



TQF.3

Bachelor's Degree

Master's Degree

# College of Hospitality Industry Management

## Course Specification

Course Code: ABI2209 Course Title: English for Airline Career Preparation

Credits: 3 (3-0-6)

Program: Airline Business

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

(CHM)

Semester: 3 Academic Year:2024

## Section 1 General Information

### 1. Codes and Course Title:

Course Code: ABI2209

Course Title (English): English for Airline Career Preparation

Course Title (Thai):

### 2. Credits:3(3-0-6)

### 3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Airline Business (English Program)

3.2 Course Category:

General Education

Required Course

Elective Course

Others .....

### 4. Lecturer Responsible for Course and Instructional Course Lecturer:

4.1 Lecturer Responsible for Course

(1) Asst.Prof.Bavornluck Kuosuwan

### 5. Contact/Get in Touch

(1) Room Number 304 Tel. 081-5624189, E-mail: bavornluck.ku@ssru.ac.th

### 6. Semester/Year of Study

6.1 Semester: 3 Year of Study: 2024

6.2 Number of the Students enrolled: 13

### 7. Prerequisite Course

Course Code: ..... Course Title..... or None

### 8. Co-requisite Course:(If any)

Course Code: ..... Course Title..... or None

### 9. Learning Location

Nakhon Pathom Learning Center

9. Last Date for Preparing and Revising this Course: Apr 1, 2025

## Section 2 Aims and Objectives

### Course Aims

This course aims to develop students' English language skills for careers in the airline and aviation industry. It focuses on enhancing communication abilities in real-life airline scenarios, including passenger interactions, in-flight communication, safety procedures, and airport operations. The course also aims to build confidence in using aviation-specific vocabulary, handling customer service situations, and improving spoken and written English for professional airline environments. By the end of the course, students should be able to communicate effectively and professionally in various airline-related contexts.

### 1. Course Objectives

At the end of this course, the students will be able to perform in the following areas of performance:

- 1.1 Able to describe the knowledge about Service in the areas include the communication skills, service recovery, telephone communication, Email etiquette, handling customer questions, responding to customer complaints.
- 1.2 Able to demonstrate self-presentation skills, social media, cross-cultural awareness, and social styles.
- 1.3 Able to enhance problem-solving skills and discover skills and knowledge to handle complaints.
- 1.4 Able to demonstrate students' positive attitudes leverage towards Service Orientation to enhance habits, roles, and responsibilities in the Airline Industry.
- 1.5 Able to demonstrate working as a team professionally.
- 1.6 Able to demonstrate relevant morals in daily life.

### 2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

According to the previous course, the students were unable to demonstrate on describe

Service in English terminology due to not having enough time to practice in class. This course is adding more practice in describing in English.

### Section 3 Course Structure

#### 1. Course Outline

Development of English structure on airline communication, the method of appropriate English to harmonize situation, environment, and circumstance, emphasize on reading, writing, listening and speaking English associated with job applying, communication, interview and various technique development of interview.

#### 2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
48 Hours	-	96 Hours	3+ (If any)

#### 3. Time length per week for individual academic consulting and guidance

3.1 The students can make an appointment to meet lecturers on any guidance during the weekday.

3.2 The students can contact via e-mail to the lecturers for any questions concerning the course.

3.3 The students can Consult via social media via group Lines (direct message), mobile phone 081-5624189

## Section 4 Developing Student's Learning Outcomes

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p><b>1. Ethics and Morals</b></p> <p>1. Be able to deliver or to complete the required task at the appointed time.</p> <p>2. Be able to do the right thing according to the values, beliefs, and principles they claim to hold.</p> <p>3. Be able to make decisions in business according to moral concepts and judgments.</p>	<p>1. The team of students will help to remind other team members to be on time.</p> <p>2. Provide examples of integrity in the classroom such as plagiarism.</p> <p>3. Provide a case study that explains ethics.</p>	<p>1. On-time class attendance.</p> <p>2. Quizzes / Examinations.</p> <p>3. Students' individual and group research.</p>
<p><b>2. Knowledge</b></p> <p>1. Be able to understand the theories and important case studies taught.</p> <p>2. Be able to provide an analysis and provide the solution to real world problems.</p> <p>3. Be able to use</p>	<p>1. Problem-based learning.</p> <p>2. Cooperative learning.</p>	<p>1. In-class discussion.</p> <p>2. Questions and answers.</p> <p>3. Performance activity 'Authentic Songkran'.</p>

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p><b>3. Cognitive Skills</b></p> <p>1. Be able to gather and summarize information, and report.</p> <p>2. Be able to do self-study and share information with the class.</p> <p>3. Be able to solve problems from case studies.</p>	<p>1. Problem solving.</p> <p>2. Cooperative learning and participating in group discussions.</p> <p>3. Students' individual and group research.</p>	<p>1. Group discussion.</p> <p>2. Participation in class/group research.</p> <p>3. Students' individual and group performance activities.</p>
<p><b>4. Interpersonal Skills and Responsibilities</b></p> <p>1. Be able to communicate with foreigners in English and another language.</p> <p>2. Be able to use English to solve problems.</p>	<p>1. Allow students to work in unfamiliar situation with new team members.</p> <p>2. Use advance business English to communicate in class and with lecturers.</p> <p>3. Communication practice in business leading manners.</p>	<p>1. English communication for describe about Thai culture to practice in class.</p> <p>2. Students' individual and group performance activities.</p>

Learning Standards/ Learning outcomes	Teaching Strategies/ Learning Activities	Evaluation Strategies/ Learning Assessment
<p><b>5. Numerical Analysis, Communication and Information Technology Skills</b></p> <p>1. Be able to use ICT skills and apply them.</p> <p>2. Be able to use statistics and mathematics to solve problems.</p> <p>3. Be able to use ICT in the workplace and apply numerical analysis in communication.</p>	<p>1. Use case studies that allow students to implement their knowledge of statistics and mathematics to solve problems.</p> <p>2. Students will form a team and practice group research that requires to use technology for two-way communication and develop their social skills.</p>	<p>1. Discussion by knowledge searching from the internet both in class and on self-study.</p> <p>2. Creative group performance activities.</p>

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	Unit 1: Introduction to English for Airline Careers <ul style="list-style-type: none"> <li>• Overview of airline career paths (cabin crew, ground staff, customer service)</li> </ul>	3	Student-centered <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- VDO "A Day in the Life of a Flight Attendant" (YouTube)</li> </ul>	Asst.Prof. Bavornluck Kuosuwat
2	Unit 2: Professional Greeting & First Impression <ul style="list-style-type: none"> <li>• Formal &amp; informal greetings in aviation</li> </ul>	3	Student-centered <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- Role play: 1. Introducing yourself to passengers and crew members 2. Pair work, students practice formal and informal greetings</li> </ul>	Asst.Prof. Bavornluck Kuosuwat
3	Unit 3: Airport & Airline Terminology <ul style="list-style-type: none"> <li>• Common terms used in airports, flights, and airline services</li> </ul>	3	Student-centered <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- Vocabulary quiz &amp; listening activities</li> </ul>	Asst.Prof. Bavornluck Kuosuwat
4	Unit 4: Customer Service & Passenger Interaction <ul style="list-style-type: none"> <li>• Polite expression for assisting passengers</li> <li>• Handling common requests</li> </ul>	3	<ul style="list-style-type: none"> <li>- Student-centered</li> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- VDO "How to assist Airline Passenger"</li> <li>- Role-play: Helping a passenger with a special request</li> </ul>	Asst.Prof. Bavornluck Kuosuwat

5	<p>Unit 5: Safety Announcements &amp; Inflight Instructions</p> <ul style="list-style-type: none"> <li>Understanding and delivering safety instructions</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>Cooperative Learning</li> <li>PowerPoint</li> <li>Practice reading and delivering safety briefing</li> <li>Q&amp;A</li> </ul>	<p>Asst.Prof. Bavornluck Kuosuwan</p>
6	<p>Unit 6: Handling Passenger Complaints &amp; Difficult Situations</p> <ul style="list-style-type: none"> <li>Techniques for managing difficult customers</li> <li>Apologizing professionally &amp; offering solutions</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>Cooperative Learning</li> <li>PowerPoint</li> <li>Case study discussions &amp; role-play complaint scenarios</li> </ul>	<p>Asst.Prof. Bavornluck Kuosuwan</p>
7	<p>Unit 7: Airport Announcement</p> <ul style="list-style-type: none"> <li>Making clear and professional announcement</li> </ul>	3	<ul style="list-style-type: none"> <li>Student-centered</li> <li>Cooperative Learning</li> <li>PowerPoint</li> <li>Listening comprehension: understanding real airport announcements</li> <li>Q&amp;A</li> </ul>	<p>Asst.Prof. Bavornluck Kuosuwan</p>
8	Midterm	3	- Exam	<p>Asst.Prof. Bavornluck Kuosuwan</p>
9	<p>Unit 8: Cross-Cultural Communication in Aviation</p> <ul style="list-style-type: none"> <li>Understanding Passenger expectations</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>Cooperative Learning</li> <li>PowerPoint</li> <li>Group discussion on cultural dos and don'ts in aviation</li> </ul>	<p>Asst.Prof. Bavornluck Kuosuwan</p>
10	Unit 9: Emergency & Medical	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>Cooperative</li> </ul>	<p>Asst.Prof.</p>

	<p>Assistance</p> <ul style="list-style-type: none"> <li>• Essential English Phrase for emergencies</li> <li>• Communicating with medical personnel &amp; assisting sick passengers</li> </ul>		<p>Learning</p> <ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Simulation: responding to an in-flight emergency</li> <li>- Q&amp;A</li> </ul>	<p>Bavornluck Kuosuwan</p>
11	<p>Unit 10: Professional Writing for Airline Jobs</p> <ul style="list-style-type: none"> <li>• Writing a professional resume for airline jobs</li> <li>• Email etiquette for airline customer service</li> <li>• Resume/CV</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- Practical activity: Writing a formal email response to a passenger complaint</li> </ul>	<p>Asst.Prof.  Bavornluck Kuosuwan</p>
12	<p>Unit 11: Airline Interview Skills</p> <ul style="list-style-type: none"> <li>• Common interview questions &amp; best responses</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- VDO" How to Pass and Airline Interview"</li> <li>-Mock interview practice</li> </ul>	<p>Asst.Prof.  Bavornluck Kuosuwan</p>
13	<p>Unit 12: Selling duty-free</p> <ul style="list-style-type: none"> <li>• Language for suggesting products</li> </ul>	3	<p>Student-centered</p> <ul style="list-style-type: none"> <li>- Cooperative Learning</li> <li>- PowerPoint</li> <li>- Role-play: Offering and explaining duty-free items for passengers</li> </ul>	<p>Asst.Prof.  Bavornluck Kuosuwan</p>
14	<p>Unit 13: Final Practical Assessment</p> <ul style="list-style-type: none"> <li>• Full flight simulation</li> <li>• Simulated passenger interactions, announcements, and service scenarios</li> </ul>	3	<ul style="list-style-type: none"> <li>-Textbook, CD audio and VDO</li> <li>- PowerPoint</li> <li>Presentation slide</li> <li>- Lecture</li> <li>- Group discussion</li> <li>- Q&amp;A</li> </ul>	<p>Asst.Prof.  Bavornluck Kuosuwan</p>

15	Course Review	3	-Textbook, CD audio, and VDO - PowerPoint Presentation slide - Lecture - Group discussion - Q&A	Asst.Prof. Bavornluck Kuosuwan
16	Final Examination	3	Mock-Up interview	Asst.Prof. Bavornluck Kuosuwan

## 2. Learning Assessment Plan

Learning Standards/ Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p><b>1. Ethics and Morals</b></p> <p>1. Be able to deliver or complete the required task at the appointed time.</p> <p>2. Be able to do the right thing according to the values, beliefs, and principles they claim to hold.</p> <p>3. Be able to make decisions in business according to moral concepts and judgments.</p>	<p>1. Check for class attendance.</p> <p>2. Honesty on Quizzes/Examinations.</p> <p>3. Students' individual and group performance activities.</p>	Throughout Semester	10%

<p><b>2. Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Be able to understand the theories and importance of case studies taught.</li> <li>2. Be able to provide an analysis and provide the solution to real-world problems.</li> <li>3. Be able to use knowledge integrated with other disciplines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class discussion on the topics provided.</li> <li>2. Students' performance activities.</li> <li>3. Quiz/Examination.</li> </ol>	<p>Throughout Semester</p>	<p>50%</p>
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Learning Standards/ Learning outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p><b>3. Cognitive Skills</b></p> <p>1. Be able to gather and summarize information, and report.</p> <p>2. Be able to do self-study and share information with the class.</p> <p>3. Be able to solve</p>	<p>1. Participation in class/group research.</p> <p>2. Students' performance of 'Service Standard' and 'CRM storytelling' and group performance on 'SSRUIC Alumni Service'.</p>	<p>Throughout Semester</p>	<p>10%</p>
<p><b>4. Interpersonal Skills and Responsibilities</b></p> <p>1. Be able to communicate with foreigners in English and another language.</p> <p>2. Be able to use English to solve problems.</p>	<p>1. English communication practice in class.</p> <p>2. Students' performance 'Service Standard' and 'CRM story telling' and group performance on 'SSRUIC Alumni Service'.</p>	<p>Throughout Semester</p>	<p>20%</p>

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Documents

1. Ellis, S., & Gerighty, T. (2011). English for cabin crew. Oxford University Press.
2. Emery, H., & Roberts, A. (2008). Check your aviation English: ICAO compliant English proficiency for pilots and air traffic controllers. Macmillan Education.
3. Emery, H., & Roberts, A. (2008). Aviation English: ICAO 4 and beyond. Cambridge University Press.
4. Shawcross, P. (2011). Flightpath: Aviation English for pilots and ATCOs. Cambridge University Press.
5. Walker, R., & Harding, K. (2006). Oxford English for careers: Tourism 1 & 2. Oxford University Press.
6. Coggins, D. (2012). Airline cabin crew English. Compass Publishing.
7. Hughes, J., & Naunton, J. (2007). English for customer service. Oxford University Press.

### 2. Important Documents for Extra Study

English for Airline career preparation handouts. (APA Style)

### 3. Suggestion Information (Printing Materials/Website/CD/Others)

#### website:

- Aviation English World- Free aviation English lessons
- British Council Learn English- Business and customer service English

## Section 7 Course Evaluation and Revising

### 1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- 1.1 Content objectives were made clear to the students.
- 1.2 The content was organized around the objectives.
- 1.3 Content was sufficiently integrated.
- 1.4 Content was sufficiently integrated with the rest of the first-year curriculum.
- 1.5 The instructional materials used were effective.
- 1.6 The learning methods appropriately assessed the students' understanding of the  
content.
- 1.7 Overall, Students are satisfied with the quality of this course

### 2. Strategies for Course Evaluation by Lecturer

2.1 The lecturer team observes the class and discusses the results as follows:

- 2.1.1 The lecturer is well-prepared for class sessions.
- 2.1.2 The lecturer answers questions carefully and completely.
- 2.1.3 The lecturer uses examples to make the materials easy to understand.
- 2.1.4 The lecturer stimulated interest in the course.
- 2.1.5 The lecturer made the course material interesting.
- 2.1.6 The lecturer is knowledgeable about the topics presented in this course.
- 2.1.7 The lecturer treats students respectfully.
- 2.1.8 The lecturer is fair in dealing with students.
- 2.1.9 The lecturer makes students feel comfortable about asking questions.
- 2.1.10 Course assignments are interesting and stimulating.
- 2.1.11 The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of the program constructs assessment items to evaluate four dimensions of the lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching

attitude

**Remark : IF(J10>=86,"A",IF(J10>=82,"A-  
",IF(J10>=78,"B+",IF(J10>=74,"B",IF(J10>=70,"B-  
",IF(J10>=66,"C+",IF(J10>=62,"C",IF(J10>=58,"C-  
",IF(J10>=54,"D+",IF(J10>=50,"D",IF(J10>=46,"D-**

### **3. Teaching Revision**

The lecturer revises the teaching/learning process based on the results from the students'

survey questions, the lecturer team's observation, and classroom research.

### **4. Feedback for Achievement Standards**

The International College Administrator Committee monitors to assessment process and Grading.

### **5. Methodology and Planning for Course Review and Improvement**

5.1 Revise and develop course structure and processes every two years.

5.2 Assign different lecturers to teach this course to enhance students' performance.

## **Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level**









