



วารสารวิชาการศรีปทุม ชลบุรี

ปีที่ 22 ฉบับที่ 2 เดือนเมษายน ถึง มิถุนายน 2569

NEEDS ANALYSIS ON CONTENTS AND ENGLISH LANGUAGE SKILLS FOR WRITING ENGLISH FOR AIRLINE BUSINESS TEXTBOOK

Bair Pittpunt*

Bachelor of Arts, English, Faculty of Humanities and Social Sciences, Thaksin University

*Corresponding Author e-Mail: bair@tsu.ac.th

(Received: 2026, March 31; Revised: 2026, May 25; Accepted: 2026, June 4)

ABSTRACT

This study aimed to investigate stakeholders' needs regarding content and English language skills based on the Content and Language Integrated Learning (CLIL) framework for designing and developing an English for Airline Business textbook. A mixed-methods approach was employed to explore these needs. The participants consisted of 20 university students and 20 airline employees. Three research instruments, namely a questionnaire, a reflective writing form, and semi-structured interviews, were used for data collection. Quantitative data were analyzed using statistical software, while qualitative data were analyzed through thematic analysis to identify emerging themes.

The findings revealed the topics and English language skills that should be included in the English for Airline Business textbook. Regarding content, the most needed topics were: 1) cultural content, including knowledge of do's and don'ts in international cultures, and 2) essential norms of different cultures. In terms of English language skills, the most needed skills were: 1) listening to different English accents in conversations between airline staff and passengers, and 2) listening to announcements delivered in various English accents. This study provides practical guidelines for developing English for Airline Business textbooks that effectively meet stakeholders' needs. Furthermore, the findings contribute to a deeper understanding of the required content and English language skills, which may assist practitioners in higher education in designing appropriate content and learning activities for English language courses, airline-related courses, and cooperative education programs.

Keywords: Needs Analysis; Content and Language Integrated Learning; English for Airline Business



INTRODUCTION

In 2005, the Office of the Higher Education Commission (OHEC) introduced the Cooperative Education programme, an initiative designed to integrate academic coursework with practical, work-based learning in both public agencies and private sector organisations. This programme emphasizes authentic professional experience rather than short-term practice, typically lasting three to four months, or one academic semester, during students' fourth year of study. Its primary objective is to provide higher education students with opportunities to encounter real workplace environments, thereby strengthening both their academic competencies and professional skills. Numerous domestic and international companies across Thailand participate in the programme, serving as training sites where students can acquire practical experience while professionals share their industry knowledge. In recent years, participation has increased notably among students undertaking placements with airline companies at airports throughout the country, particularly those studying languages, tourism and hospitality, and aviation (Reinhard & Pogrzeba, 2016, p. 229). This has made impacts on the English language teaching (ELT) in Thailand, especially English for Specific Purposes (ESP). Due to the high demand of the students who are interested to join airline companies as student trainees in their cooperative education, the contents and activities taught in courses related to airline business should be taken into consideration. That is to say university students need to be equipped with career understandings, knowledge and communication skills in order to successfully work in airline companies.

Even though many Thai students participating in cooperative education in aviation-related organisations, they still face challenges in using English effectively in workplace communication, particularly in professional and service-oriented contexts (Sai-di & Pittpant, 2024, pp. 69-70). One of the key issues is the lack of specialised instructional materials, particularly textbooks designed specifically for English for Airline Business within the Thai context. Many English courses at universities still rely on general English textbooks that do not adequately reflect the language functions, terminology, and communicative situations encountered in specific settings such as airline and aviation workplaces (Belcher, 2006, pp. 152-153; Douglas, 2013, pp. 86-87; Teeraprapha, 2023, pp. 25-26). As a result, students may not be sufficiently prepared to perform professional communication tasks during their cooperative education placements. Furthermore, ESP researchers emphasise that instructional



materials should be developed based on needs analysis, which considers learners' target situations and workplace requirements (Nation & Macalister, 2010, p. 30; Richards, 2015, p. 6). However, there remains limited research and materials development focusing specifically on English for Airline Business in the context of cooperative education in Thailand. Therefore, developing an English for Airline Business textbook tailored to the needs of Thai students participating in cooperative education programs is necessary. Such materials could help bridge the gap between classroom learning and workplace communication by providing authentic language input, industry-specific terminology, and situational communication tasks relevant to airline operations. These situations have led the researcher to serious concerns and writing an English for Airline Business textbook.

The English for Airline Business course has been offered as an elective for Bachelor of Arts (BA) English students in the programme examined in this study for more than a decade. Despite its long-standing inclusion in the curriculum, a textbook specifically developed to address the needs of key stakeholders—namely students and employers within airline companies—has not yet been produced. Moreover, due to the changes in air transportation technology and services, any contents in textbooks in airline business must be up-to-date. What is more, from the previous feedback based on the researcher's direct experience teaching this course and supervising student trainees in airline companies, the stakeholders reported that they needed more contents and English skills which could benefit them for their cooperative education, job training, future careers, and employment. That is to say the integration between airline business contents and English skills reported by students and airline companies as stakeholders is needed in writing a textbook regarding airline business.

Guided by the principles of needs analysis, this study aimed to identify the requirements for developing a textbook for the English for Airline Business course based on the Content and Language Integrated Learning (CLIL) framework by Coyle, Hood & Marsh (2015, pp. 1-6). CLIL was chosen as the framework of this study since it was a dual focused educational approach which was used for the learning and teaching of both content and language. The framework provides an appropriate pedagogical foundation as it integrates language learning with subject-specific knowledge which includes C1: Content which relates to the proper subject contents and knowledge, C2: Cognition which relates to language for



and through learning, C3: communication which relates to developments of thinking through several stages in order to achieve a high critical and creative level, and C4: culture which relates the awareness of self and otherness, involves the civic behaviors as well as global awareness and value that one has. Furthermore, the key elements of CLIL are highly relevant to contemporary teaching practices because the framework extends beyond traditional models of teaching and learning by promoting the simultaneous development of both disciplinary content and language competence (Munoz-Luna, 2014, p. 176). This study was then conducted to investigate the stakeholders' needs regarding the contents and English language skills which were relevant to airline business or which they expected to be necessary in the future after the students graduate from the BA English programme in the study and airline companies' employment. There were relevant research studies recognizing the significance of CLIL in evaluating textbooks, writing textbooks, and designing classroom activities. Huang & Deocampo (2025, p. 3253) explore the application of CLIL in evaluating the "Life 5" textbook published by National Geographic which have long been used within the context of ELT in China. The analysis reveals that there are several needs for pedagogical implications including the need for diverse learning strategies and promotion of intercultural understanding. Rinjani (2019, p. 99) employed CLIL to study the lack of element in writing narrative texts. The findings reveal that cultural values (C3: Culture) are missing and significantly needed in the process of cultural teaching and character building. Rimkeeratikul (2022, p. 748) used CLIL for analyzing the content and the language functions to investigate the needs of current MA students, MA graduates and prospective employers as the basis for designing a textbook for a course entitled English for International Business. The results of a survey reveal that topics such as global marketing, negotiations, and conflicts managements and English language functions in writing and speaking need to be included.

RESEARCH OBJECTIVES

To gain insight into what the university students majoring in English need in terms of the course contents and the English language skills and to gain insight into what prospects airline employees need in terms of the subject content and the English language skills which are relevant to real-life job responsibilities.



RESEARCH METHODOLOGY

This study employed a mixed-method research design which involves collecting, analysing, and integrating both quantitative and qualitative data in a particular study or series of studies (Rovai, Baker & Ponton, 2014, pp. 66-67. This study also used methodological triangulation which was beneficial in many ways including presenting data in different angles, compensating for the limitations of each method, and lessening researchers' bias (Miles, Huberman & Saldana, 2014, p. 11).

Research participants: Purposive sampling was adopted in recruiting participants of this study. Participants of this study included 20 current university students who enrolled in English for Airline Business course in semester 2/2024 and 20 current airline employees who worked for airline companies in various job positions such as ground service agents and flight attendants and also had experiences in supervising student trainees.

Research instruments:

1. Questionnaire: A 5-point Likert scale questionnaire was used to collect quantitative data. There were three main parts in the questionnaire including 1) Participant Information and 2) Adequacy of the Contents, and 3) Adequacy of the English skills. The coursebook was sent in a PDF format to all participants to review.

Table 1. Three main units of English for Airline Business coursebook

UNIT 1: On-ground Services	UNIT 2: In-flight Services	UNIT 3: Airline Job Interviews
1.1 Ground Service Agents	2.1 Flight Attendants	3.1 Job Qualifications
1.2 On-ground Areas	2.2 In-Flight Areas	3.2 Grooming
1.3 The Phonetic Alphabets	2.3 Greetings	3.3 Job Interviews
in Airline Business		
1.4 Reading a Boarding Pass	2.4 Farewells	
1.5 Reading a Passport	2.5 Guiding Passengers to their Seats	
1.6 Check-In	2.6 Seat Allocation	
1.7 Airline Announcements	2.7 In-flight Announcements	
1.8 Boarding	2.8 A Safety Demonstration	



2. Reflective writing form: A reflective writing form was employed to elicit the stakeholders' perceptions towards the English for Airline Business coursebook. It was expected to help them articulate their ideas and perceptions clearly on the contents of the coursebook they reviewed. Guided questions such as 1) Are the contents in line with the course objectives? 2) What is the best part of this coursebook? and 3) What is the worst part of this coursebook? were provided to facilitate their reflection.

3. Interviews: A semi-structured interview approach was employed in this study. Although questions such as 1) After you reviewed and gave reflective comments, are there any needs for the contents of the coursebook? and 2) After you reviewed and gave reflective comments, are there any needs for the English skills? were prepared in advance, the sequence and wording of these questions remained flexible.

It should be noted that the questions used in the research instruments were both self-developed and adapted from Rimkeeratikul (2022, pp. 758-762). They were reviewed and revised by two research supervisors and a current airline supervisor to ensure the appropriateness and intelligibility of the contents. Moreover, the Index of Item-Objective Congruence (IOC) of the questions was examined and approved by three experts. The result showed that the validity of the questions ranged from .80-1 which were considered valid and fitted the objectives of this study.

Data collection: The information sheet and consent forms written in Thai were distributed online through LINE application to 27 students who enrolled for English for Airline Business in semester 2/2024 and 30 airline employees. Twenty two students and twenty airline employees agreed to participate in this project and returned the consent forms to me. After that, I sent the questionnaire, the reflective writing form, and the English for Airline Business coursebook in a pdf format to 42 participants through LINE application. The participants were given two weeks for reviewing the coursebook and filling in the questionnaire and the reflective writing form. However, two students later decided to drop out of the study due to personal reasons. Therefore, the total number of the participants were down to 40. After receiving the filled-in questionnaires and reflective writing forms with 100% return rate, I contacted eight student participants and eight airline employee participants for one-on-one phone interviews. Sixteen participants out of 40 participants are sufficient to reach data saturation (Namey, Guest, McKenna & Chen, 2016, pp. 429-430). The interviews were conducted



according to the previously agreed schedules. All interviews were carried out in Thai to ensure that participants could clearly understand the questions and express their views comprehensively and comfortably. During the interview sessions, audio recordings were used to capture the conversations between the participants and me. Each interview was designed to last no longer than 30 minutes in order to prevent fatigue for both the participants and me. It took a month for me to complete all the interviews.

Data analysis: Quantitative approach for the questionnaire, the data was analysed using a descriptive statistics, including mean (μ) and standard deviation (σ). A 5-point Likert scale, ranging from 1 (Not adequate) to 5 (Extremely adequate), was used to rate the level of adequacy of contents and English skills. And qualitative approach for the reflective writing and the interview, this research utilized thematic analysis (Guest, MacQueen & Namey, 2012, p. 49). The process of thematic analysis involves six main steps including 1) familiarising with data, 2) producing initial codes, 3) looking for themes, 4) reviewing themes, 5) labelling themes, and 6) writing a report. Throughout the study, codes were developed, organised, and categorised into themes. Additionally, interpretive analysis was employed to interpret meanings and gain insights into the identified themes.

RESEARCH RESULT

This section presents findings from the questionnaire including the adequacy of the contents and the adequacy of the English skills provided in the current English for Airline Business coursebook.

Table 2. Summary of adequacy of the contents

The contents	μ	σ	Level
C2: Cognition - The coursebook provides adequate contents and/or activities which allow students to make sense of the contents by using their cognitive abilities such as meaning-making, content-understanding, and knowledge-applying.	4.48	0.40	Extremely adequate
C1: Content - The coursebook provides adequate contents and/or activities for the students to learn about airline business.	4.43	0.52	Extremely adequate



Table 2. (Continue)

The contents	μ	σ	Level
C4: Communication-The coursebook provides adequate contents and/or activities which allow students to use the language for communication in airline business in appropriate ways.	4.36	0.43	Extremely Adequate
C3: Culture - The coursebook provides adequate contents and/or activities regarding diverse cultures in airline business.	1.75	0.54	Not adequate
Total	3.75	0.47	Very adequate

Table 2, presents the summary of the adequacy of the contents including C1: Content, C2: Cognition, C3: Culture, and C4: Communication. Overall, the table reveals that the adequacy level of the contents is ‘very adequate’ ($\mu=3.75$, $\sigma=0.47$). From the results, C2: Cognition had the highest mean score of 4.48 ($\sigma=0.40$) at the ‘extremely adequate’ level followed by C1: Content ($\mu=4.43$, $\sigma=0.52$) and C4: Communication ($\mu=4.36$, $\sigma=0.43$) at the same level. C3: Culture had the lowest mean score of 1.75 ($\sigma=0.54$) at the ‘not adequate’ level.

Table 3. Summary of adequacy of the English language skills

The English language skills	μ	σ	Level
Speaking-The coursebook provides adequate contents and/or activities regarding English speaking skills.	4.32	0.54	Extremely adequate
Reading - The coursebook provides adequate contents and/or activities regarding English reading skills.	4.24	0.52	Extremely adequate
Writing: The coursebook provides adequate contents and/or activities regarding English writing skills.	4.21	0.55	Extremely adequate
Listening-The coursebook provides adequate contents and/or activities regarding English listening skills.	4.01	0.48	Very adequate
Total	4.19	0.52	Very adequate



Table 3, presents the summary of the adequacy of the English language skills including listening skills, speaking skills, reading skills, and writing skills. Overall, the table reveals that the adequacy level of the English skills is ‘very adequate’ ($\mu=4.19$, $\sigma=0.52$). From the results, the speaking skills had the highest mean score of 4.32 ($\sigma=0.54$) at the ‘extremely adequate’ level followed by the reading skills ($\mu=4.24$, $\sigma=0.52$) and the writing skills ($\mu=4.21$, $\sigma=0.55$) at the same level. The listening skills had the lowest mean score of 4.01 ($\sigma=0.48$) at the ‘very adequate’ level.

Findings from the reflective writing: This section presents participants’ reflective comments from the reflective writing form. Adopting thematic analysis, four main themes emerged from the data.

1. Contents organisation includes the appropriate order of each unit, the appropriate use of pictures, the clear list of topics, and the appropriate use of language
2. Active-learning activities include classroom’s interactions and benefits of active leaning activities.
3. Career motivation includes the benefits of contents and activities provided in the coursebook and the inspiration to work in the airline business
4. Missing topics include Thai cultures in airline business and international cultures in intercultural communication.

Findings from the interviews: This section is divided into two main parts of the findings based on research questions, including RQ 1) What are the contents that need to be included in English for Airline Business textbook from the perspective of the stakeholders? and RQ 2) What are the English language skills that need to be included in the English for Airline Business textbook from the perspective of the stakeholders?

1. The needs for the contents: The needs for C1: Content include general information about airline business and backgrounds of airline companies both domestic and international airlines. The needs for C2: Cognition include the knowledge of daily operation of the air travelling both on-ground and inflight operations and activities that promote service-minded skills. The needs for C3: Culture include the knowledge of Do’s and Don’ts in universal cultures and essential norms of different cultures. Finally, the needs for C4: Communication include the use of phrases and sentences in dealing with passengers in different situations and topics for small talks.



2. The needs for the English skills: The needs for listening skills include listening to different English accents in different conversations between airline staff and passengers and listening to announcements in different English accents. The needs for speaking skills include dealing with passengers in different situations and topics for small talks. The needs for reading skills include reading airline technical terms and reading abbreviations in airline business. Finally, the needs for writing skills include writing a resume for job application and writing abbreviations in airline business.

DISCUSSION

The integration of the results from the questionnaire, reflective writing, and interviews were analysed alongside with related studies. This highlights the benefits of adopting methodological triangulation including presenting data in different angles, developing a comprehensive understanding of the participants' needs, using the results as guidelines for writing a textbook in the future. More importantly, the results suggested that the combination between the needs for 4Cs and the needs for English skills would be beneficial for designing contents and activities in a future textbook. For example, contents about cultures might be integrated with reading activities or English speaking skills might be integrated with activities about how to deal with passengers which could promote students' cognitive abilities enhancing their service-minded skills.

In the discussion of the needs for contents, it analysed the needs for 4Cs including C1: Content, C2: Cognition, C3: Culture, and C4: Communication. For C1: Content, the adequacy level was 'extremely adequate' which was well reflected through participants' reflective writing in various aspects including the appropriate order of each unit, the appropriate use of pictures, the clear list of topics, and the appropriate use of language. However, some participants felt that some contents were missing and needed to be included. The needs for C1: Content include 1) general information about airline business and 2) backgrounds of airline companies both domestic and international airlines. Sternberg (2017, p. 82) suggested that textbooks need to serve students' needs since their backgrounds and interests are totally different from those in business. Rinjani (2019, p. 99) added that the lack of useful contents in writing a textbook can cause learners difficult to understand the material and



unable to see the whole picture of the textbook. Therefore, the needs for C1: Content mentioned by the participants should not be neglected.

For C2: Cognition, the adequacy level was ‘extremely adequate’ which had the highest mean score among 4Cs. The level was well reflected through participants’ reflective writing in the aspects of active learning activities which were useful for students to apply the knowledge in the future. However, there were some contents and activities needed by some participants to be provided in the coursebook to help promote students’ cognitive abilities. The needs for C2: Cognition include 1) the knowledge of daily operation of the air travelling both on-ground and inflight operations and 2) activities that promote service-minded skills. The needs are in line with Fullan & Langworthy (2014, pp. 3-4) who stated that learners must be able to go about with meaning-making, knowledge-constructing, and knowledge-applying so that they could enhance the efficacy of the learning process through their life courses.

For C3: Culture, the adequacy level was ‘not adequate’ which had the lowest mean score among 4Cs. The level was well reflected in participants’ reflective writing in the aspect of missing topics including topics about Thai cultures in airline business and international cultures in intercultural communication. In addition, the needs for C3: Culture include 1) the knowledge of Do’s and Don’ts in universal cultures and 2) essential norms of different cultures. This is in line with Sa-idi & Pittpant (2024, p. 79) who conducted a study on needs analysis of intercultural competence. In their study, participants collectively indicated that instruction on cultural norms and taboos should be incorporated into university classrooms, as such knowledge can be applied in real-life contexts when carrying out their professional responsibilities. Similarly, Alhendi, Lengyel, Balogh & Tóth (2022, pp. 4-5) stated that intercultural competence and knowledge are necessary among speakers of different cultural backgrounds since they are crucial elements needed for successful intercultural communication.

Finally, for C4: Communication, the adequacy level was ‘extremely adequate’ which was well reflected in participants’ reflective writing in the aspect of active learning and career motivation. However, some participants felt that some contents were missing and needed to be included. The needs for C4: Communication include 1) the use of phrases and sentences in dealing with passengers in different situations and 2) topics for small talks. This implies that the participants were motivated to communicate with people more based on the knowledge they gained from the coursebook. This supports Sternberg (2017, p. 81) who



stated textbook writing requires a personal touch and clear, real-world examples of how the material in the text can be applied to readers' lives.

In the discussion of the needs for the English language skills, it analysed the four English skills including listening, speaking, reading and writing. For listening skills, the adequacy level was 'very adequate' which had the lowest mean score among the four skills. Even though the participants reported in the reflective writing that the listening activities provided in the coursebook were useful for their future career, there were some contents and activities regarding English listening skills missing. The needs for listening skills include 1) listening to different English accents in different conversations between airline staff and passengers and 2) listening to announcements in different English accents. The findings were in line with Sa-idi & Pittpant (2024, pp. 72-73) whose study revealed that listening to different English accents such as British, Indian, and Singaporean was the most needed listening skills reported by student trainees who worked at a Thai airport. The need was also highlighted in the study of White, Treenate, Kiatgungwalgrai, Somnuk & Chaloemvarakorn (2016, p. 27) which revealed that English accent familiarity promotes comprehension of the English language.

For speaking skills, the adequacy level of speaking skills was 'extremely adequate' which had the highest mean score among four skills. The level was well reflected through participants' reflective writing in the aspects of useful active-learning activities and career motivation. Still, some participants felt that some contents were missing and needed to be included. The needs for speaking skills include 1) dealing with passengers in different situations and 2) topics for small talks. The results are in line with Sa-idi & Pittpant (2024, p. 73) whose study revealed that being able to talk about travel information such as accommodation and tourist attractions were needed by student trainees and useful for their internship.

For reading skills, the adequacy level of reading skills was 'extremely adequate' which was well reflected through participants' reflective writing in the aspects of contents organisation including appropriate contents and readability. However, some participants felt that some contents and activities were missing and needed to be included in the coursebook. The needs for reading skills include 1) reading airline technical terms and 2) reading abbreviations in airline business. The significance of technical terminology was reported by Firdaus, Yassi & Sukmawati (2020, p. 6) that technical terms including related abbreviations



are very important in the airline business. They must be understood by airline employees to avoid mistakes that could cause a big problem of aviation.

Finally, for writing skills, the adequacy level of writing skills was ‘extremely adequate’ which was reflected through participants’ reflective writing in the aspect of contents organisation and active learning activities which enhanced writing skills. Still, there were some contents and activities which needed to be included in the coursebook. The needs for writing skills include 1) writing a resume for job application and 2) writing abbreviations in airline business. This supports Zakari & et al. (2023, p. 3898) who stated that resume is one of the essential documents proving the necessary information about the applicants. The needs are also in line with Phithakphongphan (2016, p. 46) who reported writing airline alphabetical codes was necessary for airline jobs because misspelled codes could lead to wrong issuing airline documents or wrong flights.

RECOMMENDATIONS

Recommendations for applying the research findings

Based on the findings, the proposed modules are presented so that different researchers could follow. The modules are hoped to be guidelines for writing airline-related textbooks or writing textbooks in ESP fields such as hotels and tourism and for conducting classroom activities. The proposed modules integrate three main components presented in Table 4.

Table 4. Three main components used in proposed modules

1. Key Pedagogical Features	2. English Skills Integration	3. Assessment Design
1.1 CLIL framework (4Cs)	2.1 Listening: Conversations in different English accents	3.1 Scenario-based performance tasks
1.2 Real-world airline scenarios	2.2 Speaking: Role-plays, discussion	3.2 Cultural awareness quizzes
1.3 Intercultural competence development	2.3 Reading: Announcements, service procedures, cultural contents	3.3 Role-play evaluation



Table 4. (Continue)

1. Key Pedagogical Features	2. English Skills Integration	3. Assessment Design
1.4 Emphasis on practical communication + cultural adaptability	2.4 Writing: Incident reports, polite responses	3.4 Reflective journals on intercultural experiences

By integrating these three main components, the proposed modules highlight that cultural content plays a crucial role in ELT in Thailand because language and culture are deeply interconnected. Integrating cultural elements into English instruction enhances not only linguistic competence but also communicative and intercultural abilities. Therefore, incorporating cultural content in ELT is essential for developing well-rounded learners who can communicate effectively and appropriately in international settings. It bridges the gap between language knowledge and real-world communication, making English learning more practical, meaningful, and relevant. Five modules are presented in Table 5-9.

Table 5. Module 1: Introduction to Intercultural Communication in Aviation

Content Focus	Cultural Content	Language Focus	Activity (Examples)
- Importance of intercultural communication in aviation	- Universal values: respect, politeness, personal space	- Greeting passengers	- Compare greetings in different cultures
- Cultural sensitivity and awareness	- Overview of global diversity	- Offering assistance politely	- Role-play: greeting passengers from different regions



Table 6. Module 2: Cultural Do's and Don'ts in Global Contexts

Content Focus	Cultural Content	Language Focus	Activity (Examples)
- Understanding culturally appropriate and inappropriate behaviors	- Cultural differences (Thai, Asian, and Western cultures)	- Giving instructions politely	- Identify inappropriate behaviors in case studies
	- Hand gestures and body language	- Apologising and clarifying misunderstandings	- Fix communication breakdowns
	- Dress and appearance		

Table 7. Module 3: Cultural Norms in Service Encounters

Content Focus	Cultural Content	Language Focus	Activity (Examples)
- Service expectations across cultures	- Food restrictions (Halal, vegetarian, etc.)	- Offering food and beverages	- Role-play: serving passengers with different needs
	- Attitudes toward authority and politeness	- Handling requests and complaints	- Dialogue completion activities
	- Gender interactions in different cultures		



Table 8. Module 4: Communication Styles Across Cultures

Content Focus	Cultural Content	Language Focus	Activity (Examples)
- High-context vs Low-context communication	- How different cultures express disagreement	- Softening language	- Rewrite direct statements into polite forms
- Direct vs Indirect communication	- Saving face vs being explicit	- Clarifying meaning	- Interpret indirect passenger requests

Table 9. Module 5: Managing Cultural Misunderstandings

Content Focus	Cultural Content	Language Focus	Activity (Examples)
- Causes of intercultural misunderstandings	- Stereotypes vs cultural awareness	- Apologising effectively	- Case study analysis
	- Emotional expression differences	- De-escalating conflict	- Role-play conflict resolution

Recommendations for future research

The study involved only 40 participants within a single research context, which limits the extent to which the findings can be generalised. A larger sample size might reveal different needs regarding both course content and English language skills. Future research is therefore recommended to include a broader range of participants and multiple research settings, as this may yield additional insights and more comprehensive data regarding stakeholders' needs in different contexts. Such findings could further enhance understanding of how English language and content requirements can be effectively integrated in specific professional environments. Moreover, having only one researcher dealing with a large amount of data is not easy. Processing large amounts of data is time-consuming and working alone could lead to exhaustion. In this study, even though, there were three reviewers helping with verification and cross-checking process, I still felt overwhelmed by the large dataset.



Therefore, having more than one researcher to deal with sheer volume of information is recommended.

REFERENCES

- Alhendi, O., Lengyel, P., Balogh, P., & Tóth, J. (2022). Psychometric properties of intercultural competences in a central European context. *Sustainability*, **14**(12), pp. 1-22.
- Belcher, D.D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL quarterly*, **40**(1), pp. 133-156.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, UK: Cambridge University Press.
- Douglas, D. (2013). ESP and assessment. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for specific purposes* (pp. 368-383). West-Sussex, UK: Wiley-Blackwell.
- Firdaus, N.S., Yassi, A.H., & Sukmawati. (2020). The importance of understanding technical terminology in coordination between ATC and the engineer. In *IOP Conference Series: Earth and Environmental Science*, **575**(1), pp. 1-6, IOP.
doi: 10.1088/1755-1315/575/1/012180
- Fullan, M., & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. London: Pearson.
- Guest, G., MacQueen, K.M., & Namey, E.E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: Sage.
- Huang, C. & Deocampo, M.F. (2025). LIFE 5 textbook evaluation based on content language integrated learning (CLIL) model. *Journal of MCU Ubon Review*, **10**(1), pp. 3253-3268.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. London: Sage.
- Muñoz-Luna, R. (2014). From drills to CLIL: The paradigmatic and methodological evolution towards the integration of content and foreign language. *Profile: Issues in Teachers' Professional Development*, **16**(1), pp. 167-180.



- Namey, E., Guest, G., McKenna, K., & Chen, M. (2016). Evaluating bang for the buck: A cost-effectiveness comparison between individual interviews and focus groups based on thematic levels. *American Journal of Evaluation*, 37(3), pp. 425-440.
- Nation, I.S.P., & Macalister, J. (2010). *Language curriculum design*. London: Routledge.
- Phithakphongphan, T. (2016). A study on the needs of English skills of airline ground staff. *Journal of Humanities and Social Sciences, Thaksin University*, 11(Special Issue), pp. 37-54.
- Reinhard, K., & Pogrzeba, A. (2016). Comparative Cooperative Education: Evaluating Thai Models on Work-Integrated Learning, Using the German Duale Hochschule Baden-Wuerttemberg Model as a Benchmark. *Asia-Pacific Journal of Cooperative Education*, 17(3), pp. 227-247.
- Rimkeeratikul, S. (2022). Needs Analysis on an English Textbook Entitled English for International Business. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), pp. 748-774.
- Richards, J.C. (2015). *The context of language teaching*. Cambridge, UK. Cambridge University Press.
- Rinjani, E.D. (2019, April). Enrichment Book of Writing Narration Based on CLIL and Character Building. In *3rd Annual International Seminar and Conference on Global Issues (ISCoGI 2017)* (pp. 99-103). Atlantis Press.
- Rovai, A., Baker, J., & Ponton, M. (2014). *Social science research design and statistics: A practitioner's guide to research methods and IBM SPSS analysis*. Chesapeake, VA: Watertree Press LLC.
- Sa-idi, A. & Pittpunt, B. (2024). Needs analysis of English skill and intercultural competence in intercultural communication of Thai student trainees at a Thai airport. *Southeast Bangkok Journal (Humanities and Social Sciences)*, 10(1), pp. 67-81.
- Sternberg, R.J. (2017). Why It Is so Hard for Academics to Write Textbooks. *Psychology Teaching Review*, 23(1), pp. 79-84.
- Teeraprapha, C. (2023). An analysis of English language training needs for passenger service agents in the Thai aviation industry: A case study. In *The 14th Hatyai National and International Conference Proceeding* (pp. 24-34). Songkhla, TH: Hatyai University.



วารสารวิชาการศรีปทุม ชลบุรี

ปีที่ 22 ฉบับที่ 2 เดือนเมษายน ถึง มิถุนายน 2569

- White, A.R., Treenate, D., Kiatgungwalgrai, A., Somnuk, R., & Chaloemvarakorn, K. (2016). The effects of accent familiarity on English as a foreign language students' word recognition and comprehension of the English language. *UTK Journal*, 10(2), pp. 21-30.
- Zakaria, N.Y.K., & et al. (2023). Empowering students' employability through effective resume writing. *International Journal of Academic Research in Business and Social Sciences*, 13(12), pp. 3890-3900.