



CLASSROOM OBSERVATIONS ON THE EFFECTIVENESS OF TASK-BASED LEARNING IN AVIATION ENGLISH LANGUAGE TEACHINGS

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Abstract : Aviation English, a language of precision and clarity, is a crucial component of most fields of English for Specific Purposes. It features an aviation-specific lexicon that is a valuable resource for aviation professionals such as pilots, ATCOs, and other aviators. The International Civil Aviation Organization (ICAO) formally adopted English as the universal language for aviation during the Chicago Convention on December 7, 1944, after 52 member states signed it. This decision aimed to standardize communication and improve aviation safety worldwide. This global recognition of Aviation English underscores its universality and significance in the aviation industry. Standardization of Aviation English globally is mainly driven by the significant influence exerted by English-speaking countries in aircraft design and production. Due to the unique demands of aviation, pilots must be proficient and accurate in English, as opposed to general communication, where precision is only necessary to convey the message. These clear communications are not just a matter of language; they are a matter of safety. In the aviation industry, clear communication is a critical factor in avoiding ambiguity and miscommunications, thereby ensuring air safety. Task-Based Learning (TBL) has become a fundamental approach in modern English language teaching and learning, emphasizing fluency even when minor accuracy errors occur. It includes pre-task, task-cycle and post-task activities, which emphasise accuracy and play a crucial role in helping aviation professionals develop their proficient language skills and essential non-linguistic skills needed for their roles, thereby enhancing safety in the aviation industry. This paper aims to analyse the effectiveness of the TBL activities through classroom observations and interviews in teaching Listening and Speaking skills from the perspective of Aviation English as an English for Specific Purposes (ESP). The focus of this initiative is to propose the integration of task-based learning (TBL) into the instruction of listening and speaking skills within aviation English classrooms at Oman Aircraft Control College (OACC). This approach aims to enhance students' receptive (listening) and productive (speaking) abilities, fostering a more dynamic learning environment.

IndexTerms - Aviation English, Task-Based Learning (TBL), listening and speaking.

I. INTRODUCTION

Lessons from tragic accidents since the first powered flight in 1903 have driven the establishment of numerous regulations and standards, guaranteeing the safety of modern air travel. One of the rules mandates the adoption of English as the lingua franca, as the universal language for communication in the aviation industry. Aviation English is categorised as English for Specific Purposes (ESP), specialised English for aviation professionals like English for Medicine, Hospitality, Automotive, Banking, etc. Aviation English incorporates standardized phraseology for effective radio communications between pilots and air traffic control officers (ATCOs). It also encompasses general English that encompasses aviation-specific terminology for a wide range of scenarios beyond radio communication. These scenarios encompass ground handling, flight planning, and emergencies that fall outside the use of standardized radio phrases. Since 2003, the International Civil Aviation Organization (ICAO), a specialised agency of the United Nations, has overseen the establishment of standardised Aviation English.

Task-based learning (TBL) has inspired new approaches to language instruction and has thrived as a key method in teaching English for specific purposes. The increasing neediness in language instruction is due to the nature of tasks, their emphasis on creating meaning, the activation of cognitive abilities, and the application of linguistic elements. Additionally, the outcome-oriented approach encourages students to simulate real-world activities such as storytelling, problem-solving, giving directions, and more (Ellis, 2003). These qualities have rendered numerous tools indispensable for studying the language learning process, instructing, and evaluating language teaching. These tools in the language learning process include tasks promoting authenticity (Bygate, 2015).

Due to the unique features of Aviation English, Task-Based Learning (TBL) plays a crucial role in teaching non-linguistic skills required for aviation English learners in ESP classrooms. It is a mode of instruction focusing on real-world tasks using aviation phraseology as the target language. TBL is a highly effective approach for instructing aviators in the essential listening and speaking skills mandated by ICAO. Additionally, it can foster problem-solving skills needed in any expected and unexpected operational situations on the ground and in the control tower, such as situational knowledge and aeronautical decision-making through effective classroom TBL resources. This distinct teaching and learning approach, learners get more learning experience through TBL tasks. As a result, aviation professionals have become well-rounded and competent in their profession.

2. English is used as the Lingua Franca in Aviation

Throughout the expansive record of aviation, significant strides made to address the various causes of accidents, including pilot or air traffic errors, weather-related issues, mechanical failures, technical problems, and communication misunderstandings. The findings of ICAO investigations into accidents have shed light on three key ways in which language can play a role in contributing to an accident. These include mixing words, mispronunciation and expressions, grammatical errors, and using multiple languages in the same airspace (Grynyuk et al.; I., 2022). The Tenerife Disaster in March 1977 serves as a well-known example of how language contributed to an accident. It involved a collision on the runway at Tenerife Airport between two Boeing 747s operated by Pan American World Airways (Pan Am) and KLM Royal Dutch Airlines. The tragic accident led to the loss of 583 passengers. In this incident, the air traffic controller (ATCO) was a native Spanish speaker, while the two pilots were native English and Dutch speakers. In 1978, another "language" catastrophe occurred when the British Trojan 38 and the Yugoslavian DS-9 collided within the area overseen by the Zagreb ATC. The two incidents demonstrate that language proficiency was not the only reason for accidents. However, a lack of language proficiency, ambiguous use of non-standard phraseology, and English-speaking pilots becoming "lazy" and not using the correct phraseology while interacting with air traffic controllers were identified as contributing factors (Vasiukovych & O.M, 2017). In response to the Tenerife Disaster, ICAO took significant steps to develop standardised radio phraseology and language proficiency requirements for aviators to enhance communication and safety in the aviation industry. As part of this, ICAO employs a comprehensive six-level rating scale to evaluate the language proficiency skills of aviation English instructors in their listening and speaking classes. Aviators must have a minimum Level 4 proficiency to be considered operational (Mardiani & M, 2024).

Aviation accidents where language contributed to the factors.

Call sign	Year	Nationality of the Pilot	Native language spoken by ATCO.
GolTransportes Aéreos Flight 1907	2006	America	Brazil
Asiana Airlines Flight 214	2013	South Korean	American
AeroSucre Flight 157	2016	the crew (who spoke limited Spanish)	Colombian ATC (speaking in Spanish)
Pakistan International Airlines Flight PK8303	2020	Pakistani	Urdu standard phraseology used by Pakistani

3. Characteristics of Aviation English

The term "aviation" is derived from the Latin word "avis," meaning "bird," and the suffix "-ation," indicating action or progress. It was first coined in 1863 by French pioneer Guillaume Joseph Gabriel de La Landelle (1812–1886) in his work "Aviation ou Navigation aérienne sans ballons." This term reflects the innovative progress in human flight technology during that era. It includes plain language used for radiotelephony and standard phraseology used to deliver information with a minimum number of words and numbers used between ATC and Pilots (Abekhti et al., O, 2020). As previously mentioned, the purpose of ICAO's radiotelephony phraseology is to transmit essential information with utmost clarity and brevity, minimizing the risk of misunderstandings arising from pronunciation issues, ambiguous language, or disruptions in radio communication. Below is a transcript of a standard radio communication between a pilot and Air Traffic Control (ATC) according to ICAO standards.:

Situation: A commercial flight requesting descent clearance during approach.

Pilot:

"New York Approach, Alpha Bravo one-two-tree, level 10,000, requesting descent."

ATC:

"Affirm, Alpha Bravo one-two-tree, New York Approach, descend to 5,000 feet, altimeter two-niner-decimal-niner- two."

Pilot:

"Descend to 5,000 feet, Alpha Bravo one-two-tree."

ATC:

"Alpha Bravo one-two-tree, reduce speed to 140 knots, turn left heading 270."

Pilot:

"Affirm, Speed 140 knots, turning left to heading 270, Alpha Bravo one-two-tree."

In this communication, the pilot contacts New York Approach and informs ATC that they are flying at 10,000 feet and requesting permission to descend from this altitude. ATC acknowledges the aircraft's call sign, "Alpha Bravo 123", and grants permission to descend to 5,000 feet. The ATC also provides the altimeter setting, which is 29.92 inches of mercury. Then, the pilot returned the clearance to ATC to confirm understanding. Once the pilot understands, the ATC instructs the pilot to reduce the aircraft's speed to 180 knots and to turn left to a heading of 270 degrees. The pilot repeats the instructions to ATC again, confirming that they will reduce the speed to 140 knots and turn the aircraft to a heading of 270 degrees. This transcription reads numbers individually as "one-four-zero" rather than "fourteen". For instance, to prevent miscommunications due to similar sounding numbers being pronounced, "Forty" can undoubtedly be misread as 'fourteen'. Another measure to prevent miscommunication with radio frequencies is to pronounce the decimal as "decimal" rather than the usual English term "point". Another precaution against miscommunication is using "affirm" rather than the complete word "affirmative". If a radio message is unclear and only "ative" is audible, this situation may cause confusion between "affirmative" and "negative". These safety measures are the prominent characteristic of ICAO standard phraseology.

ICAO standard pronunciation of numbers (stressed syllables are underlined)

0	<u>ZE</u> <u>RO</u>
1	<u>WUN</u>
2	<u>TOO</u>
3	<u>TREE</u>
4	<u>FOW</u> <u>ER</u>
5	<u>FIFE</u>
6	<u>SIX</u>
7	<u>SEV</u> <u>EN</u>
8	<u>AIT</u>
9	<u>NIN</u> <u>ER</u>
Decimal	<u>DAY</u> <u>SEE</u> <u>MAL</u>
Hundred	<u>HUN</u> <u>DRED</u>
Thousand	<u>TOU</u> <u>SAND</u>

ICAO standard pronunciation of alphabets (stressed syllables are underlined)

Alphabet	Word	Pronunciation
A	Alpha	<u>AL</u> <u>FHA</u>
B	Bravo	<u>BRAH</u> <u>VOH</u>
C	Charlie	<u>CHAR</u> <u>LEE</u>
D	Delta	<u>DELL</u> <u>TAH</u>
E	Echo	<u>ECK</u> <u>OH</u>
F	Foxtrot	<u>FOKS</u> <u>TROT</u>
G	Golf	<u>GO</u> <u>LF</u>
H	Hotel	<u>HO</u> <u>TELL</u>
I	India	<u>IN</u> <u>DEE</u> <u>AH</u>
J	Juliett	<u>JEW</u> <u>LEE</u> <u>ETT</u>
K	Kilo	<u>KEY</u> <u>LOH</u>
L	Lima	<u>LEE</u> <u>MAH</u>
M	Mike	<u>MIKE</u>
N	November	<u>NO</u> <u>VEM</u> <u>BER</u>
O	Oscar	<u>OSS</u> <u>CAH</u>
P	Papa	<u>PAH</u> <u>PAH</u>
Q	Quebec	<u>KEH</u> <u>BECK</u>
R	Romeo	<u>ROW</u> <u>ME</u> <u>OH</u>
S	Sierra	<u>SEE</u> <u>AIR</u> <u>RAH</u>
T	Tango	<u>TANG</u> <u>GO</u>
U	Uniform	<u>YOU</u> <u>NEE</u> <u>FORM</u>
V	Victor	<u>VIK</u> <u>TAH</u>
W	Whiskey	<u>WISS</u> <u>KEY</u>
X	X-ray	<u>ECKS</u> <u>RAY</u>
Y	Yankee	<u>YANG</u> <u>KEY</u>
Z	Zulu	<u>ZOO</u> <u>LOO</u>

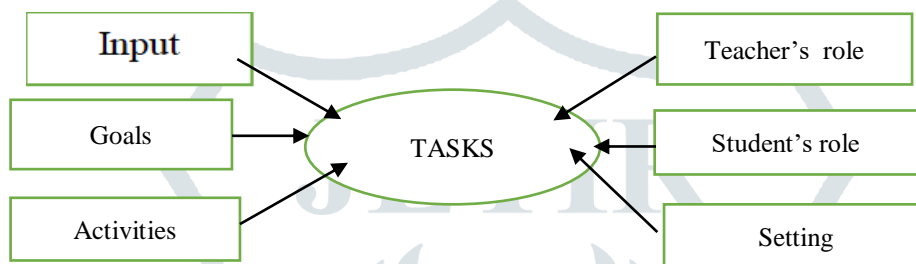
Besides the standard phraseology, a specialized aviation vocabulary is used to communicate with ground staff, cabin crew and other aviators over the radio with ATC during unusual or emergencies, whereas standard phraseology doesn't apply. Many

routine tasks carried out by pilots, such as analyzing weather and planning flights, can be effectively handled in English. As a result, ICAO has chosen English as the lingua franca of aviation.

4. Task-Based Learning (TBL) in Aviation English

The primary objective of any teaching process is to improve teaching and learning. Educators and professionals are challenged to create a rewarding, enjoyable, and motivating learning experience. An increasing amount of research has been devoted to exploring theoretical, practical, and technical instructional concepts, with a strong emphasis on content and pedagogy. In ESP, instruction and content are different from ESL and EFL. Therefore, teaching approaches and methods are needed to prepare competent and well-equipped professionals for the job market.

As previously noted, TBL evaluates students' competence to perform real-world tasks using both standard radiotelephony phraseology and plain English rather than just evaluating their understanding of grammar rules and vocabulary. The objective is to cultivate students' fluency and bolster their confidence in using the language. According to Alvarado et al., P. A. A. (2023) provided the latest definition of the task: completing activities assigned by teachers to promote communication in the target language. These teacher-assigned tasks vary depending on the learners' specific needs and the course's objectives. Here are some examples of tasks like pedagogical tasks (presentations, audio/video recording comprehensions, etc), vocabulary-building tasks, real-world tasks, etc. Nunan (1989) classifies the components mentioned above into six: (i) Input, (ii) Goals, (iii) Activities, (iv) Setting, (v) Teacher's role, and (vi) Student's role. The following figure illustrates the components mentioned above.



Components of a 'Task' (Nunan: 1989)

Task-Based Learning (TBL) is a form of a practical language acquisition approach used in Aviation English. This method focuses on using real-world language to complete practical tasks, prioritizing effective communication over strict grammatical accuracy. This learning approach is gaining popularity in ESP lessons because it promotes meaningful and student-centred communication. Students can freely and creatively use target vocabulary in their tasks (Sholeh et al., 2020). These "tasks" significantly stimulate their effective lifelong learning and foster language proficiency and learner autonomy. HATTANI, H. A. (2020) suggested that it encourages students to gain autonomy in language learning and use it by working on real situations and more meaningful experiences.

The key factors typically present in ESP language teaching and Aviation English tasks are as follows:

1) Authentic Materials: In Aviation English, authentic materials such as aviation manuals, documents, reports, radio communications, flight plans, weather reports, safety briefings, and other industry-specific resources are used. These materials reflect the language and communication practices used in real-life aviation contexts.

2) Language Focus: Aviation English includes vocabulary related to aircraft, navigation, meteorology, air traffic control, emergencies, procedures, regulations, and communication protocols.

3) Task Purpose/Objective: Each task has a clear purpose or objective aligned with the learners' language needs and goals. This could be related to improving specific language skills (e.g., reading comprehension, oral communication) or mastering particular language functions (e.g., giving presentations, negotiating agreements).

Aviation English includes improving language proficiency in listening comprehension, speaking fluency, reading comprehension, and writing accuracy. Tasks may also target communication functions required in aviation operations, such as giving instructions, making requests, reporting information, or responding to emergencies.

4) Task Input: Input materials are provided to support the task's completion and facilitate language learning. These materials may include written texts, audio recordings, videos, visual aids, or real-life communication scenarios relevant to the learners' professional contexts.

Aviation English materials comprise simulated aviation situations, audio recordings of radio communications, visual aids that illustrate flight operations, written documents such as safety manuals or flight plans, and real-life communication exchanges between pilots, air traffic controllers, and other aviation personnel.

5) Task Process: The process outlines the steps learners must take to complete the task successfully. This may involve reading and analyzing texts, conducting research, participating in discussions, solving problems, or producing communicative and listening skills.

In aviation English, this includes simulated aviation scenarios, audio recordings of radio communications, visual aids depicting flight operations, written documents like flight plans or safety manuals, and authentic communication exchanges between pilots, air traffic controllers, and other aviation personnel.

6) Task Output: After completing the task, learners are expected to produce language output. This could include written responses, oral presentations, reports, proposals, emails, or other forms of communication that demonstrate comprehension and proficiency in the target language.

In aviation English, this includes accurately communicating flight instructions, responding to air traffic control communications, completing flight plans and reports, participating in emergency simulations, or delivering safety briefings.

7) Interaction: Many ESP tasks encourage interaction among learners, allowing them to collaborate, share ideas, and negotiate meaning. Interaction fosters communicative skills development and provides opportunities for learners to practice using language in authentic contexts.

There has been some debate about the effectiveness of TBL, as it emphasizes functional language over accurate language. Critics argue that this focus may lead students to complete tasks without using accurate language or achieving the lesson's linguistic objectives. During a brief classroom experiment at Oman Aircraft Control College, students were tasked with completing an information gap exercise using the present perfect tense, a form widely employed in the aviation industry. However, it was observed that many students could complete the task with past and future tenses, thereby bypassing the target sentence structure (Rafii et al., M. P., 2024). It is possible to perform real-world tasks without employing the correct linguistic pattern. A tourist at a restaurant points to a menu item and says, "This," rather than using a more grammatically correct phrase such as, "I would like the bacon cheeseburger with fries, please". Although it's widely recognised that it is the limitation of TBL, some argue that repeating tasks can help learners acquire target grammar accurately while improving their fluency (van Deutsche et al., 2016).

Aviation English instructors can create tailored course materials and appropriate methodologies for students. Learning aviation-specific English is a distinct challenge, requiring a unique vocabulary and listening skills that differ from plain English programs. Hence, (Brown, 2007) stated that Task-Based Learning (TBL) is considered one of the three most considerable methodologies derived from Communicative Language Teaching (CLT) and is "a logical development of CLT" by Richards and Rodgers (2001, p. 223); several studies have focused on this topic already (e.g., Cao, 2018; Peng & Pyper, 2019). This approach promotes student communication through various activities such as role-playing, problem-solving, and description exercises. Active exposure to radio communications is essential for improving students' language skills through authentic listening opportunities. A few listening tasks are as follows:

Listen and Complete: In this activity, the students must listen to the radio calls and fill in the spreadsheet with relevant target phraseology. The main emphasis is on "the numbers," i.e. specific details like runways, headings, altitudes, and speeds.

Pilot: "Sanford Tower, Connection four zero zero is midfield for the runway niner left."

Tower: "Connection four zero zero runway _____ clear to land, wind _____ at _____."

Pilot: "Runway _____ clear to land, Connection four zero zero."

In class, the students simultaneously listen to and read the radio transcript while filling in the missing information. Attention to "the numbers" can enhance their critical listening skills for flight information. If students have difficulty with radio communications, replay the dialogue, pause to provide correct information, and then replay the dialogue.

Listen and Write: Acquiring a shorthand style is mandatory for listening to extended clearances. Identifying the call signs of aircraft for radio communications is equally important. This activity makes the students listen to broadcasts to practice recording controller clearances for specific call signs that they have assigned to them. The instructor will assign each student a call sign from the recording in the classroom. During the radio exercise, students will actively identify their assigned call signs and responsively record the given clearances. To ensure that all students grasp the content, playing the recordings several times may be necessary. However, the number of times the radio broadcasts are replayed should decrease as the students' listening skills improve.

Listen and Respond: This exercise boosts radio fluency by developing speaking and listening abilities. Students listen to radio calls and respond to clearances verbally. In the beginning, students might need assistance accurately reading back the clearances. However, students face difficulties while performing the tasks rather than during critical phases of flight. The pace of this task will gain more confidence in their read-backs.

Listen and Answer: During this activity, students can discuss non-standard routines or unusual radio calls by requesting and responding to questions regarding the terminology and procedures used. The instructor can pause the transmission when an unfamiliar or non-standard term appears, either by streaming live broadcasts or choosing recordings from actual scenarios. The instructor should then ask appropriate follow-up questions to help students better understand the situation, term or phrase. For example:

Pilot: "Sanford Tower, Connection two three six is midfield two-seven left."

Tower: "Connection two two six, follow a Cessna on a mile-and-a-half final, report traffic in sight."

Pilot: "Was that for two two six or two three six?"

The instructors can then ask follow-up problems like, "Why does call sign confusion occur?" or "What should you do if you believe there is call sign confusion?" Overheard questions are an excellent tool for instructors to evaluate student participation and comprehension during a lesson. Furthermore, conducting a guided discussion can benefit aviation students by allowing them to vocalize their understanding of the material and summarize the concepts discussed in the lesson, which can help them improve their oral fluency skills.

RESEARCH METHODOLOGY

5.1 Research Question

In line with the theoretical framework of TBL, which emphasises its fundamental role in integrating language skills, this study was designed to evaluate the effect of TBL in teaching and learning of listening and speaking skills for aviation English students in the ESP program at Oman Aircraft Control College. The study aims to provide a comprehensive answer to the

following research question: To what extent does the TBL approach enhance listening and speaking skills among aviation English students who joined an ESP program at Oman Aircraft Control College?

5.2 Method

Due to the characteristics of the background and the specific population, the researcher adopted a qualitative case study research design. OACC aviation English students were involved in planning, observing, acting, and reflecting on the data collection process. According to Baxter and Jack (2008), a qualitative case study methodology allows for an in-depth examination within a context. This model helped the researcher analyze how TBL phenomena affect the learning of listening and speaking skills in the context of using target vocabulary in aviation.

The research study took place in Aviation English classes. For the study, a group of 20 students, typically small, with unique similarities (Schoch, K., 2020), aviation English students were selected. The participants were adult learners ranging in age from 22 to 56. The participants had a B1 level in English, based on the Common European Framework (Council of Europe, 2008). They were selected as participants because they shared common challenges and needs.

5.3 Data Collection Instruments

Following Yin, R. K. (2018), qualitative case studies provide researchers with multiple sources of evidence, including interviews, observations, and document analysis, and explain how they contribute to building a holistic understanding of the case. Six interviews and an equal number of observations were carried out to validate the research study.

5.3.1 Observations

According to Jacobson, Pruitt-Chapin, and Rugeley (2009), utilising observations offers direct insight access to measure the process being studied. This allows for accurate and comprehensive information about the participants' attitudes, motivations, and results on a given task. Recognizing the fundamental role of observations in conducting a research study, the six participants were carefully and consistently observed in pairs, groups, and individually over the course of fifteen weeks, equivalent to one semester at Oman Aircraft Control College. During observations, the researcher concentrated on the students' motivation and engagement, performance, interaction, the effect of teaching and the authenticity of teaching and learning materials, and challenges. A specific observation checklist was employed to direct the observation process effectively. According to, Belisle (1999) and Wajnryb (1992) referred, using an observation checklist in qualitative research is essential as it considerably facilitates and enhances the observation process.

5.3.2 Interviews

In addition to the observations, the researcher conducted six semi-structured interviews to understand the learners' backgrounds, assess the proposed methodology's influence on addressing the issue, and validate the information gathered from the observations. Semi-structured interviews are effective for gathering qualitative information, understanding requirements and wants, and monitoring changes in students Laforest (2009). The duration of each interview was approximately 10 minutes, and the students were notified that their responses will be used solely for the study's purposes. In some situations, the interviewees were requested to provide more details if their answers were unclear. All the responses were recorded in audio format and transcribed for further analysis. This took place at the pre-task stage, during TBL intervention, at the post-task stage, and after implementing TBL activities in the aviation English classroom.

5.4 Procedure

To achieve the research question of the study, the learners at Oman Aircraft Control College underwent an experimental study adapted from a quasi-experimental design (Shodiya et al., Abideen., 2023) using the pre-experimental one-group pre-test post-test design, including three stages (Nunan, 1993) a pre-test, a needs analysis, task-based lessons, listening and speaking post-tests, a questionnaire after the completion of the course to know the learner's attitude towards the implementation of task-based learning in response to the use of pre-tasks, task-based activities during the task cycle and the post-task activities in listening and speaking classroom and a structural interview to strengthen the efficacy of the TBL methodology to identify the improvements in listening and speaking among the ESP Aviation English learners.

The researcher took time to clearly explain the methodology and activities to the participants before they began. This proactive approach ensured that the participants were well-informed about the procedures and estimated time for each task. Additionally, the researcher decided to have the participants work individually, in pairs, and in groups and reassured them that the topics they would be working on aligned with the TBL approach and included in the course program.

As part of their training and the researchers' observations on TBL, ESP learners did various types of TBL listening tasks (during pre-tasks, task cycle and post-tasks stages) such as radiotelephony activities, watched real-life videos on aviation disasters, tasks on listening for gist and details, listened to Air Traffic Control (ATC) instructions and interpretations and weather reports, analyzed exchanges during emergency and non-routine situations, listened to aviation podcasts, case studies of accident investigations and interviews, expressing preferences, pronunciation and interaction exercises etc.

Likewise, in speaking classes, learners performed many TBL tasks (during pre-tasks, task cycle, and post-task stages), such as ATC communication practices in the context of requesting takeoff, saying intentions and expectations, comparing and contrasting, expressing difficulty and offering assistance, responding to clearances, reporting positions, or requesting altitude changes. In these role-play exercises, students acted as both pilots and ATC controllers in different flight scenarios, standard phraseology practices, etc.

In addition to these tasks, learners were asked to conduct airport briefings, where they presented relevant details about an airport (as a post-task activity) as if it were their actual flight destination. They were given the additional

responsibility of creating flight plans in English using navigational charts. Even though these tasks do not require proficiency in a specific language, aviators will probably need to perform similar English-related tasks during flight training and throughout their careers.

5.5 Findings on Observations and Interviews Regarding Task-Based Learning (TBL) and Discussions

To oversee classroom observations, participants from one semester (15 weeks) of Aviation English course at Oman Aircraft Control College were monitored. The research findings revealed that the TBL approach notably enhanced aviation professionals' listening and speaking skills through the use of pre-tasks, task cycles, and pre-task activities. They discovered that this approach could enhance listening and speaking skills by completing tasks incorporating pre, during and post-TBL activities to foster their skill development.

In addition to the researchers' observation, an interview helped the researcher to analyze their approaches and opinions on implementing TBL activities in three stages and its impact on their listening and speaking achievements in using aviation English. During the interview, Ahmed expressed that "they preferred TBL rather than other ways of language learning because this method offered the opportunity to increase their expertise in using standard phraseology and radio telephony in various scenarios in their career"(Interview:1). Waleed said that the implementation of pre-tasks and post-tasks helped to focus on pilot-ATCO interactions in routine and non-routine situations such as "predictions, speculations, What will happen next....." fostered the integration of both listening and speaking skills optimistically (Interview:2). Issa stated: "Classes are motivating and have a long-term effect because we all practice listening and speaking skills simultaneously" (Interview:3). These participants had positive opinions on TBL because this approach helped them to build their listening and speaking skills by doing specific tasks. They also conveyed that TBL classroom tasks provided more interactions among peers, helping each other to become better at language proficiencies prescribed by the ICAO. Moreover, TBL assisted learners in developing their skills in the L2 (Cuesta, 1995).

Some participants noted that this approach effectively integrated skills, providing an engaging way to promote the successful execution of real-world problem-solving activities in class. During the classroom TBL activities, they were instructed to complete real-world tasks that increased significant practice, such as discussions, presentations, role-plays, reporting and briefing, and handling medical and technical emergencies.

Harib Al Habsi stated that every pre-, during, and post-task provided the opportunity to advance listening and speaking comprehension skills through contextualised exercises that improved my prediction skills, listening for gist and detail and also improved my pronunciation, interactions and fluency in using standard terminologies (Interview: 4). Salma supported Harib by saying that " TBL task[s] involved in listening and speaking assignments that were natural and helpful to enhance my aviation English vocabulary reduced my shyness to do presentations" (Interview: 5). The sixth interviewee, Sami notified: "I feel the need to speak English in the classes and to integrate reading, speaking, listening, and writing in a single lesson because I think it is one of my major weaknesses to be fulfilled along with the academic year." The participants held these views because most of the TBL tasks they were given involved contextualised exercises. They had the chance to complete creative tasks that required active personal involvement, aiming to improve their listening and speaking skills in the target language quickly and naturally while also integrating language skills.

Some participants noted that this approach effectively boosted listening and speaking skills, as it provided an engaging way to foster their comprehension and structure in the form of listening texts. They had more chances to practice intensive pronunciation and engage with their peers and spontaneously by asking interactive questions and timely feedback from the instructor while doing and completing tasks with their classmates.

The learners were from Oman's Civil Aviation Authority and Royal Air Force of Oman, which have various responsibilities in the aviation sector, such as Air Traffic Controllers, Ground Operations, Flight Briefing, Fire and Safety, Weather Broadcasters, etc. The curriculum focused on pilot-ATCO interactions in routine and non-routine situations, presentations, reflecting standard phraseology and plain English, actual incidents and how to perform communicative tasks effectively. It also encompassed supplementary tasks and imparted secondary non-linguistic skills essential for their professional development.

VI. Conclusion

The findings of this study suggest that TBL is a meaningful approach to integrating listening and speaking skills in an ESP program. It is helpful to increase students' motivation by assigning them group tasks to work on. So, motivation leads to collaborative learning, cooperation, and communication skills among peers. Linked to this benefit, implementing these TBL tasks in three stages positively improved students' communicative competencies and self-study, supervising, analysing, and evaluating their own learning (Richards & Rodgers, 2004). In addition, critical thinking, decision-making, problem-solving, negotiation, and leadership enable the students to develop their listening and speaking skills which are essential for ESP learning. It can impact students' speaking performance by offering ample opportunities to practice the language, increasing exposure to the target language, and boosting students' interest, motivation, and self-confidence. The practical implementation of TBL tasks fosters self-awareness among learners and cultivates a classroom environment where both teachers and students actively monitor and engage in their lessons. The students demonstrated a strong sense of responsibility by taking leadership roles in their class activities. They proactively developed and interacted with the acquisition of new vocabulary prescribed by ICAO by doing specific tasks that facilitated enhanced learning and dispelled misconceptions about the learning process for various skills. Also, TBL emphasizes fluency over accuracy and recognizes that students may revert to their native language to complete tasks through repetitions of tasks in three stages.

VII. Recommendations

Regarding the use of TBL for facilitating skills integration in an ESP context, this study emphasises that ESP instructors should recognise the value of this approach, as it supports natural language learning and motivates learners to engage in the three stages of activities. However, I strongly recommend establishing clear objectives and discussing task topics with students during the pre-task stage to enhance practice. When students are involved in decision-making, they engage more, complete tasks effectively, and feel valued in the class. Based on the study's findings, I also suggest offering positive feedback, reinforcing the importance of achieving task goals, assigning clear responsibilities for each skill, reviewing task outcomes, and, if needed, assigning follow-up activities. These suggestions are essential for enhancing task progress and improving learning. Nevertheless, the study indicates that further reviews and research are necessary to expand the theoretical understanding of TBL as a tool for integrating skills.

Beyond Aviation English, Task-Based Learning (TBL) has the potential to be effectively utilized in various other English for Specific Purposes. I believe the TBL tasks are intended to assist aviation professionals in reaching and maintaining a robust ICAO Operational Level 4. This brings up an important consideration regarding the effectiveness of task-based language learning (TBL) in teaching aviation English, particularly in scenarios involving non-standard phraseology, such as emergencies. Furthermore, this could prompt discussions regarding the effectiveness of TBL in instructing other ESPs and general English.

Further investigation into TBL's effect on integrating language skills among beginners presents a promising study area. It would be valuable to explore how much basic English learners become independent through the use of this method. Additionally, examining alternative approaches to skill integration and comparing them with TBL would be essential to identify the benefits and drawbacks of each for learners at the basic English level.

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