

Effects of Online Instruction Using the ASSURE Model with Scenario-Based Learning on Listening Skill in English for Airline Business of Undergraduate Students

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Abstract

This study aimed 1) to investigate the effects of online instruction using the ASSURE model with scenario-based learning (SBL) on the English listening skill for the airline business and 2) to explore students' attitudes towards online instruction using the ASSURE model with SBL on the English listening skill for the airline business. The sample consisted of 15 undergraduate students enrolling in English for Airline Business at Rajamangala University of Technology Lanna Nan in the first semester of 2021. The instruments involved the English listening skill for airline business pre-test and post-test, instructional plans, and interview questions. The data obtained from the pre-test and post-test scores were analyzed using descriptive statistics, including mean and standard deviation. In addition, the results from the interview were analyzed qualitatively using content analysis. The Wilcoxon Signed Rank illustrated the post-test scores increase with statistical significance ($p \leq .0005$) regarding the first objective. For the second objective, it was found that online instruction, the ASSURE model, and SBL could enhance English listening skills for the airline business.

Keywords: online instruction, ASSURE model, scenario-based learning, listening skill, English for airline business

Introduction

Language acquisition is one of the essential abilities for students of any age group. Acquiring one language is significant for each student to learn its structures and rules, but it is vital to learn another language alongside. English as a foreign language is taught in schools and universities through various programs and curricula in Thailand. The students must develop and improve their English abilities and skills in four main areas: listening, speaking, reading, and writing. Unfortunately, the most recent Education First English Proficiency Index (EF EPI, 2022) revealed that Thai students' English ability is ranked at a very low-proficient rank, the 97th in the world out of 111 and the 22nd in Asia out of 24.

Despite the failure of language proficiency, pedagogical management in Thailand is worth discussing. English language instruction mainly focuses on structures and rules for examinations at any educational level, primary, secondary, and higher education. Moreover, Thai learners rarely produce language for authentic communication in real-life situations. Such poor conditions result in communication-related problems and issues with language skills, including listening skills (Charumane, & Klaichim, 2009; Noom-ura, 2013).

For developing English communicative skills, various educational institutes, including Rajamangala University of Technology Lanna Nan (RMUTL Nan), aim to establish programs to enhance their learners' language abilities. The English for International Communication (EIC) program at RMUTL Nan has provided learners various courses covering academic and professional topics. Additionally, English for Airline Business is one of the elective courses aiming to develop and equip students with the ability to use communicative English language significant for the airline industry. Interviews with previous airline-related staff and a review of the literature on the airline business field revealed that listening is a prominent and highly-needed skill in airline-related careers, both for on-ground and in-flight services (Phitakphongphan, 2016; Uraipan, 2011). Hence, it is crucial to equip learners with listening skills for the airline business.

Moreover, the English for Airline Business course aims to develop students understanding of the airline industry's language use and professional skills. However, there is a lack of authentic environments, and the students must be exposed to airline business situations. In solving the encountered problem, it is significant to bridge the gap by employing scenario-based learning (SBL) since it encourages learners to face real-life situations, solve problems, and create opportunities for self-learning (Massy University, n.d.).

Though pedagogical approaches recently have been manifold and available on diverse platforms, the emergence of COVID-19 has changed the roles of teachers and students and the methods of instructional management. Over 91% of students across the globe, including in Thailand, have encountered schools' temporary closures (Grah, 2022), resulting in a shift from traditional classroom or blended-learning-based environments to full-scale online learning. An initial observation with the students yielded positive results regarding online learning readiness – access to the Internet and online devices. As a result, online learning is highly relevant to this study.

Developing online instruction using SBL to enhance the English listening skill is a core objective of the study; however, it is noteworthy to consider and determine the most suitable instructional design model for the course. The ASSURE model drew most attention from this study. The letters of the acronym relate to its six stages: Analyzing learners, Stating objectives, Selecting media and materials, Utilizing media and materials, Requiring learner participation, and Evaluating and revising with the ability

to develop more effective instruction with integrated technology and media (Heinich et al., 1999).

In this study, the core emphasis of development is the English listening skill for the airline business industry with SBL in which the ASSURE model plays a significant role in instructional design. Additionally, online technologies are employed to support learning activities. This paper addresses two research questions:

1) To what extent does online instruction using the ASSURE model with scenario-based learning enhance the English listening skill for the airline business?

2) What are the students' attitudes after participating in online instruction using the ASSURE model with scenario-based learning to enhance the English listening skill for the airline business?

2. Literature Review

2.1 Online Instruction

Online instruction has played an essential role in the educational system worldwide, including in Thailand, especially when the COVID-19 pandemic has forced educational institutes to change from an in-class to an online setting. Crawford-Ferre and Wiest (2012) reviewed the approaches to effective online instruction in higher education, including course design, participant interaction, and instructor preparation and support. Students are at the center regarding course design as they should provide meaningful information for a course design, such as technological needs and supports, accessibility to the Internet, and online course features. Additionally, the course should include synchronous and asynchronous activities and a communicative channel for participants to discuss. Regarding interactions, the instructor needs to maintain involvement in online courses to facilitate and respond to information given by the students, especially in synchronous methods. For the latter approach, the instructor must be familiar with appropriate online technologies and solve unprecedented difficulties.

Though the growth of online instruction has been apparent for decades, during the COVID-19 pandemic, there were various significant components of online instruction. Wayo et al. (2020) reported that the pandemic inevitably resulted in a social-distancing measure; hence, online instruction must be employed to maintain academic affairs. They also asserted that the instruction must include the human factors, instructors and students, as well as other components, including contents, a pedagogical process, materials, communication technologies, and measurements and evaluations. In light of human factors, teachers must simultaneously be guides, mentors, coaches, and facilitators to cover all significant classroom procedures. In contrast, students must be autonomous learners, adaptive to situations, prompt in arriving to classes, and equipped with digital literacy and emotional intelligence.

Furthermore, it seems most significant to scrutinize the content, that is, it must correlate to the learning objectives and be precise, brief, understandable, contemporary, and in a sequenced order. Regarding instructional media, tools must be state-of-the-art, related to the content, and a range of activities to attract and arouse learners' attention. Another critical factor is to manage classes in the learning process by contemplating analysis, design, implementation, development, and evaluation by supporting authentic learning environments. Also, it is significant to consider communication and network systems. Learners should have opportunities to participate in one-way and two-way communication through instructional tools. At the same time, the network system – intranet and Internet – must be considered, especially the readiness to access the network and the broadband speed of teachers and learners. In addition to the last factor, measurement and evaluation refer to various formative and summative assessments to verify learners' proficiency. Moreover, teachers should enhance and maintain ethics and morality in online testing to avoid cheating.

Various results confirm the significance of employing online instruction. Weiner (2003) stated that students can go online after receiving appropriate support and guidance. In the same way, Rojabi (2020) mentioned that online learning with Microsoft Teams was new for the students; however, the interaction and learning environment motivated them to participate, resulting in their comprehension of the learning materials. Moreover, Debski (2003) reported that using ICT enables social interaction and increases awareness and agency; furthermore, they can create a learning community through various channels (Swan, 2003). Bovermann et al. (2018) revealed that students with the readiness to learn online tend to have the autonomous motivation that helps improve communication skills (Lee, 2002).

2.2 ASSURE Model

Due to online learning, lecturers should design and plan media use and target content. The ASSURE model is one of the instructional approaches suitable for teachers to develop more effective learning activities with integrated technology (Şimşek et al., 2009). The ASSURE model, developed by Heinich et al. (1999), consists of six stages: Analyzing learners, Stating objectives, Selecting media and materials, Utilizing media and materials, Requiring learner participation, and Evaluating and revising.

A number of studies have employed the ASSURE model in instruction. Teachers in Islamic kindergartens in Bengkulu, Indonesia encountered difficulties in selecting appropriate media to enhance students' learning; however, the ASSURE model received positive feedback from both teachers and students and proved to be useful. These Indonesian teachers encountered difficulties in selecting appropriate media to enhance students' learning; however, the ASSURE model received positive feedback from both teachers and students and proved to be useful (Zubaedi et al., 2020). Similarly, Kazanci et al. (2020) looked at how an ASSURE-compliant lesson affected participants' perceptions of the lesson, their levels of critical thinking, and their

academic achievement. They found that the lesson had a statistically significant positive impact on students' levels of technology literacy. To help students become more tech-literate, they also suggested that teachers create lessons that fit the ASSURE model.

According to the studies discussed above, the use of the ASSURE model in instruction development produces had positive results by allowing students to select the most appropriate media and gain technology literacy.

A brief descriptions of each stage of the model are as follows (Faryadi, 2007; Şimşek et al., 2009). First, teachers must understand the characteristics of their students. Hence, they must **analyze** learners in terms of general information: prior knowledge, attitude, age, grade, and learning styles to determine the starting point for further development. After understanding the learners' characteristics, another significant factor of the ASSURE model is to **state** objectives, including targeted audience, learning behaviors, learning conditions, and the degree of proficiency. In addition, the course developer needs to observe learners' behavior at the end of the lesson. Then the instructor or a course developer must **select** the most appropriate media and materials: sound, graphics, text animations, and videos, and bridge them with the objectives. Next, after selecting the media, the instructor has to **utilize** them to determine whether or not the selected ones are suitable for a specific environment: classroom conditions and equipment, lights and other facilities. Another critical step is the learners' participation, that is, the learners must be involved throughout the lesson for the most effective learning. Also, the instructor needs to give feedback for further improvements. Finally, after completing the lesson, the course developer must **evaluate** the learners' accomplishments, materials, and activities and revise and reorganize the course design when necessary.

As mentioned above, the ASSURE model is essential for lecturers and course developers to design and plan lessons for learners. In addition, it supports the use of technology, which is crucial for students to have more opportunities to explore a broader range of knowledge and play an essential role in the COVID-19 pandemic. Hence, in this study, the ASSURE model is significant for supporting the course preparation in selecting online media suitable for the sample's needs and correlating with the SBL approach.

2.3 Scenario-Based Learning

Before delving into the significance of using the SBL approach, it is worth illustrating the link between the ASSURE model and the learning approach. Since the steps in the ASSURE model allow the course developer or a teacher to acknowledge the needs of learners in detail, the results from the ASSURE model can entail what scenarios learners require in the course, especially a specific one such as English for Airline Business.

SBL is a contemporary pedagogical approach based on the Lave and Wenger (1991, as cited in Massy University, n.d.) principles that learning is most effective in authentic situations. Furthermore, the approach helps bridge between theories in a classroom and practices in real-world situations – applications in professional lives (Sheridan & Kelly, 2012). Likewise, Massy University (n.d.) asserted that SBL could broaden students' knowledge by allowing opportunities to explore situations that are difficult to explore in the classroom.

In addition to combining SBL with the course, teachers or course developers must concern themselves with significant steps to help develop the course. Gutierrez (2021) suggested five steps for developing effective online SBL as follows:

- 1) The teacher **identifies students' needs** regarding who they are and what they expect from the course.
- 2) The teacher **identifies learning needs and outcomes**, including what students will achieve after completing the course and what situations students will be expected to apply their knowledge.
- 3) The teacher **chooses a situation for the scenario**. Selecting challenging situations that allow students to apply their knowledge is advisable.
- 4) The teacher **chooses the types of scenario**: skill-based – learners are expected to have prior knowledge; problem-based – learners integrate their theoretical and practical knowledge to investigate a problem; issue-based – learners are involved in issues of humanitarian perspectives and explore how these affect decision-making in professional environments; speculative – learners predict the goal of an event in the future based on their knowledge and deductions; and gaming – learners use games as learning instruments.
- 5) The teacher designs the scenario after gathering crucial information from steps 1-4.

Furthermore, the teacher must decide how to launch the scenario, face-to-face or online; moreover, they must determine visual and audio media types and other resources and activities. After that, teachers must balance the critical and challenging scenarios with amusing and pleasing topics in the subject area, such as situations or dilemmas students may encounter on a daily basis and in the future. Finally, they should develop a storyboard and ask colleagues to give feedback (Sorin, 2013; Massy University, n.d.).

2.4 Listening Skills Instruction

Human communication consists of four skills: listening, speaking, reading, and writing; listening and reading are perceived as receptive skills, whereas the other two are productive skills. Regarding the fundamental language skill of listening, Nunan (1999) referred to it as Cinderella since it is ignored by the 'elder sister' – speaking – since it requires time to learn, language teachers often ignore it (Oxford, 2013). However, listening skills are fundamental in businesses because it is the most crucial skill in communicating, gaining productivity, boosting confidence, and reducing errors

(Toledo, 2018), especially in the airline business (Setyaningsih, 2015; Niamsuwan, 2017; Maliwan, 2019) which is the target course in this study.

Theoretically, listening refers to focusing and concentrating on both the mental and physical processes of someone or somebody – a sender (Hornby, 2020). In the airline business, rather than listening to general information, listening scopes into a more specific environment, such as finding specific details and the main idea, summarizing importance, inference or comment, and predicting information (Maliwan, 2019). Hence, to improve and develop their listening skill for the most benefit in the airline business, learners should balance their background knowledge and knowledge of the world based on their experience and the target language and content knowledge. In addition, the materials are vital in developing listening skills, that is, they must be varied and authentic while considering listening inputs, such as fast speed of delivery, new terminology, concepts and length of the listening texts, and unfamiliarity of accents and pronunciations (Helgesen & Brown, 2007; Suwannasit, 2018).

Listening skill is essential in the airline industry and is a significant concern for course design; the instructional materials should be in vogue and focus on dialogues for dynamicity and interactive nature (Maftoon et al., 2016). Several educators mentioned classifications of listening skill development; however, Rost's classification (Rost, 2013) is contemporary for the English for Airline Business course. Rost mentioned six types of listening performances and how to deliver each one in the classroom as described in Table 1.

Table 1

Types of Listening (Rost, 2013)

Types	Definition	Course Integration
intensive listening	decoding information by listening closely to most linguistic aspects: phonology, morphology, syntax, and pragmatics	using activities such as dictation, elicited repetition, error spotting, and simultaneous interpretation
selective listening	listening with the target purpose in mind	listening to people's names, dates, specific facts and events, and main ideas
interactive listening	interactions between speakers and listeners	Using collaborative tasks such as negotiation and meaning clarification to achieve the goal of this performance
extensive listening	listening to meaning-focused activities for an extended time, such as listening to lengthy	listening to radio programs, podcasts, songs, interviews and watching movies

	lectures, conversations, and broadcasts	
responsive listening	listening for immediate response	asking questions, giving commands, seeking clarification, and checking comprehension
autonomous listening	independent and self-directed listening with no rules	listening and acquiring information in real contexts

To sum up, regarding online instruction, Khoiriyah (2020) reviewed Computer-Assisted Language Learning (CALL) and Second Language Acquisition (SLA) related to the use of web-based resources in teaching English listening skills. The researcher mentioned that online materials effectively teach and learn listening skills. Similarly, Abdulrahman et al. (2018) investigated students' listening comprehension through podcasts in the EFL classroom. They revealed that online media use significantly impacted the students' listening comprehension. Likewise, Rizkan et al. (2019) compared YouTube and standard audio in teaching listening skills. The results showed that YouTube was more effective than audio in developing students' listening skills. Furthermore, they suggested the use of YouTube in teaching listening. Hence, it can be concluded that online instruction and online media are significant and beneficial for listening skill instruction to increase the student's academic achievement. Accordingly, Al Jawad and Mansour (2021) insisted that YouTube videos could promote students' motivation and participation in the EFL classroom.

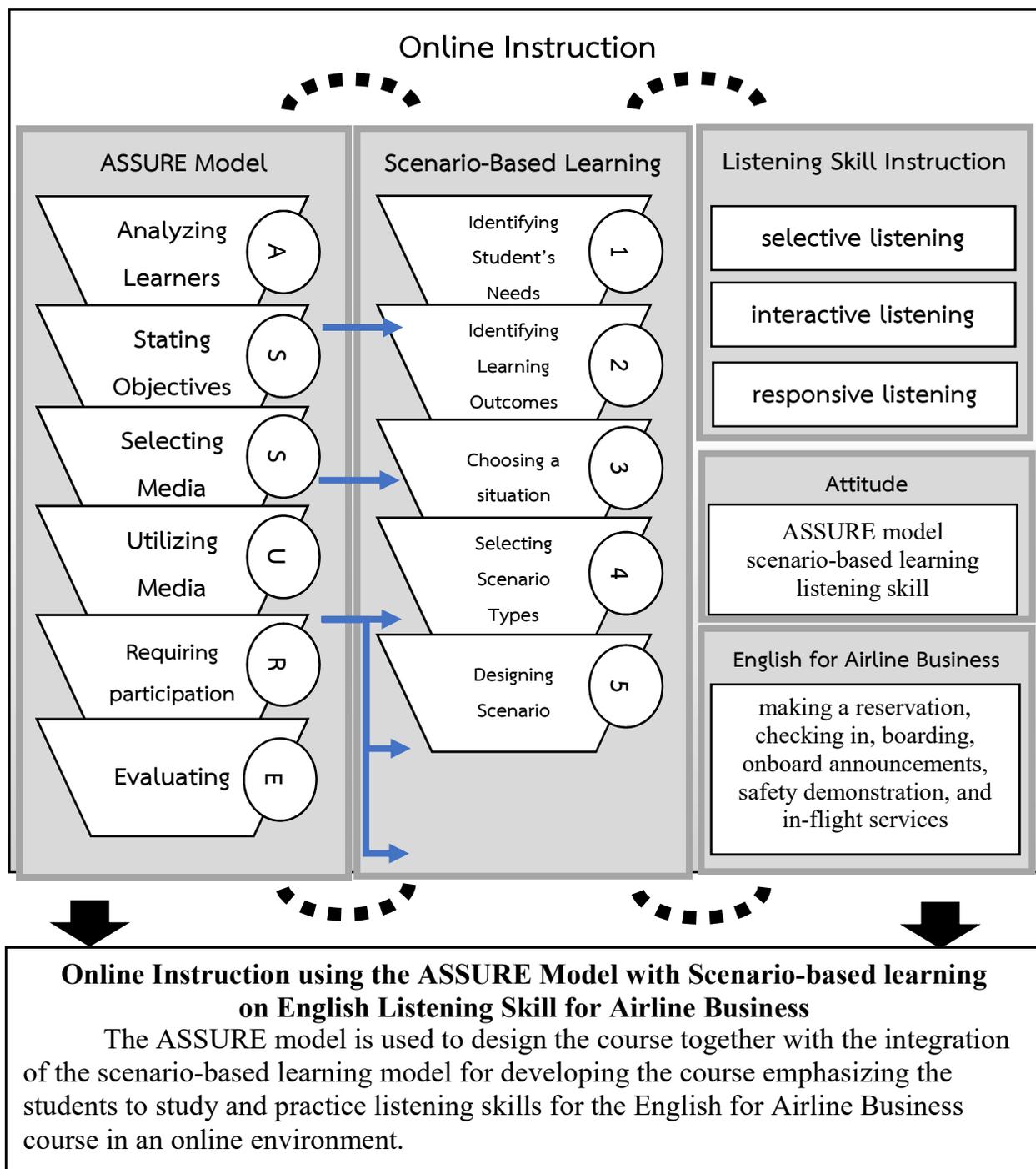
Regarding integrating SBL in the course to enhance listening skills, Hassani et al. (2013) employed SBL in teaching architecture to improve speaking and listening skills. The results showed that, after the course implementation, the students increased their proficiency level and communication complexity accordingly. Moreover, Taslibeyaz (2018) found that the experimental group's post-test scores were higher than the control group after participating in SBL using videos. Though few studies touched upon SBL effectiveness on listening skills, several studies revealed significant and positive results of integrating SBL in the academic process and can improve undergraduate students' learning ability (Elliott-Kingston et al., 2016), and there was the efficacy of using SBL in higher education (Almazova et al., 2021).

The Figure 1 summarizes the conceptual framework in this study. In brief, the ASSURE model and SBL were used to assess the students' listening ability in English for Airline Business. The first three steps in the model were matched with the steps in SBL, which involves identifying the learners' needs and the learning outcomes. The researcher selected the media employed and chose scenarios, and the students were required to participate in the lesson and received feedback. After completing the course,

the students explored their attitude toward blending the two methods and explored their listening abilities in the online setting.

Figure 1

Conceptual Framework



3. Research Methodology

3.1 Population and Sample

The population consisted of English for International Communication (EIC) students at Rajamangala University of Technology Lanna Nan in 2021.

The sample was 15 third-year undergraduate students majoring in EIC and enrolled in English for Airline Business (BOAEC135) in the academic year 1/2021. They were selected through purposive sampling since the course is operated only for third-year EIC students.

3.2. Research Instruments

The researcher developed the instruments which was then validated by experts. The detail of each is as follows.

3.2.1 English listening skill for airline business test

To assess the students' English listening skills for airline business abilities it is crucial to employ pre-test and post-test instruments. The tests were designed as an online achievement test on Google Forms with the core objective of discovering the sample's listening ability before and after completing the course. The tests consisted of 30 question items aiming to explore the English for airline business listening ability in six listening scenarios: making a reservation five items, checking in five items, boarding five items, on-board announcements five items, safety demonstration five items, and in-flight services five items. The test's evaluation emphasizes three types of listening performance: selective, interactive, and responsive listening, focusing on finding specific details and the main idea, summarizing importance, inference or comment, and predicting information. The interval between the pre- and post-test was six weeks; the pre-test was administered during the midterm period, and the post-test was administered at the end of the semester.

A panel of three experts consisting of two Thai English teachers and one native English teacher validated the test using a 3-rank IOC checklist (-1, 0, +1) consisting of eight criteria adapted from Bachman and Palmer's (1996) framework to gain validity and reliability. The results revealed that the experts rated 0.67-1.00 in all benchmarks, representing the high face and content validity and test-retest reliability in the developed test.

3.2.2 Online instruction using the ASSURE model with SBL on English listening skill for Airline Business instructional plans

This study developed six instructional online-based plans to support the research and learning objectives based on the ASSURE model analysis, the course description, and the literature review. Each lesson plan consisted of three stages of listening for a 2-

hour lecture: 30 minutes for pre-listening, 60 minutes for while-listening, and 30 minutes for post-listening. In the pre-listening stage, students were to activate vocabulary and predict content related to one of the six scenarios through pictures and short video clips, small talks, discussions, and guided questions. Then, in the while-listening stage, the teacher started by playing a listening material, a video, following the scenario introduced in a prior step and having a discussion. Subsequently, the teacher uploaded a worksheet containing more difficult questions consisting of three types of listening: selective, interactive, and responsive listening for the students and let them read the questions before listening again. Also, the teacher emphasized essential points in the video to arouse the students to pay more attention. After completing the worksheet, the teacher asked the students for their opinions. In the post-listening stage, the teacher explained the grammatical points and asked the students to practice the language found in the listening activity. Finally, the teacher gave the task for students to practice as an external activity.

3.2.3 Interview questions

Since one of the research objective was to explore the samples' attitudes toward online instruction using the ASSURE model with SBL on English listening skills for the airline business, it was significant to develop the interview questions to reveal the findings. The interview questions were used because the number of participants was 15, so it was plausible to gain insight from them. In addition, the researcher could control the questions by limiting them to specific goals.

The questions entailed this study's four main components: online instruction, ASSURE model, SBL, and English listening skills. The questions were 10 in total divided into four parts as follows.

In the first part, three questions emphasized the sample's satisfaction with the effectiveness of the online instruction, including the use of the online video conferencing platform and instructional activities. The second part involved two questions to explore how relevant the ASSURE model is in supporting students' learning. Another section comprised two questions to discover how useful and relevant SBL can be in supporting the students' airline business knowledge. Finally, the fourth part included three questions to explore how useful and relevant online instruction, the ASSURE model, and SBL can be for improving listening skills.

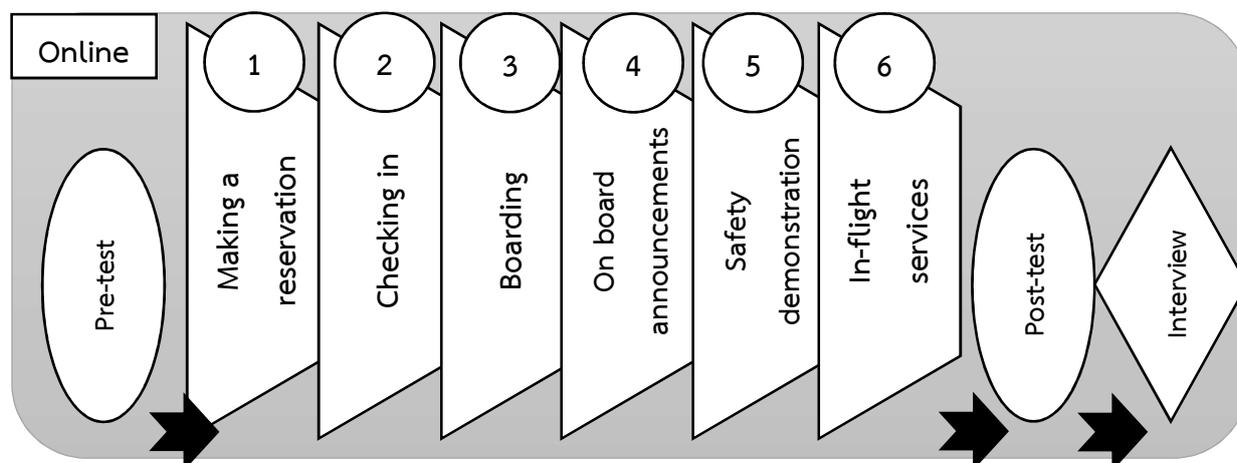
To gain the validity of the interview questions, a panel of three experts consisting of two Thai English teachers and one native English teacher validated the questions using a 3-rank IOC checklist (-1, 0, +1) consisting of 8 criteria adapted from Bachman and Palmer (1996). The experts rated 0.67-1.00 in all benchmarks, representing high face validity and reliability in the developed interview questions. The questions were in Thai to avoid misinterpretation and overcome the students' language barriers. The list of questions can be seen in Appendix A.

3.3 Data Collection

The data collection was from August 17 to October 8, 2021. The collection process started with the learner analysis following the six steps of the ASSURE model. After analysis, the researcher divided the course into six units following the scenarios. Then the sample undertook the pre-test and participated in six lessons, followed by the post-test. Finally, the researcher conducted individual interviews in which the information was recorded for later transcribing. Figure 2 illustrates the process.

Figure 2

Data Collection



3.4 Data Analysis

This research employed a mixed method. The quantitative data retrieved from the pre- and post-test results were explained by descriptive statistics: mean and standard deviation, and non-parametric statistics using the Wilcoxon Signed-Rank Test. In addition, the reason for employing non-parametric statistics non-parametric statistics, the Wilcoxon Signed-Rank test, outweighs a dependent *t*-test since the sample means are not of interest. Put another way, the number of participants is less than 30, so using a dependent *t*-test seems inappropriate and unfit. Moreover, this study aimed to explore and compare the pre- and post-test scores of the same sample group, so it is suitable for employing non-parametric statistics since it can serve the purpose.

The qualitative data, on the other hand, was collected from the interviews using content analysis. To explain, the type of content analysis employed in this study is a conceptual analysis in which the researcher focused on the selected responses related to four main topics: online instruction, ASSURE model, SBL, and listening skills. Then the researcher transcribed the recorded data and coded words, phrases, and sentences related to the questions on each topic. In addition, to avoid coding errors and human

bias, the researcher considered the reliability of content analysis in terms of stability and accuracy.

4. Findings

The findings of research question 1 were analyzed and explained by descriptive statistics and the Wilcoxon Signed-Rank test presented in Table 1.

4.1 Findings from research question 1

Table 1

Quantitative result for online instruction using the ASSURE model with scenario-based learning on English listening skills for the airline business

	Min (30)	Max (30)	Mean	SD.	Wilcoxon Signed-Rank Test	
					Z	Sig (1-tailed)
Pre-test	5	15	10.60	2.720	-3.458	.0005
Post-test	12	22	16.73	2.815		

According to Table 1, the Wilcoxon Signed-Rank test results illustrated the score increase with statistical significance ($p \leq .0005$) with the pre- and post-test mean at 10.60 and 16.73 in a total of 30, respectively. The participants improved their English listening skills after implementing the online instruction using the ASSURE model with SBL on English listening skills for the airline business. Noticeably, students with low English-proficient ability were still unable to pass half of the post-test; nevertheless, they could significantly improve their English listening ability from an average score of 5 on the pre-test to 12 on the post-test out of 30.

4.2 Findings from research question 2

In addition, to reveal the results of research question 2, open-ended questions were developed to explore the sample's attitudes toward major course components: online instruction, ASSURE model, SBL, and English listening skill. The questions and answers were in Thai, and the researcher translated them into English. The results were grouped into themes and introduced as follows:

4.2.1 Online Instruction Satisfaction

Complex Platform but Maintaining Learning

The sample's attitudes were most satisfied regarding the first part on online instruction. When delving into the use of the online video conferencing platform suggested by the university, the result was that the platform was quite intricate at first; however, after being introduced and explained, they became familiar with the platform and maintained their learning. Interesting answers can be seen in the following excerpts.

Student A: *“At first, I had no idea what [name of the platform] is. It was quite tough for me since I had never used it. However, soon after the teacher and my friends explained how to use the program, I could easily learn and participate in activities.”*

Student B: *“[Name of the platform] is suitable for online learning though it was difficult to use some menus, especially connecting to a camera and a speaker, at the beginning of the course.”*

The More Going Online, The More Willingness to Learn

In another question regarded the instructional process, the findings revealed that online learning increased students' participation and learning readiness. Some answers are illustrated in the excerpts of students C and D.

Student C: *“I am very frustrated when being asked in a normal classroom with smart students because I struggle in English. However, online, I felt relaxed and dared to answer questions.”*

Student D: *“Online learning helped me learn better. I could prepare myself before each class since I could look at the teacher's documents to [Name of the platform]. I am lazy to read from the book before class.”*

Online Learning Creating Autonomous Learners

At the end of the first part, the question explored the activities during online learning. The results were that online learning could enhance and maintain autonomous learning behavior; some activities helped improve communication skills. The following excerpts confirm the results.

Student E: *“If I did not understand the topics, I could search for information to help me. Alternatively, I could send messages with an instant communication application to ask my friends.”*

Student F: *“I liked the discussion activity because I could share ideas and exchange information with the teacher and friends.”*

4.2.2 Attitudes towards the ASSURE model

Suitable Materials Reduce Learning Difficulties

The second part of the interview asked how the ASSURE model can enhance students' learning in instructional material selection. Most participants revealed that the selection of materials supported the needs of learners. It also helped reduce the learning difficulties of some students with Internet and technology access. Some of the students' responses were as follows:

Student G: *“I was quite bored with learning online. Many teachers only showed slides or wrote something on a whiteboard. However, the teacher asked us what materials we needed for this course. I enjoyed watching videos very much.”*

Student H: *“I always had Internet problems because of the limited signal around my village. So, I sometimes could not watch the videos or clips simultaneously. However, I had chances to watch them before and after class because the teacher uploaded them online when I was in town.”*

4.2.3 Attitudes toward scenario-based learning

SBL Increasing Preparedness but Alleviating Fears of Learning

The third section explored the sample's attitudes towards SBL. Most participants revealed interesting results in that SBL allowed students to prepare before and review after class. In addition, it could help students better understand specific topics and decrease concerns about the target profession. The following excerpts confirm the results.

Student I: *“I was surprised that the teacher asked us what topics we needed to learn. Other teachers rarely asked like this. So we could prepare to find information about the selected*

topics before class. Moreover, after class, we could review what we had learned.”

Student J: *“I was frustrated that I might not have the opportunity to practice on topics hardly exposed in real life, such as safety demonstrations and in-flight services, due to online learning. However, the videos that were shown during learning supported my needs. I could do self-practice at home.”*

Student K: *“I like this course very much because I want to be a flight attendant. The seniors told me that this course allowed us to learn many interesting topics and practice using equipment such as a life vest and a seatbelt. However, my friends and I were upset that we could not use the same equipment as seniors because of online learning. However, I could repeat practicing with similar or imitative stuff suggested by the teacher and friends following the videos.”*

4.2.4 Attitudes toward Listening Skills

All Elements Boosting Listening Skills

The final part of the interview explored the participants’ attitudes toward English listening skills after completing the online instruction using the ASSURE model with SBL. The results showed that the English listening skills developed in every course component: online instruction, ASSURE model, and SBL. The following excerpts confirmed this results.

Student L: *“I believe my listening ability improved after participating in the course. I could listen to lectures, videos, and sounds through earphones that were clearer than the speakers in a classroom. I was happy when I could listen to the target words or phrases and answer the questions correctly.”*

Student M: *“I was not a good learner of English and had no chance to practice the language in daily life. Nevertheless, when the teacher allowed me to state the needs of what situations I wanted to learn in this course, I could focus more on those topics.”*

Student N: *“Thank you, the teacher, for asking my friends and me what media types I want to learn. Besides, I could mention the topics I want to learn for my future career. I believe my*

listening skills improved because I had learned through the chosen topics.”

In summary, after implementing the online instruction using the ASSURE model with SBL to enhance the English listening skills for the airline business, the sample showed positive attitudes in all aspects, although the course proceeded online. The online platform used as a medium of instruction seemed complex initially, but it could maintain the students' learning throughout the course. Furthermore, it increased participation and promptness, leading to improving listening skills. Regarding the ASSURE model and SBL, the students were fond of analyzing their needs before the beginning of the course since they could provide the teacher with what they wanted to learn and what types of media that could be employed during learning to achieve their learning goals.

5. Discussion

The discovery in the study of online instruction using the ASSURE model with SBL to enhance the English listening skills for the airline business yields positive student development. The discussions are divided into two aspects following the research questions.

The findings from the first research question, which aimed to explore the effects of online instruction using the ASSURE model with SBL to enhance the English listening skill of the airline business, affirm previous results. The following statements center around three components since they significantly enhance English listening skills.

The results from the second research question, which aimed to explore the students' attitudes after participating in online instruction using the ASSURE model with SBL to enhance the airline business's English listening skills, are linear with several research studies.

In addition to the first section of the interview results, the sample was satisfied with online instruction by employing an online video conferencing platform since they could maintain their learning. Though they seemed confused at the beginning of the course, they could solve any difficulties with the teacher's and friends' support. Weiner (2003) found that students are ready to go online after receiving appropriate support and guidance. Similarly, Rojabi (2020) stated that online learning with Microsoft Teams was new for the students; however, the interaction and learning environment motivated them to participate, resulting in their comprehension of the learning materials. Then, the finding that online learning increased students' participation and readiness to learn confirms Debski's (2003) research that ICT facilitates social interaction and increases awareness and agency. They also build a learning community through various channels (Swan, 2003). Bovermann et al. (2018) revealed that online learning could improve and

sustain students' autonomous learning behavior, and imbue students with readiness to learn. The finding that some activities can help increase communication skills is in agreement with Lee (2002) who found that online activities can help students improve their communication skills.

In the second part of the interview, the result illustrated that the material selection stage in the ASSURE model supported the learners' needs, confirming Aziz's (2003) study (as cited in Georgiou, 2014) that the appropriate media selection helped facilitate the learners' progress. Likewise, Ghonivita et al. (2021) mentioned that improving students' listening skills was crucial due to creatively selecting, developing, and manipulating materials. Moreover, the ASSURE model in this study appeared to reduce learning difficulties regarding the Internet and technology access. The result relates to Prihatmi et al. (2021) who found that it was essential to give reminders to use the Internet technology with synchronous and asynchronous systems in an online classroom. Concerning the ASSURE model, it is challenging for researchers to conduct further studies since no explicit research results mention the use of the model with listening skill instruction; nevertheless, various studies confirm that the ASSURE model can improve students' academic achievement in general. Altin (2021) studied integrating the ASSURE model in English language instruction and found positive results, finding that the model could help the students achieve their learning objectives. In addition, the stage of material selection in the model also supported the achievement of learning (Hakim et al., 2020), and the use of technological materials is crucial to support student learning (Kim & Downey, 2016).

For the third part, the results from the interview revealed that SBL allowed students to be prepared, help better understand specific topics, and decreased concerns about the target profession. The outcome of this study supports Ahmed (2019) who stated that SBL helped achieve students' learning objectives, gave them knowledge applicable to real-life, and encouraged them to participate in the learning process. Similarly, Klassen et al. (2021) found that SBL activity increased confidence and preparedness for subsequent professional practice.

In brief, the online instruction using the ASSURE model with SBL to enhance the English listening skills for the airline business consists of three academic factors, which amalgamate with one another to increase the effectiveness and achievement of the students. The positive results from research questions one and two confirm the previous studies of scholars. In addition, comments from the sample support the integration of online instruction, the ASSURE model, and SBL in English courses.

6. Implications and Recommendations

The online instruction using the ASSURE model with SBL to enhance the English listening skills for the airline business comprises various components to

enhance the English listening skills of undergraduate students. Based on the findings and the discussion, this study can provide advantages in pedagogical approaches.

As mentioned earlier, this study employs various components, of which online instruction is one of the main parts. The results from the post-implementation questionnaire revealed that online learning increased students' participation and readiness to learn, enhanced and maintained autonomous learning behavior, and improved communication skills. To explain, some students may struggle in a typical classroom environment, so using online learning as an instructional platform can reinforce those apprehensive students to participate more with the teacher and classmates. Furthermore, the students can learn to use online technologies to support their learning needs, including before, during, and after class. Furthermore, a suitably designed or modified course can help improve the students' target language skills. That is, a teacher or a course developer can include activities arousing the use of language in the instructional plans for students to practice and manipulate the language in authentic situations.

For the ASSURE model, the interview results revealed that the model supported the learners' needs and reduced their learning difficulties. In detail, the ASSURE model provides a crucial opportunity for students to help design the most suitable course. Each stage of the model allows students to introduce what they want and need; hence, it can reduce the problems which may occur in an unforeseen class. For example, the teacher may require students to watch the videos or clips online; however, some students may encounter Internet problems making them unable to watch during class. Hence, in analyzing learners and selecting media stages, the students can inform such difficulties to the teacher. As a result, the teacher can design a course with the awareness of allowing students to watch the media offline.

Regarding SBL, the responses from the sample revealed that students could prepare themselves before attending class and review lessons after class. To explain, similar to ASSURE model, SBL allows students to mention the learning topics significant for their studies and future career. As a result, a teacher can contemplate the learning goals and set the most appropriate scenarios to fulfil the students' needs.

The interview results for the final component revealed that combining online instruction, the ASSURE model, and SBL could improve their listening skills. In other words, online learning can highlight shadow students by allowing them to participate more in class and support their autonomous learning. As a result, students with poor listening skills can practice and study at their own pace. The ASSURE model and SBL also help students improve their listening skills by allowing them to help design a course that is tailored to their specific needs. It also could reduce or even eliminate the learning difficulties that students may face in class.

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Appendix A**List of Interview Questions**

Online Instruction

1. To what extent did the online instruction using the university-selected platform contribute to your learning?
นักศึกษาคิดว่ากระบวนการเรียนการสอนออนไลน์บนแพลตฟอร์มที่มหาวิทยาลัยกำหนดให้ส่งผลต่อการเรียนอย่างไร
2. What did you think of the online instruction process in this course?
นักศึกษาคิดว่ากระบวนการเรียนการสอนออนไลน์ในรายวิชานี้เป็นอย่างไร
3. What did you think of the online activities in this course?
นักศึกษาคิดว่ากิจกรรมออนไลน์ในรายวิชานี้เป็นอย่างไร

ASSURE Model

1. How useful and relevant was the ASSURE model in supporting your learning?
ASSURE model มีประโยชน์และมีความเกี่ยวข้องกับการส่งเสริมการเรียนรู้ของนักศึกษาอย่างไร
2. Which stage of ASSURE model had the most impact on your learning? Why?
นักศึกษาคิดว่าขั้นตอนใดของ *ASSURE model* ที่ส่งผลต่อการเรียนรู้มากที่สุด เพราะเหตุใด

Scenario-Based Learning

1. How useful and relevant was Scenario-based Learning in supporting your learning of the Airline Business?
นักศึกษาคิดว่า *Scenario-based Learning* มีประโยชน์และมีความเกี่ยวข้องกับการส่งเสริมการเรียนรู้ธุรกิจการบินอย่างไร
2. Which stage of Scenario-based Learning had the most impact on your learning? Why?
นักศึกษาคิดว่าขั้นตอนใดของ Scenario-based Learning ที่ส่งผลต่อการเรียนรู้ได้มากที่สุด เพราะเหตุใด

Listening Skills

1. How useful and relevant was the online instruction in supporting your listening skills?
นักศึกษาคิดว่า *online instruction* มีประโยชน์และมีความเกี่ยวข้องกับการส่งเสริมทักษะการฟังได้อย่างไร
2. How useful and relevant was the ASSURE model in supporting your listening skills?
นักศึกษาคิดว่า *ASSURE model* มีประโยชน์และมีความเกี่ยวข้องกับการส่งเสริมทักษะการฟังได้อย่างไร
3. How useful and relevant was Scenario-based Learning in supporting your listening skills?
นักศึกษาคิดว่า *Scenario-based Learning* มีประโยชน์และมีความเกี่ยวข้องกับการส่งเสริมทักษะการฟังได้อย่างไร