

The Need of Communicative English Activities of Aviation Business Students of North Bangkok

University

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Abstract

In this paper, the researcher explores the need of communicative English activities of aviation business students of North Bangkok University; to explore the need of communicative activities to enhance communicative English skill of aviation business students, and to explore English teaching style that suit with aviation business students. In selecting members of the sample population, the researcher interviewed fifty participants. The researcher selected 50 participants by random and interview them regarding the need of communicative activities to enhance communicative English skill of aviation business students, and English teaching style that suit with aviation business students. A lot of participants revealed that they want to study English with native speakers because they think that they can use English language to communicate with their teacher in the class room. Additionally, a lot of students want to do activities outside class room such as joining English camp, taking work and travel program in USA and Australia. Moreover, some participants said that they want to take a field trip study in the country that use English as the official language because it helps them feel excited and not feel bored in English language. In addition, some participants revealed that they want to play games in the classroom in order to enhance their communicative English skills. They said that they want to be happy when they are studying English. However, a lot of participants revealed that they

don't want to focus on grammatical structure because they think it is difficult for them. They cannot remember all of grammatical structure.

Regarding to English teaching style, it was found that listening to music, watching movie and playing game should be the part of teaching English approach for aviation students of North Bangkok University. A lot of participants revealed that they don't want to focus about grammatical structure because they think that in real situation they don't concern about it. They just want to be able to communicate with others. They want to work in a group more than taking quiz in the class room. The participants revealed that some time they feel stress and nervous when taking a quiz in the class room. Additionally, group presentation is one of the choices that some participants think it will suit with English teaching style of aviation students at North Bangkok University.

ความต้องการกิจกรรมในการพัฒนาทักษะการสื่อสารภาษาอังกฤษของนักศึกษาสาขาธุรกิจการบินมหาวิทยาลัย นอร์ทกรุงเทพ

งานวิจัยเล่มนี้ ผู้วิจัยมีวัตถุประสงค์เพื่อค้นหาความต้องการด้านกิจกรรมในการพัฒนาทักษะการสื่อสารด้านภาษาอังกฤษของนักศึกษา สาขาธุรกิจการบิน มหาวิทยาลัยนอร์ทกรุงเทพ รวมทั้งสิ้น 50 คน เกี่ยวกับ ความต้องการด้านกิจกรรมที่ช่วยให้ นักศึกษาสาขาธุรกิจการบินพัฒนาทักษะด้านการสื่อสาร และ รูปแบบการเรียนการสอนในวิชาภาษาอังกฤษที่เหมาะสมกับนักศึกษาสาขาธุรกิจการบิน มหาวิทยาลัยนอร์ทกรุงเทพ ผลการวิจัยพบว่า นักศึกษาส่วนใหญ่อยากให้อาจารย์ชาวต่างชาติที่เป็นเจ้าของภาษามาสอนภาษาอังกฤษเนื่องจากเป็นสถานการณ์ที่ บังคับให้นักศึกษาต้องใช้ภาษาอังกฤษจริง นอกจากนี้แล้ว การทำกิจกรรมนอกห้องเรียน เช่น การเข้าค่ายภาษาอังกฤษ การศึกษาดูงาน ณ ต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาทางการ เช่น สิงคโปร์ มาเลเซีย

การเข้าโครงการ work and Travel อาจจะเป็นตัวช่วยฝึกให้นักศึกษาสามารถพัฒนาทักษะด้านการสื่อสาร ภาษาอังกฤษและเรียนรู้ประสบการณ์ในการทำงาน การเล่นเกมส์ในห้องเรียน การฝึกสนทนา การให้นักศึกษาออกมาเล่าเรื่องต่างๆในชีวิตประจำวันเป็นภาษาอังกฤษ ในห้องเรียน เป็นกิจกรรมที่ทำให้นักศึกษาเกิดความเพลิดเพลิน รู้สึกผ่อนคลาย และมีความสุขมากขึ้นในการเรียนวิชาภาษาอังกฤษ นอกจากนี้แล้วนักศึกษบางส่วนยังต้องการทำกิจกรรมกันเป็นกลุ่มในคาบเรียนวิชาภาษาอังกฤษ เช่น มีการนำเสนองานหน้าห้องเรียน เป็นภาษาอังกฤษ ผลจากการวิจัยพบว่านักศึกษาไม่ชอบทำแบบทดสอบในคาบเรียน เนื่องจากเกิดภาวะความเครียด และนอกจากนี้ยังพบว่า นักศึกษาไม่ยอมให้อาจารย์มุ่งเน้นเรื่อง โครงสร้างทางไวยากรณ์มากเกินไป เนื่องจากนักศึกษาคิดว่าในสถานการณ์จริงๆจะไม่ได้ส่งผลต่อการสนทนามากนัก อย่างไรก็ตามในด้านรูปแบบการเรียนการสอนวิชาภาษาอังกฤษพบว่า กิจกรรม ฟังเพลง ดูหนัง เล่าเรื่อง และ เล่นเกมส์ ควรเป็นส่วนหนึ่งในการเรียนการสอนวิชาภาษาอังกฤษ การให้ออกาสนักศึกษาในการออกไปทำกิจกรรมนอกห้องเรียน เช่น การสัมภาษณ์ชาวต่างชาติตามสถานที่ท่องเที่ยวต่างๆ ทำให้นักศึกษาเกิดการเรียนรู้จากประสบการณ์จริงที่พบเจอ นอกจากนี้แล้วการเรียนการสอนที่สามารถช่วยให้นักศึกษากล้าพูดภาษาอังกฤษมากขึ้น คือการฝึกพูด ภาษาอังกฤษต่อหน้าผู้คนที่ฝึกให้นักศึกษามีความมั่นใจในการพูดมากขึ้น การให้นักศึกษาออกมาพูด ภาษาอังกฤษหน้าชั้นเรียนทุกวัน อาจจะสามารถช่วยให้นักศึกษามีความมั่นใจในการพูดมากขึ้น

Background

At the present time, innovative technology and modern science are increasingly sharply and changing the world into ‘a global village. It is bringing people from different places around the world into frequent communication. English language is important tool for people to communicate with other people in globalization era. Everyone recognizes that English plays a crucial role in many areas: education, science,

technology, politics, and trade. As a result, many Asian countries, where English is taught as a foreign language, have shifted from a traditional teaching method towards communicative-focused instruction. Thailand is one of a number of developing countries in South East Asia that is accelerating its entry into joining a globalized world while developing its economy. Nowadays, Thai economic is growing up gradually.

Wisanu Sa-nguandee (2009) mentioned that English is the most commonly used language among foreign language speakers, when people from different nationalities want to communicate, they commonly use English language. Therefore, English is called “the language of communication”. Moreover, speaking English will enable people to contact each other from all over the world and to travel more easily. English is the central language of people who come from different destinations around the world. So English is the language for communication. The main purpose of using English is to make understanding in the same way of people who speak different languages and it will lead all those people to the success they hope for.

Kasiness (2016) stated that globalization is a crucial changer of the world. The world is in the era of unlimited information, thanks to the development of information technology. People in almost every corner of the world can communicate easily and swiftly, so the countries around the world are closer. The world is changing in every dimension-society, economics, politics, and technology. As a result of information technology development and the adaptation of the economic structure of world politics, many countries around the world must rely on each other and communicate more than in the past. Additionally, globalization makes the world smaller. People in remote areas can contact to each other within a second, like a “global

village". It seems that natural obstacles, which are the natural borders, cannot block the communication of people anymore. However, all people need a tool in the form of language to translate their needs of communication, so English, which is used as this tool, may be called a world language. (Kasinee, 2016).

A lot of countries around the world want to come to Thailand to do the business. Therefore, English is important language for Thai people. The Ministry of education pays a hard effort to improve skills of Thai students. English is the crucial tool for communication with the foreigners. Therefore, communicative teaching style is the best way to help Thai students improve their English skill.

Communicative Language Teaching (CLT) is generally regarded as an approach to language teaching. It is based on the theory that the key function of language use is communication and its primary goal. Therefore is for learners to develop communicative competence. In other words, its goal is to make use of real-life situations that necessitate communication.

In Thailand, English is only used for communication in education, science, technology, trade and politics. This century there has been an attempt by Thai Government to improve the communication language skills of higher education students. Subsequently, CLT was introduced into Thai higher educational institution's curriculum in 2005. One of the 3 other fore most goals of this curriculum is to build and develop students' communicative competence which includes reading, writing, speaking and listening skill in higher educational institutions (The Ministry of education, 2005). In addition, this curriculum indicates that the most significant in learning and teaching a new language is emphasizing communicative skills rather than grammar

rules (The Ministry of education, 2005). As a result, oral communication skills were adopted into the curriculum of the Department in the following year.

Although, the Ministry of education has spent a big hard effort to help Thai student improve their communicative English skills, a lot of Thai students can't use English for communication with foreigners. In contrast, a large number of students don't recognize how English is important for their life. As the researcher is one of English instructor and observe that Thai students are still poor in English both grammar structure and communicative skills

In Thailand, everyone has been known that English as a foreign language (EFL) context. Communicative Language Teaching (CLT) has been advocated to train students' communicative competence to improve their oral skills for decades. However, whether CLT is appropriate for different levels of EFL learners has been debated. According to some studies, some student learners are proactive and communicative speakers in CLT classroom, while others are reticent and shy learners. This study was to explore the need of communicative English activities of aviation business students of North Bangkok University; to explore the need of communicative activities to enhance communicative English skill of aviation business students, and to explore English teaching style that suit with aviation business students.

VALUE OF THE RESEARCH

The research outcomes and recommendations resulting from this study has the potential to help Thai tertiary English teachers enhance English teaching efficacy in the following areas: it may help them to identify the main impacts of CLT in Thai context and this research may provide potential suggestions for Thai English

teachers to improve their teaching strategies to improve students' communicative competence. Moreover, insights gained from this research may improve the teaching and learning experiences for both teachers and students in Thailand. The results of this study might also help both teachers and students change to emphasize on grammatical structure based translation to a communicative approach, which could motivate Thai students to be more focused on communicative activities and improve students' communicative competence. Lastly, it might assist Thai tertiary policy-makers and users to understand the complexity of introducing communicative English teaching into the syllabus.

Methodology

This research is qualitative research. The research conducted the research by using interview method. The researcher selected 50 participants by random. The interview questions are on the purpose of the research which mainly focused on the need of communicative activities to enhance communicative English skill of aviation business students, and to explore English teaching style that suit with aviation business students.

Population

The population of the study comprises of airline business students both male and female, aviation business students of North Bangkok university universities. All participants totally are 50. The number of first year students is 15. The number of second year students is 15. The number of third year students is 15 and the number of fourth year students is 20.

The Research Instrument

The in depth interview was used for investigating. They are asked to all participants; this approach is designed for aviation business students. The interview questions are on the basis of the purpose of the study, which mainly focused the need of communicative activities to enhance communicative English skill of aviation business students, and it is about English teaching style that suit with aviation business students. Moreover, the tape recording is used to record the interviews with the participants.

Interview Analysis

After the data was gathered, the researcher listened to the tapes and wrote transcripts of the interviews. The data gained by interview was re-read in order to provide useful information. This part was analyzed and interpreted using a qualitative approach. The results of the interview data would be beneficial in terms of discussion and further explanation from the participants.

The findings

After the researcher interviewed fifty participant by random and interview them regarding the need of communicative activities to enhance communicative English skill of aviation business students, and English teaching style that suit with aviation business students. A lot of participants revealed that they want to study English with native speakers because they think that they can use English language to communicate with their teacher in the class room. Additionally, a lot of students want to do activities outside class room such as

joining English camp, taking work and travel program in USA and Australia. Moreover, some participants said that they want to take a field trip study in the country that use English as the official language because it helps them feel excited and not feel bored in English language. In addition, some participants revealed that they want to play games in the classroom in order to enhance their communicative English skills. They said that they want to be happy when they are studying English. However, a lot of participants revealed that they don't want to focus on grammatical structure because they think it is difficult for them. They cannot remember all of grammatical structure.

Regarding to English teaching style, it was found that listening to music, watching movie and playing game should be the part of teaching English approach for aviation students of North Bangkok University. A lot of participants revealed that they don't want to focus about grammatical structure because they think that in real situation they don't concern about it. They just want to be able to communicate with others. They want to work in a group more than taking quiz in the class room. The participants revealed that some time they feel stress and nervous when taking a quiz in the class room. Additionally, group presentation is one of the choices that some participants think it will suit with English teaching style of aviation students at North Bangkok University. In addition, some participants revealed that they want to be assigned to tell a story in front of the class every week because it helps them be brave to speak English in front of a lot of people. It may help them have confidence to speak English.

Conclusion

It can conclude that the need of communicative activities to enhance communicative English skill of aviation business students, and English teaching style that suit with aviation business students. A lot of participants revealed that they want to study English with native speakers because they think that they can use English language to communicate with their teacher in the class room. Additionally, a lot of students want to do activities outside class room such as joining English camp, taking work and travel program in USA and Australia. Moreover, some participants said that they want to take a field trip study in the country that use English as the official language because it helps them feel excited and not feel bored in English language. In addition, some participants revealed that they want to play games in the classroom in order to enhance their communicative English skills. They said that they want to be happy when they are studying English. However, a lot of participants revealed that they don't want to focus on grammatical structure because they think it is difficult for them. They cannot remember all of grammatical structure.

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class every week because it helps them be brave to speak English in front of a lot of people. It may help them have confidence to speak English.

Limitations of the Study

There are some limitations evident and they have to be considered because they impact the findings of this study. These limitations are as follows:

1. The limited number and locations of the subjects. The subjects of this study were limited to airline business students in North Bangkok university, so these subjects might not represent the all over Thailand.
2. The second limitation is that many participants were not comfortable to be interviewed because the limited time that they were studying.

Recommendations for Further Study

Regarding the findings of this study, the following recommendations are made for future studies in this field. First, owing to the fact that this research is limited to subjects who are airline business students, future research should be done with the students in other departments of universities; doing so will help to establish the reliability of the findings of this study. Second, future researchers may also want to study the competence of language use among airline business students and the foreigners in the airport. This would be greatly beneficial for English communication curricula.

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