

Feng Chia University

Outstanding Academic Paper by Students

Title : Designing a Computer-assisting Program for Learning Aviation English

設計一個電腦輔助航空英語學習課程

Author(s): Wan-Ling Shieh

Class: 3rd year of Department of Foreign Languages and
Literature

Student ID: D9977359

Course: English Writing (6)

Instructor: Dr. Wei-Wei Shen

Department: Department of Foreign Languages and Literature

Academic Year: Semester 2, 2013

Abstract

The main purpose of this paper is to claim that there is a need for helping English majors to have a more efficient method to learn aviation English. In order to design a computer-assisting program for learning aviation English, this paper provides the needs of creating an ESP course in my own department, lists the criteria of designing courses, and collects the advantages of computer-assisting method. Such a program has the benefit to make language learners achieve their job purpose precisely. This paper has also mentioned that it is appropriate for students to learn aviation English via interactive computer learning. Therefore, if this program can be applied practically into teaching and learning, it will be useful for students to work at the airports in the future.

這篇報告的主要目的是在訴求有需要去幫助台灣主修英語的大學生能有一個更高效率的學習方法來學習航空英語。為了要設計一個電腦輔助航空英語學習的課程，這篇報告提供了我現在就讀的學系對設計 ESP 課程的需求，列出了設計課程的準則，也收集了電腦輔助學習方法的優點。這樣的課程有利於語言學習者能更準確地達成工作目的。這篇報告也提到互動式電腦教學適合學生來學習航空英語。因此，如果這個課程能夠實際地運用在教學和學習上，對於未來想在機場工作的學生應該會有幫助。

Keyword: Aviation English, Computer-assisting learning and teaching, ESP course, Course design

航空英語，電腦輔助英語教學，專業英語課程，課程設計

Table of Content

1 Introduction	3
Statement of problems	3
The importance of the issue	3
The purpose of the paper	4
The significance of the paper	4
2 Literature review	5
The program of aviation English under the theory of ESP	5
The advantage of computer-assisted method	6
The criteria of designing courses	6
The syllabus design of aviation English learning	7
3 Conclusion	8
Limitation	8
Further development	9
References	10
Appendix 1	11

Chapter 1 Introduction

Statement of problems

We are living in a global world, people travel more often by air, so airports become international places where different racial people will gather. As the main language used at airports is English, using English to communicate successfully in such areas is rather important. Therefore, helping English majors studying at universities to work at the international airports is more and more demanded.

After studying my course requirements in the Department of Foreign Languages and Literature (DFLL) at Feng Chia University, I notice that although there are abundant courses for foreign languages and literature, there seem to be few special courses which concentrate on specific jobs for students to get close to their future career. For example, according to the course requirements of DFLL (2013), there are only 5% required courses related to Internet computer class, and only 13% elective courses are related to teacher training career or general job purposes (Appendix 1).

However, we are living in an information-bombarding era and airports heavily rely on the use of the computer, so if, as indicated, working at airports has good working opportunities, it seems worthwhile pondering if the current design of my department course sufficient enough to cope with the airport jobs in reality.

Therefore, due to the increase demand of the job opportunities at the airports in Taiwan, this paper will focus on designing the program of aviation English because it hopes to assist students who want to be a flight attendant working at the international airports in the future.

The importance of the issue

This program intends to provide a short cut for English majors to have a more

Designing a Computer-assisting Program for Learning Aviation English

convenient way to obtain a job in an airline company. As a flight attendant, in addition to having the ability of fluent daily English conversation, he or she needs to be familiar with aviation English which is important to the safety of the whole people in airplanes or in airports. According to Tsai's paper (2007), she said that "... miscommunication caused by insufficient language proficiency... New staff should thus meet the language requirements as a prerequisite for recruitment." The accidents often happen because the miscommunication with people, so it is important to learn correct aviation English. Through discovering the needs of assisting learning of aviation English, this paper can provide effective information for university students.

The purpose of the paper

Under the development of English for Specific Purposes (ESP) theory, this paper's main purpose is to design a computer-assisting program for English majors to learn aviation English. Students can use this program to train their aviation English skills more efficiently and help them to have a short path to obtain the jobs at airline companies. If students become flight attendants in the future, the program can help them to have exceptional aviation English skills; thus, they can provide customers more comfortable services and will obtain a better chance to get promotion.

The significance of the paper

If this course works, it can explore an appropriate approach to teaching aviation English. According to a study done by the Human Resource Agency, 68% of the enterprises will list English proficiency into their recruiting criteria; up to 95% of companies will give employees who are with good English skills higher salary or benefits (Ke, 2013).

This paper plans to design a course that includes listening, explaining the law

Designing a Computer-assisting Program for Learning Aviation English

and rules of security, speaking the right name of dangerous materials, and handling the emergency. By adding up this course in my department, I hope that the rate of employment of my department can be even better because English majors can learn aviation English more efficiently when they are undergraduates.

Chapter 2 Literature Review

The program of aviation English under the theory of ESP

It is getting popular to teach and learn professional areas of knowledge in English language teaching and learning programs, such as medical or law English, because of the claim of English for specific purpose (ESP). Different from the learning of general English to deal with basic communication, ESP programs tend to focus on specific job fields and make the language learners grab the English skills quickly through the topics they need at work. Thus, the program under the theory of ESP can make learners find their purpose more precisely and save the time of searching and collecting miscellaneous information.

As the paper written by Zakaria et al (2011) reveals that the program under the ESP theory can supply the earliest training for those who want to flight attendants, this paper hopes to propose a program of aviation English under the theory of ESP and focuses on listening and reading comprehension. In addition, it proposes to include a lot of computer-assisted courses which are needed to be flight attendants.

After studying in this new aviation English program, students can improve their knowledge of aviation safety and be familiar with the processes at the airports. As a result, they can choose a better way to solve emergency they may need to face, especially when they are dealing with the critical and jeopardous situations. That is, it is credible that such kind of the work-related English program can make language learners achieve their job requirements and can use English more appropriately.

Designing a Computer-assisting Program for Learning Aviation English

The advantages of computer-assisted method

Living in the information-bombarding era, the cutting-edge technology has become ubiquitous in our everyday life. The invention of computers help people work efficiently, and computers become the indispensable existence for human beings. As the research written by Korucua et al. (2011), it is obvious that the academic achievement of the students who practice with computer assisted instruction was higher than those who practice with traditional instruction. Therefore, it is benign for students to learn aviation English via interactive computer. With the computer-assisted program, students can practice their English skills any time and everywhere. They do not need to worry about the tuition, and they can do the exam again and again; then they can correct their wrong answers until they are right.

The criteria of designing courses

Designing a new course is a challenging task, so before starting to design the course, teachers need to search for information about the significant criteria to design a course. When creating a syllabus, designers need to pay attention to the selection of materials that can be learnt easily and they have to arrange the learning content appropriately. According to *The Practice of English Language Teaching* written by Jeremy Harmer (2001), when designers put syllabi together they have to consider each item for inclusion on the basis of a number of criteria, which includes *learnability*, *frequency*, *coverage*, and *usefulness*. These criteria will not only help them to decide if they want to include the item, but also where to put it in the sequence. Overall, following the principles of designing courses will let a new aviation course be more credible.

Designing a Computer-assisting Program for Learning Aviation English

The syllabus design of aviation English learning

According to the paper of Asghar Salimi, et al. (2012), it reveals that understanding the rules of the syllabus will supply language teachers to grab the ability to analyze the information as well as assist them to decide how to arrange the tasks and activities that students can learn more efficiently in class. In their paper, it also states that the syllabus design has six types, and I take three of them as examples to apply in this paper.

The first one is skill-based. The content of language teaching is a collection of specific abilities. If it applies to my paper, I should collect aviation English information to teach students and develop more fundamental ability of the aviation English. For example, I can collect the common use of aviation vocabulary and add them into the conversation for students to practice. The second one is content-based syllabus. It teaches or presents some subject matters or information by using the language that the students are also studying. So I can design the course all in English. Last but not least, task-based syllabus which means that the content of aviation English is a series of complicated tasks, and students have to present their results with the language they are studying. Designing some activities in the course for students in order to urge them cultivating the problem-solving skills is important.

After the above analysis of different types of syllabus, it is easier to design a syllabus of aviation English learning. Teachers can design a profitable program for students to obtain the ability of explaining the law and rules of security, speaking the right name of dangerous materials, and handling the emergency.

Moreover, by the help of the computer-assisted method, teachers can train students' listening and reading comprehension and record every test result. In addition,

Designing a Computer-assisting Program for Learning Aviation English

using time-limited method and making a report of the analysis of students' learning condition can make their learning more efficient. Therefore, teachers can trace students' progress in the learning aviation English.

Chapter 3 Conclusion

In order to design a computer-assisting program for learning aviation English, this paper provides the needs of creating an ESP course in my own department, lists the criteria of designing courses, and collects the advantages of computer-assisting method. Such a program has the benefit to make language learners achieve their job purpose precisely.

This paper has also mentioned that it is appropriate for students to learn aviation English via interactive computer learning because students can practice their English skills without the limitation of time and place. In addition, learning more of computer skills is also purposeful when students work at the airports in the future.

Limitation

Although I have obtained some basic information of designing a computer-assisting program for learning aviation English, there are some limitations in this paper. First, most of my references are collected from Feng Chia University's electronic library, so the readings may not be thorough enough. Second, I only used the information of DFLL's course requirement at Feng Chia University as a basis to design a computer-assisting program for learning aviation English, but this course may not be needed by other university students.

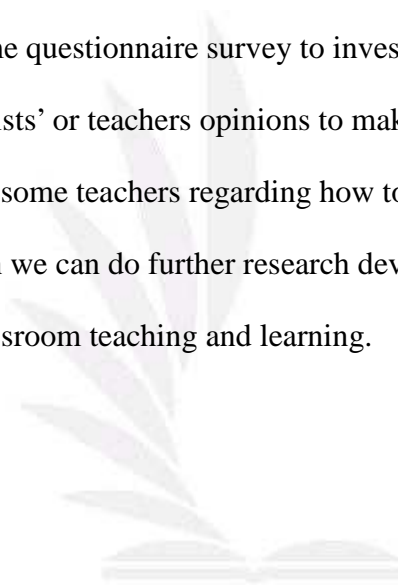
Furthermore, after I researched on this topic, I find there are some important issues that teachers need to discuss and overcome. First, teachers need to find competent computer engineers to cooperate with them and design the computer

Designing a Computer-assisting Program for Learning Aviation English

program to use in the course because not everyone can do the computer programs well. Second, teachers also need to take a lot of time to study in depth about syllabus design. In addition, teachers need to deliberate on more comprehensive aspects to find out if this course is beneficial for students and evaluate the statistics of the numbers of people who are interested in aviation English.

Further development

Trying to overcome the problems and limitations will help this paper to be developed better and become more profitable when a new course is created. For example, we can design some questionnaire survey to investigate the demand of this course, or to consult specialists' or teachers opinions to make this course more complete. We can interview some teachers regarding how to design courses or how to teach aviation English. Then we can do further research development, and deliver this course into the practical classroom teaching and learning.



References

- DFLL. (2013). Course requirements. The website of Department of Foreign Languages and Literature in Feng Chia University. Retrieved 20 May 2013 from <<http://www.fcu.edu.tw/wSite>>
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching* (pp. 295-296). Retrieved 28 May 2013.
- Ke, Hsiao-Hsiang. (2013). Foreign Language Learners [Electronic version] *Global Views Monthly*. Retrieved 20 May 2013 from <http://www.gvm.com.tw/Boardcontent_21841.html>
- Korucua, Gunduzb. (2011). The effects of computer assisted instruction practices in computer office program course on academic achievements and attitudes toward computer. [Electronic version] *In 3rd World Conference on Educational Sciences*. Retrieved 20 May 2013 from <<http://ehis.ebscohost.com/eds/detail>>
- Salimi, Asghar, et al. (2012). Critical review of approaches to foreign language syllabus design: task-based Syllabus. [Electronic version] *Procedia - Social and Behavioral Sciences* 46 pp.828-832. Retrieved 20 May 2013 from <<http://ehis.ebscohost.com/eds/detail>>
- Tsai, W. L. (2007). Assessing Communicative Competence in Pilots and Controllers at Risk for Miscommunications. [Electronic version] *Journal of Crisis Management Vol. 4 No.1.p.33*. Retrieved 15 May 2013 from <<http://www.airtilibrary.com.ezproxy.lib.fcu.edu.tw.>>
- Zakaria, A. et al.(2011).Utilising multimedia ESP programme in enhancing flight attendants' safety knowledge and problem solving skills. [Electronic version] *British Journal of Educational Technology Vol 42 No 6 pp.1014*. Retrieved 20 May 2013 from <<http://ehis.ebscohost.com/eds/detail>>

Designing a Computer-assisting Program for Learning Aviation English

Appendix 1

Department of Foreign Languages and Literature
Feng Chia University

Course Requirements (Class of 2014)

Course Name	Freshman Credits		Course Name	Sophomore Credits		Course Name	Junior Credits		Course Name	Senior Credits	
	1st sem	2nd sem		1st sem	2nd sem		1st sem	2nd sem		1st sem	2nd sem
Physical Education	0	0	Physical Education	0	0	English Writing (5)(6)	2	2	American Literature to 1865	3	
Military Training (1)(2)	0	0	English Writing (3)(4)	2	2	English Debate	2		American Literature since 1865		3
Chinese (1)(2)	2	2	Introduction to Linguistics (1)(2)	3	3	British Literature 1800-1900	3				
Freshman English (1)(2)	3	3	English Conversation	2		Introduction to Translation	2				
Introduction to Western Literature (1)(2)	3	3	British Literature to 1600	3		British Literature since 1900		3			
English Writing (1)(2)	3	3	British Literature 1600-1800		3	Introduction to Interpretation		2			
English Pronunciation Practice	2		Public Speaking		2	Advanced English		0			
Information and Internet English	2										
History of	3										

Civilization											
English Listening and Speaking Practice	2										
Computer-assisted English Learning	2										
Citizenship Literacy	3										
Elective Courses											
Approaches to Literature (1)	2		Selections from Drama	3		Selections from Fiction	3		Graduation Project (2)	2	
Vocabulary and Reading Skills	2		Selections from Non-fiction Prose	2		Children Literature	2		European Literature 1350-1800	3	
Introduction to Computer and Computing	2		History of the English Language	2		Semantics	3		Contemporary Literary Theories	2	
Approaches to Literature (2)	2		Theories of EFL Teaching and Learning	3		Sociolinguistics	2		Research Paper Writing	2	
English Grammar and Rhetoric	2		Journalistic Reading	2		Course Design of EFL Teaching	2		Practicum in Teaching English	2	
Software Package—Office	2		Second Foreign Language(1)	2		Readings in Science and Technology	2		Business English	2	
			Selections from English Poetry		3	Second Foreign Language(3)	2		Practical English	2	
			Film and Literature	2		Second Foreign	2		Interpretation Skills	2	