GLOCALIZATION:
AN AVIATION ENGLISH COURSE PROPOSAL

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Introduction

The term 'glocalization' has been coined to stand for global and local aspect of the issue under study. Today many scholars mention how global the world has become/is becoming in terms of finance, sports, social life, and education. That is to say that there are a lot in common across the globe. Moreover, the communication of the information is much faster than ever. One piece of new knowledge is spread around the world within seconds. Therefore, it would not be wrong to assert that we are all beyond the boundaries on the one hand. On the other hand, we are still in need of local solutions since global principles fall short to account for those localities although they make it easier for decision makers as to what to do as a frame.

The concept of globalization also refers to accountability in that all actions taken are considered within the frame of globally accepted norms in terms of all aspects of life including social life and science. The field of education has been studied a lot; therefore, global norms have already been proposed as to how to carry out the activities in education. Approaches, methods, and techniques have been proposed and settled. Although there is a great amount of relevant knowledge, there is still a need for arrangement and modifications for local contexts. Foreign language teaching is among those varieties (Graves, 2005). There are settled approaches, methods, and techniques in foreign language learning/teaching (Larsen-Freeman, 2000; Richards, 2001); however, each context is unique and requires context analysis in order to propose instructional design to cater for the idea of meeting the objectives (Mishan, 2005; Nation & Newton, 2010).

In instructional design, it has been widely accepted that there is no one best method to fit all the contexts; rather, each context is unique and requires ad hoc treatment based on sound needs/situation/context analysis (Brown, 1995; Brown & Green, 2015; Nation & Newton, 2010; Nunan, 1999; Reigeluth, 2013).

The purpose of the study is to propose an instructional design which will enable tertiary level students to master aviation English for their prospective career. The design is proposed based on context analysis which encompasses the description of the current program followed, reported learner needs, reported instructor commentaries, and in-class observations.

Methodology

In order to delve into details of the context and expectations of the stake-holders, a hybrid method is used in the current study. Hybrid approach, i.e., combination of quantitative and qualitative tools, in social research is among the most preferred ones due to its strength in explaining generalities and local details at the same time (Denzin & Lincoln, 1994; Saldaña, 2015; Sarantakos, 2005).

Participants

The study is conducted at a university-level military academy in Istanbul. The institution is executing an English program that aims at teaching general English at first. Therefore, choosing advanced sections was considered the right choice in terms of adequate English background. The students were chosen from two advanced sections 30 students from each. The questionnaire was administered to 60 students and for the semi-structured interview five teachers and five students were volunteered.

Data Collection

In order to collect data, the following data collection tools are utilized: A Needs Assessment Questionnaire was used to identify learner needs, Semi-structured interviews were conducted with both learners and instructors for further and detailed investigation.
**Tool 1: Needs assessment questionnaire**

To get the participants’ demographic info and English learning activity preferences a questionnaire named “Communication Based Aviation English” was created in Google Docs—a web based application and administered to the participants. The questionnaire is composed of four different sections; demographic info of the participants, open-ended questions about views on learning vocational English, Likert Scale questions on the contribution of activities in learning English, and Likert Scale questions on how students perceive the English proficiency of the flight personnel.

Open-ended questions are composed of four questions which are supposed to get overall thoughts of the participants about Vocational Aviation English. On the other hand Likert scale questions on the contribution of activities in learning English included 16 items and they are supposed to give an idea on what kind of activities should be used during the design. For the last part of the questionnaire participants are to answer 17 Likert Scale questions which were taken from ICAO (International Civilian Aviation Organization) language standards.

For the reliability and validity of the questionnaires expert view were taken and Cronbach Alpha value for the questionnaire was found to be .86. Prior to administration of the test to our target population, questions were applied to sample group to see whether the questions are working. After having seen that questions were testing what they were supposed to test it was administered to the target group.

**Tool 2: Semi-structured interviews with the learners**

Five students were volunteered to interview with the researchers. They were asked to answer four questions given below:

- What should be the objectives of Communication Based Aviation English?
- What are your expectations from Communication based Aviation English?
- What kind of materials should be used in Communication Based Aviation English?
- How should be the testing and evaluation of the Communication Based Aviation English?

The questions were aimed at finding the expectations of the students from Communication Based Aviation English and designing the lesson accordingly.

**Tool 3: Semi-structured interviews with the instructors**

After analyzing the learners in detail, instructors’ attitudes, expectations and observations about the target group were taken by 9 interview questions. The questions were mainly focused on students’ current proficiency levels, problematic areas of Aviation English, materials used, and evaluation.

- Could you please evaluate your students depending on the proficiency level they have in English?
- What do you think about the ideal foreign language education that learners above intermediate level should have? How should they be taught in English language education?
- Do you think learners have reached a level to get Aviation English courses?
- When you think of learners, what problems do they face mostly?
- What should be the main objectives of Aviation English course to solve these problems and make the courses more efficient and effective?
What should the content of the course include?

How should teaching and learning process be developed?

How should assessment and evaluation be?

Do you recommend any other suggestion to make this course more efficient and effective?

For the reliability and validity of the questionnaires expert view were taken and prior to administration of the both interviews to learners and instructors, questions were applied to sample group to see whether the questions are working. After having seen that questions were testing what they were supposed to test it was administered to the target groups.

Findings

For this study descriptive statistical analysis was conducted. Frequency distribution and histogram are used and regarding qualitative data, descriptive analysis was conducted.

Findings of Tool 1 (Needs Assessment Questionnaire)

In this questionnaire, learners' demographic characteristics, their perceptions regarding their English proficiency, their preferences for instructional methods and techniques were investigated.

Learners demographic and personal characteristics

Communication Based Aviation English questionnaire was administered to two classes composed of 60 students. The age distribution of the students was realized as; 26 students were at the age of 20, one student 18, six students 19, four students 21, one student 22, and two students were at the age of 23.

At the academy, students are trained under five different majors; four engineering and one social science. The participants’ major distributions were as follows; 14 students from Electronics Engineering Department, 10 from Computer Engineering, nine from Industrial Engineering, five from Aerospace Engineering and 2 from Administrative Sciences.

When we look at the answers to the question “How long have you been learning English?”, we see that 21 students out of 40 expressed that they’ve been learning English for six years. Most of the students that took the questionnaire graduated from a high school affiliate of the same state organization. Those saying 6 years and above are mostly from the Institution’s high school.

To the question “Which school are you graduate of?”, 35 of them responded as they are the graduates of the same institution’s high school. And only five of the participants were graduates of Anatolian High Schools.

Students were also asked to label their English Proficiency Levels and 25 of the students marked Advanced, 11 of the students marked High Intermediate, and four of the students marked Intermediate. 35 of the participants were freshmen while five of them were senior. And for the last question, they were asked to identify themselves whether they feel ready for the Aviation English or not, 28 students out of 40 responded negatively and 12 thought that they were ready.

Learners’ perceptions regarding their proficiency in Aviation English

For the second part of the questionnaire, students were asked to evaluate themselves in terms of their proficiency levels in aviation English and mark 17 items from “Excellent” to “Poor”. As the aim of the questionnaire was to find out the problematic areas of learning Aviation English, the items which got the lowest arithmetic mean is shown on the top of the Table1.
Although most of the students identified themselves on the range of “very good” and “good”, “explaining emergency vocabulary with different words”, “mastering basic aviation corpus”, “mastering vocabulary used in concrete subjects”, and “delivering informative pilot-tower communication” items were considered to be most problematic areas of the target group.

**Table 1.**

*Learners’ Perceptions Regarding their Proficiency in Aviation English.*

<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Arithmetic Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining emergency vocabulary with different words</td>
<td>3</td>
<td>11</td>
<td>15</td>
<td>4</td>
<td>7</td>
<td>3.03</td>
</tr>
<tr>
<td>Mastering basic aviation corpus</td>
<td>4</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>5</td>
<td>3.10</td>
</tr>
<tr>
<td>Mastering vocabulary used in concrete subjects</td>
<td>3</td>
<td>12</td>
<td>13</td>
<td>8</td>
<td>4</td>
<td>3.10</td>
</tr>
<tr>
<td>Delivering informative pilot-tower communication</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>3.10</td>
</tr>
<tr>
<td>Understanding the message in aviation</td>
<td>2</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>3.18</td>
</tr>
<tr>
<td>Speaking fluently</td>
<td>4</td>
<td>9</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>3.25</td>
</tr>
<tr>
<td>Using complex sentence structures</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>4</td>
<td>3</td>
<td>3.28</td>
</tr>
<tr>
<td>Preventing misunderstandings</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>1</td>
<td>3.40</td>
</tr>
<tr>
<td>Stressing/emphasizing understandably</td>
<td>4</td>
<td>16</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>3.53</td>
</tr>
<tr>
<td>Clarifying the null points in the communication</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>3.63</td>
</tr>
<tr>
<td>Using basic grammar rules</td>
<td>5</td>
<td>19</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>3.64</td>
</tr>
<tr>
<td>Speaking correctly</td>
<td>5</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td>Contacting quickly</td>
<td>5</td>
<td>21</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>3.73</td>
</tr>
<tr>
<td>Speaking English in an understandable accent</td>
<td>4</td>
<td>20</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>3.74</td>
</tr>
<tr>
<td>Pronouncing the words correctly</td>
<td>3</td>
<td>24</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>3.78</td>
</tr>
<tr>
<td>Using basic sentence structures</td>
<td>5</td>
<td>24</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>Having adequate vocabulary for communication</td>
<td>7</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>3.85</td>
</tr>
</tbody>
</table>

*Learner preferences for instructional methods, techniques and activities*

For the last part of the questionnaire, students were asked to answer 15 questions to find what kind of activities contribute most to their English learning. Each question item and responds are shown Table 2.

The activities are sorted in order of the arithmetic means. As can be seen, the items which perceived most effective relate to receptive skills of the language such as reading, watching, and listening. 38 of the participants marked that “reading a lot” is the most effective activity and 38 students also thought that “watching a movie or serial” is very effective. The numbers of participants who agree on the effectiveness of the activities per each activity were realized as; “imitating the heard/spoken English” 35, “trying to speak in specific topic” 33, “listening song” 36, “making a research in specific topic” 32, “writing paragraph/essay” 30, “studying vocabulary” 32, “preparing/presenting presentation” 27, “playing drama” 22, “studying by note taking” 27, “playing games” 20, “working with a teacher” 20, “memorizing dialogs” 16, and “studying grammar” 10. The only items which are the least effective according to students are memorizing dialogs and studying grammar.
Table 2.
Activity Preferences of the Students while Learning English.

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Arithmetic Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading a lot</td>
<td>34</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.63</td>
</tr>
<tr>
<td>Watching movie/serial in English</td>
<td>26</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.28</td>
</tr>
<tr>
<td>Imitating the heard/spoken English</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4.05</td>
</tr>
<tr>
<td>Trying to speak in specific topic</td>
<td>21</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>4.03</td>
</tr>
<tr>
<td>Listening song</td>
<td>18</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3.83</td>
</tr>
<tr>
<td>Making a research in specific topic</td>
<td>17</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>3.80</td>
</tr>
<tr>
<td>Writing paragraph/essay</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>3.73</td>
</tr>
<tr>
<td>Studying vocabulary</td>
<td>14</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>3.58</td>
</tr>
<tr>
<td>Preparing/presenting presentation</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>3.48</td>
</tr>
<tr>
<td>Playing drama</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>3.28</td>
</tr>
<tr>
<td>Studying by note taking</td>
<td>6</td>
<td>21</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>3.20</td>
</tr>
<tr>
<td>Playing games</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>3.15</td>
</tr>
<tr>
<td>Working with a teacher</td>
<td>6</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>3.05</td>
</tr>
<tr>
<td>Memorizing dialogs</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>2.80</td>
</tr>
<tr>
<td>Studying grammar</td>
<td>4</td>
<td>6</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>2.73</td>
</tr>
</tbody>
</table>

For the next step, students were asked to choose the best 5 of the activities and rank them from 1 to 5 according to their importance level for them. The table below shows that how many students ranked each item. Watching and reading again took the first rows in terms of student choices and this shows how we should prepare/choose our materials.

Table 3.
Importance of the Activities for Students.

<table>
<thead>
<tr>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching movie/serial in English</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listening song</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Reading a lot</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Writing paragraph/essay</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Studying vocabulary</td>
<td>-</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Studying grammar</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Studying by note taking</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Memorizing dialogs</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Playing games</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Imitating the heard/spoken English</td>
<td>1</td>
<td>-</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Playing drama</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Preparing/presenting presentation</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Working with a teacher</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trying to speak in specific topic</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Making a research in specific topic</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Findings of Tool 2 (Semi-structured interviews with the learners)

In these interviews, objectives of communication based Aviation English, learner expectations, learner preferences regarding instructional materials and assessment were investigated.
Objectives of communication based Aviation English

Throughout interview, learners are addressed questions about the objectives of Communication Based Aviation English. MS1, for example stated “we need terminology of the aviation to speak fluently and accurately or we fail”. MS2 expressed “we should communicate effectively to avoid problems. It should be the main objective of the instruction”. It is also strongly expressed by the learners that the instruction should help them motivate themselves. MS3 and MS4 added “this instruction should help us understand manual and articles on aviation”. As a result, Objectives of Communication Based Aviation English should be as in the follows. Learners will be able to:

- Learn terms of aviation and terminology of aviation
- Read and comprehend articles on aviation
- Make use of opportunities to develop communicative skills
- Express themselves fluently and accurately with vocabulary of aviation
- Benefit from opportunities to understand English in aviation and react towards emergencies
- Understand the communication between pilot and tower.
- Reach enough level to follow activities carried out in aviation.
- Learn phrases and structure used in aviation English.
- Develop general English and also specific English for aviation
- Raise the awareness of learners in terms of aviation
- Motivate themselves towards aviation

Learner expectations towards communication based Aviation English

In the semi-structured interview section, learners expressed their expectations towards Communication Based Aviation English. MS4 , for example expressed “This instruction should develop my vocabulary knowledge of Aviation because vocabulary is the core of communication”. M5S supported him by adding “lack of vocabulary knowledge in a specific area like aviation hinder our fluency and accuracy development”. It is also expressed by the learners that the instruction should help learners carry out their task in Aviation sector. In conclusion, Learners expect that at the end of this course they will be able to:

- Learn basic vocabulary of Aviation English
- Increase the knowledge of aviation
- Reach enough level to comprehend flight document in their natural language
- Learn aviation English that learners will use in their future career
- Have enough skills to communicate easily
- Have enough skills to prepare a presentation or a document
- Communicate effectively and efficiently
- Reach a level to meet my needs in Aviation
- Not have any difficulties because of my proficiency level
- Explain and Express possible problems in the aircraft
Develop productive skills like speaking and writing

Prepare learners for the conditions in future career

**Learners’ preferences regarding instructional materials**

The learners indicated a number of materials that can be used in this course effectively such as Aircraft models, Visual and audio material, Some communication between tower and pilot, Visual materials with photos or pictures, Poster, Real material, Simulations, Videos about conditions of aviators in their daily life, Movies and songs, Opinion gap activities, Information gap activities. MS6, for example stated “visual and audio material should be included in the instruction because Aviation sector is mostly based on these”. Another student expressed “if we want to learn Aviation English, we need more real materials or real-like material like models and simulations”. MS5 focused on the usage of activities to develop their communicative competencies by saying “Working in Aviation sector is impossible without communication so more materials should be developed to solve this problem”.

**Learners’ preferences regarding assessment and evaluation**

The learners proposed several methods to be used the assessment of their proficiency in aviation English. MS4 and MS5 expressed “we don’t want to be tested with traditional ways. Assessment should be based on real communication. MS6 supported them by saying “speaking exam would be better”. MS8 stated “speaking includes application of our knowledge in vocabulary and grammar. It also includes applications of skills like fluency and accuracy”. Another student suggested “why don’t we evaluate our friends’ word knowledge, fluency or communicative skills? It also help us evaluate ourselves by evaluating others.” It can be deduced that assessment and evaluation should be administered through speaking exam, peer assessment, scenario based exam, no exam, teacher observation, presentation, no paper based evaluation, learners can be given readymade situations and they analyze it and listening exam.

**Findings of Tool 3 (Semi-structured Interviews with the Instructors)**

In these interviews, learners’ English competency, ideas about the context of foreign language education, relationship between learner competency and Aviation English training, objectives of Aviation English Course, content of the course, teaching and learning process, assessment and evaluation, and suggestions from the perspectives of instructors were investigated.

**Learners’ proficiency levels**

Teachers indicated that their students are intermediate-level adult learners. Depending on the score they get from OPT (Oxford Placement Test), their levels are found to be mostly B2 (45.00%) AND C1 (45.00%). They are also learners with C2 LEVEL (10.00%). MT1, for example stated that his learners are in more than intermediate level but they aren’t as proficient as advanced learners.

**Ideal foreign language education**

Teachers emphasized that students should understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training. MT2 stated, in the semi-structured interview, that learners should start to use what they learn and they should be actively involved in the communication since their level is over
They should also convey information, feelings and opinions on familiar topics, using appropriate formality. MT3 strongly suggested “Learners, in this level, should develop learner autonomy and they should take charge of their own language learning. Their language should aim at developing their communication and presentation skills.”

**Learners’ level to get Aviation English courses**

Teachers think that learners have reached a level to follow aviation English lessons with their proficiency level. They are thought to work on specific areas of the language which will attract their attention. MT4, for example stated “my learners are good enough to go into areas where language is used as a medium of instruction”. MT2 expressed “Language is not the main concern but something to convey the message”.

**Learners’ problems**

Teacher focused on receptive and productive skills in the interview section. It is expressed that for the receptive skills, they may be lack of structure, phonology and terminology. MT1, for example, stated “I think problem starts with the lack of basic vocabulary knowledge in a specific area”. For the productive skills, teachers focused mostly on fluency, accuracy and communication skills. For the problems, teacher expressed the followings:

- **MT1**: “My learners’ problem is the basic vocabulary in Aviation.”
- **MT2**: “Although they reached enough level to express themselves, they are lack of sufficient word knowledge to maintain a conversation in topics of aviation.”
- **MT3**: “Word-knowledge is the most important dimension of language specific areas.”
- **MT4**: “You can have higher level of proficiency but you may not express yourself properly if you don’t have a sufficient word-knowledge specific to that area”.
- **MT5**: “Lack of basic terminology in Aviation affects their speech fluency; they are also forcing themselves to understand the radio communication of this specific field. Despite learners’ wide vocabulary knowledge, they seem to have problems in using this knowledge actively.”

**Objectives of Aviation English course**

Teacher mostly focused on that the course should motivate learners to use their vocabulary knowledge actively in their communication and awareness of learners on aviation and flight should be promoted with presentation and realia. MT1 expressed “learners should be well informed with aviation terminology”. MT2 added “this course should enable students to be exposed to vocabulary and terminology teaching” and MT3 stated “Vocabulary teaching in this specific area most probably enhances learners’ fluency, accuracy and communication skills”. MT4 expressed “this instruction should develop learners’ communicative competencies.

**Content of the course**

Teachers emphasized the content of the course should be well accordance with the objectives of the instruction. MT1 expressed “The course should include a variety of materials to facilitate the learning.” MT1 stated “Since aviation is a broad and new area for learners in foreign language teaching, teaching terminology and basic words of aviation should be included in the content”. MT3 emphasized the importance of ICAO (International Civil Aviation Organization) criteria and he proposed that these criteria should be taken into consideration and studies should be included in developing learners’ pronunciation, structure, communication and fluency.
**Teaching and learning process**

In the semi-structured interview, teachers emphasized the importance of active learning and learner-oriented activities. MT1 expressed “Pair-work activities are really useful to develop learners’ fluency”. MT3 suggested using group work activities by saying “in the group work activities, learners have chance to correct their mistakes in stress-free atmosphere” and MT1 and MT3 suggested “student presentations should be facilitated”. MT3 expressed “learners must be in communicative environment so pair-work and group work activities should be carried out”. MT2 stated “if learners present a presentation, in terms of teaching material, they must include up-to-date info. Their face validity should be well enough to get the attention of the learners.

**Assessment and evaluation**

All of the teachers supported skill-based exams rather than traditional exams like vocabulary quizzes. For example, MT2 stated “skill-based exam should be administered because you can’t evaluate communicative competencies with quiz or exams on page”. For example, speaking exams may be administered to see their communicative skills. MT3 expressed “both formative and summative assessment should be applied”. MT2 stated “formative assessment can be applied to provide feedback to improve students and to find out whether there is a problem with ongoing teaching process”. MT1 advised summative assessment by saying summative assessment can be added to see if teaching and the materials are working.

**Suggestions**

Teachers’ ideas centered around the following core concepts: Learner should be given opportunities to express themselves and they should be allowed to take charge of their own learning. As teachers, we must always be observant before-during and after the lessons about teaching, students, materials, unexpected situations etc. We should also be aware of the personal factors that affect students’ learning.

**Learning Environment**

The school has four 25-students-capacity computer labs where they can reach all English materials covering four skills. The institution also has a respectable library with a comprehensive range of materials such as e-books, periodicals, online databases, DVDs, etc. Supported by professional staff, library was Wi-Fi equipped so that students can go online and reach aforementioned materials easily.

**Discussion, Conclusion, and Suggestions**

When perception of learners’ self-efficacy, their objectives and expectations towards communication based aviation English are taken into account with overall objectives of teacher, it can be deduced that learners have difficulties in mastering basic aviation corpus, mastering vocabulary used in concrete subjects, delivering informative pilot-tower communication, explaining emergency vocabulary with different words. Learners’ vocabulary knowledge and factors that influence pilot – tower relationship such as pronunciation and fluency of the conversation should be developed to meet the needs of aviation.

When teaching method and technique are examined, active learning, learner-oriented methods are advised. Activities such as group/pair work and presentation are thought to grab learners’ attention since these activities provide opportunities for cooperation, collaboration and sharing of
the information. Material of this instruction should tap into learners’ interest and meet the needs of their needs. They must include up-to-date info. Videos, songs, games and even movies about are believed to warm up learners and provide learners participation as concluded from the need analysis of the learners.

Assessment and evaluation of this instruction is believed to be semi-formal. It means learners aren’t willing to be assessed and evaluated formally as in the traditional exams. Although they believe that vocabulary knowledge is the core of Aviation English, they think that presentation or speaking exams in which learners indirectly demonstrate their vocabulary knowledge will be more beneficial. Learners and teachers are also compatible in that assessment and evaluation should allow participation and communication. Learners are eager to take charge of their own learning. Therefore, assessment and evaluation should be amended in order to create stress-free environment which will also permit learners and teachers participation.

Learning environment is appropriate for all kinds of activities and assessment. Learners can be given all kinds of tasks and assignments. The environment is also available to tap learners’ interest with various resources and facilities like library and Wi-Fi internet connection.

It can also be concluded that:

- Vocabulary knowledge and fluency development of learners should be emphasized by teaching basic vocabulary in a stress-free atmosphere.

- Activities, materials and assessment should be arranged to provide learners’ participation and communication. Vocabulary knowledge and fluency development of learners shouldn’t be measured by pen and paper tests but with more current methods such as online testing tools and peer evaluation which will help learners communicate and use the language rather than just remember the words. Therefore, peer evaluation is strongly recommended.

- Activities should be designed to promote autonomy of the learners by helping them taking charge of their own learning. This skill may be best developed when learners find their own subject matter to present and organize what they will cover and say in their presentations.
References


