giving directions to the seats					
Boarding Assistance					
3 Giving advice to using passengers' facility					
4 Offering helps to keep the passengers' belongings properly					
Cabin Readiness (before take-off and landing)					
5 Making suggestions to aware of safety					<u> </u>
6 Giving the flight information					
In-Flight Service (drink and meal service)					
7 Offering drinks and taking orders					
8 Explaining different kinds of beverages available on board					
9 Offering and explaining choices of meals to passengers					
10 Responding to passengers when their choices of meals are not available					
on board					
11 Recommending meal choices to passengers					
12 Asking passengers who have reclined their seats to return them to the					
upright position during the meal service					
13 Responding to passengers who request other services while you are					
serving meals					<u> </u>
After Meal Service					
14 Distributing entry documents, such as landing forms to passengers					ı
Stages of the In-flight Service	5	4	3	2	1
15 Explaining customs, immigration, and quarantine regulations to					
passengers					<u>. </u>
16 Explaining how to fill out forms					
Miscellaneous Situations					_

	_				
17 Warning to inebriated passengers					
18 Warning not to smoke on board					
19 Responding to passengers' complaints					
20 Replying to passengers who ask about flight itineraries such as arrival					
time					
21 Replying to passengers who ask about in-flight entertainment such as					
movie programs					
22 Responding to passengers' requests for medicine and asking for their					
health concerns and conditions					
Vocabulary	5	4	3	2	1
Listening					
23 Listening to technical terms regarding airline-service language					
e.g. It is the <u>final call</u> for your flight, isn't it?					
24 Listening to technical terms concerning food and beverages					
e.g. Can I have my steak <i>well done</i> please? Can I have a glass of <i>screw</i>					
driver?					
25 Being able to understand idiomatic expressions					
e.g. Excuse me, can you <i>give me a hand</i> with this bag?					
Speaking					
26 Using technical terms regarding airline-service language					
e.g. Tomorrow I fly a <u>turnaround</u> flight.					
27 Using technical terms to describe the meals and beverages					
e.g. The passenger asked for <u>English Breakfast</u> . Here is your <u>Kosher meal</u> .					
Grammar	5	4	3	2	1
Listening					
28 Being able to understand basic expressions					
e.g. Good morning! How are you?					
Speaking					
29 Using correct tenses					
e.g. "I went to Tokyo yesterday" not "I go to Tokyo yesterday"					
30 Using correct sentence patterns					
e.g."I don't know where it is" not "I don't know where is it"					
31 Using pronouns properly					
e.g. Using <u>he</u> when referring to a male passenger					
	•				

32 Using prepositions of place/time correctly and placing them at the correct			
position			
e.g. "please go straight down".			
Pronunciation			
Listening			
33 Being able to understand various accents of passengers			
e.g. Indian, Australian, and Chinese passengers			
34 Detecting/identifying correct word stress, sentence stress or intonation			
Speaking			
35 Pronouncing specific consonant sounds correctly			
e.g. Saying "crab" not "crap"			
36 Pronouncing specific vowels sounds correctly			
e.g. Saying "sheep" not "ship" or "live" not "leave"			
37 Speaking with correct word stress, sentences stress and intonation			
e.g. Using rising intonation at the end of yes/no questions. "May I take your			
used glass?"			

Thank you very much for your time and cooperation

... Suns...

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APPENDIX B QUESTIONNAIRE DISTRIBUTION PERMISSION LETTER

53

Graduate School

Srinakharinwirot University

Bangkok

22th February, 2011

Dear

Director of Cabin crew Department of Thai Airways (DQ)

Thai Airways Operation Center (OPC), Suvhanabhumi Airport

I am conducting a study to explore English listening and speaking problems of Thai flight attendants who have duties in economy class. This research is the partial fulfillment of the requirements for the Master of Arts Degree in Business English for International Communication at Srinakharinwirot University.

I respectfully request your permission to distribute 50 questionnaires to Thai Airways cabin crew who have duties in economy class. The data gathered will be used for academic purposes only.

Your permission to collect the data for my research is greatly appreciated.

Yours sincerely,

Mr.Piamsak Uraipan

Enclosure: Questionnaire



VITAE

Name: Piamsak Uraipan

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