

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



ABU BAKR BELKAID UNIVERSITY- TLEMEN
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

**The Effect of an Intensive Training on Developing the
Listening and Speaking Skills of Air Traffic Controllers
in Zenata Messaliel Hadj Airport, Tlemcen**

*Thesis Submitted to the Department of English in Candidacy for the Degree of
"Doctorate» in E. S. P.*

Presented by:

Ms. Ghania MEKKAOUI

Supervised by:

Prof. Nouredine MOUHADJER

Board of Examiners

Prof. Ismail BENMOUSSAT	President	Tlemcen University
Prof. Nouredine MOUHADJER	Supervisor	Tlemcen University
Prof. Mohammed MELOUK	External Examiner	Sidi Belabess University
Prof. Belabess OUERRAD	External Examiner	Sidi Belabess University
Dr. Mohammed DIB	External Examiner	Mascara University
Prof. Radia Benyeless	Internal Examiner	Tlemcen University

Academic Year: 2020-2021

DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Ms. Ghania MEKKAOUI

April 27th, 2021

Dedications

To the memory of my sister Fatima

To my dear parents for their boundless support and encouragement

To my twin Chahra, who always kept my spirit up

To my lovely and motivated sister Latefa, who never says “no” once called

Without neglecting Amaria and Samia’s efforts.

To my elder brother Aissa, who helped me knowing more about Aviation field,
without forgetting Amine & Toufik.

Acknowledgements

“Gratitude can transform common days into thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings.” – William Arthur Ward

Heightened sense of indebtedness goes to my supervisor Professor Nouredine Mouhadjer, for his unceasing support & guidance. His encouragement has been an everlasting source of inspiration and motivation.

My gratitude further extends to the jury members: Prof. Ismail BENMOUSSAT, Prof. Radia BENYELESS, Prof. Mohammed MELOUK, Prof. Ouerad BELABESS, and Dr. Mohammed DIB who accepted to read and evaluate this work.

Special thanks go to Mr. Guassemi, and Mr. Bessahra who paved the way for me to pursue this research, in addition to all controllers who accepted to contribute in this investigation.

I’m thankful to my friends and sisters Chahida and Sarah who encouraged me to pursue this work in different ways.

Finally, many thanks go to my friend Samira for her statistical help in the tests analysis.

Abstract

English is viewed in modern times as an indispensable condition for comprehensive communication. To properly conduct the challenges of the recently loomed community, it is appropriate to concede particular consideration to the refinement of communication proficiencies. A case at issue is one of Algerian air traffic controllers who are called for good understanding and knowledge of the English language to nullify poor communication. This being the case, the present action research is carried out with air traffic controllers at Zenata/Messaliel hadj airport. It is designed to flourish their listening and speaking skills, deliberately; supporting them in strengthening their principal understanding and handle any difficulties in understanding they would encounter. The purpose of this investigation is to recognize the justification of their misunderstanding, to puzzle out the suitable facilities that contribute to assisting air traffic controllers with listening and speaking complications, smooth comprehension, and better speaking, and chiefly; prove to what degree a thorough instruction participate in helping them perform better in the future. Mention should be made that the core of our concern is to support controllers with mastery to listen attentively and to be no misunderstanding. In a similar vein, it makes an effort to equip them with the ability to speak plainly and obviously. On account of these objectives, the researcher opted for a variety of research instruments including pre- and post-speaking and listening tests, speaking and listening self-assessment checklists, a structured interview, a questionnaire, and a classroom observation diary. The research winds up by the positive influence of sustained training and propounds a broad range of directions involving the number of returns that can be achieved from the programmed sessions, and then brings up useful guidance to establish profitable training made right for boosting trainees' proficiency in general and listening and speaking significantly. Into the bargain, the researcher provides the technique in what way to shape a course and prepare activities taking into account principles to design speaking and listening activities. She establishes a comprehensive overview for future prospects in teaching air traffic controllers and bettering their language proficiency, as she proposes a detailed sample unit that covers thorough lessons.

Table of Content

DECLARATION OF ORIGINALITY	I
DEDICATIONs.....	II
ACKNOWLEDGEMENTS.....	III
ABSTRACT.....	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES.....	IX
LIST OF FIGURES AND DIAGRAMS.....	XII
LIST OF ABBREVIATIONS AND ACRONYMS.....	XIII
General Introduction.....	01
CHAPTER ONE	
THEORETICAL PERSPECTIVES ON DEVELOPING AN ENGLISH FOR AVIATION COURSE	
1.1. Introduction.....	07
1.2. English for Specific Purposes Interest Charges.....	07
1.3. Conceptualizing English for Occupational Purposes.....	09
1.3.1. English for Professional Purposes (EPP).....	13
1.3.2. English for Vocational Purposes (EVP).....	15
1.4. Classifying English for Air Traffic Control.....	16
1.4.1. Aviation English as a Restricted Register.....	18
1.4.2. The view of English in Global Aviation Generally and Algerian Air Transportation specifically.....	22
1.5. On –the Job- English Training.....	24
1.6. Directions for workplace Course Design.....	27
1.6.1. Concept of Needs Analysis.....	34
1.6.1.1. Target Situation Analysis.....	37
1.6.1.2. Present Situation Analysis (PSA).....	39
1.6.1.3. Learning Situation Analysis (LSA).....	39
1.6.1.4. Setting Goals and Objectives.....	41
1.6.1.5. Constructing Content (Syllabus Design)	44
1.6.1.6. Electing& Preparing Material & Activities.....	46
1.6.1.7. Systematizing Content & Activity.....	51
1.6.1.8. Plotting Assessment Scheme.....	54
1.7. The Eminence of Speaking and Listening Skills in Aviation Sphere.....	56
1.7.1. The Speaking Skill.....	57
1.7.2. The Listening Skill.....	61
1.8. Conclusion.....	63

CHAPTER TWO	
ACTION RESEARCH PROCESS & METHODOLOGY	
2. 1. Introduction.....	67
2.2. Planning for collecting data.....	67
2.3. Pre-training planning.....	67
2.3.1 Situation Analysis and Needs Assessment.....	67
2.3.2 Messali el Hadj Airport: A Bird-Eye View: (Determine the Setting).....	68
2.3.3 Air Navigation Company.....	69
2.3.3.1 Air Control.....	69
2.3.3.2 Information Management service.....	70
2.3.3.3 Communication Service.....	70
2.3.3.4 Fire Fighters and Rescue.....	71
2.3.4. Establishing the Target Population.....	71
2.3.4.1 Air Traffic Controller’s Responsibilities.....	74
2.3.4.2. Levels of control.....	76
2.3.4.2. Informants’ bio-data collection.....	78
2.4 Research Methodology.....	80
2.4.1 Statement of Objectives	80
2.4.2. Content selection.....	82
2.4.3. Assessment tools.....	84
2.5 Research Process	84
2.6. Research Instruments.....	88
2.6.1. Tests.....	91
2.6.2. Speaking Assessment.....	93
2.6.2.1 Pre-Speaking Test.....	94
2.6.3. Speaking and Listening Self- Assessment Checklist.....	106
2.6. 5. The Post Speaking Test.....	108
2.7. Listening Assessment.....	108
2.7.1. Pre-listening Test.....	110
2.7.2. Post- Listening Test	113
2.7.3. The Interview.....	114
2.7.4. Teacher Journal (Diary).....	117
2.7.5. End-of program evaluation questionnaire.....	121
2.8. Conclusion.....	126
CHAPTER THREE	
FINDINGS TREATMENT & EVALUATION	
3.1. Introduction.....	128
3.2. Data Analysis Measures.....	128
3.3. Pilot Operation Phase (Pre-Diagnostic Phase)	131

3.3.1. Pre- Test Results.....	131
3.3.1. 1. Pre-Speaking Test Results.....	131
3.3.1. 2. Pre-Listening Test Results.....	150
3.3.1. 3. Speaking & Listening Self-Assessment Checklist Results.....	156
3.3.1. 4. Structured Interview Results.....	161
3.4. The Formative Stage Results.....	167
3.4.1. Teacher Journal Results.....	167
3.5. The Post-Formative Stage Results.....	171
3.5. 1. 1. The Post-Speaking Test Results.....	172
3.5. 1.2. The Post-Listening Test Results.....	180
3.5.1. 3. Post-Speaking & Listening Self-Assessment Checklist Results.....	187
3.5. 1.3. End-of Program Evaluation Questionnaire.....	191
3.6 Encapsulation of the Conclusions Reached in the Three Steps.....	195
3.7 Conclusion.....	197
CHAPTER 4	
INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE FOR UPGRADING CONTROLLERS' LISTENING & SPEAKING SKILLS	
4.1 Introduction.....	199
4.2 Gains of Intensive Training for Developing Aural Skills.....	199
4.3 Tenets in view to establish flourishing training course.....	200
4.3.1 Time Management.....	200
4.3.2 Training mode (style) Identification.....	201
4.3.3 Training course Frame and Task Selection.....	203
4.4 Ideologies for designing speaking activities.....	204
5.4 Ideologies for designing Listening activities.....	205
6.4 Standards for Material Selection for both speaking and listening Practice.....	207
7.4 Broad Overview regarding the Designed Study Program.....	208
8.4 Sample Unit Representation & Objectives.....	219
9.4 Sample Lessons.....	220
10.4 Conclusion.....	256
General Conclusion.....	257
Bibliography	262
Appendices.....	275
APPENDIX "A": Pre-Speaking & Listening Tests.....	276
APPENDIX "B": Speaking & listening Self-Assessment Cheklists.....	283
APPENDIX "C": Structured Interview.....	287
APPENDIX "D" Post-speaking & Listening Tests	292
APPENDIX "E": Teacher Journal.....	301
APPENDIX "F": End Program Questionnaire.....	304

APPENDIX “G”: Evaluation Criteria for the Pre and post Speaking & Listening Tests.....	308
APPENDIX “H”: Calculating Results Statistically	311
APPENDIX “I”: Table of Critical Values T-Test.....	315
APPENDIX “J”: Continuation of the sample unit.....	317

List of Tables

Table 1.1: Basturkmen’s classification of ESP courses (2010:06).....	14
Table1.2. Components of Framework of Course Design (Graves, 1996:1).....	31
Table1.3. Learning needs (Hutchinson and Waters (1987) qtd In Sanghori 2008:13-14)	40
Table1.4. Evaluation Process (Graves, 1996:31).....	55
Table2.1. Airlines destinations.....	68
Table. 2.2. Probability Sampling.....	72
Table.3.2. Difference between interactive and transactional listening (Richards, J.C. (1990). Vandergrift, L. &Goh, C.C.M. 2012).....	109
Table .2.4. Time Management.....	119
Table.2.5. Students ‘engagement and responses to classroom activities.....	120
Table.2.6. Difficulties Encountered in Classroom Practice regarding the mastery of listening & speaking skills.....	121
Table.3.1 Instances of stress errors.....	133
Table.3.2. Instances of Errors within Long Vowels.....	134
Table.3.3. Instances of Errors within Short Vowels.....	135
Table .3.4. Instances of Errors within Diphthongs.....	135
Table 3.5 Instances of Errors within Consonants.....	136
Table.3.6. Pronunciation Evaluation Criteria.....	137
Table.3.7. Pronunciation Grades in Pre-Speaking Test.....	137
Table.3.8. Some Instances of Disfluency.....	139
Table.3.9. Fluency Evaluation Criteria.....	140
Table.3.10. Fluency Grades in Pre-Speaking Test.....	141
Table.3.11. Grammar Assessment Standards.....	142
Table3.12. Some Instances of Grammar Errors.....	143
Table.3.13. Grammar Grades.....	145
Table.3.14. Vocabulary Assessment Standards.....	146
Table.3.15. Some Examples of Vocabulary Weaknesses.....	147
Table.3.16. Pre-General and Aviation Vocabulary Scores.....	147
Table 3.17. Evaluation Norms for the Value of Information Provided.....	148

Table. 3.17. Information Provided Scores.....	149
Table.3.18. Pre- Speaking Training Scores.....	150
Table 3.19 Ability to Focus and General Understanding Assessment Criteria	152
Table.3.20. Ability to Focus and General Understanding Scores (Specific& General).....	153
Table.3.21. Listening for Details Measurement Criteria.....	153
Table .3.22. Listening for Details Scores.....	154
Table. 3.23. Accuracy of Answers Assessment Standards.....	155
Table .3.24. Accuracy of Answers' Scores.....	155
Table.3.25. Pre-Listening Training Scores.....	156
Table 3.26. Pre-Diagnostic results of the CEFR Speaking Self-Assessment Checklist (part 1).....	158
Table.3.27. Pre-Diagnostic Results of the CEFR Speaking Self-Assessment Checklist (part 2).....	159
Table.3.28. Pre-Diagnostic results of the CEFR Listening Self-Assessment Checklist.....	160
Table.3.29. Interview Structure.....	162
Table 3.30. Inspections on Students' Natural Process during the Formative Phase.....	168
Table 3.31 Trainees' Pre & Post Speaking Scores.....	172
Table 3.32 Trainees' Pre & Post Pronunciation Scores.....	173
Table 3.33 Trainees' Pre & Post Fluency Scores.....	174
Table 3.34 Trainees' Pre & Post Grammar Scores.....	174
Table 3.35 Trainees' Pre & Post General and Aviation Vocabulary Scores.....	175
Table 3.35 Trainees' Pre & Post General and Aviation Vocabulary Scores.....	176
Table. 3.37. Trainees' Achievement in the Post-Speaking Test.....	177
Table 3.38.Pre&Post-Listening Scores.....	180
Table.3.39. Pre and Post- Scores of Ability to Focus and General Understanding (Specific & General).....	181
Table.3.40. Pre and Post Listening for Details - Scores	182
Table.3.41. Pre and Post - Scores Accuracy of Answers.....	183
Table.3.42. Trainees' Achievement in the Post-Listening Test.....	184

Table 3.43. Post Results of the CEFR Speaking Self-Assessment Checklist (part 1).....	188
Table 3.44. Post- Results of the CEFR Speaking Self-Assessment Checklist (part2).....	189
Table 3.45. Post- Results of the CEFR Listening Self-Assessment Checklist.....	190
Table 4.1: Course Content.....	211

List of Figures and Diagrams

Figure1.1: A Frame Work for Course Design Process (Graves (2000:02).....	31
Figure.1.2.the Process of Course Development for the Teacher Graves (1996:04)	33
Figure (1.3) Graves' Needs Assessment Process (2000).....	36
Figure1.4: Basic purpose of needs assessment Graves (2000:101).....	41
Figure1.5: Aspects of organizing a course. Graves (2000: 125).....	52
Figure2.1: Flight process C. C. Freudenrich quoted in Mira Pavlinović, Damir Boras, and Ivana Francetić (2013:74).....	75
Figure 2.2: Research instruments.....	90
Figure2.3: Informational Tasks: Ozedimir(2018:33).....	95
Figure 2.4: Interactional Tasks: Ozedimir (2018:33).....	95
Figure2.5: Luoma Classification of Assessment Speaking Tasks Özdemir (2018:33).....	97
Figure2.6: Brown (2004) types of speaking assessment tasks Özdemir (2018:35)	98
Figure 2.7: Pre-Speaking Test Description.....	105
Figure2.8: communication process.....	110
Figure 9.2: pre-action stage.....	124
Figure9.10: Action Stage.....	125
Figure 11.2: Post-Action Stage.....	125
Diagram 1.1. Dudley-Evans and St. John in Classification of ESP (1996:6.....	12
Diagram 2.1: Procedural Framework of Action Research Adopted fromCraig (2006:23).....	86

List of Abbreviations and Acronyms

AE: Aviation English

ATC: Air Traffic Control

ATCOs: Air Traffic Controllers

CEFR: Common European Framework of Reference for Languages

CNP: Communication Needs Processor

EAP: English for Academic Purposes

EGP: English for General Purposes

EGOP: English for General Occupational Purposes

EOP: English for Occupational Purposes

ELT: English Language Teaching

ESP: English for Specific Purposes

ESPP: English for Specific Professional Purposes

EPP: English for Professional Purposes

EVP: English for Vocational Purposes

NEA: Needs Identification Analysis

LSA: Learning Situation Analysis

LSP: language for Specific Purposes

PSA: Present Situation Analysis

RMIT: Royal Melbourne University of Australia

LSA: Language Solution Algeria

S.D: Standard Deviation

General Introduction

English as a world language is getting ahead in many fields. Air transportation is a case in point that emphasizes considerable attention by reason of being the medium of communication. The contemporary globalized world is using English in the labor market, and on that account, many firms call for workers who have at least a minimum average level of language knowledge for performing their job. From this perspective, satisfactory knowledge of the English language is required in the daily activities of air traffic controllers. Apart from technical proficiency, air traffic controllers should possess basic skills that facilitate properly and skillfully operate and interact with others. Good listening and speaking skills that pave the way to a clear understanding are necessary to lessen mistakes and avoid misunderstanding.

It should be pointed out that listening carefully and speaking adequately are not merely essential for understanding messages likewise for good communication. Successful communication in air traffic control system is performed using clear and unmistakable messages between different individuals. Subsequently, a mutual understanding is required, where the intended meaning of the sender and the received meaning of the receiver must match. Miscommunication concerning the English language is an issue. Confusion and misinterpretation are frequently experienced under the nature of their work that is very sophisticated. They are constantly exposed to risks, which gives rise to stress. A primary responsibility of air traffic controllers is to establish equilibrium between numerous aircrafts in an efficient and safe manner. They must be able to listen attentively and respond promptly and faultlessly recognizing that they do not have time to think before they respond.

Confusion might arise due to a combination of conditions involving radio equipment failure such as a change in frequency, along with psychological factors as absent-mindedness. Apart from this, linguistic factors that have a significant impact to prove successful, within these language elements that engender communication gaps are: expectations, code-switching; L1 interference, paralinguistic factors, and lexical ambiguity. A constant and a real issue that could emerge in air communication is lexical ambiguity. It emerges as a consequence of aircraft engine noise where words sound the

same, but have a different spelling (homophones), and a good example, in this case is, “to” and “two” which sound the same but have different meanings. Another example of lexical ambiguity words that have the same spelling but different in meaning (homographs) for example refuse to mean (disagree) and refuse meaning (rubbish), or close meaning (shut) and close to mean (near).

Equally, there are additional elements that can modify the form and the meaning of sentences by acting across individual sounds or words of a sentence referred to as paralinguistic factors including stress, intonation, pauses, and rate of delivery. All these factors play a lead role in effective communication. In a classroom environment, with an eye of capturing in-depth knowledge about Challenging issues and trying out new ways that contribute to developing a set of skills needed to perform successfully in their job the researcher opted for action research to help air traffic controllers improve their basic comprehension processes, and to address any comprehension problem they may face. Another area of particular challenge for air traffic controllers is the recognition and use of industry- specific jargon that they are expected to acquire. Their lack of familiarity with the jargon and understanding its meaning can make recognizing these words in a stream of speech quite problematic. Therefore; a comprehensive inquisitiveness of the present research is to address the subsequent questions:

1. What are the causes behind Algerian air traffic controllers’ listening and speaking difficulties?
2. What are the effective and appropriate techniques that are likely to help Algerian air traffic controllers overcome listening and speaking?
3. To what extent an intensive training in listening and speaking help Algerian air traffic controllers to perform successfully in their workplace?
4. On the plea of these research questions, the following research hypotheses were set forth were brought forth to be reviewed:
 1. Algerian air traffic controllers’ main difficulties are probably bounded to the absence of regular exposure and exercise of the English language which makes their linguistic features limited and hinders them from speaking with ease and listen attentively.

2. Getting ready in various degrees and types of interaction may help them speak suitably, and listen carefully.
3. Intensive training on listening and speaking may contribute substantially to support better communication in the work area.

A forefront of our concern in the present research is to strengthen controllers with proficiency to listen carefully to avoid misunderstanding, and along the same lines; it endeavors to qualify them with a capacity to speak clearly and explicitly. Jointly, it centers on exploring the appropriate and effective techniques that help them facilitate comprehension, ease speaking, and simultaneously communicate effectively. Accordingly, a planned intention of this action research is to consider how intensive training on listening and speaking skills supports developing a level of proficiency for Algerian ATCOs to operate efficiently in their work to escape confusion.

The spread and foundation of specific English language training are pervasive. At this point, teachers are assumed to make students aware that the language used in any specific course differs considerably from one setting to another, and each discipline has its objectives, content, and criteria of proficiency. Aviation English is an extraordinary discourse that has a set of specific vocabulary, expressions, and functions. The main aim of developing such courses is to put off poor communication, to keep operational efficiency, rather than linguistic correctness, and more importantly to sustain the required level of communicative proficiency.

Having regard to the current study, the researcher leaves no stone unturned to provide her informants with data that is hooked up to their careers with a special focus on the language used in airspace management and interaction with emergency services. A combination of content and function was crucial, in terms of content a set of topics were selected according to their work as runway incursion, bad weather conditions, emergencies, etc. As far as language functions are concerned the researcher chooses functions that are appropriate to deal with situations like describing, requesting, confirming, ordering, etc.

In a bid to select the content that imparts in building their listening and speaking skills, foster their communication competencies, and verify that it is responsive and more suitable to their needs, preferences, and expectations, the researcher designed a

teaching program that strives to improve their oral skills. To operate effectively, and to enhance participants' conversational skills, the researcher put into practice oral communication and interaction skills such as group problem-solving activities as managing emergencies like calming a distressed passenger. Practice vocabulary and grammar using oral practice instead of written one, thereupon, students come forward to true material that outfits them with stances and cases due to their working community.

For valid training and productive results and progress as already mentioned the training should provide informants with more oral practice, and the more they speak, the more they can communicate competently in all circumstances. Much priority was given to various speaking and listening practice to develop interaction between informants evenly developing their speech production. The researcher's view was not based on teaching them phraseology or a list of pilots /air traffic controllers' utterances. Rather, such courses will prepare them to communicate adequately no matter what the situation is. To put it concisely, such courses intend to develop communicability to respond quickly, correctly, and intelligibly. Put simply, the goal is a careful and good communication.

Effective distribution of activities with logical progression is required, i.e., basic information was introduced before more complex information. For the lesson schedule, long lessons were introduced with a variety of a series of activities that differ in terms of a set of criteria. First, different types were introduced like interactive listening comprehension activities to elicit oral responses from participants. Second, different forms like role-playing activities (individual, pair work and teamwork, etc) and finally a different pace (less challenging and slower and more challenging and quicker) to give the classroom a very strong oral focus that contributes to building up the students' self-confidence.

To support all these objectives, this doctoral thesis was divided into four chapters. The first chapter is a conceptual discussion which intended to provide a review of literature belonging to the research area. It encompasses a group of definitions; it opens with specifying what English for specific purposes stands for. It pursues then by clearing up the significance of English in the aviation sector. As it explains English for aviation

as a sub-division of ESP and clarifying its sub-branches. As earlier discussed, the main objective of the present investigation is to design a training program that seeks to improve controllers' listening and speaking skills; for that reason, extra definitions were included as training and its value, steps to designing a teaching course, then finally the importance of listening and speaking skills in controllers' job.

The second chapter is dedicated to the clarification of the research plan and measures; it is entirely explanatory, put differently, it sets out the key steps followed in conducting this action research, as it describes and explains the research instruments employed for data collection namely, pre- and post-speaking and listening tests, speaking and listening self-assessment checklists, a structured interview, a questionnaire, and a classroom observation diary. As it describes the target population that supplies the researcher with the necessary data wanted for the study.

The third chapter aims to analyze the gathered data together qualitatively and quantitatively in favor of finding out adequate responses to the questions fixed earlier. It is to be mentioned that a comparison technique was employed to compare the pre and post-training results to affirm or negate research hypotheses.

Finally, the fourth chapter is instructional. It describes the course implementation and outlines the set of returns that can be achieved from the planned sessions, and then lists useful instructions to design successful training for increasing controllers' proficiency in general and listening and speaking in particular. Moreover, it explains the way how to design a course and activities taking into account principles to design speaking and listening activities. It entails a detailed outline for future contributions in teaching ATCOs and ameliorating their language proficiency, as suggested in a comprehensive sample unit that covers thorough lessons.

CHAPTER ONE
THEORETICAL PERSPECTIVES ON DEVELOPING AN ENGLISH FOR AVIATION
COURSE

- 1.1. Introduction
- 1.2. English for Specific Purposes Interest Charges
- 1.3. Conceptualizing English for Occupational Purposes
 - 1.3.1 English for Professional Purposes (EPP)
 - 1.3.2. English for Vocational Purposes (EVP)
- 1.4. Classifying English for Air Traffic Control
 - 1.4.1. Aviation English as a Restricted Register
 - 1.4.2. The view of English in Global Aviation Generally and Algerian Air Transportation Specifically
- 1.5. On –the Job- English Training
- 1.6. Directions for workplace Course Design
 - 1.6.1. Concept of Needs Analysis
 - 1.6.1.1. Target Situation Analysis
 - 1.6.1.2. Present Situation Analysis (PSA)
 - 1.6.1.3. Learning Situation Analysis (LSA)
 - 1.6.1.4. Setting Goals and Objectives
 - 1.6.1.5. Constructing Content (Syllabus Design)
 - 1.6.1.6. Electing& Preparing Material & Activities
 - 1.6.1.7. Systematizing Content & Activity
 - 1.6.1.8. Plotting Assessment Scheme
- 1.7. The Eminence of Speaking and Listening Skills in Aviation Sphere
 - 1.7.1. The Speaking Skill
 - 1.7.2. The Listening Skill
- 1.8. Conclusion

1.1 Introduction

English for Specific Purposes comes forward from the early 1960s; its exigency persists to flourish day after day. It has obtained a fabulous caste in the academic context and labor market. Its presence has affected ELT which could no longer comply with the expectations and needs especially when the need for special courses increased in both contexts academic and occupational ones. Assuring courses that fit needs and expectations are considered to be important due to their contribution to effective learning, significant progress, and more importantly upgrading students' adeptness to communicate efficaciously. Emphasis on language training for job performance has noticeably increased because of the general English courses' shortcomings to meet employees 'needs and expectations. On that premise, Algerian air Navigation is striving for promoting aviation safety and minimizing ambiguity as well as misunderstanding while using the English language for all personals involved in the industry. A case in hand is one of air traffic controllers whose job is put at risk in the matter they do not apprehend a level of proficiency in the English language.

The overriding objective of the current chapter is to establish a review of literature that is related to the scope of the research. Accordingly, it covers a set of definitions that are affiliated with the area of inquiry. At the very beginning, the researcher introduces what English for specific purposes is. She then clears up the importance of the English language in the aviation industry. Moreover, she elucidates English for aviation as a sub-division of ESP casting light on its sub-divisions. As the nerve center of the present inquest is to develop intensive training to build up the listening and speaking skills of air traffic controllers; the researcher inserts further definitions to comprehend training and its significance. Directions to workplace course design. The chapter winds up at the value of listening and speaking skills in the job of air traffic controllers.

1.2. English for Specific Purposes Interest Charges

Since early times the question about what ESP was debatable. is it independent discipline from General English or hang together? some scholars assumed that it is isolated from General English others suggest that they are interconnected to each other. A remarkable inconsistency between ESP and General English is about needs

identification and put into practice learning objectives. Expressly, reaching instruction targets is the first esteem to consider with a view to promoting a specific skill; in the meantime, General English doesn't mind about objective statement since all skills are taught indifferently. An ESP teacher tasked with training learners with special needs is pretty much compelled to outline a syllabus in consideration of specific goals and estimating learners' level to decide about the skills to train. Just the opposite, a general English teacher un-called for drafting objectives since its assignment is to afford learners with general capacities on a similar note Widdowson (1987:163) submits

While ESP is objective- oriented learning where the specification of objective corresponds to the aim of the training operation which deals with the development of restricted competence, EGP, on the other hand, is aim oriented which doesn't equate the specification of objective to aim an educational operation dealing with the development of general capacity.

Along the same line he adds

While the primary role of ESP teacher is to design a syllabus based on realistic goals and evaluating student's performance through the evaluation of relevant language skills, the EGP teacher does not necessarily set the goals and objectives of the program, therefore, an ESP teacher is basically involved in a 'training operation' equipping the learner with a restricted competence to cope with defined tasks, an EGP teacher, on the contrary, is involved in an 'educational operation' equipping learners with the general capacity to with undefined eventualities in future.

It is to be recalled that ESP is not interested in teaching grammar correctness and language structure; however, its strong point is to amplify the use of language in a given context signifying that its center of attention is to teach English as a subject associated with student's sphere of interest. Apprentices who need to apply themselves to an ESP course are acquainted with the English language, their call for such courses is to impart

a variety of vocational ability development and accomplish certain job associated functions. One more point is that ESP regard is pinpointing targets of instruction; put simply, An ESP course is bottomed on initiating purposes, needs, and functions where English is needful. Mary & Brenda (1986:1) similarly uttered that “the ESP focus means that English is not taught as a subject divorced from the students’ real-world, instead it is integrated into a subject area important to the learner.”

In an ESP context subject matter and English language are twisted thereby furnish students to work out the wanted competence and operate suitably in their future jobs Mary and Brenda add

An ESP program, might, for example, stress the development of reading skill who are preparing for graduate work in engineering, or it might stress the development of conversational skills in students who are studying English in order to be tour guides.

Using appropriate material to the learner’s area of expertise and formulating learning goals construct apprentice motivation; come to know a vocabulary in connection to their needs and have an opportunity to use it correctly in a context be right for their discipline to sustain their level and intensify classroom motivation. A general aim of both academic and/or professional English is to develop knowledge that is specific to a particular job or situation.

With the advent of globalization English earned supremacy in the labor world along with the trade market. Nowadays, English is getting a particular relevance in different sectors like science, technology, business, accounting, aviation, politics and many other fields with this in mind, Kim (2008:01) affirms

English has become a widely accepted international language in various professional areas such as business and technology since the global economy started to prosper...Therefore the need for learning English is considered an essential and practical skill in order to be successful in the various workplace.

The inevitability of acquiring such language and even goodness has proved to be fundamental to be involved in an employment market on this subject Kim (2008:01) reveals

A doctor from India working at a U.S. hospital not only has to have good medical skills but also has to know how to deliver a diagnosis to an American English-speaking patient efficiently and compassionately. An employee in marketing at a multinational cosmetic company in Korea has to learn how to convince his French supervisor of the effective ways to approach Korean female customers with their new cosmetic product—and since the two share English in common, the communication is done in English.

This standpoint initiates a multiplicity of courses that are tailored for a group of learners with different requirements and rationales. This makes clear that ESP comes into being to meet professional expectations. This phenomenon gave birth to distinct divisions: English for Occupational Purposes, English for Academic Purposes. Considering the interest of the current research, our focusing will be on defining what English for Occupational Purposes aims at.

In general terms, EOP is a subdivision of ESP that is relevant to the genre of English needed by trainees in situations as part of their work. More accurately, it comprehends stances where trainee demands English for work considerations regarding to reviewing their communicative needs. In this sense Dudley Evans & St. John (1998: 7) clarify that EOP refers to “English that is not for academic purposes; it includes professional purposes in administration, medicine, law, and other business, and vocational purpose for non-professionals in work or pre-work situations. », in his comments Kim (2008:2) reports

English for occupational purpose (EOP) learners, whose primary purpose for learning English is to improve job-related language skills. EOP particularly concerns with adult language acquisition as well as with aspects of general training for adult learners; the purpose of EOP training is to enhance workplace performance,

with special attention to how adults learn a language to communicate better in job-related context

Basturkmen (2010:6) categorized English into English for general occupational purposes such “as English for hospitality industry” and English for specific occupational purposes such as “English for hotel receptionists”. These divisions were clearly illustrated by Dudley-Evans and St. John in 1998 in the following diagram

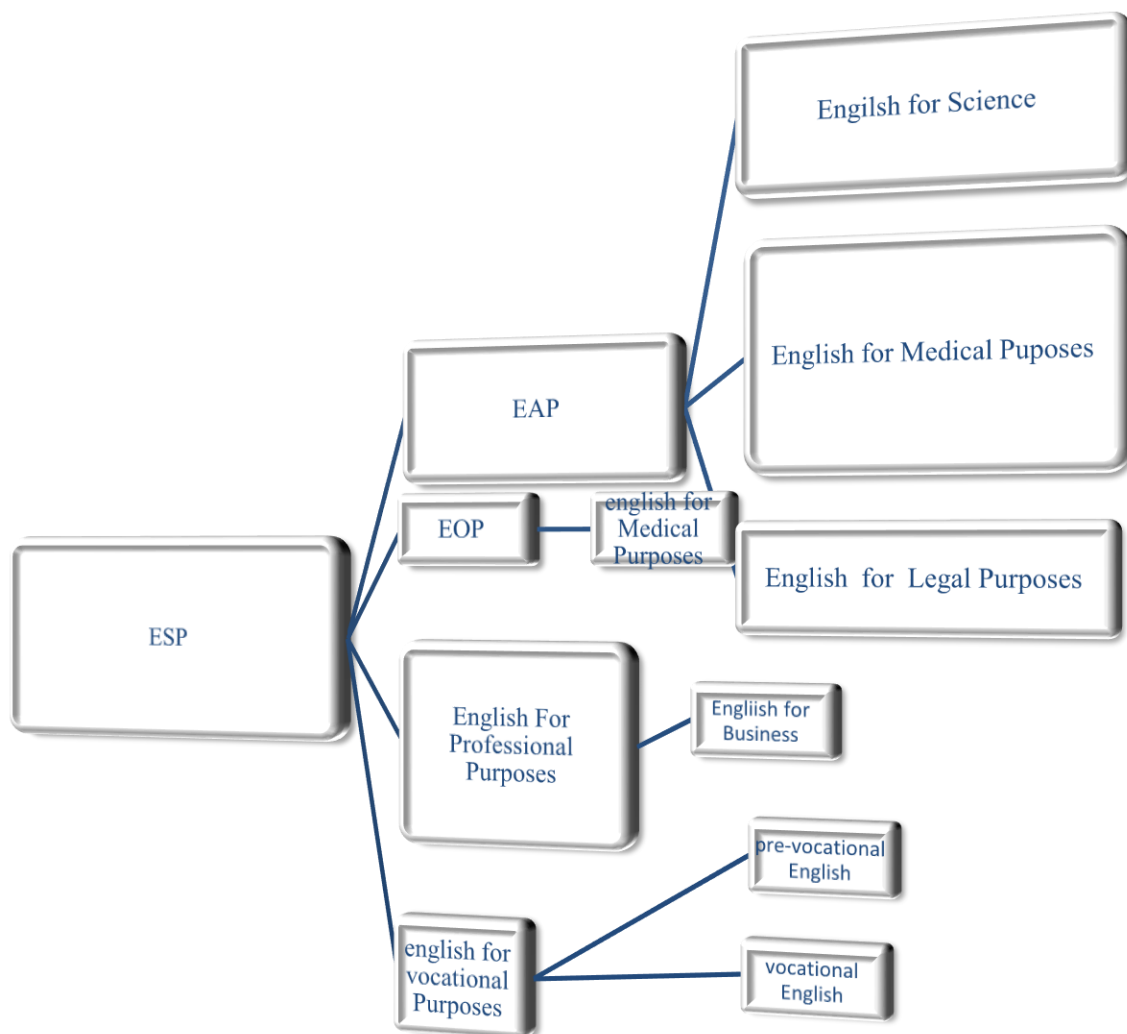


Diagram 1.1. Dudley-Evans and St. John in Classification of ESP (1998:6)

Previously, focus attention was on teaching grammar rules and language structure, in the meantime with evolving need for special courses deviate consideration to perceive means whereby language is employed in a given circumstance with this in view widdowson (1983) declares:

Traditionally, General English instruction has focused on describing the general rules and forms of English use, also known as the grammar. However, in the past few decades, language instruction has shifted from students memorizing the conventional features of language usage to researchers discovering the ways in which language is actually used in real-life contexts.

The insist upon occupational courses is propagating abruptly, the stimulus for its ever-growing pertinence this is because English is now crucial to be employed, and for work improvement, throughout this emerged various categories of English for Occupational Purposes, those are EVP (English for Vocational Purposes) and EPP (English for Professional Purposes. Basturkmen (2006:25) presumes: “the objective of such courses is to enable students to master the industrial knowledge and the ability to work in English in related job posts”. Without delay it is weighty to establish clearly what English for professional purposes and vocational purposes make reference to?

1.3.1. English for professional Purposes (EPP)

The ubiquity of specialized terminology and professional vocabulary together with globalization of trade market bring on another different section of ESP namely EPP, thanks to this chain of events English boosted novel standing to be the vehicle language for international communication. In a broad sense, EPP relates to the future requirements of business community, it has relevance to the special jargon used by professionals to convey messages and provide information Kim (2008). In their view Elina &kira (2014: 14) submit

The spread of science and technology all over the world, together with the internationalization of the university world and the globalization of the world economy has made the English language the current lingua franca of international communication. Specialized languages and professional jargons usually refer to the specific discourse used by professionals in order to communicate and transfer information and knowledge.

Basturkmen(2010:06) demonstrates

ESP teaching is divided into three sub-divisions: English for Academic Purposes, English for Professional Purposes, and English for Occupational purposes, each one is divided into sub branches.

We realize that EPP equally has sub divisions that can be figured in the following table

Branch	Sub-Branch	Example
English for Academic Purposes (EAP)	English for General Academic Purposes	English for Academic Writing
	English for Specific Academic Purposes (ESAP)	English for Law studies
English for Professional Purposes	English for General Professional Purposes (EGPP)	English for the health care sector.
	English for Specific Professional Purposes (ESPP)	English for Nursing.
English for Occupational Purposes	English for General Occupational Purposes (EGOP)	English For Hospitality Industry.
	English for Specific Occupational Purposes	English for Hotel Receptionist.

Table 1.1: Basturkmen’s classification of ESP courses (2010:06)

We concluded that English for professional purposes may cover English for Medical Purposes (EMP), and English for Business Purposes (EBP).

1.3.2. English for Vocational Purposes (EVP)

It is revealed that workspace on a worldwide basis flipped over diverse range of languages and cultures, as reported by Karin & Ritva (2012:1)

Qualified employees have to be proficient enough to communicate flexibly in diverse communication situations and professional discourse communities. They have to be competent enough to cooperate with colleagues from diverse cultural and linguistic backgrounds in order to strike up professional and personal relationships.

In broader sense, vocational English concerns bolstering job-related skills as well as social skills. Similarly, Grucza (2010) explains: "Being a variant of English for General Purposes (EGP), EVP is a specifically human product created for the purpose of vocational communication within a given subject area». Quoted in Elżbieta (2012:48).

On his part Widodo (2016:280) sets out EVP in that way:

English for vocational purposes program (EVP) is defined as a program sited in both the secondary and tertiary education sectors, which equips students with English competence that supports their vocational expertise. The role of English as a medium of vocational communication helps students understand their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language.

In terms of classification EVP is a sub-division of EOP that concentrated upon promoting a language specific to vocation. Making use of Dudley-Evans and St. John (1998) classification we realize that EVP comprises two divisions which are: Vocational English that focused on preparing language instruction in respect of certain career, and pre-vocational English more specifically involved in obtaining employment, further intended comply with laborer requirements set out. Likewise, Dudley-Evans and St. John (1998:7) explain

Within English for vocational purposes there are two sub-sections: vocational English which is concerned with the language of training for specific trades or occupations and pre-vocational English which is concerned with finding a job and interview skills, it also deals with succeeding in a job through an understanding of employer expectations and policies.

One more categorization supplied by Basturkmen (2010) who suggested that EVP can be designed from wide -angled (English for General Vocational Purposes), and from narrow-angled (English for Specific Vocational Purposes) perspectives. In the same vein, Fang (2016:280) denotes that EVP teaching is

Different from the teaching modes of other colleges and universities, English teaching in vocational colleges focus more on professionalization, practicability and specialization.

1.4. Classifying English for Air Traffic Control

At present, air operations grow fast as people supported being shipped by air in a short time to many locations. It is the regard of air navigation to supervise and ensure safe movements of aircrafts for this reason being an air traffic controller is a challenging job that urges strict clarity and cleverness to monitor several flights all together. This shows that language proficiency is no less important as technical proficiency. The significance with language in general and with English in particular has largely taken notice in aviation as a worldwide issue. At the wheel for safety concern and adequacy in communication insist upon sufficiently savoir faire of aviation English. So, aviation English or English for aviation refers to what?

English for air traffic, air speak, or aviation English are used synonymously to refer to the English used in aviation. According to Moder (2013)

Aviation English describes the language used by pilots and air traffic controllers, and other personal associated with the aviation industry. Although the term may encompass a wide variety of language use situations, including the language of airline

mechanics, flight attendants, or ground service personnel, most research and teaching focus on the more specialized communication between pilots and air traffic controllers, often called radiotelephony. (qtd in Paltridge & Starfield 2013:227)

Aviation English lays out easy going communication and smooth perception between pilots and air traffic controllers thereby discourages erroneous interpretation, in his part Alderson (2009:169) describes AE as “a language for specific purposes, or a code that is used for very restricted context”. In the same connection Aiguo (2008:151) Explains

Aviation English “is not only confined to pilots and air traffic controllers (ATC), it also refers to English on general terms in aeronautical and/or aviation universities. It can be designed as integrated ESP (English for Specific Purposes) curricula for students in the fields of aeronautics and/or aviation.

He characterizes AE as follows

Aviation English can be defined as a comprehensive but specialized subset of English related broadly to aviation, including the “plain” language used for radiotelephony communications when phraseologies do not suffice. Not restricted to controller and pilot communications, Aviation English can also include the use of English relating to any other aspect of aviation: the language needed by pilots for briefings, announcements, and flight deck communication, and the language used by maintenance technicians, flight attendants, dispatchers, managers and officials within the aviation industry or even the English language studied by students in aeronautical and/or aviation universities. (Ibid:152)

Apart from this Ragan (1996:02) deems that AE is not only pertaining to the language used by pilots and air traffic controllers it involves other field of interest; he reports

Aviation gets more attention than many other fields, however, because of the safety issues that are self-apparent in flight and present, but less exposed, in aircraft maintenance: people can die from failures to use language appropriately and accurately. These are different content areas that are readily identified under umbrella of aviation English use

1. Flight
 - Air traffic control
 - Flight services
2. Technology
 - Airframe and Powerplant Mechanics
 - Avionics
 - Aircraft manufacture
 - Flight line operations
3. Engineering
 - Aeronautical engineering
 - Aerospace Engineering
4. Business
 - Airline/charter services
 - Fixed Based Operations
 - Airport management
 - Marketing
5. Education/training
 - Flight
 - Maintenance
 - Engineering
 - Business Administration

1.4.1. Aviation English as a Restricted Register

It should be pointed out that communication between pilots and air traffic controllers is carried out via cabin equipment and radar presentations consequently no eye-to-eye communication is accessible, in his way Moder (2013) states

Air traffic communication occurs entirely over radio frequencies and includes no face - to - face communication. The linguistic exchanges occur within a socio-technical system supported by material anchors. Controllers and pilots share information from charts, navigational aids, and flight plans. Most significant for the controller are radar displays, and most significant for the flight crew is the cockpit instrumentation. (Qtd in Paltridge and Starfield 2013:228)

It is agreed that in overall time most of operations occur in ordinary circumstances where they use a very restricted, specialized, fixed type of language known as phraseology, which is employed to meet the most usual stances met in aviation to ensure safety Stephanie (2011). In their parts Basturkmen&Elder (2006) describe phraseology as follows

It is meant to cover all routine situations; it is an example of a language for specific purposes (LSP), in other words a language that is used in constrained and predictable ways for a limited range of communicative events.

This is exactly considered as a restricted register that is used for special situation, the idea was also claimed by Ragan (1997:03) who says:

Tower communications, that is, language communication between pilot and air traffic controller, is the restricted register most commonly associated with aviation English, and for obvious reasons, receives the most attention.

He adds

It is an excellent example of how situations drive language use, of how they are inseparable in a restricted register. Flight crews

and air traffic controllers routinely speak air traffic control English to direct, inform, question, and respond to each other regarding aircraft takeoff, flight, and landing. (ibid)

In like manner, Mountford & Mackay (1978:4-5) consider AE as restricted repertoire, they illustrate

.....the language of international air traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and determined situationally, as might be the linguistic needs of dining-room waiter or airhostess. However, such restricted repertoires are not languages, just as tourist phrase book is not grammar.

Efficient aviation interaction exceeds understanding English core skills and phraseology that serve routine situations. When encountering extraordinary stances that narrow experience of English and phraseology won’t satisfy the situation, they can memorize fixed expressions. This was clearly explained by Emery (2015)

During routine, predictable flight operations, pilots and ATCOs adhere to standardized phraseology which ICAO defines as ‘the formulaic code made up of specific words that in the context of aviation operations have a precise and singular operational significance’ (qtd in Borowska & Enright 2015:10)

The same cannot be said in abnormal situations where pilots and air traffic controllers are required to possess comprehensive proficiency to cope with urgent issues in aviation,

When something unusual happens and operations depart from the routine, phraseologies alone may not always be sufficient to cover the communicative needs. In non-routine and emergency situations, pilots and ATCOs may need to use ‘plain language’ which ICAO defines as ‘the spontaneous, creative and non-coded use of a given natural language. (Ibid: 10-11)

Correspondingly, Mountford & Mackay (1978:04) make clear that “knowing a restricted language would not allow the speaker to communicate effectively in novel situations, or in a context outside the vocational environment.”

Emery (2015) reports that ICAO pointed out:

Standardized phraseology should therefore provide the tools for communication in most of the situations encountered in the daily practice of ATC and flight. However, sometimes the unexpected happens.

He continued explaining

For example, an inexperienced pilot gets lost, a technical problem develops on the aircraft, a passenger falls sick, someone provokes a bomb alert, ATC equipment fails or the truly unexpected arises. In these cases, where phraseology provides no ready-made form for communication, pilots and ATCOs must resort to plain language. *ibid* (2015:11)

This stipulates that plain English tend to be used in sensitive cases where phraseology could not address the problem.

Plain language could be known as “the spontaneous, creative, and non-coded use of a given natural language, although constrained by the functions and topics (aviation and non-aviation) that are required by aeronautical radiotelephony communications, as well as by specific safety-critical requirements for intelligibility, directness, appropriacy, non-ambiguity and concision. ICAO (2004:14)

In short, it is to be mentioned that phraseology cannot comprehensively remedy all probable situations this was clearly explained in ICAO Manuel (2010:1)

However, while ICAO standardized phraseology has been developed to cover many circumstances, it cannot address all pilot and controller communication needs. It is widely acknowledged by operational and linguistic experts that no set of

standardized phraseologies can fully describe all possible circumstances and responses.

Others believe that plain English can be problematic, this was clearly explained by Morrow & Howard (1994:253-254) “because of their tendency to use more complex syntax, vague or non-standard terminology, plain English, in other words, is not very plain”, in the same regard ICAO (2010:3-5) explains

The features of plain language can be far from plain and present a challenge to listening skills. They include the use of a wider vocabulary referring (often with less precision) to domains and topics outside the aviation area (medicine, military organizations, etc.), references to complex notions such as hypothesis (we may divert), indirectness (we would like a request) and, under stressful conditions, much longer and less organized sentences.

1.4.2. The view of English in Global Aviation Generally and Algerian Air Transportation Specifically

After Second World War, English has proven the global language of aviation such was the case of international airports and airlines equally Bühlmann (2004:13) claims

The use of English as an official language of international aircraft control did not emerge until after the Second World War, when allied leaders laid the foundation for the International Civil Aviation Organization (ICAO) and agreed that English should be the international language of aviation. Yet, even with a single language, terminology and phrasing need to be standardized to be conveyed.

In 1941, a conference was held in Chicago where they initiated the International Civil aviation Organization (ICAO), its perpetually strong point is to recognize mechanisms that are aimed at increasing safety and minimize experience accidents.

Recently, increased emphasis was meant for discovering human factors supporting accidents. In 1998, after the sequence of crashes involving the English language as a driving part, the ICAO council was pressured to give high priority to the English language, and intensify the pilots and air traffic controllers 'English language proficiency; on this account, new standards were established. In March, 2003 ICAO assembly advocates that pilots and air traffic controllers should certify the minimum level that is level 4. Besides, it suggests that English ought to be at hand at all control premises operating international flights, on the same token Moder (2013) comments

The ICAO minimum acceptable proficiency level, Operational Level 4, requires pilots and air traffic controllers to demonstrate comprehensible pronunciation, intelligible fluency and delivery, and a vocabulary range sufficient to communicate on "common, concrete, and work-related topics" with the ability to paraphrase in unexpected circumstances. Very importantly, minimum acceptable comprehension and interaction skills are also specified. (qtd in Paltridge and starfield 2013:228)

ICAO's New English language standards have been similarly working globally, with no exception Algeria cooperated in such new variance. Algerian air transportation marked its contribution in developing the English language proficiency of individuals working in the sector in particular pilots, air traffic controllers, and cabin crew. In 2008, an agreement was approved between the Algerian Ministry of Air transportation and the Cambridge University and Royal Melbourne University of Australia (RMIT), they organized a training center titled "LSA" Language Solution Algeria that is answerable to oil and gas companies as well as aviation section. As described by one of its managers, its deputation is to supply training as well as testing.

It is a world-famous for contributing in delivering training and testing, in aviation English course, it emphasizes listening and speaking skills to help them improve their radiotelephony and English communicative abilities where published and ready-made materials were used. They asked the postulant to determine the number of hours would

need to get to a required level. The staff engaged in the school is aviation English instructors, experienced pilots, and air traffic controllers. They act as facilitators to help aviator students to enhance a knowledge specific to aviation. The main objective of LSA training program is to apply the standards of the English language required by ICAO.

1.5. On –the Job- English Training

The recently increased demand for competent English speakers in today’s competitive work environment and the need for quality work performance established professional and vocational English training in different workplaces. To speak fluently and communicate effectively using the English language has become imperative. Through training employees sharpen their knowledge acquires skills that have a direct impact on their work performance consequently, they grow professionally and gain better job opportunities and even professional promotions in the future. Generally speaking, training is a learning process that contributes in developing a required level of knowledge or skill. According to Boiarsky (1997:18)

Workplace Communication activities require employees to use English in a “context-specific environment” in all kinds of written and oral communication activities and across modern telecommunication channels.

Global English issue new approach “enterprise fluency” described as

The communication, collaboration, and operational proficiency companies must have in the international business context, of which “the ability to communicate effectively in English in any business situation is an important element (2011:2)

Significantly, English yet preserves its importance in the job market, thereby, businesses, presently perceived importance on employees who are qualified in both written and spoken language. This could possibly be a prerequisite ingredient for job enlistment. Currently, employees utilizing English might be able for successful communication while doing business with other companies; therefore, contributes increasing profit. Good command of English grants skillful communication for different

purposes. To reach the above-mentioned intentions scheduling training is recommendable. It is important to note that training is beneficial for both employees and the company. It addresses trainee 's weaknesses and strengthens those skills needed to be improved. It builds employee's confidence which helps them perform effectively in their work and creates a supportive and knowledgeable environment that results in a positive return in financial gain of the company. It also increases company reputation and consideration, as it helps improving skills that are associated with what they need. Before starting any training, program there are measures to be taken into account and to be followed

1. Comprehensive needs analysis is compulsory and helps trainers assess his/her trainee skills and knowledge they needed to perform successfully in their work, and gaining a clear idea about their weaknesses. Consequently, it eases the way to design a course that is relevant to what they want to plug in. In analyzing needs there is a set of steps:

Step one is to identify the gap between their strengths and weaknesses in two ways

- a) Check the current situation by determining the trainee's current abilities, skills including internal and external obstacles without neglecting goals according to Jack (2011:1)

We must determine the current state of skills, knowledge, and abilities of our current and/or future employees. This analysis also should examine our organizational goals, climate, and internal and external constraints.

- b) To reach positive results we must identify both the desired or necessary conditions for training, in this step we are required to be careful about the identification of actual needs and careful needs. Ibid(2011:1) claims :

It is important to identify the critical tasks necessary and not just observe our current practices. We also must distinguish our actual needs from our perceived needs- our wants. The gap between the current and the necessary will identify our needs, purposes and objectives.

Step two focuses on classifying the identified needs in terms of their importance and necessity to goals and even constraints.

2. Knowing about the training goals and learning objectives ought to be the first step to focus on before designing the course; this measure contributes to setting the trainee expectations and achieves similar objectives. Jack(ibid) believes that
The transfer of learning takes place more efficiently when learners know behaviors they are expected to exhibit after they have gone through the training. It is crucial that the learning objectives are clearly defined right at the outset to set expectations, clarify goals, and remove ambiguity
3. Establish learning outcomes that are associated with your trainee goals and relevant to their job, doing so will create a motivating environment and at the same time raise their awareness towards the skills to be developed by the end of the course.
4. Select the most appropriate method to deliver your program; for effective training and to have a positive impact on your trainee it is recommended to choose the appropriate method that helps students benefit from the training as creating e-learning which gave trainee opportunities to access training at any time and everywhere. Be sure you provide them with arelevantcontent.
5. To ensure good results and to motivate students it is necessary to meet the trainee as well as the manager and tell them about the significance of such training, and explain to what extent it contributes to the company progress at the same time gaining more opportunities from the manager for the learning process.

Different types of training that can be described in terms of two dimensions:

The first one in terms of formality and the second one refers to the balance between self-directed and other-directed learning. To decide upon the right type requires a set of considerations including: money available to fund the training, type and degree of knowledge needed, and finally readiness of trainees.

The most effective and reliable training though expensive is directed formal training; it helps trainees achieve the traced objectives and the desired knowledge. However, self-directed informal training though it is very low cost, it does not motivate students to pursue what they need, they find it difficult and are less motivated because there is no expert automatically no formal curriculum. Usually, the student's intention is a certificate or diploma. It can be useful for more experienced people.

In formal training, objectives are clearly specified and are reached at the end of the program by using a variety of learning methods that facilitate the task. It also plans assessment and evaluation to check whether the objectives have been met or not.

We should not ignore that in today's workforce it is necessary to have highly motivated and self-directed individuals, it is no more the traditional system of instruction for employees be them managers or any ordinary worker Brookhart et al (2011: 66) reveal

Over the years, it has become increasingly clear that traditional approaches to program design and delivery in the workplace, and associative organizations present some important weaknesses. Problem areas include coping with the short life span of useful knowledge; passing down acquired competencies to succeeding cohorts; accommodating the demands of productivity while providing for continuity of learning; and enabling learners to pursue activities that correspond to their learning styles and needs.

1.6. Directions for workplace Course Design

The accessibility of a variety of fields of ESP teaching stirs up troubles to teachers to provide his/her students with a course that befits the desired results; sometimes they are compelled to teach content that they possess the limited understanding or knew nothing about though they are expected to carry out a set of responsibilities as discussed by Basturkmen (2010: 8) "The ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic

discipline and ensure that the content of the ESP course works towards them” it is vitally important to shine a light on the role of ESP teacher in course planning.

A primary concern of ESP is to serve the needs of a specific group of learners, on that account, ESP practitioners are assumed to devise courses for the demands of various groups of learners. Awareness of effective course design measures contributes to providing learners with content proper to a specific discipline as stated by Hyland (2002:201) the tuition of specific programs necessitates an awareness of “language and discourse features of the target groups, the communication skills used and knowledge about learners”. To do so ESP practitioners should take into consideration a set of features which were described by Hutchinson & Waters (1987:22) “what (language descriptions and syllabus), how (learning theories and methodology), who, why, where and when (needs analysis and nature of the particular target and learning situation)”, in their turn Dudley-Evans and St. John (1998:145) listed a set of questions termed as “parameters of course design”

- Should the course be intensive or extensive?
- Should the learner's performance be assessed or non-assessed?
- Should the course deal with immediate needs or with delayed needs?
- Should the role of the teacher be that of the provider of knowledge and activities, or a facilitator of activities arising from learners expressed wants?
- Should the course have a broad or narrow focus?
- Should the course be pre-study or pre-experience or non-parallel with that study or Experience?
- Should the material be common-core or specific to learners' study or work?
- Should the group taking the course be homogeneous or heterogeneous?
- Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

“Course development includes planning a course, teaching it, and modifying the plan; both, while the course is in progress and after the course is over». Graves (1996:03). To prepare an ESP program there should be predetermined phases concerned

with instructional decisions and program design that are involved in needs identification, and teaching methodology, Robinson (1980:2-5) indicated that there is a variety of features for course design comprising:

- ESP is goal-directed the learners are not learning the English language for the sake of it, but because they need, or will need, to use English in their professional or academic lives. EAP learners are usually current higher education students or members of staff or they are hoping to go on to higher education after their EAP course. They need to learn English to succeed in their academic careers.
- ESP courses are based on an analysis of needs, which aims to specify as closely as possible exactly what it is that the learners have to do through the medium of English.

This means taking into account the opinions of all the various stakeholders. For an undergraduate student, this could mean the learner, his or her parents, and sponsors, present and future lecturers, examiners, administrators, materials writers, etc. EAP, therefore, involves an attitude to learning and teaching that believes that it is possible and useful to specify what language and practices are required in a particular academic context and that is worthwhile to focus teaching on this. For that reason, one important feature of EAP courses is the close attention that is paid to the learners' aims and what they are working on, or studying. The first stage in any EAP, and ESP course, therefore, is to find out exactly why the learners are learning English and what language and practices they will need to pay attention to.

Often there is a very clearly specified period for the ESP course. Most EAP students are undertaking fixed-term courses in preparation for a particular task – such as an essay, dissertation or conference presentation, or an academic course, or they are studying English for a short time every week along with their academic courses or jobs.

ESP learners tend to be adults rather than children. Most EAP students are over 18 and they will either have made a difficult decision to study in an English medium at university or, for example, researching, publishing, or teaching in English may be a requirement. Learners may need specialist language, but this is not necessarily so. It is the linguistic tasks including language and practices - which the students will need to

engage in that, define the course. As with all ESP, an EAP lecturer would not take a text and ask, "What can I do with this text?" The starting point is always, "What do my learners have to do? What texts will they need to read? What will my students need to do with this text, and how can we help them to do it?"

In some cases, a very high level of proficiency is not necessarily required, as long as the learners can succeed in their aims. Students, for example, need to be able to understand their lectures, fellow students, and textbooks and obtain good marks for assignments and examinations. The role of the EAP lecturer is to find ways to enable them to do this - getting their present tenses correct may not be as important as understanding the overall structure of the report they have to write.

In her words Graves (2000:15) postulates

Designing a language course has several components. Classic models of curriculum design, as well as more recent models, agree on most of the components, although they may subdivide some of them and give them slightly different names. These components comprise setting objectives based on some form of assessment; determining content, materials, and method; and evaluation.

Graves established a model for the course design phases that are figured in the following way:

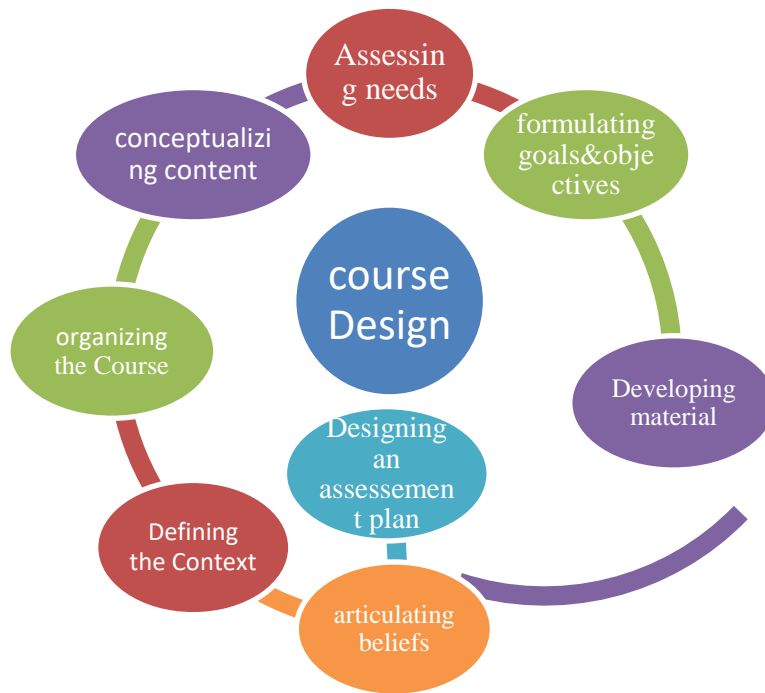


Figure 1.1: A Frame Work for Course Design Process (Graves (2000:02)

The different constituents were explained and summarized in the following table:

Component	Definition
Needs Assessment	<ul style="list-style-type: none"> ✚ What are my student’s needs? ✚ How can I assess them so that I can address them
Determining Goals & Objectives	<ul style="list-style-type: none"> ✚ What are the purposes & intended outcomes of the course? ✚ What will my students need to do or learn to achieve these goals?
Conceptualizing content	<ul style="list-style-type: none"> ✚ What will be the backbone of what I teach? ✚ What will I include in my syllabus?
Selecting Materials & ACTIVITIES	<ul style="list-style-type: none"> ✚ How and with what will I teach the course? ✚ What is my role? ✚ What are my students’ roles?
Organization of Content & activities	<ul style="list-style-type: none"> ✚ How will I organize the content & activities? ✚ What systems will I develop?
Evaluation	<ul style="list-style-type: none"> ✚ How will I assess what students have learned? ✚ How will I assess the effectiveness of the course?
Consideration of Resources & constraints	<ul style="list-style-type: none"> ✚ What are the givens of my situation?

Table 1.2: Components of Framework of Course Design (Graves, 1996:1)

For the establishment of a course, it is appropriate to move through the phases in a manner that won't affect the content of the course nor the objectives. Endeavoring to reach out course hindrances which shows the way to start first your design procedures. In that vein, Graves (2000:04) assumes

Course design is a system in the sense that planning for one component will influence all; changes to one component will influence all the others if you are clear and articulate about content, it will be easier to write objectives. If you change the content, the objectives will need to change to reflect the changes to the content, as will the materials and the assessment plan. If you are clear about your plan for assessing student learning, it will help you design appropriate materials. If you change your approach to assessment, it will have an impact on the content, the objectives, and so on.

Determining which phase to start with doesn't mean to follow blindly Graves's model, for her (2000:04) deciding where to begin depends on how to problematize the situation, that is, how you determine the challenges that you can most productively address within the context. This view of the role of the teacher as a course designer is captured in Zeichner and Liston's (1996) list of features that characterize reflective teaching. They write that a reflective teacher

- Examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts; and
- Takes responsibility for his or her professional development. (qtd in Graves 1996 :04)

Schematically, proceeding course outline incorporates designing a course, putting it into practice, and modulates the design the time of teaching and after the end of the course Graves (1996), Johnson (1986) (quoted in Graves 1996:04) in her own words represents course design as “A continuing and cyclical process of development, revision, maintenance and renewal which needs to continue through the life of the curriculum». This can be demonstrated in the following figure:

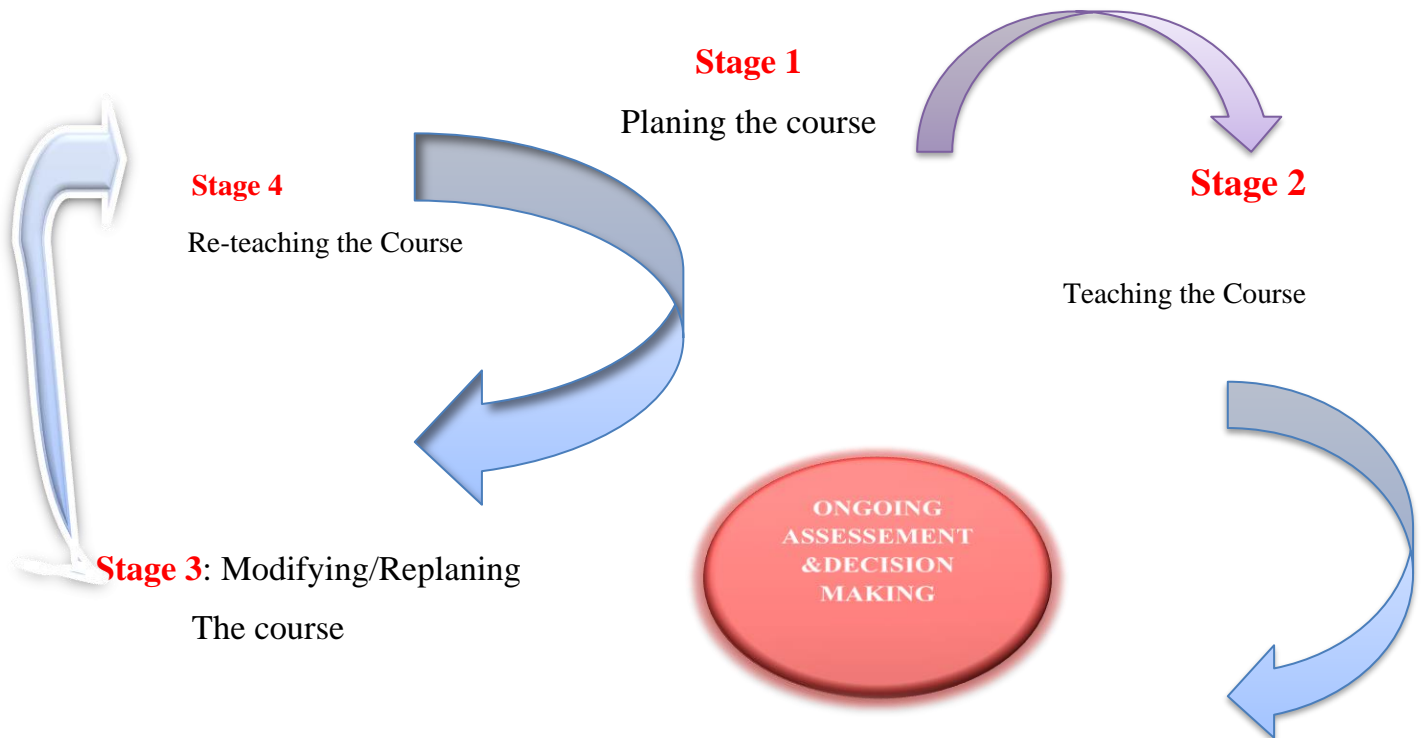


Figure.1.2. The Process of Course Development. Graves (1996:04)

Most scholars believe that course design is a “work in progress», as already mentioned, teachers make changes at any time either while teaching or when the course is over. Another important consideration in course design especially concerning a specific context is the recognition of the specific group of learners you will teach specific setting, as a course designer it is compulsory to answer these questions to prepare the ground for your design. Knowing about the level of your students, the time allotted to teach those students and the place where to teach facilitate setting the necessary elements in your design. On the same terms, Graves (2000:17) justifies that “knowing how long a course is, its purpose, who the students are, and how it fits in with other aspects of the

curriculum helps us to make decisions about content, objectives, and so on”. She (ibid) adds

Information about time, for example, can help us make decisions about how many areas of content we can realistically address within the time frame of the course. Information about teaching resources will help us make decisions about the kinds of materials we choose or develop.

She continues explaining

The relationship of the course to other courses will help us make decisions about content, so that we build on previous content. Expectations of the students and stakeholders can help us make decisions about what is appropriate to cover and how students will be assessed. (ibid)

In the view of Robinson “course design is the result of a dynamic interaction between the results of needs analysis, the course designers’ approach to syllabus and methodology, existing materials, and contextual constraints including government attitude, status of the English and student’s motivation. On the basis of Robinsons’ description, we realize that there are step by step phases to pursue to successfully manage the situation and as a primary responsibility for the teacher at the helm of shaping an ESP course is needs assessment as believed to be the backbone of any ESP menu. It’s time to pass through spelling out what needs analysis refers to.

1.6.1. Concept of Needs Analysis

In the course of the 1960s and at the beginning of the 1970s needs analysis was closely engaged in measuring what language points learners need to master and detect a way to execute the teaching intentions “NEA was quite informal and very little research was done to assess learner needs since teaching on “some kinds of intuitive or informal of students’ needs” west (1994:1). At present time the intents of needs analysis are more sophisticated, it is engaged in surveying facts about learners and appoint circumstances. Following Otilia (2015:54-55)

Needs analysis is considered to be the cornerstone of English for Specific Purposes (ESP). The concept of Needs analysis has been different along the decades. At the initial stages of ESP (the 1960s and early 1970s), needs analysis consisted of assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives.

She continues

Nowadays, the tasks of needs analysis are much more complex: it aims at collecting information about the learners and at defining the target situation and environment of studying ESP.

Needs analysis serves to stipulate eligible content, understandable material, and applicable methodology. Into the bargain, it evaluates the requisite standards of competence. From this perspective Richards (2001:52) lists six main purposes:

1. To find out what language skills a learner needs to perform a particular role, such as sales managers, tour guides, or university students;
2. To help determine if an existing course adequately addresses the needs of potential students;
3. To determine which student from a group are most in need of training in particular language skills;
4. To identify a change of direction that people in a reference group feel is important;
5. To identify a gap between what students can do and what they need to be able to do; and
6. To collect information about particular problem learners are experiencing

It should be kept in view, that needs analysis is integral in any course design. Understanding the rationale for learning a language draw distinguishes a general English

course, in this sense, Hutchinson & Waters (1987:53) maintain: “what distinguishes ESP from general English is not the existence of a need as such but rather an awareness of the needs». Needs analysis is viewed as a significant property to ESP which encompasses different steps. Graves (2000:100) describes needs assessment as a process which embodies a set of decisions, actions, and reflections that are cyclical:

1. Deciding what information to gather, and why
2. Deciding the best way to gather it: when, how, and from whom
3. Gathering the information
3. Interpreting the information
4. Acting on the information
5. Evaluating the effect and effectiveness of the action
6. (back to 1) Deciding on further or new information to gather

This process can be pictured in the following figure:

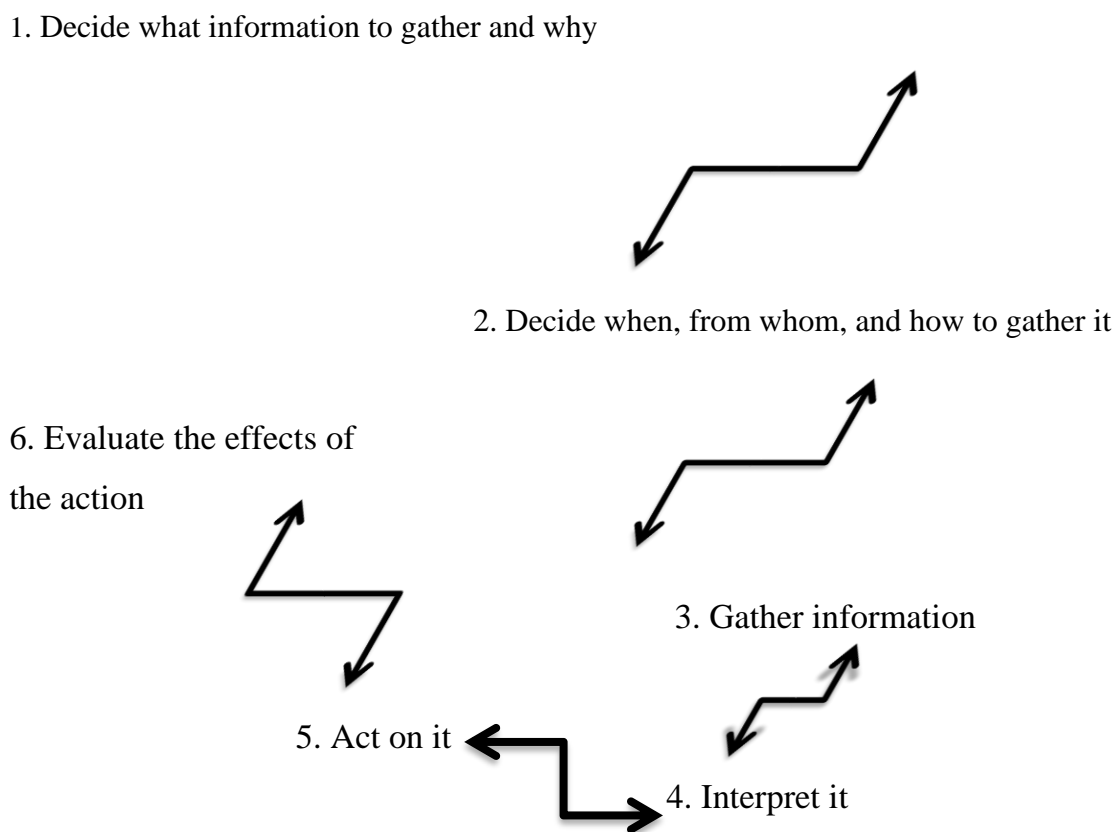


Figure (1.3) Graves' Needs Assessment Process (2000)

Relevantly, NEA proceeded across diverse phases, it was first manifested in 1987 with Munby's communicative syllabus design whereby he through light upon step-by-step instructions defined as Communication Needs Processor (CNP) to probe target situation needs in an effort to find out about learners' language needs. In reference to Munby's work Chambers (1980) initiated the concept Target Situation Analysis. ESP experts indicate diverse items to consider language needs and teaching materials as well as language content including target situation, learning situation analysis, and present situation analysis.

1.6.1.1. Target Situation Analysis

The idea of TSA was put to use for the first time by Chambers in 1980, on his part "TSA is communication in the target situation" (1980:29), likewise, Byram (2000:495) portrays

Target Situation Analysis (Chambers1980, based on Munby's communicative needs processor, 1978) aims to determine what students need to be able to do in English as a result of the course and achieves this outcome by means of activities which mirror those of the target work situation. These are essentially task oriented and interactive, involving authentic material.

The action of data compilation around knowledge and abilities the learner will be required to perform in a specific instance defined as target situation analysis. This directs as what level of qualifications to exercise. (West, 1998 qtd inSenghor (2008:09) maintains

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design.

This explains that Munby's CNP that is made up of communicative variables support checking on target language needs of learners. For Munby (1978: 32) "In the

CNP, account is taken of “the variables that affect communication needs by organizing them as parameters in dynamic relationship to each other.”

Munby’s CNP has been adopted by many researchers as a model; Hutchinson & Waters who established a holistic pattern divisible into a set of questions that need to be answered. In their behalf “Target situation analysis is an essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process” Hutchinson & Waters (1987:59). This item of questions can be outlined in the following table:

<p>1. Why is language needed?</p> <ul style="list-style-type: none"> ▪ For study ▪ For work ▪ For training ▪ For combination of these ▪ For some other purposes e.g. status,examination,promotion 	<p>Munbian purposive domain</p>
<p>2. How will the language be used?</p> <ul style="list-style-type: none"> ▪ Medium: Speaking, writing, reading, etc. ▪ Chanel:e.g. telephone, face to face; ▪ Types of text or discourse:e.g. academic text or discourse: e.g. academic text, lectures, catalogues, etc. 	<p>Munbian Instrumentality</p>
<p>3. What will the content area be?</p> <ul style="list-style-type: none"> ▪ Subjects: medicine, biology, commerce, shipping, etc. ▪ Level: technician, craftsman,postgraduate,etc 	<p>Munbian communicative event</p>
<p>4. Where will the language be used?</p> <ul style="list-style-type: none"> ▪ Physical setting: e.g. office, lecture theater, hotel, workshop, library; ▪ Human context: alone, meetings, demonstrations, on telephone. ▪ Linguistic Context: e.g. in own country, abroad 	<p>Munbian setting (physical & psychological)</p>
<p>5. When will the language be used?</p> <ul style="list-style-type: none"> ▪ Concurrently with the ESP course or subsequently; ▪ Frequently, seldom, in small amounts, in large chunks. 	

Table.1.2: Hutchinson and Waters adapted Munby's model (Mehdi HaesliSanghori, 2008:08)

According to them Munby's approach is a waste of time, what is more, they did not distinguish between necessities, lacks, and wants.

1.6.1.2. Present Situation Analysis (PSA)

The term present situation analysis was first coined by Richterich and Chancelar (1980) who recommend that "there are three sources of information: the students themselves, the language-teaching establishment, and the user institution". (Richterich and Chancelar 1980 quoted in MomtazurRahman 2015:27). This means that PSA experiments trainee's level of performance at the outset of the course, likewise Dudley-Evans & St. John (1998:124) deem that "PSA estimates strengths and weaknesses in language, skills and learning experiences". To recognize these basic data a placement test is carried out. It may get the point that needs analysis consisted of PSA and TSA; however, counting on one of them won't serve to attain the solicited goals. As specified by McDonough (2015:27)

PSA involves 'fundamental variables', which must clearly be considered before the TSA. In practice, one is likely to seek and find information relating to both TSA and PSA simultaneously. Thus, needs analysis may be seen as a combination of TSA and PSA.

Briefly, PSA is seen as enhance by TSA. The former intends for fixing the learners' anticipations at the end of the course, the latter aims to detect student's information background (strengths and weaknesses) at the beginning of the course. This was clearly explained by Dudley-Evans and St. John (1998: 125) who assert that «a PSA estimates strengths and weaknesses in language, skills, learning experiences." If the destination points to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA.

1.6.1.3. Learning Situation Analysis (LSA)

This type of analysis endeavors to settle methods and approaches the learners request to learn rather than what they need to learn, that's why some go to name it strategy analysis since it aims to find out the right way that suits them to learn that foreign language. The notion strategy analysis was first set by Allwright (1982 quoted

in west1994) who draw discrepancy between necessities, lacks, and wants that was then approved by Hutchinson and Waters (1987) who established the concept learner centeredness; as specified by Hutchinson and Waters (1987:54) “If the analyst, employing target situation analysis, tries to find out what learners do with language, learning needs analysis will tell us «What the learner needs to do in order to learn”. This implies that ESP is project-oriented in their part Hutchinson and Waters (1987: 16) illustrate that “ESP is not a product but an approach to language teaching which is directed by specific and apparent reasons for learning”. In that context Hutchinson & Waters premeditated a model to review the learning needs that can be detailed in the following table:

Why are the learners taking the course?	How do the learners learn?	What sources are available?	Who are the learners?
<ul style="list-style-type: none"> • Compulsory or optional? • Apparent need or not? • Is status, money, promotion involved? • What do learners think will achieve? • What are their attitudes towards the ESP course? Do they want to improve their English do they resent the time they have to spend on it 	<ul style="list-style-type: none"> • What is their learning background? • What is their concept of teaching and learning? • What methodology will appeal to them? • What sort of technique bore/alienate them 	<ul style="list-style-type: none"> • Number and professional competence of teachers; • attitude of teachers to ESP; • Teachers' knowledge of and attitude to subject content; • materials; • aids; • Opportunities for out-of-class activities. 	<ul style="list-style-type: none"> • age/sex/nationality; What do they know already about English? • What subject knowledge do they have? • What are their interests? • What is their socio-cultural background? • What teaching styles are they used to? • What is their attitude to English or to the cultures of the English speaking world?

Table1.5: Learning Needs (Hutchinson and Waters (1987) qtd In Sanghori 2008:13-14)

It is important to mention that the desired outcome of any course is to help learners acquire skills they need to perform successfully in educational or professional ones. In this way, it is critical to perceive their current output and future expectations put differently a key target of an ESP course is to glean about student’s level in terms of language proficiency, their priorities, and their anticipated aspirations. Graves (2000:101) modeled the connection between the purposes of course design and the purpose of needs assessment in the following figure:

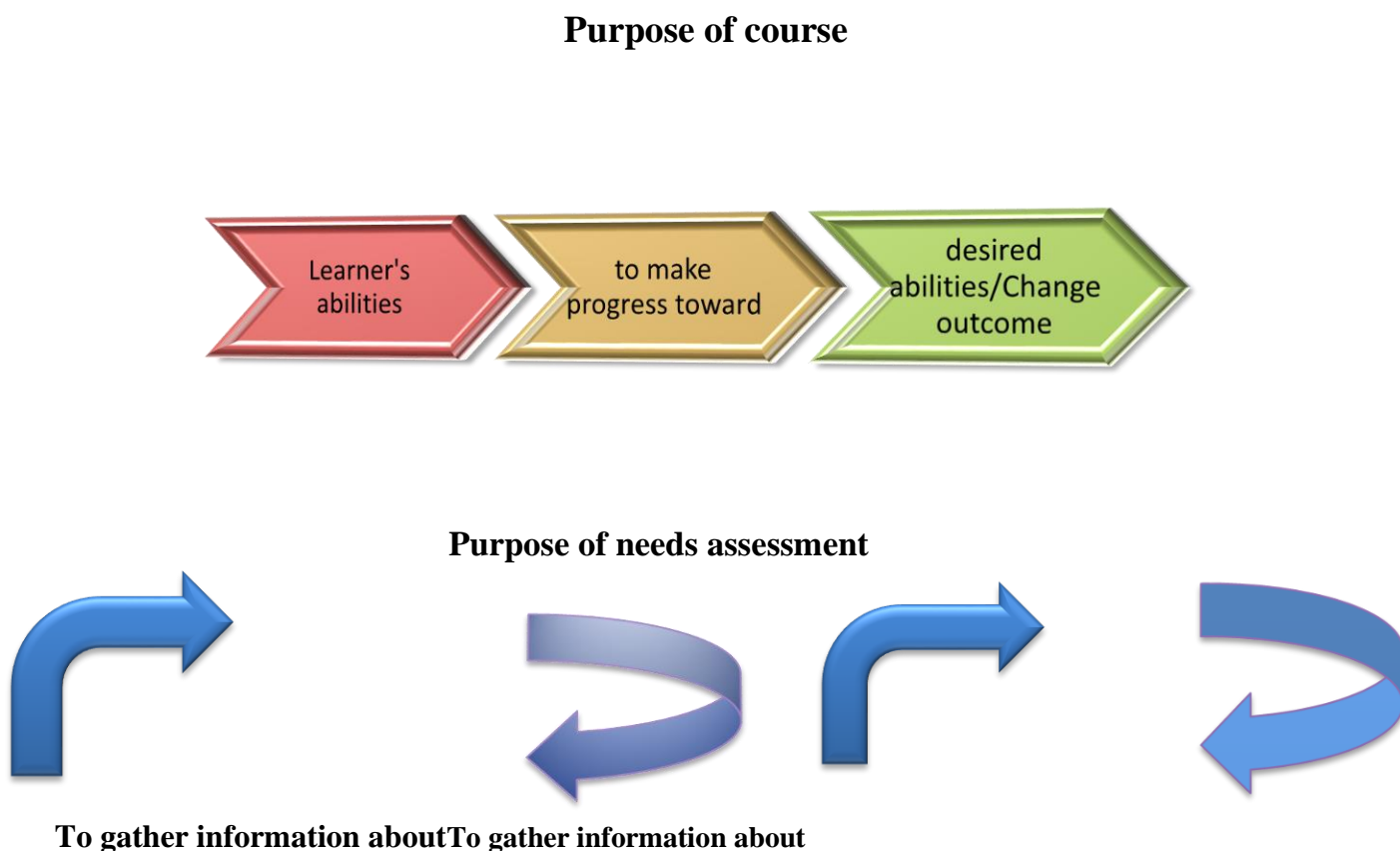


Figure 1.4: Basic purpose of needs assessment (Graves 2000:101)

1.6.1.4. Setting Goals and Objectives

To layout an ESP course is critical to rightly detect goals and enabling objectives that give hand to ESP practitioner to have a firm grasp of the content of the course, in this regard Graves (2000:75-76) explained that “goals are a way of putting into words the main purposes and intended outcomes of your course, while objectives are statements about how the goals will be achieved». In the same line of thought, she

portrayed goals and objectives as a proceed she described them as follows “the destination is the goal, the journey is the course, and the objectives are the points you pass through on the journey to the destination” (2000:75)

Goals function as a plan of measures that lead teachers at the developmental stage and while teaching, as well as clear up course major focus. Equally Mackey& Palmer (1981:3–4) argue

The LSP program development process can be divided into the following stages: “pre-program development stage” mainly in “educational decision-making” and “program development stage” including stages of “information gathering, goal specification, production, teacher training, trial, program maintenance, and quality assurance.

Furthermore, obvious goal definition supports picking suitable content and tasks along with it simplifies establishing material and assessment.

Clear goals and objectives give the teacher a basis for determining which content and activities are appropriate for his/her course. They also provide a framework for evaluation of effectiveness or worth of an activity: Did it help students achieve or make progress towards goals and objectives? Graves (1996:17).

In the same consideration Graves (2000:05) asserts

A clear set of goals and objectives will provide a framework for both assessment and materials development and thus make both of those processes easier. Because teachers often have little planning time, it is important that the process be manageable. Additionally, you may not really be able to complete one process before doing some work on another. Your goals and objectives

may become clearer once you have begun to organize and sequence the course.

To set up pertinent goals one needs to meet the anticipated results of his or her course as explained by Graves (1996). It should be first clarified that there is a variety of goals. Stern (1992 quoted in Graves 1996:17) categorized four types of goals for language learner:

Proficiency goals, cognitive goals, affective goals, and transfer goals. Proficiency goals include general competency, mastery of the four skills (speaking, listening, writing, and reading), or mastery of specific language behaviors. Cognitive goals include mastery of linguistic knowledge and mastery of cultural knowledge. Affective goals include achieving positive attitudes and feelings about the target language, achieving confidence as a user of the language. Transfer goals involve learning how to learn so that one can call upon learning skills gained in one situation to meet future learning challenges.

She (ibid) concludes “goals may address not only the attainment of language skills but also the development of attitudes and awareness. As concerns objectives Graves (1996) indicates that one needs to explain “what do students need to learn or do to achieve these purposes? For Nunan (1988:60) “Objectives are really nothing more than a particular way of formulating or stating content and activities”. Conceiving objectives count on the way the content of the course is stated. Graves (1996:16) overview goals statements as follows:

Content as knowledge might be stated as “student will know..., student will learn the..., or “student will learn that ...” Content as skill might be stated as “student will be able to..., student will know how to..... or “student will develop the ability to..., content as attitude and awareness would be stated as “students will be aware that...”, “student will develop an awareness

of....,” “student will develop an attitude of....,” or “student will explore their attitudes towards....

Alternatively, Safier & Grower (1987) (qted in Graves, 1996:18) put forth five genres of objectives the foremost three concentrated upon what student will be capable of? The latter three, what students will be knowledgeable of

1. Coverage objectives: articulate what will be covered.
2. Activity objective: articulate what the students will do
3. Involvement objective: articulate how to maximize student involvement and interest.
4. Mastery objectives: articulate what students will be able to do as a result of their time in class
5. Critical thinking objective: articulates which learning skills students will develop.

It should be recalled that goals and objectives are flexible and can be redefined during the course progress. And varies from one context to another everything is related to students’ needs and purposes for learning and using the English language.

1.6.1.5. Constructing Content (Syllabus Design)

As previously reported in Graves’s model (1996), to outline content it is necessary to explain: what will be the central focus of what you teach? What will your syllabus cover? These two questions function as broad lines to construct the content of your course. A primary concern is to perceive what language features to integrate. What skills to teach, and for what purposes? Selecting meaningful content is laborious, especially in a specific context one size does not apply to all cases, content is substantially different with ESP approach along with teachers knew a reproduction of methods and considerations in framing the content of their courses about combination of variables most notably: who the students are, targets and prospects in learning English, the teacher’s understanding, and what will satisfy the students ‘requirements, type of the course, and the institutional curriculum. All these variables were sustained by Graves (2000:38) in a series of questions:

1. What do I want my students to learn in this course, given who they are, their needs, and the purpose of the course?
2. What are my options as to what they can learn?
3. What are the resources and constraints of my course that can help me narrow my options?
4. What are the relationships among the options I have selected?
5. How can I organize these options into a working plan or syllabus?
6. What is the driving force or organizing principle that will pull my syllabus together?

Classically, teachers intend to teach content that includes teaching language features namely drilling grammar rules, teaching vocabulary, sentence pattern, and pronunciation rules this is often what is generally found in a textbook, so teachers won't have an opportunity to add or delete elements from the syllabus. Nevertheless, with the coming of the communicative process teachers have the potential for adjustments in their syllabus. Deciding what to include in your syllabus is another issue that course designers encounter.

Pinpointing what knowledge and skills to develop, what activities to include within the communicative approach learners will be able to use the language in any given context within a specific purpose. This process gives rise to a variety of parameters some of it related to language functions such as ordering food in a restaurant, directing tourist to a specific destination, doing trade communication internationally...using this function revolved competency-based approach in syllabus design, this approach is a mixture of communicative and based task approach, Graves (1996:22) describes competencies as "as the language and behavior necessary to function in situations related to the community and finding and maintaining a job"

Graves (2000:37) characterizes content development as a multifaceted process that entails

- ❖ Thinking about what you want your students to learn in the course, given who they are, their needs, and the purpose of the course;
- ❖ Making decisions about what to include and emphasize and what to drop;

- ❖ Organizing the content in a way that will help you to see the relationship among various elements so that you can make decisions about objectives, materials, sequence, and evaluation.

1.6.1.6. Electing, Preparing Material, and Activities

Materials engender a substantial function in ESP course design; it attained special focus in ESP practice. Previously indicated in Graves's interpretation (1996:01) to develop materials it is important to rationalize how and with what will you teach the course? What is your role? What are your students' roles? To supply students with efficient ESP teaching is to design materials that contribute to strengthening students' skills so that to operate well in their specialism or work world using the English language to communicate effectively. Widodo&Pusponi (2010:147) state

Materials design or development is one of the ESP features in practice because teachers are required to design such materials, which best suit particular learners with particular needs and areas of interest within a particular instructional setting.

In its broad sense Materials are

anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flashcards, games, websites, and mobile phone interactions". They can be "informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)" Tomlinson (2011:143)

As reported by (ibid) "materials should be developed for learning rather than for teaching and they should perform all the functions specified above». In ESP we distinguish between two types of materials "authentic" and "non-authentic" materials. Considerable emphasis is placed upon the use of authentic material According to

Basturkmen (2010:62) “authentic material denotes that the texts were written for purposes other than language teaching and learning”. In their part, Richards& Schmidt (1985:42) signifies authentic materials as

.....materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials

It is believed that the use of authentic material contributes a great deal to the progress of students’ capability in using the English language from this perspective Widdowson (1990: 162) affirms that «exposing learners to authentic materials is indispensable because of the rich language input they provide”. Inserting authentic materials in teaching ESP train learners in real-life communication and expose them to situations they may come across in their work Rogers and Medley (1988: 467) who insist on teachers to assist students to use the language in authentic context “being used as the primary medium of communication among native speakers - as a language with a purpose”. In the same line of thought, Guariento and Morley (2001: 347) submit that using authentic materials contribute to “maintaining or increasing students’ motivation for learning as they give the learner the feeling that they are in touch with a living entity and the target language as it is used in the community which speaks it”.

Brosnan (1984: 2-3cited in Nunan (2005: 51) makes clear that the use of authentic material is advantageous for the following arguments.

- ✚ Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.) we may risk making the reading task more difficult.
- ✚ Authentic material offers students the chance to deal with a small amount of print which, at the same time, contains complete, meaningful messages.
- ✚ Authentic printed material provides students with the opportunity to make use of nonlinguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

- ✚ Adults need to be able to see the immediate relevance of what they do in the classroom, and to what they need to do outside it.

ESP materials provide learners with content that is close to their field of interest be it academics or professional ones. Developing or selecting new material requires taking measures predominantly their repercussions in compliance with the objectives and their pertinence for student and teachers on the same terms Graves (1996:26) put into words that

Teachers consider a variety of factors in developing, choosing, or adapting materials. Two of the most important are their effectiveness in achieving the purpose of the course and their appropriateness for the students and the teacher. Appropriateness includes students' comfort and familiarity with the material, language level, interest, and relevance

In addition to authenticity and specificity, there are other features affect material developments, these parameters were summarized by Barnard and Zemach, (2003) qtd in Bielawska 2015: 07)

- type of institution, e.g., enterprise or university;
- context, e.g., ESL or EFL educational context;
- classroom setting, e.g., traditional classroom or conference room;
- the use of information technology (IT);
- learner qualities, e.g., proficiency level;
- group make-up, e.g., heterogeneous/homogeneous proficiency levels
- teacher qualities, e.g., experience, expertise in the specific content area

As part of material development and selection, it is important to speak about the role of ESP teacher.

Most of the time teachers assigned to teach ESP are EFL teachers who have little or no experience in teaching ESP. They ignore the way to teach, what to include, and how to design appropriate material and content. This is exactly why some teachers design materials that are unseemly to the target student, notably; ESP teachers have a variety of responsibilities to accomplish seeing that they are supposed to look into

students' demand, they are "needs assessor, specialized syllabus designer, authentic materials developer and content-knowledgeable instructor" (Belcher 2006: 139). Regarding teacher role in designing and selecting material considerable Controversy oriented towards the issue of subject matter. Are ESP teachers required to be subject specialists? Basics and fundamental requirements for instructors to teach any specific language are not to be experts in that specific domain according to Hutchinson and Waters (1987:163) ESP teachers do not need to be subject specialists, they are required to have

- a) A positive attitude towards ESP content
- b) knowledge of the fundamental principles of the subject area;
- c) An awareness of how much they probably already know

Kennedy and Bolitho (1984: 138) share the same view with Hutchinson & Waters in their favor ESP teacher "may have to develop a working knowledge of his/her students 'subject». Therefore, the main aim of a specific course is to help learners perform successfully in their job Mary and Bowman (1986:1) said "the ESP focus means that English is not taught as a subject divorced from the students' real-world, instead it is integrated into a subject area important to the learner". It is worth mentioning that ESP teachers should know at minimum basic understanding about the subject matter at issue, consequently, they are not only material provider but also facilitators who provide students with familiarity suited for their area of concern and create a motivating atmosphere that eases learning that push student actively participate in the learning process is even more important that they act as facilitators and encourage pupils to share their knowledge about the subject matter with the class and to actively participate in the learning process. Based on Ellis and Johnson (1994: 115) the decision of materials is affecting the course rolling, this can be signified on the following three levels

1. It "determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions";
2. It "has implications for the methods and techniques by which the learners will learn";

3. Last but not least, “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

This conveys that the choice of ESP materials is determined by students’ demand in proportion to their forthcoming prospects thus emphasis should be on topics appropriate to their needs and includes «tasks and activities that practice the target skills areas” Ellis and Johnson (1994: 115). It is widely accepted that ESP is a learner-centered approach where students concerns are stated at the early stages, these concerns were overviewed by Lewis and Hill (1993: 52-53)

- ✚ Will the materials be useful to the students?
- ✚ Do they stimulate students’ curiosity?
- ✚ Are the materials relevant to the students and their needs?
- ✚ Are they fun to do?
- ✚ Will the students find the tasks and activities worth doing?

As regards the types of materials in ESP we differentiate between two categories: Readily accessible textbooks and tailor-made materials. Determining which material to adopt or to use is predicated on learners ‘discipline. Readily accessible material is favored for students whose field of study is general which is easily available at the teachers’ fingertips and is fitting where ESP teachers will choose the adequate ones. By contrast, tailored made materials are beneficial in the ESP context provided that allows to a content that satisfies their needs as simply puts by Sheerin (1989: 25) “In-house produced material is extremely valuable as it is inevitably more precisely geared to the needs of students than published material”. It should be remembered that estimating what activities your material incorporate is often affiliated with students’ area of interest. Haycraft (1987: 127) in his turn recommends a set of principles to address:

- The length of the course;
- The target audience of the course;
- The appropriate structural grading: students should be taught what they need to know “in the right order with the right priorities”;
- The vocabulary should be useful and in current use;

- The appropriate idiomatic English;
- The materials should be “visually alive” and “well presented”.

1.6.1.7. Systematizing Content & Activity

To well structure a course as set out by Graves (1996:01) one needs to consider the way to organize the content and activities? What system will he develop? Graves (2000:125) indicates

Organizing a course is deciding what the underlying systems will be that pull together the content and material in accordance with the goals and objectives and that give the course a shape and structure. Organizing a course occurs on different levels: the level of the course as a whole; the level of subsets of the whole: units, modules, or strands within the course; and then individual lessons.

Before organizing a course, one needs first to make decisions about what to teach? How to teach it? And in what order? Apart of course development Graves (2000:125) itemized five overlapping principles for organizing a course

- i. Determining the organizing principle(s) that drive(s) the course;
- ii. Identifying units, modules, or strands based on the organizing principle(s);
- iii. sequencing the units;
- iv.) Determining the language and skills content of the units;
- v. Organizing the content within each unit.

These principles can be charted in the following chart:

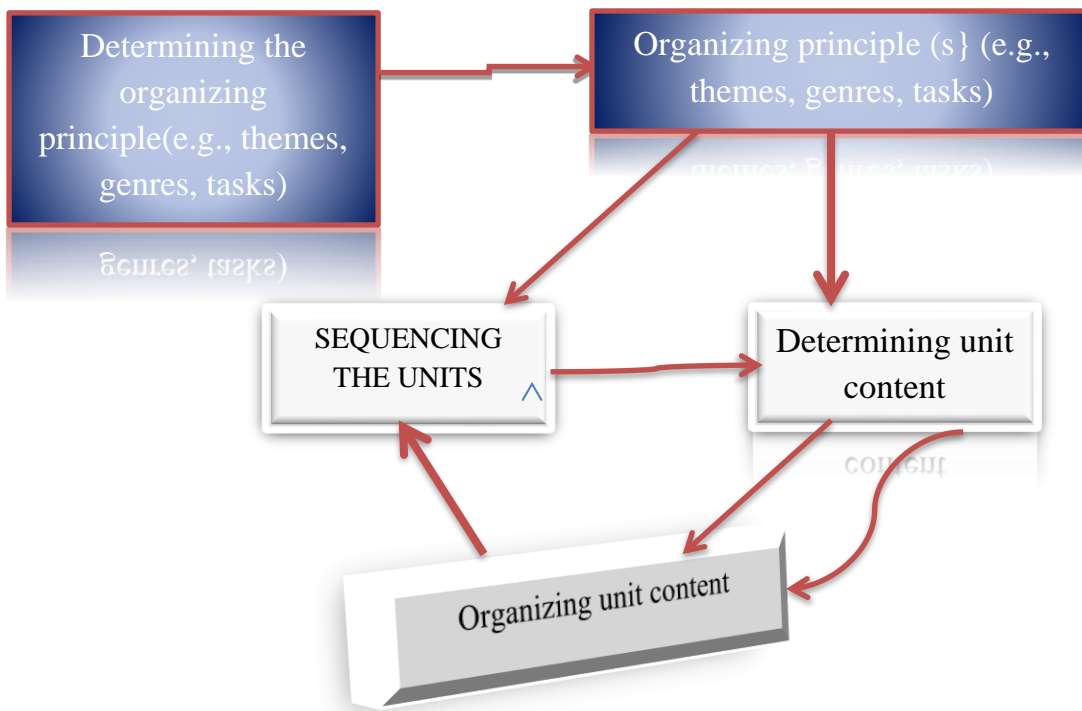


Figure 1.5: Aspects of organizing a course. Graves (2000: 125)

Shaping the content, specifying goals and objectives of your course helps structuring your course. In the context of course development it is required to take into account methods for systematizing the course. Initially, Attention would be on the lesson level (the planning of each lesson), additionally, on the course level (the design of the whole course) (Graves, 2000). This is what Graves (2000:135) terms sequencing

Sequencing involves deciding the order in which you will teach what. At the course level, sequencing involves deciding the order in which you will teach the units and, to some extent, the order within each unit. You may choose to determine the sequence of units and within units after the course has begun, depending on how much flexibility your context permits.

For material order, it is appropriate to sequence from easy to complicated, from specific to indefinable this is what Graves called “Building» in accord Graves (1996:28) stipulates

Building from the simple to the complex in a writing course may mean learning how to write narrative prose before developing an argumentative paper. Building from concrete to more open-ended in writing course may mean that students first unscramble and discuss a sample and discuss a sample paragraph before writing their own paragraph. In an introductory language course, it may mean talking about a family in a text book picture using prescribed vocabulary before talking about one’s own family.

Another aspect in material sequencing known as “recycling”, as explained by Graves (1996:28-29)

The principle of recycling materials means that students encounter previous in new ways: in a new skill area, in a different type of activity, or with new focus. For example, material encountered in a listening activity may be recycled in writing exercise. Material encountered in an individual reading activity may be recycled in a role played with other students.

For the progression of activities Graves (1996:28) envisions “visualizing activities as corner stone placed in “a feeding relation where one activity feeds into another if it provides something that is needed for the second one Or the second exercise could not be done unless the first had already been completed” low (1989:145) quoted in Graves (1996:28).

She concludes

Two complementary ways to approach the overall organization of a course are as a cycle or as a matrix. Both approaches suggest a core of material to be learned and activities to be conducted within a given time....In the cyclic approach, a regular cycle of activities follows a consistent sequence.... For a matrix approach, the teacher works with a set of possible activities for a

given time frame, and as the course progresses, decides which activities to work with. (ibid:29)

1.6.1.8. Plotting Assessment Scheme

To get rolling assessment solicits responding to: How will you assess what students have learned? How will you assess the effectiveness of course? Graves (1996). It is to be mentioned that there are three level of assessment in course design: needs assessment (as first step in course design), assessing students' progress (in the course of teaching), evaluating the course (when the course is over). "Assessment plays three interrelated and overlapping roles in course design. The first is assessing needs, the second is assessing students' learning, and the third is evaluating the course itself" Graves (2000: 207). This means that assessment is in progress from the beginning till the end, i.e., assessing students' proficiency, students' progress, then students' achievement. In common with Graves (2000:208)

Broadly speaking, needs assessment can help to answer the question What (and how) do students need to learn with respect to __ ? Language learning assessment answers the question What have students learned with respect to __ ? Course evaluation answers the question how effective is/was the course in helping them learn?

Hughes (1989 quoted in Graves (2000:30) reviews four types of purposes in testing: to measure proficiency, to diagnose specific strengths& weaknesses, to place students in a course or program, and to assess their achievement in a course or program.

Measuring students and course progress and achievement is one of the crucial standards to deem and cannot be disregarded to evaluate the efficacy of your material and whether the goals were achieved or not. According to Graves (1996:31) evaluation process embeds four areas to rate:

<p>What can be evaluated?</p>	<p>Any part of the process of course development can be evaluated including assumptions about and analysis of student's needs or backgrounds, goals and objectives, materials and activities, means of assessing student's progress, student participation, student role, and the teacher role</p>
<p>Who evaluates?</p>	<p>At the course level, the teacher and the students are the principal evaluators. However, administrators, funders, parents may have a role in evaluation, and their role may influence the shape or existence of the course</p>
<p>How one does evaluates?</p>	<ul style="list-style-type: none"> ➤ A teacher's most important means is close observation of what students do in class and how they do it. ➤ Informal chat with students can often provide as much information as responses to formal questionnaires ➤ Teachers can also provide time for students to give written or oral input regarding aspects of the course.
<p>When does one evaluate?</p>	<ul style="list-style-type: none"> ➤ Evaluation can occur in the planning and teaching stages of the course, after it is over, and when it is replanned and retaught

Table1.5: Evaluation Process (Graves, 1996:31)

We distinguish two types of evaluation formative assessment and summative assessment in this subject Hyland (2006:99) clarify

Assessment is an everyday classroom practice, as teachers continually make judgments about the progress, strengths, and weaknesses of their learners and communicate these to students. Assessment, therefore, has both teaching and testing function, and a distinction is often made between formative and summative assessment.

He adds

As a formative process, assessment is closely linked with teaching and with issues of teacher response, or feedbacks, allowing the teacher to advise students, monitor learning, and fine-tune instruction. Summative assessment, on the other hand, is concerned with ‘summing up’ how much a student has learned at the end of a course.

Simply stated formative assessment is conducted within course process, it reflects details about students’ progress and achievement, as it inspects their future needs, as well as measures course productiveness to satisfying the needs of learners Graves (2000:208) in her behalf, presumes that “The teacher uses the information to guide her decisions as the course unfolds”. In contrast, a Summative assessment is administered after the course it sets out comprehensive knowledge about student’s realization as well as course practicality on the whole.

To evaluate the effectiveness of a course it is necessary to check whether the course was effective? In what ways? Where did it fall short? Improving and promoting course effectiveness? Finding out whether the course goals and objectives were met or not? Graves (1996).

1.7. The Eminence of Speaking, Listening, and interactive Skills in Aviation Sphere

It should be reminded that the moving of travelers from one destination to another through air transportation is challenging as long as the conversation is held via phone rather than face to face, it necessitates proficient communicators with qualified English

listening and speaking skills. In 2008, ICAO highlights the fact that close attention should be put on teaching speaking and listening, and interactive skills, to put those skills into practice it commanded a communicative approach to be adopted.

1.7.1. The Speaking Skill

Training students how to speak in an ESP context is not merely bounded to get to know grammar rules of a language but concerned with expanding their competence for self-expression and how to interact with others. In the aviation industry achieving efficient communication in a given conversation is a must. Speaking in English captures remarkable attention in aviation communication; its value continues to increase after the succession of worldwide mishaps. Individuals devoted to working in aviation territory exceptionally pilots and air traffic controllers regularly might speak assertively to transmit the desired correspondence at once escape confusion. In essence, it is the medium of their connection where they are assumed to reply promptly this conveys making hasty solutions together with customizing their conversations even in unusual conditions in that sense Harmer (2001:271) explains

Speaking involves interaction with one or more participants. Its form and meaning are dependent on the context, in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking, in other words speaking means to persuade others to do something, to clarify unclear thing, and to express an opinion, feeling, etc.

Broadly, speaking is a medium for communication that is designed to transfer what is on one's head to the other in his regard McKay (2006:179) considers

Speaking is a means of communication and its purpose is to communicate what is in one's mind to the other party. It is not limited to the case when people simply open their mouths and speak the words and sentences. Speaking is a means of communication and its purpose is required of the interaction, which may be a conversation or a task in a context that brings them in the relative degree of status and power.

In oral communication, sender and receiver are not pretended barely to transmit words, moreover, appealed to build comprehensible language in diverse cases in this way being understandable. Similar to this, Uplinger (1997: 1) notes: “a teacher in this domain must be aware, not only of the learner’s need for oral language proficiency, but the ability to produce, receive and process language in a ‘highly technical and safety specific context’”. In pilot/air traffic controller communication or air traffic controller/air traffic controller communication in their daily work repeat the same typical kind of messages in routine situations they use fixed expressions (phraseology), in other cases, they are called to emerge facilities to figure out any communication failure, this is called negotiation skill. Uplinger asserts

They consist of skills that are used to enable speakers to make themselves clearly understood whatever the interaction, and to deal with communication problems that may occur. Negotiation skills are skills that are common to all kinds of communication. For example, they include the ability to check on specific meanings, to alter the wording, to correct mistaken interpretations, to find words for ideas for which the speaker does not already have some generally accepted phrase. (Ibid: 22)

Equipping students in the aviation industry with extreme exposure to the English language helps them express themselves freely accordingly effectuate conversation in English successfully. To ameliorate their communicative competence Nunan (1991:279) introduces five treats

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situations.
3. The provision of opportunities for learners to focus, not only on language but also on the learning management process.
4. An enhancement of the learner’s personal experiences as an important contributing element to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

It is to be emphasized on a set of components particularly fluency, pronunciation, comprehension, vocabulary building, grammar application, and interaction. These aspects can be summarized as follows

- a) Pronunciation: Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, rarely interfere with ease of understanding.
 - b) Structure: Both basic and complex grammatical structures and sentence patterns are consistently well controlled.
 - c) Vocabulary: Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.
 - d) Fluency: Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.
 - e) Comprehension: Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.
 - f) Interactions: Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
- (ICAO:2009)

For ICAO (2008) speakers are required to

- a) Communicate effectively in voice-only/telephone/radiotelephone and face to face situations.

- b) Communicate in common, concrete, and work related-topics with accuracy and clarity.
- c) Use appropriate communicative strategies to exchange messages and recognize and resolve misunderstandings e.g.: check, confirm, or clarify information in a general or work-related context.

In this regard, Brown&Yule (1983:27) point out that “the purpose of teaching speaking is to enable students to express their ideas, opinions, and feelings in the target language fluently, properly, and comprehensibly”. It is to be mentioned that In the present day and with the advent of globalization adequate competence in expressive communication skills is considered to be compulsory in the labor market, being able to make sense of what others are saying and responding clearly and appropriately is a required skill to perform successfully in work, this is the case of air traffic controllers, their ability to listen carefully and respond correctly build confidence and create a strong comprehension skill, which is a key to an effective working relationship among workers. According to Carnevale et al. (2001:25):

Workers who can express their ideas orally and who understand verbal instruction make fewer mistakes, adjust more easily to change, and more easily absorb new ideas than those who do not thus career development is enhanced by training in oral communication and listening because these skills contribute to an employee’s success.

Apart from being technically proficient and possessing domain-specific knowledge is useless without being communicatively competent using the English language in their work yet more working in aviation is viewed as a “dream job”.

1.7.2. The Listening Skill

Despite being a neglected skill in EFL/ESL context, much attention is given to it in the ESP setting, a working example is the case of aviation through which listening is a pivotal skill to be perfected for its utility remarkably in pilots/air traffic controllers communication; listening can be defined as “the ability to identify and understand what

others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary and grasping his meaning." Howatt, A. and J. Dakin (1974) quoted in Sura (2013:16) in line with this J. Willis, 1981 quoted in Sura (2013:16) indexes a sequence of micro-skills of listening, which she calls "enabling skills". She states

They are predicting what people are going to talk about, guessing at unknown words or phrases without panicking, using one's own knowledge of the subject to help one understand, identifying relevant points, rejecting irrelevant information, retaining relevant points (note-taking, summarizing), recognizing discourse markers, recognizing cohesive devices, understanding different intonation patterns and uses of stress, which give clues to meaning and social setting, understanding inferred information.

It is worth mentioning that listening is a rigorous skill that is influenced by various aspects as reported by Dunkel (1986:37)

Listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message

Listening is a challenging skill that plays a critical role in air traffic controllers' work, it questions remarkable consideration for adequate communication since this latter is voice only. ATCOs are in charge of transferring information to pilots where they communicate with each other via radio frequencies, poor listening is determinant to errors that threaten safety. Good listening is powerful for appropriate communication as it could be a chief source for communication breakdowns that leads to aviation fiasco. Hence, it is necessary to develop active listeners who can set logical understanding, in his favor Brown (1990) quoted in Likaj (2015: 64) states: "active listener" refers to "someone who constructs reasonable interpretations based on an underspecified input and recognizes when more specific information is required. The active listener asks for the needed information".

Goh (2002) makes a distinction between two types of listening: interactive listening and one way listening. For him

Active listening can occur in all types of listening contexts and is not restricted to situations where the individual is interacting with others. It is needed when one is talking to another person (interactive listening) or when listening to a talk or a lecture (one-way listening). (Goh, 2002qtd in Likaj, 2015: 65)

ATCOs while performing their job they are most of the time asked to repeat and spell out their messages for better understanding; this refers to “interactive listening”; while sometimes they do not have a chance to do that, they just predict what their interlocutors said to solve the problem and make the situation manageable. This hints at “one way listening” in agreement with this (Goh 2002, Vandergrift 2003) quoted in Likaj (2015: 65) illustrate

In interactive listening, listeners engage their interlocutors in repeating and explaining messages to obtain greater clarity in their attempt to construct an understanding of the message. Whereas in one-way listening, where the context does not allow them to do this, active listeners will make use of appropriate strategies to cope with difficulties and facilitate their comprehension by making predictions or drawing inferences, as well as monitoring and evaluating their understanding.

It is to consider that listening is an operation that demands struggle that is true in the job of air traffic controllers, to carry out their job the listening approach undergo five phases: receiving, understanding, remembering, evaluating, and responding

1. Receiving: it is a primary stage titled as read back/ hear back process where air traffic controllers first provide the pilot with aircraft directions to respect, that pilot will read back those instructions to be confirmed by the air traffic controllers, in case the pilot wrongly report what the air traffic controller said it results in what is labeled read back and hear back errors which sometimes may lead to tragedy.

2. Understanding: in this stage, the air traffic controller can sketch his/her reply, after being sure of the pilot's correct clearance and show quick engagement.
3. Remembering: is judged to be the difficult phase in air traffic controller work since he supervises more than one aircraft, sometimes he may forget everything was said by his/her interlocutors and lost concentration.
4. Evaluating: at that point air traffic controller can prepare for his/her feedback. After getting through the preceding phases, it's time to count for an answer.
5. Responding: finally, at this stage, air traffic controller answered.

Briefly, listening is viewed as a considerable and serious component for productive conversation simply because a lack of understanding of the transmitted message brings about inadequacy in delivering pertinent communication.

1.8. Conclusion

Within this conceptual chapter, the researcher court process to view the literature connected to her experiment. On that account she introduced ESP's main interests and sub-divisions, as she draws attention to occupational English considering that English for aviation is classified as English for Occupational Purposes, shedding light on its sub-sections including English for Professional Purposes and English for Vocational Purposes. She clearly explained aviation English, as she highlighted the importance of English aviation globally and in Algeria more specifically. She also explained English training in the job as it is the primary interest of the current research. As this research intends to develop a training program the researcher outlined the varying stages to be monitored in laying out an ESP course in an occupational context. Right at the end she clearly indicated the worth of listening and speaking skills in aviation in general and in the job of air traffic controllers in particular.

By providing the basis to a considerable literature for the area of the research interest it's time to move to the second chapter which is a practical one where the researcher will clearly portray the data collecting process.

CHAPTER TWO
ACTION RESEARCH PROCESS & METHODOLOGY

2. 1. Introduction

2.2. Planning for collecting data

2.3. Pre-training planning

2.3.1 Situation Analysis and Needs Assessment

2.3.2 Messali el Hadj Airport: A Bird's-Eye View: (Determine the Setting)

2.3.3 Air Navigation Company

2.3.3.1 Air Control

2.3.3.2 Information Management service

2.3.3.5 Communication Service

2.3.3.6 Firefighters and Rescue

2.3.4. Establishing the Target Population

2.3.4.1 Air Traffic Controller's Responsibilities

2.3.4.2. Informants' bio-data collection

2.4 Research Methodology

2.4.1 Statement of Objectives

2.4.2. Content selection

2.4.3. Assessment tools

2.5 Research Design

2.6. Research Instruments

2.6.1. Tests

2.6.2. Speaking Assessment

2.6.2.1 Pre-Speaking Test

2.6.2.2. Test Construct

2.6.3. Pre-Speaking Tests

2.6.4. Speaking and Listening Self- Assessment Checklist

2.6. 5. The Post Speaking Test

2.7. Listening Assessment

2.7.1. Pre-listening Test

2.7.2. Post-Test Listening

2.7.3. The Interview

2.7.4. Teacher Journal (Diary)

2.7.5. End-of program evaluation questionnaire

2.8. Conclusion

2. 1. Introduction

Design proceeding is always shared into a phased approach which intends to provide adequate responses to the “what, where, who, when, and how”. As a rule, it is a map that supplies you with the necessary regards to be respected and followed when designing.

To reach a comprehensive illustration and to have further information about the process the data were gathered the present chapter endeavors to explain, illustrate; and describe the way and procedures adapted to do the current research. It also explains the motives behind each selection; as the rationale behind the option of the research design, the research instruments used to gather data, and the informants involved in the present research. Its main focus centers on exploring the appropriate and effective strategies that would help Algerian air traffic controllers promote understanding, ease speaking and collaboratively communicate successfully. Consequently, an anticipated aim of the present work is to look at the way intensive training on listening and speaking supports them in establishing a level of proficiency in speaking and listening to carry out their job and be made clear. An initial step was

2.2. Planning for collecting data

To bring about the already stated intentions the researcher opted for action research to have proper justification for the case in hand. As previously reported research process goes over diverse stages to fix on different attentions to be respected before; while; and at the end of the training.

2.3. Pre-training planning

There is a variety of factors that needs to be adopted before planning any training course, each one is unique and calls for a good deal of skills (content), objectives, learning outcomes, time, and evaluation. Training is also unique in terms of the context it runs in.

2.3.1 Situation Analysis and Needs Assessment

A considerable step in any design is to carry out the situation and needs analysis whereby you will have adequate explanations to the points you want to understand before designing your course. Be made aware of the setting where your research is

conducted serves preparing content applicable to your target population and collect knowledge about the location you decided to carry out your inquiry. The current research was conducted at Zenata Airport; it is appropriate to give a broad review about the airport.

2.3.2 Messali el Hadj Airport: A Bird Eye View: (Determine the Setting)

Messaliel Hadj airport is an Algerian international aerodrome that is located in the region of Zenata 22km Northwest of the city of Tlemcen, which is situated in the west of the Algerian Republic. It is a public civil airport with the ICAO code. The name of the airport was defined to admiration to the former Algerian politician Messaliel hadj who was born in Tlemcen. Previously, the airport was for military use only and this explained its small size, then it was renewed to accommodate civil transport. The airport was closed in 2007 for renovation, expansion, and modernization. The work was accompanied by the extension and reinforcement of the main runway; it also included the construction of aircraft parking spaces to increase the airport activity and vitality, and at the same time double the number of flights that it could handle. The airport operates several domestic and international airlines. The following table illustrates the different airlines and their destinations.

Companies	Destinations
AigleAzur	Lyon,Marseille,Paris-Orly
Air Algerie	Alger,Alicante,Lyon,Marseille,Paris-Orly
Atlas Atlantic Airlines	Paris-Vatry
Jetairfly	Bruxelles-Charleroi
Tassili Airlines	Alger
Turkish Airlines	Batena,Istanbul-Ataturk

Table2.1. Airlines destinations (ENNA)

An airline has recently been opened from Tlemcen the international airport to the Spanish city of Alicante. It is expected to open a line between Tlemcen, Marrakech, and Moroccan Dar el Baida since the airport has all elements and conditions to open several international lines.

In 2011, Tlemcen was the capital of Islamic culture; henceforth, it received the appeal of tourists from multiple countries globally as a result the number of flights was doubled and the airport earned more importance than before. It plays an important role in the Algerian economy in terms of its operations and its impact on related industries including tourism. To make a destination a tourist preferred destination it's necessary to provide tourists with facilities and treat them well and right; the airport in its turn plays a significant role in the attraction of tourists; that's why today in the world of work it's necessary and even mandatory that all workers should demonstrate a level of proficiency in English which is the spoken and used language in the world to serve tourists and provide them with necessary guidance.

As already mentioned, Tlemcen has become a favorite destination for foreign tourists. For this reason, the airport has used all facilities to serve passengers and please them. As many people are involved in the good management and security of the airport; such as the police force, civil protection, customs, and many others. Good and safe management of flight are ensured by the continuous and hard efforts of the National navigation company, so what are the services of this company and the different sectors that work in collaboration with this company?

2.3.3. Air Navigation Company

The air navigation company participated actively in safeguarding the navigation of aircraft by performing several tasks that are essential to the success of air transport. Its primary concern is to organize, plan and operate safe and efficient air navigation services as recommended by the ICAO. It contains different sectors including:

2.3.3.1 Air Control

This sector is responsible for securing flight services, service modification, and controlling flights. It has a set of functions including the following

1. To safely monitor the movement of aircraft that uses its air space during its flight according to the regulations of The ICAO to avoid collisions.
2. Providing navigation services and guidance required to regulate air traffic in airports and air routes in coordination with the monitoring centers operating in the region.
3. Monitoring equipment and personal working in the airport parking
4. Assisting pilots in case of emergency, giving instructions, taking the necessary measures, and informing the concerned sectors to deal with the event.

2.3.3.2. Information Management service

His mission is

1. To issue navigation maps of the civil airports in the country and issuing navigation bulletins for aviation operations within the airspace of the region.
2. Dissemination of navigational information related to aviation matters according to what is practiced locally, regionally, and internationally
3. Coordinating with neighboring countries on data and dissemination of navigation information related to air safety and navigation.
4. The introduction of the latest changes to international navigation issues.
5. Preparing, facilitating, and publishing information on the Airline Information Guide.

2.3.3.3 Communication Service

1. Its function is to send all cables and distribute them directly to the concerned authorities.
2. Follow-up working Channels for communication and exchange of all airline plans and flight according to international regulations

3. Receiving and distributing flight programs and landing for incoming and outgoing aircraft, and forwarding them to the concerned authorities.
4. Coordination with networks of other countries dealing with the airport communication department.

2.3.3.4 Firefighters and Rescue

1. Their mission is to regularly monitor the movement of aircraft in existing and new buildings and facilities within the airport campus and to make important recommendations and submit the necessary reports to the concerned parties
2. Ensure that fire extinguishing services are ready and maintained for emergencies provided for in the emergency regulations.
3. Carrying out fire and rescue operations inside the airport in case of emergency aircraft, buildings, or fuel tanks. In addition to ambulance services.

More importantly, some individuals care about the safety of flight as well as passengers, they do their best to fly any aircraft safely and in comfortable circumstances; those people are pilots and air traffic controllers whose job is risky and quite demanding.

2.3.4 Establishing the Target Population

In the course of any research is to portray and give comprehensive information about the informants concerned with your research. The need to elect a sample that is adequate and serves you answering your research problem is a tough task and requires knowledge about the way to choose your research informants. Broadly speaking there are common steps to follow when choosing your sample

- i. Clearly define your target population; the first and most important step is to determine your target population in which you select your sample according to Alison (2016: 10) “The first step in good sample design is to ensure that the specification of the target population is as clear and complete as possible to ensure that all elements within the population are represented
- ii. The second step is to choose an appropriate sampling technique. The Sampling technique can be divided into 2 types:

- Probability or random sampling
- Non-probability or non-random sampling

The above table represents and clearly explains probability sampling since it is the commonly used one.

Procedure	Description	Consideration
Simple Random Sample	Units are randomly selected from the population such that each unit has an equal probability of being Selected.	This procedure requires access to a complete list of the target population. When conducted appropriately, random sampling results in unbiased estimates of the population, which means that the survey team can be confident that the survey results obtained from the sample will generalize to the larger population.
Systematic Sample	Consecutive numbers are assigned to each unit in the population, a starting number is randomly selected, and then units are selected at regular intervals from the list to obtain the desired sample size (for example, every 10 Units).	This procedure requires access to a complete list of the target population that does not include an order or pattern that would bias the sample (for example, if male and female students were alternated on the list and the sample interval was an even-numbered unit, only one gender would be selected).
Stratified Sample	Homogeneous subgroups in the population (for example, urban schools and rural schools) are selected, and units Are randomly selected from each subgroup, usually in	This procedure requires access to a complete list of The target population. If the stratification variable is related to the survey outcomes of interest, stratification

Cluster sample	Proportion to the size of the subgroup.	Provides increased accuracy of estimates that can be generalized to the population without substantial increases in costs.
	Units are randomly selected from clusters (for example classrooms (in the target population either all the units in each cluster (for example all students in the selected classroom) are included or a random sample of each units from each cluster. This procedure requires access to a complete list of Classrooms) in the target population. Either all units in the target population of clusters and units within the	This procedure requires access to a complete list of the target population of clusters and units within the selected clusters. It can reduce the cost of surveying (for example, rather than surveying one student from each of 100 different classrooms. A survey team might sample 20 student from each of 5 classrooms)

Table 2.2: Probability Sampling (Angela, Erin T. ,Sheila (2016:2, 3)

- i. The third step is to select a sampling size: deciding about the number of informants to be involved in your research is quite demanding and requires considerations to be taken into account to avoid sampling errors and to have an appropriate sample that leads you to the appropriate general conclusions. to assure appropriate conclusions we should assume the right sample according to Alvi (2016:9)

The more a sample is representative of the population, the higher is the accuracy of the inferences and better is the results generalizable. A sample is said to be representative when the characteristics of elements selected are similar to that of the entire target population.

The flow of any aircraft is a common liability between pilots and air traffic controllers. To decide the core audience of the present research our focus will be on describing the job of an air traffic controller and the different tasks he performs while flying an aircraft. Then portray the participants' profile.

2.3.4.1 Air Traffic Controller's Responsibilities

Air traffic controllers 'high priority is to arrange the ideal order for the operation of multiple aircraft in parallel; ensuring that the aircraft can takeoff, fly and land safely. According to Wilson (2006:01)

It takes many well-trained people to safely guide airplanes through the skies. These trained professionals are called air traffic controllers. Their job is to keep airplanes a safe distance apart within the airspace they are assigned to monitor. Air traffic controllers call this safe distance, separation.

Their work entails a variety of duties particularly regarding skillful communication, they should clearly express and respond promptly to mitigate any misinterpretation together with any postpone, all these responsibilities are performed using a set of instruments including radar, radio, and many others. They provide pilots with instructions to ensure the safety of any flight Demik & Welsh (2007:37) believe that "safe and efficient flight operations depended on the true and accurate exchanges of information between pilots and ATC in the cockpit". Pilots and air traffic controllers act together for all flights; they are joining forces Reeves and Rauf (2005:54) state

Pilots have no live lines to follow and no easy way to see; if another plane is about to cross their patch, they rely on the guidance of ATC. These professionals act as pilots 'right-hand assistants on the ground directing places and coordinating flight routes to assure safe and efficient air travel.

Their work is extremely irritating i.e.; they are coerced to regulate the circulation of numerous flights into and out of airports, all at once directing a couple of pilots to supply them with the requisite information and put forward adequate measures when needed. Their job demands mental alertness, it is anticipated to grasp and immediately examine intricate radar automating flight data and deal adequately under pressure. In this respect Costa (1995:6) reports

Air traffic controllers are generally considered one of the working groups having to deal with a highly demanding job. In fact, it entails a complex set of tasks requiring very high levels of knowledge and expertise, as well as the practical application

of specific skills pertaining to cognitive domains (e.g., special perception, information processing, logic reasoning, decision making).

As has been said they carry out a broad spectrum of competencies they control not only inside the airport but also between destinations. In this regard Pavlinović, Boras, and Francetić (2013:74) outline

Communication between a pilot and an air traffic controller synchronizes what air traffic controller decides and utters and what the pilot does with an airplane. The controller monitors the plane and gives instructions to the pilot. As the plane leaves that airspace division and enters another, the air traffic controller passes it off to the controller or controllers responsible for the new airspace division.

They explained the flying process in the following way: Every flight is divided into seven different phases: pre-flight, take-off, departure, en-route, descend, approach, and landing. Each phase is defined by what the plane does and is handled by a different controller.

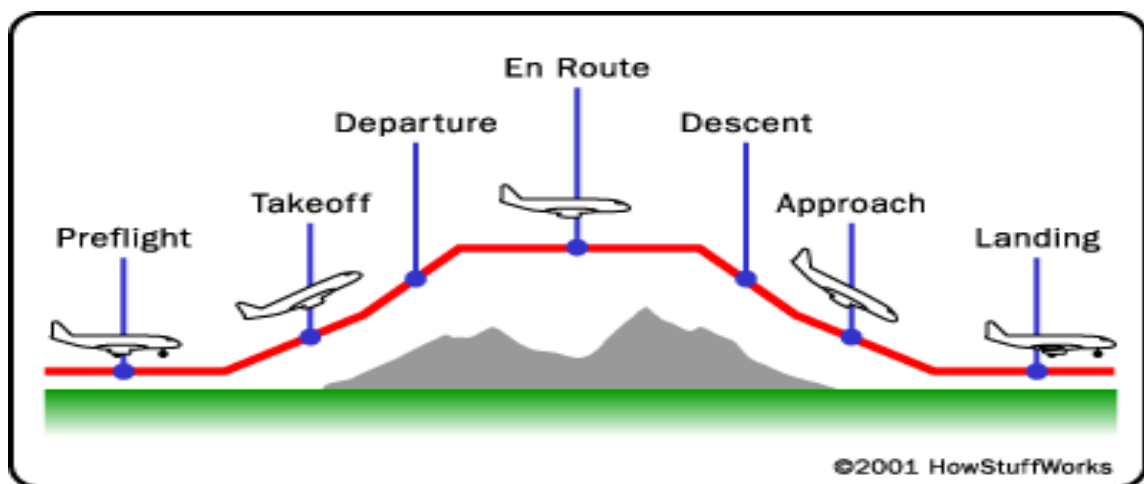


Figure2.1: Flight process Freudenrich quoted in Pavlinović et al (2013:74)

Their work demands excellent conciseness, they notify pilots of weather wind and visibility changes at different attitudes, they also communicate with baggage handlers and other workers to be aware about flight schedule and changes. Controlling

airplanes from takeoff to landing demands team work of pilots and different air traffic controllers. Robert W. Poole, Jr (2013: 03) clarifies

Air travel requires communication between aircraft and ground facilities to maintain safe distances between aircraft and accurate flight paths from origin to destination and to provide pilots with current information on weather and other critical variables.

2.3.4.2. Levels of control

To safe guard that the aircrafts are separated from each other; tower controllers are steadily hooked up to help each other notably; there are three levels for control:

I. Tower (aerodrome) controller

He is in the process of controlling aircrafts during takeoff and landing. His mission is to affirm separating between aircrafts to escape crash and ensure well-ordered flow of aircrafts on the ground and in the close vicinity of an airport. He always works in the tower room, with big glass windows to control the circuit and movements of aircrafts carefully using different instruments. Wilson (2006:02) pictures the tower control as follows

When thinking of an air traffic control tower, picture a glassed-in room (called a tower cab) on top of a tall, narrow building (a control tower) at an airport. The tower cab gives controllers a clear view of the airport. Tower controllers use their eyes or binoculars to see or guide airplanes and motor vehicles on airport taxiways and runways, as well as airplanes landing; or taking off.

A tower controller is the one who authorize departing and disembarking. Johan Berndtsson and Normark (1999:101) state

In air traffic control, air craft are controlled from different places depending on their current location, during a departure for example, the assistants in the apron tower, guiding the craft on the ground, do the initial controlling. The controller in the tower

takes over and handles the aircraft while it's on the runway and during takeoff and landing.

Tower air traffic controller is in charge of providing pilots with taxiing, takeoff and landing instructions.

II. Approach (TRACON) controller

After departure of airplane from the airspace of the airport, the controlling of the airplane moves from the tower controller to the approach controller who checks the approaching and leaving aircrafts. Their liability is to guide and follow up the departing and coming aircrafts to the airports that follow. They are responsible for the stage of ascending to the appropriate height and heading to the airway in case of departure of airplane. He also directs the aircraft to the runway and gives permission to descend to the appropriate altitude for landing in the case of future flights. They work in a windowless room as described by Wilson (2006:03)

A dark windowless room usually located in the control tower below the tower cab. It's called the radar room and is filled with radarscopes that show the locations, ground speeds, and other details of those airplanes in the area.

III. Area or Center controller

Controls the final direction of the departing aircraft and transfers the responsibility to the neighboring area. He also receives the incoming aircraft and transmits it to the approach controller, knowing that to transfer the responsibility of the aircraft from one controller to another and from one control unit to other there are regulations and laws to be followed according to (ibid:04)

Like TRACON controllers, Center controllers work in large rooms with no windows and use radars to separate airplanes. Center controllers guide airplanes through many thousands of miles of airspace every day. They keep airplanes that are flying between airports a safe distance apart.

2.3.4.3. Informants' Bio-Data collection

It is important to specify that the total number of air traffic controllers working in Zenata / Messali el Hadj airport is twelve (12) controllers, the researcher has the intention to involve them all, but unfortunately, she has a chance to be in contact with nine of them, further explanations will be clarified in the coming chapter. The selected of nine controllers composed of 8males, and 1female, varies in ages from twenty-eight (28) to forty-two (42) years old, they come from separate learning streams, notably; scientific stream. Their license degrees vary; Mathematics, Architecture, Technology and Information, Hydraulics, and Aeronautical Civil Engineering.

They studied English for more than ten years; starting from middle school till university; noting that it received less importance and regard at that time from air traffic controllers' perspectives. After being recruited they received a local training regarding English where none of them were satisfied with the quality of the course they were enrolled in. they have no possibility for outside training, though it was the thirst of each one of them believing on the fact that being in contact with native speaker decreases their chance to be skilled at using the English language.

2.4. Research Methodology

In an attempt to select a content that contributes in developing the informants' listening and speaking skills, better their communication competencies, and to ensure that it is responsive and more suitable to their needs, preferences, and expectations. The researcher opted for an action research that strives to improve their aural skills. Some scholars like Valskosky (2005:21) believes that action research is a powerful and useful model for practitionerresearch because

- Research can be set within a specific context or situation;
- Researcher can be participants-they don't have to be distant and detached from the situation;
- Action research involves continuous evaluation and modifications can be made as the project progresses;
- There are opportunities for theory to emerge from the research rather than always follow a previously formulated theory;
- The study can lead to open-ended outcomes;
- Through action research, the researcher can bring a story to life

The definition of action research varies from one scholar to another, according to Eileen Ferrance (200:02) action research is

A quest for knowledge about how to improve, action research is not about doing research on or about people, or finding all available information about on a topic looking for the correct answers. It involves people working to improve their skills, techniques and strategies. Action research is not about how we do certain things, but rather how we can do things better, it is about how we can change our instruction to impact our students

Regarding the mentioned objectives of the present research, and to meet the informants' needs and expectations the researcher engaged herself and adopted several roles, as being a course designer, a material provider, a facilitator, and evaluator. In other words, the researcher acted as action-based researcher, in this respect Mohr (1985:127:128) says

Teachers who engaged in teacher research wrote more honestly about classroom problems, became more self-assured, and began to see teaching more as a learning process, found their research plans became their lessons plan in response to discoveries they were making in their classrooms, and changed their focus from teaching to finding out what their students knew and then helping their students to learn.

In the current research the researcher acts as facilitator; she provides informants with help more than dictating the way to do the tasks; she observes and guides them, as she provides them with

Whatever is needed to help the learner complete their job successfully-in this case, the development of knowledge and skills. In this relationship the ultimate responsibility for learning becomes shared and no longer rests on the teacher's shoulders. Sagor (2011:106)

In an action research informant are expected to be active and create a motivated environment that is encouraged by the teacher who facilitate understanding and attract student's interest when possible. According to McNiff &whitehead (2010:18)

Action research is any activity which has to do with purposeful, intentional, practice, or any activity that is undertaken with a definite purpose. Research on the other hand, is how we find out about what we are doing and create new knowledge about those things.

Based on this quotation as an action researcher before being engaged in research it is necessary to state: learning objectives, content to include, and finally assessment tools.

2.4.1 Statement of Objectives

At the outset the purpose should be accurately defined and determined. Simply put what will informants be able to do at the end of the training course? Basturkmen (2010:02) state: "course designers should keep in mind students' future needs when designing a course. ESP is simply the narrowing of this need spectrum". Firstly, and as already mentioned the goals established beforehand is to help air traffic controllers have strong speaking and listening comprehension not only for understanding messages, but also for communicating effectively with speakers of English from different countries.

A well-defined learning objective reflects good results and helps find material that facilitates achieving the aforementioned aims at the same time to satisfy her informants' expectations and meet their needs. Hamza (2012:26) listed a set of reasons for the importance of well-defined objectives he says "well thought and clearly stated results from the outset and before any design takes place. These are

- Identifying outcomes is an effective way to review curriculum and content. This leads to a more balanced and well-sequenced curriculum.
- It helps design appropriate assessment and evaluation tools that accurately reflect the curriculum

- By reviewing needs assessment, trainers know what participants know and need, and the learning outcomes help inform everyone as to what new materials or skills they are intended to learn.
- Trainers are able to evaluate the effectiveness of their teaching. Have the outcomes been achieved.
- An instructional shift from teaching to learning is facilitated. The focus is on the learner rather than the trainer.
- Participants will know exactly what they are expecting to learn, thus avoiding ambiguity.
- If you build participant learning assessments into the training, participants will know exactly how their learning will be assessed
- Participants begin to take more responsibility for their own learning when they know what they are expected to do and what standard they are expected to achieve.

According to Hamza (2012:27) at the stage of writing objectives there are questions to be considered and answered first

- ✓ What information or content do we want participants to learn from the training?
- ✓ What do we want them to do with that information?
- ✓ What skills or competencies do we want them to gain, develop, expand, or improve?
- ✓ At the very minimum, what should participants know and able to do when they finish the training?

2.4.2. Content selection

Preparing and developing content that is relevant and suitable is not that easy task, it should be common and goes in harmony with students' needs and research objectives that's why it's compulsory to find and prepare material that facilitates and paves the way to cater the needs of your informants. In this respect Richards (2001:145) believes that there are different levels in course planning and development

In the current research the researcher did her best to provide her informants with an accurate and appropriate content that serves in developing what her research informants need and expect at the end of the training course in this vein Hamza (2012:31) states

When good content is matched with an appropriate design, even the most complex documents become appealing, credible, and easy to read. In fact, studies have shown that using the right design elements can have a positive impact on how well readers understand the material.

For efficient results, and to enhance participants interactive and communicative skill the researcher put into practice oral communication and interaction skills such as group problem solving activities as managing an emergency situation like calming a distressed passenger. Practice vocabulary and grammar through oral not written, consequently students will be exposed to authentic material that provides them with content and situations that are applicable to their professional environment.

The design of relevant, qualified and authentic material contributes in a great deal in a successful delivery of any training program. Providing students with a content related to their working environment will enhance students' motivation and contribute at a great extent in students' commitments and achievement of pre-traced objectives like communication and interaction competencies, without neglecting participants' needs.

For qualified training and productive results and progress as already mentioned the training should provide students with more aural practice, the more they speak the more they can communicate effectively in any given situation. It is important to note that every English specific course is not similar to another such was the case of aviation English, much focus and attention were given to various speaking and listening practice to develop interaction between informants hence, it is necessary to design a material that fosters their fluency and interaction being sure that all informants will speak and interact without difficulty much stress will be on developing their speech production. All practice should be aural and visual rather than textual.

An effective distribution of activities with logical progression is required i.e.; basic information was introduced before more complex information. For lesson

schedule, long lessons were introduced with a variety of activities that differ in terms of a set of criteria. First different types were introduced like interactive listening comprehension activities to elicit oral responses from participants. Second different forms like role play activities (individual, pair work and team work...etc.) and finally different pace (less challenging and slower and more challenging and quicker) to give the classroom very strong oral focus that contribute in building up the students' self-confidence to develop their speaking and interaction in all situations.

2.4.3. Assessment tools

Another important factor that contributes in the success of a course design and development is the selection of suitable assessment tools; a last step in course design is assessment to check the validity and reliability of your learning objectives. According to Bailey (1998:2)

Assessment of a particular learning outcome can be of various types, thus adding relevance, interest, and choices for students as appropriate. When developing the instruments, we wish to use, we must decide which skills, process, or knowledge we want to assess and then determine the ways in which student achievement can be gauged more effectively so that it leads to the information we need to gain about the students we serve.”

It should be noted that in action research an overall aim is to show the value of your research and what has been improved and how things have been improved. McNiff & whitehead (2010:105) report

The whole of your action research is an evaluation process because you:

- ❖ Gather Data;
- ❖ Identify criteria and standards of judgment;
- ❖ Select pieces of data to act as evidence of the validity of your claim that you have influenced improvement in learning;
- ❖ Test the evidence against your initial concern and research question;
- ❖ Articulate the significance of what you claim to have done;
- ❖ Present your work for others to judge whether or not you are justified in making
- ❖ Your knowledge claim.

2.5 Research Process

It should be noted that action research is seen as a process that helps a teacher know about their teaching practice and at the same time help them bring changes and improvements when needed in this sense Farrell (2000:158) says

In consequence, by implementing action research, I would be able to gain an insight, from observation and interviews, into my students 'perception of the new learning atmosphere and language activities they had to experience. In addition, I could apply the research outcomes to further develop my teaching techniques in the future.

In this respect Prideau (1999) (qtd in Chery 1990:03) listed five outcomes of action research

- ❖ A change in the situation or behavior of the client or 'other'
- ❖ Improved understanding of the client's situation or behavior for both the client and the researcher
- ❖ Development in the competence and practice of the researcher.
- ❖ Improve understanding of the process through which individuals, groups organizations or larger social systems change

An important characteristic of action research is that it is flexible you can do modification, when necessary, in the last stage Dick (2002:2) supports the idea

Action research is a flexible cycle process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The understanding allows more informed change and at the same time is informed by that change

Action research process runs through stages Cohen and Manion (1994) in their turn believe that there are 8 steps to be followed when doing action research, for them

once there is a problem, we should try to find a remedy to that problem. According to them (1994:198-199) There are 8 Stages and 8 steps that may be followed when undertaking action research:

- ❖ *Stage one*- Identification, evaluation and reformulation of the problem
- ❖ *Stage two*- Preliminary discussion and negotiation among the interested parties
- ❖ *Stage three*- A review of the research literature
- ❖ *Stage four*- A modification or redefinition of the initial statement of the problem at stage one
- ❖ *Stage five*- Selection of research procedures
- ❖ *Stage six*- The choice of the evaluation procedures to be used
- ❖ *Stage seven*- Implantation of the project
- ❖ *Stage eight*- Overall evaluation of the project

To find a satisfactory answer to the problem put forward in the present research, the researcher opted for a simplified frame work that was adopted from Craig (2006:23) these procedures can be clearly illustrated in the following diagram:

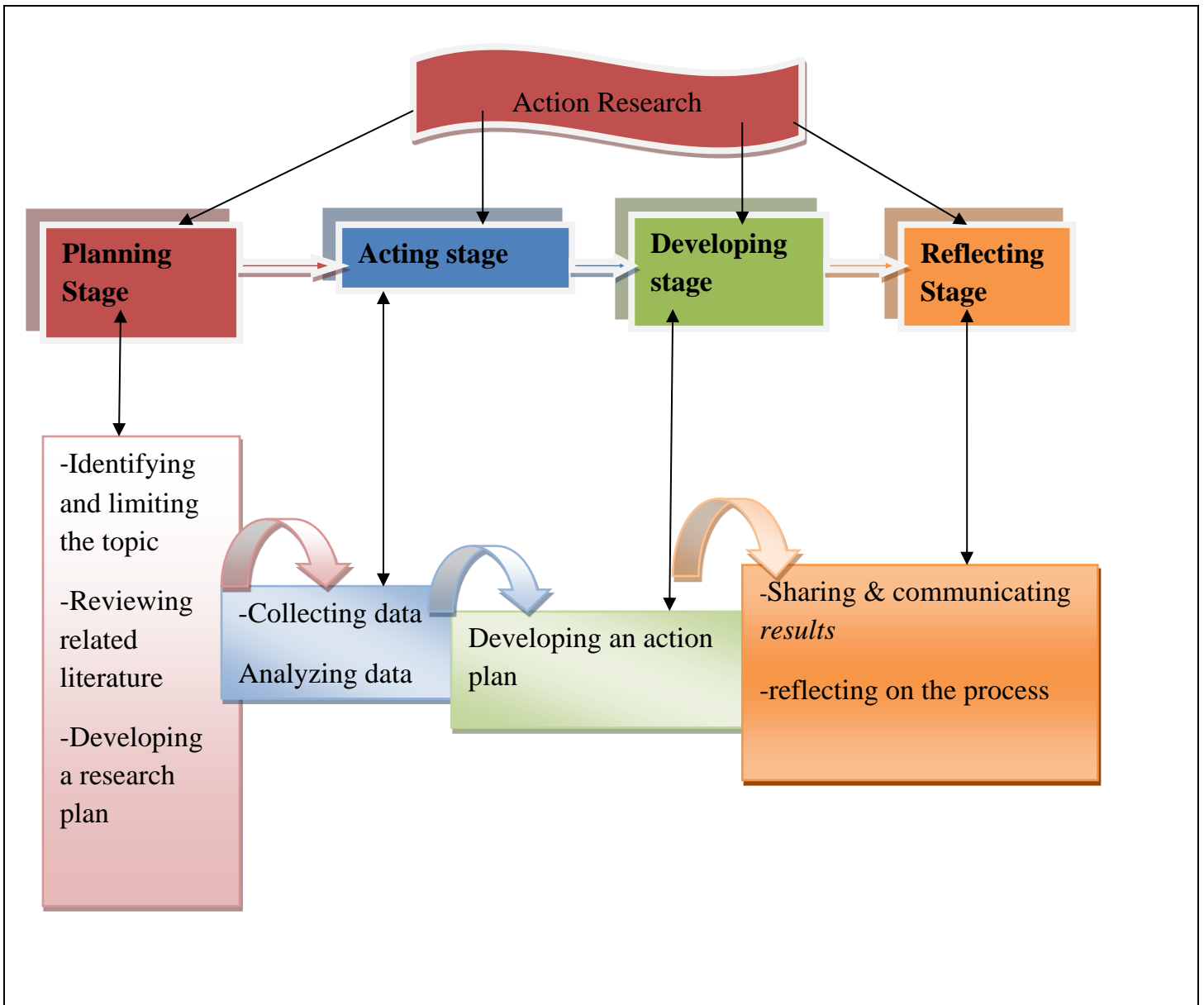


Diagram 2.1 Procedural Framework of Action Research. Adopted from Craig (2006:23)

Developing effective, unambiguous communication for air traffic controllers is important and even crucial to avoid misunderstanding and at the same time miscommunication. Training them to listen critically and respond quickly and accurately is the focus of the current investigation. To do so the researcher followed the following stages:

- ❖ **Planning Stage** (identifying the problem): a first step in doing action research is to identify the focus of your research, the area of your investigation, and more importantly narrowing the scope of your topic. According to Sandra M.Alber (2011:01)

The first steps in an action project are to focus the study and to set the stage for the study. There are common features to the first phase of most action research studies. These common features include selecting a specific topic, narrowing the topic to be studied, developing a research question, identifying the purpose of the study, writing a thesis statement, identifying the problems surrounding the study, and identifying central issues or sub-topics surrounding the specific focus of the research project.

In the general introduction, the researcher has identified the research problem as well as the objectives of the investigation from which he has drawn a content related to the field of interest in the theoretical chapter.

❖ **Acting Stage** (methodology): to tackle your research problematic it is required to detect adequate tools; respondents who would be contributing to meeting a valid justification to your inquiry. In this phase, the researcher described the setting where the study took place, explained and illustrated the way she gathered data as she described the research respondents involved in her query as well as instruments used to gather data that will be analyzed in the third chapter. According to (ibid: 67)

This phase is most often called methodology. The implementation plan is a design plan leading to the generation of data to answer your research questions; it describes the way in which you will conduct your study. Four main components comprise a methodology: the setting of your study, the procedures and activities you will do to generate data, the data you will collect to answer your research question; and a timeline for activities and data collection.

❖ **Developing Stage:** the significant and tricky stage is the developing stage since it takes a very long time and is efforts consuming, the researcher seeks to develop training sessions that helps air traffic controllers develop a level of proficiency of

their listening and speaking skills that will bestow in enhancing their performance in the work place and avoid as much as possible ambiguities, misunderstanding and more importantly miscommunication in any given situation be it usual or unusual one. According to (ibid:137)

The fourth phase of an action research project is data analysis and display. In this phase, you will sort out the data collected during the implementation phase. You will organize, sort, compare, contrast, and/or categorize the data collected. After the data have been analyzed, your next task is to create displays of your findings in a clearly and honestly.

- ❖ **Reflecting Stage:** In conclusion it was imperative to reflect critically to check how useful the training was. Then makes out conclusions under the gathered data. Finally recommend appeal procedures that ameliorate the situation which was done in the fourth chapter. In this respect (ibid:173) states:

The fifth and final phase of the action research project brings you full circle in your study. In this phase, you will discuss the findings from your study as they relate to your research question and how your findings relate to the findings of others who have studied your topic. You will discuss how your professional views have changed or sharpened. You will conclude from the findings and make recommendations for your future practice.

2.6. Research Instruments

To examine a research problem from all angles and to reach the intended objectives a range of techniques and methods were employed hence a combination of research methods (qualitative & quantitative) were used to gather reliable data Weir and Robert (1993:737) mentions:

A combination of data sources is likely to be necessary for most evaluations because often no one source can describe adequately such diversity to features as is found in educational settings and

because of the need for corroboration of finding by data from these different sources collected by different methods and by different people i.e. “triangulation.

To cross-check the findings, triangulation was achieved through the implementation of different methods according to Perlesz and Lindsay quoted in Stephen Gorard & Chris Taylor (2004:43)

Various reasons have been advanced for the use of combined methods triangulation, including increasing the concurrent, convergent and construct validity of research, the ability to enhance the trustworthiness of an analysis by a fuller, more rounded account, reducing bias, compensating for the weakness of one method through the strength of another, and in testing hypotheses.

It is worth mentioning that in action research it is not quite that simple to elect seemly tools that function acknowledging your research problematic; Daniel R. Tomal (2003:25) takes the view that “there are many methods to collect data in action research. Selecting the best method is a crucial aspect to ensure the acquisition of relevant and valid information ‘In this line of thought David Wilkinson & Peter Birmingham (2013:03) state

There is no single research method or instrument par excellence. Research is not ‘one-size- fits-all’ enterprise. No single research instrument is inherently superior to any other. All can be used well or poorly. Each has its own strengths and weaknesses. Each is more or less to use in any single research exercise. Whatever your own circumstances, the highest quality social research projects are always those which employ the most suitable methods and instruments in the most thoughtful and careful way.

As previously indicated in the present action research the researcher has opted for a combination of qualitative and quantitative data collection instruments using pre and post-speaking and listening tests, speaking self-assessment checklists, a structured interview, a questionnaire, and a classroom observation diary to gather valid and reliable

data that grant a right answer to the research problematic. The use of the different research instruments can be summarized in the following figure:

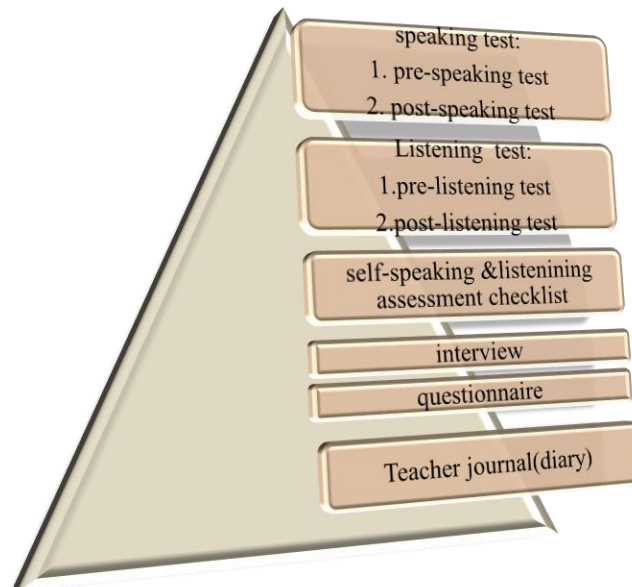


Figure 2.2: Research instruments

In a process of measuring students existing levels and to be acquainted by their level of qualification, the researcher scheduled a pre-speaking test to examine what her participants comprehend and what are able to perform i.e., students 'preparedness and performance before programming training. A primary consideration is to explain what is testing and why is it necessary in the current research?

2.6.1. Tests

A relevant research instrument that was used in the current research is test, which contributes in a great deal to collect vivid and reliable data that respond sufficiently to the research concerns in this context Cohen et al (2007:244) states: “in tests, researchers have at their disposals a powerful method of data collection...for gathering data of numerical rather than verbal kind”. In general terms, the function of language tests is to draw out students’ areas of difficulty over usage of examination as it facilitates adopting resolutions as whether test takers gain admission from one level to another to graduate, and to be successful or not. Bachman (1990:70) takes the view that testing “provides information for making a variety of decisions”, in this sense results obtained helps detecting learners level, further it contributes taking right decision about students’ admission and acceptance in a course for example. Brown (2001:03) describes test as “a method for measuring a person’s ability, knowledge, or performance in a given domain.”

It should be underlined that most of the time testing and assessment are used interchangeably and are considered as synonymous this is the case in the current research. Mention must be made that testing varies according to the purpose it complies with; consequently, it differs in terms of type and content. From this perspective, we distinguish different considerations for assessment in this connection falchikov (2005:01) listed 7 basic elements including:

- ✚ Why assess?
- ✚ How to assess
- ✚ What to assess
- ✚ When to assess
- ✚ Who assesses?
- ✚ How well do we assess?
- ✚ What next

This means that while developing a test one has to take into account a set of concerns as the purpose, techniques to assess, content, suitable time to assess.... Assessment is utilized for a set of purposes that are always linked to students’ needs i.e., the purpose determines the type of the test to be used, falchikov (2005:04) assumes: “the purposes of assessment may be broken down two types: formative and summative. The

former is given within instructional process that offers ongoing feedback which seeks modifying teaching and learning activities that stands for improving students' achievement. However, the latter intends to evaluate students' progress and achievement it is done at the end of an instructional process to check whether the learning goals were met or not.

In the present study the researcher opted for two types of tests: a diagnostic test (entry test) that aims at detecting students' strength, weaknesses, and even difficulties in both skills speaking and listening in this context Grant Henning (2001:01) says:

Perhaps the most common use of language tests and educational tests in general, is to pinpoint strengths and weaknesses in the learned abilities of the student. We may discover that through testing a given student has excellent pronunciation and fluency of oral production in the language of interest, but that he or she has a low level of comprehension in reading comprehension. On further testing, we might find that a low or too highly specialized vocabulary is a major factor underlying low level of reading comprehension for this student. We might recommend suitable approaches for vocabulary expansion

He adds (ibid: 01)

This use of tests frequently termed diagnostic testing is of value in that it provides critical information to the student, teacher, and administrator that should make the learning process more efficient. Without the specific information thus made available, the teacher may persist in teaching pronunciation to this student and fail entirely to address a weakness in the area of vocabulary.

The researcher employed a summative test at the end of the program to gauge what students mastered during the training program, in this respect Grant Henning (2001:02-3) believes that achievement tests are used:

To provide information about the effectiveness of the programs of instruction. In this way focus of evaluation is not the

individual student so much as the actual program of instruction. Therefore, group mean or average scores are of greater interest in this case than are isolated scores of individual students. Often one or more pre-tests are administered to assess gross levels of students' proficiency or "entry behavior" prior to instruction, one or more post-tests are administered to measure post instructional levels of proficiency or "exit behavior". The difference between pre-test and post-test scores for each student is referred to as gain scores.

2.6.2. Speaking Assessment

In most of the times speaking is the toughest skill to assess when compared to the other three skills as long as multiple elements are addressed including as for example fluency, accuracy, vocabulary, and interaction.... according to Luoma (2004:01)

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.

With the same perspective Hughes (2003:134) demonstrates

The accurate measurement of oral ability is not easy. It takes considerable time and effort, including training, to obtain valid and reliable results as assessing the speaking skill is a complex activity; teachers must bear in mind that they have to follow considerations before testing, creating speaking tasks, and evaluating students' performance according to rubrics in order to obtain more objective results.

It is worth mentioning that there is a number of constraints in the assessment of verbal competence notably, teachers' ignorance of accurate ways to assess their students, as deciding about the right timing and setting as well as criteria to be included,

and tasks to be selected for assessing those students. What is more its drafting and correction takes too long seeing that each of them needs to be examined separately. Luoma (2004:02) believes

Assessing speaking is a process with many stages. At each stage, people act and interact to produce something for the next stage. While the assessment developers are the key players in the speaking assessment cycle, the examinees, interlocutors, raters and score users also have a role to play in the activities.

2.6.3. Pre-Speaking Test

As noted earlier, the idea of carrying out pre-speaking test aims at measuring their existing abilities in the area of speaking production. Moreover, it seeks to assess their ability to process specific aviation information by means of English, as to check the reason behind their deficiencies. Was it due to a deficiency in general English ability, or to a deficiency in specific aspects of aviation knowledge? As it assesses their ability to use competencies that are needed in their daily work as supplying information in case of emergency, issue instructions, asking for clarification, seek guidance.... etc.

Test Construct

As an initial decision is to select the content of your test (what to test)? Evaluating verbal competence of air traffic controllers is given a considerable emphasis in the current research. To identify the level of their oral proficiency and to measure their speaking ability it is necessary to create seemingly tasks that harmonizes with their level of language, from this standpoint Bachman & Palmer (1996:44) explain that speaking tasks “can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation”. Equally Luoma (2004:11) particularize those examiners “have to make sure that their tasks give enough material for rating these features, and that they develop the criteria that serve their needs which will depend on the students’ different proficiency levels and appropriate speaking tasks.”

It is important to note that the kind of tasks for assessing speaking skills varies from one scholar to another by way of example (Bygate 1987 quoted in Luoma 2004:32) takes the view that there are two types of tasks in assessing speaking production:

informational and interactional tasks. A good illustration is shown and explained in the following figures:

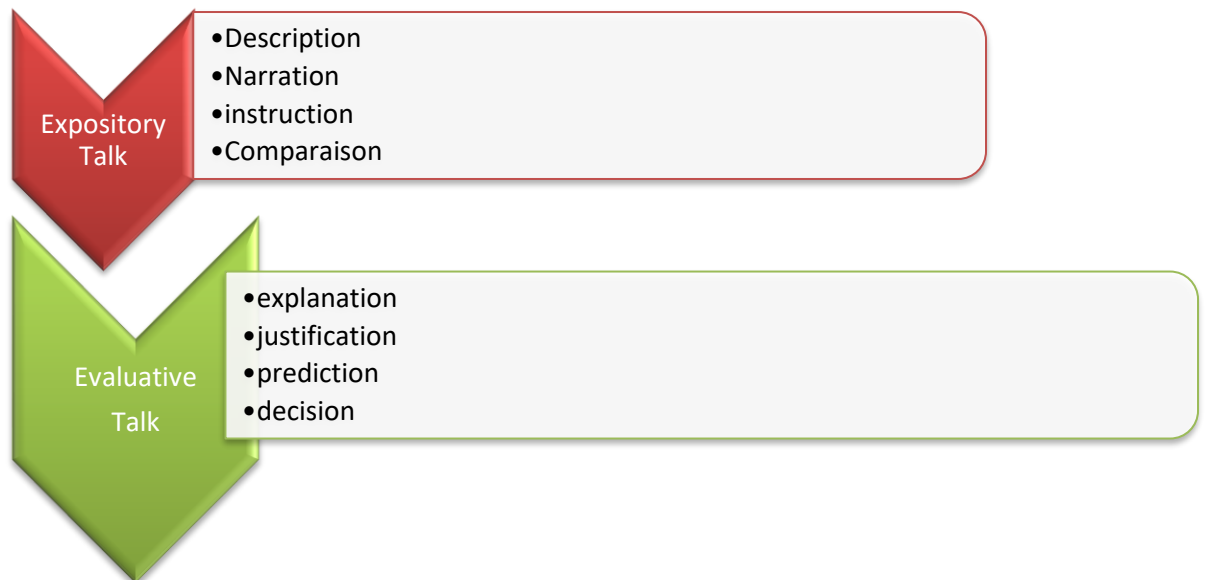


Figure2.3: Informational Tasks: Özdemir (2018:33)

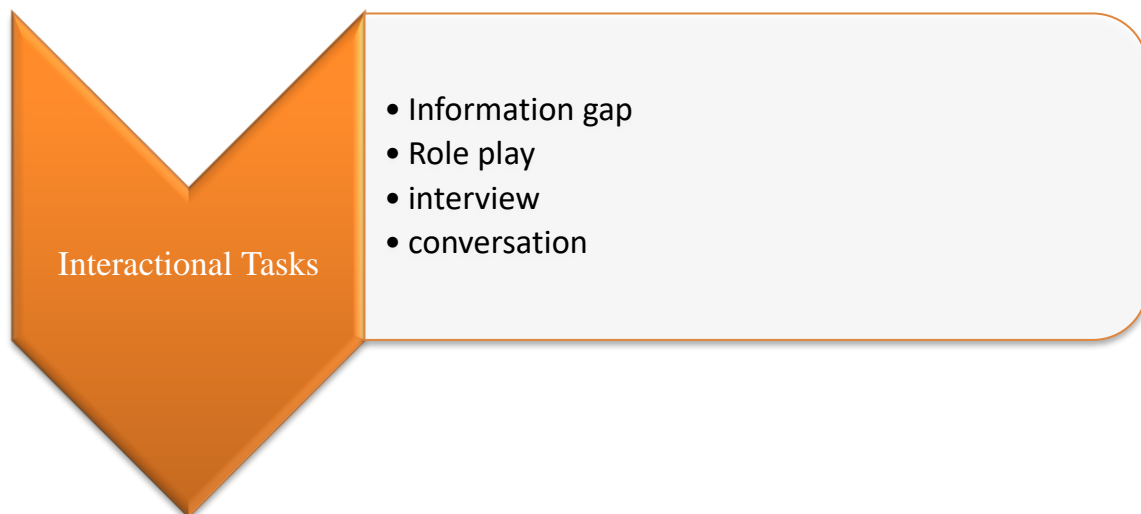


Figure 2.4: Interactional Tasks: Özdemir (2018:33)

For informational tasks, it comprehends mixed activities ranging from descriptions where students are questioned to portray something namely a picture, a place...etc. Özdemir (2018). In Narration tasks, students are asked to report or describe an event or personal story Özdemir (2018). For instruction tasks students are provided with guidelines where they are expected to understand it “In instruction tasks, teachers

give directions and instructions. Students get the meaning and show it. The tasks are based on understanding” (2018:33). In Comparison tasks, students are required to compare different or similar things to detect and discuss the differences and similarities Özdemir (2018).

For interactional tasks further comprise a couple of activities comprising a set of activities in this context Özdemir (2018:33) clearly explained the process

In explanation tasks, students are asked to explain a process, an event, and the contents of a graph. As explaining; students at first set the scene, next identify parts of the information, and lastly explain the significance of these parts to clarify the topic and reasons for the explanation. Prediction tasks generally used with explanation tasks feature the uncertainty, and this makes way for negotiation. Decision and justification tasks involve discussion. In the process of discussion, students first express their opinions about the discussion topic; next, they try to justify their own views and explain the reasons for or against the topic; finally, they make a decision.

For information gap tasks students exchange information they lack or ignore for instance one of them has an idea about that information the other ignores it, Coombe, Folse and Hubley (2007:119-122) report: “... one of the students has information, the other lacks, and vice versa. The students are expected to conclude by exchanging information in a limited period of time”.

Another categorization of assessing speaking tasks was implied by Luoma (2004:50) who indexed three types of tasks: open-ended, semi-structured and structured tasks which can be pictured in the following figure:

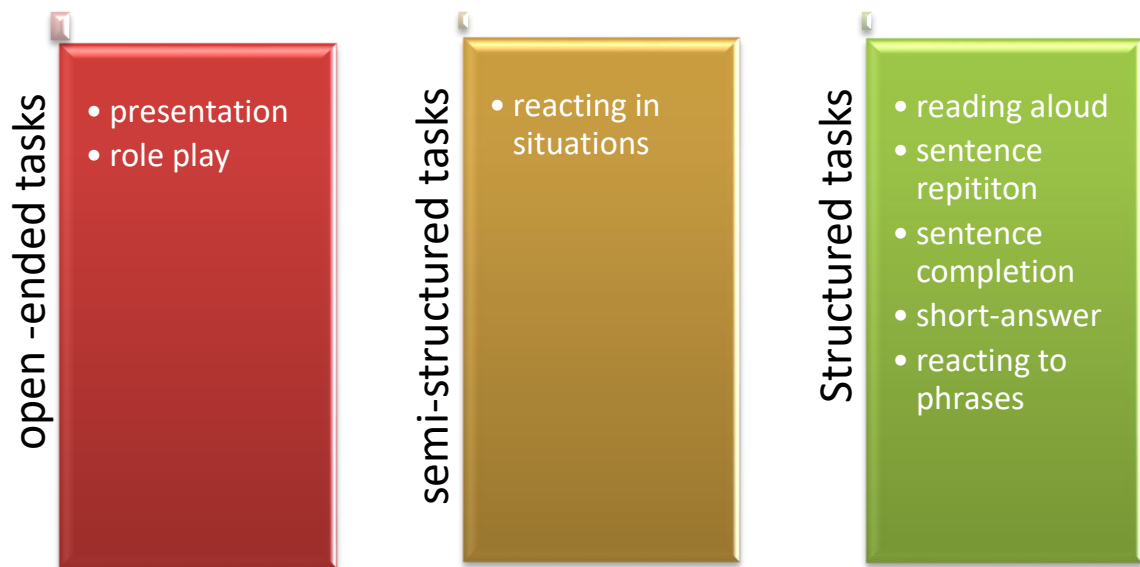


Figure 2.5: Luoma Classification of Assessment Speaking Tasks (qtd in Özdemir 2018:33)

In Open-ended tasks, students won't be restricted with specific activities to be assessed but they have the freedom to speak spontaneously and may produce more. By contrast, Madsen (1983: 162) finds that "open-ended techniques can be rather difficult to score". Since students may produce an indefinite set of utterances. On the other hand, in structured tasks students are limited with framed activities that will be easy to score. Such tasks function by rating students 'language ability Özdemir (2018). For semi-structured tasks Özdemir (2018:34) believes

They are more flexible than structured ones even if students' output is controlled. Reacting in situations as a semi-structured task is a really difficult task for students in that they have to adapt themselves to different roles. Students firstly, read or hear a social situation, secondly, they adapt themselves to this situation, and lastly, they speak according to the accepted situation.

Brown (2004 quoted in Özdemir (2018:34) in his turn set up other forms including imitative, intensive, responsive, interactive and extensive assessment tasks which will be precisely defined in the following figure:

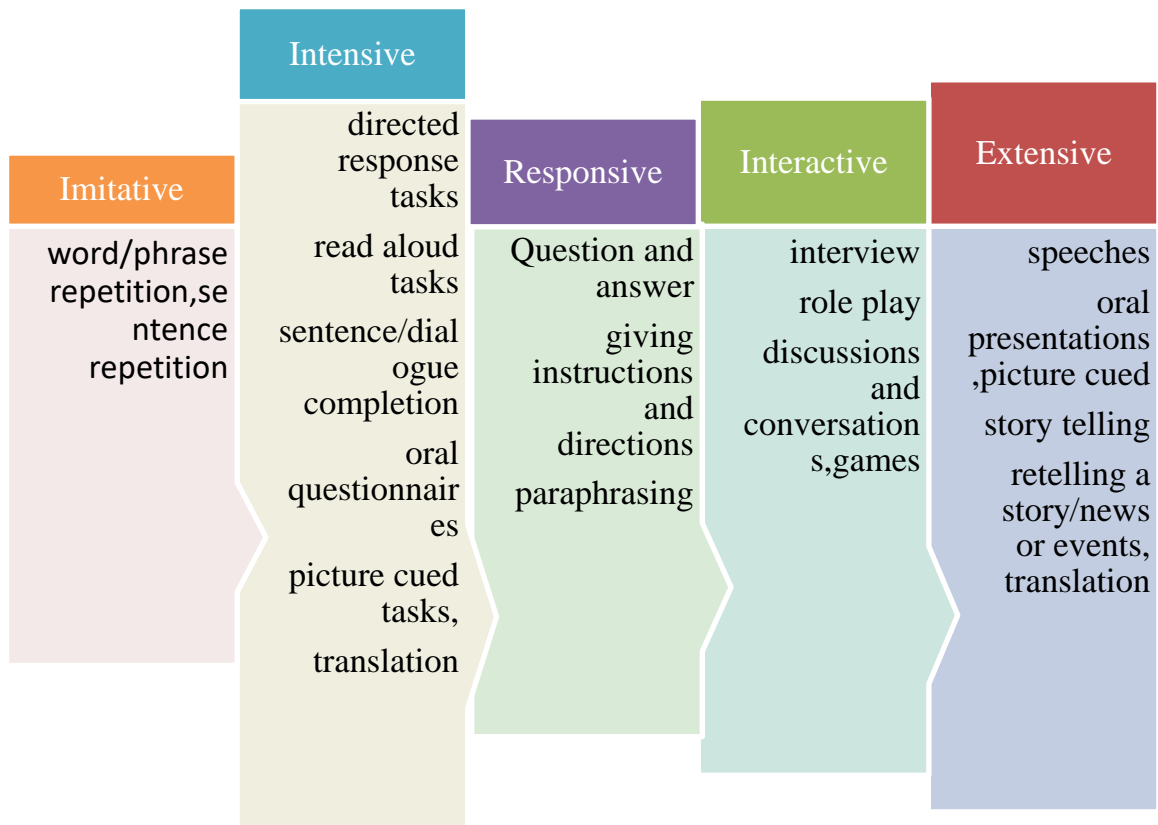


Figure 2.6: Brown (2004) types of speaking assessment tasks (qtd in Özdemir 2018:35)

The researcher was eclectic where she uses five assessing tasks: Read aloud task, summarizing task, problem-solving task, answering a set of questions, and finally describing pictures related to their work. This reflects that the task selected for assessing examinees are structured tasks which provide evidence that the examinees will have the same tasks thereby they will be reasonably assessed in light of this Luoma (2004:50) states

Structured speaking tasks are the speaking equivalent of multiple-choice tasks. The expected answers are usually short, and the items tend to focus on one narrow aspect of speaking at a time. While these tasks cannot assess the unpredictable and creative elements of speaking, their strength is comparability, as

they are exactly the same for all examinees, and with the help of a scoring key, they can be scored fairly.

Read Aloud Task

A more common technique to assess speaking production mainly pronunciation, stress, and intonation is read aloud technique with that in mind Henning (1987:18) reports

in testing productive skills, two main sources of information are generally used: text read aloud, and more spontaneous gathered speech from sources such as interviews or short stories told from a series of picture prompts.....the main advantage of text read aloud is that the language can be rightly controlled so that the language can be tightly controlled so that particular features of pronunciation (sounds, word stress, etc.) can be built into the text. Also, if the same text is given to many students, a direct comparison between their relative strengths and weaknesses can be made.

It is to be remembered that there are two sorts of reading tests based on Madsen (1983:155)

There are basically two types of reading-aloud tests. One type is a group of sentences that are usually unrelated to each other. The other type is a passage of connected prose. The first permits fairly easy scoring. The second type is more difficult to score, but it is often used to diagnose student errors.

The researcher opted for the second type where she selected two dissimilar texts to read; according to Underhill (1987:76) “Two or more passages can be used to widen the variety of language used...The Passages can be of different types, specialized technical or academic English as opposed to a general descriptive passage, forexample. The first text “British Airways and Singapore Airlines” was a general text taken from a general English textbook designed to test baccalaureate students this conveys that the

text is elementary, the second text is a specific one taken from aviation textbook. Through this task, the researcher seeks to test two language aspects: pronunciation, intonation, and stress. From this point of view Luoma describes

Reading aloud usually focuses on pronunciation, and while comprehensibility may be an important criterion, norms and expectations about rhythm, stress, intonation, and accuracy of individual sounds usually have an influence in the background. (2004:50)

We must not forget that using reading aloud alone is simply not enough to assess speaking production Heaton (1989:88) and Hughes (1989:110) speculate: “the use of reading aloud may not be appropriate because of the difference in processing written input from that of spoken one”. However, a check on stress-pattern, rhythm and pronunciation alone may be conducted using reading aloud. Brown (2004:149)

Summarizing Task

Equally an important task that was included in testing speaking production was summarizing. As specified by Cohen (1998) quoted in Razi (2005:04) “Summarization tasks are more direct, since test-takers are required to use the strategies that they do not tend to use in non-test conditions.” in summarization tasks different techniques are used Razi (2005) for instance “the free-recall test (also called immediate-recall test), the test-takers are given a text, asked to read it, then leave it and write down everything they can remember” Razi (2005:4). On a similar note, Razi (2005:04) declares that “summary test is accepted as a more familiar variant in which the test takers are expected to summarize the main ideas of the text, they read beforehand”.

However, some scholars believe that there is mistrust in using summarization tasks as an assessment tool for two main reasons:

that numerically scoring or differentiating a good summary from a poor summary is too difficult to be practical and that students may not be able to produce output in the L2 commensurate with their ability to comprehend L2 input. (Alderson, 2000: 232-233; Frost, Elder, & Wigglesworth, 2012; Kirkland & Saunders, 1991; Yu, 2007) quoted in (Walters (2014:313-314)

It is to be mentioned that there are two types of summary tasks: written & oral ones. In the present research, the researcher utilized an oral summary task to measure students' ability and knowledge to speak about an aviation topic in a well-constructed connected oral speech. Informants are expected to verbalize general ideas that run through the entire text and to express these ideas using their own words.

Problem-Solving Task

It is a sensitive task because being properly formed in offering remedial measures to an alarming situation is recommended in a job of an air traffic controller because confronting worrisome situations while flying an aircraft requires prompt solutions and doesn't accept postponed remedies. In the job of air traffic controllers, it is much needed to accelerate their awareness and produce clear messages as it is necessary to train them and help them develop such skill problem-solving task will be ideal. Such communicative activity is effective for enhancing students speaking skill

Problem-solving is using existing knowledge and skills to address an unanswered question or troubling situation, while Problem-based learning is an approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world. Ormond (2006:111-121).

The decision to involve such task is to measure whether informants will be able to give advice and recommendations to a set of varied problems (from simple to complicated ones) and if they can voice their thoughts accurately as Nunan (2004) states "Problem-solving tasks invite learners to offer advice and recommendations on problems ranging from the general to specific» quoted in Bakhshizsdeh & Alaie (2017: 178). In his turn Trianto (2009:17) suggests a set of steps for problem-solving tasks:

- a) Student identify the problem
- b) The next student would analyze the issues it faces
- c) And then students connect these essays as the result of analysis or each other, and the possibilities to solve such problems in the act he did by his own experience

- d) Then students considered the possibility of an answer or a hypothesis with the consequences of each
 - e) Then students tried to practice the one that considers the best possible solutions.

In the pre-test, the researcher gives students a set of situations where they were asked to find a solution to each situation.

Picture Description Discussion Task

Such task was employed in the current research for assessing speaking skill since it is communicative and enables the student to make use of more vocabulary on the picture, they are asked to describe in this sense Luoma (2009:167) expresses “a picture is good media to assess speaking since it evokes meaning and idea without using actual words”

According to Kao & O’Neill (1998:138)

This test format requires the candidate to tell a story or describe an event to the examiner based on a sequence of ordered pictures or to answer a set of questions about the content of one particular picture chosen by the examiner. This skill is widely used in schools as it is easy to construct and administer. Because the instruction is clear and doesn’t require the candidate to read or listen

As for the benefits of using such technique in assessing speaking ability (ibid: 138) state that

This is one of the few oral testing techniques that can elicit continuous speech from candidates on the same topic or event. As a result, the discourse samples can be evaluated according to pre-determined criteria, for example, the candidate ‘s pronunciation, fluency, ability to use grammatical forms, and organize information.

In the pre-test, the researcher gives informants a set of pictures to describe and discuss, the aim behind using such a task was to measure their overall speaking ability as well as difficulties.

Short Question& Answer Task

Is the last task that was used to measure speaking ability, for McKay (2006:200)

Such type of task is useful to elicit vocabulary and formulaic expression. Students in the junior high school level have to have many vocabularies in order to speak. Equally important, students should also know the expression when they deliver a sentence to his/her friend. This kind of assessment simply gives great chance for the student to speak communicatively.

Put another way question and answer task causes students motivation and interaction such task gives them a chance to practice speaking even with mistakes

Based on (Morgan and Saxton in Brualdi: 1998) Quoted in DedyWahyudi (2017:98) point of view “using questioning technique has many reasons:

- a) The act of asking questions helps teachers keep students actively involved in lessons;
- b) While answering questions, students have the opportunity to openly express their ideas and thoughts;
- c) Questioning students enables other students to hear different explanations of the material by their peers;
- d) Asking questions helps teachers to pace their lessons and moderate student behavior; and
- e) Questioning students help teachers to evaluate student learning and revise their lessons as necessary.

In his turn Nasreen (2003) suggested a set of reasons for using questioning:

- (a) To encourage learners to talk;
- (b) To signal an interest in hearing what learners feel and think;
- (c) To stimulate interest and awaken curiosity;
- (d) To encourage a problem-solving approach to thinking and learning;
- (e) To help learners externalize and verbalize knowledge learning;
- (f) To encourage thinking aloud and exploratory approaches to the task;
- (g) To help learners to learn from each other;
- (h) To monitor learning; and

(i) To deepen learner's thinking level and increase their ability to conceptualize.

In the entry test, the researcher uses two types of questions: general questions and aviation -based questions. The first round of questions intended personal identifying information regarding participants. Such queries view what degree participants can speak in sufficient detail about themselves and their aviation areas of expertise.



Figure 2.7: Pre-Speaking Test Description

2.6.4. Speaking and Listening Self-Assessment Checklist

Ongoing evaluation becomes a valuable learning tool that is employed for continuing review to assess student's progress regarding the achievement of the goals. Informants are actively involved to determine their proficiency in this connection (Cram, 1995: 271) states: Through self-assessment, students can identify their own skill gaps, where their knowledge is weak.

- See where to focus their attention in learning.
- Set realistic goals.
- Revise their work.
- Track their own progress.

Such technique would be held when learners evaluate their progress which serves to help them establish their weaknesses and identify where the focus should be put to develop the skills needed in their working life thereby it may contribute in students' motivation and awareness and self-responsibility about learning. Little (2005) quoted in valiauskiene, Kaminskiskiene & Anussiene (2007:154) believes

There are three reasons for engaging learners in self-assessment and taking account of the results: first, there is learner-centeredness, secondly; self -assessment is an integral part of evaluation procedures that aim at encouraging learners to take responsibility for their learning; thirdly, it is a tool for lifelong language learning.

It is to be said that Self-assessment refers to the mastery to judge oneself what degree of progress he/she achieved and to realize strong and weak points. Teachers who decided to conduct such an assessment may include the following two questions: what are their strengths and what are their deficiencies? In this sense Boud.D, (2013:12) claims

Self-assessment means more than students grading their own work; it means involving them in the process of determining what good work in any given situation is. It requires them to

consider what the characteristics are of say a good essay or practical report and to apply this to their own work.

Students can be involved in self-assessment by use of different techniques as quoted in Moqbel (2018:293) “Students can be engaged in self-assessment of their language skills through a variety of ways and techniques, including checklists, rubrics, reflection pieces (learning logs, journals, and dairies), conferences and interviews (North Carolina State Department, 1999), self-correction (Wragg, 2004), progress cards, and computer-assisted assessment (Oscarson, 1989)”.

View to assessing, the researcher directed a speaking and listening self-assessment checklists with informants before and after the training. The implementation of such instrument gives informants a chance to determine their speaking and listening level before the training, and to see whether their speaking and listening skills progressed or not through the training. As believed by Falchikov (2003) quoted in *ibid.*2018:298)

Carrying out self-assessment requires careful preparation, monitoring, and follow-up. In other words, the process of implementing self-assessment in the classroom has to pass three main phases which represent a scheme for implementing self-assessment in EFL classrooms: pre-implementation phase, implementation phase, and post-implementation phase.

He continues explaining (*ibid.*: 299)

In the pre-implementation phase, the teacher defines the task/activity and its purpose clearly, establishing clear criteria for students to assess their own performances or products. He should provide students with an assessment tool, such as a checklist to give them some guidelines on how to assess their performance or product.

The speaking self-assessment checklists used in the current research, it takes the form of two parts: in the first part, the researcher adopted the CEFR framework (see appendix B) that is used to assess their general speaking level. In the second part, the researcher again adapted a checklist from English an aviation book that intends to

evaluate their speaking aviation knowledge. For the listening self-assessment checklist once again, the researcher adopted the CEFR frame that is employed to measure their general listening level, as she adapted a checklist from aviation book to assess their basic aviation listening.

2.6.5. The Post Speaking Test

As indicated previously the researcher conducted an entry test as well as an exit test or what we call achievement test that was administered at the end of the training, the researcher sees that it was necessary to implement such a final achievement test to evaluate informants speaking progress after the training sessions as well as their potential to employ what they learned. Such idea was clearly explained by Brown (1994:259) who considers them as “tests that are limited to particular material covered in a curriculum within a particular time frame”

It is worth noting that both pre-test and post-test were equal in terms of the number of tasks and techniques used to assess informants ‘speaking ability and differs in terms of the degree of complexity, further detail is explained in the appendix(E)

2.7. Listening Assessment

Getting acquainted with how to listen is the building block for good communication. Air traffic controllers may no longer succeed in their job just in case their listening skill is incompetent. It is anticipated that in the absence of the aptitude to listen competently messages are misconstrued and misunderstood, thereafter, communication failure may appear. Listening cares that much in the job of air traffic controllers that the researcher sees the significance of designing an English training program that fosters their listening skills and assists them to overcome already existing difficulties. An early step for the training program was to plan for an entry listening task to measure the raise difficulties for the skill in question. It assesses also their abilities to listen critically and to express themselves unambiguously and well.

It is to be mentioned that there are two types of listening: interactional listening and transactional listening. The first one is called one-way listening where the receiver listens, deciphers, but doesn’t make a reply though he is involved in listening. The second type is known as two-way listening or reciprocal listening such as phone conversation where the listener is actively engaged in a conversation, i.e.; receives

information, understands the meaning, asks for clarification, responds or negotiates to mean this type of listening occurs in air traffic controllers' communications. The contrast between the two can be well illustrated in the following table:

Features	One-way listening	Interactivelisting
Number of Participants	One(the listener)	Twoormorepersonstakingpartintheinteraction
Flow of communication	One-direction: is listeningonly	Dualdirection: listeneralternatesas a speakerand a listener
Functionof language	Transactional	Transactional, interactional, and/or social
Goal of listening	Receive informationand interpret meaning	Receiveinformationand, initiate,respondand/orre-initiate, interpretandnegotiate meaning,establishsocialrelationship

Table3.2: Difference between interactive and transactional listening (Richards, J.C. (1990). Vandergrift, L. &Goh, C.C.M. 2012)

As pointed earlier among the most significant responsibilities of air traffic controller is to secure the flow of any aircraft thus, their work is based not only on listening to the sender words, but also necessitates to understand the message and interacting with their interlocutors. Such process can be illustrated in the following figure:

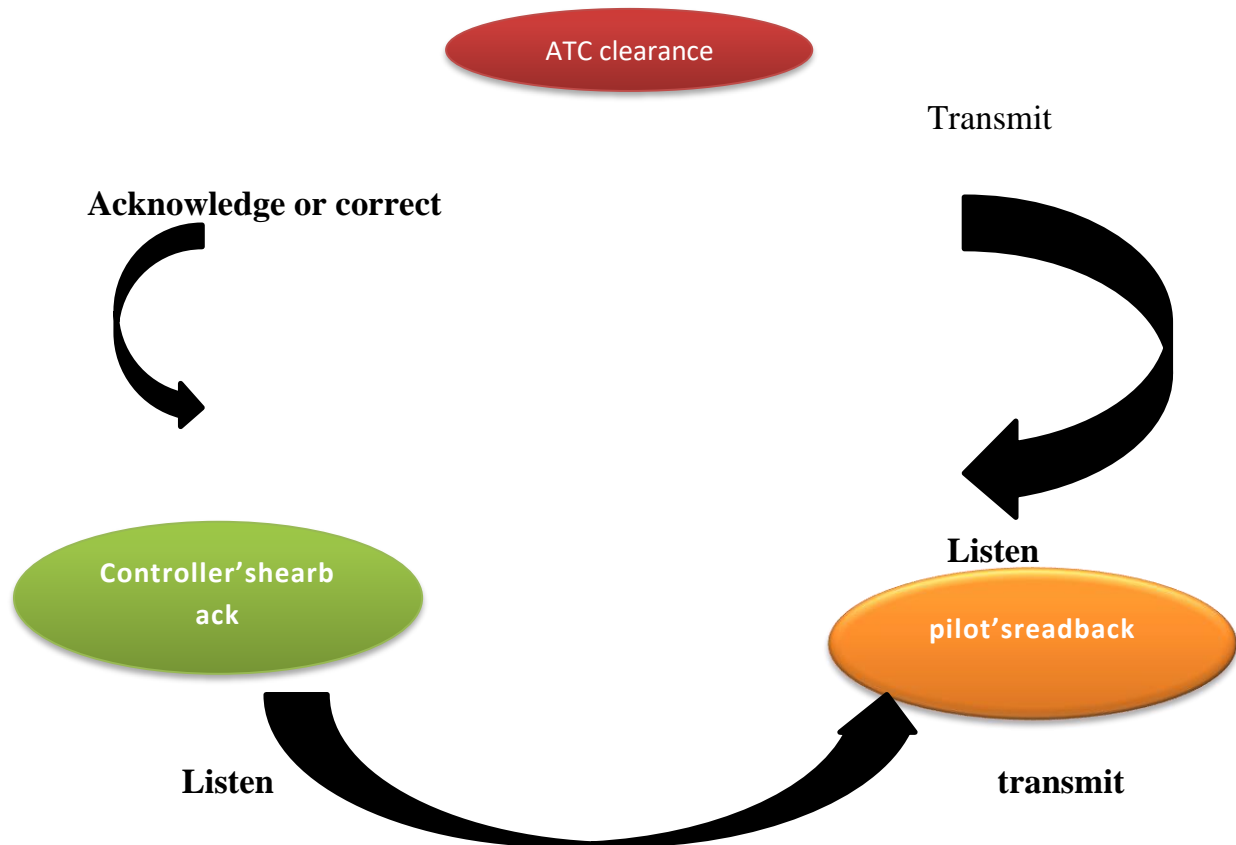


Figure2.8: communication process

(<http://www.Skybrary.aero/bookshelf/content/bookDetails.php?bookId=139>).

2.7.1. Pre-listening Test

Testing listening is a challenging task according to wipf (1984:345) “Listening comprehension is a complex, problem-solving skill. » in the same way Oller (1974:88) comes to an argument

Listening comprehension is a highly integrative skill that demands conceptualization of the phonological, grammatical, and lexical data into an internal expectancy grammar.

Since the mentioned criteria were assessed in the speaking skill, the listening skill intends to measure their ability to understand spoken language in both general and specific areas encountered in their daily life work.

To assess these criteria the researcher put into effect a set of activities to evaluate their listening ability involving: check and summarizing, short answer questions, and filling the blanks.

Check & Summarizing Task

Such task was employed to check participants' competence to understand what others are saying or talking about and whether they can make the original one reduced and meaningful as specified by Oxford (1990:88) "writing a summary can be more challenging (and sometimes more useful) than taking notes because it often requires greater condensation of thoughts." It should be pointed out that there are diverse considerations to be taken when designing the listening test. From this standpoint Thompson (1995:03) considers

There are many considerations in selecting suitable passages for testing listening comprehension. The most obvious ones are level of difficulty, interest, and relevance. Finding an authentic passage at the desired level of difficulty is not easy because so many factors need to be considered.

He adds

Bear in mind that it is often impossible to predict the empirical difficulty of listening items on the basis of passages alone, because difficulty resides not just in the text, but in the interaction of text variables with tasks, background knowledge, memory, and inferencing ability. As a result, the same passage can yield items with different degrees of difficulty. (ibid: 03)

Listening is unlike reading the examinee remembers fewer especially if the audio passage is long, the examinee will lose concentration and perform badly in this context (ibid: 04) explains that "Heavy processing requirements imposed by the oral medium cause listeners to lose concentration rather quickly. Listener's report "turning out" if passages are more than two-three minutes long"

Thus, it is compulsory to select audio passages that are suitable to the level of examinee as well as not too long to not lose examinee interest and motivation.

Short Answer Questions

A second technique that was used to assess informants' listening ability was short answer questions or as it is named by Thompson (1995) open-ended questions, this type

of technique examinee is requested to provide an answer and not to make a choice from a set of options in this respect Thompson (1995:6) explains in detail

Open-ended questions avoid some of the problems associated with multiple-choice items. In the first place, they invite guessing less than multiple-choice items. In the second place, they allow test constructors to ask any question, not just a question for which four plausible multiple-choice options can be designed.

It is worth mentioning that there are two types of short answer questions this was clearly demonstrated by Green (2017:92)

There are two main types of SAQs: those that consist of closed questions, for example, ‘When was John Smith born?’ and those that require completion (often referred to as sentence completion tasks), for example, ‘John Smith was born in ____’. It is strongly recommended that the ‘completion’ part be placed at the end of the sentence rather than in the middle.

Short answer questions are working to evaluate core skills; using such technique has a set of advantages, in particular, it is easy to score unless the asked question is limited, simple to handle, lessens the probability for assumptions, from that perspective Green (2017:93) stipulates

One of the advantages of the SAQ test method is its flexibility. It allows for different types of listening behavior to be targeted. SAQ tasks also often result in stronger discrimination than other test methods, as the test taker has to construct the answer and cannot simply depend on guessing; in other words, the test taker has either identified the answer in the sound file or s/he has not.

As it has disadvantages for instance

- ✓ it might be time-consuming
- ✓ it might be used to determine retention capacity
- ✓ Scoring might be biased since correct answers appear incorrect by insignificant mistakes

In the current investigation, such a task was employed to check participants' readiness to build adequate simple answers, two types of questions were implemented:

- 1) open-ended items where informants are expected to produce an appropriate answer that is, such type of question highlights for imagination and articulateness.
- 2) Suitable answer to a question where informants are be asked to choose the right answer. Informants will listen to a recording and asked to select the correct answer. It is to be mentioned that informants were given two different texts. The first one was a general one taken from the net, the second one was selected from an aviation English book. See appendix (A).

Gap Filling Task

Such a task is used to measure informants' ability to remember. Questions should have one accurate answer that's why it is considered to be objective. It is useful because of its flexibility. Nevertheless, there are several disadvantages in using such task as:

- Questions used in such task doesn't help examinees to be communicative
- Items to be assessed won't be easy to be specified
- It is time-consuming for students to fill it
- A variety of correct answers may be found in examinees answers

In the present investigation, informants were given a dialogue where words were deleted, they have a chance to listen to an audio passage twice and were asked to fill in the blanks with appropriate words not necessary to keep the same words found in the dialogue but most importantly to fill with words or phrases that are suitable for the dialogue.

2.7.2. Post-Listening Test

At the end of the training, the researcher conducted a post-listening test that is scheduled to verify the validity of the training and to figure out informants' variations about pre-test on the same terms Richards and Schmidt (2002:7) indicate that: "a test designed to measure how much a language learner has successfully learned with specific

reference to a particular course.” Similarly, Harmer (2001:321) clarifies that such type of tests is

Designed to measure learners’ language and skill progress in relation to the syllabus they have been following... they reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help us decide on changes to future teaching programs.

As indicated the decision to design such a test is to have a valid justification to the following doubts

- Evaluate informants ‘proceed after training consequently
- Consider the functionality of the training program.

The tasks employed in the post-test were similar to the tasks used in the pre-test in terms of structure but different in terms of the extent of difficulty. Further detail will be explained in appendix (E).

2.7.3. The Interview

This is another useful research instrument that was utilized to gather data regarding the research problem put earlier. It is a face-to-face conversation that provides information orally according to Lapan (2004:241)

The face-to-face interview is one of the best sources of information. Perspectives gained through this give-and-take process represent more than points of view; they offer insights into special knowledge that participant’s process.

An additional advantage for using such tool in collecting data from Cohen, L.Manion, L. & Morrison, K. point of view (2005: 267): “interviews enable participants to discuss their of the interpretations of the world in which they live and to express how they regard situations from their own point of view”. From the review of the research methodology, we distinguish three types of interviews: structured, semi-structured, and unstructured interviews. In the current research, the type of interview employed was a structured one where the researcher followed a ready-made list of questions which

means that all informants will be asked a common set of questions following the same order. According to Dornyei (2007)

In the structured interview, the researcher follows a pre-prepared interview guide which contains a specific set of questions to be answered by every interviewee. In other words, the sequence and the wording of the questions are determined in advance, and no elaboration is allowed in either the questions or the answers. This type of interview can particularly be used when a written questionnaire would in theory be appropriate except that for the reason that a written format is not feasible, for instance, because of a low level of literacy among the participants (qtd in Khaldi 2013:104).

Likewise Dudley-Evans & St. John (1998:135) defines a structured interview as

Structured interviews consist of questions which have been carefully thought out and selected in advance; because the interviewer has key questions which everyone is (and must be) asked; comparison can be made. Additional questions may be asked to follow up responses for clarification and more detail.

To have better explanations about informants' listening and speaking complexities the researcher drove a structured interview (appendix C), just after the administration of self-assessment speaking and listening checklist, and the entry test, with an aim to facilitate remembrance about the difficulties they encountered while being tested. To set up a pleasant environment the researcher gave interviewees the freedom to choose the language that suits them to be used while interviewing them. The questions included in the interview addresses the following elements:

Rubric "A": Informants' background and profile:

This section is designed to provide basic information concerning participants' familiarity with foreign languages in general and the English language in particular. It endeavors to find an answer to a set of questions as to their educational stream in secondary school, their last time to practice English,

Rubric B: Informants' point of view to English language in general and to speaking & listening skills in particular

This section is designed to determine the value of English in the work of an air traffic controller; as it intends to identify their attitudes towards the speaking and listening skills and to know whether they have a desire to develop such skills or it is needless. As it seeks to know about the possibility for any English training to improve their level.

Rubric C: informants' hardship after and before the test:

This section is designed to know about the difficulties encountered by informants while speaking or listening to someone using only the English language, and to check what types of difficulties? i.e., was it due to pronunciation, vocabulary (general or aviation vocabulary), grammar, or altogether along with the drives to such difficulties? As it checks their deficiencies after and before test conduct

Rubric D: Informants 'demands & Prospects:

This section is designed to find out the informants' requirements and desires, where focus should be put, and what skills are necessary to develop?

Rubric E: informants' recommendations:

This section was designed to interpret informants' proposals for any training about themes relevant to their needs, types of tasks, and content to be included.

To gather reliable data this structured interview with the support of pre-speaking test, pre-listening test, speaking & listening self-assessment checklist the researcher could have an accurate understanding about informants' current speaking and listening skill more particularly their language difficulties regarding these two skills. Without delay at the time of the introduction of the training the researcher scheduled another research instrument that is a classroom observation diary that is ordered to supply further information about trainee's difficulties regarding speaking and listening skills along the training course.

2.7.4. Teacher Journal (Diary)

According to research methodology literature classroom observation is a powerful tool to gather vivid data because it facilitates controlling teaching practice exactly as it occurs. Put differently, it is a technique that gauges classroom events as activities and behavior. Classroom observations are held for various uses where different elements can be measured like teaching strategies; time management, student involvement, and interaction...etc. in carrying out this action research and for learning and teaching improvement the researcher sees the relevance of introducing such technique in data collection. As a teacher trainee, the researcher decided to review her students' progress and training effectiveness through self-observation where she collects information about her teaching in the same context (Armstrong & Frith 1984, Koziol & Burns 1985 as qtd in Richards & Farrell, 2005: 34) demonstrate "Self-monitoring or self-observation refers to a systematic approach to the observation, evaluation, and management of one's behavior to achieve a better understanding and control over the behavior".

Richards and Farrell (2005: 37) outline a set of benefits for using self-observations

they allow the teacher to (a) make a record of teaching which can be used for various purposes; (b) provide an objective account of one's teaching; (c) can help teachers better understand their own instructional practices and make decisions about the practices they are not aware of and might wish to change; (d) help develop a more reflective view of teaching; (e) it is teacher-initiated.

It is to be noted that classroom observation is not an easy task to carry out as reported by Wajnryb (1992:1)

Observation skill is not only an intuitive process, it can be learned. The ability to see with acuity, to select, identify and prioritize among a myriad of co-occurring experiences is something that can be guided, practiced, learned.

To be valid there should be a set of considerations to be taken into account Richards (2001:61) states

Observation is a specialized skill. Knowing how to observe, What to observe, what to look for, and how to make use of the Information obtained generally requires specialized training.

Subsequently, the researcher hinges on a daily occurrence journal (diary). The lead of using a journal was outlined by Brock, Yu and Wong (1992) in Richards, and Ho (1998:154)

journals are a great instrument for reflection; they are easy to keep; they increase the teacher's knowledge of the way he/she teaches; serve as a source of questions and hypotheses about teaching; offer a direct record of classroom events and experiences which is undisturbed by an outside observer etc.

The choice to use a diary should have a purpose, a format, and a value from that perspective Jennifer Duke (2012:114) illustrates

The diary's purpose within a research project needs to be carefully determined by the researcher to ensure alignment with the project's theoretical framework, other data collection methods and appropriateness to the research setting and its participants.....The researcher needed to determine how the diary 'fits' with other data collection methods before use.

As reported by Richards and Lockhart (1996:7) there exists two considerations for maintaining a journal

The first is to record ideas and events so as to reflect on them later. This supports the author's memory and can inspire new ideas for use in future lessons. The second purpose is that "the process of writing itself helps trigger insights about teaching. Writing in this sense serves as a discovery process" quoted in Kourelis (2007:01)

A distinction is drawn between two types of diaries as indicated by Maňák, Š. Švec, V. Švec (2005) quoted in Wiegerová&Lampertová(2012:238)

We distinguish two forms of a journal – with a structured form and unstructured form.....a structured journal should contain a clear set of instruction on what and how to write with inclusion of a certain example of how it should be written correctly.

They continue (ibid: 239) explaining

An unstructured journal has no prescribed structure or system and the student; the teacher may freely write all their notes in it. A journal formulated this way certainly brings deeper analysis but it is also more time-demanding and from the researcher's point of view there are also many obstacles. For example, that the journal writer may, so to speak, pupate and write all the time about the same.

In the current investigation, the type of diary employed was a structured one where the researcher was selective about the information to be jot down which implies that she designed broad lines that helps to structure the things to be observed. To make it clear the centers of classroom observation is clearly illustrated in what follows:

Firstly, the researcher scheduled an objective report about time management; where she tried to calculate how long each lesson took alongside it estimated whether the time devoted was adequate or not.

	Time started	Time finished
Pre-questions		
Watching / listening or talking		
Students answers		
Teacher feedback		

Table 2.4: Time Management

Secondly, another consideration was to check students' engagement in the training phase where the researcher being a self-observer follows students' interaction and controls if the task given to students is suitable to be asked such away or should be

given modifications for instance is the assignment right individually or should be performed in a group? As it lists students’ reactions and returns to classroom activities for instance asking for a modification, expressing misunderstanding, showing negative or positive attitudes towards a particular activity. Are they responsive?

Students ‘Engagement	Students Reactions and Returns to Classroom Activities	Task Suitability
<p>▪ are students</p> <p>Passive or active</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>committed or unattached</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>students</p> <p>asking for modifications</p> <p><input type="checkbox"/></p> <p>students</p> <p>expressing</p> <p>misunderstanding</p> <p><input type="checkbox"/></p> <p>students</p> <p>showing negative attitudes</p> <p><input type="checkbox"/></p> <p>students</p> <p>showing positive attitudes</p> <p><input type="checkbox"/></p>	<p>Should it be given</p> <p>in pairs</p> <p><input type="checkbox"/></p> <p>or</p> <p>groups</p> <p><input type="checkbox"/></p>

Table2.5: Students ‘engagement and responses to classroom activities.

Thirdly, the teacher checked informants’ difficulties regarding listening and speaking skill

Listening difficulties	Speaking difficulties
❖	❖
❖	❖
❖	❖

Table 2.6: Difficulties Encountered in Classroom Practice regarding the mastery of listening & speaking skills

Fourthly and finally, the researcher verified the course functionality in short, to what extent the training program contributed in the students’ improvement? It should be stressed that these directions supply the researcher with the necessary outlines that guides her to gather only the needed information since observation was not an easy process to carry out in parallel, it gives the researcher a chance to do the necessary adjustment. To assess program productivity regarding informants’ point of view supplementary tool was added viewed as program assessment questionnaire.

2.7.5. End-of program evaluation questionnaire:

At the close, the researcher decided to administer a questionnaire for course evaluation which was administered just after the end of the training sessions. The researcher had set out the following objectives for the implementation of the questionnaire and post-listening and speaking tests which were conducted after the end of the training sessions:

- To ascertain whether or not the previously mentioned goals were reached.
- To consider how the acquired knowledge and skills give effect.
- To judge the suitability of the training program.
- To control if the content was carried out correctly.
- To determine assets and liabilities of the training program
- To see if the training program was adequate in the form of content, timing, and material.

An anticipated intention in programming such training course is to reach better know-how and efficiency with regards to listening and speaking skills. To ensure

whether or not these intentions were achieved the researcher put forth the following questions:

- ❖ In what way was the training beneficial in supporting informants develop pertinent expertise and competencies?
- ❖ Were the informants in a position to put into practice what they learned to strengthen their attainment at work?
- ❖ Were there any further positive impacts the training program achieve?

Answering these questions contributes to deciding if the training program was fruitful or not. Cashin (1995) in his turn lists six elements that commonly appear on evaluations: 1) questions about course content; 2) questions about the instructor's communication skills; 3) questions about student-teacher interaction; 4) questions about course difficulty and workload; 5) questions about assessment practices in the course; and, 6) student self-assessment questions quoted in Gravestock, P. & Gregor, E. (2008:13-14). Training evaluation is the only way to decide the quality of particular training program since the results of this evaluation help to make improvements where necessary, modifications further remove ineffective things. The choice to use the questionnaire as a data collection method was supported by many scholars (Nunan, 1992; Wallace, 1998; Cohen et al., 2000, 2007; Richards, 2001; Dörnyei, 2003, 2007; Norton, 2009) for a variety of motives including the following:

- ✓ It is considered as a highly systematic and structured research tool;
- ✓ It saves time, efforts and financial resources;
- ✓ Answers are typically characterized by their honesty as they are completed anonymously;
- ✓ Subjects have more time to think about their answers;
- ✓ It is administered to a large scale as well as a small number of participants;
- ✓ It may be administered by another person on the behalf of the researcher;
- ✓ It is seen as a useful way to gather quantitative information "... that is relatively easy to tabulate and analyze" Richards, (2001:60)(Qtd in Benabdellah2017:86)

Regarding the design of the questionnaire used in the current investigation, it is to be noted that the researcher used a combination of

1. Pre-coded questions are known as close-ended questions where informants are provided with a set of responses from which they select the possible answer. It can be yes/no questions, multiple-choice questions, rating scale. Alby (1999: 02) support the idea that close questions can “make analyzing the data relatively easy, but they restrict the responses”
2. Open-ended questions where informants are allowed to phrase answers freely where the researcher put the question and live a space to answer in it. It can be a sentence completion or a sentence clarification or a combination of two. Such type of questions is beneficial since it provides more detailed data.

Such types of questions will be valid and provide the researcher with insightful data when used together in this sense as stated by McDonough and McDonough (1997: 177): “the designer has to choose a mix of question types that will maximize the range and detail of the information elicited”. In addition to all what mentioned it necessary not to forget the following considerations to be taken into account while designing a questionnaire:

- Negative items, like “spelling words in English is not difficult for me”, are confusing and, hence, should not be included;
- Double-barreled items that ask two or more questions at the same time. For example: “in the classroom, we should spend more time on reading and less time on speaking”;
- Embarrassing items that the respondents may find embarrassing to answer, for social or cultural reasons. For instance: “what is the literacy level of your parents?” (Brown:2001) Qtd in khaldi(2013:99)

It is to be remembered that the primary goal for the implementation of the questionnaire was to judge course conduct and content from informants’ points of view otherwise stated it is informants’ input about the training program quality where they have a chance to assess themselves after long- lasting period of instruction.

It should be underlined that the data gathered through the early mentioned researcher instruments were not done at once, they were used in a progressive manner which will be explicitly interpreted in the following figures:

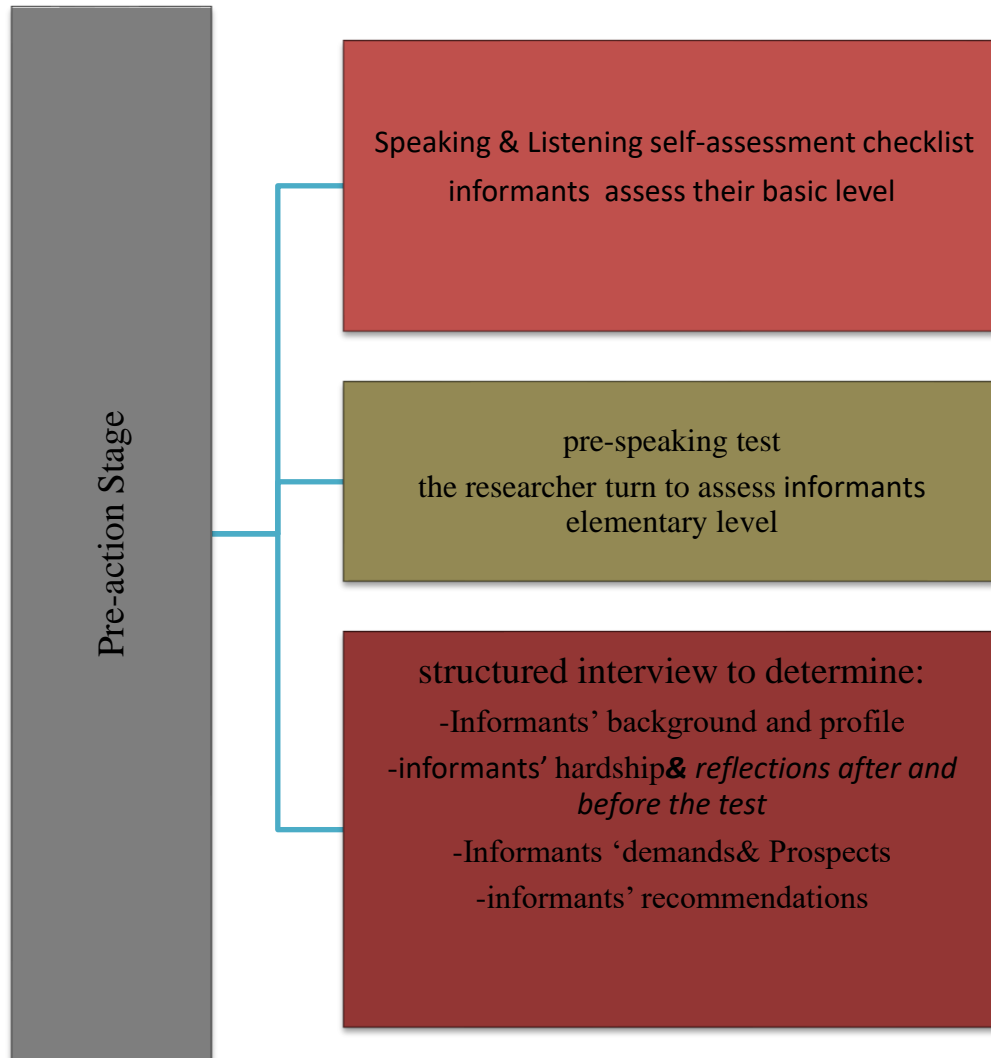


Figure 9.2: pre-action stage

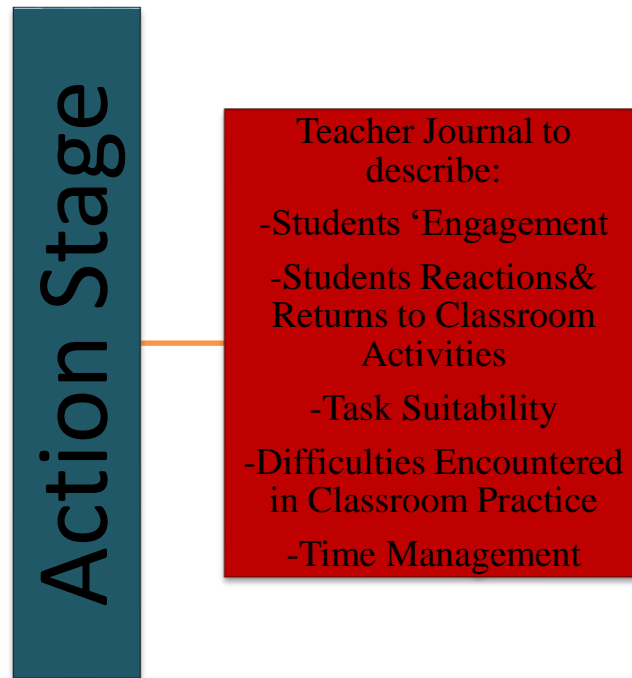


Figure 9.10: Action Stage

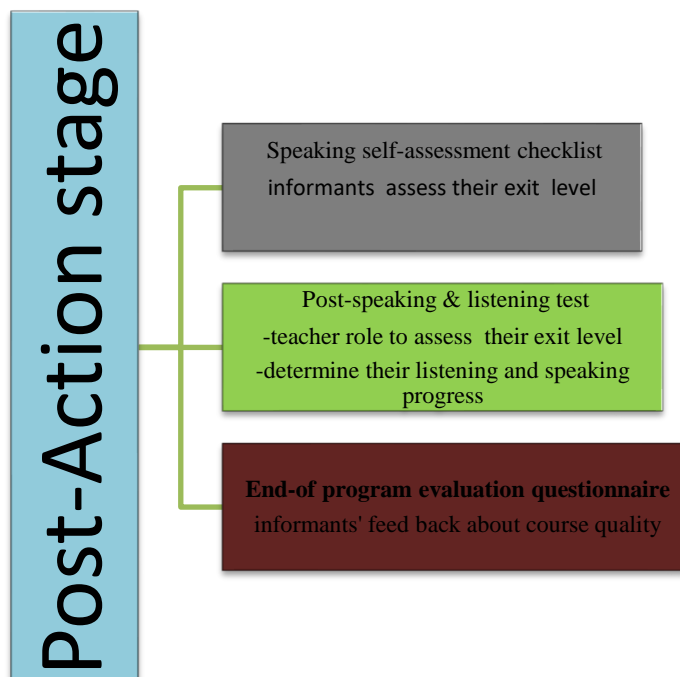


Figure 11.2: Post-Action Stage.

2.8. Conclusion:

Within the bounds of this explanatory chapter, the researcher did her utmost to fully describe the way data were gathered through the research process. In light of this, the present chapter at an early stage represents the context where the study took place. As long as air traffic controllers are engaged the researcher drew a clear understanding of the career of an air traffic controller by way of illustration, she portrayed the different responsibilities an air traffic controller may perform as well the separate level of air traffic controllers to clear up the charge of each one of them. In the middle of this chapter, the researcher illustrated the way her action research was carried out. Another concern of the present chapter is to provide a detailed explanation about the selected instruments and the way they were designed and utilized.

As already explained the current investigation was put into effect utilizing diverse research methods of three stages, the next move is to analyze, interpret and discuss the gathered data.

CHAPTER THREE

FINDINGS TREATMENT & EVALUATION

3.1. Introduction

3.2. Data Analysis Measures

3.3. Pilot Operation Phase (Pre-Diagnostic Phase)

3.3.1. Pre- Test Results

3.3.1. 1. Pre-Speaking Test Results

3.3.1. 2. Pre-Listening Test Results

3.3.1. 3. Speaking & Listening Self-Assessment Checklist Results

3.3.1. 4. Structured Interview Results

3.4. The Formative Stage Results

3.4.1. Teacher Journal Results

3.5. The Post-Formative Stage Results

3.5. 1. 1. The Post-Speaking Test Results

3.5. 1.2. The Post-Listening Test Results

3.5.1. 3. Post-Speaking & Listening Self-Assessment Checklist Results

3.5. 1.3. End-of Program Evaluation Questionnaire

3.6 Encapsulation of the Conclusions Reached in the Three Steps

3.7 Conclusion

3.1. Introduction

To gain reasonable answers for the research issue launched at boot time, and following data compilation employing different instruments through continuous dissimilar operations. A further move is to proceed to results examination and intervention. As brought up earlier, data were compiled in the course of separate levels (before, during, and after investigation). Every phase will be analyzed independently to measure the trainee's readiness, productiveness, proficiency, and hardship.

Results will be analyzed qualitatively and quantitatively; demonstrating results using illustrative figures and chart depiction that represent data quantitatively using scores. Analyzing data qualitatively over descriptions should be linked to the data gathered quantitatively to furnish credible results, said differently; the data gained qualitatively will be confirmed using quantitative results. In the present research, the data gathered from the controllers' interview, the end program questionnaire, in addition to some questions in tests (pre and post-tests) were analyzed quantitatively.

As applied to quantitative analysis, the researcher opted for mathematical formulas including: standard deviation, In view of it, she keeps count for three procedures for interpretation: mean, mode, and median. To hopefully, control conclusions drawn in the process of pre and post traineeship, the researcher depends to a large extent on t-test to value results of the pre-test with post-test. In this diagnostic chapter, the researcher scrutinizes every step of this action research to view and analyze the findings brought together from pre and post-tests, trainees' interviews, the classroom observation, the end program questionnaire.....As it encapsulates the main results and checks out the testimony of the research focus.

3.2. Data Analysis Measures

As previously highlighted, the researcher accounts for an action research ruling in favor of consolidating controllers with a preparedness to listen attentively to avoid confusion, equally, it strives to prepare their adeptness to express themselves clearly and unambiguously. Mutually, it delves relevant and adequate procedures that promote understanding and facilitate oral communication. From that perspective, a premeditated intent is to work out in what way accelerated teaching of listening and speaking skills

contribute meaningfully in developing a proficiency level for Algerian air traffic controllers for efficient functioning to get out poor communication.

Pursuing this form of analysis is dependable, and the results are probably generalizable to a considerable extent. Such genre of research requires codifying results, calculating them, and identically put together further complicated mathematical examples to rationalize exactly what is noted.

The researcher adopted a blend of quantitative as well as qualitative data techniques in the effort to operate various data to convert them into different levels for analysis and explanation. In this connection green et al (1989) illustrated that these techniques “are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects” (quoted in Dornyei, 2007:164)

Integrating a mixed-method approach for analysis in one study is appropriate for having harmonious importance to analyze data as stated by Newman and Benz(1998) “A combination of qualitative and quantitative constructs....are often regarded as a matter of continuum rather than a clear-cut dichotomy” (quoted in Davies 2004: 488).

In the sense to be reasonable in the research results that can exhibit possible influence on the course, it is imperative to be knowledgeable about statistical research, in such a way to carefully represent the total of numerical collected data. In that vein, Woods, Fletcher, and Hughes (1986 Quoted in Djebari (2013:183) explain that

When a linguistic study is carried out, the investigator will be faced with the prospect of understanding, and then explaining to others, the meaning of the data which have been collected. An essential first step in this process is to look for ways of Summarizing the results which bring out their most obvious features.

In simple words, source information is not explanatory and profitable except in the case they are systematic and explained. In order to clarify the scores collected across research tools, descriptive statistics were employed including standard deviation. Referring to this latter, the researcher accounted for three principal criteria attributed to

explanation: mean, mode, and median. The mean as defined by Khaldi (2013: 121) as “being the arithmetic average of a set of values. It is the sum of values in a sample divided by the number of such values”. Mode refers to the value that is listed in most cases (Khaldi, 2013). The median as set out by khaldi (2013: 121-122) “is the value that split the values of the sample into two equal groups, where half of the sample has values at and above the median while the other half has values at and below the median”.

Standard deviation is a mathematical procedure referring to the distribution of students’ scores throughout the mean. As reported by Heaton (1975:176)

The standard deviation (S.D) is another way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean; in other words, it shows how all the scores are spread out and thus gives a fuller description of test scores

Furthermore, standard deviation displays either a group of students is similar or different. Put another way, in case S.D is elevated, this conveys that the group is heterogeneous; inversely; if S.D is down the group is homogenous. In an endeavor to measure statistically results gained together pre and post-training, the researcher counted on *t-test* to estimate results before and after the intervention, this was managed to cross-check results of pre-test in conjunction with post-test. Further important proceedings have respect to is to compare trainees’ values within pre and post-test means from the group itself, who have been exposed to training. Finally, the researcher applied the *eta squared* which is designed to measure the level where the broad variance at given be treated according to independent variables (training to develop listening and speaking skills).

As has been pointed out, qualitative research is put also into practice to inspect the quantitative results. As it helps to understand and put into words ideas, views, or background. It is inclined to be responsive and draw attention to maintaining productive interpretation when analyzing data. Simply, it is meant to describe the findings that were analyzed statistically. It is important to clarify that this form of research enables to obtain the narrative analysis. Into the bargain of the preceding analysis, the researcher

converted data where results were quantitative data and were converted to qualitative data.

3.3. Pilot Operation Phase (Pre-Diagnostic Phase)

The above-mentioned, data treatment and interpretation went through different steps as data were gathered over varying timing. This step is actually, a preliminary review that specifically foresees to make out trainees' requirements, concerns, eagerness, and priorities regarding speaking and listening skills. In the process, various instruments were used including pre-speaking and listening tests, structured interview, speaking and listening self checklists. It should be recalled that an initial action was to engage in a pre-training test where the results will be discussed hereafter.

3.3.1. 3.3.1. Pre- Test Results

It must be made clear that the test was structured in two parts, which integrate the speaking and listening skills. On account of this, the researcher went over every section apart from the other.

3.3.1. 1. Pre-Speaking Test Results

Initially, the researcher makes a decision to carry out a pre-speaking test as the first part of his pre-training phase ahead of the teaching program scheduled to empower them with a mastery of oral proficiency which eases communication, taking into account to fluency, grammar structure, general and aviation vocabulary, pronunciation, and stress. It should be remembered that the key objective of this part of the test is to spot comprehensively the trainees' speaking constraints and scrutinize their speaking ability before the intervention.

It is worth mentioning that 9 controllers out of 12 were involved in the pre-training test. For the rest, one of them escaped intentionally for being afraid of taking the test, the two others were called for job training. This part was split off into five sections which will be explained and discussed above:

- a) Read Aloud Task: as already explained in the preceding chapter, trainees were asked to read two different texts that were registered to check the extent of betterment after instruction. They were given 45 seconds to be prepared and 45 seconds to read each one. It is to be noted that the

researcher explained to her informants that the researcher's intention of these reading tasks are to evaluate their pronunciation and stress.

- a) Summary Task: is identical to the preceding one, the trainees were supplied by a third text where they were asked to read it but silently, then summarize it using their own words to measure their understanding and command to express themselves spontaneously and accurately. Examinees were given few minutes to think about what to include in the summary, then they started their summary.
- b) Problem Solving Task: As has been noted, the trainees were given two different situations that explain two different problems where they were asked to suggest suitable solutions to each problem. They were given few seconds to read them, then some time to prepare their answers, at the end they supply their solutions. The evaluation priority was on fluency and accuracy. The researcher's concern was to check the amount of general as well as aviation background.
- c) Answering Questions: as previously highlighted, this part was divided into two parts (general questions and theme-based questions) where trainees were asked some background information and work experiences. For good measure and in addition to grammar, vocabulary, and pronunciation evaluation; they were also tested in accordance with content significance and expressiveness.
- d) Describing Pictures: trainees were asked to describe aloud a set of pictures which should be fairly detailed as closely as possible they can. The assessment included grammar, vocabulary, pronunciation, stress, as well as coherence

It is pertinent to note that the test was delivered personally, where informants' answers were registered using a recorder after asking their permission; and explaining

to them that the recording will be used in contemplation of analysis. As it was argued and clarified from the formerly literature, speaking is laborious to be analyzed fairly and reliably. Simply put, apart from other skills, speaking is believed to be exceptionally difficult to set up, deal out, and grade when it comes to the evaluation of different elements. As discussed, the researcher included different criteria in analyzing trainees' performance. Thereby; they were viewed and assessed one by one.

a) Pronunciation Measurement

To proof, the assumptions of concern in this investigation trainees were assessed using the four speaking tasks. The earlier results recorded in this part reveal that respondents had difficulties in stress distribution in their pronunciation while reading; they encounter difficulty in pronouncing with the correct stress. From their answers we categorize two types of errors regarding stress distribution; sometimes they misplace it as stressing the wrong syllabus as in the word "airlines" stress was wrongly distributed most of them mispronounce it, or neglecting it as an example we have the word "Singapore" most of them neglect stress, further examples will be outlined in the following table:

Words	Misplacement of stress	Stress omission	Correct pronunciation
Airways	e'rwei		'eəweiz
Concord	kɔ:n'kɔrd		'kɒŋkɔ:d
Singapore		sɪŋgæpɔr	sɪŋgə'pɔ:r
Services		sərvɪs	'sɜ:vɪsɪz
Between		bɪtwi:n	bɪ'twi:n

Table 3.1. Instances of stress errors

It would be important to call attention to other categories of mispronunciation, otherwise speaking; while correcting informants' recordings, the researcher detected additional instances of mispronunciation as regards vowels more exactly short vowels,

long vowels, and diphthongs. Such instances of mispronunciation will be clearly illustrated .

Long vowels		
Words spelling	Erroneous Pronunciation	correct Pronunciation
start	st ^a rt	stɑ:t
Singapore	sɪŋgæp ^ɔ r	sɪŋgə'pɔ:r
Concord	kɒŋkɔrd	kɒŋkɔ:d
Aircraft	eɪkræft	eəkra:ft

Table 3.2. Instances of Errors within Long Vowels

It is relevant to note that in the given examples the researcher concentrated on correcting errors related to long vowels, as shown in the table most participants did the same mistakes in words where the vowels are pronounced with a long vowel they pronounced it with short ones. The same could be said about words that should be pronounced with short vowels sometimes instead of “ə” some words are pronounced with “æ”, “ɔ” instead of “ʌ”, “æ” instead of “ɪ”, “ɒ” instead of “ə” for more illustrations some examples will be described in the following table

Short Vowels		
<u>Words spelling</u>	<u>Erroneous Pronunciation</u>	<u>correct Pronunciation</u>
And	ænd	ənd
London	lɒndən	lʌndən
Singapore	sæŋgæpɔr	sɪŋgə'pɔ:r
Was	wæz	wəz

Table 3.3. Instances of Errors within Short Vowels

Correspondingly, the same holds true regarding the pronunciation of diphthongs, some words are pronounced with a diphthong however, they pronounce it with a short or long vowel as the word basis some pronounce it as “baɪzɪs” another as “bæzɪs” though it should be pronounced as “ber'si:s”, other examples will be described in the following table:

Diphthongs		
<u>Words spelling</u>	<u>Erroneous Pronunciation</u>	<u>correct Pronunciation</u>
Initially	ɪnɪʃəlɪ	ɪ'niʃəli
Direction	daɪrɛkʃən	dɪ'rɛkʃən
Bahrain	bæhri:n	bɑ:'reɪn
Going	gɔɪŋ	gəʊɪŋ

Table 3.4. Instances of Errors within Diphthongs

As shown in the table informants use diphthongs instead of a short or a long vowel, or they put long vowel instead of diphthong as transcribed the word “Bahrain”.

a final instance of mispronunciation is related to consonants; for example, two informants pronounced the word “Singapore” differently; with a different consonant one pronounces it as “sæŋgæ**b**pr” another one pronounces it as “sæŋgæ**f**pr. extra examples will be presented in the below table:

Consonants		
<u>Words spelling</u>	<u>Erroneous Pronunciation</u>	<u>correct Pronunciation</u>
Commercial	kəmər s jɪəl	kə'mɜ:ʃəl
Change	ʃænd ʒ	tʃeɪndʒ
Whole	wu:l	həʊl
Join	ʒ ɔɪn	dʒɔɪn

Table 3.5 Instances of Errors within Consonants

It was noticed that informants have difficulties in pronouncing some consonants correctly; especially for the sounds “ʃ” and “ʒ” as illustrated with the given examples. Another example is the sound “h” which is pronounced as “w”, sometimes a consonant is pronounced as a vowel like the word “once” some of them pronounce it as “ɒns”. Another example of mispronunciation at the level of consonant is the pronunciation of silent letters which are expected to be mute as in word service; the letter “r” is not pronounced but all of them pronounce it.

Not only that, it was noted that all informants produce arbitrary stops when reading, sometimes repeating the word twice to have correct pronunciation. They showed positive attitudes, readiness, and seriousness to take the test and achieve positive results in the end. All of them expressed their sound motivation for the constructive course. Another remark was that most of them were impacted by French pronunciation for instance the word commercial was pronounced as ‘kəmɜrsjal’, and the word service as “servi:s”.

It should be made clear that in every speaking activity pronunciation was graded 8pts; and in the entire test was graded 40pts. Throughout the speaking test, the researcher checked students' pronunciation considering the given measurement main lines

Assessment Standards	Appointed scores
❖ Good pronunciation	❖ 7,5- 8
❖ Occasional mispronunciations	❖ 4- 7
❖ Very few mispronunciations	❖ 2-4
❖ Poor and unintelligible pronunciation with striking mistakes. (Non-English Sounds)	❖ 00-2

Table 3.6. Pronunciation Evaluation Criteria

Informants' marks will be presented hereafter

N ^o of Students	Scores/40
S ₁	0,25
S ₂	1,5
S ₃	2
S ₄	2,5
S ₅	1
S ₆	3,5
S ₇	5,00
S ₈	6,00
S ₉	6,5

Table 3.7. Pronunciation Grades in Pre-Speaking Test

B) Fluency Measurement

Fluency in speaking is the skill to speak comprehensibly and freely at an adequate pace free from much stammering, with this in view, Byrne (1986:9-10) defines fluency “ as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation.” cited in Hughes (2002:67-112). Assessing fluency in speaking is a complex endeavor. It is also worth noting that fluency assessment involved informants’ skillfulness to construct unambiguous content, and their efficiency to link up sentences and come up with ideas in a comprehensible and expressive style. Moreover, the researcher assessed their expert to speak continuously without referring to their mother tongue or translation. After listening to the trainee recordings, the researcher noticed a set of weaknesses in students’ speech; these can be outlined in what comes: most students stammer when speaking except one who was self-confident when speaking, the remaining encounter problem finding suitable words to express themselves, as they can’t have control over their grammar correctness, their speech was full of fillers such as “emm”, “ee”, “well”, another apparent notice was redundancy, correction committing the same errors though they believe they are fixing their mistakes. Alternatively, another aspect of dysfluency referred to French language influence in case they don’t find the right English words especially when they wish to communicate complicated thoughts. Trainees’ speech was characterized by the regular occurrence of quiet break when they speak. Their speech was disconnected and ambiguous full of clumsiness. By way of clarification, some examples will be established below:

Repetition	interjection	French words	Disconnected speech	Ambiguous content
<p>hehartwit h us hisadventure by by his air aircraft at at two two two place and containing his flight the first the first , the airport of departure</p>	<p>he take big flight anduhuhuhuhhe make anduhuhuhuhu the aircraft it equip it with uhuhuhuhjustwithu huhuhuhuh he stoppeduhuhuhuh at uhuhuhuh two tow two place and containing his flight in eeeee safety during uhuhuhuh fifteen hours uhuhuhuh with in vfr condition he decide) with uhuhuhuh a light wind he uhuhuhuh decide confusion) to cry eeeee carry(tense) maximum fuel eeeeeeee(stop)</p>	<p>(H F) signaleandund ebi he try to make his flight in good securitè with invfr</p> <p>Second one i thin k thereisairport in the badweatherithi nksome cloud and the lightening, and thereis an airplane in departure time</p>	<p>The story talk about the first flight for the new pilot after his eighteen months training fight and we he start his flight with the pilot calling Thomas the flight sart the the new pilot take his flight between two two town the first the first , the airport of departur e (preposi tion omissio n)is is calling paris the destinati on airport</p>	<p>passenger, and he tell him about the slot, if you miss hisslot,theconsequence of his flight, and he talk what about the weather, the badweatherwas not easy for the beginnercaptain or the training captain and the end hetoldhimaboutsafetybe causesafetyis the first obligation in the airplane to his flight</p>

			<p>is calling Amester dam and during the flight the pilot make try to make the first flight in the good conditio n but the conditio n in the destinati on airport is very bad because there are eeeeee heavy raining huge cover the cloud it's all</p>	
--	--	--	--	--

Table 3.8. Some Instances of Disfluency

It is important to highlight that in all the speaking tasks used to assess their speaking skill informants were unable to produce coherent and meaningful sentences; they were incompetent to communicate their ideas steadily and obviously. As previously indicated, the researcher opted for the following evaluation broad lines

Fluency Evaluation Criteria	Distributed Marks
<ul style="list-style-type: none"> ▪ Natural sounding without unnecessary pauses 	7,5 - 08
<ul style="list-style-type: none"> ▪ Speech flow smoothly but with communication breakdowns from time to time(occasional pausing) 	04 - 07
<ul style="list-style-type: none"> ▪ Slow speech with halting, fragmented ,unnatural pauses(frequent pausing) 	02 -0 4
<ul style="list-style-type: none"> ▪ Pausing too often and too long(excessive pausing) 	02 - 00

Table 3.9. Fluency Evaluation Criteria

In speaking task fluency was graded similarly as pronunciation, scored on 8 points and on 32 for the full speaking task. Informants' grades are briefed below

N ⁰ of Students	Grades/40
S ₁	4
S ₂	1,5
S ₃	3
S ₄	8
S ₅	5
S ₆	3,5
S ₇	11
S ₈	7
S ₉	5

Table.3.10. Fluency Grades in Pre-Speaking Test

More clarification should be inserted in the assessment that is connected to grammar, it is to be mentioned that grammar errors cannot stop communication, however; as a part of speaking assessment, grammar was included.

C) Grammar Measurement:

It is important to stress that a fundamental objective of language instruction is to cherish the flair to express freely and naturally. In modern times, grammar accuracy becomes embedded though some still believe that it is an insignificant part of good communication. In the current research for grammar evaluation, they were assessed in terms of using grammar correctly while speaking. In every speaking activity, grammar was on 8points and 32 on the entire speaking task. It was assessed using the following standards.

Assessment Standards	Distributed Grades
❖ Excellent control of Grammar, very few errors	❖ 7,5 -8
❖ General good control of grammar; but some errors could be avoided	❖ 4- 7
❖ Uncertain control of grammar, some serious errors should be avoided	❖ 2 -4
❖ No control or knowledge of grammar	❖ 00 - 4

Table 3. 11. Grammar Assessment Standards

Serious errors were noticed after listening to the recordings; frequent errors were repeated by most of the participants. We categorize a set of different grammar errors including: omission of prepositions, subject/ verb agreement, third-person singular inaccuracy. Misuse of Progressive tense. Tense confusion. The researcher noticed that most participants neglected totally the use of final “s” with third-person singular, as they

omitted auxiliary where necessary, they do not have control over tenses, as they ignore the final “s” with third person singular, as they misuse the progressive tense. For more clarification some instances will be represented in the following table:

Subject/verb agreement	Tense confusion	Preposition omission	Third person singular inaccuracy	Progressive Tense misuse	Auxiliary Agreement	Auxiliary omission	Article Omission
I've worked with pilots think turkish airlines i didn't understand anything from his speech	In the first time he ask him what he must did	his fathers say (preposition omission) hi m what he need	he tell him	when he 's coming he landing without problem	Since 3 years i have a problem with airplane, this airplane is departing from tlemcen airport	As we have small airport we (auxiliary omission) not have problems	He tell him about (Article Omission) destination
I choose this job because i admire it and and love it in myanmar because there is interesting job	when he take he prepare his flight from mame to paris	and (preposition omission) the end he told him about safety	A pilot come from USA and he speak very quickly	after when he 's coming he landing without problem		The second one (auxiliary omission) the lightning	Before that I was (Article Omission) engineer
british pilots when he coming here	i work since 10 years	After his eighteen months (preposition omission) training	He tell him about destination		because his noise landing gear was not working the pilot calling Thomas	in general i (auxiliary omission) interested in all his communication	I didn't choose to be (Article Omission)

							air traffic controller
there is some birds around sit	after ten minutes he demanded and asked me to return		he preferred He prepared his flight			when I (auxiliary omission) not understand his word	He told him about (Article Omission) destination
There are heavy rains	The airport of departure is calling					he (auxiliary omission) landing without problem	Before taking the car to (Article Omission) airport
Asked his son some question	He asked him are you finished					he (auxiliary omission) trying to set this fire	
	He asks his son are you preferred window sit					The family (auxiliary omission) repairing	

Table 3.12. Some Instances of Grammar Errors.

It should be underlined that most errors were related to omissions as omission of articles, prepositions, and auxiliaries. As they failed to give the right tenses in all tasks that were used to assess their speaking skill. Informants were sometimes unable to make difference between plural and singular, there were no agreement between subject and the verb. It should be pointed that the researcher elected students mistakes from all the tasks devoted in the pre-test just to clarify their weaknesses. Informants' results will be shown in the following table:

N ^o of Students	Grades/32
S ₁	5
S ₂	2
S ₃	11,5
S ₄	10
S ₅	3
S ₆	4,5
S ₇	21
S ₈	8
S ₉	13,5

Table 3.13. Grammar Grades

D)General and Aviation Vocabulary Measurement:

One should mention that rich and adequate vocabulary is a core element for clear and effective communication; it facilitates firmly expressing your views, explained differently, suitable and sufficient vocabulary signifies what degree you are able to express yourself in different conditions. Lacking adequate and sufficiently vocabulary interrupts communication and makes it impossible; in that sense Wilkins (1972:97)

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very

little can be conveyed, without vocabulary nothing can be conveyed.

Analogously, McCarthy (1990: 140) provides that “without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.”

To assess informants’ general and aviation vocabulary the researcher applied the following assessing measures

General and Aviation Vocabulary Assessment Standards	Attributed Marks
❖ Broad, precise, impressive vocabulary	❖ 7,5 -8
❖ Effective word choice, adequate for the situation,	❖ 4- 7
❖ Barely adequate for the situation and level,	❖ 2 -4
❖ Inadequate, inaccurate	❖ 00 - 4

Table 3.14. Vocabulary Assessment Standards

After listening to informants’ records, the researcher summarized the following flaws; most respondents were unable to find the right words when asked to express their ideas in the different speaking tasks given to them, they use little wording, or use confused word sequence. They repeatedly come across interference when employing French words and build them to form English words by changing their pronunciation according to the English language or by adding prefixes or suffixes. As they find it hard to pick the right meaning of the words, they frequently confuse between “be” and “have” together with “do” and “make” i;e; informants were unable to use words correctly in their milieu. Almost all informants (8 out of 9) have a lack of vocabulary which makes them unable to voice their ideas. They strive to detect suitable words when

asked to describe pictures; this indicates their poor vocabulary stock. They face constraints to build complete and meaningful sentences; most of them were very short in their descriptions. As most of the times, most of them think in Arabic and translate in English. For better understanding some examples were taken from their descriptions will be shown in the following table:

Short sentences	Uncompleted and meaningless sentences	Confused word sequence
For the first one the bird strike, the second one lining, the third one freezing , for the forthonethe landing gear, the problemwith landing gear and the fifth one fog	We have lowvisibility if we have landing itwillbe not done but for departure yes In the first picturethereis un plan in landding time, thereissomebirdsaroundit, I thinkthesebird cause the dangerous situation, it can fill in the engine and cause fire or something like this.	The fourth one i think crash or airplane in fire and i can see fire fighter trying to faume this airplane , and the fifth one i can see airplane in bad , i think fog there is a lot of fog, i can see the light on run way

Table 3.15. Some Examples of Vocabulary Weaknesses

Most of their descriptions were short, uncompleted or meaningless, they used confused word sequence, and all of them think in Arabic and express themselves in English. Informants' scores regarding general and aviation vocabulary will be identified in the following table:

N of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
General vocabulary	2	1,5	11	4	3,5	15	5	00	7
Aviation vocabulary	1	3	2,5	2	1	0	1	3	2

Table 3.16. Pre-General and Aviation Vocabulary Scores

E/ Value of the Supplied Information Measurement:

A final step in the speaking assessment was to check the attribute of data supplied by informants. To do so the researcher used a set of directives. The entire test was on 24 points and 6 points were devoted for the communicated information.

Supplied Information Criteria	Appointed Scores
<ul style="list-style-type: none"> • Accurate information with adequate details, ideas very well developed. 	<ul style="list-style-type: none"> • 5,5- 06
<ul style="list-style-type: none"> • Only basic information is provided, ideas fairly well developed. 	<ul style="list-style-type: none"> • 04-05
<ul style="list-style-type: none"> • Little information is provided, ideas not well developed. 	<ul style="list-style-type: none"> • 02-03
<ul style="list-style-type: none"> • Ideas not well stated and not connected. 	<ul style="list-style-type: none"> • 00-01

Table 3.17. Evaluation Norms for the Value of Information Provided

An impressive and clear speaking is to convey a meaning that is clear and understood, additional target is to keep attention of the one listening to you. A speaker should regard most appropriate way to convey his ideas so that to be understood

After consulting informants' records, the researcher outlined a set of remarks regarding the data provided by informants in the different speaking tasks. Sometimes the researcher finds herself lost and difficult to follow what the respondent was saying for being vague and speaking about something that is ambiguous which makes the researcher asking herself what the respondent was striving to express. They supplied insufficient information; their ideas were poorly developed and disconnected. Their scores will be shown in the following table:

N^o of Students	Grades/24
S₁	0
S₂	0,5
S₃	1,5
S₄	2
S₅	3
S₆	4,5
S₇	13
S₈	8
S₉	7

Table 3.17. Information Provided Scores

As previously discussed, and as an integral part of quantitative analysis, a set of mathematical formulae were employed to encapsulate the scores. In this connection, a general description about respondents' achievements is put forward in the form of illustrative enumeration, significantly the mean; mode; and standard deviation. Going over this statistical technique facilitates understanding where the focus of the amount of data is found, and to compare it with post test results. Using the aforementioned statistical techniques, pre-speaking test results are briefed in the following table:

Scores	Pre-Test		
	Mean	Mode	S.D
Out of 12	3,1694	3,2	1,4478

Table 3.18. Pre- Speaking Training Scores

Based on the above results, it is necessary to take into account that S.D denotes the manner the means of the obtained scores are spread over the mean of the core group. As noted earlier, a low S.D demonstrates close connection of the data scores to the group's means, at the same time a high S.D implies the distribution of data through a wide variety of values. Simply put, S.D depicts the conformity or contrast of the group; in case the S.D is elevated the respondents' means are dissimilar from the means of the group and in reverse if the S.D is low the group is similar to the means of the group. In the present investigation, S.D was (1,4478); the means of the group was (3,1694 not yet) out of 12, the mode symbolizing the highest distributed grades, was (3,2). This being the case described poorly performing and bad results.

3.3.1. 2. Pre-Listening Test Results:

A second segment of the entry test is the listening test which was designed to assess respondents' ability to figure out oral language equally in general and specialized settings. It should be stressed that a primary objective of this part of the test is to track down meticulously the respondents' listening limitations and inspect their listening competence in advance of the training schedule. An overall aim of this test is to examine if the message is correctly realized or not, and control whether or not the details are well heard.

It should be remembered that the listening entry-test was carried out through three tasks:

- a) Check & Summarizing: this task was planned to verify respondents' skill to express what the record is about, and to attest whether they are able to condense the original one in a meaningful way. Respondents were given

two different audio passages, the first one was a general English audio passage that was taken from the internet, and the second one was purely aviation English that was taken from English for aviation book. The first one was shorter than the second one with a view to curb their capacity to recall. They have a chance to listen to the audio passages twice, and then summarize them orally. Respondents' answers in this task were recorded to be evaluated.

- b) Short answer questions: within the same audio passages, respondents were asked to answer a set of questions; this task was used to verify respondents' skill to express what the record is about and to establish uncomplicated answers.
- c) Filling the blanks. A third and last task was gap-filling which considers measuring their ability to memorize.

The researcher prepared a copy of the listening activities with the different questions for respondents to write their answers. Informants had an opportunity to read the questions first before listening to the audio files, most of them suggested doing each part separately, they read the first questions of the first file, then they move to the second part.

It should be specified that each listening sub-skill was marked 8pts, and over the totality of the test was marked 40pts. It is worth underlying that the first part of the entry test focuses on measuring informants' ability to focus and their general understanding, on account of this the researcher employed the following assessment Criteria:

	00-02pts	02-04pts	4-7pts	7-8pts
Ability to focus 8pts	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was able to attend occasionally	The student was able to concentrate fully and listen very attentively throughout the assessment	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding 8pts	Student did not understand enough vocabulary or information to answer the questions	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Accuracy of answers 8pts	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information; however, a lot was left out or was not accurate	Answers were mostly accurate and related to the information given, with only a few errors.	The content was always accurate and related to the information given.

Table 3.19. Listening Assessment Criteria

A. Ability to Focus and General Understanding Assessment

What regards their ability to focus the researcher concluded a set of remarks after consulting respondents' records: though most of them stayed focused especially in the first passage who complained that it is easy to understand and very short to remember every small detail their summaries showed the opposite. For the second audio file, all of them complained that it was difficult and a little bit longer to be memorized. Regarding their basic understanding, respondents couldn't figure out much vocabulary in the two audio files to complete some questions and fill in the gaps with the appropriate words. Their scores will be framed in the following table:

N ^o of students	Ability to focus		General Understanding	
	general	specific	General	specific
S ₁	7	2	5	5
S ₂	5	4	7	4
S ₃	8	3	3	2
S ₄	4	11	5	10
S ₅	11	6	4	1
S ₆	5	5	3	00
S ₇	6	2	5	4
S ₈	9	5	3	3
S ₉	5	5	7	5

Table.3.20. Ability to Focus and General Understanding Scores (Specific& General)

B. Listening for Details Measurements:

A second criterion that was included in the listening entry test was to check whether respondents were able to listen carefully and eagerly to every small detail that is mentioned in the recordings, and if they can include these details in their answers when needed, with that in mind the following evaluation measures were applied:

	00-02pts	02-04pts	4-7pts	7-8pts
Listening for details 8pts	Student was unable to grasp specific details when listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.

Table 3.21. Listening for Details Measurement Criteria

After consulting informants’ records, the researcher encapsulated a set of remarks: even though, they demonstrated low control to listen for more details, some of them periodically listed accurate information; others were incompetent to understand specific details when listening and included something irrelevant. Respondents’ scores will be introduced in the following table:

N^o of Students	Scores
S ₁	4
S ₂	7
S ₃	11
S ₄	3
S ₅	9
S ₆	5
S ₇	8
S ₈	6
S ₉	15

Table 3.22. Listening for Details Scores

C. Accuracy of Answers Measurements:

Answers accuracy was a third and final standard that was in use to assess respondents’ listening competence. The researcher tried to control respondents ‘answers through the different tasks that were designed to judge their listening mastery, a set of standards were used:

	00-02pts	02-04pts	4-7pts	7-8pts
Accuracy of answers 8pts	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information; however, a lot was left out or was not accurate	Answers were mostly accurate and related to the information given, with only a few errors.	The content was always accurate and related to the information given.

Table 3.23. Accuracy of Answers Assessment Standards

After reviewing respondents' registers, the researcher defined a variety of notes regarding their answers; respondents listed limited answers especially what regards the second text as some questions remained unanswered or were not correct when asked to fill in the gaps, some of them 3 out of 9 provided unassociated information. Their grades will be figured in the table below:

N^o of Students	Scores
S₁	6
S₂	10
S₃	2
S₄	3
S₅	5
S₆	8
S₇	8
S₈	4
S₉	15

Table 3.24. Accuracy of Answers' Scores

It is worth mentioning that the researcher opted for the same statistical techniques to quantitatively analyze her data. A variety of mathematical formulas were inserted to review respondents' scores. In that sense, a broad description regarding respondents' performance was introduced using of explanatory statistics, considerably, the mean, the mode, and the standard deviation. Applying such a procedure helps to decide where the centering of the data set is based, besides, crossing check with post-test findings. Employing the previously stated mathematical process, the pre-listening test results are modeled in the following table:

Scores	Pre-Test		
	Mean	Mode	S.D
Out of 12	3,6666	3,3 3,6	0,6616

Table 3.25. Pre-Listening Training Score

The same can be hold for S.D measurement within listening skills. It is to be remembered that S.D indicates the technique the means of the grades gained are shared across the average of the selected group. As formerly discussed, a mean S.D reveals a close connection of the analysis results toward group average, on the other hand, an elevated S.D shows data distribution across a variety of measures. In other quarters, S.D draws the heterogeneity or homogeneity of the group; if the S.D is elevated, respondents' averages are dissimilar to the averages of the group, consequently, the group is heterogeneous by contrast if it is low the group is homogenous. After calculating student scores in the present research S.D was (0,6616), the average of the group was (3,6666) out of 12. The mode, portraying the largest diffused score, was (3,3 & 3,6). Inevitably, it can be concluded the poor level of attainment in the listening test.

3.3.1. 3. Speaking& Listening Self-Assessment Checklist Results

A next step just after the pre-test, the researcher supplies all informants with a Speaking and listening self-assessment checklists that are dedicated to needs identifications. As earlier explained, such a research instrument enables informants to judge their own competency in general English as reported by CEFR, along with

measuring their speaking and listening proficiency regarding aviation concerns. It is relevant to note that adopting such a technique for needs analysis is advantageous considering the way and the time to administer it. To be precise, it helps to gather data quickly and effortlessly.

I. Speaking Self- Assessment Checklist Results

It should be recalled that the speaking self-assessment checklist was made of two parts; in what concerns the first part students' answers are outlined in the following table:

Speaking Competence	1 excellent	2 average	3 poor	4 Very poor	5 Unattainable
I can express myself using basic vocabulary	5,33%	5,33%	5%	15%	69,33%
I can describe an airport(I can describe the different building found in an airport)	00%	00%	20,33%	15,33%	64,33%
I can describe the different ground vehicles and equipments(their functions& utility)	00%	00%	15,33%	9,33%	75,33%
4.I can make the difference between runway and taxiway lights when asked to describe them fluently	00%	00%	00%	33,33%	66,33%
5. I can explain procedures for takeoff and landing clearly	00%	00%	00%	00%	100%
6.I can summarize an incident or accident orally with fluency	00%	00%	00%	00%	100%
7.I can explain the different causes of any accident in orally without interruption	00%	00%	00%	00%	100%
8.I can suggest solutions for an unusual situation effortlessly	00%	00%	00%	00%	100%
9.I can speak about my job fluently	00%	00%	00%	50,66%	50,33%
10.I can give a clear and fluid description or arguments that is relevant to my job	00%	00%	00%	00%	100%
11.I can speak in a logical manner and make my listener remember well the important points.	00%	00%	00%	00%	100%
12.I can speak about safety regards using facts and examples	00%	00%	00%	00%	100%
13.I can participate effortlessly to any discussion, I can express myself fluently and precisely. In case of difficulties, I can go back to the point and skillfully rephrase without being noticed.	00%	00%	00%	00%	100%

Table 3.26. Pre-Diagnostic results of the Speaking Self-Assessment Checklist (part 1: Aviation English)

As specified in the table below, the speaking self-assessment checklist has proved that approximately a total number of respondents showed an inferior level of aviation English. Compared the results of the second part of the speaking self-assessment checklist will be outlined in the following table:

Table3.27. Pre-Diagnostic Results of the CEFR Speaking Self Assessment

N^o of Students	Speaking Production	Speaking Interaction
S ¹	BelowA1	BelowA1
S ²	BelowA1	BelowA1
S ³	Below A1	Below A1
S ⁴	Below A1	Below A1
S ⁵	Below A1	Below A1
S ⁶	BelowA1	A1
S ⁷	Below A1	Below A1
S ⁸	Below A1	Below A1
S ⁹	Below A1	Below A1

Checklist (part 2)

The results presented in the previous table demonstrated a limited level and little or no knowledge of aviation English, their answers using speaking self-assessment checklist proofs negative attitudes towards knowledge about aviation English, nearly all respondents admit their poor or no notion about both general and aviation English. This reveals that all those involved still lacked lot of training to develop a level of proficiency that is adequate to perform successfully in their job.

II- Listening Self-Assessment Checklist Results

Listening Competence	1	2	3	4	5
	Excellent	average	poor	Very poor	Unattainable
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.	33,33%	33,33%	33,33%	00%	00%
I can understand simple directions how to get from X to Y, inside and outside the airport.	00%	15,33%	25,33%	59,33%	00%
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.	00%	00%	00%	50,33%	49,66%
4. I can understand numbers	100%	00%	00%	00%	00%
5. I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	00%	00%	25,33%	40,33%	34,33%
6. I can generally identify the topic of discussion around me when people speak slowly and clearly.	00%	00%	00%	50,33%	49,66%
7 I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and work information).	100%	00%	00%	00%	00%
8. I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	00%	00%	15,33%	25,33%	59,33%
9. I can catch the main point in short, clear, simple messages and announcements.	40%	25,33%	19,33%	15,33%	00%
10. I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	00%	00%	00%	00%	100%
11. I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	00%	00%	00%	00%	100%

12. I can understand the main points of radio telephony communication and simpler recorded material delivered relatively slowly and clearly.	100%	00%	00%	00%	00%
13. I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	00%	00%	00%	10,66%	89,33%
14 I can extract specific information from even poor quality, audibly distorted communication	00%	00%	00%	00%	100%
I can understand complex technical information, such as operating instructions	00%	00%	00%	00%	100%
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.	00%	00%	00%	00%	100%
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent	00%	00%	00%	00%	100%

Table 3.28. Pre-Diagnostic results of the Listening Self-Assessment Checklist

Premised on respondents' answers the researcher spotted a set of flaws in respondents listening skill; most of them denote that they can listen to something normal that is delivered in a slowly clear way, as they expressed through the self-assessment checklist their inability to follow an extended conversation that is clearly delivered. Most of their answers showed that they are equipped with competence to listen to something brief and unambiguous; this confirms their weak performance regarding the listening skill in both instances. Explained differently, the results indicated that they have a basic level in listening in general and a very narrow level in respect to aviation comprehension. This implies that respondents' listening skills still need extensive efforts to be developed.

3.3.1. 4. Structured Interview Results:

In an endeavor to have supplemental information about informants listening and speaking challenges, a structured interview was included just after administering the entry test and the self-assessment speaking and listening checklists. The interview was structured into three rubrics listed as follows

<i>Rubric A</i>	<i>Informants' background and profile</i>
<i>Rubric B</i>	<i>Informants' point of view to English language in general and to speaking & listening skills in particular</i>
<i>Rubric C</i>	<i>informants' hardship after and before the test</i>
<i>Rubric D</i>	<i>Informants 'demands & Prospects</i>
<i>Rubric C</i>	<i>Informants' recommendations</i>

Table.3.29. Interview Structure

As previously explained in the second chapter this part seeks to gather basic information about research informants as age, their educational stream, their understanding of foreign languages in general and English language in particular, together with the frequency of using the English language in their work.

❖ *Rubric A: Informants' background and profile:*

Informants' age

Regarding informants' age, it varies between 28 to 42 years old, this means they are motivated and have positive attitudes to perform successfully in their work and develop any required competency. While interviewing them the researcher noticed their thirst for knowledge and aspiration to be good in their job.

Informants' Educational background

On the subject of their educational background, most of them were enrolled in the scientific stream, except one who was enrolled in the technical stream, it is to be noted that English in such streams receives marginal or no importance; this could be a strong reason for poor achievement in such language.

Length of time for non-usage of English

In respect of years of non-practice of English, they mentioned a different number of years which varies between 12 to 15 years. This means that they are completely separated from regular use of the English language; informants mentioned that they still have some background about this language; however, they never use it in their daily work. This is another justification for low proficiency and attainment in this language.

Informants' Basic Understanding of Foreign Languages & Mastery

Without any exception, all informants expressed that their oftentimes used language is the French language; they all affirmed that the English language is little used except with Turkish or Russian pilots who favor communicate using the English language, though their English was difficult to grasp as explained by informants. This conveys a message that there is almost no use of the English language in their daily operations. This yet another reason for respondents' limited English.

Frequency of Using Standard Phraseology and English Varieties

They all acknowledged their frequent use of standard phraseology, as they expressed that they rarely use non-standard phraseology and unnecessary English words, three out of nine confirmed that they sometimes call for plain English in case standard phraseology is not sufficient.

❖ *Rubric B: Informants' Points of View to English Language in General and to Speaking & Listening Skills in Particular*

Training Opportunities for English Language Improvement

All respondents declared that they had a chance for a local training that was organized by Algerian staff who were interested to teach them something that didn't match their expectations, none of the informants were satisfied by the quality of the training sessions, they all expressed their negative attitudes towards the worth of the course.

Self -Evaluation to understand a conversation in English

7 out of 9 stated their understanding of conversations in English as good one, they reported that it's easy to understand especially when the English of the speaker is unambiguous, however, 2 out of 9 reported that they find it challenging to figure out a conversation in English, they justified their weakness because of their poor English.

The Significance of the Speaking and Listening Skills in their Job

Evenly all respondents pointed out that both mentioned skills are very important in their job for being routinely employed in their communications. None of them neglected the value of the two skills in their work.

Auto-Evaluation of Speaking in English

Most of them, 7 out of 9 described their level in speaking as good one though the opposite was noticed in the entry test, 3 out of 9 proclaimed that their speaking skill was moderate, while the test results showed the inverse. This demonstrates that their speaking skill continued to require more enhancement and refinement.

Auto-Evaluation of Listening in English

All respondents affirmed their outstanding level in the listening skill; they all believed that their listening competence is very good though the opposite is not true about entry test results. Their listening skill still needs much practice to be developed.

Skills in Question to Development

Though all of them were convinced that both their speaking and listening skills were good, but they express their aspiration to develop the two skills. They all showed a strong desire to develop the two skills which they found the most needful in their job.

❖ *Rubric B: Informants' Hardship & Reflections After & Before Taking the Test:* Speaking Difficulties within the Test

They all pointed out that they find it difficult to spot appropriate vocabulary be it general or specific one, they all reported that they have a very limited vocabulary which blocks them to express their ideas freely and easily, as they added grammar issues, 8 out of 9 declared their weaknesses in structuring correct sentences, this was proved in the entry test, 1 out of 9 stated that he thinks in Arabic and express his ideas in English, it is to be mentioned that this was not only his weakness almost all of them did the same mistake.

Listening Difficulties within the Test

Every one of them admitted that their frequently occurring difficulties is understanding long conversations and recalling important words and ideas, 5 out of 9 said they find it difficult to give appropriate feedback to the speaker, and understand words/speech that is pronounced quickly. It is important to note that in the entry test almost all respondents encounter such problems 8 out of 9 were unable to recall information easily and they were unable to rephrase what the speaker was saying.

Encountered Difficulties within the Test

As reported by the respondents regarding the difficulties encountered while taking the test, most of them complain about finding the suitable vocabulary to express their thought, as they complained about time devoted to listening to the audio recording saying that listening twice to the audio is not enough to give correct answers since the second one was a little bit longer than the first one.

❖ *Rubric D: Informants 'demands & Prospects*

Informants' Views about their Current English Level

They all proclaimed negative attitudes towards their current English proficiency, none of them were satisfied with his/her level in English. They all communicated their eagerness to develop their general and aviation English using something authentic and relevant to their field of work.

Informants' requirements

Regarding their needs, all were for the development of their general and aviation vocabulary, together with developing pronunciation and grammar, 2 out of 9 suggested doing extensive listening and more conversations about aviation topics.

Rubric E: informants' recommendations:

Informants' Prospects

Mostly voice their willingness to shine at English to conduct successfully whatever the situation; they intended that the training course will equip them with a proficiency that helps them communicate productively and diminish misunderstanding.

On the subject of tasks and content to be included in the training course, they were all for including something that is purely aviation English and not something general; they all expressed their negative views about the previous training that was accommodated by their enterprise. They were all convinced that their classes should include something that serves to develop their aviation English.

To put it concisely, and on the view of the pre-diagnostic facts brought together by use of pre-speaking & listening test affirmed their inferior level for both the speaking and listening skills, in the same vein, the results of speaking and listening self-assessment checklists reaffirmed that practically all respondents possess a basic level in

general English, and severely limited in aviation English. Identically, the results of the structured interview proved that a total number of respondents acknowledged that they had spoken and listening difficulties that are due to the rare use of this language and less practice, as they indicated their aspiration to develop general and aviation vocabulary jointly with grammar and pronunciation to communicate successfully in all circumstances. Reference should be made that the results of this pre-diagnostic phase serve the researcher in a great deal in outlining and planning a training course that corresponds to informants' needs and prospects.

3.4. The Formative Stage Results

To test the assumptions established at the start of this study, which stated that considerable and intensive training on listening and speaking with rigorous instruction may contribute substantially in developing their listening and speaking skills to support better communication in the work area. Out of the ordinary, this phase was longer-lasting and demanding because the researcher has to play different roles; she has to teach them in parallel to save daily accounts on her journal regarding students' output and for the most part their limitations coupled with their consistent speaking and listening difficulties following every class.

3.4.1. Teacher Journal Results:

In the course of the training phase, the researcher opted for a classroom observation diary to register closer examination surrounding students' natural process as interaction, strengths, and weaknesses regarding the use of the English language broadly and the speaking and listening skills narrowly...etc. before describing particularly important mentions; it is worth highlighting that practical classroom exchange presupposes two prefiguration: the first one coerces a friendly and relaxed atmosphere, the second one boosts students to spontaneously articulate their views, in other quarters, students can understand and answer effortlessly. This being said, the researcher did everything possible to initiate an encouraging setting. The researcher

outlines a variety of observations, it needs to be mentioned that the researcher classified the set of difficulties into two categories: linguistic (lack of vocabulary, ignorance of grammar rules, and poor pronunciation) and nonlinguistic ones (being afraid to make mistakes, unable to speak in front of classmates, being nervous to speak, and muddled to express their ideas).

Reflections

1stMonth

- ✚ Most of them were unwilling to speak and interact in the class in fear to be wrong or be misjudged by their friends, not only that, some of them once they want to express themselves, they lack suitable vocabulary which makes them use the French language which they feel confident when using it.
- ✚ in case they speak; their speech was very short and most of the time clumsy
- ✚ Their pronunciation was inadequate, they frequently pronounce English words like French ones
- ✚ Poor knowledge of grammar.
- ✚ Regarding the listening practice, some of them were not able to paraphrase what they hear; their limited vocabulary blocks them to answer correctly.
- ✚

2ndMonth

- ✚ In the two first weeks three of them started speaking, though they speak haltingly, the remaining still kept silent, they still feel embarrassed about making mistakes.
- ✚ Students did their best to rectify their pronunciation although they yet inadequately pronounce.

- ✚ They still occasionally shift to the French language to communicate their ideas despite the teacher's prediction not to use the French language.
- ✚ Their grammar is still incorrect; they still didn't have control over its rules.
- ✚ Regarding their listening practice, they still lack the general vocabulary to discuss and answer the given questions, though they are familiar with some of the topics suggested to them for listening, this could be because of lack of exposure and infrequent listening to audio files that are in English.

3rdMonth

- ✚ In the two last weeks of the month, the majority of students (6 out of 9) participated actively showing their interest and get rid of shyness and the complexness of being misjudged by their classmates.
- ✚ Their pronunciation was getting better than before
- ✚ They did fewer grammar mistakes than before; they were all able to make the difference between the singular and the plural and they were able to use tenses rightly especially the present and the past
- ✚ Their vocabulary stock is getting improved in the point they answer the listening questions easily than before, they could answer with clarity and in a simple way

4thMonth

- ✚ A remarkable improvement has been noticed in the fourth month, every student was closely engaged and played an active role in all the tasks without taking care to make mistakes, they all make every effort to participate and share what they have.

- ✚ Most of them their vocabulary was copious where they used many expressions especially those who were active in the first weeks of the training, they always govern classroom debate.
- ✚ Noticeable improvement in answering listening activities, despite the complexity of the recordings in comparison to the first ones, students were able to give suitable answers, they were able to paraphrase and summarize the gist of the audio files, and this justifies their vocabulary improvement and richness.
- ✚ Better grammar basic understanding
- ✚ Good pronunciation

5thMonth

- ✚ Students express themselves clearly without speculating, with much faith in themselves
- ✚ Grammar mistakes continue to exist
- ✚ Remarkable improvement in students' pronunciation
- ✚ Students' answers regarding the listening practice were getting much better progress, student do significantly fewer mistakes, and provide simple and clear answers, they showed much interest in the listening practice than the beginning, they showed positive attitudes though they showed boredom at the beginning when it comes to the listening practice.
- ✚ Students reach the level to control each other answers and create a debatable atmosphere.
- ✚ In the last week of the fifth month, students showed significant progress, they actively debate and correct each other.

- ✚ They ingeniously provide solutions to any given problem; they showed their readiness to discuss challenging situations be it normal or abnormal ones.

Table 3.30. Inspections on Students' Natural Process during the Formative Phase

To recapitulate what comes in the given table, and to compare students' progress from the get-go of the training sessions till the end, it can be concluded that the instructional sittings were rewarding and beneficial. Students' level, on the whole, was very limited and requires much practice to be developed, at the very beginning students though demonstrating good cheer over the training program, but they were passive and frequently bashful trying hard to express themselves using English; worrisome to make mistakes and be underestimated by their colleagues, others kept silent saying no word, or calling for the French language because it is the language they frequently use it in their daily work and felt comfortable when using it. Their pronunciation was bad together with their basic grammar understanding. What concerns their listening practice they showed less motivation and interest, as they failed in rightly answering the questions for vocabulary deficiency. Students' level started gradually getting better by way of much training, they increasingly reached noticeable progress at all the levels including pronunciation, grammar and most importantly vocabulary refinement, students became more lucid using varied vocabulary, as they cast aside timidity and showed self-esteem. They showed their ability to be involved in any discussion and provide productive solutions for all events using both their general and aviation English. The same is true for their listening progress.

3.5. The Post-Formative Stage Results

In the pursuit of the training process that lasted five months and as a continuation to the data gathering process, a next act was to engage in the post test; where some research techniques that were used in the pre-test were employed in the post-test, such research instruments differ based on content and difficulty. The same self-assessment

speaking and listening checklists were used so that they individually evaluate their listening and speaking skills in the wake of an extended period of training.

As is so often the case, the researcher delivered in person the self-assessment checklists and the post-test. Informants were provided first by the post-test then the self-assessment checklists, conclusively; a questionnaire was included to bridge trainees' perceptions and perspectives regarding the training course they had attended. As it is common; the next move after data compilation is data analysis.

3.5.1. Post-Test Results

As has been indicated, the post-test assimilated two sections; the first part was devoted for the speaking assessment and the second one to the listening assessment. That being the case, the researcher looked through every section separately.

3.5. 1. 1. The Post-Speaking Test Results

Following a lengthy period of aviation English coaching, trainees took an exit post-speaking examination that was established to judge their speaking level and progress after training. To gain a clear understanding of students' pre and post-results, the researcher summarizes them in the given table:

	N ^o of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/20	Pre-Test	1,22	1	3,15	3,05	3,2	3,1	6,1	3,2	4,5
	Post- Test									

Table 3.31 Trainees' Pre & Post Speaking Scores

As evidence, trainees' scores in the post-test were considerably improved in contrast to their scores in the pre-test. For more clarification and detailed interpretation of trainees' results, further descriptions of each sub-speaking skills scores will be discussed in isolation. As used in the pre-test the same criteria were evaluated including

grammar, general and aviation vocabulary, along with the nature of the supplied information. For better understanding about trainees' level before and after the training phase the researcher will put them together to find out the variance.

a) Pronunciation Measurement

It should be recalled that in every speaking task pronunciation was scored 8 points and 40 points for the whole speaking test. Trainees' pronunciation grades in pre and post-tests are as follows:

	N ^o of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/40	Pre-Test	0,25	1,5	2	2,5	1	3,5	5,00	6,00	6,5
	Post- Test	19	26	20	21	18	22	27	19	29

Table 3.32 Trainees' Pre & Post Pronunciation Scores

As demonstrated in the table, trainees' pronunciation performance has ameliorated in the post-test in respect of pre-test. More simply, while assigned a reading text they showed a visible difference, in the pre-test when asked to read both texts they all produced frequent pauses, as they failed in placing stress in their right place or sometimes neglecting it totally, together with their mispronunciation of short vowels where they pronounce it sometimes as long vowel or diphthongs. A Further instance of mispronunciation is the pronunciation of consonants where sometimes they showed their impact on the French language or they pronounce it in an ambiguous way. The opposite is the case in post-test, where the trainees showed more interest and motivation to read without making mistakes, their reading was free from stuttering, as they pronounce well words and rightly place stress, despite that roughly pronunciation errors continues to perpetuate their speaking.

B) Fluency Measurement:

It must be remembered that fluency was scored on 8 points and 40 for the entire speaking test. Trainees' fluency grades are described in the following illustrative table:

	N ⁰ of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/40	Pre-Test	4	1,5	17	8	5	3,5	11	7	5
	Post- Test	17	19	27	25	26	19	20	21	18

Table 3.33 Trainees' Pre & Post Fluency Scores

As represented in the table, trainees' fluency increased more, they demonstrated noticeable difference, and despite the fact, their speech in pre-test was full of fillers and ambiguous expressions along with French language influence, more importantly, their incompetency to build understandable content. In the post-test, they were able to construct comprehensible content, they were able to invent ideas in a meaningful way.

C) Grammar Measurement:

Grammar was assessed in the same way pronunciation and fluency were assessed, put another way; grammar was scored on 8 points and 40 points entirely. Trainees' grammar scores are briefed in the following table:

	N ⁰ of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/32	Pre-Test	5	2	11,5	10	3	4,5	21	8	13,5
	Post- Test	22	17	25	22	20,5	25	30	20	27

Table 3.34 Trainees' Pre & Post Grammar Scores

Given the data supplied in the table, trainees' grammar performance gets much better in the post-test after a lengthy period of training. In the pre-test, Trainees did serious errors as the omission of articles where they are necessary, confusion between the singular and plural, and many other errors that were previously mentioned in the pre-test analysis, the reverse is equally true in the post-test results, trainees proved clear development, they did fewer mistakes and bettered their basic grammar understanding.

D) General and Aviation Vocabulary Measurement

Mention must be made that general and Medical vocabulary was assessed separately using the same measure guidelines as applied with the preceding sub-skills, alternatively stated, each one was scored on 8 points, and 40 points thoroughly. Pertaining to general and aviation vocabulary results, they are outlined in the following comparative table:

		N ^o of Trainees	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/32	Pre-Test	General English	2	1,5	11	4	3,5	24	5	10	7
		Aviation English	1	3	2,5	2	1	00	1	3	2
	Post-Test	General English	20	15	25	22	24	30	27	20	21
		Aviation English	25	18	20	20	16	13	22	25	20

Table 3.35. Trainees' Pre & Post General and Aviation Vocabulary Scores

As reported in the table, trainees showed apparent vocabulary upgrading, regardless of the fact in the pre-test, they possess very limited vocabulary which stopped them from building meaningful content and makes them use little speech, short phrase

or kept silent for not having enough vocabulary. Sometimes, they use ambiguous words. Most of their descriptions were short, uncompleted, and meaningless very limited aviation vocabulary stock.

The reverse holds true in the post-test results, after a considerable time of training, trainees exhibited outstanding progress about their vocabulary; they gained fitting and sufficiently vocabulary that encourages them express determinedly their ideas variously, the same is true for their aviation vocabulary.

E/ Value of the Supplied Information Measurement

In this final step of speaking measurement; the evaluation standards were different from the preceding ones in terms of scoring, in brief; 6 points were dedicated to the communicated information, and 24 points were given to the full speaking test. In respect to trainees' pre and post scores are mentioned in the following table:

	N⁰of	S₁	S₂	S₃	S₄	S₅	S₆	S₇	S₈	S₉
Scores/32	Students									
	Pre-Test	0	0,5	1,5	2	3	4,5	13	8	7
	Post-Test	15	15	19	12	15	20	21	25	21

Table 3.36 Trainees' Pre & Post Value of the Supplied Information Scores

As accounted in the table, trainees' level regarding the information supplied has significantly developed as compared with their pre-test scores, most of the time informants were vague and mislead the researcher to a point that she couldn't understand what they were saying or they provide insufficient information, the opposite holds true in the post-test results; trainees conveyed ideas that were clear and connected, as they were able to provide creative ideas, and create arguments and facts to support their ideas.

Summing up both the pre and post speaking test results, we can affirm that trainees' level advanced progressively, while their level was very low and limited in all sub speaking skills within pre-test, by contrast, in post-test they marked drastic change, their pronunciation together with grammar get much better than before the intervention though few errors continue to be made, in respect of fluency, trainees were able to express themselves clearly and comprehensively, As they could provide logic and connected ideas. In accordance with the good results achieved in the post-test, we can conclude that the training sessions found to be profitable and rewarding.

From a statistical perspective, this may be verified through calculating S.D, as explained previously, in case S.D is low, the group is unvaried, which indicates the certainty that the training was beneficial and advantageous, it is quite the opposite in case the S.D is high. After calculating the mean, the mode, and the S.D, the post-test results are presented in the following tables:

N° of Students	Posttest		
	Mean \bar{x}^2	Mode	S.D
9	12,8166	12,5	0,8109

Table. 3.37. Trainees' Achievement in the Post-Speaking Test

As displayed in the table, the S.D is low, which denotes that the group is uniformed, and proved that training was rewarding and beneficial, particularly because the mean of the group is (12,8166) based on that we may conclude that the training course certifies its worth across this research adventure. In conjunction with a *t-test* was used to compare the pre and post-speaking test results. A *t-test* was used in the current study to estimate the adequacy and strength of the training program put into practice in the current research. In brief; this test serves to check if intensive training on listening and speaking helps Algerian air traffic controllers to perform successfully in their work or not? More precisely such a test helps to approve or oppose a given hypothesis. A *t-test* formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

- \bar{x}_1 = Mean for the pre-test,
 - \bar{x}_2 = Mean for the post-test,
- S = Standard deviation:

$$S = \sqrt{\frac{A + B}{(N_1 - 1) + (N_2 - 1)}} = \sqrt{\frac{18,8672 + 5,9200}{(9 - 1) + (9 - 1)}} = \sqrt{1,5492} = 1,2446$$

$$SD_1 = \sqrt{\frac{\sum(s - \bar{x})^2}{N - 1}} = \frac{A}{N - 1}, \quad SD_2 = \sqrt{\frac{\sum(s - \bar{x})^2}{N - 1}} = \frac{B}{N - 1}$$

S: individual scores,

\bar{x} : mean of the group,

N: Number of the population.

- N_1 = Number of participants before training,
- N_2 = Number of participants after training.

The first measurement was to guess that the null hypothesis H_0 matches H_1 ; basically, there is no disparity between the means before and after the training. In the current study, the null hypothesis indicates that after five months of aviation tuition, there is no difference between pre and post-speaking results. On the flip side, the secondary hypothesis anticipates that trainees after accelerated sessions of training presumably informants may achieve beneficial results which convey that the variance between the two means is over zero. A second measurement was to calculate the difference:

$$H_0: \bar{x}_1 = \bar{x}_2$$

$$H_1: \bar{x}_1 \neq \bar{x}_2$$

- The attained results have been drawn up with 5% error margin (i.e., $\alpha = 5\%$) (see appendix 'N').
- A third measurement within a *t-test* was to calculate the degree of freedom (df) which is the sum of the population involved minus 2.

$$df = (N1 - 1) + (N2 - 1)$$

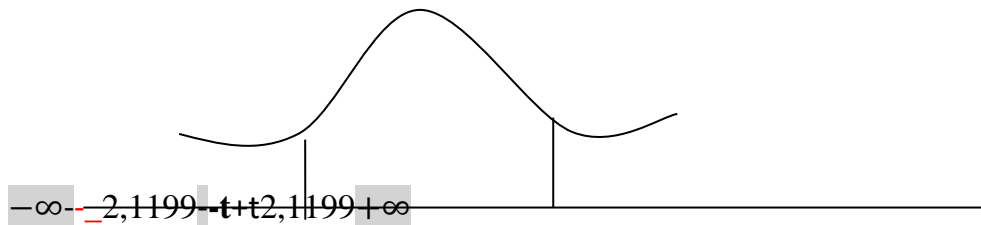
$$df = (N1 + N2) - 2$$

$$df =$$

In this respect, the *t-test* will be measured in such a way:

$$t = \frac{|3,1694 - 12,8166|}{1,2446 \sqrt{\left(\frac{1}{9} + \frac{1}{9}\right)}} = \frac{|9,6472|}{0,5865} = 16,4465$$

Referring to the standard table of the t-students; it should be recalled that results have been put with 5% error margin (i.e., $\alpha = 0.05$); hence, $t_{\alpha} = 2,1199$ $t = t(9 + 9 - 2) = 2,1199$



Since $t = -16,4465$ this implies that it is not included in the area of concern placed between $(-2,1199, +2,1199)$. This revealed that the null hypothesis $H_0: \bar{x}_1 = \bar{x}_2$ was excluded, and the alternate hypothesis was approved for the reason that t -statistic $>$ critical value (i.e., $t > t_{crit}$). As long as the post-training *mean* was superior to the pre-training one, this proves that there were betterments regarding trainees' realizations. From a statistical point of view, the training program demonstrated to be satisfying and constructive. Despite that, a valid and reasonable statistical analysis is not based on a *t-test* apart for good measure. It compels for measuring the effect size equally. That being so, an additional statistical measure was included precisely; eta-squared which is appreciable to judge the fruitfulness of the facts attained, and the worth of the aviation instruction. From this perspective, Gene V. Glass takes the view:

You should describe the results in terms of measures of magnitude – not just, does a treatment affect people, but how much does it affect them (Quoted in Qohen, 2007, 521)

In light of this and to measure the effect size the researcher calculated the eta-square first where he used the following formula:

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)}$$

Regarding the effect size it works as follows:

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)} = \frac{(16,4465)^2}{(16,4465)^2 + (9-1)} = 0,9712$$

$$Eta\ squared = 0,9712$$

In what concerns the description of the eta-square, Cohen (1988) estimates that 0.01 = a very small effect; 0.06 = a moderate effect; and 0.14 = a very large effect. Accordingly, $Eta\ squared = 0,9712$ this claims that the training program had a large influence on developing the speaking skill, and thus, it has validated its strength.

3.5. 1.2. The Post-Listening Test Results

Following a long period of training, and as a second part of the post-test, listening was equally assessed using different standards and criteria. As has already been mentioned in the second chapter, this part was designed to check trainees' performance and improvement after extensive sessions of training. To obtain a better understanding of students' results and achievements, the test scores will be comparatively briefed in the following manner; both the pre and post-test results will be described

	N ^o of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/20	Pre-Test	2,9	3,7	4,3	3,6	3,6	3,1	3,3	3,3	5,2
	Post- Test	12,5	13,4	12,2	10,6	10,3	11,5	11,1	11,8	12,6

Table 3.38. Pre&Post-Listening Scores

As demonstrated in the following comparative table, trainees revealed noticeable progress in comparison to pre-test results. For a detailed interpretation and better understanding of the post speaking test results, fuller description of every listening sub-

skills scores will be addressed separately all at once before and after training. As applied in the pre- test the same listening standards will be assessed in the post-test involving: the ability to focus, listening for details, and accuracy of answers.

A. Ability to Focus and General Understanding Assessment:

It should be recalled that the researcher applied the same technique that was used in the pre-test; she supplied them with a copy of the listening tasks with different questions following the same directives as to the pre-test. As regards scoring, every criterion was marked on 8 points and entirely on 40 points. It should be remembered that a primary concern was to measure trainees' level and progress to concentrate and fully understand what the recording is about. Trainees' scores are illustrated in the following table:

	N ^o of students	Ability to focus		General Understanding	
		general	specific	General	specific
Pre-Test	S ₁	7	2	5	5
	S ₂	5	4	7	4
	S ₃	8	3	3	2
	S ₄	4	11	5	10
	S ₅	11	6	4	1
	S ₆	5	5	3	00
	S ₇	6	2	5	4
	S ₈	9	5	3	3
	S ₉	5	5	7	5
Scores/40	N ^o of students	Ability to focus		General Understanding	
		general	specific	General	specific
Post-Test	S ₁	29	19	20	30
	S ₂	27	25	19	21
	S ₃	20	21	15	21
	S ₄	19	17	20	15
	S ₅	20	16	20	15
	S ₆	22	25	15	15
	S ₇	20	20	15	17
	S ₈	21	25	19	15
	S ₉	29	19	20	16

Table.3.39. Pre and Post-Scores of Ability to Focus and General Understanding (Specific& General)

As indicated in the table trainees' listening performance gradually refined, their answers showed positive results and progress, while they were unable to focus in the

pre-test and showed less interest and boredom in answering questions, after a long period of instruction they showed interest and motivation to be good at listening, their answers were satisfactory and proved that they acquired rich and varied vocabulary which help them summarizing or paraphrasing when asked. As they showed better understanding, they were able to get the general idea of recordings and demonstrated gradual improvement after intensified training.

D. Listening for Details Measurements:

In the manner of entry test, the second criteria that were assessed in the exit test were to control trainees' competence to figure out exact details when listening and whether they are ready to employ them in their answers or not. After checking trainees' records, trainees' scores pre- and post-training are reported in the following table:

	N ⁰ of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
Scores/32	Pre-Test	4	7	11	3	9	5	8	6	15
	Post-Test	20	17	20	15	15	18	19	25	22

Table.3.40. Pre and PostListening for Details -Scores

As revealed in the table in comparison to pre-test results, trainees showed better amelioration, although they were unable to understand and sometimes supplied irrelevant information, after a comprehensive training, trainees' results confirmed to be the opposite, they do their best to provide information as precisely to what they hear as possible in their answers, as they showed their readiness to listen carefully and with more concentration.

E. Accuracy of Answers Measurements:

In Exact same way as Entry test, a third criterion to be assessed in trainees listening performance was accuracy of answers. Trainees were assessed in different tasks to see their level following a considerable period of training, their scores are presented in the following table both before and after the instruction to check to what extent they progressed or not, whether they could supply accurate answers or not

Scores/40	N ^o of Students	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉
	Pre-Test	6	10	2	3	5	8	8	4	15
Post-Test	27	25	25	20	17	20	20	13	20	

Table.3.41. Pre and Post-Scores Accuracy of Answers

As portrayed in the table and in contrast to pre-test results trainees' ability to provide accurate answers proved to improve, despite the fact that they kept most questions unanswered in the pre-test, or provide imprecise or erroneous answers especially the ones of filling the gaps, by contrast, in the post test and on the wake of accelerated training their answers in most instances were precise and careful with occasional mistakes.

Reviewing together pre and post test results, we can claim that trainees' performance regarding their listening competence increased considerably, despite the fact that their listening performance was inferior and inadequate at the level of the pre-test, oppositely, within the post test, they displayed major shift, they revealed positive attitudes towards listening tasks and motivation, they did their best to listen carefully and focus more to provide correct answers, as they developed considerable amount of vocabulary which helps them to be creative in their answers. They listen attentively and readily to supply faultless answers. In conformity with favorable outcomes attained in post-test we can deduce that the study program demonstrated its effectiveness and proved to be successful.

From a statistical perspective, this may be confirmed with the aid of calculating S.D, as previously described, supposing S.D is down, the group is homogenous which implies a belief that the practice sessions were constructive and advantageous, it is just the opposite on condition that S.D is elevated. After accounting the mean, the mode, and the S.D, the post-test results are outlined in the following table:

Table.3.42. Trainees' Achievement in the Post-Listening Test

Scores	Pre-Test		
	Mean	Mode	S.D
Out of 12	11,7777	/	0,9495

As reported in the table, S.D in the current research is low, as a result of which the group is homogenized; this conveys that the intensified training revealed to be gainful and flourishing, remarkably that the mean of the group was (11,7777) out of 12. In simple terms, the training sounds to be significant as part of this research experiment. Following the accounts and explanations of the pre and post-listening test results, the researcher, subsequently, used *t-test* to compare the results of the pre-and post-listening results. As previously discussed, it was employed to judge the worth of the training session, together with confirming or rejecting the hypothesis put earlier.

It must be kept in mind that the same procedures that were employed to compare the pre and post speaking results using *t-test* were used with the listening skill results:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

- \bar{x}_1 = Mean for the pre-test,
- \bar{x}_2 = Mean for the post-test,
- S = Standard deviation:

$$S = \sqrt{\frac{A + B}{(N_1 - 1) + (N_2 - 1)}} = \sqrt{\frac{3,9400 + 8,1155}{(9 - 1) + (9 - 1)}} = \sqrt{0,7534} = 0,8679$$

- (see Appendices 'L' & 'M')

$$SD_1 = \sqrt{\frac{\sum(s-\bar{x})^2}{N-1}} = \frac{A}{N-1}, \quad SD_2 = \sqrt{\frac{\sum(s-\bar{x})^2}{N-1}} = \frac{B}{N-1}$$

S: individual scores,

\bar{x} : mean of the group,

N: Number of the population.

- N_1 = Number of participants before training,
- N_2 = Number of participants after training.

As was the case with the speaking skill, the primary action was to presume that the null hypothesis H_0 is similar to H_1 , i.e., the means are the same before and after training. In the present investigation, the null hypothesis indicates that next to a lengthy training of aviation English, there exists no change between pre- and post- listening results. Oppositely, the alternate hypothesis foresees that following a long period of aviation English instruction, supposedly; trainees may attain positive results which show that the dissimilarity between the two means is beyond zero. As used with the speaking skill, the second action was to measure this difference

- **Test the two hypotheses:**

$$H_0: \bar{x}_1 = \bar{x}_2$$

$$H_1: \bar{x}_1 \neq \bar{x}_2$$

- The obtained results have been put with 5% error margin (i.e., $\alpha = 5\%$) (see appendix 'N').
- The t-test also requires the degree of freedom (henceforth, df) for the test. In the t-test, the degree of freedom is the sum of the population involved minus 2.
- At this level, the *t-test* will be calculated as follows:

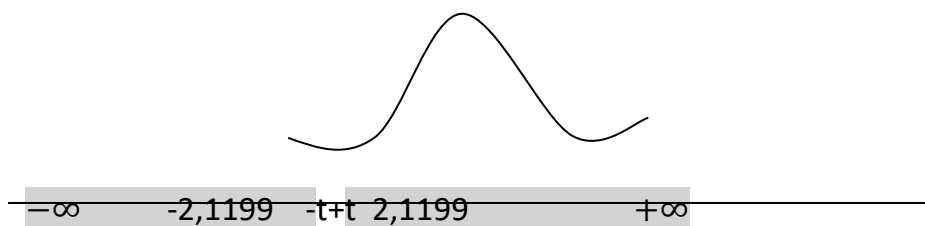
$$t = \frac{? - ?}{\sqrt{\frac{?}{?} + \frac{?}{?}}}$$

$$t = \frac{|3,6666 - 11,7777|}{0,8679 \sqrt{\left(\frac{1}{9} + \frac{1}{9}\right)}} = \frac{|8,1111|}{0,40905} = 19,8295$$

$$t = -19,82953945$$

As already mentioned, the effects have been set with 5% error margin ($\alpha = 0.05$); thus,

$$t_{\alpha} = t = t(9 + 9 - 2) = 2,1199. \text{ (See Appendix 'N').}$$



As long as $t = -19,82953945$

It demonstrates that it doesn't belong to the delicate area found between (-2,1199 & +2,1199). This conveys that the null hypothesis $H_0: \bar{x}_1 = \bar{x}_2$ was dismissed, concurrently, the alternative hypothesis $H_1: \bar{x}_1 \neq \bar{x}_2$ was affirmed because $t > t_{crit}$. Given that the post-training *mean* was major than the pre-training one, this shows that there exists progression on the subject of trainees' attainment. According to statistical data, the training program showed to be successful and advantageous. The same holds true for the insufficiency of t-test in measuring the effectiveness of the training course. It requires measuring the effect size evenly. For that reason, further statistical formula was used precisely; eta-squared which is appreciable to measure the efficacy of the results achieved, and the value of the aviation course. Based on this and to calculate the effect size the researcher calculated the eta-square first where she used the following formula:

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)}$$

Regarding the effect size it works as follows:

$$Eta\ squared = \frac{t^2}{t^2 + (9-1)} = \frac{(19,8295)^2}{(19,8295)^2 + (9-1)} = 0,9800$$

When it comes to the account of the eta-square, Cohen (1988) finds that 0.01 = a very small effect; 0.06 = a moderate effect; and 0.14 = a very large effect. As a result, *Eta squared* = 0,9800 this asserts that the instructional program had a considerable impact on progressing the listening skill, in this way, it has supported its soundness

3.5.1. 3. Post-Speaking & Listening Self-Assessment Checklist Results

As has been the case with the pre-test, and as a part of the post-test supplementary instruments were employed to assess trainees' attainments and improvements after the training phase using speaking and listening self-assessment checklists.

I. Speaking Self-Assessment Checklist Results

As already explained the speaking self-assessment checklist included two sections; regarding the first part trainees' answers, are reported in the following table:

Speaking Competence	1 excellent	2 average	3 poor	4 Very poor	5 Unattain able
I can express myself using basic aviation vocabulary	85,33%	14,66%	00%	00%	00%
I can describe an airport(I can describe the different building found in an airport)	100%	00%	00%	00%	00%
I can describe the different ground vehicles and equipments(their functions& utility)	100%	00%	00%	00%	00%
4.I can make the difference between runway and taxiway lights when asked to describe them fluently	00%	100%	66%	50%	100%
5. I can explain procedures for takeoff and landing clearly	100%	00%	00%	00%	00%
6.I can summarize an incident or accident orally with fluency	00%	100%	00%	00%	00%
7.I can explain the different causes of any accident in orally without interruption	00%	100%	00%	00%	00%
8.I can suggest solutions for an unusual situation effortlessly	100%	00%	25%	100%	100%
9.I can speak about my job fluently	100%	00%	16%	50%	100%
10.I can give a clear and fluid description or arguments thatis relevant to my job	00%	100%	00%	00%	100%

11. I can speak in a logical manner and make myself understood. I can remember well the important points.	100%	00%	00%	00%	100%
12. I can speak about safety regards using facts and examples	100%	00%	00%	25%	100%
13. I can participate effortlessly in any discussion, I can express myself fluently and precisely. In case of difficulties, I can go back to the point and skillfully rephrase without being noticed.	00%	100%	00%	00%	100%

Table 3.43. Post-Results of the CEFR Speaking Self-Assessment Checklist (part 1)

In the face of the pre-test results of the self-speaking assessment checklist, everyone considered their speaking ability achieved progress through being involved in sustained English for aviation course. As concerns the results of part two of the speaking self-assessment checklist will be presented in the following table:

N^o of Students	Speaking Production	Speaking Interaction
S¹	A1	A1
S²	B1	A1
S³	A1	A2
S⁴	A1	B1
S⁵	B1	A1
S⁶	A2	A1
S⁷	B1	A2
S⁸	C1	B1
S⁹	A1	A1

Table 3.44. Post-Results of the CEFR Speaking Self-Assessment Checklist (part2)

By comparison with the pre-test results shown earlier, all trainees revealed their positive attitudes using the self-assessment checklist, for them there is noticeable difference regarding their speaking ability close to aviation settings following regular training attributed to aviation speaking assignments.

II. Listening Self-Assessment Checklist Results

As already explained the same listening-self-assessment checklist was used twice before and after the training phase. Trainees' answers are described below:

Listening Competence	1	2	3	4	55
	excellen	average	poor	Very	Unattainable
	t			poor	
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.	100%	00%	00%	00%	00%
I can understand simple directions how to get from X to Y, inside and outside the airport.	100%	00%	00%	00%	00%
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.	100%	00%	00%	00%	00%
4. I can understand numbers	100%	00%	00%	00%	00%
5. I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.	100%	00%	00%	00%	00%
6. I can generally identify the topic of discussion around me when people speak slowly and clearly.	100%	00%	00%	00%	00%
7 I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and work information).	100%	00%	00%	00%	00%
8. I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	00%	100%	00%	00%	00%
9. I can catch the main point in short, clear, simple messages and announcements.	100%	00%	00%	00%	00%

10. I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	100%	00%	00%	00%	00%
11. I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	60,66%	39,33%	00%	00%	00%
12. I can understand the main points of radio telephony communication and simpler recorded material delivered relatively slowly and clearly.	100%	00%	00%	00%	00%
13. I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	00%	100%	10%	20%	100%
14 I can extract specific information from even poor quality, audibly distorted communication	80,66%	19,33%	00%	00%	00%
I can understand complex technical information, such as operating instructions	00%	60,66%	039,33%	00%	00%
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.	100%	00%	00%	00%	00%
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent	100%	00%	00%	00%	00%

Table 3.45. Post-Results of the CEFR Listening Self-Assessment Checklist

By use of the listening assessment checklist, trainees demonstrated positive viewpoints regarding their listening competence after the aviation English instruction, through their answers they were all satisfied with their current listening abilities, most of them express via the self-assessment checklist their readiness to understand all kinds of spoken language also in case it is conveyed rapidly.

3.5. 1.3. End-of Program Evaluation Questionnaire

the last action to be taken in this action research, after considerable period of English for aviation training, the researcher decided to deliver a course value

questionnaire that was addressed to trainees to judge whether or not the earlier mentioned objectives have been attained or not, as it checks the fitness of the program based on content, conduct, timing, and material.

As previously discussed, the questionnaire was adopted, it is accomplished by utilizing two parts, the first part is a scorecard where trainees are asked to give their points of view about a set of course concerns, as of course objectives, course activities if they were clear and well written, course assignments if they were suitable for the level of trainees, whether the course increased their motivation and interest, and other questions that have relation with teacher/student interaction and course conduct and timing.

In what concerns the first part of the questionnaire and based on trainees' feedback we conclude the following:

1. What overall rating would you give the course?

Excellent very good good very poor

For the first question, all informants showed their satisfaction of the quality of the course, most of their answers vary between excellent and very good.

In terms of the second part of the questionnaire regarding the first part of the evaluation checklist, everyone involved in the training program revealed good cheer regarding the course content & conduct, all of them indicated enjoyment for being involved in such training, through their answers, they were pleased with the activities included as well as the level of assignments, as they positively indicated their comfort in respect with their expectations.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
The course objectives were clear					
The course activities were clear and well written					
The assignments were appropriate for the level of this class					
the course increased my interest in the subject					
The course corresponded to my expectations					

3. Please indicate your level of agreement with the following statements

	Not much	a little	Good	very good
In what way were the information received in training sessions adequate				
In what way were the structure of the training sessions practical				
Was the pace of the training session(s) suitable?				
In what way was the program in achieving their learning objectives fitting?				
Did the instructor offer enough support to the learners during the session?				

Considering the second part of the evaluation checklist, trainees were asked to state their degree of agreement with a set of concerns. At the beginning they were asked about the adequacy of received information; trainees' answers showed their gladness at this level, the same was said about their impressions regarding training structure, as they expressed relief in the question of course timing and activities pace. On the subject of the program objectives from trainees' perspectives; they all communicate their delight about the training program outcomes, they showed amusement and satisfaction, in

respect to their point of view regarding teacher behavior and motivation, the same holds true, they displayed positive attitudes towards the teacher.

4. *The course materials support attaining the intended targets?*

Yes No

All participants expressed their agreement about the material used to teach them, they all answer with yes, which means that they were satisfied with the course material

5. *The course materials were well ordered and administered?*

Yes No

Everyone views the course material as well ordered and administered.

6. *What did you enjoy most about the learning session(s)?*

Some of them (3out of 9) mentioned that they liked listening activities, the rest (6out of 9) said that they liked both speaking and activities, especially when it refers to creating an atmosphere of debate which made them all the time motivated.

7. *Would you advise this course to other air traffic controllers?*

- *Definitely*
- *Not sure*
- *Probably not*
- *Definitely not*

All the trainees mentioned that they recommend such a course to other controllers.

8. What do you think needs to be changed or improved?

Some of them (2out of 9) suggests nothing to be added or changed; however, others (1out of 9) suggested increasing the number of sessions with regular meetings for more practice. The rest recommend more practice about non-routine situations.

9. Please list any comments or suggestions that might help improve this course in the future

One of them suggested deleting grammar practice saying that it's needless in their work though he joined his friends about their positive attitudes towards the course, they all recommended extra sessions to be good in using English and speak it with fluency and clarity, as they suggested to continue such courses even virtually by agreeing on an ideal timing that suits the teacher and the trainees.

3.6 Encapsulation of the Conclusions Reached in the Three Steps

As previously indicated, first action was to pinpoint informants' speaking and listening abilities, difficulties, in addition to the reasons underlying listening and speaking difficulties; which can be a primary source for misunderstanding. by means of different research instruments that were put under a pre-assessment before the experimental application including a pre-speaking and listening tests, self-speaking and listening assessment checklists together with a structured interview. Broadly speaking and as already stated in the auto evaluation using both the speaking and listening checklists, pre-test and the structured interview trainees encounter misunderstanding regularly this was proved through their answers in the interview and revealed that it was due to less exposure to the English language, this was proved in their answers when they were asked about the most useful language in their daily work, and when being asked about what was their last time they used English, most of them mentioned that it was a long time ago, in view of this, and based on interview results, the first hypothesis which states that: Algerian air traffic controllers' main difficulties are probably bounded to the absence of regular exposure and exercise of the English language which makes their linguistic features limited and hinders them from speaking with ease, and listen attentively; was confirmed

After a comprehensive training that lasted for five months, the next action was to test them using an exit test in addition to the same self-speaking and listening assessment checklists that were administered just after the post-test. Results revealed encouraging results. Both their listening and speaking competencies developed considerably, in the course of the aviation coaching the researcher engaged students in a variety of speaking and listening activities inserting pronunciation, grammar, general and aviation vocabulary together with listening practice to prepare them for any situation be it normal or abnormal ones, noticeably; trainees showed readiness and adeptness to deal with all situations even concrete ones, given this, the results of the post-test and self-assessment checklist affirmed the second hypothesis which states that Getting ready in various degrees and types of interaction may help them speak suitably and listen carefully, and deal with listening and speaking difficulties correspondingly facilitate their comprehension. This was equally proved through the findings of the teacher diary, at the very beginning they showed low achievement, after being engaged in an aviation course, trainees demonstrated remarkable progress, and they showed their ability to deal with all types of situations.

Again, the findings of the teacher journal, pre-speaking, and listening test, in conjunction with structured interview revealed limited level in a broader sense, and inferior level regarding aviation knowledge which make trainees asked through their answers in the interview for further practice to develop their competencies regarding both the listening and speaking skills with more emphasis on upgrading their pronunciation, grammar, and most importantly vocabulary. The results of the post-test, students' questionnaire administered at the end of the training, self-speaking, and listening assessment checklists turned to make the training program a fruitful and rewarding one and with the help of statistical analysis the third hypothesis which states that: An intensive training on listening and speaking may contribute substantially to support better communication in the work area; was confirmed.

In the same manner, the results of comparison between the pre and post-speaking and listening skills revealed that the aviation instruction used to be productive,

consistently; all trainees who were engaged in the aviation course displayed tangible results.

3.7 Conclusion

It should be remembered that the main aim of the current investigation is to review the way an intensified training on listening and speaking skills contribute to building a degree of skillfulness to function properly in their work and flee incomprehension, with the help of this interpretive chapter data was gathered over five months in an effort to validate or contradict the research questions and hypotheses put earlier. In the light of this chapter, data was gathered in the process of three various stages. When all is said and done, more simply, after analyzing the results of these three phases, and comparing the pre and post-test results the researcher realized that the English for aviation tuition was flourishing and profit-making.

In the next chapter, the researcher will put forward a set of actions and indications for an intensive training course, as she will supply a comprehensive sample unit that includes a set of English aviation lessons for air traffic controllers.

CHAPTER4
INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE FOR
UPGRADING CONTROLLERS' LISTENING & SPEAKING SKILLS

4.1 Introduction

4.2 Gains of Intensive Training for Developing Aural Skills

4.3 Tenets in view to establish flourishing training course

4.3.1 Time Management

4.3.2 Training mode (style) Identification

4.3.3 Training course Frame and Task Selection

4.4 Ideologies for designing speaking activities

5.4 Ideologies for designing Listening activities

6.4 Standards for Material Selection for both speaking and listening Practice

7.4 Broad Overview regarding the Designed Study Program

8.4 Sample Unit Representation & Objectives

9.4 Sample Lessons

10.4 Conclusion

4.1 Introduction:

Following an in-depth process of data gathering and analysis based on demonstrating favorable results after the completion of the training sessions, a common goal of the present chapter is to bring up measures and explanations for an intensive training course to upgrade ATC 's listening and speaking skills using a different material that has been previously explained. On top of that, it goes one step over supplying legible broad lines for a profitable training course.

At the very start, the researcher introduces the set of profits that can be attained from the scheduled sessions, and then she puts forward valuable directions to develop effective training well made for intensifying trainees' proficiency broadly and listening and speaking notably. Adding to this, she illustrates the way how to frame a course and order activities considering principles to design speaking and listening activities. She provides a detailed outline for future contributions in teaching ATCO's and ameliorating their language proficiency, as she proposes a detailed sample unit that covers thorough lessons.

4.2 Gains of Intensive Training for Developing Language Proficiency

In view of investigation outcomes and with reference to the researcher reflections a most effective way to boost language skills is premised on intensive language training. Devoting long space of time over the morning and afternoon sessions bestow demonstrating their level of proficiency that they will remember it effortlessly and for a long-standing. It helps them escape thinking in their first language and start addressing the foreign language in a natural process without translating. The routine to use this language in discussions and any other tasks like problem-solving through intensive training sessions help to expose them regularly to the English language.

Supplying them with different tasks and rich content facilitates learning fast within a very short period time wherefore, be able to communicate comfortably. Getting a chance to be enrolled in the intensive English course is firmly appropriate for air traffic controllers to better their listening and expression proficiency. Not only that, a high degree of communication was achieved.

Furthermore, a day-to-day exercise of English enables them to expand their oral skills for usual and unusual communication situations. Using productive and exchange views they are assumed to produce accurate language, they understand how to employ useful language (appropriate vocabulary) and language properties (grammar, pronunciation, and intonation). In short, they turn out to be self-reliant utilizing the language and could play an active role during training sessions. In such case it seems to suggest some recommendations for teachers:

1. Teachers should design a profitable atmosphere to increase trainees' display of the English language such as developing tasks that support interaction and communication.
2. At the outset, teachers should start to work with content that is uncomplicated and gradual to strengthen trainees' self-belief.
3. Teachers should promote natural debate and make trainees be involved in any discussion to get ready for future speaking tasks and discussions and be prepared for any future performance.
4. Teachers should support trainees' efforts with positive comments.
5. Teachers should schedule trainees' self-evaluation by using checklists or evaluation grids.
6. Teachers should develop multiple shapes of learning as group work, pairs, homogenous groups....ect.
7. Organize tasks that motivate the exchange of views in groups.
8. Supply trainees with time and chances to employ the new language they learn it so that they can use it in their future interactions.

4.3. Tenets in view to establish a flourishing training course

To ensure the success of developing and implementing a training course there is a set of standards:

4.3.1 Time Management

Ruling time well was essential at the beginning of the training course this is helping to check training pace. For this reason, the researcher recognized well how to control her time and she needed to initiate areas of focus and prepare relevant content and assignments. To develop a sound training course, it is appropriate to check her time management from the beginning till the end. Structuring information is needed i.e.; trainees were first notified with course intends with ease. The following procedure was to administer the course making sure that the chain of course progress is well managed to provide the researcher with further time to evaluate the quality of the training sessions.

4.3.2 Training mode (style) Identification

Deciding about the way to administer your training course is not an easy step to determine. It is important to specify that various modes that encourage delivering any course where teachers have to figure out these styles to manage their teaching in the way it suits his/her trainees to meet their targets. In this vein Zhou (2011:73) reports

Learning styles have profound effects on material processing, exercises designing, teachers' instruction options, and performance assessments. Educators must emphasize on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem-solving.

He adds (ibid)

Teachers should design their instruction methods to connect with all learning styles, using various combinations of experience, reflection, conceptualization, and experimentation Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking.

1. **Visual Aids:** the use of visual aids like whiteboard, overhead projector, pictures, videos, figures, colors, pictures, and even handouts contribute to transferring the message explicitly and successfully. Teachers should take into consideration the way how to implement these tools in their instruction as engaging students in tasks that motivate them to conceive mind maps, or apply narration that enables imaging. It is also critical to escape rough content.
2. **Auditory Method:** another learning style that permits communicating a teacher's lesson without difficulty is the implementation of auditory devices like music, rhymes, recordings...ect it is noted that some learners favor learning using the auditory method. Likewise, teachers should pay attention to the way how to use this method as urging addressing issues in front of classmates, encourage listening to something that contribute to developing their general understanding; promote group discussion...etc.
3. **Verbal Method:** one more learning style that allows delivering a tutor lesson free from complexity is through four skills for example written assignments.

It to be mentioned that the researcher uses handouts and pictures during training sessions, as she uses auditory devices including videos and audio files to train them together with assessment. Productive teachers modify teaching styles following the type of issue at hand, the level of the training program, and more importantly trainees' needs and expectations, in these conditions, trainees will be driven and try their best in all sessions. It is to be pointed out that there are common teaching styles employed predominantly by teachers with which they use different strategies:

- a) **Directing Style:** some call it authority style or teacher-centered where trainees are passive, they just receive information and take notes, when necessary, in short, the teacher gives information through lectures. This was employed at the early stages of the training program to make them familiar with course content and material
- b) **Debate Style:** using this method allows students' communication and exchange of views; consequently, it contributes to generating students'

positive reasoning. In that event, the teacher plays the role of a mediator he makes sense of the discussion and teaches students to debate properly providing factual data. It was the most useful style in all sessions for its high contribution in developing trainees' speaking skill.

- c) Delegator style: so-called group style where a teacher takes the lead of viewers to encourage teamwork and proactive learning. One more this teaching model was employed regularly to encourage discussion and view exchange and teach them the way to debate using facts.

4.3.3 Training course Frame and Task Selection

Decide the way to order learning activities and how to structure your training is not an easy operation. The first point much to do is to put in place a sequence of training seemly to the subject matter. The quite relevant the content is the more comfortable they understand subsequently, better instruction performance. To run properly training content and activities a set of attentions should be considered:

1. Point up the subject trainees have to understand and acquire.
2. Underline your course content and systematize it in a correlation design
3. Order course content from simple to complex.

For task sequencing and selection, it is to be noted that in conformity with content a variety of proceedings should be set. To select activities that enable teachers to adequately select tasks that satisfy learning objectives the following steps are critical:

1. Specify activities that are necessary to develop the needful skills
2. Particularize the feasible sub-tasks too that supports developing the needed knowledge.
3. Be gradual in ordering tasks and sub-tasks from elementary to challenging ones

4.4 Ideologies for designing speaking activities

Speaking is a relevant and central component in air traffic controllers' daily jobs and is extensively used in their frequent interactions. Teaching those individuals to speak expressively and explicitly is demanding. It should be underlined that there are directives and regards to view when developing speaking activities.

A first concern is language knowledge and command; students with low proficiency won't be able to engage in activities that are higher than their competency level, inevitably, they are scared and uncommitted, which doesn't mean to include tricky tasks that further their motivation and encourage critical thinking. In connection with research common objectives, the researcher did her best to design content that is fitting and appropriate in consideration of controllers' proficiency level. At the outset she started with something simple as introducing them to aircraft parts and their functions, then she progressively proceeds to something trickier to increase their proficiency level.

A second concern is to make full use of English during the whole session avoiding as much as possible the use of the trainees' first language and encourage them to speak using English even with mistakes and give them much time to express themselves freely without interruptions not to de-motivate them by frequent criticism and negative feedback, bearing in mind that accuracy and fluency are one of the conditions that support building controllers' proficiency level. Accordingly, the researcher stressed encouraging them to use English all the time and preventing them best that she can to use any other language than English.

Third concern is to offer a fair chance for debating and increase the amount of speaking time and offer students opportunities to request explanations and illustrations when needed. The researcher takes the view that giving trainees the same level of attention and equal opportunities for interaction and communication is mandatory to help them all better their ability to communicate.

It is important to take into account that speaking is not merely employing words to reveal their thought. Along with grammar, vocabulary, and pronunciation correctness, other skills are crucial for a skillful speaker. Given this, peaking out suitable words to speak with different people for different purposes in a different context is appropriate to be persuasive. This is referred to as communicative competence. Correspondingly, it is

recommendable to direct speaking practice to themes and matters that are ordinary and non-ordinary for trainees to establish competencies that be in agreement with any situation. In light of this, the researcher put into practice a variety of themes including both usual and unusual situations.

Equally, conceptualizing the manner people communicate in different context using special discourse is another issue that we should have regard to when teaching speaking as providing them with examples of interactions between a pilot and ATCO's where the focus will be put on the way they communicate rather than emphasizing on grammar practice or pronunciation to achieve naturalness and conformability while using the language. Put it briefly, when designing activities attention needs to be placed on establishing proficiencies that form competent speakers as the different repertoires used in a different context for different intentions.

5.4 Ideologies for designing Listening activities

Listening is one more important skill in controllers' regular performance that must be improved. In their case, it has considerable importance in receiving calls and communicating with others while carrying out their job. On that account, controllers need to ameliorate their listening skill to escape misunderstanding and gain comprehension. To ensure good information delivery trainers ought to prepare trainees to listen deliberately and with anticipations. By drawing up objectives for listening, trainees will lend an ear attentively and effectively apart from troubling themselves to retain every single aspect they hear. To reach such points the following criteria were addressed:

At the start, controllers got a clue regarding the type of topic they will cope with and what end they really mean to bring off. Introducing them to the listening structure without preparing and providing them with the necessary detail made it sounds like testing them rather than instructing them, by preparing them first their motivation desire to listen increased.

A major part of listening tasks pays special attention to understanding nevertheless, raising related questions as the setting, orator character, and giving solutions to a specific problem encourages learners' interaction with a high level of

understanding rather than basic ones. Hence, the researcher added complicated questions to test their understanding and listening capabilities.

The researcher made efforts to schedule an intensive listening training using short audiotracks; it is suitable because employing long audio materials for listening training make the student get bored and lose concentration and entertainment. Another effort made by the researcher was to select audio material where the speaker's voice is clear and easy to understand. It is to be mentioned that the researcher tried her best to bring listening material that is qualified to get away from malfunctions.

Peterson suggests (2012:87) six principles for listening comprehension in the classroom:

1. Increase the amount of listening time in the class.
2. Listen before other activities to prepare them for speaking, reading, or writing.
3. Include both global and selective listening, the former for grasping from the top level, the latter for catching details and increase accuracy.
4. Activate top-level skills at every proficiency level to evoke students' background knowledge.
5. Work towards automaticity in the bottom-up processing.
6. Develop conscious listening strategies.

According to Shin and Crandal (2014:447), when designing listening activities we need to remember the following seven principles:

1. Prepare your lines carefully.
2. Use listening activities that reflect real-life learning.
3. The listening activities should be developmentally appropriate.
4. Use a variety of techniques to make listening input comprehensible.
5. Check comprehension using a variety of response types.
6. Keep listening active – always give learners a listening task.
7. Equip your students with intelligent guesswork strategies.

6.4 Standards for Material Selection for both speaking and listening Practice

Material selection and preparation gain significant determination in ESP instruction which is employed to foster and encourage language training. A fundamental goal for teaching material is to introduce trainees to the different registers that are employed according to their context. It is pertinent to note that an end goal of the training course is to empower controllers with the adeptness to listen attentively and run off misinterpretation, similarly, it strives to equip them with an aptness to speak expressly and unambiguously. As indicated earlier, the researcher started with content that is elementary and uncomplicated considering the poor English of controllers. To properly select teaching material, it is required to outline adequate content that is mainly interested in developing the all-important competencies. As regards speaking, the researcher established language activities that intend to develop their grammar, general and aviation vocabulary, and pronunciation by developing self-expression.

In terms of listening, the researcher outlined activities that are based on real-life situations, what is known as authentic material which is a crucial aspect that must be considered in content selection. It is particularly important to provide trainees with samples of concrete situations with an eye to constructing active listeners and provide them with necessary techniques to listen proficiently and help them get away from already established difficulties. Identifying suitable listening material and preparing meaningful activities is demanding. The listening tasks were portioned into three parts: pre-listening, while-listening and post-listening tasks. The first part serves to introduce trainees to details that better understanding while listening; it fulfills the function of warm-up in an effort to trigger their core skills to put forward the concern of the lesson. In the second part, trainees are supported with a set of activities involving passage content. The third and the last part is a continuation of what has been given in the preceding parts; it enables trainees to give effect regarding what has been built up from the audio recordings.

The researcher uses her best efforts to structure significant tasks, directive, goal-oriented, and rightly organized. In that way, the tasks were ordered in a phased manner as means to encourage controllers to tune up their general English in parallel waking up their grammar and vocabulary together with building their aviation English using the

selected material which supports them to acquire new vocabulary that serves them in their future performance, correct grammar use to communicate effectively in concrete situations. Still further, she suggested a diversity of activities to increase their creative thinking and dodge sameness while teaching them. A more valuable task was problem-solving activity which is considerably rough since it involves both aviation and language expertise. The researcher introduces a set of cases where it demands controllers' contribution and support, the trainee will be introduced to situations that are sometimes natural and may experience them during their daily work, as well as something unusual and may occur one day, the researcher did an effort to raise their English proficiency to face such situations be them routine or non-routine ones, she prepared them to examine the case in hand counting on their aviation experience subsequently, they will have a chance to debate, suggest corrective measures, express their point of view...etc.

In their majority, the researcher did everything possible to design content that furnishes controllers with an English proficiency that fit out them with language capacities that enable them to engage their aviation experience readily and safely.

7.4. Broad Overview regarding the Designed Study Program :(Rational Intent)

It is to be emphasized that a data provider that leads trainees and attentively shed light on course items is the syllabus since it acts as a work plan for both teachers and students. A carefully thought-out one makes trainees much aware of the content. From this perspective, the syllabus should be simple to use, practical, intelligible, and clear. The researcher launches the program with supportive words, positive and constructive spirit. It is worth remembering that this is not the first time to be in contact with those controllers, our first meeting was in 2011 when conducting her magister research which was case study research through which the researcher has fewer responsibilities in comparison to the current research under being a researcher together with a teacher.

The syllabus structure and outline differ from one subject to another following student 'needs. However, there exist standard ingredients for fruitful ones as providing students with sound content explanation, the themes that will be addressed besides activities that they will be in charge of.

1. Course Scheduling: An initial step ahead was to check with the manager of the company a calendar layout that explicitly schedule course arrangements. The researcher got the chance to teach four sessions a week which continued for four months.
2. Course main principles: a next step to go forward is to explain to your trainees the value of your program by highlighting the way it contributes to developing trainees' aviation understanding by making use of the English language, as well as explaining to them what is expected from them once finished the program i.e., clarify your training objectives. A final point is to illustrate the way you deliver your class assignments.
3. Entry and exit assessment: a supplementary step that is significant is to check their entry-level to have a clear idea about their current level and exit assessment to know about student progress and achievements.

The syllabus designed in the current research was set by the researcher herself, it took a long time to finish it and demands full understanding from the researcher about some aviation issues, hence, the researcher did everything possible to supply her informants with a content that improve their communication skills as a means to get better in their work performance. It trains them with the much-needed skills that help out interacting under any circumstances. In concerns syllabus structure is made-up of ten specific topics to aviation, in simple terms it involves ten units, every unit embodied seven lessons in connection to theme unit, it is coupled with language functions, grammatical structures as well as language components with regard to develop their listening and speaking skills. The purpose of the syllabus is two respects:

1. Support controllers with significant data that help to develop their linguistic knowledge in accordance with aviation expertise
2. Supply them with content that strengthens their ability to communicate

Every unit comprehends three main parts: operational topics, communication functions, and language functions. The first part introduces the main interest of each lesson; it is divided into speaking and listening practice where informants in the second part are engaged in a set of tasks to teach them how to use the learned expressions in a specific situation. Concerning the language functions, the study of grammatical

structure, vocabulary, and pronunciation were included in each unit to get them to assimilate the thematic and language elements they will put to use more clearly when speaking. The ten units are structured in the same way, each one lies down speaking and listening practice around some aviation issues, including for example encountering problems of boarding, safety issues, conceivable medical incidents, rugged passengers.... etc.

Each unit includes a special language used in such situations, it considers building their confidence in employing proper English for every situation, as an illustration, in case you need to find out a way to cope with a taxiing error, the current training course teaches you and provide you with most adequate English, as expressing causes and consequences of a specific phenomenon, using suitable vocabulary to describe an incident, or showing them the way how to ask questions for clarifications. Each unit is full of practical expressions to be used correctly in the fitting situation. Further comprising concrete job situations such as pilot ATC 'exchange such instances are presented in the listening section, where controllers learn how to carry out their duties, to clear understanding what's happening when there are problems, and can to explain and meanwhile handle difficult situations using the English language.

It should be noted that the last five units were more complicated than the first five ones. Those units were dedicated to more complicated aviation issues to engage controllers to more practice and prepare them well for any type of communication as telling stories about real or imaginary situations. A global aim of such structure is to progress their communication skills and ensure aviation safety. As shown in the above table, the researcher initiated a comprehensive picture of the implied syllabus come next to a careful report of unit one "Introduction to Ground Movement& communication".

<i>Course content</i>			
Lesson	Operational topics	Communication functions	Language focus
<i>Unit 1: Introduction to Airport Ground Movement & Communication</i>			
Lesson 1: <i>Introduction to Types & Components of an Aircraft</i>	<ul style="list-style-type: none"> ✚ Different parts of an aircraft ✚ The function of each part ✚ Types of airplanes 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ comparing 	<ul style="list-style-type: none"> ✚ using present simple for description ✚ word selection ✚ comparatives ✚ location words ✚ pronunciation of "s" ending
Lesson 2: <i>Airport Design</i>	<ul style="list-style-type: none"> ✚ Describing an airport ✚ Different building found in an airport ✚ Types of airport 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ locating ✚ comparing 	<ul style="list-style-type: none"> ✚ negative prefixes for comparison ✚ phrasal verbs for asking and giving directions ✚ definite and indefinite articles ✚ plural formation ✚ pronunciation of compound words
Lesson 3: <i>Ground Vehicles & Equipments</i>	<ul style="list-style-type: none"> ✚ Ground equipments and vehicles ✚ Functions of ground vehicles and equipments ✚ Types of airports ✚ Safety regards on the ground 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ Comparing & contrasting 	<ul style="list-style-type: none"> ✚ present continuous to denote actions in progress ✚ auxiliary verbs to give orders and instructions ✚ pronunciation of "L" & "R"
Lesson 4: <i>Airport Marking, Signage & Lightening</i>	<ul style="list-style-type: none"> ✚ Runway and taxiway ✚ Taxiway lights and runway lights ✚ Runway confusion, incursion, and excursion 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ comparing 	
Lesson 5: <i>Aircraft Takeoff & Landing</i>	<ul style="list-style-type: none"> ✚ Procedures for takeoff & landing ✚ Normal & unnormal takeoff ✚ Considerations for safe taxiing ✚ Pilots and air traffic controllers responsibilities 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ Comparing ✚ advising 	<ul style="list-style-type: none"> ✚ reported speech ✚ talking about taking off and landing through selecting suitable words ✚ spelling of words through their phonetic transcription
Lesson 6: <i>Taxiing & Handling Errors</i>	<ul style="list-style-type: none"> ✚ Types of taxiing errors ✚ Pilots reasons for taxiing failure ✚ ATC responsibility to avoid or reduce taxiing errors 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ expressing causes & consequences ✚ using suitable vocabulary to fill in the gaps ✚ identifying word stress through letters
Lesson 7: <i>Communication Process</i>	<ul style="list-style-type: none"> ✚ Individuals concerned to be contacted while flying aircraft ✚ Role of pilots when communicating information to the remaining individuals as ATC or cabin crew ✚ Role of ATC in flight communication 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ discussing 	<ul style="list-style-type: none"> ✚ Using infinitive or present participle ✚ standard phraseology VS plain English ✚ identifying numbers of syllabus in terms of their pronunciation
<i>Unit 2: Air Navigation Suppliers</i>			
Lesson 1: <i>Airlines</i>	<ul style="list-style-type: none"> ✚ airlines overview ✚ types of airlines ✚ airlines facilities 	<ul style="list-style-type: none"> ✚ defining ✚ describing ✚ comparing & contrasting 	<ul style="list-style-type: none"> ✚ introduce your company using the present simple or present continuous ✚ Talking about your company using vocabulary related to company description

**CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS**

Lesson 2: <i>Air Traffic Consulting</i>	<ul style="list-style-type: none"> ✚ Structure & function ✚ Amplifying air traffic security ✚ Reconstructions 	<ul style="list-style-type: none"> ✚ describing ✚ explaining ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ linking words of addition ✚ reporting suggestions ✚ circle the word you hear
Lesson 3: <i>Airport Charges</i>	<ul style="list-style-type: none"> ✚ Aircraft movement and approach ✚ Aircraft management ✚ Aviation business 	<ul style="list-style-type: none"> ✚ Describing ✚ Discussing ✚ Analyzing ✚ Locating 	<ul style="list-style-type: none"> ✚ adverbial time clauses ✚ Ask questions ✚ State whether “tʃ” or “dʒ”
Lesson 4: <i>Airport Technology</i>	<ul style="list-style-type: none"> ✚ Airport Technology management ✚ Airport Technology principles ✚ Airport Technology practice 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ discussing ✚ comparing 	<ul style="list-style-type: none"> ✚ using relative clauses ✚ comparing and contrasting ✚ identifying stressed syllable
Lesson 5: <i>Air Navigation Safety</i>	<ul style="list-style-type: none"> ✚ Safety management ✚ Risk management ✚ Safety improvement 	<ul style="list-style-type: none"> ✚ Discussing ✚ reporting ✚ deducing ✚ advising 	<ul style="list-style-type: none"> ✚ expressing condition using unless ✚ assuring safety using must /has/ have to ✚ pronunciation of mute letters
Lesson 6: <i>Meteorological Services</i>	<ul style="list-style-type: none"> ✚ Meteorological principles ✚ Weather forecasting ✚ Aviation meteorology 	<ul style="list-style-type: none"> ✚ Discussing ✚ reporting ✚ deducing ✚ advising 	<ul style="list-style-type: none"> ✚ using the past perfect ✚ useful expressions to speak about weather forecast ✚ words of same sounds
Lesson 7: <i>Aeronautical Services</i>	<ul style="list-style-type: none"> ✚ Overview ✚ Transitions from A destination to Z destination ✚ ICAO annex 	<ul style="list-style-type: none"> ✚ Describing ✚ reporting ✚ discussing 	<ul style="list-style-type: none"> ✚ complex sentences to write an overview ✚ paraphrasing ✚ pronunciation of “ð”
<i>Unit 3: Air Traffic Control</i>			
Lesson 1: <i>Air Traffic Control System</i>	<ul style="list-style-type: none"> ✚ Air traffic control ✚ Signals transmission ✚ Flight process from tower control 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ comparing 	<ul style="list-style-type: none"> ✚ prepositions of place ✚ using appropriate words to describe control system ✚ pronouncing compound words
Lesson2: <i>Career Profile of Air Traffic Controller</i>	<ul style="list-style-type: none"> ✚ Tower controller ✚ Approach controller ✚ Radar controller ✚ A day in the job of an air traffic controller 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ discussing 	<ul style="list-style-type: none"> ✚ subject-verb agreement ✚ talking about ATC responsibilities ✚ pronunciation of verbs ending in “ing”
Lesson 3: <i>Read Back & Hear Back errors</i>	<ul style="list-style-type: none"> ✚ Read back errors ✚ Hear back errors ✚ ATC’s contribution in read back errors 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ suggesting ✚ advising 	<ul style="list-style-type: none"> ✚ action verbs ✚ using suitable words to describe actions ✚ phonetic transcription of some action verbs

**CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS**

	<ul style="list-style-type: none"> ✚ Pilot's contribution in hear back errors ✚ ATC responsibility to reduce hear back & read back errors 		
Lesson 4: Air Traffic Control Services	<ul style="list-style-type: none"> ✚ Flight Navigation ✚ Control instruments ✚ Use of control instruments 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining 	<ul style="list-style-type: none"> ✚ Present simple & continuous ✚ Explaining how some control instruments work using Attributive Adjectives ✚ Spelling of some instruments through their phonetic transcription
Lesson 5: Air Traffic Management	<ul style="list-style-type: none"> ✚ What is ATM? ✚ Air traffic control VS Air traffic management ✚ Risk management 	<ul style="list-style-type: none"> ✚ Describing ✚ Advising ✚ explaining 	<ul style="list-style-type: none"> ✚ expressing past ability ✚ comparative& superlative adjectives ✚ pronunciation of "ed"
Lesson 6: Radio Communication	<ul style="list-style-type: none"> ✚ Radio communication equipments ✚ Radio communication procedures ✚ Using proper phraseology to operate safely 	<ul style="list-style-type: none"> ✚ describing ✚ locating ✚ advising 	<ul style="list-style-type: none"> ✚ If clauses(type 1) ✚ Expressing possibility ✚ ICAO phonetic alphabet
Lesson7: Lost Communication because of Radio Malfunction	<ul style="list-style-type: none"> ✚ What is lost communication ✚ Features of lost communication ✚ ATC's contribution in solving the problem 	<ul style="list-style-type: none"> ✚ Defining ✚ Describing ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ using imperative ✚ making suggestions ✚ minimal pairs pronunciation
Unit 4: Miscommunication			
Lesson 1: Communication Errors(1)	<ul style="list-style-type: none"> ✚ Similar call sign ✚ Controller workload ✚ Pilots expectations 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ gerund or the past participle ✚ confirming and disconfirming ✚ numbers pronunciation(pronouncing call signs)
Lesson 2: Communication Errors(2)	<ul style="list-style-type: none"> ✚ Non standard phraseology ✚ Regional differences ✚ Read back & hear back 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ using conjunctions and function words ✚ describing what you think is happening ✚ repeating what you hear
Lesson 3: Risks Caused by Language &Linguistics	<ul style="list-style-type: none"> ✚ English language proficiency ✚ Code switching ✚ Pilot/ATC's accent ✚ Misunderstanding 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ expressing the future(will, be going to+infinitive) and shall ✚ useful expressions for dealing with language insufficiency ✚ pronunciation of consonant(silent consonant)
Lesson 4: Technical Problems	<ul style="list-style-type: none"> ✚ Poor microphone technique ✚ Frequency congestion 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ Advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ expressing difficulty using the present ✚ offering help using suitable expressions ✚ Pronunciation of confusing words

CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS

Lesson 5: Phraseology Errors	<ul style="list-style-type: none"> ✚ Using words or numbers in the wrong order ✚ Common phraseology mistakes 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ Advising 	<ul style="list-style-type: none"> ✚ using present perfect ✚ Giving advice ✚ Repeating what you hear(phraseology)
Lesson 6: Communication Errors Between Pilots	<ul style="list-style-type: none"> ✚ Amount of information ✚ Unclear pronunciation ✚ Misunderstanding 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ Advising ✚ Asking 	<ul style="list-style-type: none"> ✚ Asking questions using the verb to be/ to have ✚ Making suggestions and giving advice ✚ Repeating what you hear
Lesson 7: Avoiding Miscommunication	<ul style="list-style-type: none"> ✚ Improving communication between pilot and ATC ✚ Improving communication between pilots ✚ Emergency communications 	<ul style="list-style-type: none"> ✚ Describing ✚ Explaining ✚ Advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ Adverbs of position (quite,rather,already,yet, still, even, only..... ✚ Dealing with misunderstanding ✚ pronunciation of words ending in "ion"
<i>Unit 5: A case of Urgency</i>			
Lesson 1: Flight Dropped off the Radar	<ul style="list-style-type: none"> ✚ Lost ✚ Reasons of lost ✚ Examples of lost 	<ul style="list-style-type: none"> ✚ reporting ✚ Explaining ✚ suggesting 	<ul style="list-style-type: none"> ✚ Reporting a problem and discussing solutions using conjunctions and connectors (before, hardly, however, even if, even though, if only, and wish. ✚ Explaining a case of lost ✚ Tonic stress
Lesson 2: On the Lookout for a Lost aircraft	<ul style="list-style-type: none"> ✚ Setting identification ✚ Emergency services ✚ Maps 	<ul style="list-style-type: none"> ✚ reporting ✚ Explaining ✚ suggesting 	<ul style="list-style-type: none"> ✚ Modals (to express ability, possibility, willingness, necessity, deduction...) ✚ Offering help ✚ Intonation
Lesson 3: Common Errors for Lost	<ul style="list-style-type: none"> ✚ Improper calculation ✚ Lack of fuel ✚ Neglect returning back to airport 	<ul style="list-style-type: none"> ✚ reporting ✚ explaining ✚ suggesting 	<ul style="list-style-type: none"> ✚ that -noun clauses, wh-noun clauses, whether and if ✚ reporting pilot confusion ✚ sentence stress
Lesson 4: The Five C's	<ul style="list-style-type: none"> ✚ Confess ✚ Climb ✚ Conserve ✚ Communicate ✚ Comply 	<ul style="list-style-type: none"> ✚ advising ✚ explaining ✚ suggesting 	<ul style="list-style-type: none"> ✚ using the passive forms of verbs with get/have +past participle ✚ reporting what will happen ✚ repeat what you hear
Lesson 5: ATC 's Acting During Loss	<ul style="list-style-type: none"> ✚ Guidance of controllers ✚ Clear instructions ✚ Issue frequency change 	<ul style="list-style-type: none"> ✚ reporting ✚ explaining ✚ suggesting 	<ul style="list-style-type: none"> ✚ questions and negatives in the present and past ✚ explaining changes in a flight ✚ repeat what you hear
Lesson 6: Lost & Found	<ul style="list-style-type: none"> ✚ A missing aircraft ✚ Crossing the pacific ✚ Security borders 	<ul style="list-style-type: none"> ✚ Reporting ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ phrasal verb with turn ✚ solving a problem ✚ say it clearly

CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS

Lesson 7: Examples of Lost	<ul style="list-style-type: none"> ✚ A332 / A333, en-route, North West Australia, 2012 ✚ A320, en-route, Denver CO USA, 2009 ✚ B733, en-route, northwest of Athens Greece, 2005 	<ul style="list-style-type: none"> ✚ Reporting ✚ Explaining ✚ advising 	<ul style="list-style-type: none"> ✚ using passive forms of verbs with get +past participle ✚ reporting cause and effect of an incident ✚ pronouncing consonant cluster
<i>Unit 6: Medical Issues</i>			
Lesson 1: an Emergency Case on Board	<ul style="list-style-type: none"> ✚ A passenger heart attack ✚ A baby born on board ✚ Calming a stressed passenger 	<ul style="list-style-type: none"> ✚ reporting ✚ discussing ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ phrasal verbs related to emergencies ✚ reporting a health case and discuss remedies ✚ intonation in questions
Lesson 2: Complement ary Consideratio ns for Medical Emergencies	<ul style="list-style-type: none"> ✚ Stress and anxiety ✚ Low air humidity ✚ Long trips 	<ul style="list-style-type: none"> ✚ reporting ✚ discussing ✚ advising 	<ul style="list-style-type: none"> ✚ adverbial clauses(reason, purpose, and result clauses) ✚ finding out a problem and suggesting solutions ✚ phrasing & intonation
Lesson 3: Medical support Service on Board	<ul style="list-style-type: none"> ✚ Medical facilities ✚ Medical care & assistance ✚ Health service 	<ul style="list-style-type: none"> ✚ Describing ✚ Reporting ✚ discussing 	<ul style="list-style-type: none"> ✚ modals of necessities ✚ doctors' responsibilities ✚ reductions
Lesson 4: ATC' Interventions	<ul style="list-style-type: none"> ✚ Acknowledge ✚ Separate ✚ Silence ✚ Inform ✚ Support ✚ Time 	<ul style="list-style-type: none"> ✚ reporting ✚ discussing ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ modals of advisability ✚ warning & request expressions ✚ dropping syllable
Lesson 5: Corona Virus(Covid 19)	<ul style="list-style-type: none"> ✚ airport preparedness and cautions ✚ public Health Initial actions ✚ ICAO measures 	<ul style="list-style-type: none"> ✚ Describing ✚ Reporting ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ phrasal verbs for giving and getting advice ✚ useful expressions used for rights and responsibilities ✚ intonation in questions in statement forms
Lesson 6: Cabin Crew Actions	<ul style="list-style-type: none"> ✚ Analyzing the case ✚ requesting medical assistance 	<ul style="list-style-type: none"> ✚ Describing ✚ Reporting ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ reported speech: present,past,and future ✚ checking, asking, and reporting information ✚ enunciation
Lesson 7: Management Strategies for Medical Emergency	<ul style="list-style-type: none"> ✚ Unscheduled landing ✚ Ground based medical service 	<ul style="list-style-type: none"> ✚ Describing ✚ Reporting ✚ Analyzing 	<ul style="list-style-type: none"> ✚ phrasal verbs with keep ✚ analyzing a medical emergency case ✚ intonation and stress
<i>Unit 7: climat Impact on Aviation Safety</i>			
Lesson 1: Weather Conditions	<ul style="list-style-type: none"> ✚ thunderstorms ✚ ice ✚ warnings 	<ul style="list-style-type: none"> ✚ Reporting ✚ Analyzing ✚ Advising 	<ul style="list-style-type: none"> ✚ using modals in reported speech ✚ expressing expectations ✚ Repeat what you hear

CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS

that Must Worry of		✚ suggesting	
Lesson 2: Weather Conditions	✚ Freezing rain ✚ Thick Fog ✚ wind ✚ Heat and temperature	✚ Reporting ✚ Analyzing ✚ Advising	✚ Adjectives describing weather ✚ Weather description ✚ Pronouncing adjectives describing weather
Lesson 3: Weather Influence on Conduct of Air Operations	✚ Flight delays ✚ Flight cancelation ✚ Low visibility	✚ Reporting ✚ Analyzing ✚ Discussing ✚ suggesting	✚ simple future vs. immediate future ✚ expressing results and consequences ✚ repeat what you hear
Lesson 4: Safety Risks Caused by Bad Weather	✚ Plane crashes ✚ Aircraft damage ✚ Fuel conception	✚ Reporting ✚ Analyzing ✚ Discussing ✚ suggesting	✚ adjectives ending in "ing" ✚ useful expressions for reporting risks ✚ "ʃ", "z", "tʃ", "dʒ".
Lesson 5: Air Traffic Controllers' Liability	✚ Timely information ✚ Mutual crosscheck ✚ flight avoidance when necessary	✚ Reporting ✚ agreeing ✚ disagreeing ✚ suggesting	✚ Agreement and disagreement tags ✚ Summarizing & paraphrasing ✚ Intonation in agreement tags
Lesson 6: Precautions to Decrease Weather Treats	✚ Use of Weather radar ✚ Controller training to use radar ✚ Generic checklist	✚ Reporting ✚ Expressing obligation ✚ suggesting	✚ Giving advice using complex modals: dare and need, be allowed to, be supposed to ✚ Expressing obligation ✚ Repeat what you hear
Lesson 7: Examples of Most Dangerous Weather Hazards	✚ Tenerife, Canary Islands, Spain on March 27, 1977 ✚ Iran Ilyushin Military Aircraft near Kerman, Iran on February 19, 2003 ✚ Air France Flight #447 over the Atlantic Ocean on June 1, 2009	✚ Reporting ✚ Analyzing ✚ Discussing ✚ suggesting	✚ Adverbial clauses including time clauses, contrast and concession, and reason clauses...) ✚ Useful vocabulary to comment about an accident ✚ Dropping syllables
Unit 8: Security Gaps			
Lesson 1: Smuggling and Trafficking	✚ Weapon smuggling ✚ Drug smuggling ✚ Customs operations	✚ Reporting ✚ Describing ✚ Discussing ✚ Imagining	✚ Phrasal verbs for criminal acts ✚ Useful vocabulary for illegal acts ✚ Tag questions pronunciation
Lesson2: Unlawful Interference	✚ Disrupting ATC System ✚ Disrupting navigational aids ✚ Hacking passenger booking	✚ Reporting ✚ Describing ✚ Discussing ✚ advising	✚ noun clauses(wh noun clause, whether and if) ✚ discussing a problem and suggesting solutions ✚ repeat what you hear
Lesson 3: The Impact of Covid 19 on Flight Security	✚ Threat & risk ✚ Safety management and passenger security	✚ Reporting ✚ Describing ✚ Discussing ✚ advising	✚ Adverbial clauses Using in order to, so as not, seeing that) for suggesting ✚ Useful expressions to give and apply instructions ✚ Repeat what you hear

CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS

Lesson 4: Calming a Violent Passenger	<ul style="list-style-type: none"> ✚ Cabin crew involvement ✚ Passengers reactions ✚ Useful remedies 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Expressing obligation 	<ul style="list-style-type: none"> ✚ Expressing conditional using (In the event, in condition of , but for, otherwise) ✚ Useful expressions to describe an event ✚ Say it clearly
Lesson 5: Developing Security Awareness	<ul style="list-style-type: none"> ✚ Training program to decrease security risks ✚ Technology development ✚ Collaborative cooperation 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ listing ✚ advising 	<ul style="list-style-type: none"> ✚ Adverbial clauses using in order to, so as not, seeing that) for suggesting ✚ Present participle (ing)clauses ✚ Discussing security awareness process ✚ Repeat what you hear
Lesson 6: Some Incidents' Reporting	<ul style="list-style-type: none"> ✚ Cause and effects ✚ Testing & evaluating ✚ Specific measures 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ Reason clauses (because, as, since....) and result clause (so as, as a result, so that....) ✚ Reporting some examples of incidents or accidents(imaginary) ✚ Say it clearly
Lesson 7: Security Support	<ul style="list-style-type: none"> ✚ Understanding threats and risks ✚ ICAO security design ✚ Implementing aviation security planning 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ Real and unreal conditional(if....not and unless; even if and even though and other conditional expressions) ✚ Describing and reporting imaginary incidents ✚ Put syllabales in their correct column
<i>Unit 3: Animals' Hazards</i>			
Lesson 1: Animals on Runways	<ul style="list-style-type: none"> ✚ Animals disrupting aircraft takeoff ✚ Damages caused by animals ✚ Measures over safely runways 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ expressing general ability using can/could, be able to ✚ useful expressions to discuss a damage caused by an animal ✚ sentence stress
Lesson 2: Animals Into the Airplane	<ul style="list-style-type: none"> ✚ Animals physical urgencies ✚ Animals' life threatening ✚ Safety impact 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ expressing willingness/ refusal to do something using will/would/wont/wouldn't ✚ discussing safety impact in the company of animals in a flight ✚ Tone stress
Lesson 3: Flying with animals as cabin baggage	<ul style="list-style-type: none"> ✚ Animals' stress ✚ Passengers displeasure & anxiety ✚ Facilities to sustain release for animals and passengers 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ Expressing necessity using have got to and must ✚ Describing someone's feeling and suggesting remedies to please passengers and make animals feel secure ✚ Repeat what you hear
Lesson 4: Birds' Collisions	<ul style="list-style-type: none"> ✚ Examples of incidents emerged by birds ✚ Birds migration as a cause for frequent accidents/incidents 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ common compound nouns ✚ reporting accidents caused by birds ✚ repeat what you hear
Lesson 5: ATC' Efforts in Avoiding Animal-Aircraft crashes	<ul style="list-style-type: none"> ✚ ATC's operational aspects ✚ Submission of reports ✚ Crashes prevention and early detection 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ adverbs position ✚ describing and discussing crashes prevention ✚ select appropriate pronunciation

**CHAPTER 4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING & SPEAKING SKILLS**

Lesson 6: ICAO Animal Regulations	<ul style="list-style-type: none"> ✚ Transportation guidelines to fly animals ✚ Animals allowed to fly ✚ Animals comfort 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ Expressing obligation and recommendations using ought to and should ✚ Useful vocabulary to give instructions ✚ Say it clearly
Lesson 7: To the Design of Safer Air Routes	<ul style="list-style-type: none"> ✚ Steps to structure safe air routes ✚ Considerations to be taken ✚ Airport measures for safe air routes 	<ul style="list-style-type: none"> ✚ Reporting ✚ Describing ✚ Discussing ✚ advising 	<ul style="list-style-type: none"> ✚ phrasal verbs with work and turn ✚ Giving and asking for updates ✚ Repeat what you hear
<i>Unit 10: case studies</i>			
Lesson 1: Communicati on Breakdowns	<ul style="list-style-type: none"> ✚ CharkhiDadriMid-Air Collision (1996) ✚ GarudaIndonesia Flight 152 (1997) ✚ American Airlines Flight 965 (1995) 	<ul style="list-style-type: none"> ✚ Explaining ✚ Alerting ✚ Comparing 	<ul style="list-style-type: none"> ✚ Explaining using the passive voice in the present perfect and simple past ✚ Useful vocabulary for maintaining speech active and avoiding miscommunication ✚ Pronunciation practice trough dialogues
Lesson 2: Overdue Measures	<ul style="list-style-type: none"> ✚ United Airlines Flight 173 ✚ Air Canada Flight 797 ✚ Delta Air Lines Flight 191 	<ul style="list-style-type: none"> ✚ Explaining ✚ Discussing & analyzing 	<ul style="list-style-type: none"> ✚ degrees of certainty in the past ✚ collocations to give/ask for instructions ✚ say it clearly
Lesson 3: Fire	<ul style="list-style-type: none"> ✚ Aircraft catches fire and crashes in Iran (January 25, 2010) ✚ Swissair Flight 111 Crash ✚ Smoke and fire in the cockpit 	<ul style="list-style-type: none"> ✚ Blaming ✚ Regretting ✚ acting 	<ul style="list-style-type: none"> ✚ warm up questions ✚ useful expressions to express regret ✚ repeat what you heat
Lesson 4: Abnormal Situations	<ul style="list-style-type: none"> ✚ a flock of birds along your flight path ✚ no response from controller ✚ the first officer is too tired 	<ul style="list-style-type: none"> ✚ explaining ✚ advising ✚ suggesting 	<ul style="list-style-type: none"> ✚ Tell the story using phrasal verbs related to emergencies ✚ Emergency phraseology ✚ Repeat what you hear
Lesson 5: Deadly Accidents	<ul style="list-style-type: none"> ✚ Some examples of deadly accidents ✚ Accidents caused by human being ✚ Reducing aviation accidents 	<ul style="list-style-type: none"> ✚ Reporting ✚ Analyzing ✚ suggesting 	<ul style="list-style-type: none"> ✚ warm up questions ✚ telling a story using the passive ✚ repeat what you hear
Lesson 6: Runway excursion	<ul style="list-style-type: none"> ✚ Southwest Airlines Flight 1455 ✚ Lion Air Flight 583 ✚ Pegasus Airlines Flight 8622 	<ul style="list-style-type: none"> ✚ Explaining ✚ Analyzing ✚ suggesting ✚ advising 	<ul style="list-style-type: none"> ✚ Present perfect progressive using for and since ✚ Useful vocabulary to explain a runway excursion ✚ Say it clearly







Lesson 7: Recommendations	<ul style="list-style-type: none">  Risks identifications  Safety improvement 	<ul style="list-style-type: none">  Suggesting advising 	<ul style="list-style-type: none">  Perfect modal verbs(could have, should have, needn't)  Sharing an opinion  Say it clearly
--	---	---	---

Table 4.1: Course Content

8.4 Sample Unit Representation & Objectives

A Unit plan requires a considerable amount of energy, time, and design where every single step is connected to the other. Among efficient means for effective functioning in a classroom is to schedule forward planning. It is necessary to consider a set of questions when scheduling a unit:

1. What are the fundamental educational intentions of this unit?
2. What am I supposed my informants to achieve at the end of each lesson?
3. What am I supposed my informants to achieve at the end of each unit?
4. What instruction methods are suitable to assure good results?

There are important factors to consider when planning a unit in this respect Richards (2001:166) advised a set of principles to follow when designing a unit:

1. Length: sufficient but not too much material is included.
2. Development: one activity leads effectively into the next; the unit doesn't consist of a random sequence of activities.
3. Coherence: the unit has an overall sense of coherence.
4. Pacing: each activity within the unit moves at a reasonable pace.
5. Outcome: at the end of the unit, students should be able to know or do a series of things that are related.

Notably, every effort had been made to supply them with a material that is not overcharging and make them lose interest and got tired. Another step was to plan activities that are connected and have a sense of connection to the whole unit. An additional concern was the activity pacing, where the researcher did her best to move in a logical way within the units as already explained previously. The sample unit that was put into practice is a model and a representation of what the following units have to be.

The actual unit pattern is set for sensitizing air traffic controllers about the importance of the English language, and to supply them with the necessary

qualifications to adequately carry out their job. At the end of this unit controllers are expected for instance to be able to

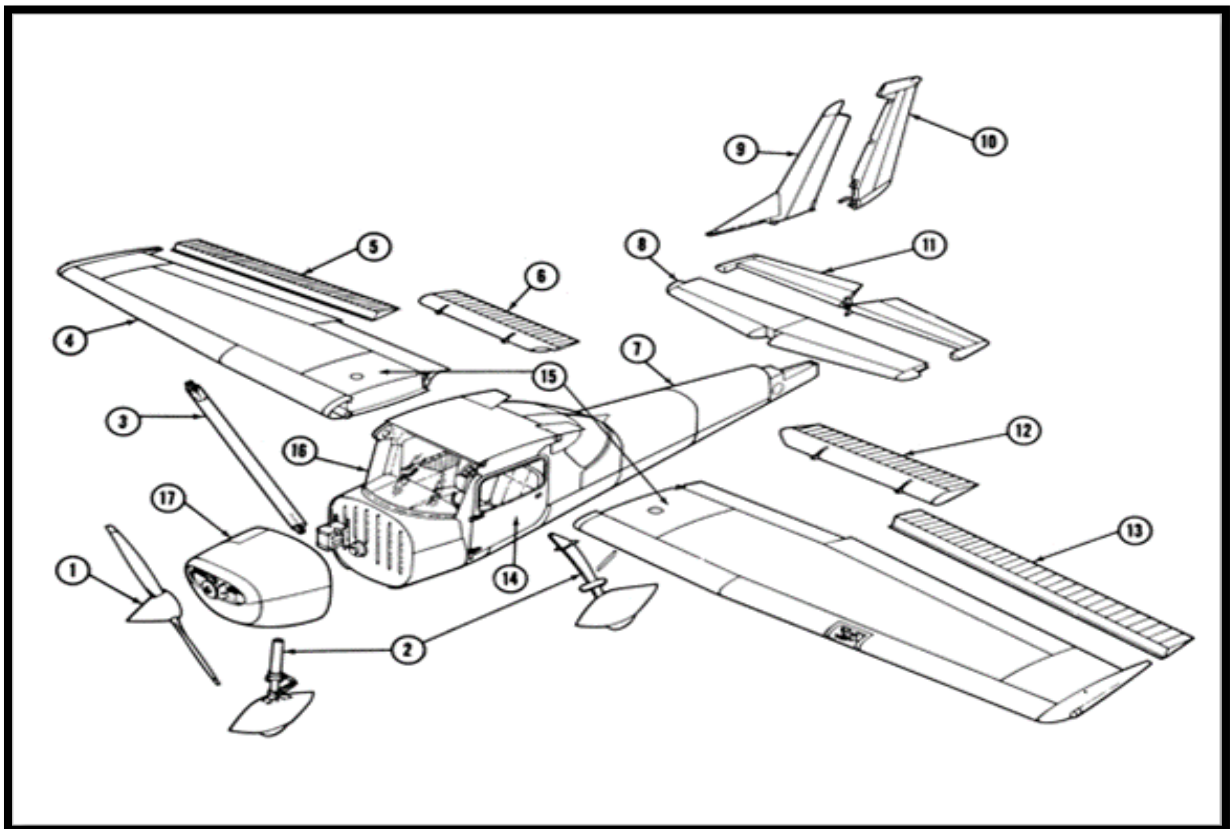
1. Portray and identify airport different airplanes, building, vehicles, types of equipment, airport markings, and signage
2. Show contrast in terms of functions and importance.
3. Describing certain procedures in and out the airport.
4. Set out different duties and responsibilities performed by ATC
5. Be able to listen carefully.
6. Identifying and interpreting some fatal errors to be avoided in the future.
7. Making difference between standard and non-standard phraseology.
8. Transcribe, spell, and pronounce aviation terms.
9. Explain and make clear different procedures while performing their job as ATC

10. Enhance their grammar and vocabulary knowledge in the form of a set of activities.

9.4 Sample Lessons

Unit 1: Airport Ground Movement & Communication



Lesson one: Introduction to the Components & Types of Airplanes

Lesson objectives: By the end of the lesson informants are expected to:

- + Describe the different parts of an airplane
- + Explain how each part works
- + Identify a set of different types of airplanes
- + Compare different types of airplanes in terms of their size, speed, function, and comfort
- + Use of simple present for description
- + Select suitable prepositions

Lesson outline:**Look at the photos:**

1. What do they show?
2. Identify the type of each airplane
3. Explain how they work
4. Say where each aircraft is used and for what purpose?
5. As an air traffic controller why is it necessary to know about the different types of airplanes?

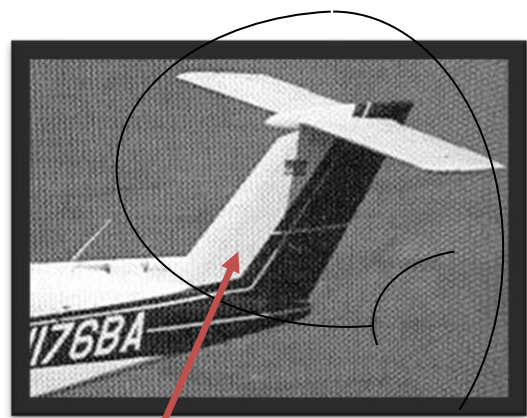
Speaking Practice:**A:****B:****C:****D:**



E:

F:

Task One: look at the photos and name the different parts of an airplane



.....

.....



.....



.....

.....



.....



.....



.....



.....




Listening Practice:



AUDIO 1

Pre-listening phase:

Task three: read each airplane description and connect it with its associated name.

<u><i>Airplane Name</i></u>	<u><i>Description</i></u>
<p data-bbox="368 517 571 555"><u>Very light jets</u></p> 	<p data-bbox="836 456 1390 748">Offers comfortable seating for up to 10 passengers. You will find that the luxuries and amenities grow with each class. While they all hover around 500 miles per hour at cruising speed and offer the ability to land on smaller runways, has larger parties in mind for longer transcontinental trips.</p> <p data-bbox="836 790 1378 931">They accommodate anywhere from 10 to 18 passengers and are able to fly at high altitudes above the weather for maximum comfort and reliability.</p>
<p data-bbox="201 925 528 960">A narrow-body aircraft</p> 	<p data-bbox="842 1066 1385 1225">Also known as a single-aisle aircraft is an airliner with a cabin diameter of between three of four meters. This allows for up to 6-abreast seating, and down to 2-abreast.</p> <p data-bbox="871 1234 1291 1310">The highest seating capacity of jets is 295 passengers</p>
<p data-bbox="201 1256 528 1292"><u>Mid-size business jet</u></p> 	<p data-bbox="836 1570 1382 1783">Are primarily for short trips to regional destinations. They typically offer seating for up to eight passengers. The advantage of these jets is that you can hire a single pilot to fly them instead of an entire flight crew.</p>
<p data-bbox="201 1574 491 1610"><u>heavy business jet</u></p> 	

While-listening phase:

Task four: Listen to the audio passage carefully and answer the following questions:

1. What is the second name of tribune engine?
2. How do we call the part that holds the cargo and passengers?
3. Where the flap is found, and what comes next to it?
4. What do we have in the very back section?
5. How do we call the section that is found in the vertical stabilizer?
6. How do we call the section where the pilot and co-pilot are found?

Post-listening phase:

Task five: answer the following questions

1. Are all the airplanes having the same parts?
2. What a fuselage is designed for?
3. What is the function of horizontal stabilizer?
4. What is the role of an elevator?
5. Where a rudder is placed?

Task Six: choose one of the aircrafts shown in task one and fully describe it.

A blue speech bubble graphic with a white border. Inside the bubble, the text "Vocabulary Practice:" is written in a white, cursive font. Below the bubble, there is a small blue square icon followed by the text "Word Selection" in a bold, black font.

Vocabulary Practice:

■ **Word Selection**

Task Six:

- a) Look at the pictures and name the following airplanes first, then compare them orally in terms of size, function, number of passengers, and comfort using the adjectives listed below.
- b) Do you think airplane parts work the same in all aircraft types?
- c) Do you see some airplane parts that are different?
- d) What makes these parts different?

- NB: you are not restricted to the given list of adjectives you may use other adjectives that best help you do the task



■ Comparatives

Task Seven: derive adjectives from the following nouns and use them in meaningful sentences expressing comparison. (Your examples should be related to today's lecture)

Fast wide long heavy reliable accurate slow efficient powerful new roomy old short advanced sophisticated

E.g.; some aircrafts can fly at shorter speed

<u>Words</u>	<u>Adjectives</u>	<u>Sentence</u>
Comfort		
Power		
Room		
Air		
Safe		
Beauty		
Fast		
Stable		
Old		
Sophisticate		
Relaxation		
Large		
Small		
New		
High		

Task eight: complete the sentences using the correct adjective in brackets, add than, where necessary

1. Numerous wing design were developed in an effort to determinetype for a specific purpose .(good)
2. The elliptical wing is.....rectangular one.(efficient)
3. Assuming equal wing area, the tapered wing produces.....drag.....the rectangular wing. (little)
4. If lift becomes.....weight, the airplane will enter the climb. (great)
5. Airplanes are now one ofmeans of transport.(comfortable)

6. This system isthe last one we had.(easy)

Grammar Practice:

■ Present simple for description:

Task Eight: use the suitable tense

Helicopters (to be) different from airplanes. Helicopters (to do) not have wings. They (to have) blades called rotor blades. These blades (to be) on top of the helicopter. The helicopter's engine (to turn) the blades round and round in a circle. The turning blades lift the helicopter into the air. When taking off or landing, helicopters can fly straight up and straight down. While in the air, they can hover, or (to stay) in one place. Helicopters can (to fly) much closer to the ground than airplanes. People (to use) helicopters to do many jobs. News reporters in helicopters (to check) traffic on busy highways. Paramedics (to rescue) accident victims in helicopters and (to fly) sick and hurt people to hospitals. The coast guard (to look) for boats lost at sea. Busy women and men (to travel) by helicopters across big cities to avoid traffic tie-ups.

Task Nine: select the right preposition

From to in through beneath which forward at of and for
on

NB: Some prepositions are used more than one

Airplanes are transportation devices are designed to move peoplecargo one placeanother .Airplanes come in different shapes Sizes depending on the mission the aircraft. any airplane to fly, one must lift the weight the airplane itself, the fuel, the passengers, and the cargo. The wings generate most of the lift to hold the plane the air. To generate lift, the airplane must be pushed

the air. The air resists the motion the form of aerodynamic drag. Modern airliners use winglets the tips of the wings to reduce drag. The turbine engines, are located the wings, provide the thrust to overcome drag push the airplane through the air. Smaller, low-speed airplanes use propellers the propulsion system instead of turbine engines.

To control maneuver the aircraft, smaller wings are located the tail of the plane. The tail usually has a fixed horizontal piece, called the vertical stabilizer. The stabilizer's job is to provide stability the aircraft, to keep it flying straight. The vertical stabilizer keeps the nose of the plane from swinging side....side,..... is called yaw.

The fuselage or body of the airplane holds all the pieces together. The pilot sits the cockpit the front of the fuselage. Passengers cargos are carried the rear of the fuselage. Some aircraft carry fuel the fuselage; others carry the fuel

.... the wings.



Pronunciation Practice

Task eight: give the plural of the following words then classify them according to their ending pronunciation.

CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING& SPEAKING SKILLS

Singular Form	Plural form	IZ	Z	S
Aircraft Wing Flight Slat Apron Radio Operator fuel tank traffic controller tail wing horizontal stabilizer movement operation altitude				



Lesson Objectives: at the end of the lesson informants are expected to know

- ⊕ The different buildings found in an airport
- ⊕ Describing an airport
- ⊕ Identifying types of airports
- ⊕ Showing directions using phrasal verbs
- ⊕ Forming negative adjectives using prefixes
- ⊕ Making difference between definite and indefinite articles
- ⊕ Pronouncing words correctly

*Speaking Practice:***Lesson outline:****Anticipation: Look at the photos:**

6. What do they show?
7. Identify the function of each?
8. Say which area passengers can buy tickets and check or claim their luggage?
9. As an air traffic controller why it is necessary to know about the different buildings found in an airport?
10. How do you instruct pilots which taxiway to use, how you coordinate in the traffic pattern, and how you direct aircraft to safely join and leave the circuit?

Speaking Practice:





.....

Pre-listening phase:

Task One: Match each definition with the right name and the area it is found in.

Definition	name	Airside area	Landside area
	customs service Hangars		
The area of an airport where aircraft are parked, unloaded or loaded, refueled, or boarded. Although the use of it is covered by regulations, such as lighting on vehicles, it is typically more accessible to users than the runway or taxiway.	Landing Area		
Is a building at an airport where passengers transfer between ground transportation and the facilities that allow them to board and disembark from aircraft. Within it, passengers purchase tickets, transfer their luggage, and go through security.	Aprons		
used, or intended to be used, for the takeoff and landing of aircraft, even when facilities are not provided for sheltering, servicing, or repairing aircraft, or for receiving or discharging passengers or cargo.	Terminals		
Is a closed building structure to hold aircraft or spacecraft. They are used for protection from the weather, direct	Security service		

sunlight and for maintenance, repair, manufacture, assembly and storage of aircraft.			
They are required to inspect, monitor, and screen all passengers to make sure that safety is maintained.			
In many airports, immigration is a mandatory process that involves speaking with an immigration officer who stamps your passport, while customs is an optional process; if you have nothing to declare, you don't need to speak with an officer.			

While-listening phase:

Task Two: what does each abbreviation refers to? And what is its function?

ATIS:

VASI:

VOR:

DME:

PAR:

Listening Practice:



Task three: Listen to the audio passage, and then answer the questions carefully:

1. How many types of airports are there? Name them
2. What are the divisions of the types of airport mentioned in the audio passage?
3. What does a towered airport possess?
4. What is the role of an ATC?
5. What pilots are required to maintain?
6. What pilots must advise ATC when they deviate?
7. What is a non-towered airport?
8. What is the key to communicate with other controlling tower?

Task four: listen to the audio passage and complete the following table

Aeronautical Charts	Function
AFD	
NOTAM	
NOTAM "D" Distant	
NOTAM "L" local	
FDC NOTAM flight data center	

Task Five: listen carefully to the audio passage and name the different parts in an airport.

1.
2.
3.
4.
5.
6.

.....



Task six: listen to the audio and summarize it orally

Post-listening phase:

Task Six: fill in the gaps with the appropriate words. Some words are used more than one.

Airports landside airport passengers facilities airplanes runway hangars ground descriptions airside terminal restaurants to board movement air

An airport is a facility where connect from/to transportation to transportation. Descriptions of airports can be divided into and Landside cover how arrive/depart the airport building and move through the building to board the Airside describes the of the on the surface. At the very minimum, an airport consists of one (or helipad), but other common components are and buildings. Apart from these, an may have a variety of and infrastructure, including fixed base operator services, air traffic control, passenger such as and lounges, and emergency services.

Task Seven: Imagine someone asked you to describe the airport you are working at, give detailed description about the different areas found in the airport, showing the areas found in an airport and explaining the way how airports operate.

Vocabulary Practice:

Task Eight: add negative prefixes to the following adjectives

Significant visible possible flexible separable comfortable successful favorable
regular easy quiet repairable accurate active real fair flammable steady
measurable responsible respective sensitive safe effective operative
restricted equal legal movable.

Task Nine: derive nouns from the adjectives found in task eight

Adjectives	Nouns
Significant	
Visible	
Possible	
Flexible	
Separable	
Comfortable	
Successful	
Favorable	
regular	
regular	
easy	
quiet	
repairable	
Accurate	
Active	
Real	
Fair	
Accurate	
Flammable	
Steady	
Measurable	
Responsible	
Respective	
Sensitive	
Safe	
effective	
Operative	
Restricted	
Equal	
Legal	
Movable	

■ asking for and giving directions

Task Eight: Imagine someone asks you for directions in an airport .Using the following phrasal verbs give examples.

Phrasal verbs	sentences
Get in(to)	
Get off	
Get away	
Get on	
Go back	
Set off/out	
Take off	
Go straight on	
Turn back	
Turn left/right	
Go along	

Grammar Practice:

■ definite and indefinite articles

Task nine: put a/an/the or zero article where necessary

.....airplanes on itswings.....wings produce lift, which is what we call.....force that keeps us a loft. Lift must either overcome or equalweight, depending on what we want.....airplane to do. Think of most of these concepts as involving two forces, each opposingother. Lift opposes.....gravity. Wings produce.....lift and they come in.....variety of.....sizes andshapes.....Jet fighter may have short wings, while.....glider has long and narrow wings. Even.....helicopter has wings-the main rotor blades do.....same job as fixed wings do on.....airplanes. They all have one function: to produce enough.....lift to oppose.....gravity.

Task Ten: choose the right answer

- I must know more on how to fly
 - Aircraft
 - Aircraft
- The students will go on practicing with qualified flight.....
 - Engineer

- b) Designer
- c) Instructor

3. When.....lift.....and weight are equilibrium, the airplane neither gain nor loses altitude.

- a) Lift & weight
- b) A lift & a weight
- c) The lift & the weight

4. Roll takes place around the longitudinal.....

- a) Axes
- b) Axis
- c) Axos

5. A safer pilot knows howwork

- a) The flight control
- b) flight control
- c) Flight controls



Pronunciation Practice:

Task Ten:Pronounce the following words:

Fuel tank,customs service, Security services,airport Apron, router blades, emergency services, passenger facility, flight schedule



Lesson Objectives:

- Describing ground equipments and vehicles.
- Showing their functions and importance.
- Explaining some examples of incidents that may occur and suggesting remedies.
- Types of airports & their characteristics
- Safety regards on the ground
- Giving orders and instructions using modal auxiliary verbs
- Present continuous to denote an action in progress or to talk about something planned in the future
- Distinguishing between words that contains “L” & “R” sounds in the same sentence

Lesson outline:

Anticipate: Look at the photos:

1. What do they show?
2. Identify where each one is found?
3. Explain the necessity and role of each one in the airport.
4. As an air traffic controller to what extent is it necessary to know these vehicles in an airport? If it is needless explain.
5. Imagine an emergency landing happened in the airport because of bad weather circumstances what directions would you give to the pilot to land safely. What vehicles are required to be used in case of any damage?

Speaking Practice:



CHAPTER4 INITIATIVES AND DEMONSTRATIONS FOR DEVELOPING TRAINING COURSE
FOR UPGRADING CONTROLLERS' LISTENING & SPEAKING SKILLS



.....



.....



.....

Listening Practice:

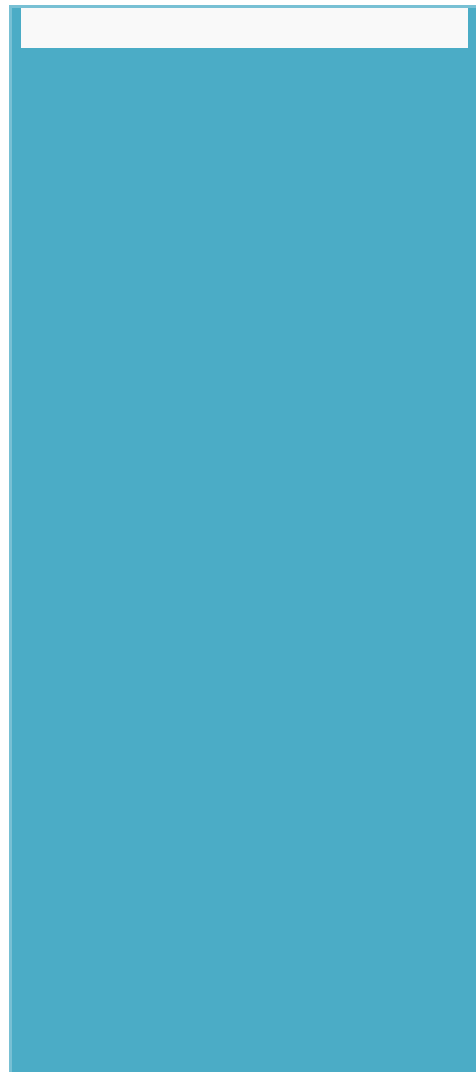


Pre-listening phase:

Task One: Match each equipment or vehicle with its function

Vehicle/Equipment name

- **cargo loaders**
- **refueling Trucks**
- **passenger bus**
- Snow-plowing
- Catering trucks
- **Aircraft pushback**
- tractor/Tug
- De-icing vehicles
- Fire trucks



Function

- Designed to fight fires that involve large amounts of kerosene, their noozles can typically shoot some 5,000 liters of water and foam per minute to targets up to 70meters are small electrical generators whose role is to supply electrical power to the aircraft while it is sitting idle on the ground with the engines switched off
- Are similar to the ones supply gas station, and hydrant dispensers, that supply gas stations, and hydrant dispensers, that do not have tanks of their own and, instead ,pump fuel from ground pipelines and into the aircraft through a system of hoses and hydrants.
- Are often used to shuttle passengers to and from the terminals.
- They are fitted with a temperature-controlled platform that can be lifted up to 20 ft with electro-hydraulic jacks. Once the platform is level with the cabin, trolleys full of food and beverages can be rolled into the aircraft galley, while food waste from the previous flight is unloaded.
- They pull airplanes, including giant Airbus A380s and Boeing 747s. This allows aircraft to keep engines off while being moved.
- They are small electrical generators whose role is to supply electrical power to the aircraft while it is sitting idle on the ground with the engines switched off.
- An implement or vehicle for clearing away snow.
- In cold weather, ice might form at critical spots on the aircraft. To prevent this, before takeoff a vehicle fitted with a long articulated nozzle sprays the aircraft thoroughly with a mix of hot water and propylene glycol.
- These vehicles typically have two independently moving platforms that can raise standard-sized pallets so that they are level with the cabin. The cargo can then be rolled into the aircraft with the help of built-in sets of wheels.

Task Two: explain the following phenomena and suggest remedies to avoid such incidents?



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....

Task Three: using the following information select the right characteristics for each type of airport

	Runway layout	Wind direction indicators	Airport lightning	Traffic patterns	Visual glide slope indicator
Controlled airport					
Uncontrolled airport					

While-listening phase:

Task four: Listen carefully to the audio passage then answer the following questions.

Why push back tractors are found in an airport ground and how they work?

1. Why push back tractors are called so?
2. Why an aircraft with low mounted engine doesn't power back?
3. From where the idea of pushback trucks and push back tractors come in?
4. What are the steps to be followed fitting aircraft onto the parking?
5. Why the new type of back tractors is big?
6. What is a tow bar?
7. How mat mobiles work?

Task five: Listen to the audio then summarize it orally mentioning what was the problem, and what instructions the controllers insist on.

Task Six: Listen to the audio passage then fill in the gaps with the right words to show what instructions to follow to ensure safety in any airport ground

The airport operations area commonly known as theIt is a busy environment at any given airport this is the on the airport that includes, taxiways,, and roadways. Essentially it consists of everything inside the perimeter fence any person driving a on the AOA is subject to specific procedures. Prior to driving on the one should know and understand the vehicle operating in effect at your airport there is no for as the procedures are to be precisely to everyone's from handlers track caters to technician. Everyone plays a vital role in the aviation in addition to airport operations there may be crews, shuttle and pedestrian adding to dynamic activity of the airport. It's obvious that airport can be hectic one. so must be a while airports can be confusing places. There are no acceptable for corners and safety and safety regardless of the type of vehicle you are driving. You have the same and as that of a pilot taxing an aircraft.

Task Seven: listen to the audio passage then list the safety concerns that should be applied to driving any airport operation area and what consequences can be emerged in case these instructions are not respected in the above table.

Safety Concerns	Consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

Post-listening phase:

Task Eight: Guided Discussion

1. What is a non movement area at an airport?
2. What is a movement area in an airport?
3. What risks can result in case someone penetrates a non movement area?
4. Discuss the following :
 - a. Aircraft on the ramp can be intentionally damaged due to improper management of heavy vehicles in their direct vicinity
 - b. Preflight configuration errors (examples: improper loading and improperly secured doors and latches) lead to subsequent events.
 - c. Ground handling incidents continue to rise worldwide, resulting in injuries to personnel and damage to aircraft and property.

5. What remedies you suggest to promote safe ground operations?

Vocabulary Practice:

Giving orders and instructions using modal auxiliary verbs

Task nine:

In any airport passengers are not allowed to walk across the apron between the terminal building and the aircraft for their own safety. Ground handlers ensure the secure movement of passengers to ensure safety. Choose the right word to give the right instruction to be respected for passenger safety

Can be indicated, should be informed, Should provide, Should not pass, Should ensure should be transported should be placed should be taken

1. Passengers To roam free.
2. Where possible, the aerodrome operatorthat permanent traffic routes, e.g. aerodrome roads or taxiways, does not dissect the path between the terminal and the aircraft. Where this is not possible, the aerodrome operator safe routes marked on the apron surface (including safe crossing points for the apron roads) and clear, unambiguous signs to indicate the route to be followed.
3. Safe routes by the use of moveable barriers and chains to (“Tensator” type devices) to create a temporary safe route across the apron for passengers to follow. When not in use, it is important that such equipment is properly stowed to ensure that it doesn’t become a source of FOD;
4. Routes to the aircraftbelow aircraft wings or beneath fuel vents, or close to propellers or rotors of the aircraft they are boarding/disembarking or those of aircraft on adjacent stands. Routes of vehicular traffic around the aircraft, electrical cables, fuel hoses and other ramp equipment;
5. Restrictions on the running of aircraft engines in the vicinity of passengers and positive measures to protect them from excessive engine noise and jet blast;
6. Passengers...of the safe route they should follow into the terminal/aircraft, e.g. by public announcement before they leave the aircraft/terminal. However, relying solely on informing passengers of safe routes and marking them out is unlikely to be adequate for commercial passenger operations. Whenever

passengers are to walk across the apron there should be sufficient staff to ensure that passengers may need to be disembarked or boarded in small groups which can be adequately controlled by the available staff.

7. For remote stands or stands in a different location to the terminal lounge, passengers to the aircraft by bus.

Grammar Practice:

Present continuous to denote an action in progress or to talk about something planned in the future

Task Ten: after any plane arrival there are a set of actions to be done. On the basis of the following actions write examples where you show progressive actions:

1. Parke the plane.....
2. Hooke up the plane.....
3. Connect the air-con.....
4. De-Plane.....
5. Unload luggage and cargo.....
6. Stock up with food.....
7. Clean the toilet.....
8. Refuel.....
9. Pushback.....
10. Board & takeoff.....

Pronunciation Practice:

Task Eleven: Listen then classify the words in the right column, then give examples that contains both words

Example: the right light is damaged

A	L	R
Right		
Clean		
Fright		
Wrong		
Board		
Right		
Light		
Clear		
Flight		
Long		
Load		
Light		
Flame		

10.4 Conclusion

In view of this closing chapter, the researcher counts on developing a training course to supply them with basic aviation knowledge in consultation with essential communication skills. At the outset, it focuses attention on the beneficial impact they earn from an intensive training course, as it implies some considerations to be taken into account for developing a prosperous course where the researcher proposed fundamental norms to be followed when planning a training course. Supplementary, she outlines a set of principles for preparing both listening and speaking skills tasks and material selection. Similarly, she illustrates and explains the suggested syllabus together with a sample unit description. She ends with an example of a sample unit.

GENERAL Conclusion

Air transportation has potential importance on the growth of the economy, the competition for good air transportation services seemed to be strongly associated with economic operations. Routinely, inadequately performing air transportation services can be translated to less income and threaten global safety. Air safety is the concern of all individuals engaged in air navigation mainly air traffic controllers whose job is to keep safe skies. Becoming an air traffic controller is a critical job that compels meticulous legibility and intelligence supervising multiple airplanes jointly. Communication between pilots and air traffic controllers is special since there are no facial cues, grasp should be reached orally. Accordingly, facilitating good communication requires a level of language proficiency; more importantly the English language has greatly been considered in aviation as a global challenge.

In addition to technical professionalism, air traffic controllers are bounded to command core language expertise that encourages performing competently and smoothly past the message. Listening intently and speaking plainly open the door for better understanding and minimize misinterpretation. The Communication gap involving the English language is called into question. Reducing miscommunication and preparing air traffic controllers with a skill that helps them cast out matters relating to communication is the charge of ESP teachers, who are assumed to prepare those air traffic controllers with the needy communication skills and linguistic proficiency. Correspondingly, ESP teachers had to consider the best approaches and material that help those individuals to cope with all situations even in critical conditions. In that case, air traffic controllers should attain a level of expertness, and be resourced with prosperous language knowledge to enlarge their learning achievement in connection with aviation.

to collect detailed understanding regarding tricky difficulties about speaking and listening skills, and employing innovative solutions that afford in establishing a body of knowledge that is all-important to be successful; the researcher chew over the feasibility

General Conclusion

of extended training for developing their listening and speaking skills. A top priority of the present action research was to design a listening speaking course that aims at helping them speak effortlessly and listen carefully, make it operational, then testing it out whether it was constructive or not. On that account, the present investigation was carried out with air traffic controllers at Zenata/Messaliel Hadj airport, Tlemcen.

Chiefly, the experiment was brought into being to cross-examine the influence of a non-stop course on developing their listening and speaking skills. Briefly, the main focus question encircling the research was to verify whether a training course contributes positively to upgrading their listening and speaking competencies with respect to aviation regards. In consideration of the foregoing, it was necessary to deduce regards points from this broad question.

This action research has been rigorously reviewed within four corresponding chapters, the first chapter being a starting chapter was dedicated to giving some definitions, it starts with an indication of what English for Specific Purposes represent, it continues then explaining the value of English in the aviation field, together with discussing what English for aviation refers to. Further definitions were included, as the significance of training and its role in developing specific skills, steps to outline a course, it concluded by showing the worth of listening and speaking skills in the job of air traffic controllers.

In the second chapter, the researcher done a great deal to explain in detail the way the research data was gathered, she explained the different instruments used to gather the needed data before, while, and after experimentation, she provided thorough descriptions about each instrument including: speaking & listening tests, self speaking and listening assessment checklists, teacher diary, structured interview, and finally end-off program evaluation questionnaire with an aim to have reasonable and trustworthy data to support or disapprove the research hypotheses.

The third chapter was completely interpretive and evaluative through which the researcher analyzed the gathered data qualitatively and quantitatively using statistical calculations to have logical explanations and construct credible results. In the process of this chapter, the researcher goes through the three phases (before, during, and after)

of the intervention to compare the results to establish a reasonable answer to the questions set earlier.

The fourth chapter was approximately dedicated to schemes and representation of listening and speaking course. It summarizes the kind of benefits that can be attained from the designed terms, followed by suggesting profitable directions to outline productive training for rising their language proficiency typically, and listening and speaking exceptionally. Likewise, it describes the method to outline a course and activities considering standards to plan listening and speaking tasks. It concluded with a sample unit that contains a set of lessons.

As described previously, to verify the research hypotheses, the researcher used a set of instruments which for its part provided fascinating results. Beginning with the first hypothesis, the results of the structured interview in connection with results of pre-speaking and listening test, and teacher diary, and self-assessment checklists firmly acknowledged that Algerian air traffic controllers' main difficulties are probably bounded to the absence of regular exposure and exercise of the English language which makes their linguistic features limited and hinders them from speaking with ease and listen attentively. Undoubtedly, after being continually engaged in an English for aviation course for five months, they demonstrated good results, they showed their skillfulness to speak efficiently, and listen attentively, while they were unable to express themselves with simple words and answer their listening tasks which require from them accurate answers and rich vocabulary to paraphrase when needed, their level noticeably progressed and attained positive results. This was also proved through the results of the teacher diary and the post-listening and speaking tests.

Apropos the second hypothesis, the findings gathered from the structured interview, teacher diary together with a course-evaluation questionnaire and post-tests results confirmed the second hypothesis, during the training course the researcher implemented a variety of listening and speaking activities, in addition to grammar, pronunciation, and general and aviation vocabulary which contributed in a great deal in developing entirely their English proficiency, and more precisely their listening and speaking competencies. Surprisingly, they revealed a degree of determination to contend

General Conclusion

with all instances even emergency ones. Again the second hypothesis which states: Getting ready in various degrees and types of interaction may help them speak suitably and listen carefully, and deal with listening and speaking difficulties correspondingly facilitate their comprehension.

As regards the third and the final hypothesis, the comparison between the pre and post-tests results, together with the teacher journal, and end-off evaluation questionnaire displayed that the lengthy period of English for aviation coaching was beneficial and productive. Coupled with the results of the t-test and after calculating the effect size, the eta-squared affirmed that the training course was gainful.

In conformity with the above-described results, and pertaining to ATCs' need to the English language, and being aware of the status of English language practice in Algerian air navigation, it is adequate and recommended to engage air traffic controllers in such accelerated courses to improve their global English proficiency, and be prepared no matter what circumstance. Not only that, preferably than wasting a lot of money on training abroad, it is a good opportunity to cut costs and benefit from such training at the local level.

The present study was undertaken in a small airport, which means that the working field is small; accordingly, the results are not brought under the general rule. It will be beneficial to have a wider population from different airports. Supplementary research may involve other individuals who are directly involved in air transportation, more precisely, cabin crew who are always in direct relation with both pilots and air traffic controllers.

Bibliography

- Aiguo, A. G. (2007).** *Teaching aviation English in the Chinese context: Developing ESP theory in a non-English speaking country.* *English for Specific Purposes*, 26(1), 121–128
- Alber, A .M. (2011).** *Toolkit for Action Research.* Rowman & Littlefield Publishers, Inc.
- Alby, F. (1999)** *Methods of collecting data: Interviews and Questionnaires in Practice.*
- Alderson, J. C. 2009.** ‘Air safety, language assessment policy, and policy implementation: The case of Aviation English.’ *Annual Review of Applied Linguistics*, 29(1), 168–187.
- Alison, J. H. (2016)** Planning and Designing Academic Library Learning Spaces. The Practitioner Series
- Alvi,M.(2016).** Manual for Selecting Sampling Technique in Research. Online at <https://mpr.aub.uni-muenchen.de/70218/> MPRA Paper No. 70218, posted 25 Mar 2016 17:01 UTC
- Angela ,M. Erin,T .Sheila, M.(2016).** *Survey methods for educators: Selecting samples and administering surveys* (part 2 of 3) Amy Johnson, Action Editor
at the Preparatory School of Economics and Commercial Sciences, Tlemcen. Doctoral dissertation in ESP.
- Bachman, L. F., & Palmer, A. (1996).** *Language testing in practice.* Oxford: Oxford University Press.
- Bachman, L.F. (1990).** *Fundamental Considerations in Language Testing in Focus on English.* Oxford University Press,
- Bakhshizsdeh, Y. & Alaie, B. (2017).** *The Effect of problem-Solving Tasks on the Iranian Intermediate EFL Learners’ Speaking Skill.* MA Student, Chabahar Maritime University, Iran *Journal of Applied Linguistics and Language Research* Volume 4, Issue 6, 2017, pp. 174-182 Available online at www.jallr.com ISSN: 2376-760X
- Barnard R., Zemach D. (2003).** *Materials for specific purposes.* In B. Tomlison (ed.) *Developing Materials for Language Teaching* (pp.306-323). London: Continuum
- Bastrukmen, H. (2006).** *Ideas and Options in English for Specific Purposes.* .

Bibliography

- Bastrukmen, H.** (2010). *Developing courses in English for specific purposes*. Palgrave:Macmillan.
- Basturkmen, H. and Elder, C.** (2006). *The Practice of LSP*. In Alan DAVIES and Catherine EL - DER (eds.). *The handbook of applied linguistics* (pp. 672-694). Oxford: Blackwell.
- Belcher D. D.** (2006). *English for SpecificPurposes:Teaching to perceivedneeds and imagined futures in worlds of work, study, and everyday life*. TESOL Quarterly 40 (1), pp. 133-56.
- Benabdallah, A.** (2017).*Raising Business Learners' Awareness through Authentic Materials in an ESP Classroom Context: Case of 2nd year Students*
- Bensaid, C.** (2016) *An Academic Speaking Course Based on Audio – Visual Instruction: The Case of MedicalStudents at The Faculty of Medicine, At Tlemcen University*. Magister Dissertation inEsp.
- Berndtsson, J. Normark. M.** (1999). *The CoordinativeFunctions of Flight Strips: Air Traffic Control Work Revisited*. Conference Paper. Proceedings of GROUP'99, International Conference on Supporting Group Work, November 14-17, 1999, Embassy Suites.
- Bielawska, E.** (2012).*The Impact of Blended Learning on Teaching English for*
- Boiarsky, C.** (1997). *The art of workplace English: A curriculum for all students*. Portsmouth, NH: Boynton/Cook Publishers Students. Portsmouth, NH: Boynton/Cook Publishers.
- Borowska, A.&Enright,A**(2015)*Changing Perspectives on Aviation English Training* (eds.)Universiteit Warszawski
- Boud, D.** (1995). *Enhancing learning through self-assessment*. New York: Routledge. Falmer.
- Boud,D.**(1995). *Enhancing Learning through Self-assessment*. New York: Routledge.
- Brookhart. s.M et al** (2011) *Leadership*. Long March 2011 | Volume 68 | Number 6
- Brosnan, D., Brown, K. and Hood, S.** (1984). *Reading in Context*. Adelaide: National Curriculum Resource Centre
- Brown, G. A., & Yule, G.** (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.

Bibliography

- Brown, H.D.** (1994). *Language assessment. Principles and classroom practices*. NY, USA: Pearson Education.
- Brown, J. D.** (1988). *Understanding research in second language*. Cambridge, UK: Cambridge University Press.
- Brown, J. D.** (2001). *Using Surveys in Language Programs*. Cambridge, UK:
- Bühlmann, E.W.** (2005) *Variation and Co-operative Communication Strategies in Air Traffic Control English*. University of Zurich. Doctorate Dissertation. Peter Lang.
- Byram, M. (Ed.)**. (2000). *Routledge encyclopedia of language teaching and learning*. London: Routledge
- Cambridge University Press.
- Cambridge: Cambridge University Press.
- Carnevale, Anthony, P., Richard A. Fry, and B. Lindsa Lowell.** (2001). "Understanding, Speaking, Reading, Writing, and Earnings in the Immigrant Labor Market." *American Economic Review*, 91 (2): 159-163.
- Cherry, N.** (1990). *Action Research: A Pathway to Action, Knowledge and Learning*. Melbourne: Remit University Press.
- Classroom*, Sage Publication.
- Cohen, L. and Manion, L.** (1994) *Research Methods in Education* (fourth edition). London: Routledge.
- Cohen, L., Manion, L. & Morrison, K. R. B.** (2007). *Research Methods in*
- Cohen, Lawrence and Morrison** (2007). *Research Methods in Education*, New York, Routledge. 6th edition
- Coombe, C., Folse, N. and Huble, N.** (2007). *A practical guide to assessing English*
- Costa, G.** (1995). *Occupational stress and stress prevention in air traffic control*. Institute of Occupational Medicine University of Verona International Labor Organization.
- Craig A. M.** (2006). *Action Research: Teachers as Researchers in the*
- Cram, B** (1995). *Self-assessment: from theory to practice*. Developing a workshop guide for teachers. In Geoff Brindley (Ed.) *Language Assessment in Action*. Research Series 1995, National Centre for English Language Teaching and Research: Macquarie University.

Bibliography

- Dan, K.** (2008). *English for Occupational Purposes*. London, Continuum.
- Davies, A. S. & Elder,** 2004. *The Handbook of Applied Linguistics*. Oxford: Oxford University Press.
- Demik, J.R. & Welch** (2007). *Evaluating Voice and Data Link Air Traffic Control Communications for General Aviation*. Indiana State University.
- Dick, B.** (2002). *Action research: action and research [On line]*. Retrieved October, 10, 2004, from <http://www.scu.edu.au/schools/gcm/au/arp/aandr.html>
- Djebbari, Z.** (2013). *Self Confidence and Pronunciation Training to Enhance the EFL Speaking Competence: A Classroom Oriented Research on First-Year LMD Students At Abubaker Belkaid University, Tlemcen. Doctorate Research in Applied Linguistics*.
- Dörnyei, Z.** (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Dudley-Evans, T. and St John, M. J.** (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Duke, J.** (2012). *Joining the dots: Piloting the work diary as a data collection tool*. *Issues in Educational Research*, 22(2). University of Technology.
- Dunkel P.** (1986) *Developing listening fluency in L2: Theoretical Principles and pedagogical considerations [Текст] / P. Dunkel // The Modern Language Journal*. –1986. –N 8. –P.88-96.
- Education*, New York, Routledge.
- Elena, G. & Kira, T.** (2014) *Teaching English For Professional Purposes (Epp) Vs Content And Language Integrated Learning (Clil): The Case Of Plekhanov Russian University Of Economics (Prue)*. *European Scientific Journal* June 2014 /SPECIAL/ edition vol.2 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431
- Ellis, M., Johnson, C.** (1994). *Teaching business English*, Oxford University Press
- Falchikov, N.** (2005). *Improving Assessment through Student Involvement*
- Fang, X.** (2016). *Challenges and opportunities for vocational college English teaching in the context of MOOC*. *Higher Education of Social Science*, 10(3), 1-4.
- Farrell, P.** (2000). *The Impact of Research on Developments in Inclusive Education*. *International* 4(2):153-162

Bibliography

- Ferrance, E.** (2000). *Action Research*. Brown University by the Office of Educational Research and Improvement (OERI), Department of Education, Northeast and Islands Regional Educational Laboratory.
- Global English** (2011). *The Business English Index: Understanding the Readiness of Global Companies to Communicate Effectively in the 21st Century*. Retrieved from http://www.globalenglish.com/business_english_index
- Goh, C.** (2002a). *Exploring listening comprehension tactics and their interaction patterns*. *System*, 30, 185-206
- Goh, C.** (2002b). *Teaching listening in the language classroom*. Singapore: SEAMEO Regional Language Centre
- Graves, K.** (1996). *Teachers as Course Developers*. Cambridge: Cambridge University Press (CUP).
- Graves, K.** (2000). *Developing Language Courses: A Guide for Teachers*. Boston: Heinle and Heinle.
- Gravestock, P. & Gregor, E.** (2008). *Student Course Evaluations: Research, Models and Trends*. Toronto: Higher Education Quality Council of Ontario.
- Green, R.** (2017). *Designing Listening Tests: A Practical Approach* Rita Green 2017 Palgrave Macmillan imprint is published by Springer Nature
- Guariento, W., & Morley, J.** (2001). *Text and task authenticity in the EFL classroom*. *ELT Journal*, 55(4), 347-353.
- Hamza, M.** (2012). *Developing Training Material Guide*. Swedish Civil Contingencies Agency. Coordination and Operations department.
- Harmer, J.** (2001). *The Practice of English Language Teaching* (3rd ed.). London: Pearson Education
- Li Cohen, L. Manion, L. & Morrison, K. (2005). *Research methods in education* (5th Ed.). London: Routledge Falmer. Meted
- Harmer, J.** (2001). *The Practice of English Language Teaching*. London:
- Haycraft, J.** (1987). *An Introduction to English Language Teaching*. Malaysia: Longman Group Ltd.
- Heaton, J.B. (Eds.)** (1989). *Writing English language tests* (Second Edition). New York: Longman.

Bibliography

- Henning, G.** (1987). *A Guide to languagetesting: development, evaluation and research*. Rowley, Massachusetts: Newbury House.
- Hughes, A.** (1989). *Testing for Language Teachers*. Cambridge: Cambridge
- Hutchinson, T & Waters, A.** (1987). *English for specific purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press
- Hyland, K.** (2002). Specificity revisited: How far should we go now? *English for Specific Purposes*, 21, 385 – 395.
- Hyland, K.** (2006) *English for SpecificPurposes:Some influences andimpacts*. In Cummins, J., & Davison, C (ed), *The InternationalHandbook of English Language Education* (pp. 391-390). Springer, Norwell, Mass.
- ICAO** (2010) Manual on the Implementation of ICAO Language Proficiency Requirements. Second Edition — 2010
- ICAO**, (2004) Manual on the Implementation of ICAO Language Proficiency Requirements .First Edition — 2004
- ICAO**, (2009) Guidelines for Aviation English Training Programmes. Approved by the Secretary General and published under his authority
- Jack, S** (2011). *Four Reasons for a needs assessment survey*. Training and Development.FreeManagement Library.
- Kao, S., & O'Neill, C.** (1998). *WordsintoWorlds: Learning a Second Language through Process Drama*. Stanford: ABlexPublishing Corporation.
- Karin,V.& Ritva, K**(2012) Vocationally Oriented Language Learning Revisited. *ELT Journal*, Volume67, Issue1, January2013, Pages 62, 69.
- Kennedy, C., &Bolitho, R.** (1984). *English for SpecificPurposes*.
- Khaldi, A.** (2013) ResearchingLearners' Difficulties and StrategyUsein Lecture Comprehension: The Case Of First–Year EFL LMD StudentsAttending Lectures Of Linguistics at Abou Bekr Belkaid University, Tlemcen. Doctorate dissertation in AppliedLinguistics and TEFL.
- Kourelis, P. E.** (2007). A Teacher 's Diary as a Valid Tool for Researching Student Motivation. University of Birmingham. Ma Dissertation in Didactics.
- Languagelearners*. USA: The University of Michigan Press.

Bibliography

Languageteacher: Strategies for teacherlearning. Cambridge: Cambridge University Press.

Lanham, Maryland, Oxford.

Lapan, S. D. (2004). *Evaluation Studies*. In K.DeMarrais and S.D.Lapen (eds.), *Foundations for Research Methods of Inquiry in Education and the Social Sciences*. Lawrence Erlbaum Associates, pp: 235-248

Lewis, M. and J. Hill (2003). *Source Book for Teaching English as a Foreign Language*. Hong Kong: Macmillan Publishers Limited.

Likaj, M. (2015). *Teaching Listening as a Communicative Skill in Military English*. *Journal of Education and Practice*, 6 (24), 64-70. available at: <https://files.eric.ed.gov/>
London: Macmillan.

London: Routledge Falmer

Longman

Luoma, S. (2009). *Assessing speaking*. Cambridge: Cambridge University Press.

Mackay, R., &Mountford, A. (1978). *English for specific purposes: A case study approach*. London: Longman.

Mackay, R., & Palmer, J. D. (Eds.). (1981). *Language for specific purposes program design and evaluation*. Rowley, MA: Newbury House Publishers

Madsen, H.S. (1983) *Techniques in Testing*. New York and Oxford: Oxford

Mary, S.&Brenda,B.(1986)*ESP, Teaching English for Specific Purposes*. Prepared for Peace Corps by Center for Applied Linguistics, Washington.DC, Exchange Manual.

McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.

McDonough, J. and McDonough, S. (1997). *Research Methods for English LanguageTeachers*. New York: Routledge.

McKay, P. (2006). *Assessing young language learner*. Cambridge: Cambridge University Press.

McKay, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.

McNiff, J., & Whitehead, J. (2009). *Doing and Writing Action Research*. London: SAGE.

Bibliography

- Mohr, M. M.** (1987). *Teacher-researchers and the study of the writing process*. In D. Goswami & P.R. Stillman (Eds.), *Reclaiming the classroom: teacher research as an agency for change* (pp. 94-107). Upper Montclair, VT: Boynton/Cook
- Moqbell, S. S** (2018). Self–assessment in EFL Grammar Classroom: A Study of EFL Learners at the Centre for Languages and Translation. *International Journal for Research in Education UAEU* Vol. 42 issue (2) April 2018
- Munby, J.** (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nasreen.H.** (2003). *Helping EFL/ESL Students by Asking Quality Questions*. The Internet TESL Journal, Vol IX, No. 10. <http://iteslj.org/Techniques/Hussain-Questions.html> Retrieved on February 01, 2013.
- New Jersey, London: Lawrence Erlbaum Associates, Inc
- Nunan, D.** (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D.** (2005) *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press,
- Nunan, D.** (2005). *Task-based language teaching in the Asia context: Defining 'task'*. In *Asian EFL Journal* Volume 8, Issue 3. Retrieved from http://www.asian-efl-journal.com/Sept_06_dn.php
- Oller, J. W.** (1974). Expectancy for Successive Elements: Key Ingredients To Language Use. *FOREIGN LANGUAGE ANNALS* 7: 18–5E.
- Ormond, J.E.** (2006). *Essentials of Educational Psychology*. Pearson Merrill Prentice Hall.
- Oskey, V.** (2010) *Action Research for Improving Educational Practice: A Step-by-Step Guide*. Sage publication, India Pvt, LTD. Second Edition
- Otilia, S.M.** , (2015). Needs Analysis In English For Specific Purposes," *Annals - Economy Series*, Constantin Brancusi University, Faculty of Economics, vol. 1, pages 54-55, February
- Özdemir, S.** (2018). *Assessing the Speaking Skill: An Investigation into Achievement Tests of the 9th Grade Students in a Natolian High Schools*. Master of Arts Thesis.

Bibliography

- Paltridge, B & Starfield, Sue,** (2013) *The Hand Book of English For Specific Purposes*. A John Wiley & Sons, Ltd, publication
- Pavlinović, M. Boras, D. Francetić, I.** (2013). *First Steps in Designing Air Traffic Control Communication Language Technology System - Compiling Spoken Corpus of Radiotelephony Communication*. International Journal of Computers and Communications Issue 3, Volume 7, 2013
- Peterson, P. W.** (2012). Skills and Strategies for Proficient Listening. In C. Marianne (Ed.), *Teaching English as a Second or Foreign Languages* (pp. 87-100). Beijing: Foreign Language Teaching and Research Press.
- Ragan, P. H.** (1996). Aviation English: An Introduction. *Journal of Aviation/Aerospace Education & Research*, 7(2).
- Reeves, D. & Rauf, D.** (2005). *Find your Future Air Traffic Controller*. USA: Bright Future Press.
- Richards, J. C.** (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Ho, B.** (1994). Reflective thinking Through Journal Writing. In J. C. Richards, *Beyond training* (pp. 153-170). New York: Cambridge University Press
- Richards, J. C., & Lockhart, C.** (1996). *Reflective Teaching in Second Language Classrooms* (6th ed.). New York: Cambridge University Press.
- Richards, J.C., & Farrell, T.S.C.** (2005). *Professional Development for English for Specific Purposes*. Cambridge: Cambridge University Press.
- Richards, J.C., & Schmidt, R.** (2002). *Longman dictionary of language teaching and applied linguistics*. London: Pearson education.
- Richards, Jack, C & Richard, W. Schmidh.** (2010). *Longman Dictionary of Language Teaching & Applied Linguistics*, Fourth Edition, London: Longman (Pearson Education).
- Robert W. Poole, Jr.** (2013). *Organization and Innovation in Air Traffic Control*. Searle Freedom Trust Transportation Fellow. Reason Foundation.
- Robinson, P. C.** (1980). *ESP (English for Specific Purposes): the Present Position*. Oxford: Pergamum Press.
- Rogers, C., & Medley, F. Jr.** (1988). *Language with a Purpose: using Authentic Materials in the Foreign Language Class*. *Foreign Language Annals*, 21, 567-478.

Bibliography

- Sagor, R.** (2005). *The Action Research Guide Book. A Four- Step Process for Educators and Teams*. Thousand Oaks, CA: Corwin
- Senghor, H.M.** (2008) English for Specific Purposes world, Issue 4, 2008, www.esp-world.info Introduction to Needs Analysis.
- Sura, E.N.** (2013). ESP Listening Comprehension for IT-Students as a Language Skill. Middle-East Journal of Scientific Research 13 (Socio-Economic Sciences and Humanities): 16-21, 2013
- Sheerin, S.** (1989). Resource Books for Teachers: Self-Access. Hong Kong: Oxford University Press
- Shin, J.K. & Crandall, A.J.** (2014). Teaching Young Learners English. Learning / Heinle, Cengage Learning
- Thompson, I.** (1995). Testing Listening Comprehension. American Association of Teachers Oislavic & East European Languages, Journal Articles (080) Journal citaatsel; v37 n5, p 24-31 Apr
- Tomal, R.** (2003). *Action Research for Educators*. The Scarecrow press, Ink.
- Tomlinson, B. (Ed.)**. (2011). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Trianto.** (2009). *Mendesain Model Pembelajaran Inovatif Progresif*. Surabaya: Kencana
- Underhill, N.** (1987). *Testingspokenlanguage: A handbook of Oral Testing Techniques*. Cambridge: Cambridge University Press.
- Uplinger, S.** (1997). *English language training for air traffic controllers must go beyond basic ATC vocabulary*. Flight Safety Foundation: Airport Operations, 23(5), 15.
- valiauskiene, G. Kaminskiskiene, L. & Anussiene, L.** (2007) *Reflective practice: Assessment of assignments in English for specific purposes*.
- Vandergrift, L. & Goh, C. C.M.** (2012). Teaching and Learning Second Language Listening: Metacognition in Action. New York: Routledge.
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodatari, M. H.** (2006). The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation. Language Learning, 56, 431-462
- Vocational Purposes*. Glottodidacticaan International Journal of Applied Linguistics 39(1):47

Bibliography

- Wahyudi, D.** (2017) *The Use of Questioning Technique to Enhance Students' Speaking Ability*. Indonesian Journal of Integrated English Language Teaching
- Wajnryb, R.** (1992). *Classroom observation tasks: A resource book for language teachers and trainers* (2nd ed.). Cambridge: Cambridge University Press.
- Walters, G.B.** (2014) EFL Teachers' Perspectives on Listening Assessment and Summarization for a Specific Task Journal of Language Teaching and Research, Vol.5, No. 2, pp. 313-322, March 2014 © 2014 ACADEMY PUBLISHER Manufactured in Finland.
- Weir, C. & Roberts, J.** (1994). *Evaluation in ELT*. D. Crystal & K. J. Johnson 5eds. Applied Linguistic Studies
- West, R.** (1994). Needs analysis in language teaching. *Language Teaching*, 27/1, 1-19.
- West, R. (1998). ESP- State of the art. Available at: the art. Available at: www.man.ac.uk/CELSE/esp/west.htm
- Widdowson, H.** (1990). *Aspect of Language Teaching*. Oxford: OUP
- Widdowson, H.**, (1983). *Learning purpose and language use*. Oxford: Oxford University Press
- Widdowson, H.**, (1987). *Aspects of Syllabus Design*. In M. Tickoo. (ed) *Language Syllabuses: State of the Art*. Singapore: Regional Language Center
- Widodo, H.** (2016). Teaching English for specific purposes (ESP): English for vocational purposes (EVP). *English Language Teaching Today: Linking Theory and Practice*, 277-291.
- Widodo, H. P., & Pusporini, R.** (2010). Material design: English for specific purposes (ESP). HP Widodo, & L. Savova, *The Lincom guide to materials design in ELT*, 147-160.
- Wiegerová A., Lampertová A.** (2012). *A Teacher's Diary as a Research Instrument to Determine the Integration Process of A Beginner Teacher into Daily Life at Primary School*, *The Future Education*, 2nd Conference Edition, Conference Proceedings, Simon Ell Editor University Press.
- Wilkins, D.** (1972). *Linguistics in language teaching*. London: Arnold.
- Wilkinson, D., & Birmingham, P.** (2003). *Using Research Instrument: A Guide for Researcher*. London and New York : Routledge Falmer,

Bibliography

Willy, A. &Handoyo, B.(2016)*English Language Teaching Today: Linking Theory and Practice*. Springer International Publishing Switzerland

Wilson,L.(2006) *Eyes in the Sky*. Minnesota Department of Transportation • Office of Aeronautics • Aviation Education Section

Wipf, J. (2008) Strategies for Teaching Second LanguageListeningComprehension. [Foreign Language Annals](#) 17(4):345 - 348

Zhou ,M. (2011) Learning Styles and Teaching Styles in College English Teaching. *International Education Studies* Vol. 4, No. 1; February 2011



Appendices

Pre-Speaking & Listening Tests

Appendix « A »

Pre - Speaking Test**1. Read aloud / text 1****British Airways and Singapore Airlines**

British Airways and Singapore Airlines will start joint Concorde services between London and Singapore in December, it was announced yesterday. Concordes belonging to the British Airways will be used but they will be painted in Singapore Airlines colors on one side. Cabin Crews will change at Britain, but British pilots will fly the aircraft over the whole route.

The agreement between British Airlines and Singapore Airlines will run for ten years. Revenue and cost will be shared on an agreed commercial basis.

Initially there are to be three flights a week in each direction, increasing to four a week next year. There will be one stop at Bahrain, and the flying time will be nine and a half hours going east and nine hours back.

British Aircraft Corporation pilots will fly the Concordes between Bahrain and Singapore until enough British Airways pilots are trained to take over.

Collection of Baccalaureate English Tests L.M.S§ T Branches March, (1981:69)

2. Read aloud / text 2

We declared a panic and decided to return to the airport as soon as possible. Once we were in the hold we remained there until we had burned enough fuel to give a safe landing weight. As soon as the plane touched down, the vibration started again on the flight deck. When we stopped, the fire service quickly surrounded the plane and foamed the landing gear. After braking, the temperature of the landing gear had risen to 800°C. Once the immediate danger was over, the passengers stayed on board until the plane was clear of the runway. When the crew disembarked, the damage to an outer tire was obvious. It was badly ripped. After investigation tire debris was found in number one engine. It had caused severe damage to 17 fan blades.

English for Aviation for pilots and Air Traffic Controllers: (2008: 35)

2. Read the text silently, then summarize it orally

In 1978, pilot Jay E Prochnow was working for an aircraft sales company in Oakland, California. An experienced civil and military pilot. Prochnow was given the task of delivering a Cessna 188 single handed from Oakland to Australia, because the flight covered thousands of miles over Open Ocean, the aircraft was fitted with extra fuel tanks for the journey. Apart from charts and a compass, the only navigation equipment he had was an ADF for picking up the HF signals of NDBs scattered across the tiny islands of the Pacific Ocean. At the time, this crossing was a long trip even for big jets. For a single engine aircraft with one crew, this was a long and dangerous mission.

After a stopover in Hawaii, he completed the second leg of the journey on schedule, and arrived on the Samoan island of Pago Pago without incident. The pilot rested for one day before he began the third leg of the trip, and he spent his time on the island preparing for the long and tiring flight ahead. The charts showed a distance of almost 1,500 nm to Norfolk Island Prochnow

Calculated a flying time of 15 hours minimum, cruising at 110 Kt in good VFR conditions with a light wind. He decided to carry maximum fuel and he filled the tanks to give a total endurance of 22 hours.

Aviation English for ICAO Compliance (2008:17)

3. Problem solving: (Giving Instructions and Directions)

What would you do and say to deal with the following situations?

Situation 1

You are an approach controller in a busy airport. An incoming English speaking pilot has requested a priority landing for a heavy aircraft. He has repeated the request but you still cannot understand the reason.

English for aviation for Pilots and Air Traffic Controllers (2008:11)

Situation 2

You are an approach controller and have twice issued instructions to approaching B757 but have had no response. The plane is at the outer marker and appears to be on course for landing as instructed.

English for aviation for Pilots and Air Traffic Controllers: (2008:11)

‘4. Answer the following Questions

A/ General Questions

- ❖ Introduce yourself
- ❖ Why did you choose to be an air traffic controller?
- ❖ What qualities make a good air traffic controller?

B/ a Theme based discussion

- ❖ Have you worked with someone whose English you do not understand?
- ❖ If yes what were the causes of misunderstanding?
- ❖ What have you find difficult about English?
- ❖ What communication problems have you had when talking to foreign pilots/air traffic controllers?
- ❖ What examples of mistakes have you experienced?
- ❖ Describe any personal experiences in which you encounter an accident or incident.
- ❖ Describe some measures to improve aviation safety.

5. Describe the following pictures

1. Match each picture to a name and an action
2. You are a controller give advice to the pilot
3. Have you Ever experienced any of the situations in the pictures, explain the problems seen in the pictures



Pre-Listening Test

Passage1:

1. Listen carefully to the audio passage then Summarize it orally

2. Listen to conversation and imagine the rest of it in the presence of the mother

3. Listen again to the conversation and answer the given questions

1. What did the father ask his son at the beginning?
.....
2. How much time do the father and his son need to be at the airport?
.....
3. What was the first thing they have to do in the airport?
.....
4. Which seat did the son prefer?
.....
5. What did the father ask his son at the end?

Passage2:

1. Listen carefully to the audio passage then Summarize it orally

2. Listen again to the conversation and answer the given questions

3. How old is the pilot Stuart?
.....
4. How much time did he spend in his training?
.....

3. What is the weight of the plane he will first fly?

.....

4. How many flights does he have today?

.....

5. What is name of the captain he will fly with?

.....

6. What are the destinations of the flights?

.....

7. Why flights suffer delay?

.....

8. How was the weather in Amsterdam?

.....

3. Fill in the gaps with the right words

This afternoon the is so Stuart will only see the runway before he Giving him just to adjust the planes for the it's a very experience you're flying this jet at a miles an or so towards the and things do happen very quickly that is the point where it does feel very real and you know that you're not in a video game. Minimum the nose is too if he doesn't correct it Stuart and could come very hard. At Airport new pilot Stuart Freeman is attempting land his 150 passengers 2,300 are, but he's the angle of the With seconds to spare captain has taken control to execute a landing it's not the Stuart would have wanted but passenger safety comes first. yes that's work let's debrief this speak at we fly towards then I move on. Did you ... to the point we high that came here I have control. yes he calls then we to fly. the aircraft saw three fields Stuart has at least more with a captain so he's got time to his landing the very last bit of a wasn't quite right so Thomas took over on the last sort of now has been a intense now has been a fairly intense

<p><i>Speaking & Listening Self-Assessment Checklists Appendix « B »</i></p>
--

Speaking Competence	1 excellen t	2 average	3 poor	4 Very poor	5 Unatt ainabl e
I can express myself using basic vocabulary					
I can describe an airport(I can describe the different building found in an airport)					
I can describe the different ground vehicles and equipments(their functions& utility)					
4.I can make the difference between runway and taxiway lights when asked to describe them fluently					
5. I can explain procedures for takeoff and landing clearly					

<p>6.I can summarize an incident or accident orally with fluency</p>	
<p>7.I can explain the different causes of any accident in orally without interruption</p>	
<p>8.I can suggest solutions for an unusual situation effortlessly</p>	
<p>9.I can speak about my job fluently</p>	
<p>10.I can give a clear and fluid description or arguments that is relevant to my job</p>	
<p>11.I can speak in a logical manner and make my listener remember well the important points.</p>	
<p>12.I can speak about safety regards using facts and examples</p>	

13. I can participate effortlessly to any discussion, I can express myself fluently and precisely. In case of difficulties, I can go back to the point and skilfully rephrase without being noticed.

Speaking Skill/ Level	Spoken Interaction	Spoken Production
A1	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can use simple phrases and sentences to describe where I live and people I know.
A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle every short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
C1	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
C2	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Listening Competence	1 Excellent	2 average	3 poor	4 Very poor	5 Unattainable
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.					
I can understand simple directions how to get from X to Y, inside and outside the airport.					
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.					
4. I can understand numbers					
5. I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.					
6. I can generally identify the topic of discussion around me when people speak slowly and clearly.					
7 I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and work information).					
8. I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.					
9. I can catch the main point in short, clear, simple messages and announcements.					
10. I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.					
11. I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.					

12. I can understand the main points of radio telephony communication and simpler recorded material delivered relatively slowly and clearly.

13. I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

14 I can extract specific information from even poor quality, audibly distorted communication

I can understand complex technical information, such as operating instructions

I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.

I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent

	<p><i>Structured Interview</i></p> <p><i>Appendix « C »</i></p>	
--	---	--

Structured interview:

Rubric “A”: Informants’ background and profile:

1. How old are you?
2. What was your education stream before being an air traffic controller?
 - a. Scientific stream
 - b. Literary stream
 - c. other
3. How many years have you ceased using the English language after your high school s?
4. What foreign language do you feel confident to use?
 - a. French
 - b. English
 - c. Both of them
 - d. Other languages

5. How often do you use English in your job?

 Always often usually occasionally rarely never

6. How often do you use these in your communication?

	Always	often	usually	sometimes	rarely	never
Standard phraseology						
Non-standard phraseology						
Unnecessary English words						
Local language						
Plain English						

Rubric B: Informants’ point of view to English language in general and to speaking & listening skills in particular

7. Did you have any opportunity for a national training to improve your English?

Yes No

8. How do you evaluate your skill to understand conversations in English?

- Very excellent (100%)
 very good (80%)
 good (50%)
 moderate (30%)
 Not very good (10%)
 poor (4%)

9. Whether you rate your skill as good or bad explain in detail

10. To what extent are speaking and listening skills needful in your job?

- Very important
 important
 not important

11. How do you assess your level in speaking in English?

- Very excellent (100%)
 very good (80%)
 good (50%)
 moderate (30%)
 Not very good (10%)
 Poor (4%)

12. How do you assess your level in listening skill?

- Very excellent (100%)
 very good (80)
 good (50)
 moderate (30%)
 Not very good (10%)
 poor (4%)

13. Which one would you most like to develop?

- Speaking
 listening
 both

Rubric C: informants' hardship & reflections after and before the test:

14. When speaking what you find most difficult?

- Pronunciation
- General vocabulary
- Aviation vocabulary
- Sentence structure
- expressing yourself
- Others, please specify

16. When listening what you find most difficult?

- Difficulty of understanding long conversations
- Difficulty to understand words/speech that are pronounced quickly
- Recalling important words, topics and ideas.
- Giving appropriate feed back to the speaker.
- Reformulate what the speaker has said.

17. What do you find difficult when taking speaking & listening tests?

- Finding suitable vocabulary
- Understanding questions & activities
- Answering the questions
- Time is not sufficient to understand and answer the questions
- It was difficult to speak with clarity and confidence
- The content of tests was difficult to deal with
- Others, please specify

Rubric D: Informants 'demands & Prospects

18. Do you think your English still need improvements?

- YES No

19. If you answer is yes; what aviation or general topics do you want to add?

20. What do you need more to practice?

- Pronunciation
- General vocabulary
- Aviation vocabulary
- Sentence structure
- More listening practice
- All of them
- Others, please specify

Rubric E: informants' recommendations:

21. Do you suggest any further modifications for the enrichment of the program as tasks and content that is relevant to your career?

	<i>Post Listening & Speaking Test</i>	
	<i>Appendix « D »</i>	

Post - Speaking Test**1. Read aloud****Air Traffic Controller Negligence Attorneys**

Without the diligent work of air traffic controllers, pilots would be effectively blind in the sky and unable to avoid a multitude of hazards. Air traffic controllers control flight paths, notify pilots when dangers are present, prevent midair collisions and respond to emergencies with decisive solutions. While they are responsible for the safe travel of millions of people, the slightest error on behalf of an air traffic controller can also prove to result in chaos and disaster both in the skies and on the ground. For this reason, it is important that each air traffic controller is properly trained and certified and is able to be alert and attentive.

The primary cause of air controller error is fatigue— often caused by extended shifts and overtime. Rather than hiring and training additional controllers, airports are operating with smaller crews at the risk of the people who depend on them to get to their destinations safely. Tiredness results in a loss of concentration, slower response time and poor decision making. Yet, many air traffic controllers are forced to work extended shifts with only nine to ten hours of rest in between. This is unacceptable considering just how many lives are dependent on the ability of air traffic controllers to perform their duties.

Source: <https://www.rosenfeldinjurylawyers.com/air-traffic-controller-negligence.html>

Read the text silently .Then summarize it orally**Operational Implication: four Protocols for Standby, Reserve and on-Call Duties**

Although standby, reserve and on-call duties lack the certainty associated with scheduled shifts, the same scientific principles still apply. It is important to establish protocols for assigning unscheduled duties that aim:

- To minimize interruptions during circadian times when sleep is more likely (Circadian influences are further discussed in Section 2.3: Circadian Effects on Sleep and Performance). During periods of being on standby, reserve or on-call, there will be times when an individual is more likely to be able to sleep. Therefore, interruptions (such as non-urgent phone calls from work) during those times should be minimized as much as possible
- .Minimize continuous hours of wakefulness before and during duty periods that are unscheduled. When being called-in is highly likely, establishing minimal notification periods before the individual can be asked to report for duty allows the opportunity for some sleep. If minimal notification periods are not operationally feasible, an extended duty is required or a call-back occurs late in the day or during the night, naps will reduce increasing sleep pressure over extended waking hours. Consideration should be given to appropriate napping facilities and the establishment of napping protocols (See Operational Implication

First Edition, Fatigue Management Guide for Air Traffic Service Providers (2016:56)

3. Problem Solving

- ✚ **Explain the problem/problems found in the following situation and make recommendations based on the situation in hand.**

A Boeing 737-86N, with seven crew and 190 passengers on board, was beginning a flight. Runway 06L was in use but the flight crew were not aware that this runway was being operated at reduced length.

This was due to work- in- progress to remove rubber deposits at the far end of the runway, which was out of sight from the 06L threshold end as the runway is built over a slight rise in the ground. Due to a difference of interpretation of information passed between Air Traffic Control (ATC) and the flight crew, the aircraft entered the runway from holding point AG rather than the expected holding point A and the takeoff was conducted using a reduced thrust setting calculated for the assumed normal runway length. As the aircraft passed the crest of the runway, the flight crew became aware of vehicles at its far end but, as they were now close to their rotation speed, they continued and carried out a normal takeoff. The aircraft passed within 56 feet of 14 foot high vehicle.

English for Aviation for Pilots and Air Traffic Controllers: 28

4. Answer the following questions

General Questions

- ✚ What makes a job of an air traffic controller a demanding job?
- ✚ Describe your daily routine.
- ✚ To what extent the guidance of a controller is important for the success or failure of any flight?

B/ a Theme based discussion

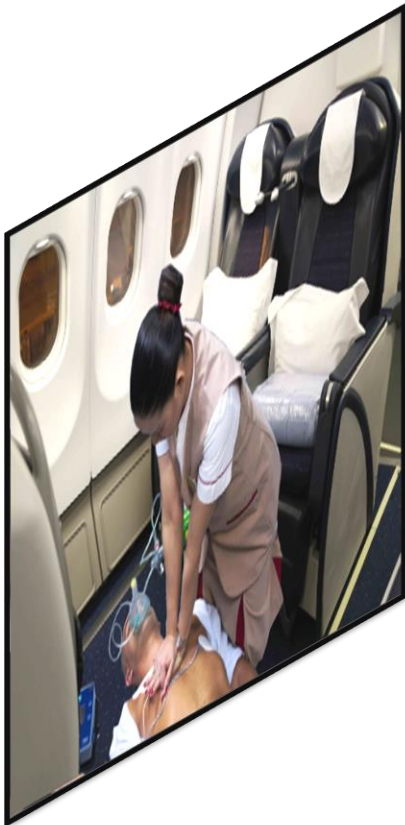
- ✚ In what ways language deficiency creates obstacles to understanding?
- ✚ In what way a good mastery of English language ensures aviation safety?
- ✚ What examples of failure might an air traffic controller encounter during takeoff?
- ✚ Describe your personal experience and efforts to avoid takeoff failure.
- ✚ What can an air traffic controller do in case of sudden weather changes?
- ✚ In what way sudden weather conditions, congested airports and flight delays may affect flight safety?

5. Describe the following pictures

✚ Describe each picture.

✚ What each picture represents?

✚ Choose one of the situations in hand and prepare a report in which you describe the problem, discuss what would you do as an air traffic controller in case they ask your help , then suggest what precautions would be taken?





Post Listening test

Passage 1:

1. Listen carefully to the audio passage then summarize it orally
2. Listen to the audio passage fill in the gaps with the appropriate words

Letting a VIP

We were asked to pick up a from a field by a large and take him to Navy for the day.

There were blue skies when we left, and we by the house, shut down and got out, ready to meet Prince After briefing him on the and safety, we strapped him in and started up. Once we were airborne, we up the ship which was only about miles away. We went over the top of the ready to down, and all what we could see was thick white The best way to get onto a ship when the weather is not too good is to get the ships to guide you in. So we went into the fog it was about ft above sea level. Three quarters of a mile from the ship, at aroundOh.....275 ft, the ship suddenly and said we've you on Continue visually through fog so I decided that.....er....we would go around, the ship. While we waited for them to us to come back round. I spoke to the, who has flown in the navy, and I explained what the options were. One option was to down early to get down below the to about ft, which is low enough to be a bit, I felt a bit worried because the situation was not, but anyhow that's the option we took. When we reached about ft, I could just make out the of the ship about half a mile away so I let down a bit more, came out from under the fog, and I landed, The got out, thanked me very much for someone very good and went off for his day on the ship.

Aviation English for ICAO Compliance (2008:74)

3.Listen again to the audio passage and answer the given questions

1. As air traffic controller what measures to be undertaken in case shipping someone very important as :
 - Ministers
 - Ambassadors
2. Where did the pilot transport the VIP?
3. Who was the VIP?

4. What happened during the trip?
5. How were the weather conditions during the trip?
6. What did the pilot do to solve the problem?
7. What was the reaction of the VIP after landing?

Passage 2:

1. **Listen carefully to the conversation between a pilot & air traffic controllers then Summarize it Orally**
2. **Listen again to the conversation and fill in the gaps with the appropriate words**

Pilot: PAN PAN, PAN PAN, PAN PAN. I'm having with my gear. Macair 319.

Controller: Macair 319. Roger call. What is the problem with your gear?

Pilot: I can't a sight for my gear. We felt and it, but there's no Request low for inspection. Macair 319.

Controller: Macair 319. low runway Surface wind at Not below ... ft. QFE 1006. Report final.

Pilot: cleared low runway Surface wind ... at ... Not below ...FT. QFE 1006 Macair 319

Controller: Macair 319. The ... gear down but....

Pilot: I'm sorry. The ... wheel is in position? Is that? Macair 319.

Controller: I understand the gear is down but at ... angle.

Pilot: I understand the nose gear is down but ... at Macair 319.

Controller: Macair 319. That's right. On runway, ... to altitudeft.

3. Listen again to the conversation and answer the following questions

1. What was the problem with Macair 319?
2. What did the pilot request?
3. What did the air traffic controller instruct to solve the problem?

	<i>Teacher Journal (Sample)</i>	
	<i>Appendix « E »</i>	

MONDAY

Date:.....

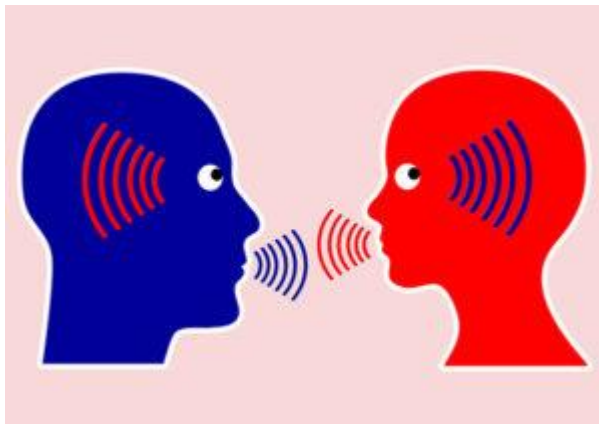
Time Management:



Students 'Engagement and Responses to Classroom Activities:



Difficulties Encountered In Classroom Practice Regarding the Mastery of Listening & Speaking Skills:



	<i>End Program Questionnaire</i>	
	<i>Appendix « F »</i>	

Dear Informants,

This questionnaire has been scheduled to have a clear idea about your attitudes and perceptions about the training course you were enrolled in. Your answers serve in improving the quality of the course as adding or deleting any unnecessary tasks in future project. So would you please spare a time to answer this questionnaire and filling the different grids included in the questionnaire.

2. What overall rating would you give the course?

Excellent very good good very poor

3. Please indicate your level of agreement with the following statements

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
The course objectives were clear					
The course activities were clear and well written					
The assignments were appropriate for the level of this class					
the course increased my interest in the subject					
The course corresponded to my expectations					

3. Please indicate your level of agreement with the following statements

	Not much	a little	Good	very good
In what way werethe information received in training sessions adequate				
In what way werethe structure of the training sessions practical				
Was the pace of the training session(s suitable?				
In what way was the program in achieving their learning objectives fitting?				
Did the instructor offer enough support to the learners during the session?				

4. The course materials support attaining the intended targets?

Yes No

5. The course materials were well ordered and administered?

Yes No

6. What did you enjoy most about the learning session(s)?

.....

7. Would you advice this course to other air traffic controllers?

- Definitely
- Not sure
- Probably not
- Definitely not

8. What do you think needs to be changed or improved?

.....
.....
.....
.....
.....

9. Please list any comments or suggestions that might help improve this course in the future

.....
.....
.....
.....
.....
.....

Adopted from <https://survs.com/survey-templates/course-evaluation-survey>

	<p><i>Evaluation Criteria for the PR& Post Listening&SpeakingSkills</i></p> <p><i>Appendix « 7 »</i></p>	
--	--	--

EVALUATION CRITERIA FOR THE PRE AND POST LISTENING TESTS

	00-02pts	02-04pts	4-7pts	7-8pts
Ability to focus 8pts	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was able to attend occasionally	The student was able to concentrate fully and listen very attentively throughout the assessment	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding 8pts	Student did not understand enough vocabulary or information to answer the questions	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details 8pts	Student was unable to grasp specific details when listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
Accuracy of answers 8pts	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information; however, a lot was left out or was not accurate	Answers were mostly accurate and related to the information given, with a only a few errors.	The content was always accurate and related to the information given.

Adapted from <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572&>

Evaluation Criteria for the Pre and Post speaking Tests

	7-8pts	4-7pts	02-04pts	00-02pts
Pronunciation 8pts	Good pronunciation	Occasional mispronunciations	☐ Very few mispronunciations	Poor and unintelligible pronunciation with striking mistakes (non-English sounds).
Intonation & Stress	Use of emphases, pauses, and rising and falling pitch is appropriate to the text.	Use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderates other language influences.	Use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.	No response OR no English in the response OR the response is completely unrelated to the test
FLUENCY 8pts	Natural sounding, with no unnecessary pauses	Speech flows smoothly but with communication breakdowns from time to time.(occasional pausing)	Slow speech with halting, fragmented, unnatural pauses (frequent pausing)	Pausing too often and too long (excessive pausing)
GRAMMAR 8pts	Excellent control of grammar; very few errors.	General good control of grammar; but some errors could be avoided	Uncertain control of grammar; some serious errors should be avoided	No control or no knowledge of grammar
GENERAL VOCABULARY 8pts	Broad, precise, impressive vocabulary	Effective word choice, Adequate for the situation	Barely adequate for the situation and level, repetitive	Inadequate,inaccurate
AVIATION VOCABULARY 8pts	Broad, precise, impressive vocabulary	Effective word choice, adequate for the situation	Barely adequate for the situation and level, repetitive	Inadequate,inaccurate
INFORMATION PROVIDED 8pts	Accurate information with adequate details , ideas very well developed	Only basic information is provided; ideas fairly well developed	Little information is provided; ideas not well developed	Ideas not well stated and not connected.

Adopted from Bensaid (2016: 184)

Calculating Results Statistically

Appendix « G »

Appendices

Pre-Speaking scores

SPEAKING TEST	
/200	/20
12,5	1,225
10	1
31,5	3,15
30,5	3,05
32	3,2
31	3,1
61	6,1
32	3,2
45	4,5
28,525	

x	$s-x$	$(s-x)^2$
3,1694		
3,1694	-1,9444	3,78069136
3,1694	-2,1694	4,70629636
3,1694	-0,0194	0,00037636
3,1694	-0,1194	0,01425636
3,1694	0,0306	0,00093636
3,1694	-0,0694	0,00481636
3,1694	2,9306	8,58841636
3,1694	0,0306	0,00093636
3,1694	1,3306	1,77049636
	18,8672222	

Pre-listening scores

Listening TEST	
/200	/20
29	2,9
37	3,7
43	4,3
36	3,6
36	3,6
31	3,1
33	3,3
33	3,3
52	5,2
33	

$s-x$	$(s-x)^2$	
3,6666	-0,7666	0,58767556
3,6666	0,0334	0,00111556
3,6666	0,6334	0,40119556
3,6666	-0,0666	0,00443556
3,6666	-0,0666	0,00443556
3,6666	-0,5666	0,32103556
3,6666	-0,3666	0,13439556
3,6666	-0,3666	0,13439556
3,6666	1,5334	2,35131556
	3,94000004	

x

3,1694

S2

2,09635803

3,6666

S2

0,43777778

SD

1,4478

SD

0,6616

Post speaking scores

SPEAKING TEST	
/200	/20
120	12
114	11,4
141	14,1
137	13,7
125,5	12,55

x	$s-x$	$(s-x)^2$
12,8166	-0,8166	0,66683556
12,8166	-1,4166	2,00675556
12,8166	1,2834	1,64711556
12,8166	0,8834	0,78039556
12,8166	-0,2666	0,07107556

Post listening scores

SPEAKING TEST	
/200	/20
127	12,5
134	13,4
122	12,2
106	10,6
103	10,3

x	$s-x$	$(s-x)^2$
11,7777	0,7223	0,52171729
11,7777	1,6223	2,63185729
11,7777	0,4223	0,17833729
11,7777	-1,1777	1,38697729
11,7777	-1,4777	2,18359729

Appendices

131	13,1	12,8166	0,2834	0,08031556	115	11,5	11,7777	-0,2777	0,07711729
125	12,5	12,8166	-0,3166	0,10023556	111	11,1	11,7777	-0,6777	0,45927729
125	12,5	12,8166	-0,3166	0,10023556	118	11,8	11,7777	0,0223	0,00049729
135,5	13,5	12,8166	0,6834	0,46703556	126	12,6	11,7777	0,8223	0,67617729
115,35		5,92000004			106		8,11555561		
12,8166		11,7777778							
			S2	0,65777778				S2	0,9017284
			SD	0,8109				SD	0,9495

pre test

\bar{x}_1

Mean

	1,225	3,418	-2,193	4,809249
	1	3,418	-2,418	5,846724
3,418	3,15	3,418	-0,268	0,071824
	3,05	3,418	-0,368	0,135424
	3,2	3,418	-0,218	0,047524
	3,1	3,418	-0,318	0,101124
	6,1	3,418	2,682	7,193124
	3,2	3,418	-0,218	0,047524
	4,5	3,418	1,082	1,170724
	2,9	3,418	-0,518	0,268324
	3,7	3,418	0,282	0,079524
	4,3	3,418	0,882	0,777924
	3,6	3,418	0,182	0,033124
	3,6	3,418	0,182	0,033124
	3,1	3,418	-0,318	0,101124
	3,3	3,418	-0,118	0,013924
	3,3	3,418	-0,118	0,013924
	5,2	3,418	1,782	3,175524

\bar{x}_1

61,525

23,919757

Mean **3,41805556**

1,40704453 S2

1,1861 SD

	<p><i>Table of Critical Values T-Test</i></p> <p><i>Appendix « 9 »</i></p>	
--	--	--

Seuil de risque α (bilatéral)														
DDL	0,9	0,8	0,7	0,6	0,5	0,4	0,3	0,2	0,1	0,05	0,02	0,01	0,005	0,001
1	0,1584	0,3249	0,5095	0,7265	1	1,3764	1,9626	3,0777	6,3137	12,706	31,821	63,656	127,32	636,58
2	0,1421	0,2887	0,4447	0,6172	0,8165	1,0607	1,3862	1,8856	2,92	4,3027	6,9645	9,925	14,089	31,6
3	0,1366	0,2767	0,4242	0,5844	0,7649	0,9785	1,2498	1,6377	2,3534	3,1824	4,5407	5,8408	7,4532	12,924
4	0,1338	0,2707	0,4142	0,5686	0,7407	0,941	1,1896	1,5332	2,1318	2,7765	3,7469	4,6041	5,5975	8,6101
5	0,1322	0,2672	0,4082	0,5594	0,7267	0,9195	1,1558	1,4759	2,015	2,5706	3,3649	4,0321	4,7733	6,8685
6	0,1311	0,2648	0,4043	0,5534	0,7176	0,9057	1,1342	1,4398	1,9432	2,4469	3,1427	3,7074	4,3168	5,9587
7	0,1303	0,2632	0,4015	0,5491	0,7111	0,896	1,1192	1,4149	1,8946	2,3646	2,9979	3,4995	4,0294	5,4081
8	0,1297	0,2619	0,3995	0,5459	0,7064	0,8889	1,1081	1,3968	1,8595	2,306	2,8965	3,3554	3,8325	5,0414
9	0,1293	0,261	0,3979	0,5435	0,7027	0,8834	1,0997	1,383	1,8331	2,2622	2,8214	3,2498	3,6896	4,7809
10	0,1289	0,2602	0,3966	0,5415	0,6998	0,8791	1,0931	1,3722	1,8125	2,2281	2,7638	3,1693	3,5814	4,5868
11	0,1286	0,2596	0,3956	0,5399	0,6974	0,8755	1,0877	1,3634	1,7959	2,201	2,7181	3,1058	3,4966	4,4369
12	0,1283	0,259	0,3947	0,5386	0,6955	0,8726	1,0832	1,3562	1,7823	2,1788	2,681	3,0545	3,4284	4,3178
13	0,1281	0,2586	0,394	0,5375	0,6938	0,8702	1,0795	1,3502	1,7709	2,1604	2,6503	3,0123	3,3725	4,2209
14	0,128	0,2582	0,3933	0,5366	0,6924	0,8681	1,0763	1,345	1,7613	2,1448	2,6245	2,9768	3,3257	4,1403
15	0,1278	0,2579	0,3928	0,5357	0,6912	0,8662	1,0735	1,3406	1,7531	2,1315	2,6025	2,9467	3,286	4,0728
16	0,1277	0,2576	0,3923	0,535	0,6901	0,8647	1,0711	1,3368	1,7459	2,1199	2,5835	2,9208	3,252	4,0149
17	0,1276	0,2573	0,3919	0,5344	0,6892	0,8633	1,069	1,3334	1,7396	2,1098	2,5669	2,8982	3,2224	3,9651
18	0,1274	0,2571	0,3915	0,5338	0,6884	0,862	1,0672	1,3304	1,7341	2,1009	2,5524	2,8784	3,1966	3,9217
19	0,1274	0,2569	0,3912	0,5333	0,6876	0,861	1,0655	1,3277	1,7291	2,093	2,5395	2,8609	3,1737	3,8833
20	0,1273	0,2567	0,3909	0,5329	0,687	0,86	1,064	1,3253	1,7247	2,086	2,528	2,8453	3,1534	3,8496
21	0,1272	0,2566	0,3906	0,5325	0,6864	0,8591	1,0627	1,3232	1,7207	2,0796	2,5176	2,8314	3,1352	3,8193
22	0,1271	0,2564	0,3904	0,5321	0,6858	0,8583	1,0614	1,3212	1,7171	2,0739	2,5083	2,8188	3,1188	3,7922
23	0,1271	0,2563	0,3902	0,5317	0,6853	0,8575	1,0603	1,3195	1,7139	2,0687	2,4999	2,8073	3,104	3,7676
24	0,127	0,2562	0,39	0,5314	0,6848	0,8569	1,0593	1,3178	1,7109	2,0639	2,4922	2,797	3,0905	3,7454
25	0,1269	0,2561	0,3898	0,5312	0,6844	0,8562	1,0584	1,3163	1,7081	2,0595	2,4851	2,7874	3,0782	3,7251
26	0,1269	0,256	0,3896	0,5309	0,684	0,8557	1,0575	1,315	1,7056	2,0555	2,4786	2,7787	3,0669	3,7067
27	0,1268	0,2559	0,3894	0,5306	0,6837	0,8551	1,0567	1,3137	1,7033	2,0518	2,4727	2,7707	3,0565	3,6895
28	0,1268	0,2558	0,3893	0,5304	0,6834	0,8546	1,056	1,3125	1,7011	2,0484	2,4671	2,7633	3,047	3,6739
29	0,1268	0,2557	0,3892	0,5302	0,683	0,8542	1,0553	1,3114	1,6991	2,0452	2,462	2,7564	3,038	3,6595
30	0,1267	0,2556	0,389	0,53	0,6828	0,8538	1,0547	1,3104	1,6973	2,0423	2,4573	2,75	3,0298	3,646
31	0,1267	0,2555	0,3889	0,5298	0,6825	0,8534	1,0541	1,3095	1,6955	2,0395	2,4528	2,744	3,0221	3,6335
32	0,1267	0,2555	0,3888	0,5297	0,6822	0,853	1,0535	1,3086	1,6939	2,0369	2,4487	2,7385	3,0149	3,6218
33	0,1266	0,2554	0,3887	0,5295	0,682	0,8526	1,053	1,3077	1,6924	2,0345	2,4448	2,7333	3,0082	3,6109
34	0,1266	0,2553	0,3886	0,5294	0,6818	0,8523	1,0525	1,307	1,6909	2,0322	2,4411	2,7284	3,002	3,6007
35	0,1266	0,2553	0,3885	0,5292	0,6816	0,852	1,052	1,3062	1,6896	2,0301	2,4377	2,7238	2,9961	3,5911
36	0,1266	0,2552	0,3884	0,5291	0,6814	0,8517	1,0516	1,3055	1,6883	2,0281	2,4345	2,7195	2,9905	3,5821

	<p><i>Continuation of Unit One</i></p> <p><i>Appendix « 7 »</i></p>	
--	---	--

LESSON FOUR: AIRPORT MARKINGS, SIGNAGE & LIGHTING



Lesson objectives: By the end of the lesson informants are expected to:

- ✚ Make difference between runway & taxiway
- ✚ Taxiway lights
- ✚ Runway lights
- ✚ Visual glide slope indicator
- ⊕ May and shall to follow instructions
- ⊕ Making differences between words that are pronounced the same but different in meaning
- ✚ Pronounce correctly the different parts of aircraft

Speaking Practice:

Lesson outline:

Look at the photos:

11. What do they show?
12. Where do you expect to see them?
13. Explain the use of each one?
14. Say where each marking, signage, or lightening is used and for what purpose?
15. As an air traffic controller why is it necessary to know about the different markings, signs and lights?
16. Is there a difference between taxiway markings and runways markings? If yes explain
17. Make the difference between runway incursion, excursion, and confusion
18. Make the difference between Mandatory instruction signs, Direction sign, Destination sign, Information sign, and location sign



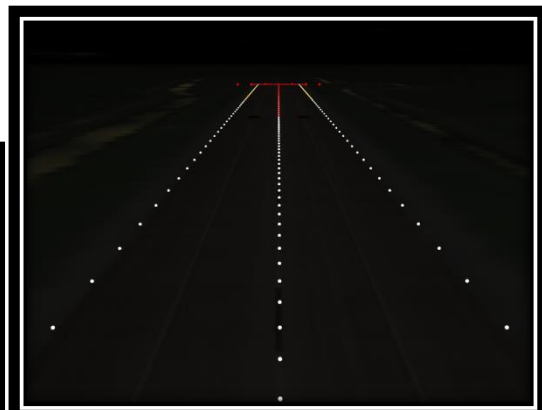
.....

.....



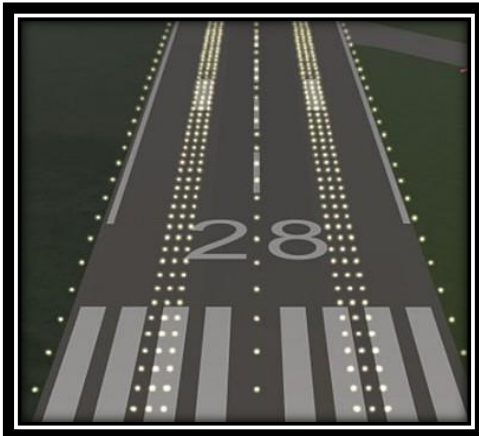
.....

.....



.....

.....



.....

.....



.....

Listening Practice:

Pre-listening phase:

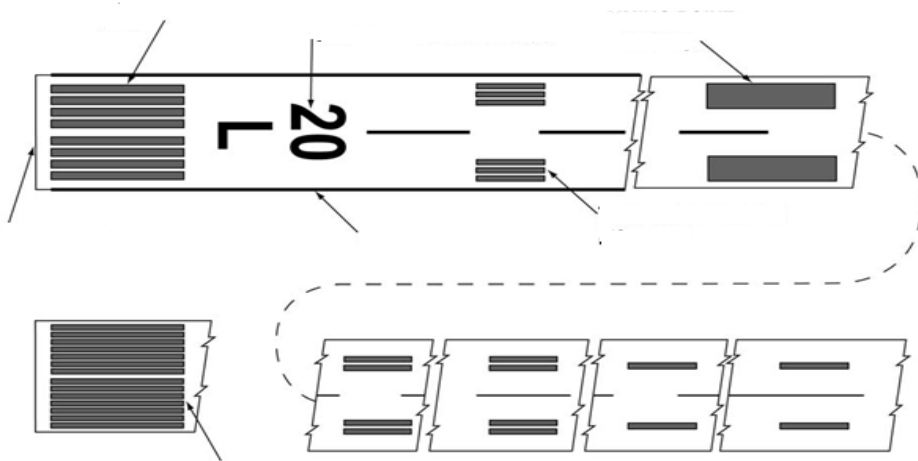
Navigating airports marking, signs, and lights can seem confusing especially at larger airports and listening to the controller's instructions, navigating an airport is sometimes scrambling.

Task One: select the right name of markings from the given definitions

Runway aiming point markings, Geographic position markings, Taxiway edge markings, Runway side stripe markings, Runway threshold markings, Surface painted taxiway direction signs, normal taxiway centerline markings

Runway/Taxiway Markings	Definition
	<p>Are a single continuous yellow line. Ideally, the aircraft should be kept centered over this line during taxi. However, being centered on the taxiway centerline does not guarantee wingtip clearance with other aircraft or other objects</p>
	<p>Consist of continuous white stripes located on each side of the runway. These markings provide a visual contrast between runway pavement and the ground.</p>
	<p>Serve as a visual aiming point for a landing aircraft. These two rectangular markings consist of a broad white stripe located on each side of the runway centerline and approximately 1,000' from the landing threshold. The markings are 100' to 150' in length depending on the runway length.</p>
	<p>Are provided when it is not possible to provide taxiway direction signs at intersections, or when necessary to supplement such signs. These markings have a yellow background with a black inscription.</p>
	<p>Are located at points along low visibility taxi routes to identify the location of taxiing aircraft during low visibility operations. These markings are comprised of an outer white or black ring with a pink circle in the middle. Either a number or a number and letter is positioned in the center of the pink circle</p>
	<p>Are a single continuous yellow line. Ideally, the aircraft should be kept centered over this line during taxi. However, being centered on the taxiway centerline does not guarantee wingtip clearance with other aircraft or other objects</p>
	<p>These markings have eight stripes of uniform dimensions, or the number of stripes is related to the runway width. Visual runways, those without an instrument approach, do not have threshold markings</p>
	<p>Are used to define the edge of the taxiway, primarily when the taxiway edge does not correspond with the edge of the pavement. These markings typically consist of continuous double yellow lines. Dashed lines are used when the adjoining pavement is intended to be used by aircraft (e.g., a ramp).</p>
	<p>Are located on the right side of the centerline assist the pilot in confirming the taxiway on which the aircraft is located. These markings have a black background with a yellow inscription.</p>

Task Two: complete the picture with the right marking name and then explain it



Task Three: define the following, indicate what is common in the three phenomena and give the consequences for each one of them

1. Runway confusion :

.....

2. Runway excursion:

.....

3. Runway incursion:

.....

Task Four: say whether the following information is true or false, and then correct the false information

1. Runway shoulder markings are yellow stripes used to highlight the pavement areas that are next to the runway and are not supposed to be used by aircrafts.

.....
.....
2. The runway threshold markings are used by the pilot to identify where the runway available for landing begins.

.....
.....
3. Runway distance remaining signs have black numbers written on a white background.

.....
.....
4. A runway demarcation bar is a three-foot wide yellow bar used to demarcate a runway with a threshold from a stop-way, taxiway or blast pad that precede the runway.

.....
.....
5. A runway threshold bar is a 10 feet wide marking used to demarcate the beginning of the available runway for landing in the event that the threshold has been displaced or relocated.

.....
.....
6. Normal Taxiway centerlines are single yellow continuous lines with a width of between six to twelve inches

.....
.....
7. Airport signs will usually be positioned next to the taxiway, runway or ramp area, while the airport markings will be found painted on the pavement.

While-listening Phase:

Task Five: listen to the audio then explain the following <https://www.youtube.com/watch?v=Ql6F9RFbjMA>

1. Pavement that cannot be used by an aircraft:

.....
.....
.....
.....

2. Vehicle roadway:

.....
.....
.....

3. closed runway:

.....
.....
.....




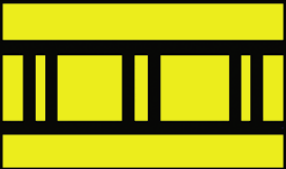
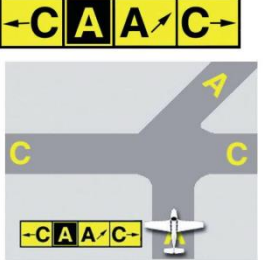


4. Ramp control:

.....
.....
.....

Task six: listen to the audio and answer the questions

1. What do airport markings provide?
2. What runway 27 is actually called?
3. How to differentiate between runways?
4. What is the color marking of runway pavement that cannot be used for taxi takeoff or landing?
5. What is the use of this runway?
6. What is the difference between taxiway markings and runway (color)?
7. What do Critical Area Holding Markings (ILS) consist of?
8. How are taxiway and runways considered?

Task Seven: listen to the audio to complete the following table:

symbols / type	Mandatory instruction signs	Direction sign	Destination sign	Information sign	Location sign
					
					
					
					
					
					
					

Post-watching phase:

Task eight: orally summarize the audio passage showing the way how to keep a safe movement of aircraft in the ground through respecting marking, lightening and signage instructions.

Task Nine: reorder the following sentences to get meaningful instructions to avoid runway incursion

1. Everyone is excited to get airborne, but keep your taxi slow. Airplanes aren't really known for their maneuverability on the ground, and the faster you go, the less reaction time you have.
2. Keep distractions to a minimum in critical phases of flight, especially during taxi. Keep your eyes outside, and avoid things that require your vision to be transitioned inside the cockpit. If you need to change a frequency or adjust your kneeboard, it can usually wait until you're stopped.
3. It's something that air traffic controllers require during read back of every taxi clearance. Controllers need to verify that you understood their instructions.
4. This might seem like common sense, but at pilot-controlled fields, make sure you announce your intentions. Letting traffic know that you are "taking the runway" while giving them a heads up of your intentions lets them know where to be looking for you.
5. While you taxi, be on a constant lookout for runway hold short signs that may be along your route. If you come across one that you weren't expecting or cleared to cross, then you might be taxiing the wrong way. Stop and ask ATC for help.
6. If you are unsure of your location at any point during the taxi, slow down and look at markings and signs to see where you are located. If you still aren't sure, let ATC know, and they will give you progressive taxi instructions.
7. When you taxi onto the runway, whether you're at a towered or pilot-controlled field, verify that your heading indicator matches up with the runway heading. If you plan to take off on runway 36 and your heading indicator says 180, you're not where you're supposed to be

8. If you're on short final and see an aircraft taxi onto the runway, go around. Don't wait until the last minute. It's better to be safe than sorry.
9. When you get a taxi clearance, trace out the taxi route on an airport diagram, so you can visually see the path you'll take to get to the runway.
10. This might seem like common sense, but at pilot-controlled fields, make sure you announce your intentions. Letting traffic know that you are "taking the runway" while giving them a heads up of your intentions lets them know where to be looking for you

Vocabulary Practice:

Talking about marking, lightening, and signage in an airport

Task Ten: choose the best response to complete each of the following sentences

1. Runway markings, signs and lighting are in enabling the airplane to navigate the surface and avoid incursions on the runway. **(needed/important)**
2. These markings and signs n to a pilot when landing, taking off or taxiing. **(bring/provide)**
3. Runway designation markings are letters which er parallel runways. **(differentiate/differs)**
4. Runway shoulder markings are yellow stripes ement areas that are next to the runway and are not supposed to be used by aircrafts. **(used for/used to)**
5. During taxiing, aircrafts are er this line. **(Designed/Supposed)**
6. Surface painted location signs are used to consist of a yellow inscription on a black background. **(give/Supplement)**

Grammar Practice:

Follow the instruction

Task Eleven: complete these sentences using the correct form of **may or should**

1. Sufficient entrance and exit taxiways for a runwaybe provided to expedite the movement of aero planes to and from the runway.
2. If aero plane engines overhang the bridge structure, protection of adjacent areas below the bridge from engine blast be required.
3. Changes in direction of taxiways be as few and small as possible.
4. An intermediate holding position be established on a taxiway at any point other than a runway-holding position where it is desirable to define a specific holding limit.
5. If a holding bay, runway-holding position or road-holding position is at a lower elevation compared to the threshold, the distance be decreased 5 m for every meter the bay or holding position is lower than the threshold, contingent upon not infringing the inner transitional surface

Pronunciation Practice:

Homophones

Task Twelve:complete the following table

word	Phonetic transcription	meaning
Affect Effect		
Buoy Boy		
Fore For		
Ascent assent		
Find Fined		
Air Heir		
Hangar hanger		
Forward foreword		



© ViralHog

Lesson objectives: By the end of the lesson informants are expected to:

- ✚ Describe procedures of taking off and landing
- ✚ Making difference between normal and unnormal takeoff
- ✚ Steps to consider when taxiing
- ✚ Responsibilities to be achieved by pilots and ATC in taking off and landing
- ✚ Reported speech
- ✚ Spelling some words that are used in taking off and landing

Speaking Practice:

Lesson outline:

Look at the photos:

19. What parking procedure does each picture show
20. Reorder these photos to show the procedures at landing and before taking off
21. Explain the following:
 - Takeoff roll(ground roll)
 - Lift off(rotation)
 - Initial climb
22. What responsibilities an air traffic controller has to do while landing and taking off process





.....



.....

.....

Listening Practice:



Pre-listening phase:

Task One: reorder the following sentences to have coherent paragraph

1. ATC specifies the taxiway to be used, and always asks the pilots to hold short of runway.
2. After startup, ATC is asked for taxi clearance.
3. ATC gives pushback and startup clearance, either immediately or after a wait.
4. The pilots get the aircraft ready
5. The last clearance from ATC is clear to enter runway.
6. After doors are closed, ATC is contacted

While-listening phase:

Task Two: listen to the audio passage then answer the following questions

1. When does a normal takeoff occur?
2. Why pilots are required to visually check the entire runway?
3. As a second step for taking off safely what pilot should do?
4. What will happen In case a pilot adds power quickly?
5. What actions shall be done to avoid hazards?
6. How run way incursions happen?
7. What should a pilot do in case the crosswind is coming from the left?

Task Three: listen to the audio then summarize the procedures for successful landing

Task Four: listen to the audio then say what pieces of advice were provided for safe landing

Post-listening phase:

Task five: say whether these statements are true or false

1. Strong winds are important to consider when taxiing or else you may accidentally nose over and break something
2. The wind direction doesn't change the way the air frame.
3. A final thing to check is oil pressure
4. It is the pilot responsibility to check above the runways and the skies.
5. The local controller updates weather conditions for pilot and monitors the spacing between landing aircraft.
6. The center controller receives the flight-plan information anywhere from five to 30 minutes prior to your plane entering that sector
7. Pilots must file a flight plan at least 30 minutes prior to pushing back from the gate.

Task Six: complete the following table, and then prepare a short talk discussing the different steps for taking off and landing and say what makes landing different from taking off

Landing procedures	Taking off procedures
<ul style="list-style-type: none"> • Step 1: • Step 2: • Step 3: • Step 4 	<ul style="list-style-type: none"> • Step 1 • Step 2 • Step 3 • Step 4

Vocabulary Practice:

Task Seven: complete the text with a word from the box; some words are used more than one.

Larger Issuing crew Ground Smaller clearances taxiways Tower
 Instructions call sign read Closed-loop-communication Flights apron
 airplane

1. One thing that is common for allgiven is that ATC always starts their by stating the of the aircraft the instructions are intended for.
2. The Pilots always back the and ends with their call sign. This ensures what is known asbetween Pilots and ATC.
3. are always given a clearance, usually before leaving the or gate where the is
4. The controller is responsible for clearances..... and monitoring ground movements on theof an airport.
5.airports have one or more..... controllers and might even have severalcontrollers.
6. At..... airports, the Controller responsibilities can be combined with those of the controller, merging the two roles into one.
 7. Once the has made its way to the holding position and completed all of the pre-takeoffitems, they are ready to get airborne.

Grammar Practice:

Reported speech

Task Eight: change the sentences to reported speech and use the suitable verbs as in the first sentence

1. The controller said to the pilot, "Taxi to runway two-seven right via alpha two (A2), bravo (B) and delta (D). Cross runway three-five"

The controller asked the pilot

2. Cleared to Stockholm, Arlandz airport via the SKORR3 departure? Then as field climb maintain five thousand. Departure frequency one-three-five, decimalniner, squawk four-seven-six, three

The controller

3. Taxi to runway two-seven right via alpha two A2 bravo(B) and delta(D). Cross runway three five

The controller

4. Cavac two-zero, cleared for takeoff runway zero-one

The controller

5. Cessna niner-sierra-papa, turn left heading two-seven zero to intercept the localizer, cleared ILS runway two-four into Palomar, maintain two-thousand-five hundred feet until established.

The controller

6. Turn left heading two-seven-zero, cleared ILS runway two-four into Palomar; maintain two-thousand-five-hundred feet until established.

The controller



Pronunciation Practice:

Task Nine: how are the given words spelled correctly, write them into the gaps

Phonetic transcription	spelling
tʌkɒf	
kru	
klɪə	
graʊnd	
strɔ:ŋ	
tʃɜ:k	
stɑ:tɒp	
vɪʒuəl	
prɜ:ʃr	
hɜdŋ	



Taxiing & Handling Errors

Lesson objectives: By the end of the lesson informants are expected to:

- ✚ discuss taxiway errors
- ✚ talk about the types of taxiing errors
- ✚ talk about reasons for pilots errors in taxiing
- ✚ talk about the role of ATC to avoid or reduce taxiing errors
- ✚ expressing causes and consequences
- ✚ identifying stress

Speaking Practice:

Lesson outline:

Look at the photo:

23. Explain what does it show?
24. Say what type of errors does each photo presents?
25. Discuss the following:
 - Navigation error
 - Control error
 - Unauthorized hold crossing
26. What consequences can result from these errors
27. What responsibilities do an ATC's has to perform to avoid or even reduce aviation hazards?



Listening Practice:

Pre-listening:

Task one: Say whether these sentences are true or false

Aviation accidents or incidents are due to the following:

1. Failure to follow taxiway centerline guidance
2. Taxiing at speeds suited to the conditions or level of congestion
3. Taxiway configuration - converging taxiways can potentially lead to reduced or compromised clearance, especially where they cross
4. Reduced aircraft clearance with ground equipment or obstacles. Reduced clearance accidents or incidents can occur in various ways These include:
 - a) Appropriate uses of a restricted taxiway - some taxiways are restricted by wingspan. Use by a larger aircraft could compromise obstacle clearance

- b) Failure to follow taxi lane guidance - deviation from the lane guidance whilst maneuvering in proximity to light stands, gates or stationary equipment can result in collision

Task Two: explain the following taxiing errors types:

1. Navigation error:
2. Control error:
3. Unauthorized hold crossing:

While-listening:

Task Three: Listen to the audio passage then summarize it orally by stating what the reasons for pilot failure were?

Task Four: Listen to the audio passage is about five taxiing fails. In the above table fill in the gaps with the necessary information to have an overview for each accident/incident

Accident/incident number	causes	consequences
1		
2		
3		
4		
5		

Task Five: listen again to the passage then suggest remedies to each situation to avoid dangerous consequences

Post-listening:

Task Six: answer the following questions

1. As an ATC what steps to be followed while taxiing an aircraft?
2. What are the common errors that lead to hazards?
3. Is it the pilots' responsibility or ATC's responsibility?
4. Is it a shared responsibility of pilots and ATC to avoid taxiing errors?
5. Had you ever experienced accidents because of taxiing errors?

Task Seven: listen to the audio passage and say what instructions do the pilot provide for a safe taxi way

Vocabulary Practice:

Task Eight: this is an interview from a plane passenger, who had a lucky escape, the last letters of each line are missing, complete the lines with what is suitable

It was terrible if it hadn't been for the pilot's quick-thinking **w**.....probably all be dead now. I can't explain my feelings .It was **S**scary. I heard this bang and looked out of the window and saw a **F**.....on the wing. My life didn't flash before my eyes. There wasn't **e**.....time for that. I remember thinking "Help! I don't want to die I'm **t**.....young to die. I suppose everybody thinks that there were too **m**.....things I still wanted to do. Anyway, we're all very lucky, we **k**.....that for sure. And you know what the captain said? Honestly, he's **s**...modest! He said he was only doing his job, but he made the **d**.....to ignore the rule book and make an immediate crash **l**.....Apparently, a fire on the wing isn't supposed to be serious enough.... cause us to turn back, but in fact, but in fact, if we'd carry on we **p**..... crashed into houses and we'd all have died. He's **s**.....a hero.

Grammar Practice:

Expressing consequences & causes

Task Nine: express the following sentences differently using the given linkers

So that due to /since consequently because of that is why as

1. The controller does not ensure enough spacing between aircraft that the aircrafts become disoriented when they exit the runway.
2. An aircraft enter an unfamiliar airport that the pilot continue taxiing and enter a non movement area
3. The vehicle driver is not sufficiently familiar with the maneuvering area that he enter the runway at the incorrect position
4. Low visibility increase that the chance of flight crew becoming disorientated and unsure of their position whilst taxiing

5. Aircraft have to cross active runways to move between their takeoff or landing runway and their parking position that runway incursions is increased
6. Aircraft operators introduce an unacceptable level of additional risk that their flight crews are instructed to decline offers of such clearances.

Pronunciation Practice:

Task ten: write the letter or letters of the stressed syllable

Example: pronounce → nounce

words	Stressed letter/letters
visibility	
error	
operators	
chance	
decline	
unfamiliar	
taxiing	
misunderstanding	
sufficient	
incursion	



Lesson objectives: By the end of the lesson informants are expected to:

- ✚ Describe the way communication occur when flying an aircraft
- ✚ Discuss the role of pilots while communicating with all individuals when performing his job?
- ✚ Discuss the role of ATC while communicating with all individuals when performing his job?

Lesson outline:

Look at the photo:

28. Explain what do they show?
29. What is the job of those individuals?
30. With whom are pilots required communicating with?
31. With whom are ATC required communicating with?
32. What medium of communication is it used?
33. When do miscommunications occur?
34. Standard phraseology VS plain English
35. Syllabus



.....



.....



.....



Listening Practice:

Pre-listening

Task one: answer the following questions

1. What is meant by verbal communication?
2. What is the job of ramp workers?
3. What responsibilities a cabin crew has/have to do when flying a plane?
4. Can modern technology replace verbal communication? If yes, explain how?
5. What are the consequences of ineffective verbal communication?

Task two: Discuss the following contributing factors to communication failure

1. use of uncommon language and/or phraseology
2. poor use of volume to suit the environment
3. use of uncommon accent
4. environmental aspects (noise, distractions, stress)
5. technical factors (equipment and transmission medium)
6. failure to test meaning (receiver) or understanding (transmitter)
7. failure to listen
8. failure to demonstrate understanding (receiver)

While - listening

Task Four: Listen to the audio passage and then list the common mistakes a pilot makes communicating with an air traffic controller

Task five: Listen to the audio passage and explain how to help students pilots grow their skills to communicate effectively with ATC

Task six: Listen to the audio passage then explain the following

1. Acknowledge:
2. A firm:
3. Maintain:

4. VFR:
5. Cleared

Post - listening

Task seven: what these abbreviations stand for?

1. ARS:
2. BHS:
3. CRS:
4. FIDS:
5. NDC:
6. PNR:
7. PSS:
8. RMS:
9. SMS:
10. FQS:

Task eight: in aviation sphere there should be continuous communication not only inside the aircraft but also outside it. To make a clear explanation how communication occur listen to the audio passage and then summarize it orally

Vocabulary Practice:

Standard Phraseology & Plain English

Task nine: Classify the given expressions in their right columns:

Expressions	Plain English	Standard phraseology
<ol style="list-style-type: none"> 1. could you stand by ten minutes 2. estimated time of departure 3. request higher level 4. would you confirm or ETD 5. say again 6. will you hold 7. have an ambulance 8. may I amend our flight plan 9. standing by 		

Pronunciation Practice:

Syllable pronunciation

Put the words in the right column: communicate, say, convey, acknowledge, confirm, transmission, verify, request, transmit, clear.

- One syllable
- Twosyllables
- threesyllables

<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Summary

The primary concern of the present investigation is to fittingly furnish air traffic controllers with an adeptness to listen rigorously to slip away misunderstanding, in similar fashion, it strives to prepare them with a competency to speak plainly and intelligibly by means of engaging them in an intensive listening and speaking course. To scan the most likely outcomes of this training course on improving their listening and speaking skills; action research was undertaken in Zenata/ Messaliel Hadj airport, Tlemcen.

Key-words: *English for aviation, Air Traffic Controller, extensive training, course design, speaking skill, listening skill*

Resumé

La présente étude se veut une investigation ayant pour objet de transmettre aux contrôleurs aériens les techniques de l'écoute active qui leur permet d'éviter les malentendus. Dans cette optique, il convient de leur inculquer une compétence qui consiste à parler clairement et intelligiblement les engageant dans des cours d'enseignement intensifs de l'écoute et de l'expression orale. Afin d'analyser minutieusement les résultats de ces cours de formation ; une étude de terrain a été effectuée à l'aéroport de Zenata / Messali el Hadj, Tlemcen.

Mots-clés : *Anglais pour l'aviation, contrôleurs aérien, formation intensive, Conception du cours, la compétence orale, la compétence de l'écoute.*

الملخص

ترمي الدراسة الحالية إلى تدريب المراقبين الجويين على الاستماع الفعال الذي من شأنه درء سوء الفهم الذي يحدث غالباً في هذا المجال. من هذا المنطلق، تقتضي الدراسة أن تزود هؤلاء العمال بكفاءة تجعلهم يتحدثون بوضوح وبساطة، وذلك من خلال تقديم دروس للتعليم المكثف للاستماع والتعبير الشفوي. وبغية التحليل العميق لنتائج هذه الدروس التكوينية، قمنا بدراسة ميدانية بمطار زناتة / مصالي الحاج، تلمسان.

الكلمات المفتاحية: *الانجليزية لأغراض الطيران، المراقب الجوي، تكوين مكثف، تصميم الدرس، الكفاءة التعبيرية الشفوية، الكفاءة الاستماعية.*