

## **Developing EOP materials for Pre-service Cabin Crew: A text-driven approach**

Fatemeh Taghipour, Ph.D. Candidate, Department of Foreign Languages, South Tehran Branch, Islamic Azad University, Tehran, Iran  
*f.taghipour.1998@gmail.com*

Ahmad Mohseni, Associate Professor, Department of Foreign Languages, South Tehran Branch, Islamic Azad University, Tehran, Iran  
*amohseny1328@gmail.com*

### **Abstract**

One prominent criterion to achieve efficient learning and instruction in an educational setting is the appropriate material(s) specifically developed for that particular group of learners, particularly in an English for Occupational Purposes (EOP) context. This study aimed at developing new EOP materials for pre-service cabin crew in an aviation school. To do so, initially the researchers performed the evaluation of the current EOP textbook through a checklist and interviews with 20 English teachers who did not express much satisfaction about it. Consequently, having been convinced about the unsatisfactory results, the researchers developed new materials for this group of learners. The new materials was later implemented on 30 learners as the experimental group as opposed to another 30 as the control group being instructed by the current material. The findings demonstrated significant differences in the experimental group achievement of language proficiency at the end of the course compared to their language proficiency at the beginning of the course. Moreover, the results expressed significant differences between the achievement of control and experimental groups at the end of EOP courses, in favor of the experimental group. The newly developed EOP materials for flight attendants could be widely instructed in the airlines and aviation schools based on the obtained findings.

**Keywords:** Cabin crew, EOP, Flight attendants, Language proficiency, Materials development

### **Introduction**

One of the occupational contexts in which English seems incredibly highlighted and mandatory on part of its staff is the airline industry. Through the rapid growth of this industry, the necessity of hiring competent cabin crew members especially in English language proficiency is a must, because communication with various people working for an airline, and more predominantly with the passengers to satisfy their needs, problems, and requests forms the greatest role of a flight attendant. According to Lovelock and Wright (2002, cited in Setyaningsih, 2009), in an airline as a service business, people purchase an experience, which means they expect to be satisfied; however, the number of unhappy passengers has been widely growing, the source of which was mostly traced to the poor communication between the cabin crew and passengers due to the lack of language competency on part of cabin crew members. In the same vein, Tax and Brown (1998) expressed that most of the customers are frustrated with companies' procedures of handling their complaints. Further, they reported what assists to deal with service challenges is to create an atmosphere which puts listening to the customers as their priority. Thus, listening then speaking the same language would reduce such problems leading to accentuating the significance of flight attendants' mastery over English (Tax & Brown, 1998).

Hence, developing new materials for this group of English learners based on needs analysis and current materials evaluation sounds mandatory.

Another concern for conducting this study could also reside in the fact that among the three major significant factors in a learning context (i.e., teachers, learners and course books) are mostly dependent on the course books selected for the course which shows the significance of course books. “Textbook is the effective instrument for the educational practice and it can reflect values and senses for individuals and nations” (Hinkel, 2005, p.135). As a result, selection of a course book requires a careful evaluation of the possible course books either available in the markets or the home-made ones (Block (1991) in favor of ‘home-made’ materials discussed that they attach a personal touch to teaching that learners appreciate). In this regard, because such evaluation has not ever been performed to prove the materials efficacy for the pre-service flight attendants, this study initially explored the current English for Occupational Purposes (EOP) material for pre-service cabin crew members at an aviation training center.

Additionally, it is mandatory, as a crucial part of the airlines, to develop a special English course book to meet the learners’ and teachers’ needs and wants so they will be able to accomplish their duties efficiently. Aiguo (2007) expressed that cabin crew members will be enabled to converse with their counterparts throughout the world next to better serving the passengers. Moreover, as Masuhara (2011) asserted that materials should be driven from the learners’ and teachers’ needs and wants, this research study aimed at developing and implementing materials particularly designed for pre-service flight attendants adopting Text-Driven Approach as the researcher-teacher preferred to introduce the subject of unit by any types of texts entailing affective as well as cognitive engagement followed by a flexible framework to develop several activities relevant to the texts.

### **Literature Review**

Several scholars have discussed the significance of transferring English Language Teaching (ELT) from General English to English for Specific Purposes (ESP) considering learners' needs, wants and desires leading to several subcategories under this umbrella term, ESP. Some of which are: English for Business Purposes (EBP), English for Occupational Purposes (EOP), and English for Academic Purposes (EAP). Chang (2009, cited in Purwanti, 2019) asserted that an ESP curriculum suits the learners’ requirements to meet their particular and precise needs as a response to their demands in either academic or vocational contexts in English. What is expected to be emphasized in an EOP curriculum is developing communicative competence in that specialty and profession, such as tourism, business, or aviation. Additionally, Naerssen and Eastwood (2001) inserted that obtaining achievement in professional careers is always associated with how proficient one is in communicating in English. Consequently, in order to train the students how to communicate well in their upcoming careers, teachers need to be acquainted with their communication needs. Significance of ESP materials rises up when learners express their needs to write their articles, read specialized journals, prepare their presentation and communicate interactively in academic conferences or meetings, etc.(Naerssen and Eastwood, 2001).

### **Textbook Evaluation**

Tomlinson (2011) defines textbook evaluation as an attempt to assess the prospective value of textbooks which includes making findings about the textbook effects on students, teachers as well as administrators, people who are in touch with books. Such effects could be assessed through features like validity, credibility, flexibility, and ability to interest, motivate,

and engage the learners, degree of challenge, relevance, and value as well as layout and design of the book. According to Rea-Dickins and Germanie (1992), textbook evaluation is “the means by which we can gain a better understanding of what’s effective, what’s less effective and what appears to be no use at all” (p. 28). However, Weir and Roberts (1994) are more precise, since to them, textbook evaluation needs to be comprised of a systematic analysis of all related data, including the grammar and vocabulary presentation, exercise and activities, context, teacher’s manual, methodology and physical appearance, which are vital for improving the book.

Among various tools, checklists are of highlighting roles in textbook evaluation, especially in an ESP curriculum, since they could help the educators to consider continuing, discontinuing, or modifying a textbook in their school. To name one strong benefit of applying evaluation checklists, one can mention the economic approach of them which could consider all relevant points needed for evaluation (Cunningsworth, 1995; McGrath, 2002). According to Harmer (2001), the use of evaluation checklists could be beneficial to see whether a course book is appropriate for learners or not. Administering one quick practical evaluation through checklists could enable the educators in examining the appropriateness of a course book in covering demands of educational needs of learners as well as the school curriculum (Cunningsworth, 1995).

In addition, to Cunningsworth (1995), an evaluation checklist needs to own several criteria including physical features, aims and approaches, methodology, and the degree to which the material is teachable. Moreover, Wahab (2013) considers evaluative checklists to have five parts of: aims and goals, topic, bibliographical data, grammar and vocabulary, next to layout and physical features. To him, the content has to be assessed based on depth and breadth of materials and teaching objectives, as well as the fact that the book suffices or must be supplemented by other materials.

In Iran, among the studies in which ESP textbooks have been evaluated, one can name Zangani (2009) who investigated the problems with ESP course books in humanities by accomplishing an evaluation study. The findings revealed that some sections of the book were in need of modification due to the lack of harmony with the students’ needs.

Razmjoo and Raissi (2010) also performed a quantitative study on evaluating SAMT ESP course books for medical sciences students with both the students and their instructors involved. The results indicated that neither the students nor the instructors were happy with what the course books intended to fulfill.

### **ESP Materials Development**

Materials development in ESP curriculum is very pivotal declaring teachers’ and materials developers’ creativity and effort, and there have been a great deal of discussion over ESP curriculum/ materials development in the field of English language teaching. In this vein, Marshall (2002) believes in association of language instruction with the skills required in social, academic and occupational contexts. Teachers besides materials developers must accept the responsibility and do their best to make use of their own experiences, sources and above all, their feelings to create or find teaching materials fitting the needs of each group of learners instead of prescribing one single material for all groups (Jones, 1990).

Tomlinson (2011) defines materials as anything which can be used to help learners in the process of language learning. Materials can be course books, workbooks, video clips, hand-outs, newspaper clippings, etc. informing the language under instruction. They could be in different forms of instructional, experiential, elicitive or exploratory.

According to Tomlinson (2012), materials developers should not ignore the linguistic aspects of language which are definitely crucial and well associated with ESP like lexical terms, and language forms while trying to incorporate the four skills in English language with authentic texts. The truth is authentic materials and ESP curriculum are normally intertwined. Thus, learners had better be offered large number of authentic materials reflecting their real world, while simultaneously linking with their background knowledge and language ability. Moreover, Tomlinson (2011) introduces Text-Driven Approach (TDA) to materials development for language learning by which he means the framework in which each unit of the materials is driven by potentially engaging either written, spoken or visual texts. The aim will be to engage learners both affectively and cognitively before using the text to drive activities. The primary principles consist of exposing learners to language in use, engaging them cognitively and affectively, letting them use language for communication and providing them with opportunities to discover the language themselves.

Several researchers as teachers/ materials developers have tried this approach to lead the units of their materials. For instance, Pryor (2010) developed, implemented and evaluated a set of materials for an EFL use following Text Driven framework. The designed materials were used in a Japanese foreign language classroom and had been initially trialed twice before being adapted and used later. Similarly, Trabelsi (2010) also developed and trialed several authentic materials for business English language students in Tunisia under the tenets of TDA. To conduct the study, the researcher applied different instruments as the students' questionnaire, the teachers' interview, content analysis, and materials analysis and evaluation. Consequently, he was able to propose a new approach to authenticity of teaching-learning materials to tailor them to their users. In an EOP context, Cullen (2010) devised song writing learning materials for L2 songwriters in Japan. Acknowledging the learners' goal in learning English (not for the sake of the language), the researcher conducted a needs analysis study, then with the help of three approaches of Language-centered, Skills-centered, and Learner-centered was able to develop learning materials for them.

Similarly, Lestari (2017) developed a syllabus and course book for the flight attendants based on their real needs through several phases of analysis, design, development, implementation and finally evaluation. The outcome of that research study was the schematic model presetting theories like ESP, list of cabin crew's jobs and the evaluation.

Consequently, in order to train competent pre-service cabin crew members, this study evaluated the current material used to instruct this group of learners, then developed new materials targeting their needs, and later implemented them to be compared with the current material to discover its effectiveness. Accordingly, the following research questions were addressed:

Q1. How do the EOP teachers evaluate the current EOP course book for cabin crew?

Q2. Does the newly developed materials significantly improve EOP learners' English language proficiency?

Q3. Is there any significant difference between the newly developed materials and the current materials in developing EOP learners' English language?

## **Methodology**

### **Design**

This present exploratory study applied a parallel mixed methods approach to develop an English material for pre-service flight attendants in an English for occupied purposes (EOP) program at an aviation school in Iran. To speak about quantitative phase of the study, a single experimental group pretest-posttest quasi-experimental design was tailored. Ary Jacobs, Sorensen, & Razavieh, 2010, p.316) expressed that the researcher can control the dependent variables treatment and measurement; however, they cannot control the participants' assignment in a quasi-experimental research. In this study, as it was not possible for the researcher to randomly assign subjects to treatment groups due to the training center regulations, this kind of design was adopted. To speak about qualitative phase of the study, the basic qualitative research design, i.e., basic interpretive study was employed.

Additionally, Research and Development (R&D) could form another design of this study, since the outcome of the present study was based on the research on recognizing the needs, lacks and wants of the learners. One research design aimed at developing and validating educational materials is educational research and development (R&D). What the process usually includes is identifying possible problems which require to be solved by educational materials, such as course books, curriculum, assessment instrument (Borg and Gall, 1983, p. 772).

### **Participants**

Two groups of participants were involved in the study, which are as follows: 20 English language teachers teaching EOP course for cabin crew for 5- 25 years in an aviation school in Tehran; 90 young (19-28 years old) pre-service flight attendants as EOP learners, including 35 male and 55 female individuals who were placed at the intermediate level of general English. Having taken the placement test to form homogenous students, 30 students needed to be excluded from this study after analyzing the results of a Standard English test (PET). The remaining 60 learners were assigned randomly to either control or experimental group, being instructed by the current EOP material or the newly developed materials respectively.

### **Instruments and Materials**

In order to pursue the goals of this study, several instruments were applied. The following presents the instruments fully.

#### **Course Book Evaluation Checklist (Miekley, 2005)**

Among several textbook evaluation checklists, ESL Textbook Evaluation Checklist devised by Miekley (2005) was applied in this study to evaluate the current EOP course book for the flight attendants. The rationale behind this pick lay in the fact that it has been widely applied in course book evaluation research studies; moreover, it was framed by Likert scale by which responding and analyzing sounded more convenient on part of the respondents and evaluators. Additionally, Meurant (2010) asserted that Miekley (2005) provided evaluators with a precious checklist in order to help make the course book selection more reliable and efficient. Further, he expressed that this checklist would offer the educators the necessary tool to provide an informed evaluation as well as balance the demand for thoroughgoing evaluation with the demand for efficacy. As Miekley (2005) indicated, each item in this checklist was based on either former research or earlier developed evaluation checklists. This checklist is composed of three sections of: I) Context, II) Teacher's manual, and III) Context with the total number of 39 items.

Regarding the first section, it assesses a course book based on a variety of major issues, such as content, grammar and vocabulary, exercises and activities, attractiveness of the text and physical make-up. For the sake of the second section, it evaluates teacher's manual according to its general features, background information, methodological guidance, and supplementary exercises and materials. The last part of the checklist is ended by asking several questions about the appropriateness of the textbook for the curriculum, students, as well as teachers.

### **Semi-structured Interview**

Semi-structured interview sessions were administered following the teachers' evaluation of current EOP course book for flight attendants via Miekley's (2005) ESL Textbook Evaluation Checklist. This interview includes two general questions regarding the teachers' evaluation of the textbook generally as well as more specifically and academically. The sessions were all held in English, as the participants were English instructors who felt comfortable to speak English to the interviewer.

### **PET (Preliminary English Test)**

To assure the homogeneity of the learners, before the beginning of the classes, a Preliminary English Test (PET) was administered among the 90 pre-service cabin crew members. The PET exam is categorized as B1 Level (low intermediate) according to the Common European Framework of Reference for Languages (CEF or CEFR) which tested all four skills: listening, reading, writing, and speaking. Because the learners had already been placed at intermediate level of language proficiency, this standard test was applied to reassure homogeneity of the EOP learners. It is worth mentioning that reliability of this test was calculated based on twice administration of it on 40 English learners with the interval of one month. The obtained Chronbach's  $\alpha$  was calculated as 0.82.

### **Parallel Pre-test and Post-test (Researcher-made Tests)**

As the researcher aimed at finding the possible differences in the learners' achievement of the EOP course in control and experimental groups, administration of parallel pre-test and post-test seemed mandatory. Like PET, the two sets of the test comprised the main four language skills. Thus, the researcher-made tests were given to two experts (PhD holders in TEFL) to evaluate the items regarding content validity for intermediate students. The researcher-made pre-test and post-test's Cronbach's alpha and the item-total correlation of the 8 parts of the both tests were calculated. All items showed item-total correlation more than 0.70 which is considered a great item-total correlation (Cronbach's alpha= 0.880, 0.867). Additionally, an exploratory factor analysis using principle axis factoring (PAF) and varimax rotation method were run to probe the underlying constructs of the researcher-made pre-test and post-test. Both principal component analysis (PCA) and PFA, actual and simulated data, suggested three factors to be extracted. The three-factor models accounted for 85.296 and 77.966 percent of the total variance. Then, the test was piloted on 30 intermediate students to check the factors like item difficulty and the assigned time. Following these procedures, the researcher was able to administer the revised pre-test and later post-test among the 60 pre-service flight attendants.

### **EOP Materials**

The two groups of EOP learners as control and experimental group received two different treatments to pass their EOP courses. Control group was instructed by the current course book called "English in Flight" covering 8 units in 16 sessions; whereas, experimental group was

instructed by the newly developed materials which covered 8 units in 16 sessions, too. The current materials at the aviation school was published in 1982 and offered valuable information regarding the career of flight attendants, though quite outdated and literally inappropriate in some parts in terms of religious and cultural issues.

The newly developed materials was the course book instructed to the experimental group, offering more updated information, pictures and figures, conforming to Islam and Iranian culture.

## Procedures

This study comprised three phases of: current EOP textbook evaluation, new EOP materials development and finally the newly developed material implementation. The justification behind the materials development for cabin crew could be the dissatisfaction of the teachers about the current material teaching pre-service flight attendants, for one thing. To do so, applying a textbook evaluation checklist seemed mandatory to diagnose if the current teaching material needed to be altered or not. To answer the first research question, evaluating the course book 'English in Flight', the Miekley's (2005) evaluation checklist was selected and distributed among the twenty English teachers. One week after the administration of the course book evaluation checklist, each teacher attended a semi-structured interview in which they were asked two open-ended questions individually. All the interview sessions were recorded in order to be transcribed and coded later. In other words, the responses were coded which means the participants' responses were categorized into several clusters of ideas mainly extracted from the Evaluation Checklist.

Based on the teachers' dissatisfactory evaluation of the course book, the researchers were convinced about developing new materials, specifically designed for pre-service cabin crew members. Thus, the next phase of the study was to develop new EOP teaching materials for cabin crew members, the design of each unit was based on of Tomlinson's (2011) Text Driven Approach (a sample unit is attached as Appendix B). What urged us in this study to employ that approach was its flexibility and convenience, in addition to its basis on the major findings of applied linguistics researches regarding the significance of students' background knowledge and experience as a foundation for meaning-focus learning (Elahi Shirvan, 2018). Reviewing the responses through the needs analysis questionnaire as well as the interviews (Authors, 2020), the real needs and wants of the learners were identified. In short, communication skills, speaking, listening, cultural literacy and vocabulary were among the most frequently reported needs of the learners.

Having administered the PET to form homogenous learners, the researcher-made test as the pre-test, which was in line with the post-test, was hold prior to the courses. It was necessary to conduct a pre-test to diagnose the students' independent performance abilities.

The last phase of the study was to implement the newly developed materials among real learners (experimental group), to find the effectiveness of the new materials. It covered the 3 major phases of the flight including pre-flight, in-flight and post-flight phases of flight attendants' career. Additionally it followed the Text Driven Approach in which every unit was introduced through a text (e.g., a written text, an audio track, a picture, etc.). Following the text, a variety of tasks in including *readiness activities*, *Initial response activity*, *intake response activities*, *development activities*, and *Input response activities*.

Simultaneously, the control group received the current treatment at the EOP course for flight attendants. In other words, they were instructed by the current materials, 'English in Flight', throughout the 16 sessions of their course.

The EOP courses for both experimental and control group lasted 16 sessions, each two hours. The course books contained 8 units, and each unit was supposedly to be covered every 2 sessions. Thus, two EOP courses for pre-service flight attendants, lasting 2 months, got started in February 2018. The researcher/teacher met the learners twice a week, each week covering 1 out of 8 designed units. The parallel post-test was held at the end of the classes, the scores of which were compared with the pre-test scores.

### Data Analysis

To find out how the teachers evaluated the current materials, descriptive statistics including frequency, percentage and mean score were applied. Paired and independent sample tests were run to probe the possible significant differences between the experimental and control groups' mean scores. It needs to point out the prior to these tests, tests of normality were used.

## Results

### Results for Research Question 1

Research question number 1 dealt with the teachers' evaluation based on the current EOP course book for the flight attendant applying Miekley's (2005) checklist which was comprised of three main categories of: i) Textbook, including Content, Vocabulary and Grammar, Exercises and Activities, and Attractiveness of the Text and Physical Make-up, ii) Teacher's Manual including General Features, Background Information, Methodological Guidance, and Supplementary Exercises and Materials, and iii) Context including Textbook Appropriateness for Curriculum, Students and Teachers. The checklists were collected and such findings were obtained:

**Table 1.** Teachers' Evaluation of Current EOP Course book

Category	Subcategory	Mean	Total Mean
Textbook	Content	3.29	2.50
	Vocabulary & Grammar	1.60	
	Exercises & Activities	2.31	
	Attractiveness of the Text & Physical Make-up	2.83	
Teacher's Manual	General Features	-	2.65
	Background Information	-	
	Methodological Guidance	-	
	Supplementary Exercises & Materials	-	
Context	Appropriateness for Curriculum	3.10	2.65
	Students	2.3	
	Teachers	2.55	
Total Mean		2.575	

According to Table 1, the total mean of the teachers' responses to each item of the checklist in the three categories was 2.575 which came almost half way between 2 (Adequate) and 3 (Good) which indicates teachers did not show much interest and satisfaction about the course book.

To enable the researchers with stronger responses, we decided to administer the semi-structured interview sessions about the current course book among the English teachers. Having transcribed and coded the teachers' responses, two tables were drawn to summarize their points of view.

***Interview Question 1: If you were going to evaluate this course book generally, what would you say?***

As Table 2 suggests, (nearly) all the teachers agreed lack or shortage of teacher's manual, workbook, real pictures as well as localization were among the weakest aspects of the book, resulting in their dissatisfaction with the book.

**Table 2. Results from the First Interview Question with Teachers**

	Total number of participants	Lack or Shortage of			
		Teacher's Manual	Workbook	Real Pictures	Localization
Number of Participants	20	20	20	18	18
Percentage of Participants	100%	100%	100%	90%	90%

***Interview Question 2: How do you evaluate the course book more specifically and academically?***

It could be inferred from the below table that all the teachers believed speaking tasks and activities were not adequate, specifically since speaking is one of language deficiencies of English learners' who would be expected to speak fluently. Moreover, 90% of them assumed the number of pair-works as the preferable learning style through the eyes of both learners and teachers was not enough. 80% also thought vocabulary and grammar tasks helping learners to speak more fluently and accurately could not be observed frequently.

**Table 3. Results from the Second Interview Question with Teachers**

Total number of	Lack or not Adequate number of		
	Speaking	Pair-work	Vocab-

	participants	Tasks	Tasks	Grammar Tasks
Number of Participants	20	<b>20</b>	18	16
Percentage of Participants	100%	<b>100%</b>	90%	80%

### Results for Research Questions 2 & 3

Having developed the new EOP materials specifically designed for pre-service flight attendants, the researchers aimed at finding the possible effectiveness of the newly developed material through the data obtained from researcher-made parallel pre- and post-test results.

In this phase of the study, to be-EOP learners with homogeneous English language proficiency were appointed. To achieve this, 90 pre-service cabin crew members took a version of Preliminary English Test (PET) and their PET scores were applied as the method to single out those learners with similar language proficiency scores. The PET test takers achieved a mean score of 65.75, with SD=6.13 on PET. The drawn figure also demonstrates the distribution of PET scores of the test-takers, which shows a normal distribution, distinguishing the mean score as the good indicator of the central point of distribution.

In order to select the to be-EOP learners with homogenized English language proficiency, the ones whose PET scores were within the range of 1 SD above or below the mean score were chosen from the 90 test takers. As the statistics suggested, out of 90 test-takers, 60 were eligible to enter the EOP course as their scores lied between 1 SD above or below the mean score. The mean score of the 60 appointed learners after excluding 30 of them is 66.25, with the SD=3.034. It was clear that the learners' mean score did not alter much from that of theirs on the first statistics; however, as it seemed obvious the obtained SD was reduced to 3.034 from its first obtained finding 6.13. The new obtained SD indicates more homogenized English language proficiency learners.

As it was discussed before, the remaining 60 pre-service flight attendants were randomly assigned into two groups of control and experimental. Before the courses started, the EOP learners had taken a pre-test, assessing four major language skills. It is worth mentioning that the highly- obtained reliability and validity level of the researcher-made tests, as well as PET were the fundamental basis of this phase of the study.

The following table depicts the descriptive data regarding the obtained pre- and post-test scores of the pre-service flight attendants as EOP learners.

**Table 4.** *Descriptive Statistics of Pre- & Post-test Scores of Control & Experimental Groups*

	N	Minimum	Maximum	Mean	Std. Deviation
EXP Pretest	30	42	72	54.40	7.123
EXP Posttest	30	46	84	65.40	11.536
CONT Pretest	30	40	68	55.75	8.459
CONT Posttest	30	42	74	56.27	9.465

According to Table 4, the mean scores of experimental and control group pre-tests were not much different. However, the mean scores of experimental and control group post-tests were not much similar. To achieve the possible differences, several T-tests were required to run; however, test of normality was the pre-requisite to such conduction. Hence, the next two tables demonstrate the tests of normality of the data.

**Table 5. Descriptive Statistics; Testing Normality Assumption**

	N	Skewness		Kurtosis			
		Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error
EXP Pretest	30	.290	.427	.68	-.864	.833	-1
EXP Posttest	30	.211	.427	.45	-1.070	.833	-1.2
CONT Pretest	30	-.466	.427	-1	-.146	.833	-.18
CONT Posttest	30	.139	.427	.32	-1.160	.833	-1.40
Valid N (list-wise)	30						

As Table 5 suggests, the highest ratio was -1.40 which shows all the ratios of Skewness as well as Kurtosis were in the scale of -2 and 2, displaying normal data. Furthermore, as the group size was small, Shapiro-Wilk test was also required to run test of normality. As the following table suggests, pre- and post-test scores of both groups displayed normal distribution as all significance scores were more than 0.05.

**Table 6. Tests of Normality of Pre- & Post-test Scores of Experimental & Control Groups**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXP pretest	.112	30	.20	.956	30	.247
EXP posttest	.131	30	.20	.940	30	.091
CONT pretest	.102	30	.20	.963	30	.360
CONT posttest	.146	30	.10	.949	30	.159

According to the obtained data on the above tables, the learners in both experimental and control groups were able to form normal distribution both on the pre- and post-test scores. Hence, first, 2 sets of Paired Sample Test were run to see if significant differences were observed



Pre-test	Equal variances assumed	2.220	.142	-.677	58	<b>.501</b>	-1.367	2.019	-5.408	2.675
	Equal variances not assumed			-.677	56.366	.501	-1.367	2.019	-5.411	2.677
Post-test	Equal variances assumed	1.000	.322	3.353	58	<b>.001</b>	9.133	2.724	3.680	14.587
	Equal variances not assumed			3.353	55.868	.001	9.133	2.724	3.676	14.591

## Discussion

### Research Question 1

As it was displayed in the previous section, the total mean score of the course book evaluation was not a high rating falling between *Adequate* and *Good* rating. One main category of the textbook checklist was not given any scores, as the course book lacks ‘Teacher’s manual’. The other 2 categories of the checklist obtained similar results. Through the interview sessions with the teachers, it was concluded that they were aware of the importance of the presence of teacher’s manual and expressed their dissatisfaction about such lack. In majority of checklists offered by different researchers, items relevant to the flexibility, practicality, organization, layout, and clarity of the teacher’s manual are included (Cunningsworth, 1995; McDonough & Shaw, 2003). Cunningsworth (1995) asserted “a good teacher’s book is invaluable in offering, among other things, guidelines on how to make the best use of the course” (p.112). Additionally, McDonough and Shaw (2003) claimed that while some teacher's manuals provide the teachers with general hints, they should also offer non-native teachers with clear as well as sufficient prescriptions on how to apply and teach the course book.

The first sub-section of Textbook was Content. The findings revealed that teachers showed pretty much satisfaction with the Content of the course book. The Content section involved logical and organized presentation of subject matter, learning target language culture, authenticity of reading selections, demonstration of real-life issues, and representations of variety of literary genres. According to the interview sessions with the teachers, it was revealed that generally they were satisfied with the way the textbook presented materials as it went through all phases of the flights, and bringing different examples of various conditions of the flights. Therefore, what seems mandatory on the part of material developers is to provide the learners with satisfactory opportunities to develop their abilities in different skills via adequate practice. Breen and Candlin (1987) believed that organization of the materials needs to be in such a way that learners would be able to easily work on them in order to internalize the subject matter. McDonough, Shaw, and Masuhara (2013) stressed the integration of skills to empower the learners in gaining a profounder understanding of the process of communication in a foreign language besides becoming more encouraged whenever they find the value of carrying out the activities in the class.

The second sub-section of Textbook was Vocabulary and Grammar. According to the findings, this sub-section got the lowest rating among all components of this checklist. As a matter of fact, the course book did not have any plan in presenting new grammar and vocabulary

throughout the book, and neither the teachers, nor the learners were aware of the places of these two in a unit. Cunningsworth (1995) emphasized on grammar as one of the first concerns of the language material developers to include what grammar points and to consider what extent they will match the learners' needs. He continues that students will be equipped with the capability to create their own sentences and apply target language for any purposes through effective grammar instruction. Generally, grammar is rather a controversial issue, since the communicative approach to language teaching, as a popular approach these days, does not advocate spending much time on grammar activities. However, Pranckevičiūtė and Zajankauskaitė (2012) asserted that probably, as a result of such an approach to grammar at the secondary schools, a number of students at tertiary level of education lack grammar skills. This controversy probably signifies a different level of learners' proficiency; besides, it indicates the significance of grammar even in the ESP courses. Furthermore, it proposes that the essential grammar points, relevant to the teaching materials, should not be ignored, so that the learners in need of refreshing their grammar skills would be able to practice them more in the professional contexts of ESP courses. Regarding the Vocabulary section, the case seemed a bit better, as new vocabulary items were introduced in every unit; however, the teachers were not pleased with the way they were presented and the fact that no reinforcement tasks were delivered to let the learners be able to practice and review the already learned vocabulary items. Skierso (1991) accentuates that the practice of vocabulary in regard to suitability to the learners' needs and interests, readability, context, adequate control of presentation, balanced distribution of vocabulary items among the lessons and recycling persuade the learners' positive attitude to the course and course book. Hence, the obtained findings revealed that this course book was not much effective regarding Vocabulary and Grammar.

The next sub-section of Textbook was Exercises and Activities which did not achieve a satisfactory rating, either. Unfortunately, the textbook could not provide many opportunities for the learners to practice top-down and bottom-up strategies to do listening and reading comprehension tasks. Furthermore, there were not adequate cases in which the learners could practice and evaluate their proficiency over the learned material. Thus, the vocabulary items and rare grammar presentation were left unpracticed mostly; additionally, the exercises did not foster any critical thinking of the text, as there were not any opportunities for the learners to practice so. The significance of fostering critical thinking among pre-service cabin crew could be referred to the spontaneous solutions offered by them in critical conditions on board, which are not something very rare. Literature specified the existence of supporting sources as one of the most significant aspect of a book which needs to be evaluated, too. Therefore, it is incredibly important that a course book should be supplemented with other supporting sources like the workbook, providing additional practice for the students. Accordingly, in majority of the criteria or checklists proposed by different authors like Sheldon (1988) and Skierso (1991), there is a section related to helping resources. Although the significance of such sources was highlighted by many scholars, the obtained data revealed lack of both workbook as well as teacher's manual.

The last sub-section of Textbook part was Attractiveness of the Text and Physical Make-up. The results showed that the instructors' perceptions regarding this sub-section seemed to be somehow positive. They seemed to be happy about the pictures because they assisted better learning on the part of the learners. However, the teachers did not possess much positive attitudes about the attractiveness of the texts, though they seemed to be authentic stories of the flight attendants' memories. Additionally, they were not much happy regarding the layout of the pages which looked disappointing and boring. Scholars believe physical attractiveness of the course books was ultimately required to motivate the learners to study and to persuade them to be more attentive in the process of teaching-learning. According to Griffiths (1995), interesting and

colorful materials are more encouraging for learners. Furthermore, McDonough et al. (2013) also highlighted clarity of layout and pictures, chart and tables as important criteria for course book evaluation.

The last section of the evaluation checklist was Context, which tended to evaluate the textbook in terms of its Appropriateness for the Curriculum, Learners and finally Teachers. Regarding the Curriculum, it seemed the textbook almost coincided with the goals of the course. That could be because the course supposedly sought the goals of preparing the cabin crew members for the international flights with their English. Based on the findings, though the course book seemed to be in line with the goals of the course, it did not correspond to the needs, lacks and wants of the learners and consequently due to the lack of adequate tasks and exercises as well as lack of supporting sources like workbook and teacher's manual, it could not be confirmed and accordingly approved by the teachers.

## Research Question 2 &3

### Material Development Phase

Having performed the needs analysis phase, what seemed very significant was learners' lack of or less proficiency in communication skill with others, especially with the passengers on board the aircraft. Limited vocabulary, poor communicative strategies and poor confidence in providing exact and to the point responses were among the main reasons they made regarding their weakness in the speaking skill (Authors, 2020). Thus, the researchers were informed about one of major pre-service flight attendants' needs, lacks and necessities which had to be included in the materials specifically designed for them. Based on such comments, the materials needed to contain several interactions between the flight attendant and passengers regarding different topics in each unit.

As it was already mentioned, the new materials were developed under the tenet of Tomlinson's framework, known as Text- Driven Approach. The Text-Driven Approach (Tomlinson, 2011) features elements that seem effective for this context. In short, this approach uses any kinds of texts as the main support for the whole lesson. First, the text must be carefully chosen (*text selection*), as all of the subsequent material is going to be derived from it. Tomlinson provides criteria for *text selection* that are very similar to the set of principles for materials development previously mentioned in this section. After the text has been selected and tested by the teacher, s/he must devise *readiness activities* (Tomlinson, 2011). In other words, the teacher will mentally prepare students for their forthcoming experience with the text. Examples of *readiness activities* include asking students to visualize, articulate opinions, make predictions, and many other different techniques intended to engage their thinking. The next step is designing *experiential activities* to be performed while the students are exposed to the text, so that they can experience the text instead of merely observing it as an object of study. Then, learners are invited to reflect on what the text meant to them and articulate their opinions and feelings as part of *intake response activities*. Tomlinson also suggests *development activities*, in which learners should be encouraged to go back to the text in order to produce meaningful language. Finally, the framework of the text-driven approach uses *input response activities*, which are divided into *interpretation tasks* and *awareness tasks*. The former refer to activities designed to develop critical thinking, such as debating the issues in the text, analyzing reviews, asking deep questions, and so on. The latter examples refer to activities that raise students' awareness of language features, including language use, communicative strategies, and discourse.

According to different multiple types of tasks required by TDA in the developed material, including development and input response activities, learners were required to create real working context dialogues, role play and act out the created ones as well as make presentations to let them ready and gain sufficient confidence in making announcements and responding to the passengers' questions and problems.

### **Material Implementation Phase**

Having implemented the newly developed materials, pre- and post-test scores of the researcher-made tests, which were held prior and after the control and experimental group courses, were evaluated and compared together. The first Independent Sample T-test displayed the two groups' learners were not significantly different through their pre-test scores; however the second Independent Sample T-test demonstrated that their post-test scores were significantly different. According to Agresti and Franklin (2013), a paired samples test needs to be applied when comparing the means of one single sample. Thus, 2 sets of paired t-test were used in order to compare the means of the pre- and post- test scores of the EOP learners in two classes by themselves. Having been instructed by the newly developed EOP materials for cabin crew members in the experimental group, the post-test mean score was significantly higher than the pre-test mean score by around 10 points. On the other hand, the post-test mean score of the control group members was higher than the pre-test mean score, though not significantly. Hence, it could be concluded that though the EOP learners as homogenous learners obtained pretty similar scores in their pre-tests held prior to their course, they were not able to repeat the same results at the end of the course. In the other words, it was proved that the through newly developed materials, the learners in experimental group achieved significantly higher, i.e., the new material was able to develop learners' language proficiency significantly more than the current material instructed to control group learners. Such a significant difference between the post-scores of the two groups could be the higher relevance of the newly developed materials in comparison to the current course book at the training center. One can refer it to the content of the materials focusing on the response to the learners' needs revealed through the Needs Analysis procedure. Moreover, the presentation of the materials through TDA seemed to affectively and cognitively engage the learners to grasp it more effectively. To put it in a nutshell, the newly developed materials displayed to be more effective than its competitor, the current EOP materials for pre-service flight attendants at the training center.

In the same vein, St. Louis (2010) conducted a study in which some researchers were asked to develop a refresher course for the university new arrivals. Based on Text Driven Approach, they designed in-house materials mostly reviewing basic syntax and semantics needed by first year university students ending in a better result than the prior counterparts. She concluded the study by underlining the capabilities of teachers to find solutions for their community problems through reflecting on theories of language and experimenting with new opinions. She further determined the only key to such achievement is accepting this challenge. Thus, teachers could act as material developers acknowledging the needs and wants of their learners, as it has performed in this study.

In the same context, Setyaningsih (2009) conducted a study in Thailand in which she developed a communicative syllabus for pre-service cabin crew members and stated that speaking and listening skills were required as the most important key in order to become a successful flight attendant. Her needs analysis study displayed speaking materials are considered very significant in the teaching of English, as foreign passengers use English while communicating with the cabin crew and this makes all issues in speaking skill like fluency,

accuracy, speed, and voice clarity become very significant to be trained. Similarly, communication skills, speaking and listening were the reported needs and wants of the pre-service cabin crew in this study.

### **Conclusion**

There have been large bodies of research dealing with English materials development, evaluation and implementation; however, very few were concerned with cabin crew members as language learners. In other words, evaluating an EOP textbook and developing a new material for this group of learners had not been accomplished before in Iran. The underlying premise about this study was the nature of this job as an international customer care job requiring the flight attendants to be in touch with the passengers from different parts of the world as well as get involved in the manuals, descriptions and courses all in English. Bearing this in mind, in addition to the unsatisfactory results of the current textbook by the teachers urged the researchers to develop and implement her newly developed materials for flight attendants, based on Tomlinson's Text Driven Approach.

Having completed such an EOP course, learners are expected to use correct English required in flight environment when communicating with passengers, and airlines staff. Because the newly developed material entails activities including real-working condition such as pre-flight (briefing session, introduction, greeting colleagues, and checking the cabin equipments), in-flight (greeting passengers, boarding and loading, taking care of passengers' problems and requests, health and medical issues, emergency procedures, and preparation for landing), and post-flight phases (checking the cabin, checking into the hotels, overcoming the jetlag and spending the leisure time), it could be applied as a pre-requisite for any pre-service flight attendants willing to join an airline.

The strength of the developed materials is truly based on the fact that it is in line with the findings and absolutely matched with what EOP learners need in the workplace. Thus, it will be a truly advantageous assistance for learners to learn contextual aviation English. Basically, the flight attendants' main duties are from the pre-flight, in-flight and disembarking which were all covered in the materials.

Moreover, the developed materials as a new appropriate one could be advantageous in terms of its practicality and usability for pre-service cabin crew members, being applied in aviation schools. It is going to enrich the learners' English skills, particularly the skills mostly used by a cabin crew member at work. Additionally, it guides the learners to be acquainted with the simulated real atmosphere of their future working atmosphere. Thus, by studying the materials, they will feel the real-working situation. The current materials can be applied by pre-service flight attendants as the learning instrument in class or a self-study guide at home.

This research study (though performed at a small scale) has proven that nobody can deny the significance of providing motivation and quenching people's (here, the learners') wish and desire to be seen and given importance to elevate their self-confidence and self-esteem. Since the needs, lacks, likes and wants of the learners are accounted, and the material based on what they want and the conditions of learning including their preferred learning styles and preferences were implemented, though the course was not accounted as their standard training program, the output gained after the course demonstrated the efficacy of the course, thus, such continuous needs analysis and evaluation of the material and more broadly the course and curriculum procedure is recommended. Hence, to the researchers interested in this field, it is advised to implement needs analysis continuously and next to the processes accomplished in this study, to

observe the (to-be) staff's workplace and to analyze their documents and manuals to identify their needs more profoundly.

This is also true about book evaluation procedure, i.e., to evaluate the material under instruction applying different methods and approaches, involving the learners in the process with urging them to be participated in data collection procedure out of questionnaires and (semi-) structured interviews. However, applying the techniques used in this study particularly about the flight attendants will add to the validity and reliability of the obtained data in this study, since such data has not been gathered and analyzed in my country.

Furthermore, Text-driven approach as the selected framework in designing a new material for the learners in this study could be substituted by other well-known proven to be effective material development models.

Additionally, the newly developed/ designed material could be evaluated on the part of both teachers and learners quantitatively as well as qualitatively, using interviews, observation and thin aloud protocols. The upcoming studies may consider the role of gender, age, educational and social background as well as experience in the needs analysis and material and curriculum evaluation.

The researchers interested could also find out if the internal and external further research could follow up the study and figure out if the training program with the new developed material could lead to more effective and better performance of the staff and more motivation and commitment of them.

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**Appendix A--Textbook Evaluation Checklist (Miekeley, 2005)**

Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook									
A. Content									
i.	Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) <sup>ii</sup>	4	3	2	1	0	M	O	N
ii.	Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)	4	3	2	1	0	M	O	N
iii.	Are the reading selections authentic pieces of language? (5,10)	4	3	2	1	0	M	O	N
iv.	Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)	4	3	2	1	0	M	O	N
v.	Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)	4	3	2	1	0	M	O	N
B. Vocabulary and Grammar									
i.	Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)	4	3	2	1	0	M	O	N
iii.	Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)	4	3	2	1	0	M	O	N
iv.	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3)	4	3	2	1	0	M	O	N
v.	Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)	4	3	2	1	0	M	O	N
C. Exercises and Activities									
i.	Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)	4	3	2	1	0	M	O	N
ii.	Do instructions in the textbook tell students to read for comprehension? (6)	4	3	2	1	0	M	O	N
iii.	Are top-down and bottom-up reading strategies used? (17)	4	3	2	1	0	M	O	N
iv.	Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)	4	3	2	1	0	M	O	N
v.	Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)	4	3	2	1	0	M	O	N
vi.	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)	4	3	2	1	0	M	O	N
vii.	Do the exercises promote critical thinking of the text? (2)	4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up									
i.	Is the cover of the book appealing? (1,2,3)	4	3	2	1	0	M	O	N
ii.	Is the visual imagery of high aesthetic quality? (1,2,3,14)	4	3	2	1	0	M	O	N
iii.	Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	4	3	2	1	0	M	O	N
iv.	Is the text interesting enough that students will enjoy reading it? (15)	4	3	2	1	0	M	O	N

II Teacher's Manual									
A. General Features									
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	N
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	N
B. Background Information									
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	N
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
C. Methodological Guidance									
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	N
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	N
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials									
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	N
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	N
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	N
III. Context									
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		4	3	2	1	0	M	O	N
i. Does the text coincide with the course goals? (1,2,3,19,20)		4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)		4	3	2	1	0	M	O	N
i. Is the text free of material that might be offensive? (1,6,16)		4	3	2	1	0	M	O	N
ii. Are the examples and explanations understandable? (1)		4	3	2	1	0	M	O	N
iii. Will students enjoy reading the text selections? (1,2,3,15)		4	3	2	1	0	M	O	N
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)		4	3	2	1	0	M	O	N
i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	N

**Appendix B (One Sample Unit of Newly Developed Material)**



**Unit one**  
**Introduction to Cabin Crew**

پرویشگاه علوم انسانی و مطالعات فرهنگی  
پرتال جامع علوم انسانی

## Unit 1

### Introduction to Cabin Crew

After unit 1, you will be able to:

- 1 Recognize passengers' check-in regulations
- 2 Develop introductory Aviation vocabulary
- 3 Talk about different airline's personnel
- 4 Read about an airline and possible failure reasons

#### Warm-up

Do you know passengers also need to follow certain regulations?

Have you heard about passengers' regulations even after the flights?

What do you know about regulations of passenger before and after the flight? Work with your partner and share your responses.

#### A. Finding out

Read the following webpage. Have you heard about passengers' regulations before and after the flight? Any new information you obtained?

پروفیشنل گاہ علوم انسانی و مطالعات فرہنگی  
پرتال جامع علوم انسانی

## Unit One : Introduction to Cabin Crew

The screenshot shows the British Airways website with the following content:

**BRITISH AIRWAYS** Home | Contact Us | FAQ | Privacy and Legal

Country of Residence: United Kingdom

Welcome to British Airways  
The British Airways Travel Gateway

**BRITISH AIRWAYS CHECK-IN INFORMATION FOR PASSENGERS**

For all domestic and European flights, check-in is one and a half hours before departure. For international departures, check-in is two hours before departure. You must check in within the recommended time before your departure.

- 1 Your baggage must be securely closed and locked.
- 2 Every piece of your checked baggage must be labelled with your name and destination address. We suggest a label should always be put inside each piece of baggage.
- 3 You must remove all old destination labels from previous trips. Old labels may delay your baggage.
- 4 Do not carry unidentified objects for other people.
- 5 You may carry personal items as cabin baggage. British Airways recommend passengers include important documents, cash, valuable items, medication and laptops (portable computers) in their cabin baggage. Do not pack these in your checked baggage.
- 6 British Airways recommend passengers do not carry items which are considered a security risk in their cabin baggage (e.g. scissors, knives or similar items).
- 7 British Airways recommend that all software on lap-top computers is backed up before travelling.
- 8 Each item of checked baggage will be given a destination tag showing your flight number and a section will be attached to your ticket. Please check that the tag shows the correct destination and flight number.

The departure gates for British Airways flights close ten minutes before the aircraft departure time and late arrivals at the gate may not be allowed to board.

**B. Text Comprehension** Read the webpage again, and answer the following questions.

1. How much time does a normal flight check-in last? Any differences between domestic and international flights?
2. How does the text guide the passengers about identifying their luggage?
3. What could be wrong with old labels?
4. What is the difference between checked baggage and cabin baggage?
5. What should the tags show?

**C. Matching** Match the words with the definitions.

- |                     |   |
|---------------------|---|
| 1. Departure lounge | a. bags that do not go in the passenger cabin   |
| 2. Delay            | b. area where passengers wait                   |
| 3. Cabin            | c. connected                                    |
| 4. Valuables        | d. slow down or cause to be late                |
| 5. Checked baggage  | e. security area where you get on the plane     |
| 6. Attached         | f. get on a plane, train, or boat               |
| 7. Gate             | g. things that you own that cost a lot of money |
| 8. Board            | h. area in the plane where passengers sit       |

**D. Matching** Read the information webpage again and match the 8 check-in procedures presented there with the pictures below.

A.....B.....C.....D.....E.....F.....G.....H.....

Unit One : Introduction to Cabin Crew

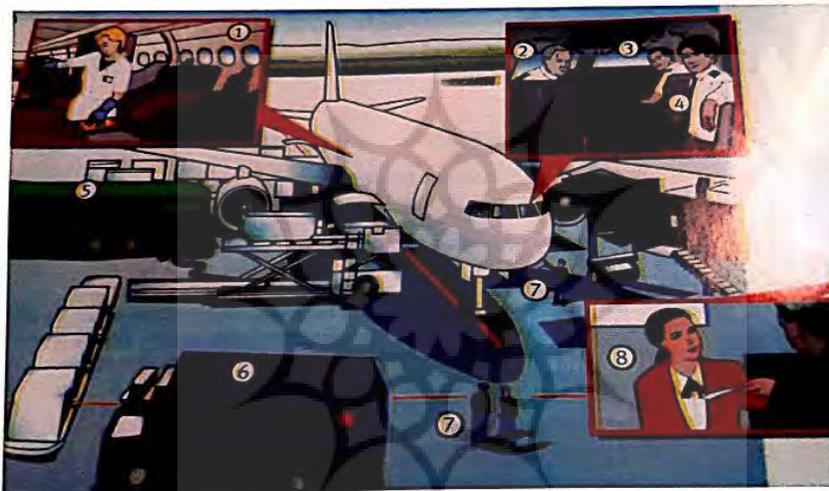
**F. Learning Discovery**

As you know there are several aviation professionals at the airport. Do you know who you, as a flight attendant, need to communicate with before, during or after a flight?

**G. Brainstorming**

Look at the picture. Could you recognize the people presented in the picture?

(The teacher needs to display the picture on the board, and make sure all the students pay attention to different people and their working place and any other cues in the picture, then helping them to recognize those people.)



- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

**H. Sorting**

Following, you will see ground and flight crew, you might need to communicate with. First put them in the correct column. Then match them with people on the previous picture.

Apron/ Ramp service	Cabin service	Catering	Captain
Field operation service	First officer	Flight engineer	Passenger service

Flight Crew	Ground Crew

**I. Matching**

Followings are some duties of an airline personnel. Work with your partner, and find out who could probably say these.

- A. I do a final check of passports and boarding passes airside before passengers board.  
.....
- B. I have a good view of the whole field. I communicate direct. ....