

การศึกษาปัญหาและความต้องการจำเป็นของทักษะการสื่อสารภาษาอังกฤษ
ในกลุ่มนักเรียนการบินแห่งโรงเรียนการบินกรุงเทพ

A STUDY OF PROBLEMS AND NEEDS OF ENGLISH COMMUNICATION SKILLS TO
THE STUDENT PILOT AT BAC

วรรณทิพย์ รุ่งพาณิชย์*

ดร.สุจิตาภา ลินธุ์รัตน์**

ดร.นครเทพ ทิพย์ศุภราชภูริ***

บทคัดย่อ

การศึกษาวิจัยมีวัตถุประสงค์เพื่อสืบค้นปัญหาและความต้องการจำเป็นของทักษะการสื่อสารภาษาอังกฤษในกลุ่มนักเรียนการบินแห่งโรงเรียนการบินกรุงเทพทั้ง 4 ทักษะ (การฟัง, การพูด, การอ่าน, การเขียน) และหาแนวทางแก้ไขในการใช้ภาษาอังกฤษของนักเรียนการบิน มีกลุ่มตัวอย่างทั้งหมด 50 คน รุ่น 22 ในหลายๆ เชื้อชาติเช่น จีน, ไต้หวัน อังกฤษ, อินเดีย, มาเลเซีย, และไทยโดยใช้การสุ่มแบบง่ายในการเลือกกลุ่มตัวอย่างผลของการสืบค้นแสดงให้เห็นว่า 90% ของผู้ตอบแบบสอบถามเป็นเพศชาย 46% อยู่ในช่วงอายุ 31-35 ปีของผู้ตอบแบบสอบถาม (96%) จบการศึกษาในระดับชั้นปริญญาตรี เกือบครึ่ง (42%) เคยเรียนร่วมกับนักเรียนต่างชาติ และยิ่งไปกว่านั้น 16% ของนักเรียนการบินเคยศึกษาต่อที่ต่างประเทศ อย่างไรก็ตามผลสรุปผลของงานวิจัยเผยว่าทักษะการเขียนเป็นทักษะที่เป็นปัญหาที่สุดและนักเรียนการบินมีความต้องการจำเป็นทักษะด้านนี้ที่สุดเช่นกันและตามมาด้วยการอ่านการพูดและการฟังตามลำดับนักเรียนการบินเหล่านี้ต้องการที่จะพัฒนาทักษะภาษาอังกฤษโดยการฝึกกับชาวต่างชาติและเรียนกับเจ้าของภาษาโดยตรง การศึกษาวิจัยในครั้งนี้จะเป็นประโยชน์ต่อนักเรียนการบินในการปรับปรุงทักษะการสื่อสารภาษาอังกฤษต่อไป

ABSTRACT

The study aims to investigate the problems and needs of the student pilot at BAC of English communication skills of four skills listening, speaking, reading, and writing and to find out the solution in using English of the student pilot. In this study, there were 50 student pilot in Batch 22 from various nationalities; Chinese, Taiwanese, English, India, Malaysian and Thai. They were selected by using the random sampling technique. The findings indicated that 90% of the respondents were male, and 46% of them were 31-35 years old. There are 96% of respondents who graduated in a bachelor degree, and nearly half of them (42%) used to study with foreign. Moreover, they had experience in living or staying abroad (16%). However, the findings showed that the skill they needed to improve most was writing, following by reading, speaking and listening, respectively. They would like to develop the English skills by practicing with foreigners and studying

คำสำคัญ : ปัญหาและความต้องการการสื่อสารภาษาอังกฤษของนักเรียน

* นักศึกษาปริญญาโทหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษเพื่อวิชาชีพ คณะศิลปศาสตร์ มหาวิทยาลัยรังสิต

** อาจารย์ประจำหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเพื่อวิชาชีพ คณะศิลปศาสตร์ มหาวิทยาลัยรังสิต

*** อาจารย์ประจำหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเพื่อวิชาชีพ คณะศิลปศาสตร์ มหาวิทยาลัยรังสิต

with native speakers. The study will be beneficial for the student pilot who want to improve their all communication skills in English.

Keywords : Problems and Needs, English Communion, Student Pilot.

INTRODUCTION

In today's global world, the importance of English can not be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, pilot and education, which is the most important arena where English is needed (William,1991). Particularly, as a developing country, They needs to make use of this world-wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education. Consequently, English should be the medium of instruction at universities for the following three reasons: finding a high-quality job, communicating with the international world, and accessing scientific sources in the student's major field.

In this present day student pilot have to pass level 4 of English base on ICAO, they can fly around the world. But a general educational program, the speaking and listening ability in English of Thai students has been minimal (Hart&Burks,1972). Because students have little chance to practice speaking English in or outside the classroom, they respond to the teacher only when called upon and the learning atmosphere is individualistic. Moreover, learning English in Thailand is a rote memorization of new words and sentence structure only on paper. Therefore, Thai students in international programs suffer from academic difficulties, for example, attending lectures, taking notes, and participating in classroom activities (Neil, 2010).

The results of the study are beneficial for the teachers who want to improve and design effective English courses for the student pilot at BAC to satisfy the needs of the students and to fit current social and educational circumstances. Moreover, this study could help students understand the problems in using the English language so that they can adapt those causes of the problems to solve the problems in English communication and be successful in pilot career. The last but not least it may have benefit for the people who are interest in this curriculum.

2. Purposes of the Study

- 2.1 To investigate the problems of the students pilot at BAC of English communication skill.
- 2.2 To find out the solution to solve the problems in using English for student pilot at BAC

3. METHODOLOGY

3.1 POPULATION AND SUBJECTS

Bangkok Aviation Center (BAC) has established for 11 years. There are over 800 hundred student pilot and about fifty foreign student pilot graduated from aviation center. In this study, there were 50 student pilot from various nationalities; China, Taiwan, England, India, Malaysia and Thailand. The fifty subjects were selected

using the random sampling technique.

3.2 RESEARCH INSTRUMENT

The research instrument used in the study was questionnaire. The questions were designed by the researcher about communication skills.

The questionnaire was divided into three parts. General background information, problems and needs of developing in using English and suggestion.

3.3 PILOT STUDY & MAIN STUDY

3.3.1 PILOT STUDY

For the pilot study, 20 percent of questionnaires were given to student pilot batch 22 and all of them completed the questionnaires. There were no problem about the question and they were nothing to doubt. Therefore, the researcher have no amend all the questionnaire.

3.3.2 MAIN STUDY

The questionnaire was revised and developed based on the pilot study, it was administered to the sample selected for the main study: 50 respondents. The duration of the questionnaire administration for the main study was distributing and collecting the data about a week. The return rate was 100% to be used for the data analysis.

3.4 DATA ANALYSIS

All 50 completed questionnaires were collected and analyzed, categorized and tabulated on computer program, SPSS and were calculated into the statistical values as follows:

- A) The data concerning the general information of the participants on Part 1 was presented in Percentages.
- B) five-point Likert scale ([Likert, Rensis, 1932](#)) was used to score frequency of using English and the levels of problems and needs for English skills of student pilot.
- C) Arithmetic Mean (\bar{x}) and Standard Deviation (S.D.) were used to calculated the data in this study. Standard Deviation (S.D.) was used for measuring of the dispersion, giving information on the extent to which a set of scores varies in relation to the mean. Mean was used to interpret the average levels of problems and needs in Part 2.

4. RESEARCH FINDINGS

TABLE 1 ENGLISH PROFICIENCY IN FOUR SKILLS

Skills	5 Excellent		4 Very Good		3 Good		2 Fair		1 Poor	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Listening	10	20%	20	40%	15	30%	5	10%	0	0%
Speaking	9	18%	17	34%	18	36%	6	12%	0	0%
Reading	3	6%	6	12%	14	28%	17	34%	10	20%
Writing	2	4%	2	4%	11	22%	19	38%	16	32%

The table shows the frequency and percentages of the respondents for their English language skills. The findings showed that their listening skill is very good (40%), followed by speaking (36%), reading (34%), and writing skill (38%). In the case of student pilot, the overall rating of problems and needs was analyzed in 4 skills:

TABLE 2 Communication Problems and Needs

LISTENING	Problem Mean	Needs Mean	Problem SD	Needs SD
General conversation	2.20	3.00	0.83	1.05
Questions about Copying ATC clearance	2.30	3.18	0.86	1.26
Opinions and critiques about weather forecast briefing	2.26	3.30	0.90	1.25
SPEAKING	Problem Mean	NeedsMean	Problem SD	NeedsSD
Greeting, and giving an introduction for safety	2.40	3.34	0.73	1.06
Making conversation about the flight	2.70	3.52	0.97	1.11
Explaining the checklist before flying	2.62	3.72	1.01	1.20
READING	Problem Mean	Needs Mean	Problem SD	NeedsSD
General publication	2.58	3.38	0.78	0.97
Articles concerning pilot career	2.78	3.72	0.76	0.99
Programs and flight schedules	2.68	3.60	0.96	1.09
WRITING	Problem Mean	Needs Mean	Problem SD	NeedsSD
English grammar/structure	3.30	3.86	0.97	1.09
Visa applications, customs forms	3.46	4.02	0.81	1.08
Decode NOTAM	3.54	4.20	1.07	1.12

The tables showed that the highest problems and needs were writing followed by reading, speaking and listening respectively. The most writing problem was "Decoding NOTAM" (Notice to Airmen which is a notice filed with an aviation authority to alert aircraft pilots of potential hazards along a flight route or at a location that

could affect the safety of the flight), and also in writing needs. The highest reading problem was “Articles” concerning Programs and flight schedules. Moreover speaking skill 2.70 was the most problem: Making conversation about the flights, they needed “Explaining the checklist before flying”. The last which listening skill problem was Questions about copying ATC(Air traffic control) clearance is a service provided by ground-based [controllers](#) who direct [aircraft](#) on the ground and through controlled [airspace](#), and can provide advisory services to aircraft in non-controlled airspace). Also, they needed “Opinions and critiques about weather forecast briefing” in listening skill.

5. DISCUSSION

The present study concluded that writing skill was the most difficult English language problem that students pilot at BAC encounter, followed by reading, speaking and listening respectively. This may be because the cause of the writing is the productive skill in the written mode and it is the most difficult skill, even for English native speakers (Heaton,1975). According to the related study of Jinda Prapawuttikul (2004), the quality of the students’ written assignments, was quite poor because they rarely composed essays in secondary level or high school. Most of student pilot at BAC did not need to develop certain basic skill of writing because they rarely use writing paragraph in daily life and also in their job; although, they were weak in writing with the speed and fluency. According to the results they would like to develop the English skill by practicing with foreigners, and studying with native speakers.

According to the theory of needs for communication they said poor reading and writing skills. It is they pretend to be able to read or avoid reading and writing (Joseph, 2013). The researcher thinks student pilot may not concern about this skills.

In addition, all of them passed TOEIC exam (650 out of 990) and they got “English proficiency pilot test”, which the writing part was not included the most. English skills they need in their work are speaking and listening. Also, technical terms in aviation and what they need in their work.

ACKNOWLEDGEMENTS

I would like to express my special thanks of gratitude to my adviser as well as our principal who gave me the golden opportunity to do this wonderful project, which also helped me in doing this research.

REFERENCE

- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25, 375–406.
- Hart, R. P., & Burks, D. M. (1972). Rhetorical sensitivity and social interaction. *Speech Monographs*, 39 (2), 75– 91.
- Heaton, J.B. (1975). *Writing English Language Tests (2nd ed): A Practical Guide for Teachers of English As a Second or Foreign Language*. Longman Group.

Richardson, N. (2010). Guided Reading Strategies for Reading Comprehension. Education Matters. Fisher Digital publications, Retrieved April 23, 2013, from <http://fisherpub.sjfc.edu/cgi>.

Tubbs, S. L. (2003). *Human communication: Principles and contexts* (9th ed.). Boston: McGraw-Hill.

[Likert, Rensis](#) (1932). "A Technique for the Measurement of Attitudes". *Archives of Psychology* 140: 1-55.

วารสารการบริหารการศึกษาและภาวะผู้นำ
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี