

AN ANALYSIS OF ENGLISH LANGUAGE SKILL NEEDS OF THAI
FLIGHT ATTENDANTS EMPLOYED BY CHINA AIRLINES

A MASTER'S PROJECT
BY
KESAREE DHANASMITHIVESN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
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AN ABSTRACT

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This study aimed to identify the English language skills most needed by Thai Bangkok-based flight attendants working for China Airlines to perform their jobs effectively.

The study also sought to identify which English language skills most needed training.

The survey of the 98 Thai Bangkok-based flight attendants working for China Airlines was conducted at Don Mueng International Airport in August 2006. The flight attendants were divided into three groups based on their years of flight experience with China Airlines: those with 6 months to 4 years experience, those with 5 to 8 years experience, and those with 9 to 12 years experience. Seventy five questionnaires (76.53%) were completed and returned.

The analysis of the data revealed that overall the English language reading skill was the most frequently used (most needed to perform the flight attendants' jobs effectively) and the skill most needing training. The writing skill was the least frequently used skill and required the least training. The respondents reported the speaking skill as the second most frequently used skill and ranked it third in the level of need for training. The listening skill was reported to be the third most frequently used skill, but ranked second in terms of training need.

With regard to the three groups of respondents, the least experienced flight attendants reported employing all four English language skills the most in their jobs, but had a mid-level of need for training. The flight attendants with 5 to 8 years experience reported using all English language skills the least of the three groups but felt the most need for training. The most experienced groups of flight attendants reported using all English language skills at a mid-level, but had the lowest level of need for training. The changes in the frequency of use of English language skills and the need for training over time appear to be related to changes in the team work dynamic as it evolves with experience and responsibility.

การวิเคราะห์ความต้องการทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสาร
ของลูกเรือไทยในสายการบินไชน่า แอร์ไลน์

บทคัดย่อ

ของ

เกสรี่ ธนสมิทธิเวสณี

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

เมษายน 2550

เกสรี ธนสมิทธิเวสน์. (2550). การวิเคราะห์ความต้องการทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสาร ของลูกเรือไทยในสายการบินไชน่า แอร์ไลน์ สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์ : อาจารย์ เลอรอย เอ ควิก.

สารนิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสาร รวมถึงความต้องการฝึกอบรมทักษะการใช้ภาษาเพื่อให้เกิดประสิทธิภาพในการทำงานของพนักงานต้อนรับไทยในสายการบินไชน่า แอร์ไลน์ โดยศึกษาจากพนักงานต้อนรับไทยจำนวน 98 คน ที่สนามบินแห่งชาติดอนเมือง เดือนสิงหาคม พ.ศ. 2549 และใช้แบบสอบถามเป็นเครื่องมือในการวิจัย แบบสอบถามที่ได้รับคืนจำนวน 75 ชุด (76.53%) กลุ่มตัวอย่างแบ่งออกเป็น 3 กลุ่มตามประสบการณ์การการบินคือ 6 เดือน - 4ปี, 5 - 8 ปี และ 9 - 12 ปี ค่าสถิติที่ใช้ในการวิจัยได้แก่ค่าเฉลี่ย

ผลวิจัยพบว่าผู้ตอบแบบสอบถามทั้ง 3 กลุ่ม มีความต้องการใช้ทักษะการอ่านเพื่อการทำงานมากที่สุด ตามด้วย ทักษะการพูด, ทักษะการฟังและทักษะการเขียน และมีความต้องการฝึกอบรมทักษะการอ่านมากที่สุด ตามด้วยทักษะการฟัง, ทักษะการพูดและทักษะการเขียน อีกทั้งพบว่าพนักงานต้อนรับที่มีอายุงาน 6 เดือนถึง 4 ปีเป็นผู้ที่ใช้ทักษะภาษาอังกฤษทั้ง 4 โดยรวมบ่อยที่สุดและมีความต้องการฝึกอบรมทักษะทั้ง 4 โดยรวมอยู่ในระดับกลาง พนักงานต้อนรับที่มีอายุงาน 5 ถึง 8 ปีเป็นผู้ที่ใช้ทักษะภาษาอังกฤษทั้ง 4 โดยรวมน้อยที่สุด แต่มีความต้องการฝึกอบรมทักษะทั้ง 4 โดยรวมมากที่สุด พนักงานต้อนรับที่มีอายุงาน 9 ถึง 12 ปี เป็นผู้ที่ใช้ทักษะภาษาอังกฤษทั้ง 4 โดยรวมในระดับกลาง และต้องการฝึกอบรมทักษะทั้ง 4 โดยรวมน้อยที่สุด ผลการศึกษาสามารถสรุปความได้ว่า ความถี่ในการใช้ภาษาและความต้องการฝึกอบรมเพื่อพัฒนาทักษะการใช้ภาษาอังกฤษ มีความสัมพันธ์กับรูปแบบการทำงานเป็นกลุ่มของพนักงานต้อนรับ ซึ่งเกี่ยวข้องกับประสบการณ์การทำงานและหน้าที่รับผิดชอบ

The Master's Project Advisor, Chair of Business English for International Communication Program and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University.

Master's Project Advisor

.....

(Mr. Leroy A. Quick)

Chair of Business English for International Communication Program

.....

(Assistant Professor Dr. Tipa Thep-Ackrapong)

Oral Defense Committee

..... Chair

(Mr. Leroy A. Quick)

..... Committee

(Assistant Professor Penny Diskaparakai)

..... Committee

(Dr. Saengchan Hemchua)

This Master's Project has been approved as partial fulfillment of the requirements for the Master's of Arts Degree in Business English for International Communication of Srinakharinwirot University.

..... Dean of the Faculty of Humanities

(Associate Professor Chaleosri Pibuchol)

April....., 2007

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TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	
Background.....	1
Purpose of the Study.....	5
Research Questions.....	5
Definition of Terms.....	6
2 REVIEW OF THE RELATED LITERATURE	
The Training Needs Analysis Process.....	7
Flight Attendants' Job Descriptions.....	10
Contents of China Airlines Ground School Training.....	15
Related Research.....	18
3 METHODOLOGY	
Population.....	21
Research Instrument.....	22
Data Collection.....	23
Data Analysis.....	23

TABLE OF CONTENTS (continued)

Chapter	Page
4 FINDINGS.....	24
5 CONCLUSIONS AND DISCUSSION.....	51
BIBLIOGRAPHY.....	62
APPENDICES.....	67
Appendix A: Questionnaire Distribution Permission Letter.....	68
Appendix B: Questionnaire.....	70
Appendix C: Raw Data on the Number of Responses per Item and per Group (Frequency of Use of English Language Skills).....	77
Appendix D: Raw Data on the Number of Responses per Item and per Group (Level of English Language Skills Training Need).....	85
VITAE.....	93

LIST OF TABLES

Table	Page
1 Safety and Emergency Responsibilities.....	10
2 In-flight Service Responsibilities.....	13
3 China Airlines Thai Flight Attendants' Flight Experience.....	24
4 Frequency of Use of Listening Skills.....	27
5 Frequency of Use of Speaking Skills.....	29
6 Frequency of Use of Reading Skills.....	32
7 Frequency of Use of Writing Skills.....	34
8 Frequency of Use of All Four English Language Skills.....	35
9 Mean Averages for Frequency of Use of Each English Language Skill.....	36
10 Level of Listening Skill Training Need.....	39
11 Level of Speaking Skill Training Need.....	41
12 Level of Reading Skill Training Need.....	44
13 Level of Writing Skill Training Need.....	46
14 Level of Training Need for All Four English Language Skills.....	47
15 Mean Averages for Each English Language Skill Training Need.....	49
16 Frequency of Use and Need Ranking.....	54

LIST OF FIGURES

Figure	Page
1 Junior/Senior Factor.....	56

CHAPTER 1

INTRODUCTION

Background

In this age of globalization, multinational companies operate their businesses worldwide. Business people need to communicate with their business partners around the globe (Cotton; Falvey; Kent. 2003 : 4 - 5). Frequently, international business people need to meet face to face to conduct their business. Globalization has led to the growth of an affluent world-wide middle class with income available for domestic and international tourism, and globalization has led to an increase in the number of international marriages with families spread around the world. All of this is particularly true in Asia which has experienced exceptional growth and development in the past twenty years. This has led to the increased number of airlines providing international transport services for global passengers. Paul Hooper, an air transport economist, declared in the International Herald Tribune that, "...about 350 carriers are now flying in the Asia-Pacific region and about a quarter have just started within the last five years" (Greenlees. 2005 : 15).

Although many elements affect passengers' selection of airline companies, one important reason is the quality of in-flight services (Farrugia. 2006: Online). English, as the most wide spread global language, is an important tool of interaction and communication between flight attendants and international passengers. English is the vehicle by which

flight attendants provide passengers the most satisfying in-flight services. Therefore, the ability to communicate in English is crucially needed by flight attendants to perform their jobs effectively.

The International Civil Aviation Organization (ICAO) stated that they support the improvement of English proficiency in the aviation industry worldwide. One example of their support was demonstrated on 28 February 2006, when the ICAO and the U.S. Federal Aviation Administration (FAA) signed an agreement to develop a standard aviation English test for airline personnel (Federal Aviation Administration. 2006 : Online).

Beech (1990) went so far as to say that being able to communicate with passengers in English is not enough for flight attendants. Their language level must be high enough to show professionalism, politeness and respectfulness.

Many airlines, including China Airlines, require all flight attendants to get a minimum 550 TOEIC score prior to submitting employment applications (Flight Attendants. 2005 : 20). TOEIC stands for "Test of English for International Communication". It is globally accepted as a certificate of the holders' English language proficiency. Although, four skills are used in communication; listening, speaking, reading and writing, the TOEIC test focuses only on two skills; listening comprehension and reading. Further, the test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities (Educational Testing Service, ETS. 2002 : 1). This implies that the TOEIC test does not assess all language skills needed by flight attendants. TOEIC scores do not certify

one's speaking and writing skills. Therefore, even the highest TOEIC score can not guarantee the ability of flight attendants to communicate in English professionally, politely and respectfully.

Mr. Ken Smith, Assistant Chief Instructor of Goldsun Aviation Consulting Co., of Taiwan, in his study, "Effective English Communication in Safe Flight Operations" (Test of English for International Communication. 2002 : 1) said that communication failures between air traffic controllers and pilots, as well as among aircraft crew is sometimes the result of inadequate English proficiency.

In China Airlines, English plays a significant role in communication between flight attendants themselves and between flight attendants and passengers, pilots, supervisors, ground personnel, and airport staff. For example, in-flight service announcements are presented in English, pre-flight briefings are conducted in English and emergency situation handling textbooks are English based (Chaithanatrakul. 2005 : interview).

China Airlines is a commercial airline that operates both passenger and cargo aircraft. China Airlines was founded on December 16, 1959 in Taipei, Taiwan, Republic of China. Its president is Mr. Chao Ringo. In 2006, China Airlines operates daily flights to 60 destinations in 23 countries on 4 continents with a fleet of 66 aircraft, and employs 2073 flight attendants of 6 nationalities: Indian, Japanese, Singaporean, Taiwanese, Thai and Vietnamese. In June 2006, China Airlines employed 98 Thai flight attendants, all based in Bangkok. These Bangkok-based flight attendants fly 8 routes to 4 international destinations:

Taipei, Hong-Kong, Amsterdam and Rome (China-Airlines.2006 : Online). The researcher is one of the 98 Thai flight attendants.

The Thai, flight attendants of China Airlines are non-native English speaking and must employ the English language as the means of communication in the workplace. Further, they must complete ground school training before they are qualified to perform duties on board China Airlines aircraft. The ground school training is provided in Taipei and lasts for two and a half months (Cabin Crew Service Training Department. 2000). All training is conducted in English and all textbooks are in English.

Thai flight attendants need not only listening and speaking skills during the ground school training and to communicate with passengers on boarded aircraft. At the ground school, reading and writing skills are also required. Thai flight attendants need to compose short paragraph answers on flight safety and in-flight service procedures, as well as to read manuals on new aircraft and equipment written in English. Thai flight attendants need to write reports such as in-flight incident reports, duty-free item shortage reports, and responses to passengers' complaint letters. They must read monthly company bulletins as well as other written materials issued from time to time.

To generate the best possible image and to assure the continued success of China Airlines, its flight attendants are vital success factors that the airline can not overlook. As the Thai flight attendants are China Airlines crewmembers, it is important that the flight attendants' English language skills are at sufficiently high levels to insure professional, polite

and respectful communication. This study is intended to identify the English language skill needs of Thai flight attendants on China Airlines. The findings of the study can serve as guidelines for any English language courses that may be designed to enhance the English language skills of these important China Airlines employees.

Purpose of the Study

The purpose of this study is to explore which English language skills of Thai Bangkok-based flight attendants working for China Airlines require attention in order for them to perform their duties effectively.

Research Questions

The above leads directly to the following research questions:

1. Which English language skills of Thai Bangkok-based flight attendants working for China Airlines are most needed to perform their jobs effectively?
2. What do Thai Bangkok-based flight attendants working for China Airlines believe to be their job specific English training needs?

Definition of Terms

The terms used in this study are defined as follows:

- Flight Attendants: The Thai, female, Bangkok-based flight attendants who work for China Airlines and care for passengers when an aircraft is flying from one destination to another
- English Language Skills: The job specific English language listening, speaking, reading and writing skills required by flight attendants working for China Airlines
- Ground School Training: The training provided by China Airlines to flight attendants which covers both standard service operations and emergency procedures

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature related to the research topic. It is divided into the 4 following sections: 1) The Training Needs Analysis Process, 2) Flight Attendants' Job Descriptions, 3) Contents of China Airlines Ground School Training, and 4) Related Research.

1. The Training Needs Analysis Process

Rouda; Kusy (1995 : 38) said that, "Training is a learning process directly tied to specific situational results. In the case of training, the focus is usually based on improving individual and group behavior, on performance and on results to the organization". Another definition is that, "training is the process of transmitting and receiving information related to problem solving" (Halloran. 1978 : 17). Beebe, Mottet and Roach (2004) claimed that training is the process of developing skills in order to perform a specific job or task.

Based on these definitions, it can be said that training is an important process in business, because training is a tool to enhance organizational effectiveness. Sparhawk (1995 : 1) stated that, there are a number of effective techniques that can be used within the training process to achieve greater recognition and add value to the organization.

An organization's training program, or curriculum, should be designed in response to the needs of the organization and its tasks. Further, that training curriculum should give trainees an outcome that is of direct benefits to them.

Richterich, cited in Hutchinson; Waters (1987 : 56) stated that, "A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment". However, it is possible that the individuals' perceived needs may not parallel the perceptions of other interested parties.

To identify the English language skill needs of China Airlines' Thai Bangkok-based flight attendants, not only the flight attendants' views of their needs are important, but passengers' views of flight attendants' English language competencies are also important.

However, as a courtesy to China Airlines' passengers and in respect of their privacy, China Airlines prefers not to distribute questionnaires to passengers (Jiraporn Chaitanatrakul. 2006 : interview). Consequently, the Thai Bangkok-based flight attendants working for China Airlines will be the only respondents to the questionnaire.

To produce training that best satisfies needs, organizations should identify, as accurately as possible, what trainees actually need. Training needs analysis is the process required. Sparhawk, in "Identifying Targeted Training Needs", (1995 : 21) identified six steps in the training needs analysis process.

First, assess the current situation; the purpose of this step is to define the real situation in the organization. This is a very important first step and provides a clear definition of the problem(s) or weakness (es) requiring the training.

Second, envision the future; the purpose of this step is to define and understand how the organization of the future would look after training was successfully completed.

Third, gather information; the concept behind this step is to collect information to better understand what needs to be done to reach the expected future state.

Fourth, sort the information; the purpose here is to interpret the information gathered in step 3 to find out what it really tells about the current situation and what challenges might be met in moving to the future state.

Fifth, share the results; the purpose of this step is to share the results with concerned individuals and organizations in order to receive valuable constructive criticisms and other recommendations.

Sixth, design the next step, the objective of this step is to translate the feedback received in step 5 into a plan of action and create a list of activities that will be used in the training.

Among the six steps in the training needs analysis process, assessing the current situation is the first important step. This step will determine what training is required to improve job performance to meet the organizations' goals. As Sheal (1994 : 39) said,

“Before developing any kind of training, one needs to find out as much as possible about the target population, the people who are going to be trained”

This study will focus only on the first step of the training needs analysis process; assessing the current situation, i.e. the current English language skill needs of Thai Bangkok based flight attendants working for China Airlines.

2. Flight Attendants’ Job Descriptions

This section presents the responsibilities of flight attendants on passenger aircraft. Flight attendants’ job descriptions can be divided into 2 main areas. The first area is safety and emergency responsibilities. The second area is in-flight service responsibilities. Table 1, below, presents the job description of flight attendants in terms of safety and emergency responsibilities (Onetcenter. 2006 : Online).

TABLE 1 Safety and Emergency Responsibilities

Job Description	English Language Skills Used
1. Conduct aircraft safety checks at the beginning of each flight	1. Listen to the cabin chief’s orders 2. Make an oral report of the problems found 3. Read the checklists, signs and symbols
2. Conduct cabin electricity safety check	1. Make an oral report of the problems found 2. Read all precautions

TABLE 1 (continued)

Job Description	English Language Skills Used
3. Make safety and emergency announcements	<ol style="list-style-type: none"> 1. Make passengers announcements 2. Read announcements
4. Demonstrate safety and emergency equipment	<ol style="list-style-type: none"> 1. Listen to demonstration tapes
5. Check passengers' safety before the aircraft is ready to take off	<ol style="list-style-type: none"> 1. Tell passengers to complete their safety procedures
6. Answer passengers' questions about flight information	<ol style="list-style-type: none"> 1. Listen to passengers' questions 2. Answer passengers' inquiries
7. Assist passengers while entering or disembarking the aircraft	<ol style="list-style-type: none"> 1. Have conversations with passengers 2. Greet passengers 3. Read passengers' special assistance need tags
8. Attend preflight briefings	<ol style="list-style-type: none"> 1. Listen to the pilots and cabin chiefs' briefings 2. Answer emergency questions 3. Read service procedures for each flight
9. Direct and assist passengers in case of an emergency	<ol style="list-style-type: none"> 1. Listen to pilot's commands 2. Shout emergency commands 3. Read emergency equipment directions

TABLE 1 (continued)

Job Description	English Language Skills Used
10. Explain evacuation procedures and the use of escape routes	1. Listen to passengers inquiries 2. Explain the emergency evacuation procedures 3. Read evacuation manuals

In summary, with regards to safety and emergency responsibilities, flight attendants must read cabin safety checklists, signs, and cabin safety management manuals.

Additionally, they must have a good command of oral English communication skills, especially when listening to the flight briefings, captain's orders, and giving cabin safety demonstrations to passengers. Further, flight attendants must present in-flight announcements clearly as well as have interactive conversations with passengers concerning flight inquiries and safety issues.

Apart from safety and emergency responsibilities of flight attendants, airlines also expect flight attendants to provide passengers with hospitality and in-flight services. The job description of flight attendants in terms of in-flight services is presented in Table 2 (Onetcenter. 2006 : Online).

TABLE 2 In-Flight Service Responsibilities

Job Description	English Language Skills Used
1. Assist passengers store luggage in proper storage areas	1. Listen to passengers questions 2. Tell passengers the proper places for their luggages
2. Ensure that food, beverages, blankets, reading materials, and other supplies are aboard and in adequate supply	1. Listen to caterer's briefings 2. Make oral reports on supply quantities 3. Read passenger special assistance need reports
3. Serve meals and beverages to passengers	1. Ask passengers for meal and beverage choices 2. Listen to passengers' choice of meal and beverage
4. Conduct periodic inspections through the cabin to ensure passenger comfort	No English language skills are needed
5. Distribute reading materials, headphones, pillows, blankets and playing cards	1. Ask passengers for their selection of these services
6. Determine special assistance needs of passengers	1. Listen carefully to passengers' needs 2. Speak to passengers

TABLE 2 (continued)

Job Description	English Language Skills Used
7. Help in case of passenger illnesses on board	1. Listen to passengers' health complaints 2. Ask passenger how they feel, what they need.. .
8. Monitor and review events, passengers and the environment in the cabin to detect and assess problems	1. Listen to the cabin chief's inquiries and environmental noises 2. Answer in-cabin phone calls 3. Converse with passengers 4. Write in-flight incident reports and passenger complaint reports

In summary, to provide the hospitality and warmest in-flight services for passengers, flight attendants should have a good command of English in order to respond to passenger inquiries and any in-flight service issues. For example, flight attendants must deal with passenger beverage and meal choices, reading material services, blanket and pillow services, and health-care services. Similar to safety and emergency responsibilities, listening to pilot's briefings, as well as to caterer's briefings, are also core listening skill tasks.

Additionally, flight attendants must read passenger special assistance need reports and answer in-flight phone calls which implies that understanding airline technical terms is also a requirement for flight attendants. Finally, writing skills, although rarely used in safety

and emergency responsibilities, are needed for reporting in-flight incidents and passengers' complaints.

As shown in the two preceding tables, all four English language skills are needed for flight attendants. The flight attendants need to listen to commands and briefings, hold interactive conversations with passengers, read signs, symbols, and tags, and write in-flight incident and complaint reports.

Besides, knowing their jobs (as defined in their job description), flight attendants must have adequate levels of English language proficiency to work professionally, politely, and respectfully, and they must update their knowledge of new aircraft and equipment to ensure that they are qualified to perform their duties.

Consequently, commercial airlines, including China Airlines, have established ground schools to train their flight attendants to ensure that they are qualified to perform their duties on board passenger aircraft. The contents of China Airlines' ground school training are presented in the next section.

3. Contents of China Airlines Ground School Training

On Tuesday, July 7, 2005, Mr. Peter Liu, General Manager and Ms. Christina Jou, Supervisor of China Airlines Cabin Crew Service Training Department were interviewed at

China Airlines headquarters in Taipei, Taiwan. The interview focused on the contents of training courses that China Airlines provides new flight attendants at its ground school in Taipei. An overview of the interview is presented below (Liu & Jou, Interview. 2005).

China Airlines provides ground school training for every new flight attendant. This ground school training lasts approximately 10 weeks. Once the flight attendants complete the ground school training, they are qualified to perform duties on board China Airlines aircraft. Training contents are divided into two main areas: safety and emergency training and in-flight service training, as seen in the job descriptions in the preceding section.

Safety and Emergency Training includes 113 hours of instruction in the following areas:

- General Aircraft Types
- Emergency Evacuation Procedures (Land and Water)
- How to survive after evacuation (Land and Water)
- How to use emergency equipment
- Fire Fighting Procedures
- Dangerous Goods Handling
- Mock up of Cabin Door Mode Operations
- Aircraft Inspection

In-Flight Service Training includes 328 hours of instruction in the following areas:

- General Aircraft Types
- First Aid
- Crew Resource Management
- Unruly Passenger Handling
- Basic Chinese Service Dialogues
- Basic English Service Dialogues and Announcements
- Manners and Etiquette
- In-flight Grooming and Make-up
- In-flight Service Procedures
- In-flight Service Skills
- In-flight Meals and Beverage Service

The contents of Ground School training by China Airlines for its flight attendants are defined, as closely as possible, by the flight attendants' job descriptions. The training is aimed to promote a better understanding of flight attendants' responsibilities and insure that flight attendants are able to perform their jobs effectively. All Ground School training is conducted in English as the medium of communication, as are daily flights on board China Airlines passenger aircraft. However, no specific English language skills courses are offered by China Airlines.

The need for high levels of competence in all four English language skills by China Airlines flight attendants is both broad and deep, and China Airlines provides in-depth ground school training focused on specific flight attendant responsibilities in the areas of safety and emergencies, and in-flight services. The wider focus of this research is to determine which English language skill needs may remain to be treated with job specific English language training.

4. Related Research

Analysis of English language skill needs has been conducted on various groups of people both in Thailand and other countries. The research presented in this section is relevant to the study of English language skill needs analysis in Thailand. The following are some examples of studies of English language skill needs in various fields.

Sutthawatsunthon (2003) carried out research on “Communicative English Skills Needed among Engineers of the Thai Airways”. The findings revealed that speaking was the most important and needed skill by THAI’s engineers, followed by listening, writing, and reading skills. The results indicated that the Thai Airways engineers needed the company to provide English language training courses focusing on speaking skills as a priority.

Nartthanarung (2004) conducted research entitled, “A Study of English Usage by IT Personnel in the Government Savings Bank” to explore English usage in daily work tasks and the English language problems faced by IT personnel in the Government Savings Bank

of Thailand. The results showed that reading skills were the most used and most problematic, followed by listening, writing and speaking skills respectively. The findings also suggested that a training program for IT staff should emphasize technical vocabulary.

Sopon (2001) conducted a research study entitled, "A Study of the English Language Needs in the Thai Workplace". Sopon found that Thai citizens who worked in multi-national companies in Bangkok required reading as the most important skill, followed by writing, listening, and speaking skills.

Phensiri (1999) carried out research on, "English Language Usage of Thai Government Officials in The Ministry of Education". The findings indicated that reading was the most frequently used skill, followed by writing, speaking, listening and translating respectively. The findings also revealed that the subjects' language skills were inadequate for their work requirements.

Sucompa (1998) conducted "A Survey Study of Current Needs Problems in Using Technical English for tourism for the Higher-Certificate Level Students of Rajamangala Institute of Technology (RIT)". The findings showed that tourism workers regarded listening, speaking and reading skills as more important than writing and translation skills. Employers and owners of travel agencies also required tourism workers to listen, speak, and read more efficiently than translate or write.

Jiranapakul (1996) conducted a research project entitled, "English Language Needs for Communication by Thai Engineers". The results indicated that all four skills were very useful for the engineers in doing their jobs well and for their career advancement. Most of the engineers perceived that their reading skills were better than their listening, speaking and writing skills respectively.

The related research presented above demonstrates that English language skill needs in various career areas have been analyzed in Thailand. However, no research could be found on the English language skill needs of Thai flight attendants. Therefore, this research is conducted to explore the English language skill needs of Thai flight attendants working for China Airlines.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology and the procedures used in this study. It is divided into 4 sections: 1. Population of the study, 2. Research Instrument, 3. Data Collection, and 4. Data Analysis.

1. Population of the study

The participants in this study consisted of all 98 Thai flight attendants working for China Airlines. All flight attendants had a minimum of 6 months flying experience. The 6 month minimum flying experience criteria was imposed to insure that all respondents had sufficient on-job experience to be fully aware of their English language skill needs. All flight attendants were based in Bangkok and flew on crew rosters regularly departing from Don Muang International Airport in Bangkok, Thailand. These flight attendants were all female. China Airlines does not employ male flight attendants based in Bangkok. All flight attendants were Thai nationals with up to 12 years experience as flight attendants with China Airlines, and aged between 24 – 35 years old. They were all trained and qualified to perform duties on board China Airlines passenger aircraft.

2. Research Instrument

The instrument used in this study was a questionnaire. (See Appendix B.)

Permission to distribute questionnaires to China Airlines Bangkok-based flight attendants was granted by Ms. Jiraporn Chaitanatrakul, Cabin Crew Dispatch Manager of China Airlines, Bangkok-based Thailand, on 14 July 2006. (See Appendix A.)

The questionnaire was designed based on the flight attendants' job descriptions and China Airlines ground school training curriculum.

The questionnaire was prepared in English only and was divided into 2 parts.

Part I: Frequency of use of the English language skills

This part aimed to determine how often English language skills were used by the respondents. The respondents were asked to rank their frequency of use of the job specific English language skills as listed on their job descriptions and as trained for in ground school. The respondents ranked their use of the four English language skills as follows: 4 Always Used, 3 Often Used, 2 Occasionally Used and 1 Rarely Used.

Part II: Level of the English language skills training need

The second part of the questionnaire aimed to determine what the flight attendants believed their English language skill training needs to be. The respondents ranked their English language training needs as follows: 4 Highly Needed, 3 Quite Needed, 2 Somewhat Needed, and 1 Not Needed.

3. Data Collection

The 98 questionnaires were distributed to and collected from the respondents at the flight attendants' briefing room of China Airlines at Don Muang International Airport, Bangkok in August 2006. The respondents were asked to complete the questionnaires within one day. Both departing and arriving flight attendants participated in this study.

4. Data Analysis

The data obtained from the respondents were analyzed by descriptive statistics: mean and percentage scores. The findings are presented in the form of tables with descriptions, and conclusions are drawn and discussed in the following chapters.

CHAPTER 4

FINDINGS

The purpose of this chapter is to present the findings of the data analysis in narrative and tabular form. The presentation is divided into 3 parts. Part 1 presents China Airlines Thai flight attendants' flight experience. Part 2 describes the frequency of use of English language skills. The level of personal need for English language training is presented in part 3.

The findings are based on the data obtained from the returned questionnaires.

Part 1 China Airlines Thai Flight Attendants' Flight Experience

Questionnaires were distributed to all 98 China Airlines Bangkok-based Thai flight attendants in August 2006. Seventy-five completed questionnaires were returned, 76.53 % of the total. The flight experience with China Airlines of the 75 Bangkok-based Thai flight attendants responding to the questionnaire is presented below.

TABLE 3 China Airlines Thai Flight Attendants' Flight Experience

Length	Number	Percentage
6 months to 4 years	13	17.33
5 years to 8 years	35	46.67
9 years to 12 years	27	36.00
Total	75	100.00

Table 3 defines the flight experience profile of the Thai flight attendant respondents working for China Airlines. Thirty-five flight attendants, who had been flying with China Airlines between 5 and 8 years, comprised the largest group (46.67%). Twenty-seven flight attendants with 9 to 12 years flight experience formed the second largest group (36.00%). The 13 flight attendants, who had been flying between 6 months and 4 years, were the smallest group of respondents (17.33%). The large majority of respondents were experienced professionals with 5 years or more flight experience.

Part 2 The Frequency of Use of English Language Skills

The 3 groups of respondents (6 months to 4 years, 5 years to 8 years and 9 years to 12 years) were asked to indicate how often they employed their listening, speaking, reading and writing English language skills in the workplace. The respondents answered the questionnaire items using the scale: 4 = Always Used to 1 = Rarely Used as indicated on the left below. To facilitate the description of the findings, the frequency of use ranges of Always Used = 3.51 – 4.00 to Rarely Used = 1.00 – 1.50 are indicated on the right below.

4 = Always Used,	(3.51 – 4.00)
3 = Often Used,	(2.51 – 3.50)
2 = Occasionally Used,	(1.51 – 2.50)
1 = Rarely Used.	(1.00 – 1.50)

The findings with regard to the frequency of use of English language skills for each of the 3 groups are summarized in Tables 4 – 7, recapped in Table 8 and the mean average score for each English language skill of the 3 groups of respondents is shown in Table 9. Mean scores in the tables are “weighted mean scores” calculated by multiplying the number of responses to each item by the level of frequency used (4, 3, 2, 1) and dividing the sum by the total number of respondents in each group. This makes mean scores comparable between items and between groups. At the bottom of each table, the English language skill use mean scores/group and the overall English language skill use mean score (all groups) are presented. Raw data on the number of responses per item and per group are presented in Appendix C

The responses of the 3 groups of respondents regarding the use of their English language listening skills have been tabulated and are presented in Table 4 below.

TABLE 4 Frequency of Use of Listening Skills

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Listen to the cabin chief's orders	3.31	3	2.86	3	3.22	3
1.2 Listen to the safety demonstration tape	3.23	3	2.37	2	2.96	3
1.3 Listen to passengers' questions about flight information	3.46	3	3.26	3	3.04	3
1.4 Listen while passengers are boarding	2.77	3	2.60	3	2.89	3
1.5 Listen to pre-flight briefings	3.38	3	3.31	3	3.26	3
1.6 Listen to the captain's emergency commands	2.71	3	2.34	2	2.48	2
1.7 Listen to passengers' inquiries about safety	2.46	2	2.49	2	2.59	3
1.8 Listen to passengers' complaints	3.15	3	2.46	2	2.81	3
1.9 Listen to the caterer's briefings	2.54	3	2.40	2	2.33	2
1.10 Listen to ground school training lectures	2.77	3	3.46	3	3.37	3
1.11 Listen to passengers' health complaints on board	2.38	2	2.37	2	2.44	2
1.12 Listen to passengers' special assistance needs	3.23	3	2.63	3	2.85	3
1.13 Listen to the cabin chief's inquiries and environment noises in the cabin	3.31	3	2.71	3	2.67	3
Listening Skill Mean Scores/Group	2.98	3	2.71	3	2.84	3
Overall Listening Skill Mean Score (All Groups)			2.84	3		

Table 4 shows that the mean English language listening skill level of use was “often used” (level 3) by all 3 groups of respondents. However, the respondents in the group of 6 months to 4 years flight experience used this skill most often with a mean score of 2.98, followed by the group of 9 to 12 years flight experience (mean score 2.84) and the group of 5 to 8 years flight experience (mean score 2.71). The overall English language listening skill mean score for all groups was 2.84.

The 6 months to 4 years group tended to listen more frequently to the captain’s emergency commands and the caterer’s briefings (level 3, often used) than did the other 2 groups of respondents (level 2, occasionally used). The 5 to 8 years flight experience group felt they listened less frequently to the safety demonstration tape and passengers’ complaints (level 2, occasionally used) than did the other 2 groups (level 3, often used). The 9 to 12 years flight experience group reported listening more frequently to passengers’ inquiries about safety (level 3, often used) than the other 2 groups (level 2, occasionally used).

The responses of the 3 groups of respondents regarding the use of their English language speaking skills have been tabulated and are presented in Table 5 below.

TABLE 5 Frequency of Use of Speaking Skills

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Make oral reports on safety and emergency problems	2.77	3	3.00	3	3.19	3
1.2 Make oral reports on electricity problems	2.00	2	2.63	3	2.63	3
1.3 Announce in-flight announcements	2.31	2	2.09	2	2.33	2
1.4 Tell passengers to complete their safety cautions before take off	3.69	4	3.06	3	3.63	4
1.5 Answer passengers' inquiries about flight information	3.38	3	3.09	3	3.26	3
1.6 Have conversations with passengers while boarding and disembarking the aircraft	3.54	4	3.09	3	3.15	3
1.7 Speak among colleagues	2.92	3	2.60	3	2.44	2
1.8 Answer emergency questions during pre-flight briefings	3.15	3	3.00	3	3.41	3
1.9 Mediate to relieve passengers' in-flight complaints	2.46	2	2.57	3	2.67	3
1.10 Shout emergency commands	2.08	2	2.20	2	2.04	2
1.11 Explain emergency evacuation procedures to passengers	2.92	3	2.83	3	2.70	3
1.12 Tell passengers the proper storage areas to store their luggages	3.54	4	3.34	3	3.22	3
1.13 Make oral reports on in-flight supply quantities	3.00	3	2.57	3	2.59	3
1.14 Explain meal and beverage choices to passengers	3.57	4	3.43	3	3.56	4

TABLE 5 (continued)

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.15 Serve passengers' selections of blankets, pillows, playing cards, reading materials	3.54	4	2.94	3	3.26	3
1.16 Care and help in case of passenger illnesses on board	2.38	2	2.46	2	2.74	3
1.17 Answer in-cabin phone calls	3.23	3	3.06	3	3.30	3
1.18 Discuss ground school training	3.08	3	3.31	3	2.93	3
Speaking Skill Mean Scores/Group	2.98	3	2.85	3	2.95	3
Overall Speaking Skill Mean Score (All Groups)			2.93	3		

All 3 groups of respondents rated their use of English language speaking skills in level 3 (often used). As with the listening skill, the respondents in the group of 6 months to 4 years flight experience used this skill most often with a mean score of 2.98, followed by the group of 9 to 12 years flight experience (mean score 2.95). The group of 5 to 8 years flight experience used this skill less often with a mean score of 2.85. The overall English language speaking skill mean score for all groups was 2.93.

The 6 months to 4 years group revealed that they spoke less frequently to make oral reports on electricity problems and to mediate to relieve passengers' in-flight complaints (level 2, occasionally used) than did the other 2 groups (level 3, often used).

Meanwhile, they tended to speak most frequently in conversations with passengers while boarding and disembarking the aircraft, to tell passengers about the proper storage areas for their luggage, and to serve passengers with blankets, pillows, playing cards, reading materials ...(level 4, always used) than did the other 2 groups of respondents (level 3, often used).

The 5 to 8 years flight experience group reported that they spoke less frequently to tell passengers to complete their safety cautions before take off and to explain meal and beverage choices to passengers (level 3, often used) than did the other 2 groups of respondents (level 4, always used). The 9 to 12 years flight experience group felt they spoke less frequently to colleagues (level 2, occasionally used) than did the other 2 groups (level 3, often used), but more frequently of care and help in case of passenger illnesses on board (level 3, often used) than the other 2 groups (level 2, occasionally used).

The responses of the 3 groups of respondents regarding the use of their English language reading skills have been tabulated and are presented in Table 6 below.

TABLE 6 Frequency of Use of Reading Skills

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Read checklists, signs and symbols of aircraft equipment	3.54	4	3.31	3	3.63	4
1.2 Read electricity precautions	2.77	3	2.91	3	3.15	3
1.3 Read in-flight announcement handbook	3.00	3	2.31	2	2.70	3
1.4 Read passengers' special need tags	2.62	3	2.69	3	2.81	3
1.5 Read company's memos, bulletins and announcements	3.69	4	3.46	3	3.30	3
1.6 Read emergency equipment directions	3.00	3	3.23	3	3.19	3
1.7 Read evacuation manuals	2.85	3	3.06	3	3.15	3
1.8 Read manuals and textbooks at ground school training	3.38	3	3.17	3	3.11	3
Reading Skill Mean Scores/Group	3.11	3	3.02	3	3.13	3
Overall Reading Skill Mean Score (All Groups)			3.09	3		

Table 6 shows that the mean English language reading skill level of use was “often used” (level 3) by all groups of respondents. The group of respondent who had flight experience between 9 and 12 years most often used reading skills with a mean score of 3.13, followed by the group of 6 months to 4 years flight experience (mean score 3.11) and the group of 5 to 8 years flight experience (mean score 3.02). The overall English language reading skill mean score for all groups was 3.09.

The 6 months to 4 years group reported reading company’s memos, bulletins and announcements more frequently (level 4, always used) than did the other 2 groups of respondents (level 3, often used). The 5 to 8 years flight experience group revealed they read the in-flight announcement handbook (level 2, occasionally used) and the checklists, signs and symbols of aircraft equipment (level 3, often used) less frequently than did the other 2 groups (level 3, often used and level 4, always used respectively).

The responses of the 3 groups of respondents regarding the use of their English language writing skills have been tabulated and are presented in Table 7 below.

TABLE 7 Frequency of Use of Writing Skills

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Write in-flight incident reports and passengers' complaint reports	2.69	3	2.17	2	2.33	2
1.2 Complete air crew's flight documents	3.00	3	2.63	3	2.78	3
1.3 Take notes on pre-flight briefings	2.77	3	2.23	2	2.30	2
1.4 Write examinations at ground school training	3.08	3	2.57	3	2.67	3
Writing Skill Mean Scores/Group	2.88	3	2.40	2	2.52	3
Overall Writing Skill Mean Score (All Groups)			2.60	3		

Table 7 shows the frequency of use of English language writing skills. The respondents in the groups of 6 months to 4 years and 9 to 12 years flight experience both “often used” writing skills (level 3), with mean scores of 2.88 and 2.52 respectively, but the 5 to 8 years flight experience group used this skill occasionally (level 2) with a mean score of 2.40. The overall English language writing skill mean score for all groups was 2.60.

The 6 months to 4 years group tended to write notes on pre-flight briefings, in-flight incident reports and passengers' complaint reports (level 3, often used) more often than did the other 2 groups of respondents (level 2, occasionally used).

The findings with regard to the frequency of use of each of the four English language skills are recapped in Table 8 below.

TABLE 8 Frequency of Use of All Four English Language Skills

English Language Skill	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean Score	Level	Mean Score	Level	Mean Score	Level
Listening	2.98	3	2.71	3	2.84	3
Speaking	2.98	3	2.85	3	2.95	3
Reading	3.11	3	3.02	3	3.13	3
Writing	2.88	3	2.40	2	2.52	3
Four Skill Mean Scores /Group	2.99	3	2.74	3	2.86	3
Overall Four Skills Mean Score (All Groups)	2.86		3			

Table 8 reveals that the mean frequency of use of all four English language skills level of use was “often used” (level 3) by all 3 groups of the respondents. In summary, regarding the frequency of use of four English language skills; listening, speaking, reading and writing, the findings indicate that the respondents who had 6 months to 4 years flight experience most often employed these 4 skills with a mean score of 2.99, followed by the 9 to 12 years flight experience group with a mean score of 2.86. The 5 to 8 years flight experience group of respondents less often employed all four English language skills with a

mean score of 2.74. The overall frequency of use of all four English language skills mean score for all groups was 2.86.

Table 8 clearly reveals that the most junior respondents, who had 6 months to 4 years flight experience, were the group who believed they employed all four English language skills most frequently. This group was followed by the most senior group of respondents (9 to 12 years flight experience).

The overall four skills mean scores for these two groups were equal to or above the overall mean score for all groups (2.86). The mid-range group, the respondents with 5 to 8 years flight experience, reported their frequency of use of all four skills below the overall mean score for all groups with a group mean score of 2.74.

The mean scores for each English language skill of the three groups of respondents are averaged and shown in Table 9.

TABLE 9 Mean Averages for Frequency of Use of Each English Language Skill

English Language Skill	6 mths to 4 yrs Mean Score	5 to 8 yrs Mean Score	9 to 12 yrs Mean Score	Mean Average
Reading	3.11	3.02	3.13	3.09
Speaking	2.98	2.85	2.95	2.93
Listening	2.98	2.71	2.84	2.84
Writing	2.88	2.40	2.52	2.60

When the mean scores for each English language skill of the 3 groups of respondents are averaged, the overall ranking of the frequency of use of each English language skill emerges. The reading skill ranked first as the most frequently used with a mean average of 3.09. This ranking was followed in descending order of use by the speaking skill (2.93), the listening skill (2.84) and the writing skill (2.60).

In summary, China Airlines flight attendants reported that they used the English reading skill most in order to keep up-to-date with all technical and procedural aspects of their jobs. This implies that the flight attendants were conscientious about reading the company's printed materials written only in English. The respondents reported using oral communicate skills and the writing skill for reports and correspondence less frequently.

Part 3 The Level of Personal Need for English Language Training

To determine the level of personal need for English language training, the 3 groups of respondents (6 months to 4 years, 5 years to 8 years and 9 years to 12 years) were asked to evaluate their level of need for training with regard to each of the items in the lists to which they had already indicated their frequency of use.. The respondents rated the levels of their personal needs using the scale: 4 = Highly Needed to 1 = Not Needed as indicated on the left below. To facilitate the description of the findings, the level of personal need of Highly Needed = 3.51 – 4.00 to Not Needed = 1.00 – 1.50 are indicated on the right below.

4 = Highly Needed,	(3.51 – 4.00)
3 = Quite Needed,	(2.51 – 3.50)
2 = Somewhat Needed,	(1.51 – 2.50)
1 = Not Needed	(1.00 – 1.50)

The findings with regard to the level of personal need for English language training for each of the 3 groups are summarized in Tables 10 – 13, recapped in Table 14 and the mean average for each English language skill training need of the three groups of respondents is averaged as shown in Table 15 below. Mean scores in the tables are calculated in the same way as employed in Part 2 of this study. At the bottom of each table, the level of personal need for English language training mean scores/group and the overall level of personal need for English language training mean score (all groups) are presented. Raw data on the number of responses per item and per group are presented in Appendix D.

The responses of the 3 groups of respondents with regard to their levels of need for English language listening skill training are detailed in Table 10 below.

TABLE 10 Level of Listening Skill Training Need

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Listen to the cabin chief's orders	2.85	3	2.34	2	2.56	3
1.2 Listen to the safety demonstration tape	2.38	2	2.63	3	2.41	2
1.3 Listen to passengers' questions about flight information	2.77	3	3.03	3	2.48	2
1.4 Listen while passengers are boarding	2.38	2	2.31	2	2.22	2
1.5 Listen to pre-flight briefings	2.69	3	2.71	3	2.56	3
1.6 Listen to the captain's emergency commands	3.08	3	2.77	3	2.70	3
1.7 Listen to passengers' inquiries about safety	2.85	3	2.74	3	2.37	2
1.8 Listen to passengers' complaints	2.69	3	2.54	3	2.56	3
1.9 Listen to caterer's briefings	1.85	2	2.63	3	2.04	2
1.10 Listen to ground school training lectures	3.46	3	3.23	3	3.04	3
1.11 Listen to passengers' health complaints on board	3.00	3	2.74	3	2.70	3
1.12 Listen to passengers' special assistance needs	2.77	3	2.94	3	2.74	3
1.13 Listen to the cabin chief's inquiries and environment noises in the cabin	2.77	3	2.43	2	2.30	2

TABLE 10 (continued)

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
Listening Skill Mean Scores/Group	2.73	3	2.70	3	2.51	3
Overall Listening Skill Mean Score (All Group)			2.65	3		

Table 10 shows that the mean level of personal listening skill training need was “quite needed” (level 3) by all 3 groups of the respondents. The respondents in the group of 6 months to 4 years flight experience reported most needing to be trained in listening skills with a mean score of 2.73, followed by the group of 5 to 8 years (mean score 2.70) and the group of 9 to 12 years flight experience (mean score 2.51). The overall English language listening skill need mean score for all groups was 2.65.

The 6 months to 4 years group reported that they needed more training to listen to the cabin chief’s inquiries and environment noises in the cabin (level 3, quite needed) than did the other 2 groups of respondents (level 2, somewhat needed). The 5 to 8 years flight experience group claimed that they needed more training to listen to the safety demonstration tape and the caterer’s briefings (level 3, quite needed) than did the other 2 groups of respondents (level 2, somewhat needed). However, they felt that they needed less training to listen to the cabin chief’s orders (level 2, somewhat needed) than did the other 2 groups of respondents (level 3, quite needed). The 9 to 12 years group reported

needing less training to listen to passengers' questions about flight information and passengers' inquiries about safety (level 2, somewhat needed) than did the other 2 groups of respondents (level 3, quite needed).

The responses of the 3 groups of respondents with regard to their levels of need for English language speaking skill training are detailed in Table 11 below.

TABLE 11 Level of Speaking Skill Training Need

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Make oral reports on safety and emergency problems	2.69	3	2.97	3	2.74	3
1.2 Make oral reports on electricity problems	2.54	3	2.77	3	2.56	3
1.3 Announce in-flight announcements	3.08	3	2.74	2	2.59	3
1.4 Tell passengers to complete their safety cautions before take off	2.46	2	2.86	3	2.30	2
1.5 Answer passengers' inquiries about flight information	2.85	3	3.06	3	2.48	2
1.6 Have conversations with passengers while boarding and disembarking the aircraft	2.85	3	2.74	3	2.26	2
1.7 Speak among colleagues	1.85	2	2.34	2	1.96	2
1.8 Answer emergency questions during pre-flight briefings	2.77	3	3.06	3	2.63	3
1.9 Mediate to relieve passengers' in-flight complaints	2.62	3	2.86	3	2.67	3

TABLE 11 (continued)

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.10 Shout emergency commands	2.92	3	2.89	2	2.59	3
1.11 Explain emergency evacuation procedures to passengers	3.15	3	3.09	3	2.67	3
1.12 Tell passengers the proper storage areas to store their luggage	1.92	2	2.54	3	1.96	2
1.13 Make oral reports on in-flight supply quantities	1.85	2	2.40	2	2.00	2
1.14 Explain meal and beverage choices to passengers	2.00	2	2.43	2	2.11	2
1.15 Serve passengers' selections of blankets, pillows, playing cards, reading materials	1.85	2	2.03	2	1.81	2
1.16 Care and help in case of passenger illnesses on board	3.08	3	3.09	3	2.52	3
1.17 Answer in-cabin phone calls	2.38	2	2.37	2	2.19	2
1.18 Discuss ground school training	3.15	3	2.89	3	2.67	3
Speaking Skill Mean Scores/Group	2.56	3	2.73	3	2.37	2
Overall Speaking Skill Mean Score (All Groups)			2.55	3		

Table 11 reports a non-consensus finding. The respondents in the group of 5 to 8 years flight experience reported needing speaking skill training at the “quite needed” level (level 3) with a mean score of 2.73 as did the 6 months to 4 years group with a mean score

of 2.56, while the group with 9 to 12 years flight experience reported that they only “somewhat needed” speaking skill training with a mean score of 2.37. Overall, the mean level of speaking skill training need for all three groups of respondents was “quite needed” (level 3) with a mean score for all groups of 2.55.

The 5 to 8 years flight experience group tended to need less training to announce in-flight announcements and shout emergency commands (level 2, somewhat needed) than did the other 2 groups of the respondents (level 3, quite needed). The 9 to 12 years flight experience group claimed less need (level 2, somewhat needed) for training to answer passengers’ inquiries about flight information and have conversations with passengers while boarding and disembarking the aircraft than did the other 2 groups of respondents (level 3, quite needed).

The responses of the 3 groups of respondents with regard to their levels of need for English language reading skill training are detailed in Table 12 below.

TABLE 12 Level of Reading Skill Training Need

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Read checklists, signs and symbols of aircraft equipment	2.77	3	2.54	3	2.33	2
1.2 Read electricity precautions	2.92	3	2.77	3	2.48	2
1.3 Read in-flight announcement handbooks	2.85	3	2.66	3	2.33	2
1.4 Read passengers' special need tags	2.46	2	2.80	3	2.07	2
1.5 Read company's memos, bulletins and announcements	2.85	3	3.20	3	2.48	2
1.6 Read emergency equipment directions	3.08	3	2.97	3	2.48	2
1.7 Read evacuation manuals	3.08	3	3.09	3	2.56	3
1.8 Read Manuals and textbooks at ground school training	3.15	3	3.26	3	2.67	3
Reading Skill Mean Scores/Group	2.89	3	2.91	3	2.43	2
Overall Reading Skill Mean Score (All Groups)			2.74	3		

Table 12 shows another non-consensus finding. The respondents in the 5 to 8 years flight experience group and the 6 months to 4 years flight experience group reported needing reading skill training at the "quite needed" level (level 3) with mean scores of 2.91 and 2.89 respectively. The 9 to 12 years flight experience group reported needing less

reading skill training with a mean score of 2.43 (somewhat needed level). The overall English language reading skill mean score for all groups was 2.74, “quite needed”.

The 5 to 8 years flight experience group felt they “quite needed” (level 3) to be trained to read passengers’ special need tags more than did the other 2 groups of respondents (level 2, somewhat needed). The 9 to 12 years flight experience group believed they needed less (level 2, somewhat needed) training to read checklists, signs and symbols of aircraft equipment, electricity precautions, in-flight announcement handbooks, company’s memos, bulletins and announcements and emergency equipment directions than did the other 2 groups of the respondents (level 3, quite needed).

The responses of the 3 groups of respondents with regard to their levels of need for English language writing skill training are detailed in Table 13 below.

TABLE 13 Level of Writing Skill Training Need

Item	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean	Level	Mean	Level	Mean	Level
	Scores		Scores		Scores	
1.1 Write in-flight incident reports and passengers' complaint reports	3.00	3	2.97	3	2.70	3
1.2 Complete air crew's flight documents	2.31	2	2.69	3	1.96	2
1.3 Take notes on pre-flight briefings	1.85	2	2.40	2	1.96	2
1.4 Write examinations at ground school training	2.77	3	2.89	3	2.41	2
Writing Skill Mean Scores/Group	2.48	2	2.74	3	2.26	2
Overall Writing Skill Mean Score (All Groups)			2.49	2		

Table 13 reports yet another non-consensus finding. The respondents in the 6 months to 4 years group rated their need for writing skill training as “somewhat needed” with a mean score of 2.48 and the 9 to 12 years flight experience group rated their need similarly with a mean score of 2.26. In contrast, the respondents who had 5 to 8 years flight experience group believed they needed more writing skill training with a mean score of 2.74 (quite needed).

The 5 to 8 years flight experience group tended to need more training to complete air crew's flight documents (level 3, quite needed) more than did the other 2 groups of respondents (level 2, somewhat needed). The 9 to 12 years flight experience group

reported less need for training (level 2, somewhat needed) in writing examinations at ground school training than did the other 2 groups of respondents (level 3, quite needed). The overall English language writing skill mean score for all groups was 2.49 (level 2, somewhat needed).

The findings with regard to the level of training need for each of the four English language skills are recapped in Table 14 below.

TABLE 14 Level of Training Need of All Four English Language Skills

English Language Skill	6 mths to 4 yrs		5 to 8 yrs		9 to 12 yrs	
	Mean Score	Level	Mean Score	Level	Mean Score	Level
Listening	2.73	3	2.70	3	2.51	3
Speaking	2.56	3	2.73	3	2.37	2
Reading	2.89	3	2.91	3	2.43	2
Writing	2.48	2	2.74	3	2.26	2
Four Skill Mean Scores/Group	2.66	3	2.77	3	2.39	2
Overall Four Skill Mean Score (All Groups)	2.61		3			

Table 14 reveals that the mean level of personal training need in all four English language skills was “quite needed” (level 3) by 2 groups of the respondents (the 6 months to 4 years and the 5 to 8 years groups) and “somewhat needed” (level 2) by the group of 9 to 12 years flight experience.

In summary, regarding the level of personal training need in all four English language skills; listening, speaking, reading and writing, the findings indicate that the respondents who had 5 to 8 years flight experience reported most needing training in English language skills with a mean score of 2.77, followed by the group of 6 months to 4 years flight experience (mean score 2.66). The 9 to 12 years flight experience group reported needing less training in all skills with a mean score of 2.39.

The most senior group of respondents, who had 9 to 12 years flight experience, was the group that was least concerned about their English language training needs. They reported a four skill mean score level of need of 2.39 (level 2, somewhat needed), this score being below the overall four skill mean score of all groups (2.61). The two more junior groups both reported mean scores for four skill English language training need above the overall mean score for all groups (2.61); the 6 months to 4 years flight experience group, 2.66; and the 5 to 8 years group, 2.77 (both level 3, quite needed).

The training needs' mean scores for each English language skill of the three groups of respondents are averaged and shown in Table 15 below.

TABLE 15 Mean Averages for Each English Language Skill Training Need

English Language Skill	6 mths to 4 yrs Mean Score	5 to 8 yrs Mean Score	9 to 12 yrs Mean Score	Mean Average
Reading	2.89	2.91	2.43	2.74
Listening	2.73	2.70	2.51	2.65
Speaking	2.56	2.73	2.37	2.55
Writing	2.48	2.74	2.26	2.49

When the mean scores for each English language skill training need of the 3 groups of respondents are averaged, the overall ranking of the training needs of each English language skill emerges. The reading skill ranked first as the skill most needing training with a mean average of 2.74. This ranking is followed in descending order of need by the listening skill (2.65), the speaking skill (2.55) and the writing skill (2.49).

In summary, the English language training needs reported by the Thai flight attendants were largely in line with their reporting of the frequency of English language skills use; the reading skill ranked first, the writing skill ranked fourth, only the listening and speaking skills exchanged positions. This correspondence between the ranking of the frequency of English language skills used and the need for training tends to confirm the accuracy of the reporting by the 75 flight attendants participating in the study. It should be noted that the 9 to 12 years flight experience group reported the lowest level of need for training on each of the four English language skills.

Conclusions will be drawn and discussed and recommendations for further study made in Chapter 5.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

This chapter is presented in three parts. The first part presents the answers to the research questions. The second part discusses the findings of the study in more detail, and finally, recommendations for further study are offered.

Research Question Answers

The findings of this study are based on the data collected by means of a questionnaire completed by 75 of 98 (76.53%) Thai, Bangkok based flight attendants working for China Airlines in August 2006. All respondents had a minimum 6 months flight experience, were female and flew on regular crew rosters. All respondents had been trained and were qualified to perform duties on board China Airlines passenger aircraft. The respondents were divided into three groups based on their years of experience with China Airlines: 6 months to 4 years, 5 to 8 years and 9 to 12 years.

The study aimed to determine which English language skills were most needed by the respondents to perform their jobs professionally, politely and respectfully. This was measured by the frequency of use of each English language skill. The study also sought to identify what the flight attendants believed were their levels of need for job specific English

language training. Two research questions were posed to focus this study on the above stated objectives. The answers to the research questions are presented below.

Research Question No.1: Which English language skills of Thai Bangkok-based flight

attendants working for China Airlines are most needed to perform their jobs effectively?

All three groups of respondents (6 months to 4 years, 5 to 8 years and 9 to 12 years) indicated that they considered the reading skill the most needed English language skill required to perform their jobs effectively, followed by the speaking skill, the listening skill, and the writing skill respectively. All three groups of respondents reported using the reading skill most frequently. (See Table 9.) The study found that the 6 months to 4 years and 5 to 8 years flight experience groups reported most often reading the company's memos, bulletins and announcements. The 9 to 12 years flight experience group mentioned most often reading checklists and signs and symbols of aircraft equipment.

While the reading skill ranked first as the English language skill most needed by the Thai, Bangkok-based flight attendants working for China Airlines to perform their jobs effectively, the other three skills ranked closely behind. All three groups of respondents reported that all four English language skills were often used in their jobs. The 6 months to 4 years flight experience group reported using all four English language skills most often,

followed by the 9 to 12 years flight experience group and the 5 to 8 years flight experience group. (See Table 8.)

Research Question No.2: What do Thai Bangkok-based flight attendants working for China Airlines believe to be their job specific English training needs?

All 3 groups of the respondents reported most needing training on the reading skill. This was followed by a need for training on the listening skill, speaking skill, and writing skill respectively. The results revealed that the respondents who had 6 months to 4 years and 5 to 8 years flight experience reported needing the most training on reading manuals and textbooks at ground school training, while the 9 to 12 years flight experience group cited the most need for training on listening to the ground school training lectures.

Discussion

The flight attendants are the members of an airlines' staff who have the most influence on passengers' images of the airline. How positive the passengers' impressions of the airline are depend largely on how professional, polite and respectful the flight attendants are. Thus, the ability of flight attendants to communicate with passengers is of vital importance. As a result, this study intended to identify the most needed (frequently used) English language skill as well as the English language training needs of Thai flight attendants working for China Airlines.

Contrary to what might have been expected, the English language skill that the Thai Bangkok-based flight attendants reported using most frequently and for which they also reported most needing training was the reading skill, the skill that passengers would least often take notice of flight attendants using. This is illustrated in Table 16 below. The averages for frequency of use (from Table 9) and training need (from Table 15) for each of the four English language skills are noted followed by the ranking from highest use and need to lowest. The ranking is indicated in parentheses.

TABLE 16 Frequency of Use and Need Ranking

English language skills	Frequency of Use	Training Need
Listening	2.84 (3)	2.65 (2)
Speaking	2.93 (2)	2.55 (3)
Reading	3.09 (1)	2.74 (1)
Writing	2.60 (4)	2.49 (4)

Table 16 shows that the Thai, Bangkok-based flight attendants (all 3 groups of respondents) perceived reading as the most often used skill, followed by speaking, listening and writing skills. All 3 groups of respondents also felt that they most needed training on the reading skill, followed by listening, speaking and writing skills. It is interesting to note that in both columns the reading skill ranked first and the writing skill ranked last; the speaking skill ranked second and the listening skill ranked third in terms of frequency of use; and the listening skill ranked second followed by the speaking skill in terms of training need.

This can be explained by the fact that after initial ground school training, Thai Bangkok-based flight attendants are required to read a large amount of printed materials on a regular basis such as service memos, equipment manual updates, policy and procedure changes, complaint letters, news updates, and cabin service bulletins all written in English.

Because China Airlines must keep all flight attendants up-to-date on flight and route information and changes in company and international conditions and regulations, and because China Airlines flight attendants must keep informed at all times, whether on duty or off duty, all flight attendants are provided with a China Airlines e-mail address to accommodate the large information flow.

Further, recurrent annual one week training at the China Airlines ground school in Taipei is all conducted in English. This training requires the reading skill as well as the other three English language skills. The situation is analogous to that of medical doctors. They are required to read copiously during initial training and to continue reading and attending seminars and conferences throughout their professional lives to keep up-to-date on developments in their fields. Their patients seldom, if ever, reflect on this fact, but are highly appreciative of it when their lives, or well-being, are in the hands of their physicians.

The findings also revealed what might be called the “junior/senior factor”. The least experienced flight attendants felt they employed all four English language skills the most in their jobs, but had a mid-level of need for training. The flight attendants with 5 to 8 years of experience reported using all four English language skills the least often of the three groups,

but felt the most need for training, and the most experienced group of respondents reported using the four English language skills at a mid-level, but reported needing English language training the least.

This is graphically illustrated in Figure 1 below, using the group mean scores for frequency of use of all four English language skills from Table 8 and the group mean scores for training need for all four English language skills from Table 14.

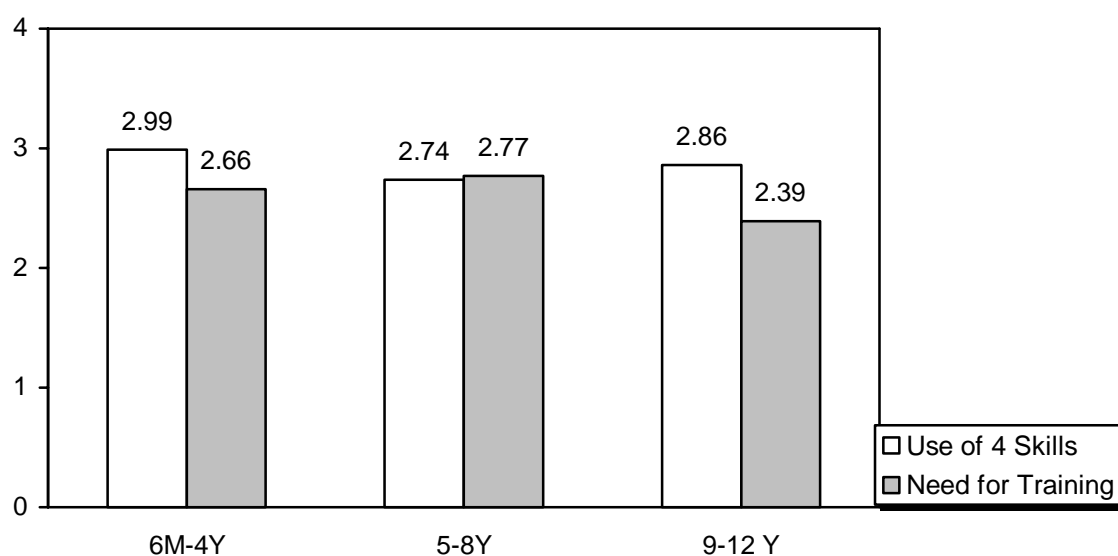


FIGURE 1 Junior/Senior Factor

The flight attendant team work characteristic, called the “junior/senior factor”, is well known at China Airlines.

The most junior flight attendants tend to perform more tasks on board aircraft, especially dealing with passengers, thereby using all English language skills more

frequently than do more senior personnel. This study revealed that the most junior group of flight attendants, those with 6 months to 4 years flight experience, reported most often employing all four English language skills (mean score 2.99), but they ranked their need for English language training second among the three groups (mean score 2.66). This group of flight attendants may perform more tasks requiring English language skills because they are new employees (compared to their more senior colleagues) and feel the need to demonstrate, or even prove, their skills and abilities to their senior colleagues and supervisors. They may also feel that their senior colleagues and supervisors expect them to do more. This group of the youngest flight attendants may also be exhibiting the common trait of youthful confidence, added to by their recent graduations from university and the China Airlines ground school.

The middle group of flight attendants, those with 5 to 8 years of flight experience, tends to perform fewer tasks on board aircraft that require active language skills such as speaking with passengers. As these flight attendants are in the middle experience group, they can ask the junior attendants to deal with repetitive tasks and depend on more senior staff for back up on tasks requiring more experience and responsibility. Because of this gradual change in the team work distribution of work, the 5 to 8 years flight experience group reported a drop in their frequency of use (need for) all four English language skills to the lowest level of all three group (mean score 2.74). This reduced use of English language

skills may result in a drop of confidence in their ability to use all English language skills leading to a sense that they need more English language training (mean score 2.77).

The most experienced flight attendants, those with 9 to 12 years of flight experience, are in positions of leadership and responsibility. To lead their colleagues of all nationalities they must communicate with them in English and they must be able to perform all tasks performed by flight attendants at anytime. Consequently, this group of flight attendants reported an increase in their frequency of use of (need for) all four English language skills to the second highest level of all groups (mean score 2.56). Conversely, this group of flight attendants reported the lowest level of need for English language training. This may be because of their years of experience using the language in all situations encountered by flight attendants.

The finding, that the Thai Bangkok-based flight attendants identified the English language reading skill as the most frequently used and most needing training, though possibly surprising to China Airlines training and Human resource personnel, leads directly to the recommendation that some additional training be offered on reading of the types of documents that flight attendants are regularly required to read. Because of the volume and regularity of reading required of flight attendants, a speed reading course might be useful for China Airlines flight attendants. The high level of job proficiency and customer satisfaction that flight attendants are expected to provide are not furnished only by services observable to passengers (primarily requiring listening and speaking skills), but also by the

up-to-date working knowledge that the flight attendants must have of their aircraft, equipment and procedures (primarily obtained via the reading skill).

The finding, that there appears to be a dip in the use of English and confidence in the 5 to 8 years experience group, suggests that some type of English language training should be offered to Thai Bangkok-based flight attendants during this period. This training should focus on the reading skill and include some training on the other three English language skills. This might be added to the recurrent annual one week training that is required of all flight attendants.

As much of the work, and virtually all of the reading required of flight attendants at China Airlines is performed in English, China Airlines should study the job specific English language needs of their flight attendants of all nationalities (including those from Taiwan) with an eye toward improving their English language skills and thereby their on-job performance, customer satisfaction and the overall performance of China Airlines.

As the findings of this study are based on the data collected from the 75 Thai Bangkok-based flight attendants working for China Airlines, the outcomes reflect the perspective of these flight attendants only. It would be useful for China Airlines to confirm the findings of this study with a survey of the passengers' view of the English language skill needs of the China Airlines flight attendants. This survey should include questions carefully crafted to determine if China Airlines passengers feel that the flight attendants have up-to-date working knowledge of the aircraft, equipment and procedures, i.e. that the flight

attendants have read all relevant materials regularly and effectively. The survey should also include questions related to the quality of the more observable services provided by the flight attendants: seating assistance, in-flight announcements, food and beverage services, dealing with problems and complaints. The survey should make no distinction regarding flight attendant nationality as virtually all China Airlines flight attendants are non-native speakers of English. Passengers would normally not be aware of the nationalities of the flight attendants in any case.

In conclusion, China Airlines curriculum and course designers and instructors should carefully analyze the job specific English language skill needs of all flight attendants and China Airlines human resource personnel and recruiters should review their recruitment tools and criteria with regard to English language skills, taking into consideration the findings of this study. At the same time, China Airlines should evaluate the associated training and recruitment costs compared to eventual returns on any investment.

Recommendations for Further Study

This study focused only on Thai, Bangkok-based flight attendants working for China Airlines. Further studies should be conducted in other airlines that employ non-native English speaking flight attendants. The findings would be beneficial to all such airlines. Should enough studies be completed, common job descriptions like the one at

<http://onlineOnetcenter.org/link/summary/39-6031.00>. could be written to include job

specific English language skills required of non-native English speaking flight attendants.

From these common job descriptions, specific English language recruitment profiles and tools could be designed and job specific English language training courses could be prepared. This would be beneficial to the airlines industry as a whole (which operates in English) as it would boost flight attendant English language performance and reduce recruitment and training costs for airlines.

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APPENDICES

APPENDIX A

Questionnaire Distribution Permission Letter

927 CC. Mansion, Ladprao 48,
Samsen-nok, Huay-kwang, Bangkok
10320Thailand

14 July, 2006

Dear Ms. Chaitanatrakul,
Cabin Crew Dispatcher (Bangkok-based) Manager

China Airlines, Bangkok International Airport, Viphavadi Road. Don-Muang Bangkok.

I am doing research on English Language Skill Needs of Thai Flight Attendants Employed by China Airlines which will be submitted for my Master's of Arts Degree in Business English for International Communication at Srinakarinwirot University.

Therefore, I respectfully request your permission to distribute questionnaires to China Airlines Bangkok-based flight attendants. The information gathered will be used for academic purposes only.

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

Yours sincerely,

Ms. Kesaree Dhanasmitthivesn

Approved:.....

(Ms. Jiraporn Chaitanatrakul)

Date:.....

APPENDIX B

Flight Attendant Questionnaire

QUESTIONNAIRE

This questionnaire is designed for a graduate research project in Business English for International Communication Program at Srinakharinwirot University. Your contribution in providing useful information is greatly appreciated. All information provided will be treated with the greatest confidentiality.

- China Airlines flight experience:**
- () 6 months to 4 years
- () 5 years to 8 years
- () 9 years to 12 years

Directions: Job specific English listening, speaking, reading and writing skills needed by China Airlines flight attendants are listed on the following pages.

After each skill, please indicate how frequently you use the skill on the job (Part I) and how importantly you believe you need English language training on the skill (Part II).

Part I: Please indicate how often you use the following English language skills on the job. Rank each skill by putting an "X" in the appropriate box from 4 to 1.

- 4 = Always used
- 3 = Often used
- 2 = Occassionally used
- 1 = Rarely used

Part II: Please indicate the level of your personal need for English language skill training. Rank each skill by putting an "X" in the appropriate box from 4 to 1.

- 4 = Highly Needed
- 3 = Quite Needed
- 2 = Somewhat Needed
- 1 = Not Needed

1. Listening skills

	Part I				Part II			
	Frequency of use of English Language Skills				Level of Personal Need for English Language Training			
	4	3	2	1	4	3	2	1
1.1 Listen to the cabin chief's orders								
1.2 Listen to the safety demonstration tape								
1.3 Listen to passengers' questions about flight information								
1.4 Listen while passengers are boarding								
1.5 Listen to pre-flight briefings								
1.6 Listen to captain's emergency commands								
1.7 Listen to passengers' inquiries about safety								
1.8 Listen to passengers' complaints								
1.9 Listen to caterer's briefings								
1.10 Listen to ground school training lectures								
1.11 Listen to passengers' health complaints on board								
1.12 Listen to passengers' special assistance needs								
1.13 Listen to cabin chief's inquiries and environment noises in the cabin								

Other listening skills:

Other writing skills:

APPENDIX C

Raw Data on the Number of Responses per Item and per Group

(Frequency of Use of English Language Skills)

Frequency of Use of English Language Skills

1. Listening skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	4	16	9	27	0	0	0	0	13	43	3.31	3
1.2	6	24	4	12	3	6	0	0	13	42	3.23	3
1.3	6	24	7	21	0	0	0	0	13	45	3.46	3
1.4	1	4	8	24	4	8	0	0	13	36	2.77	3
1.5	6	24	6	18	1	2	0	0	13	44	3.38	3
1.6	5	20	3	9	3	6	3	3	14	38	2.71	3
1.7	1	4	4	12	8	16	0	0	13	32	2.46	2
1.8	5	20	6	18	1	2	1	1	13	41	3.15	3
1.9	1	4	6	18	5	10	1	1	13	33	2.54	3
1.1	3	12	4	12	6	12	0	0	13	36	2.77	3
1.1	3	12	3	9	3	6	4	4	13	31	2.38	2
1.1	6	24	4	12	3	6	0	0	13	42	3.23	3
1.1	7	28	3	9	3	6	0	0	13	43	3.31	3
											2.98	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	6	24	18	54	11	22	0	0	35	100	2.86	3
1.2	5	20	12	36	9	18	9	9	35	83	2.37	2
1.3	15	60	14	42	6	12	0	0	35	114	3.26	3
1.4	3	12	19	57	9	18	4	4	35	91	2.60	3
1.5	14	56	18	54	3	6	0	0	35	116	3.31	3
1.6	8	32	8	24	7	14	12	12	35	82	2.34	2
1.7	4	16	17	51	6	12	8	8	35	87	2.49	2
1.8	4	16	11	33	17	34	3	3	35	86	2.46	2
1.9	9	36	4	12	14	28	8	8	35	84	2.40	2
1.1	20	80	11	33	4	8	0	0	35	121	3.46	3
1.1	3	12	8	24	23	46	1	1	35	83	2.37	2
1.1	4	16	17	51	11	22	3	3	35	92	2.63	3
1.1	5	20	15	45	15	30	0	0	35	95	2.71	3
											2.71	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	12	48	9	27	6	12	0	0	27	87	3.22	3
1.2	9	36	11	33	4	8	3	3	27	80	2.96	3
1.3	7	28	14	42	6	12	0	0	27	82	3.04	3
1.4	6	24	12	36	9	18	0	0	27	78	2.89	3
1.5	12	48	11	33	3	6	1	1	27	88	3.26	3
1.6	6	24	9	27	4	8	8	8	27	67	2.48	2
1.7	3	12	11	33	12	24	1	1	27	70	2.59	3
1.8	6	24	11	33	9	18	1	1	27	76	2.81	3
1.9	3	12	9	27	9	18	6	6	27	63	2.33	2
1.1	15	60	8	24	3	6	1	1	27	91	3.37	3
1.1	2	8	9	27	15	30	1	1	27	66	2.44	2
1.1	4	16	15	45	8	16	0	0	27	77	2.85	3
1.1	1	4	17	51	8	16	1	1	27	72	2.67	3
											2.84	3

Frequency of Use of English Language Skills

2. Speaking skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	3	12	4	12	6	12	0	0	13	36	2.77	3
2.2	0	0	3	9	7	14	3	3	13	26	2.00	2
2.3	3	12	1	3	6	12	3	3	13	30	2.31	2
2.4	9	36	4	12	0	0	0	0	13	48	3.69	4
2.5	6	24	6	18	1	2	0	0	13	44	3.38	3
2.6	8	32	4	12	1	2	0	0	13	46	3.54	4
2.7	5	20	3	9	4	8	1	1	13	38	2.92	3
2.8	6	24	3	9	4	8	0	0	13	41	3.15	3
2.9	1	4	5	15	6	12	1	1	13	32	2.46	2
2.1	3	12	1	3	3	6	6	6	13	27	2.08	2
2.1	5	20	3	9	4	8	1	1	13	38	2.92	3
2.1	8	32	4	12	1	2	0	0	13	46	3.54	4
2.1	3	12	8	24	1	2	1	1	13	39	3.00	3
2.1	11	44	1	3	1	2	1	1	14	50	3.57	4
2.2	8	32	4	12	1	2	0	0	13	46	3.54	4
2.2	0	0	6	18	6	12	1	1	13	31	2.38	2
2.2	6	24	4	12	3	6	0	0	13	42	3.23	3
2.2	4	16	6	18	3	6	0	0	13	40	3.08	3
											2.98	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	14	56	11	33	6	12	4	4	35	105	3.00	3
2.2	9	36	9	27	12	24	5	5	35	92	2.63	3
2.3	7	28	7	21	3	6	18	18	35	73	2.09	2
2.4	15	60	9	27	9	18	2	2	35	107	3.06	3
2.5	9	36	20	60	6	12	0	0	35	108	3.09	3
2.6	12	48	14	42	9	18	0	0	35	108	3.09	3
2.7	8	32	9	27	14	28	4	4	35	91	2.60	3
2.8	11	44	14	42	9	18	1	1	35	105	3.00	3
2.9	5	20	11	33	18	36	1	1	35	90	2.57	3
2.1	9	36	3	9	9	18	14	14	35	77	2.20	2
2.1	11	44	11	33	9	18	4	4	35	99	2.83	3
2.1	17	68	14	42	3	6	1	1	35	117	3.34	3
2.1	4	16	17	51	9	18	5	5	35	90	2.57	3
2.1	20	80	11	33	3	6	1	1	35	120	3.43	3
2.2	12	48	12	36	8	16	3	3	35	103	2.94	3
2.2	1	4	17	51	14	28	3	3	35	86	2.46	2
2.2	12	48	14	42	8	16	1	1	35	107	3.06	3
2.2	15	60	17	51	2	4	1	1	35	116	3.31	3
											2.85	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	11	44	10	30	6	12	0	0	27	86	3.19	3
2.2	1	4	15	45	11	22	0	0	27	71	2.63	3
2.3	8	32	6	18	0	0	13	13	27	63	2.33	2
2.4	18	72	8	24	1	2	0	0	27	98	3.63	4
2.5	8	32	18	54	1	2	0	0	27	88	3.26	3
2.6	8	32	15	45	4	8	0	0	27	85	3.15	3
2.7	3	12	9	27	12	24	3	3	27	66	2.44	2
2.8	15	60	8	24	4	8	0	0	27	92	3.41	3
2.9	3	12	12	36	12	24	0	0	27	72	2.67	3
2.1	4	16	4	12	8	16	11	11	27	55	2.04	2
2.1	7	28	8	24	9	18	3	3	27	73	2.70	3
2.1	12	48	9	27	6	12	0	0	27	87	3.22	3
2.1	1	4	14	42	12	24	0	0	27	70	2.59	3
2.1	15	60	12	36	0	0	0	0	27	96	3.56	4
2.2	12	48	11	33	3	6	1	1	27	88	3.26	3
2.2	1	4	18	54	8	16	0	0	27	74	2.74	3
2.2	14	56	7	21	6	12	0	0	27	89	3.30	3
2.2	12	48	4	12	8	16	3	3	27	79	2.93	3
											2.95	3

Frequency of Use of English Language Skills

3. Reading skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	8	32	4	12	1	2	0	0	13	46	3.54	4
3.2	1	4	8	24	4	8	0	0	13	36	2.77	3
3.3	3	12	8	24	1	2	1	1	13	39	3.00	3
3.4	1	4	6	18	6	12	0	0	13	34	2.62	3
3.5	9	36	4	12	0	0	0	0	13	48	3.69	4
3.6	3	12	7	21	3	6	0	0	13	39	3.00	3
3.7	4	16	3	9	6	12	0	0	13	37	2.85	3
3.8	6	24	6	18	1	2	0	0	13	44	3.38	3
											3.11	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	18	72	11	33	5	10	1	1	35	116	3.31	3
3.2	11	44	11	33	12	24	1	1	35	102	2.91	3
3.3	9	36	8	24	3	6	15	15	35	81	2.31	2
3.4	11	44	6	18	14	28	4	4	35	94	2.69	3
3.5	21	84	9	27	5	10	0	0	35	121	3.46	3
3.6	14	56	15	45	6	12	0	0	35	113	3.23	3
3.7	14	56	12	36	6	12	3	3	35	107	3.06	3
3.8	15	60	14	42	3	6	3	3	35	111	3.17	3
											3.02	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	18	72	8	24	1	2	0	0	27	98	3.63	4
3.2	11	44	9	27	7	14	0	0	27	85	3.15	3
3.3	8	32	9	27	4	8	6	6	27	73	2.70	3
3.4	8	32	7	21	11	22	1	1	27	76	2.81	3
3.5	14	56	7	21	6	12	0	0	27	89	3.30	3
3.6	12	48	8	24	7	14	0	0	27	86	3.19	3
3.7	11	44	9	27	7	14	0	0	27	85	3.15	3
3.8	12	48	9	27	3	6	3	3	27	84	3.11	3

APPENDIX D

Raw Data on the Number of Responses per Item and per Group

(Level of English Language Skills Training Need)

Level of English Language Skills Training Need

1. Listening skill

6 months - 4 years

13 staffs

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	3	12	6	18	3	6	1	1	13	37	2.85	3
1.2	2	8	3	9	6	12	2	2	13	31	2.38	2
1.3	4	16	4	12	3	6	2	2	13	36	2.77	3
1.4	1	4	6	18	3	6	3	3	13	31	2.38	2
1.5	1	4	8	24	3	6	1	1	13	35	2.69	3
1.6	5	20	4	12	4	8	0	0	13	40	3.08	3
1.7	3	12	6	18	3	6	1	1	13	37	2.85	3
1.8	4	16	4	12	2	4	3	3	13	35	2.69	3
1.9	1	4	1	3	6	12	5	5	13	24	1.85	2
1.1	8	32	4	12	0	0	1	1	13	45	3.46	3
1.1	3	12	8	24	1	2	1	1	13	39	3.00	3
1.1	4	16	4	12	3	6	2	2	13	36	2.77	3
1.1	4	16	4	12	3	6	2	2	13	36	2.77	3
											2.73	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	6	24	9	27	11	22	9	9	35	82	2.34	2
1.2	9	36	11	33	8	16	7	7	35	92	2.63	3
1.3	11	44	17	51	4	8	3	3	35	106	3.03	3
1.4	4	16	8	24	18	36	5	5	35	81	2.31	2
1.5	11	44	9	27	9	18	6	6	35	95	2.71	3
1.6	14	56	8	24	4	8	9	9	35	97	2.77	3
1.7	15	60	4	12	8	16	8	8	35	96	2.74	3
1.8	8	32	9	27	12	24	6	6	35	89	2.54	3
1.9	9	36	9	27	12	24	5	5	35	92	2.63	3
1.1	18	72	9	27	6	12	2	2	35	113	3.23	3
1.1	8	32	14	42	9	18	4	4	35	96	2.74	3
1.1	14	56	9	27	8	16	4	4	35	103	2.94	3
1.1	6	24	9	27	14	28	6	6	35	85	2.43	2
											2.70	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
1.1	6	24	6	18	12	24	3	3	27	69	2.56	3
1.2	6	24	6	18	8	16	7	7	27	65	2.41	2
1.3	4	16	11	33	6	12	6	6	27	67	2.48	2
1.4	3	12	6	18	12	24	6	6	27	60	2.22	2
1.5	5	20	8	24	11	22	3	3	27	69	2.56	3
1.6	8	32	6	18	10	20	3	3	27	73	2.70	3
1.7	3	12	8	24	12	24	4	4	27	64	2.37	2
1.8	3	12	11	33	11	22	2	2	27	69	2.56	3
1.9	3	12	4	12	11	22	9	9	27	55	2.04	2
1.1	9	36	11	33	6	12	1	1	27	82	3.04	3
1.1	4	16	11	33	12	24	0	0	27	73	2.70	3
1.1	3	12	15	45	8	16	1	1	27	74	2.74	3
1.1	1	4	9	27	14	28	3	3	27	62	2.30	2
											2.51	3

Level of English Language Skills Training Need

2. Speaking skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	3	12	6	18	1	2	3	3	13	35	2.69	3
2.2	1	4	7	21	3	6	2	2	13	33	2.54	3
2.3	3	12	9	27	0	0	1	1	13	40	3.08	3
2.4	2	8	6	18	1	2	4	4	13	32	2.46	2
2.5	3	12	6	18	3	6	1	1	13	37	2.85	3
2.6	6	24	3	9	0	0	4	4	13	37	2.85	3
2.7	0	0	4	12	3	6	6	6	13	24	1.85	2
2.8	3	12	7	21	0	0	3	3	13	36	2.77	3
2.9	3	12	3	9	6	12	1	1	13	34	2.62	3
2.1	6	24	3	9	1	2	3	3	13	38	2.92	3
2.1	6	24	3	9	4	8	0	0	13	41	3.15	3
2.1	1	4	3	9	3	6	6	6	13	25	1.92	2
2.1	1	4	1	3	6	12	5	5	13	24	1.85	2
2.1	3	12	0	0	4	8	6	6	13	26	2.00	2
2.2	0	0	4	12	3	6	6	6	13	24	1.85	2
2.2	4	16	6	18	3	6	0	0	13	40	3.08	3
2.2	3	12	3	9	3	6	4	4	13	31	2.38	2
2.2	6	24	4	12	2	4	1	1	13	41	3.15	3
											2.56	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	12	48	14	42	5	10	4	4	35	104	2.97	3
2.2	12	48	9	27	8	16	6	6	35	97	2.77	3
2.3	11	44	12	36	4	8	8	8	35	96	2.74	3
2.4	12	48	12	36	5	10	6	6	35	100	2.86	3
2.5	15	60	9	27	9	18	2	2	35	107	3.06	3
2.6	11	44	11	33	6	12	7	7	35	96	2.74	3
2.7	3	12	12	36	14	28	6	6	35	82	2.34	2
2.8	14	56	12	36	6	12	3	3	35	107	3.06	3
2.9	9	36	15	45	8	16	3	3	35	100	2.86	3
2.1	15	60	5	15	11	22	4	4	35	101	2.89	3
2.1	15	60	11	33	6	12	3	3	35	108	3.09	3
2.1	8	32	9	27	12	24	6	6	35	89	2.54	3
2.1	5	20	8	24	18	36	4	4	35	84	2.40	2
2.1	7	28	9	27	11	22	8	8	35	85	2.43	2
2.2	3	12	9	27	9	18	14	14	35	71	2.03	2
2.2	17	68	8	24	6	12	4	4	35	108	3.09	3
2.2	4	16	11	33	14	28	6	6	35	83	2.37	2
2.2	15	60	6	18	9	18	5	5	35	101	2.89	3
											2.73	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
2.1	6	24	8	24	13	26	0	0	27	74	2.74	3
2.2	3	12	9	27	15	30	0	0	27	69	2.56	3
2.3	8	32	6	18	7	14	6	6	27	70	2.59	3
2.4	3	12	6	18	14	28	4	4	27	62	2.30	2
2.5	3	12	11	33	9	18	4	4	27	67	2.48	2
2.6	3	12	5	15	15	30	4	4	27	61	2.26	2
2.7	3	12	1	3	15	30	8	8	27	53	1.96	2
2.8	8	32	4	12	12	24	3	3	27	71	2.63	3
2.9	6	24	6	18	15	30	0	0	27	72	2.67	3
2.1	8	32	4	12	11	22	4	4	27	70	2.59	3
2.1	6	24	9	27	9	18	3	3	27	72	2.67	3
2.1	3	12	4	12	9	18	11	11	27	53	1.96	2
2.1	3	12	3	9	12	24	9	9	27	54	2.00	2
2.1	3	12	6	18	9	18	9	9	27	57	2.11	2
2.2	1	4	2	6	15	30	9	9	27	49	1.81	2
2.2	6	24	8	24	7	14	6	6	27	68	2.52	3
2.2	3	12	6	18	11	22	7	7	27	59	2.19	2
2.2	8	32	6	18	9	18	4	4	27	72	2.67	3
											2.37	2

Level of English Language Skills Training Need

3. Reading skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	5	20	1	3	6	12	1	1	13	36	2.77	3
3.2	5	20	3	9	4	8	1	1	13	38	2.92	3
3.3	4	16	3	9	6	12	0	0	13	37	2.85	3
3.4	3	12	1	3	8	16	1	1	13	32	2.46	2
3.5	4	16	3	9	6	12	0	0	13	37	2.85	3
3.6	6	24	3	9	3	6	1	1	13	40	3.08	3
3.7	6	24	3	9	3	6	1	1	13	40	3.08	3
3.8	6	24	3	9	4	8	0	0	13	41	3.15	3
											2.89	3

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	9	36	8	24	11	22	7	7	35	89	2.54	3
3.2	12	48	11	33	4	8	8	8	35	97	2.77	3
3.3	11	44	11	33	3	6	10	10	35	93	2.66	3
3.4	12	48	8	24	11	22	4	4	35	98	2.80	3
3.5	17	68	11	33	4	8	3	3	35	112	3.20	3
3.6	12	48	14	42	5	10	4	4	35	104	2.97	3
3.7	14	56	15	45	1	2	5	5	35	108	3.09	3
3.8	16	64	15	45	1	2	3	3	35	114	3.26	3
											2.91	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
3.1	3	12	9	27	9	18	6	6	27	63	2.33	2
3.2	3	12	11	33	9	18	4	4	27	67	2.48	2
3.3	6	24	6	18	6	12	9	9	27	63	2.33	2
3.4	3	12	4	12	12	24	8	8	27	56	2.07	2
3.5	5	20	7	21	11	22	4	4	27	67	2.48	2
3.6	3	12	11	33	9	18	4	4	27	67	2.48	2
3.7	5	20	9	27	9	18	4	4	27	69	2.56	3
3.8	6	24	9	27	9	18	3	3	27	72	2.67	3
											2.43	2

Level of English Language Skills Training Need

4. Writing skill

6 months - 4 years

13 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
4.1	5	20	4	12	3	6	1	1	13	39	3.00	3
4.2	1	4	5	15	4	8	3	3	13	30	2.31	2
4.3	1	4	1	3	6	12	5	5	13	24	1.85	2
4.4	6	24	1	3	3	6	3	3	13	36	2.77	3
											2.48	2

5 years - 8 years

35 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
4.1	11	44	15	45	6	12	3	3	35	104	2.97	3
4.2	12	48	11	33	1	2	11	11	35	94	2.69	3
4.3	6	24	11	33	9	18	9	9	35	84	2.40	2
4.4	11	44	12	36	9	18	3	3	35	101	2.89	3
											2.74	3

9 years - 12 years

27 staff

Item	4		3		2		1		Summary			
	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Tally	Frequency	Mean	Level
4.1	6	24	11	33	6	12	4	4	27	73	2.70	3
4.2	3	12	0	0	17	34	7	7	27	53	1.96	2
4.3	3	12	1	3	15	30	8	8	27	53	1.96	2
4.4	4	16	6	18	14	28	3	3	27	65	2.41	2
											2.26	2

VITAE

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Name: Kesaree Dhanasmithivesn
Date of Birth: 7 December 1977
Place of Birth: Chonburi, Thailand
Address: 368/1 Moo 9, Pattaya 3 Road, Banglamung District, Chonburi
20260

Education Background:

1995 Piboonbumpen Demonstration School of Burapa University,
Chonburi.
1999 Bachelor of Education (Technological Education),
Faculty of Education, Burapa University.
2007 Master of Arts (Business English for International
Communication), Srinakharinwirot University.