

Appendix 1. Questionnaire for Research Questionnaire 1

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	School Management, Flight Attendant and Aviation Staff, and Students of AVIA <i>Kampus Penerbangan</i>
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

A. GRAND THEORY

Target Situation Analysis (TSA)

Target Situation Analysis is a crucial step in ESP, which is tailored language teaching to meet specific needs of learners. It's typically used at the beginning of designing an ESP course or program. The purpose is to identify the language needs, goals, and contexts of the learners so that the course content and materials can be designed accordingly. In the context of English for Specific Purposes (ESP), "target situation analysis" refers to the process of examining and understanding the specific communicative needs and requirements of learners within their intended or target situations (Tom Hutchinson & Waters, 1987). This analysis involves identifying the linguistic, social, cultural, and situational factors that learners will encounter in their particular professional or academic contexts.

The aim of target situation analysis is to tailor language instruction to meet the specific needs of learners, ensuring that they acquire the language skills necessary to effectively communicate and operate within their target environments (G. Benavent & Sánchez-Reyes, 2015). This may involve analysing authentic materials, conducting needs assessments, and consulting with stakeholders to gain insights into the linguistic demands and expectations of the target situation (G. T. Benavent & Penamaria, 2011).

By conducting target situation analysis, instructors can design and deliver ESP courses that are relevant, practical, and aligned with the goals and objectives of the learners, ultimately facilitating their success in their respective fields or domains.

Aspects of Target Situation Analysis:

1. **Learner Analysis:** Understand the learners' backgrounds, proficiency levels, and learning goals. Questions to consider:
 - What is the learners' first language?
 - What is their proficiency level in the target language?
 - What are their reasons for learning the language?
 - What are their specific learning needs and goals?
2. **Communicative Needs Analysis:** Identify the specific communication situations learners will encounter in their target language use. Questions to consider:
 - What real-life situations will learners need to communicate in?
 - What types of language functions (e.g., giving instructions, making requests, etc) will they need to perform?
 - What topics or themes are relevant to their needs (e.g., food, climate, culture)?
3. **Task Analysis:** Determine the tasks learners will need to perform in the target language. Questions to consider:
 - What specific tasks will learners need to accomplish?
 - What skills (listening, speaking, reading, and writing) are required for these tasks?
 - What language features (vocabulary, grammar structures) are necessary for successful task completion?
4. **Situational Analysis:** Explore the contexts in which learners will use the target language. Questions to consider:
 - Where will learners be using the language (e.g., airport, hotel, restaurant, social interactions)?
 - What cultural factors might influence language use in these contexts?
 - What are the typical language norms and conventions in these situations?

5. **Cultural Analysis:** Considering the cultural dimensions of the target situation and how cultural factors may impact language use, communication styles, and interactional norms. This involves awareness of cultural values, beliefs, customs, and behaviors relevant to the learners' contexts.

Selecting informants for a Target Situation Analysis (TSA) involves identifying individuals whose insights and perspectives will provide valuable information about the language needs and contexts relevant to the specific purpose. According to Hutchinson & Waters (1987) the informant of TSA must be the ones who have an experience in the targeted job of the students. Specifically, there are some criteria for selecting informants using the TSA theory:

1. **Representativeness:** Choose informants who are representative of the target group or population. For example, when analyzing the language needs of flight attendants, select informants who have diverse backgrounds, experience levels, and job roles within the profession.
2. **Expertise:** Look for informants who possess expertise or specialized knowledge related to the target situation. In the case of flight attendants, consider selecting individuals with extensive experience in the industry, language trainers specializing in aviation English, or language experts familiar with the communication challenges faced by flight crews.
3. **Variety of Perspectives:** Include informants who can offer a variety of perspectives on the target situation. This may include frontline staff, supervisors or managers, trainers, and relevant stakeholders such as passengers or airline representatives. By gathering insights from multiple perspectives, you can gain a comprehensive understanding of the language needs and contexts.
4. **Accessibility:** Ensure that selected informants are accessible and willing to participate in the analysis process. Consider practical factors such as availability, willingness to share information, and ease of communication.
5. **Language Proficiency:** Choose informants who have sufficient proficiency in the target language to articulate their language needs and experiences

effectively. In the case of flight attendants, prioritize individuals with a high level of English proficiency, as they will be able to provide more detailed and accurate insights into language-related challenges and requirements.

6. **Diversity:** Aim for diversity among informants in terms of demographic characteristics, job roles, and language backgrounds. This diversity will help capture a range of perspectives and experiences, leading to more robust findings and recommendations.
7. **Relevance:** Select informants whose experiences and insights are directly relevant to the goals of the TSA. Focus on individuals who can provide specific information about the language needs, communication situations, and contextual factors pertinent to the target situation.

B. CONCEPTUAL DEFINITION

TSA is a systematic approach to understanding the language needs, communication contexts, and learning goals of a specific group of language learners within the framework of English for Specific Purposes (ESP).

C. OPERATIONAL DEFINITION

TSA is a systematic approach to understanding the language needs, communication contexts, and learning goals of a specific group of language learners. To identify the language needs, communication contexts, and learning goals some aspects need to be considered, namely Language Proficiency, Communication Situations, Language Skills, Cultural Awareness, and Training Preferences.

D. Blue Print for School Management at AVIA *Kampus Penerbangan*

Personal Information	Name	1
	Age	2
	Gender	3
	Nationality	4
	Institution	5
Learner Analysis	What is the AVIA students' first language?	6
	What is their proficiency level in the target language?	7
	What are their reasons for learning the language?	8
	What are their specific learning needs and goals?	9
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	10

E. Blue Print for Flight Attendant and Aviation Staff

Personal Information	Name	1
	Age	2
	Gender	3
	Nationality	4
	Current Airline/Company:	5
	Years of Experience as a Flight Attendant:	6
Communicative Needs Analysis	What real-life situations will learners need to communicate in?	7
	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	8
	What topics or themes are relevant to their needs (e.g., food, climate, culture)?	9
Task Analysis	What specific tasks will flight attendants and aviation staff need to accomplish?	10

	What skills (listening, speaking, reading, and writing) are required for these tasks?	11
	What language features (vocabulary, grammar structures) are necessary for successful task completion?	12
Situational Analysis	Where will flight attendants and aviation staff be using the language (e.g., airport, hotel, restaurant, social interactions)?	13
Cultural Analysis	How important do you consider cultural awareness in your interactions with passengers? (Not Important / Somewhat Important / Very Important)	14
	Have you encountered any cultural differences that impacted your communication with passengers? If yes, please provide examples.	15
	What cultural factors might influence language use in these contexts?	16
	What are the typical language norms and conventions in these situations (e.g., international etiquette communication or company standard)?	17
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?	18

F. Blue Print for Students of AVIA Kampus Penerbangan

Personal Information	Name	1
	Age	2
	Gender	3

Training Preferences	What type of English language training would you prefer? (In-person classes / Online courses / Blended learning)	4
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	5
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?	6



**Flight Attendant and Aviation Staff English Language
Needs Analysis Questionnaire
(For School Management at AVIA *Kampus Penerbangan*)**

This questionnaire is written by Putu Ayu Kinanti Praditha, a graduate student in the Postgraduate Study Program of English Language Education at Ganesha University of Education. This questionnaire is designed to identify the English language needs of prospective flight attendants and airline staff at your school, within the framework of a Target Situation Analysis (TSA). Your insights are invaluable in helping the author design a language training program tailored to meet the specific requirements of flight attendants and airline staff in their professional context.

The data collected from this questionnaire is crucial for completing the thesis that the author is working on to fulfill the requirements of the Postgraduate Study Program of English Language Education at Ganesha University of Education. In this regard, the author kindly requests your assistance in answering the questions in this questionnaire. The results of this questionnaire will not affect your performance at the campus or your workplace. Your feedback will assist the author in tailoring the language training program to meet the specific needs of prospective flight attendants and airline staff at your school. In conclusion, the author would like to express gratitude for your help and support.

Personal Information:

1. Name :
2. Age :
3. Gender :
4. Position :
5. Institution :

Learner Analysis:

6. What is the AVIA students' first language?

7. What is their proficiency level in the target language?

8. What are their reasons for learning the language?

9. What are their specific learning needs and goals?

Communicative Needs Analysis:

10. What types of language functions do you think students of AVIA *Kampus Penerbangan* need to master as a flight attendant and airline staff? (Circle the letters below that you consider necessary, you may choose more than one language function)
- a. Greeting and Introduction
 - b. Spelling System in English
 - c. Pronouncing Words for Airlines
 - d. Learning Flight Attendant Roles and Responsibilities
 - e. Mastering Travel Activities
 - f. Giving Flight Information
 - g. Inviting Passengers at the Departure Lounge
 - h. Understanding Airports, Airlines Codes, and Flight Timetables
 - i. Explaining Flight Regulations
 - j. Handling Flight Reservation
 - k. Explaining Flight Check-in and Departure to the Customer
 - l. Welcoming on Board
 - m. Giving Announcement on Board
 - n. Giving Safety Procedures
 - o. Learning After Take-Off and into the Flight
 - p. Serving Food and Beverages
 - q. Understanding Minor and Major Passenger Problems
 - r. Dealing with Onboard Passenger
 - s. Explaining In-Flight Emergencies
 - t. Handling Complaints and Disruptive Passenger
 - u. Preparing for Landing
 - v. Saying Goodbye After the Flight
 - w. Giving Services at Flight Arrival
 - x. Handling Lost Baggage Complaints
 - y. Giving Information about Emergency Procedures

In this section, please write down any additional needs you have, apart from those you have circled above!

Flight Attendant and Aviation Staff English Language

Needs Analysis Questionnaire

This questionnaire is written by Putu Ayu Kinanti Praditha, a graduate student in the Postgraduate Study Program of English Language Education at Ganesha University of Education. This questionnaire is designed to identify the English language needs of prospective flight attendants and airline staff at AVIA Aviation Campus Bali, within the framework of a Target Situation Analysis (TSA). Your insights are invaluable in helping the author design a language training program tailored to meet the specific requirements of flight attendants and airline staff in the professional context of the aviation industry.

The data collected from this questionnaire is crucial for completing the thesis that the author is working on to fulfill the requirements of the Postgraduate Study Program of English Language Education at Ganesha University of Education. In this regard, the author kindly requests your assistance in answering the questions in this questionnaire. The results of this questionnaire will not affect your performance at your workplace. Your feedback will assist the author in tailoring the language training program to meet the specific needs of prospective flight attendants and airline staff like you. In conclusion, the author would like to express gratitude for your help and support.

Personal Information:

1. Name :
2. Age :
3. Gender :
4. Nationality :
5. Current Airline/Company:
6. Years of Experience as a Flight Attendant:

Communicative Needs Analysis:

7. What real-life situations will flight attendants need to communicate in?

8. What types of language functions do you need to master as a flight attendant and airline staff? (Circle the letters below that you consider necessary, you may choose more than one language function)
 - a. Greeting and Introduction

- b. Spelling System in English
- c. Pronouncing Words for Airlines
- d. Learning Flight Attendant Roles and Responsibilities
- e. Mastering Travel Activities
- f. Giving Flight Information
- g. Inviting Passengers at the Departure Lounge
- h. Understanding Airports, Airlines Codes, and Flight Timetables
- i. Explaining Flight Regulations
- j. Handling Flight Reservation
- k. Explaining Flight Check-in and Departure to the Customer
- l. Welcoming on Board
- m. Giving Announcement on Board
- n. Giving Safety Procedures
- o. Learning After Take-Off and into the Flight
- p. Serving Food and Beverages
- q. Understanding Minor and Major Passenger Problems
- r. Dealing with Onboard Passenger
- s. Explaining In-Flight Emergencies
- t. Handling Complaints and Disruptive Passenger
- u. Preparing for Landing
- v. Saying Goodbye After the Flight
- w. Giving Services at Flight Arrival
- x. Handling Lost Baggage Complaints
- y. Giving Information about Emergency Procedures

In this section, please write down any additional needs you have, apart from those you have circled above!

9. What topics or themes are relevant to their needs (e.g., food, climate, culture)?

Task Analysis:

10. What specific tasks will flight attendants and aviation staff need to accomplish?

11. What skills (listening, speaking, reading, and writing) are required for these tasks?

12. What language features (vocabulary, grammar structures) are necessary for successful task completion?

Situational Analysis

13. Where will flight attendants and aviation staff be using the language (e.g., airport, hotel, restaurant, social interactions)?

Cultural Awareness:

14. How important do you consider cultural awareness in your interactions with passengers? (Not Important / Somewhat Important / Very Important)

15. Have you encountered any cultural differences that impacted your communication with passengers? If yes, please provide examples.

16. What cultural factors might influence language use in these contexts?

17. What are the typical language norms and conventions in these situations (e.g., international etiquette communication or company standard)?

Additional Comments:

18. Do you have any additional comments or suggestions regarding English language training for flight attendants?

**Flight Attendant and Aviation Staff English Language
Needs Analysis Questionnaire
(For Students)**

This questionnaire is written by Putu Ayu Kinanti Praditha, a graduate student in the Postgraduate Study Program of English Language Education at Ganesha University of Education. This questionnaire is designed to identify the English language needs of prospective flight attendants and airline staff within the framework of a Target Situation Analysis (TSA). Your insights are invaluable in helping the author design a language training program tailored to meet the specific requirements of flight attendants and airline staff in the professional context of the aviation industry.

The data collected from this questionnaire is crucial for completing the thesis that the author is working on to fulfill the requirements of the Postgraduate Study Program of English Language Education at Ganesha University of Education. In this regard, the author kindly requests your assistance in answering the questions in this questionnaire. The results of this questionnaire will not affect your performance at the campus. Your feedback will assist the author in tailoring the language training program to meet the specific needs of prospective flight attendants and airline staff like you. In conclusion, the author would like to express gratitude for your help and support.

Personal Information:

1. Name:
2. Age:
3. Gender:

Training Preferences:

4. What type of English language training would you prefer? (In-person classes / Online courses / Blended learning)

Communicative Needs Analysis:

5. What types of language functions do you think need to master as a flight attendant and airline staff? (Circle the letters below that you consider necessary, you may choose more than one language function)
 - a. Greeting and Introduction
 - b. Spelling System in English

- c. Pronouncing Words for Airlines
- d. Learning Flight Attendant Roles and Responsibilities
- e. Mastering Travel Activities
- f. Giving Flight Information
- g. Inviting Passengers at the Departure Lounge
- h. Understanding Airports, Airlines Codes, and Flight Timetables
- i. Explaining Flight Regulations
- j. Handling Flight Reservation
- k. Explaining Flight Check-in and Departure to the Customer
- l. Welcoming on Board
- m. Giving Announcement on Board
- n. Giving Safety Procedures
- o. Learning After Take-Off and into the Flight
- p. Serving Food and Beverages
- q. Understanding Minor and Major Passenger Problems
- r. Dealing with Onboard Passenger
- s. Explaining In-Flight Emergencies
- t. Handling Complaints and Disruptive Passenger
- u. Preparing for Landing
- v. Saying Goodbye After the Flight
- w. Giving Services at Flight Arrival
- x. Handling Lost Baggage Complaints
- y. Giving Information about Emergency Procedures

In this section, please write down any additional needs you have, apart from those you have circled above!

Additional Comments:

- 6. Do you have any additional comments or suggestions regarding English language training for flight attendants?

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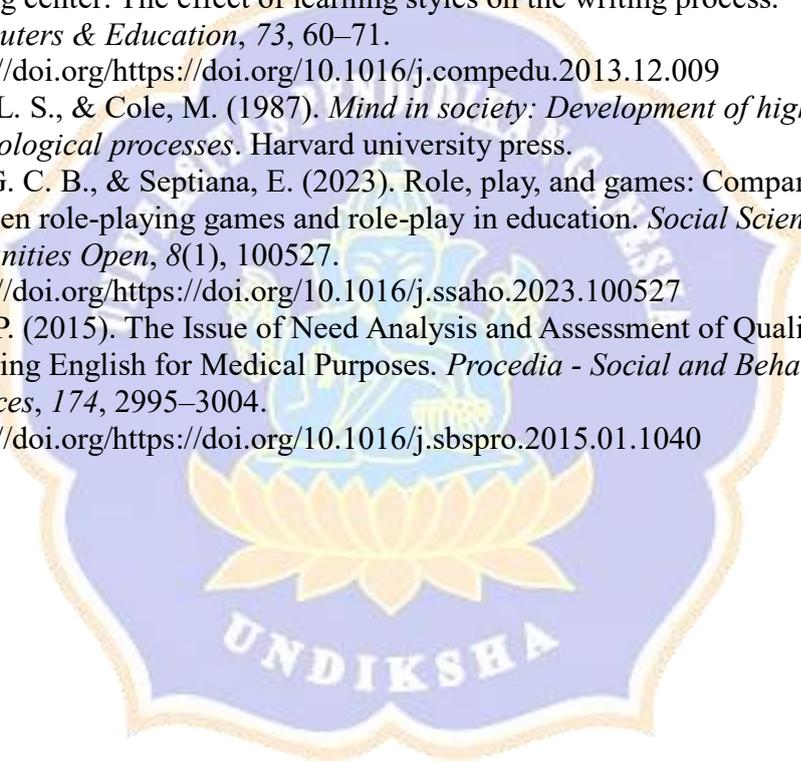
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EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	School Management at AVIA <i>Kampus Penerbangan</i>
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			
	Nationality	4			
	Institution	5			
Learner Analysis	What is the AVIA students' first language?	6			
	What is their proficiency level in the target language?	7			
	What are their reasons for learning the language?	8			
	What are their specific learning needs and goals?	9			
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	10			

Singaraja,

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Expert 1,



EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	School Management at AVIA <i>Kampus Penerbangan</i>
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			
	Nationality	4			
	Institution	5			
Learner Analysis	What is the AVIA students' first language?	6			
	What is their proficiency level in the target language?	7			
	What are their reasons for learning the language?	8			
	What are their specific learning needs and goals?	9			
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	10			

Singaraja,

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Expert 2,



EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	Flight Attendant and Aviation Staff
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			
	Nationality	4			
	Current Airline/Company	5			
	Years of Experience as a Flight Attendant	6			
Communicative Needs Analysis	What real-life situations will learners need to communicate in?	7			
	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	8			
	What topics or themes are relevant to their needs (e.g., food, climate, culture)?	9			
Task Analysis	What specific tasks will flight attendants and aviation staff	10			

	need to accomplish?				
	What skills (listening, speaking, reading, and writing) are required for these tasks?	11			
	What language features (vocabulary, grammar structures) are necessary for successful task completion?	12			
Situational Analysis	Where will flight attendants and aviation staff be using the language (e.g., airport, hotel, restaurant, social interactions)?	13			
Cultural Analysis	How important do you consider cultural awareness in your interactions with passengers? (Not Important / Somewhat Important / Very Important)	14			
	Have you encountered any cultural differences that impacted your communication with passengers? If yes, please provide examples.	15			

	What cultural factors might influence language use in these contexts?	16			
	What are the typical language norms and conventions in these situations (e.g., international etiquette communication or company standard)?	17			
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?				

Singaraja,

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Expert 1,

EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	Flight Attendant and Aviation Staff
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			
	Nationality	4			
	Current Airline/Company	5			
	Years of Experience as a Flight Attendant	6			
Communicative Needs Analysis	What real-life situations will learners need to communicate in?	7			
	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	8			
	What topics or themes are relevant to their needs (e.g., food, climate, culture)?	9			
Task Analysis	What specific tasks will flight attendants and aviation staff need to accomplish?	10			

	What skills (listening, speaking, reading, and writing) are required for these tasks?	11			
	What language features (vocabulary, grammar structures) are necessary for successful task completion?	12			
Situational Analysis	Where will flight attendants and aviation staff be using the language (e.g., airport, hotel, restaurant, social interactions)?	13			
Cultural Analysis	How important do you consider cultural awareness in your interactions with passengers? (Not Important / Somewhat Important / Very Important)	14			
	Have you encountered any cultural differences that impacted your communication with passengers? If yes, please provide examples.	15			
	What cultural factors might	16			

	influence language use in these contexts?				
	What are the typical language norms and conventions in these situations (e.g., international etiquette communication or company standard)?	17			
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?				



Singaraja,

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Expert 2,

EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	Students of AVIA <i>Kampus Penerbangan</i>
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			



Training Preferences	What type of English language training would you prefer? (In-person classes / Online courses / Blended learning)	4			
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	5			
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?	6			

Singaraja,

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Expert 1,

EXPERT JUDGEMENT

Instrument No	RQ1
Type of instrument	Questionnaire
Source of Data	Students of AVIA <i>Kampus Penerbangan</i>
Grand Theory	Target Situation Analysis (Tom Hutchinson & Waters, 1987)

Aspect	Indicator	Item	Result		Comment
			Relevant	Not-Relevant	
Personal Information	Name	1			
	Age	2			
	Gender	3			



Training Preferences	What type of English language training would you prefer? (In-person classes / Online courses / Blended learning)	4			
Communicative Needs Analysis	What types of language functions (e.g., giving instructions, making requests) will they need to perform as a flight attendant and airline staff?	5			
Additional Comments	Do you have any additional comments or suggestions regarding English language training for flight attendants?	6			

Singaraja,

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Expert 2,

Appendix 2. Observation Sheet for Research Question 2

Instrument No	RQ2
Type of instrument	Observation Sheet
Source of Data	Researcher
Grand Theory	Criteria of Good Learning Materials (Tomlinson, 2012)

Unit 1

Unit 2

Unit 3



Unit 4

Unit 5

Unit 6

Unit 7



Unit 8

Unit 9



Unit 10

Appendix 3. Expert Judgment Sheet for Research Questionnaire 3

Instrument No	RQ3
Type of instrument	Expert Judgment Sheet
Source of Data	Learning Material Expert
Grand Theory	Criteria of Good Learning Materials (Tomlinson, 2012)

A. GRAND THEORY

According to Tomlinson (2012) there are several principles for assessing the quality of learning materials. These principles are essential for ensuring that educational resources effectively support the learning process. Here are key insights from Tomlinson's perspective:

1. **Authenticity:** Learning materials should closely mirror real-life language usage, contexts, and tasks. Authentic materials aid learners in developing language skills that are applicable in real-world situations.
2. **Relevance:** Materials must be pertinent to learners' objectives, interests, and aspirations. When learners perceive the material as relevant to their lives, they are more inclined to engage actively in the learning process.
3. **Variety:** A diverse array of materials should be available to cater to various learning styles, preferences, and proficiencies. This encompasses different text formats, multimedia resources, activities, and exercises to accommodate diverse learners.
4. **Engagement:** Learning materials should be captivating, stimulating, and enjoyable for learners. Engaging materials capture learners' attention, sustain their interest, and encourage active participation in the learning journey.
5. **Clarity and Coherence:** Materials must be presented clearly, logically organized, and easy to comprehend. Clear instructions and explanations facilitate learners' navigation through the content, enhancing comprehension and retention.
6. **Flexibility:** Materials should allow for adaptation, customization, and versatility according to teachers' and learners' requirements and contexts.

Flexible materials can be tailored to suit different classroom dynamics and learning environments.

7. **Challenge:** Materials should provide appropriate levels of challenge to promote learning and skill development. Tasks and activities should be sufficiently challenging to encourage learners to stretch their abilities without feeling overwhelmed.
8. **Feedback and Assessment:** Learning materials should integrate mechanisms for feedback and self-assessment to help learners monitor their progress, pinpoint areas for improvement, and track their learning achievements.

B. CONCEPTUAL DEFINITION

A good learning material can be conceptualized as an educational resource that embodies several key principles, namely authenticity, relevance, variety, engagement, clarity and coherence, flexibility, challenge, and incorporation of feedback and assessment mechanisms.

C. OPERATIONAL DEFINITION

Based on the conceptual definition above the expert judgment sheet to evaluate the quality of learning materials should cover authenticity, relevance, variety, engagement, clarity and coherence, flexibility, challenge, and incorporation of feedback and assessment mechanisms aspects.

D. BLUE PRINT

Table 1. Blueprint of the Learning Materials Quality Evaluation Expert Judgment Sheet

No	Aspects	Indicator	Item Number
1.	Authenticity	Dialogues between flight attendants and passengers	1
		Announcements and safety instructions	2
		Role-play exercises	3
2.	Relevance	Language and communication skills for flight attendants' duties	4
		Topics related to aviation terminology and safety protocols	5

		Cultural awareness components	6
3.	Variety	Range of resources	7
		Interactive activities	8
		Real-life case studies or scenarios	9
4.	Engagement	Dynamic content	10
		Situational exercises	11
		Motivational elements	12
5.	Clarity and Coherence	Clear instructions and explanations	13
		Logical organization	14
		Visual aids	15
6.	Flexibility	Customization options	16
		Supplementary resources	17
		Adaptability to different settings	18
7.	Challenge	Appropriate levels of challenge	19
		Practice in high-pressure situations	20
		Encouragement of personal goals	21
8.	Feedback and Assessment	Regular assessments and progress checks	22
		Feedback mechanisms	23
		Constructive feedback from instructors	24



EXPERT JUDGMENT SHEET

Quality Evaluation of English for Flight Attendant Course Materials

Please rate the following aspects of the English for Flight Attendant course materials based on your experience and perception. Use the scale below to indicate your response:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

No	Statement	Response				
		5	4	3	2	1
1.	The course materials contain genuine dialogues between flight attendants and passengers, representing real-life scenarios.					
2.	The materials incorporate authentic announcements and safety instructions used by flight attendants during pre-flight, in-flight, and post-flight procedures.					
3.	The course materials feature realistic role-play exercises that simulate interactions between flight attendants and passengers in various situations, such as emergencies or customer service scenarios.					
4.	The course materials address language and communication skills that are directly applicable to the duties and responsibilities of flight attendants, such as greeting passengers, handling inquiries, and providing assistance.					
5.	The materials cover topics related to aviation terminology, safety protocols, and emergency procedures, which are essential for flight attendants' job roles.					
6.	The course materials include components focused on cultural awareness to aid flight attendants in effectively interacting with passengers from diverse backgrounds.					
7.	The course materials offer a diverse range of resources, including audio recordings of in-flight announcements, video clips					

	demonstrating service procedures, and written exercises for language practice.					
8.	The materials provide interactive activities such as group discussions, role-plays, and simulation exercises to accommodate different learning styles and preferences among flight attendant trainees.					
9.	The course materials incorporate real-life case studies or scenarios based on actual experiences of flight attendants, allowing trainees to apply language skills in practical contexts.					
10.	The course materials are engaging and capture the interest of trainees through relevant and dynamic content, such as interactive quizzes, multimedia presentations, and storytelling.					
11.	The materials include situational exercises that immerse trainees in realistic scenarios, fostering active participation and critical thinking skills.					
12.	The course materials incorporate motivational elements, such as success stories of experienced flight attendants or opportunities for trainees to practice language skills in simulated cabin environments.					
13.	The course materials provide clear instructions and explanations of language structures, vocabulary, and communication strategies relevant to flight attendant duties.					
14.	The materials are logically organized, with sequential lessons that build upon each other to ensure a cohesive learning experience for trainees.					
15.	The course materials include visual aids, diagrams, or charts to enhance comprehension and facilitate learning of complex topics, such as emergency procedures or aircraft features.					
16.	The course materials allow for customization to accommodate the varying language proficiency levels and learning needs of trainees, offering both basic and advanced modules.					
17.	The materials provide supplementary resources or extension activities for self-directed study, allowing trainees to deepen					

	their understanding of specific topics or language skills.					
18.	The course materials can be adapted for use in different training settings, such as classroom-based instruction, online learning platforms, or blended learning environments.					
19.	The course materials present tasks and activities that offer appropriate levels of challenge to encourage trainees to expand their language proficiency and communication skills.					
20.	The materials include opportunities for trainees to practice language skills in high-pressure situations, such as role-plays of emergency scenarios or handling difficult passengers.					
21.	The course materials encourage trainees to set personal goals for language improvement and provide strategies for overcoming challenges they may encounter during their training.					
22.	The course materials incorporate regular assessments, quizzes, or progress checks to monitor trainees' language proficiency and track their learning progress.					
23.	The materials include feedback mechanisms, such as self-assessment tools or peer evaluations, to help trainees identify areas for improvement and guide their language development.					
24.	The course materials provide constructive feedback from instructors or mentors on trainees' performance in language tasks and communication exercises, facilitating continuous improvement.					

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EXPERT JUDGEMENT

Instrument No	RQ3
Type of instrument	Expert Judgment
Source of Data	Learning Material Expert
Grand Theory	Criteria of Good Learning Materials (Tomlinson, 2012)

No	Statement	Relevant	Not Relevant	Comments
1.	The course materials contain genuine dialogues between flight attendants and passengers, representing real-life scenarios.			
2.	The materials incorporate authentic announcements and safety instructions used by flight attendants during pre-flight, in-flight, and post-flight procedures.			
3.	The course materials feature realistic role-play exercises that simulate interactions between flight attendants and passengers in various situations, such as emergencies or customer service scenarios.			
4.	The course materials address language and communication skills that are directly applicable to the duties and responsibilities of flight attendants, such as greeting passengers, handling inquiries, and providing assistance.			
5.	The materials cover topics related to aviation terminology, safety protocols, and emergency procedures, which are essential for flight attendants' job roles.			
6.	The course materials include components focused on cultural awareness to aid flight attendants in effectively interacting with passengers from diverse backgrounds.			
7.	The course materials offer a diverse range of resources, including audio recordings of in-flight announcements, video clips demonstrating service procedures, and written exercises for language practice.			

8.	The materials provide interactive activities such as group discussions, role-plays, and simulation exercises to accommodate different learning styles and preferences among flight attendant trainees.			
9.	The course materials incorporate real-life case studies or scenarios based on actual experiences of flight attendants, allowing trainees to apply language skills in practical contexts.			
10.	The course materials are engaging and capture the interest of trainees through relevant and dynamic content, such as interactive quizzes, multimedia presentations, and storytelling.			
11.	The materials include situational exercises that immerse trainees in realistic scenarios, fostering active participation and critical thinking skills.			
12.	The course materials incorporate motivational elements, such as success stories of experienced flight attendants or opportunities for trainees to practice language skills in simulated cabin environments.			
13.	The course materials provide clear instructions and explanations of language structures, vocabulary, and communication strategies relevant to flight attendant duties.			
14.	The materials are logically organized, with sequential lessons that build upon each other to ensure a cohesive learning experience for trainees.			
15.	The course materials include visual aids, diagrams, or charts to enhance comprehension and facilitate learning of complex topics, such as emergency procedures or aircraft features.			
16.	The course materials allow for customization to accommodate the varying language proficiency levels and learning needs of trainees, offering both basic and advanced modules.			

17.	The materials provide supplementary resources or extension activities for self-directed study, allowing trainees to deepen their understanding of specific topics or language skills.			
18.	The course materials can be adapted for use in different training settings, such as classroom-based instruction, online learning platforms, or blended learning environments.			
19.	The course materials present tasks and activities that offer appropriate levels of challenge to encourage trainees to expand their language proficiency and communication skills.			
20.	The materials include opportunities for trainees to practice language skills in high-pressure situations, such as role-plays of emergency scenarios or handling difficult passengers.			
21.	The course materials encourage trainees to set personal goals for language improvement and provide strategies for overcoming challenges they may encounter during their training.			
22.	The course materials incorporate regular assessments, quizzes, or progress checks to monitor trainees' language proficiency and track their learning progress.			
23.	The materials include feedback mechanisms, such as self-assessment tools or peer evaluations, to help trainees identify areas for improvement and guide their language development.			
24.	The course materials provide constructive feedback from instructors or mentors on trainees' performance in language tasks and communication exercises, facilitating continuous improvement.			

Singaraja,
Expert 1,

EXPERT JUDGEMENT

Instrument No	RQ3
Type of instrument	Expert Judgment
Source of Data	Learning Material Expert
Grand Theory	Criteria of Good Learning Materials (Tomlinson, 2012)

No	Statement	Relevant	Not Relevant	Comments
1.	The course materials contain genuine dialogues between flight attendants and passengers, representing real-life scenarios.			
2.	The materials incorporate authentic announcements and safety instructions used by flight attendants during pre-flight, in-flight, and post-flight procedures.			
3.	The course materials feature realistic role-play exercises that simulate interactions between flight attendants and passengers in various situations, such as emergencies or customer service scenarios.			
4.	The course materials address language and communication skills that are directly applicable to the duties and responsibilities of flight attendants, such as greeting passengers, handling inquiries, and providing assistance.			
5.	The materials cover topics related to aviation terminology, safety protocols, and emergency procedures, which are essential for flight attendants' job roles.			
6.	The course materials include components focused on cultural awareness to aid flight attendants in effectively interacting with passengers from diverse backgrounds.			
7.	The course materials offer a diverse range of resources, including audio recordings of in-flight announcements, video clips demonstrating service procedures, and written exercises for language practice.			

8.	The materials provide interactive activities such as group discussions, role-plays, and simulation exercises to accommodate different learning styles and preferences among flight attendant trainees.			
9.	The course materials incorporate real-life case studies or scenarios based on actual experiences of flight attendants, allowing trainees to apply language skills in practical contexts.			
10.	The course materials are engaging and capture the interest of trainees through relevant and dynamic content, such as interactive quizzes, multimedia presentations, and storytelling.			
11.	The materials include situational exercises that immerse trainees in realistic scenarios, fostering active participation and critical thinking skills.			
12.	The course materials incorporate motivational elements, such as success stories of experienced flight attendants or opportunities for trainees to practice language skills in simulated cabin environments.			
13.	The course materials provide clear instructions and explanations of language structures, vocabulary, and communication strategies relevant to flight attendant duties.			
14.	The materials are logically organized, with sequential lessons that build upon each other to ensure a cohesive learning experience for trainees.			
15.	The course materials include visual aids, diagrams, or charts to enhance comprehension and facilitate learning of complex topics, such as emergency procedures or aircraft features.			
16.	The course materials allow for customization to accommodate the varying language proficiency levels and learning needs of trainees, offering both basic and advanced modules.			

17.	The materials provide supplementary resources or extension activities for self-directed study, allowing trainees to deepen their understanding of specific topics or language skills.			
18.	The course materials can be adapted for use in different training settings, such as classroom-based instruction, online learning platforms, or blended learning environments.			
19.	The course materials present tasks and activities that offer appropriate levels of challenge to encourage trainees to expand their language proficiency and communication skills.			
20.	The materials include opportunities for trainees to practice language skills in high-pressure situations, such as role-plays of emergency scenarios or handling difficult passengers.			
21.	The course materials encourage trainees to set personal goals for language improvement and provide strategies for overcoming challenges they may encounter during their training.			
22.	The course materials incorporate regular assessments, quizzes, or progress checks to monitor trainees' language proficiency and track their learning progress.			
23.	The materials include feedback mechanisms, such as self-assessment tools or peer evaluations, to help trainees identify areas for improvement and guide their language development.			
24.	The course materials provide constructive feedback from instructors or mentors on trainees' performance in language tasks and communication exercises, facilitating continuous improvement.			

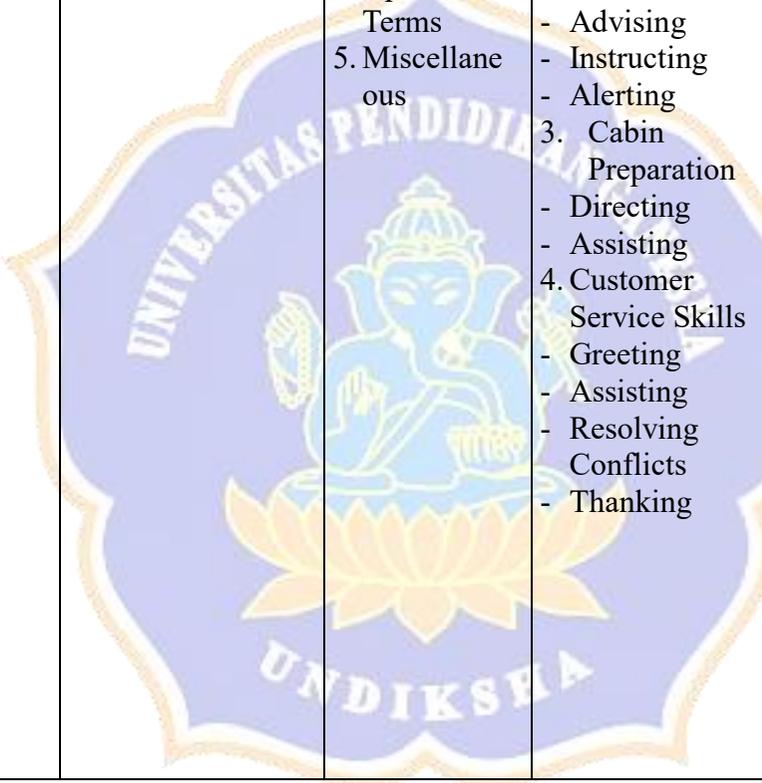
Singaraja,
Expert 2,

Appendix 4. The Design of the Developed Blended Learning Materials

No	Unit	Learning Objectives	Content Focus	Vocabulary	Language function	Structure	Norms culture	Language Skill	Task & Media
1.	Pre-Flight Duties	1. To understand the Importance of Pre-Flight Duties Outcome: Students will be able to articulate the significance of pre-flight duties in ensuring flight safety, passenger comfort, and operational efficiency.	1. Safety Procedures and Equipment 2. Cabin Preparation 3. Passenger Service and Comfort	1. Safety and Security Terms 2. Cabin Preparation Terms	1. Giving Instructions 2. Explaining Procedure 3. Providing Information	Imperative sentences for instructions, simple present for routine checks.	1. Professionalism and Appearance Norms: Adhering to strict grooming and uniform standards set by the airline. Culture: Presenting a polished and professional appearance to instill passenger	1. Listening: Pre-flight briefings from the captain or senior crew. 2. Speaking: Students need to develop the ability to articulate their understanding of pre-	- Objective Test (Online Quiz) - Media Online Audio

							confidence and uphold the airline's image.	flight duties verbally.	
2.	Pre-Flight Duties 2	<p>1. To conduct effective pre-flight safety checks</p> <p>Outcome: Students will perform and verbalize safety checks, including emergency equipment inspections and cabin readiness.</p>	<p>1. Communication and Coordination</p> <p>2. Emergency Preparedness</p> <p>3. Regulatory Compliance</p> <p>4. Customer Service and Interaction</p>	<p>1. Passenger Interaction Terms</p> <p>2. Operational Terms</p>	<p>1. Clarifying and Confirming</p> <p>2. Responding to Requests and Complaints</p> <p>3. Expressing Politeness</p> <p>4. Alerting and Reassurance</p> <p>5. Describing Emergency Situation</p>	<p>Imperative sentences for instructions, simple present for routine checks.</p>	<p>1. Passenger Interaction and Service Excellence</p> <p>Norms: Providing high levels of customer service and attending to passenger needs.</p> <p>Culture: Creating a welcoming and hospitable atmosphere</p>	<p>1. Speaking: Participating in briefings, communicating with ground staff.</p>	<p>- Objective Test (Online Quiz)</p> <p>- Media Online Audio</p>

							for passengers 2. Emergency Preparedness Norms: Regularly reviewing and practicing emergency procedures. Culture: Maintaining a state of readiness to handle emergencies effectively.		
3.	Boarding Procedures	1. To understand the boarding process and regulations. Outcome: Comprehend the sequence and timing	1. Boarding Procedures and Policies.	1. General Boarding Terms 2. Safety and Security	1. Informing: - Instructing - Clarifying	1. Use of imperatives for instructions	1. Punctuality influence adherence to	1. Listening: Understanding passenger	- Objective Test (Online Quiz)

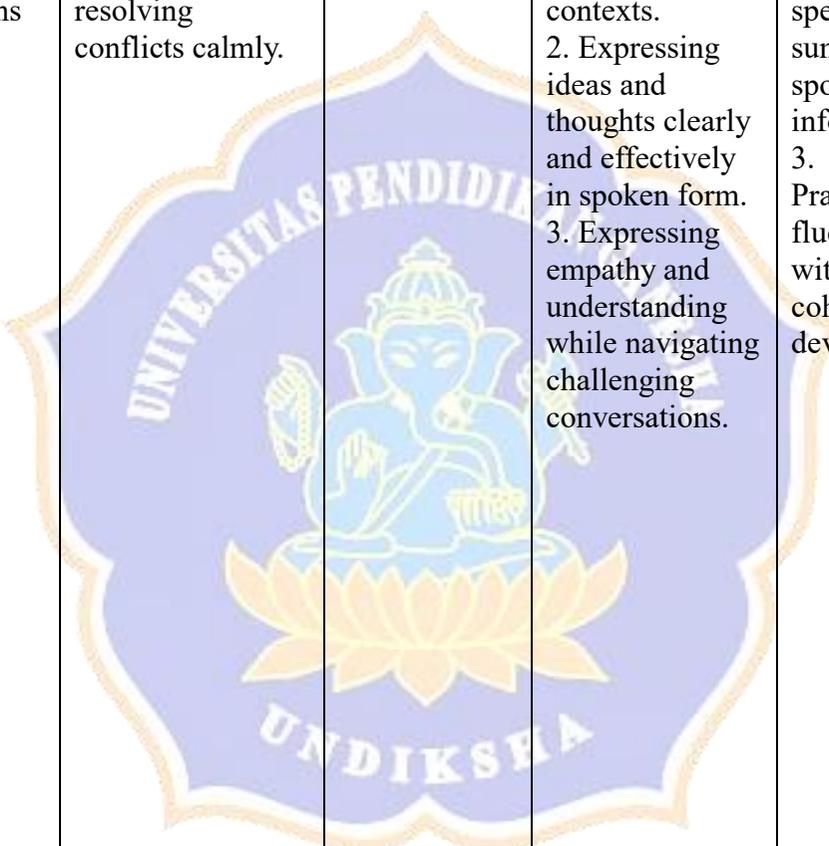
		of boarding activities to ensure a smooth and efficient process.		3. Special Assistance 4. Operational Terms 5. Miscellaneous	2. Safety and Security Protocols - Advising - Instructing - Alerting 3. Cabin Preparation - Directing - Assisting 4. Customer Service Skills - Greeting - Assisting - Resolving Conflicts - Thanking	2. Present simple tense for general facts and procedures 3. Modal verbs for politeness and suggestions 4. Passive voice for objectivity and formality 5. Direct and reported speech for announcements	boarding procedures. 2. Cultural attitudes towards personal space affect responses to security measures. 3. Cleanliness shape expectations of cabin preparation 4. Cultural communication styles affect	r questions and concerns. 2. Speaking: Greeting passengers, providing instructions for seating and luggage.	- Media Online Audio
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							interactions		
4.	In-Flight Duties	<p>1. To demonstrate proficiency in performing in-flight duties to ensure the safety, comfort, and satisfaction of passengers during the flight.</p> <p>Outcome: Safety and Emergency Procedures:</p> <ul style="list-style-type: none"> - Students will be able to demonstrate knowledge of emergency protocols, including evacuations, medical emergencies, and onboard fires. <p>Customer Service Skills:</p> <ul style="list-style-type: none"> - Provide attentive and personalized assistance to 	<p>1. Safety and Emergency Procedures</p> <p>2. Customer Service Skills</p>	<p>1. Safety and Emergency Procedures</p> <p>2. Customer Service Skills</p>	<p>1. Greeting and welcoming passengers</p> <p>2. Providing information</p> <p>3. Giving instruction</p> <p>4. Making announcements</p> <p>5. Offering assistance</p>	<p>1. Imperative Sentences</p> <p>2. Polite Requests</p>	<p>1. Prioritize safety, adhere to protocols.</p> <p>2. Provide exceptional service, be attentive and friendly.</p>	<p>1. Listening Skills:</p> <ul style="list-style-type: none"> - Understanding Passenger Needs - Following Instructions <p>2. Speaking Skills:</p> <ul style="list-style-type: none"> - Effective Communication - Making Announcements - Assistance and Conflict Resolution 	<ul style="list-style-type: none"> - Objective Test (Online Quiz) - Media Online Audio

		passengers during boarding, seating, and throughout the flight.							
5.	In-Flight Duties 2	<p>2. To demonstrate proficiency in performing in-flight duties to ensure the safety, comfort, and satisfaction of passengers during the flight.</p> <p>Cabin Management:</p> <ul style="list-style-type: none"> - Effectively manage onboard resources, such as food and beverage supplies, emergency equipment, and passenger amenities, to meet passenger needs. <p>Communication Skills:</p> <ul style="list-style-type: none"> - Communicate clearly and confidently with passengers and crew 	<p>3. Cabin Management</p> <p>4. Communication Skills</p>	<p>3. Cabin Management</p> <p>4. Communication Skills</p>	<p>6. Responding to Requests and Inquiries</p> <p>7. Managing Conflicts and Addressing Concerns</p> <p>8. Ensuring Compliance with Rules and Regulations</p> <p>9. Expressing Gratitude</p> <p>10. Closing Remarks and Farewells</p>	<p>3. Conditional Sentences</p> <p>4. Apologizing and Expressing Sympathy</p> <p>5. Offering Assistance</p> <p>6. Passive Voice</p> <p>7. Direct and Indirect Questions</p>	<p>3. Manage cabin environment, ensure comfort and cleanliness.</p> <p>4. Communicate effectively with passengers and crew.</p>	<p>3. Writing Skills:</p> <ul style="list-style-type: none"> - Creating Scripts - Recording Information - Preparing Documentation <p>4. Reading Skills:</p> <ul style="list-style-type: none"> - Reviewing Safety Information - Understanding Passenger 	<ul style="list-style-type: none"> - Objective Test (Online Quiz) - Media Online Audio

		members, using appropriate language, tone, and non-verbal gesture.						r Requests	
6.	Safety and Emergency Procedures	<ol style="list-style-type: none"> To understand safety regulations and protocols To provide first aid and basic medical assistance, including CPR, handling choking, and managing medical emergencies 	<ol style="list-style-type: none"> Regulatory and safety framework Medical emergencies and first aid 	<ol style="list-style-type: none"> Regulatory and Safety Framework Medical Emergencies and First Aid 	<ol style="list-style-type: none"> Articulating the rules and guidelines set by aviation authorities. Giving step-by-step directions for first aid procedures. 	<ol style="list-style-type: none"> Infinitive Phrases Modal Verbs for Ability 	<ol style="list-style-type: none"> Follow international and local aviation safety standards and prioritize safety at all levels. Ensure all crew are certified in first aid and CPR and create a supportive environment. 	<ol style="list-style-type: none"> Reading: <ul style="list-style-type: none"> Comprehend questions and discussion prompts. Listening: <ul style="list-style-type: none"> Use audio recordings of emergency announcements and procedures. 	<ul style="list-style-type: none"> Objective Test (Online Quiz) Media Online Audio

								<p>3. Speaking: - Engage in role-playing activities</p> <p>4. Writing: Assign writing tasks (summarizing regulations, creating checklists, and drafting reports.)</p>	
7.	Interpersonal Communication	1.To Understand the importance of interpersonal communication.	1. Why communication matters in aviation.	<p>1. Aviation terms</p> <p>2. Conflict resolution and assertiveness</p>	1. Expressing understanding of the significance of effective communication	<p>1. Presenting personal opinions</p> <p>2. Practicing</p>	<p>1. Emphasize open communication and</p>	<p>1. Speaking (to ask clarifying questions and summarize</p>	- Objective Test (Online Quiz)

		2.To be able to manage difficult conversations and conflicts.	2. Techniques for resolving conflicts calmly.	 <p>in various contexts. 2. Expressing ideas and thoughts clearly and effectively in spoken form. 3. Expressing empathy and understanding while navigating challenging conversations.</p>	<p>reported speech to summarize spoken information 3. Practicing fluency with cohesive devices</p>	<p>collaboration 3.Establish clear communication guidelines and cultivate confidence in expressing ideas. 4.Implement conflict resolution and encourage open and constructive conflict resolution.</p>	<p>key points and to express ideas clearly) 2. Listening comprehension (to demonstrate understanding of spoken information) 3.Writing (to practice using appropriate vocabulary and language</p>	- Media Online Audio
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								structures)	
8.	Special Circumstances	<ol style="list-style-type: none"> 1. To understanding special circumstances. 2. To be able to have cultural sensitivity and diversity awareness 	<ol style="list-style-type: none"> 1. Definitions and examples of various special circumstances. 2. Understanding cultural differences and potential communication barriers. 	<ol style="list-style-type: none"> 1. Emergency circumstances terms 2. Cultural awareness 	<ol style="list-style-type: none"> 1. Describing and defining various special circumstances. 2. Discussing cultural differences and their impact on communication and interactions. 	<ol style="list-style-type: none"> 1. Vocabulary related to different types of emergencies. 2. Imperative sentences 3. Conditional sentences for discussing potential decisions. 4. Phrases for expressing agreement 	<ol style="list-style-type: none"> 1. Ensure accuracy and clarity in defining special circumstances. 2. Communicate clearly and confidently. 3. Demonstrate respect and sensitivity towards cultural diversity. 	<ol style="list-style-type: none"> 1. Listening: Capacity to comprehend spoken instructions or explanations regarding special circumstances. 2. Speaking: to articulate safety procedures verbally, explain 	<ul style="list-style-type: none"> - Objective Test (Online Quiz) - Media Online Audio

						and disagreement (e.g., "I agree," "I see your point, but..."). 5. Indirect language and politeness strategies for sensitive topics.		ng steps clearly and concisely.	
9.	Customer Service	1. To understand customer needs 2. To be able to have effective communication with passengers	1. Recognizing passenger preferences and requirements. 2. Developing clear and courteous communication skills.	1. Customer needs terms 2. Service excellence	1. Expressing and describing passenger preferences, concerns, and requirements. 2. Giving clear instructions and	1. Present simple tense for describing routine passenger needs. 2. Active voice.	1. Professionalism 2. Customer-Centric Approach	1. Listening: Ability to listen attentively to passengers' needs, concerns,	- Objective Test (Online Quiz) - Media Online Audio

					<p>explanations to passengers.</p> <p>3. Expressions of politeness and courtesy</p> <p>4. Conditional sentences for proposing solutions to conflicts.</p> <p>5. Imperative sentences.</p>		<p>and inquiries.</p> <p>2. Speaking:</p> <ul style="list-style-type: none"> -Clear and articulate pronunciation to communicate effectively with passengers -Ability to convey information and instructions confidentially and courteously 	
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10.	Cultural Sensitivity	<ol style="list-style-type: none"> To understand cultural diversity To enhance cross cultural understanding 	<ol style="list-style-type: none"> Introduction to various cultures, customs, traditions, and values. Learning about cultural dimensions and frameworks to better understand cross-cultural interactions. 	<ol style="list-style-type: none"> Cultures, customs, traditions, and values terms Cross cultural interactions terms 	<ol style="list-style-type: none"> Describing cultural practices, customs, and traditions from different regions. Summarizing key cultural concepts and their significance in communication and service delivery. 	<ol style="list-style-type: none"> Present simple tense for describing cultural practices and traditions. Comparative and superlative forms for comparing cultural differences 	<ol style="list-style-type: none"> Respect for Cultural Diversity Open-Mindedness Empathy and Sensitivity Effective Communication 	<ol style="list-style-type: none"> Listening Ability to listen attentively to instructions, cultural explanations, and passenger concerns. Speaking Clarity and fluency in expressing cultural concepts, adapting communication styles, and addressing 	<ul style="list-style-type: none"> Objective Test (Online Quiz) Media Online Audio
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								cultural differences.	
11.	Post-Flight Duties	1. To understand post-flight procedures	1. Overview of post-flight protocols and responsibilities.	1. Post-flight terms	1. Describing Procedures: -Explaining post-flight procedures and protocols in detail. -Providing step-by-step instructions for cabin clean-up, security checks, and passenger assistance.	1. Imperatives and Passive Voice 2. Adjectives, Adverbs, and Sequential Markers	1. Clarity and Precision 2. Professionalism 3. Sequential and Logical Order 4. Completeness	1. Listening Skills: Assess the ability to comprehend spoken instructions related to post-flight procedures. 2. Speaking Skills: Assess the ability to clearly and	- Objective Test (Online Quiz) - Media Online Audio

								concisely give procedural instructions to others.	
12.	Post-Flight Duties 2	2. To be able to provide guidance on assisting passengers with post-flight queries, baggage retrieval, and onward travel arrangements.	2. Guidelines for assisting passengers with queries, baggage retrieval, and onward travel arrangements.	2. Assisting passengers with queries, baggage retrieval, and onward travel arrangements.	2. Assisting Passengers: -Providing guidance and assistance to passengers with post-flight queries, baggage retrieval, and onward travel arrangements. -Offering explanations or solutions to passenger concerns or special requests.	2. Reported Speech and Past Perfect 3. Indirect Questions and Future Forms	2. Accuracy Responsive 3. Use of Appropriate Grammar 4. Politeness and Courtesy	3. Reading Skills: Assess the ability to understand written guidelines and manuals related to post-flight procedures. 4. Writing: Assess the	- Objective Test (Online Quiz) - Media Online Audio

								ability to write clear and concise reports about incidents /irregularities.	
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Appendix 5. Speaking Assessment Rubric

H. Douglas Brown (2004). *Language Assessment: Principles and Classroom Practices*.

- **Contribution:** Provided a comprehensive framework for understanding language assessment principles and practices, including components of speaking proficiency that are crucial for evaluating language learners.
- **Reference:** Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Longman.

Component	Criteria	Score (5-1)
Pronunciation	Clear and understandable pronunciation; minimal interference from L1 accent; appropriate intonation and stress patterns.	
Grammar	Accurate use of grammatical structures appropriate to the task; minimal errors do not hinder comprehension.	
Vocabulary	Rich and varied vocabulary; appropriate use of words and phrases; precision and clarity in expression.	
Fluency	Smooth flow of speech; minimal hesitations and pauses; appropriate rate of speech; natural rhythm and phrasing.	
Comprehension	Ability to understand and respond appropriately to spoken prompts, questions, and conversations; demonstrates understanding of context and purpose.	
Task Completion	Fulfillment of task requirements; addresses the prompt effectively; provides relevant information and maintains coherence throughout the speaking task.	

Scoring Guide:

- 5: Excellent - Demonstrates exceptional proficiency with very few minor errors.
- 4: Good - Shows solid proficiency with occasional errors that do not impede understanding.
- 3: Fair - Adequate proficiency with noticeable errors that may occasionally hinder understanding.
- 2: Limited - Limited proficiency with frequent errors that often hinder understanding.
- 1: Very Limited - Minimal proficiency; significant errors that consistently hinder understanding.

Assessment sheet:

No	Name	Criteria						Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Task Completion	
1.								

2.								
3.								
4.								
5.								
6.								



Students' score : Score 5 – 1 (excellent – very limited)

Maximum Possible Score: 5 (Excellent) x 6 criteria = 30



Appendix 6. Writing Assessment Rubric

Dell Hymes (1972). On Communicative Competence.

Contribution: Introduced the concept of communicative competence, emphasizing the importance of using language effectively and appropriately in various social contexts. This theory laid the foundation for assessing language learners' ability to convey and interpret meaning in real-life situations.

Reference: Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Penguin Books.

Assessment Criteria Based on Communicative Competence Theory (Dell Hymes, 1972)

Criteria	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Needs Improvement (60-69%)	Unsatisfactory (<60%)	Points Earned	Comments
Clarity and Coherence	Experience is described clearly and logically with strong narrative flow (18-20 points)	Experience is mostly clear with minor lapses in logic or flow (16-17 points)	Experience is somewhat clear but with notable lapses in logic or flow (14-15 points)	Experience is unclear with significant lapses in logic or flow (12-13 points)	Experience is incoherent or lacks logical flow (0-11 points)		
Relevance	Experience is highly relevant and lessons are directly applicable to aviation customer service (18-20 points)	Experience is mostly relevant with applicable lessons (16-17 points)	Experience is somewhat relevant with some applicable lessons (14-15 points)	Experience is of limited relevance with few applicable lessons (12-13 points)	Experience is irrelevant with no applicable lessons (0-11 points)		
Expression	Emotions and insights are conveyed effectively and engagingly (18-20 points)	Emotions and insights are mostly conveyed effectively (16-17 points)	Emotions and insights are conveyed somewhat effectively (14-15 points)	Limited conveyance of emotions and insights (12-13 points)	Ineffective conveyance of emotions and insights (0-11 points)		

Language Use	Accurate grammar, vocabulary, and syntax supporting clear communication (18-20 points)	Mostly accurate language use with minor errors (16-17 points)	Some errors in language use but meaning is generally clear (14-15 points)	Frequent errors in language use affecting clarity (12-13 points)	Numerous errors in language use making it difficult to understand (0-11 points)		
Communicative Appropriateness	Uses language appropriately for the context, audience, and purpose of the essay (18-20 points)	Mostly uses language appropriately with minor lapses (16-17 points)	Somewhat appropriate use of language with notable lapses (14-15 points)	Limited appropriate use of language with significant lapses (12-13 points)	Inappropriate use of language for the context, audience, or purpose (0-11 points)		
Total Points							

Total Score: _____ / 120

Feedback:

Appendix 7. The Result of Expert Judgment Sheet for Questionnaire Content Validity

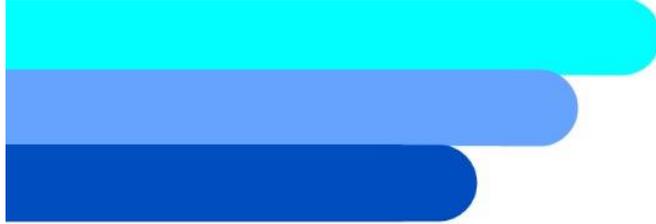
No	Statement	Expert I	Expert II
1.	The course materials contain genuine dialogues between flight attendants and passengers, representing real-life scenarios.	4	4
2.	The materials incorporate authentic announcements and safety instructions used by flight attendants during pre-flight, in-flight, and post-flight procedures.	4	4
3.	The course materials feature realistic role-play exercises that simulate interactions between flight attendants and passengers in various situations, such as emergencies or customer service scenarios.	4	4
4.	The course materials address language and communication skills that are directly applicable to the duties and responsibilities of flight attendants, such as greeting passengers, handling inquiries, and providing assistance.	4	4
5.	The materials cover topics related to aviation terminology, safety protocols, and emergency procedures, which are essential for flight attendants' job roles.	4	4
6.	The course materials include components focused on cultural awareness to aid flight attendants in effectively interacting with passengers from diverse backgrounds.	4	4
7.	The course materials offer a diverse range of resources, including audio recordings of in-flight announcements, video clips demonstrating service procedures, and written exercises for language practice.	4	4
8.	The materials provide interactive activities such as group discussions, role-plays, and simulation exercises to accommodate different learning styles and preferences among flight attendant trainees.	4	4
9.	The course materials incorporate real-life case studies or scenarios based on actual experiences of flight attendants, allowing trainees to apply language skills in practical contexts.	4	4
10.	The course materials are engaging and capture the interest of trainees through relevant and dynamic content, such as interactive quizzes, multimedia presentations, and storytelling.	4	4

11.	The materials include situational exercises that immerse trainees in realistic scenarios, fostering active participation and critical thinking skills.	4	4
12.	The course materials incorporate motivational elements, such as success stories of experienced flight attendants or opportunities for trainees to practice language skills in simulated cabin environments.	4	4
13.	The course materials provide clear instructions and explanations of language structures, vocabulary, and communication strategies relevant to flight attendant duties.	4	4
14.	The materials are logically organized, with sequential lessons that build upon each other to ensure a cohesive learning experience for trainees.	4	4
15.	The course materials include visual aids, diagrams, or charts to enhance comprehension and facilitate learning of complex topics, such as emergency procedures or aircraft features.	4	4
16.	The course materials allow for customization to accommodate the varying language proficiency levels and learning needs of trainees, offering both basic and advanced modules.	4	4
17.	The materials provide supplementary resources or extension activities for self-directed study, allowing trainees to deepen their understanding of specific topics or language skills.	4	4
18.	The course materials can be adapted for use in different training settings, such as classroom-based instruction, online learning platforms, or blended learning environments.	4	4
19.	The course materials present tasks and activities that offer appropriate levels of challenge to encourage trainees to expand their language proficiency and communication skills.	4	4
20.	The materials include opportunities for trainees to practice language skills in high-pressure situations, such as role-plays of emergency scenarios or handling difficult passengers.	4	4
21.	The course materials encourage trainees to set personal goals for language improvement and provide strategies for overcoming challenges they may encounter during their training.	4	4
22.	The course materials incorporate regular assessments, quizzes, or progress checks to monitor trainees' language proficiency and track their learning progress.	4	4

23.	The materials include feedback mechanisms, such as self-assessment tools or peer evaluations, to help trainees identify areas for improvement and guide their language development.	4	4
24.	The course materials provide constructive feedback from instructors or mentors on trainees' performance in language tasks and communication exercises, facilitating continuous improvement.	4	4
TOTAL SCORE			
GRAND TOTAL			192



Appendix 8. Product Sample



English for Flight Attendant

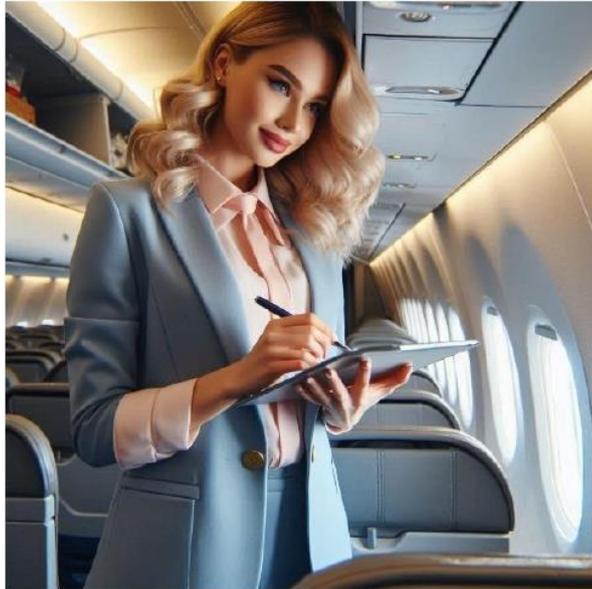


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Dr. Dewa Putu Ramendra, S.pd., M.Pd.
I Ketut Trika Adi Ana, S.pd., M.Pd.



Unit 11

Post - Flight Duties



Learning Objective:



Students will be able to understand post-flight procedures.

A. Pre Activity

Please complete the exercise below by scanning the QRcode before the face-to-face session.

Unit 10
Cultural Sensitivity



Learning Objective:



Students will be able to understand cultural diversity and enhance cross cultural understanding

Unit 9

Customer Service



Learning Objective:



1. Students will be able to understand customer needs
2. Students will be able to have effective communication with passengers.

A. Pre-Activity:



Please complete the exercise below by scanning the QRcode before the face-to-face session.

Unit 8

Special Circumstances



Learning Objective:



Students will be able to understand special circumstances and to be able to have cultural sensitivity and diversity awareness.

- A. Pre Activity: (Please access this QRcode to enroll to Google Classroom and watch the video)



Unit 7

Interpersonal Communication



Learning Objective:



Students will be able to understand the importance of interpersonal communication and be able to manage difficult conversations and conflicts.

A. Pre Activity:

Please complete the exercise below by scanning the QRcode before the face-to-face session.



Unit 6

Safety and Emergency Procedures



Learning Objectives:



Students will be able to understand safety regulations and protocols, and students will be able to provide and manage first aid and basic medical assistance.



(Students are required to watch a video by scanning the provided QRcode on Google Classroom)

Unit 5

In - Flight Duties 2



Learning Objective:



Students will be able to demonstrate proficiency in performing in-flight duties to ensure the safety, comfort, and satisfaction of passengers during the flight.

Learning Outcomes:

1. **Cabin Management:** Effectively manage onboard resources, such as food and beverage supplies, emergency equipment, and passenger amenities, to meet passenger needs.

Unit 4

In - Flight Duties



Learning Objective:



Students will be able to demonstrate proficiency in performing in-flight duties to ensure the safety, comfort, and satisfaction of passengers during the flight.

Learning Outcomes:

1. **Safety and Emergency Procedures:** Students will be able to demonstrate knowledge of emergency protocols, including evacuations, medical emergencies, and on-board fires.

Unit 3

Boarding Procedures



Learning Objective:



Students will be able to understand about the boarding process and regulations.

Unit 2

Pre - Flight Duties 2



Learning Objective:



Students will be able to perform and verbalize safety checks, including emergency equipment inspections and cabin readiness.

- A. **Pre-Activity:** Please complete the exercise below by scanning the QRcode before the face-to-face session.

Unit 1

Pre - Flight Duties



Learning Objective:

Students will be able to articulate the significance of pre-flight duties in ensuring flight safety, passenger comfort, and operational efficiency.

- A. **Pre Activity:** Please complete the exercise below by scanning the QRcode before the face-to-face session.



Unit 12

Post - Flight Duties 2



Learning Objective:



Students will be able to provide guidance on assisting passengers with post - flight queries, baggage retrieval, and onward travel arrangements