

**The Effect of a Proposed On-Job Task-
Based Program on
Developing the English Language Fluency
For Civil Aviation Personnel**

Hisham Mohamed Aly Desoky

ABSTRACT

This study aimed at examining the effect of using an on–job task–based program on developing civil aviation personnel’s English language fluency. The study began with a review of pertinent literature and previous studies on task–based language teaching, on–job teaching programs, and language fluency. A suggested list of oral and written fluency components delimited to participants’ needs of language use was designed as a guide for the design of the instruments. A pre/post fluency test and a rubric were prepared by the researcher. The proposed program was prepared by the researcher. A random group of participants (N=30) was nominated to participate in this study and get involved in its tasks. Their ages ranged from (28 to 45) years old. The participants were submitted to a pre–posttest. Then, the scores were analyzed both quantitatively and qualitatively. Results showed that the participants’ results of post–treatment outperformed their results pretreatment. Thus, the proposed program was highly effective in developing participants’ English language fluency.

Keywords: task–based, on–job, program, fluency

الملخص

هدفت هذه الدراسة إلى فحص تأثير استخدام برنامج قائم على المهام أثناء العمل في تطوير الطلاقة باللغة الإنجليزية لدى موظفي الطيران المدني. بدأت الدراسة بمراجعة الأدبيات ذات الصلة والدراسات السابقة حول تدريس اللغة القائم على المهام، وبرنامج التدريس أثناء العمل، والطلاقة باللغة الإنجليزية. تم تصميم قائمة مقترحة من مكونات الطلاقة الشفوية والمكتوبة والمحددة لاحتياجات المشاركين من استخدام اللغة كدليل لتصميم الأدوات. قام الباحث بإعداد اختبار قبلي / بعدي لقياس مستوى الطلاقة ومقياس تقييم للمشاركين. البرنامج المقترح من إعداد الباحث. تم ترشيح مجموعة عشوائية من المشاركين (N = 30) للمشاركة في هذه الدراسة ومهامها. وتتراوح أعمارهم بين (28 - 45) سنة. تم تقديم المشاركين للاختبار التمهيدي. بعد ذلك، تم تحليل الدرجات من الناحيتين الكمية والنوعية. أظهرت النتائج أن نتائج المشاركين بعد تطبيق البرنامج تفوقت على نتائج الاختبار القبلي. وبالتالي، كان البرنامج المقترح فعالاً للغاية في تطوير الطلاقة باللغة الإنجليزية لدى المشاركين.

Background and Problem

Introduction

English language is used by many employees in the aviation domain. “Millions of people all around the world are employed in the field of aviation. Some of the more widely known and noticed professions are pilots, air traffic controllers, engineers, and technicians. The official language used all over the world in that context is English.” (Magdalena, 2016, P. 65)

Three major accidents, in which more than 800 people lost their lives, proved that these recommendations and practices had

been insufficient and needed to be altered. In all three accidents, insufficient English proficiency was determined to be a crucial causative factor for accidents. There are three ways in which language use can conduce to accidents (ICAO, 2020, Doc 9835 1.2.2): –

- The incorrect use of standardized phraseologies.
- The lack of plain language proficiency.
- Using more than one language in the same airspace.

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. In addition, many English words, phrases, and expressions have several meanings, which can be very confusing and potentially dangerous. “For example, the following sentence has been found in one of the existing maintenance manuals: "Round the edges of the round cap. If it then turns round and round, as it circles the casing, another round of tests is required." (Orlando & Jezdimir, 2016, P. 66)

“Aviation English needed for this staff is not restricted to controller and pilot communications, it can also include the use of English related to any other aspect of aviation such as 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.” (Aiguo 2008, P.125)

Moore (2018) argues the main advantages of TBL as that language is used for a genuine purpose meaning that real communication should take place and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form. Whereas other models aim to lead from accuracy to fluency, TBL aims to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem-solving, role-plays, questionnaires, etc.) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

Kucera (2016) mentions that “On-job” training focuses on the acquisition of skills within the work environment generally under normal working conditions. Through on-job training, workers acquire both general skills that they can transfer from one job to another and specific skills that are unique to a particular job. On-job training typically includes verbal and written

instruction, demonstration and observation, and hands-on practice and imitation.

The term fluency which is defined as the ability to use the language quickly and confidently without too many hesitations or too many unnatural pauses to cause barriers in communication (Ellis, 2018), in the process of learning English as a foreign language has frequently occurred in the minds and thoughts of both teachers and students recently. In other words, fluency is an expectation for anyone who wishes to be competent in a target language. (Gorkaltseva, Gozhin, & Nagel, 2015, P.182).

Pilot study

In direct interviews with many technicians working in Egyptair, they referred to the diversity of their educational history. Throughout the pilot study, the researcher conducted the following results: –

- About 95% of the participants made writing mistakes. They could not write some frequently used words used in their daily work tasks. They also had problems with punctuation. They tended to write using “jargons” and mixing Arabic with English words.
- About 90% of the participants could not speak fluently. They had difficulty expressing their ideas smoothly. They kept hesitating, pausing, and repeating words.

- About 85% of the participants could not construct meaning. They could not organize their ideas logically. It was very hard to understand the meaning behind the message conveyed.

Statement of the problem

Civil aviation technicians are almost unable to use the English language at their work or implement the appropriate features of professional language use. Accordingly, the study was an attempt to investigate the English language required for the target group through a proposed program to develop their English language fluency.

Study Questions

The study tried to answer the following main question: –

To what extent will the proposed on-job task-based program be effective in developing the required English language fluency for civil aviation technicians?

This study question was divided into the following sub-questions:

- 1– What are the academic and professional language fluency needs required for civil aviation technicians?
- 2– What is the existing academic and professional English language fluency level of civil aviation technicians?
- 3– What are the components of the proposed English language program to develop the English language fluency of civil aviation technicians?

- 4– To what extent is the proposed program effective in developing civil aviation technicians’ academic and professional language fluency?
- 5– How far are the participants satisfied with the proposed program?
- 6– How far are the supervisors satisfied with the participants’ fluency level?

Delimitations of the study

The study is delimited to:

- 1– A group of civil aviation technicians working in Egyptair “were nominated”.
- 2– English language fluency related to the academic and professional needs of civil aviation technicians obtained from the needs assessment.

The study hypothesis

- There is a statistically significant difference between means of scores obtained by subjects of the study group on the pre and post–test of English in favor of the post–test.

Definition of terms

- **Task–based language teaching:** is defined by Ellis (2018): Task–Based language teaching (TBLT) is an approach to teaching second/foreign language that seeks to engage learners in interactionally authentic language using the target

language by having them perform a series of tasks. TBLT aims to both enable learners firstly, to acquire new linguistic knowledge. Secondly, to procedural their existing knowledge.

- **On–job training:** is defined by (business dictionary, 2016) as follows: On–job training means Employee training at the place of work while he or she is doing the actual job. Usually, a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands–on training often supported by formal classroom training.

In the current study, on–job training refers to the structured tasks and instructions for employees that take place at work. It typically involves a combination of observing others and hands–on experience completing tasks under the supervision of a training manager, coworker, or outsourced professional trainer.

- **Fluency:** is defined by (Rupp and Leighton, 2017), as the ability to produce a great number of ideas that are the features that give language the qualities of being natural and produce written or spoken language with ease.

In the current study, fluency refers to the ability of participants to write and speak the English language used in the domain of civil aviation effortlessly and efficiently with a meaningful expression that enhances the meaning of the text.

Instruments of the study

- Needs assessment tool for the target population.
- Oral and written fluency components list.
- The pre/post–test.
- Oral and written fluency rubrics.
- Participants' satisfaction questionnaire.
- Supervisors' follow–up questionnaire.

Significance of the study

The importance of this study lies in that it could be an attempt to present an on–job task–based program to satisfy the needs of a specific group. It can be beneficial to: –

- The planners of English language programs for civil aviation personnel in different specializations.
- The planners of on–job training programs for civil aviation personnel in general and technical personnel in specific.
- English language lecturers pay attention to the new needs of their students.

Review of Literature and Related Studies**English language fluency for adults**

One of the biggest problems with traditional English classrooms is that they tend to be a “one–size–fits–all” approach. Classes are taught in groups; confident students dominate while others receive little attention. Courses tend to be generic or

textbook-based. This style of teaching has the potential to kill off any interest in the language and damage motivation to study. So, the starting point to use the English language fluently is strongly related to learners' needs and motivation.

Difficulties facing EFL adult learners

While an adult is not going to have the same ability as a child to learn a foreign language, Kelli and Petscher (2016) think that many learners just do not give themselves enough credit. There are plenty of advantages to being an adult language learner, including more self-awareness about the learning processes. It is true that the vast majority of adult language learners will never totally lose their accents, but they can smooth it out with intelligent methods.

Moore (2018) sees that a lot of people do not have a strong “why” to learn. Even if “I have to be fluent in English for my career” is the truth. If it is the first thing you think about when you think about English, it is going to be a long, slow and painful process. This leads to a lack of love for what you are doing and a mechanical approach. People who think learning English in terms of external motivation do not usually enjoy learning English. They get bored and tired easily and are often not very dedicated. So, looking for a deeper purpose and cultivation is very important.

Strategies for enhancing English language fluency

According to Robert and Kreuz (2015), being fluent does not mean speaking and writing quickly. It is better to speak and write slowly and clearly than quickly and incoherently. The ability to use the English language smoothly and fluently is the result of several factors. Some of the key factors like thought groups as thinking of language as a series of phrases instead of a series of words. Native speakers of English typically link the ends and beginnings of many words together within a thought group. This makes their English sound “smooth.” Many words in English tend to be joined with other words. Certain verbs tend to go with certain nouns, etc.

Nelson (2020) sees that what separates those who practice the English language to be fluent from those who do not can be described in one word “immersion”. They seek out opportunities to use English at every turn. If they have to choose between using their native language or English, they choose English every chance they get. “It is very important to think in English. Thinking in the native language and translating the sentence is not a good strategy and may hinder the ability to be fluent.

English language fluency components

For Rasinski and Nageldinger (2016), Fluency includes rate, accuracy, prosody, and comprehension. Their definition of

fluency includes all the key components of reading fluency and lists them in what seems the correct order. These four components each contribute to fluency.

Accuracy: Fluent reading is first of all accurate reading. Never consider a reader to be fluent if she made many errors. Nor would you expect a reader to never make a mistake. Acceptable levels of accuracy in reading should range from 95% to 98%.

Rate: Reading rate incorporates correct words per minute, but not at a maximum rate. This is a common misunderstanding about fluency. Fluent readers do not read as fast as they can.

Prosody: Appropriate prosodic features means that when students read aloud, they should use "good expression" with appropriate rhythm, intonation, phrasing, and stress patterns of syllables.

Comprehension: There is a correlation between fluency and comprehension.

The multiple meanings of the term fluency became engraved in the minds of those who rely on both sources of research to inform their work, be that work research or practice-oriented, leading to more and more reliance on the holistic meaning.

English language fluency for aviation personnel

International aviation converse in a register of English derived from postwar radiotelephony. Decades of use and regulatory pressure established Aviation English as the lingua franca for pilots, air traffic controllers, and the technical staff working in the domain. Recently, the International Civil Aviation Organization (ICAO) required aviation professionals to prove Aviation English proficiency, resulting in the development of a variety of AE (aviation English) programs and tests derived from English language pedagogy, without accounting for unique aviation language requirements. Historically, issues of English language dominance were sidestepped by letting speakers of regional languages use their aviation jargon, allowing native English speakers (NESs) to claim AE proficiency without learning a language comprehensible to international AE users.

General Characteristics of Aviation English

In radiotelephony communication only speaking and listening skills are currently required since the entire communication between the two parties is executed orally via a frequency. Due to this kind of communication lacking all conversational gestures, clear and accurate speech is fundamental. Both speakers are also unable to maintain the common conversational customs such as interrupting one

another's stream of speech to ask clarifying questions or comments because both cannot transmit their messages at the same time and so more information is needed to negotiate the meaning of the message.

The basic provisions for developing fluency in Aviation English can be summarized as follows; Aviation English training and testing are ultimately about safety; Aviation English training has very specific characteristics that set it apart from general English teaching and even English for specific purposes in other fields. Training should have a predominantly oral and written communicative focus. Appropriate content-based language training is a more efficient, motivating, and cost-effective form of aviation English training. The content used for language acquisition should be relevant to the population being trained. Student motivation and commitment are essential to successful training outcomes and motivation and commitment will be efficiently and correctly maintained in this learning environment.

Assessment of English language fluency

It is important to understand fluency before assessing it. It remains critical that learners are not focusing on the rate at the expense of meaning. To prevent overemphasizing rapid decoding, a measure of comprehension should be used in conjunction with any evaluation. This can be undertaken in

several ways, from brief discussions of the passage being read or listened to; to answer a range of questions from factual to inferential, which are related to the material; to learner retellings of the text.

Cecil (2017) sees that to see how much progress has been made in fluency, teachers need to do more formalized, concise assessments that essentially recap what achievement has been made toward the fluency goals in the three areas of fluency. Rate of reading, accuracy, and prosody. These more global assessments are called “summative assessments”. The teacher should also determine that learners are developing fluency in their ability to write. As teachers listen to their learners read and observe learners as they are writing, the best way to evaluate their fluency is to offer the formative assessment and also to summarize their assessments more formally.

Task–Based approach and English Language Teaching

TBLT (Task–based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication. In this context, it is important to know about what defines a task, the possible phases of a TBL lesson, and give feedback about the possible problems that may take place during application and assessment.

Task-based language teaching has been introduced in many contexts, Ellis (2009) sees that Task-Based language teaching (TBLT) is an approach to teaching second/foreign language that seeks to engage learners in interactionally authentic language using the target language by having them perform a series of tasks. TBLT aims to both enable learners; firstly, to acquire new linguistic knowledge. Secondly, to procedural their existing knowledge. Teachers need to understand that TBLT involves input-providing as well as out-put prompting tasks and that it is possible to build up proficiency initially through a series of simple input-based tasks.

Task-Based Language Teaching Components

According to Tolsa (2016), central to TBLT is the word “task”, and teachers must have a clear understanding of the task by providing opportunities for communication. There is no single 'task-based teaching' approach. A “Task” can be focused or unfocused and can be identified by the four key precepts of the “Task”. ‘Meaning’ by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances. There should be some kind of ‘gap’ with a need to convey information and to express an opinion or to infer meaning.

On–job task–based language teaching and aviation English fluency

It is not helpful to see the two aspects of fluency and accuracy as opposed. It is quite possible to be both fluent and accurate at the same time. It is also possible to be accurate but not fluent. The important thing to consider is that when trying to develop one aspect, then activities should be designed for that purpose and comments should be targeted to work towards that one aim. As soon as you start looking at other aspects or commenting on other issues then students start to get confused.

On–job training for employers and employees alike is a better option than paying for courses or specialized classes that may just waste time. It is better than sitting in windowless rooms for entire weeks of training. On–job training delivered specifically through various microlearning modules is vital because the advantages cannot be ignored. The major advantages of on–job training include; easy application, saving expenses, saving time, flexibility in scheduling, and broadening social aspects between learners/workers.

“Aviation English” is commonly understood to refer to the English language used in the domain of aviation and contains most of the terminology used between all craftsmen of aviation. The reasons for giving it certain importance are: –

Firstly, aviation English communication is the most obvious deviation from general English and nearly incomprehensible to non-aviation professionals due to speed and coded vocabulary. Misunderstandings and errors can contribute to incidents or accidents.

Secondly, aviation English is the sole focus of the ICAO Language Proficiency Requirements (LPRs), by far the strongest, the most well-developed framework for the training and assessment of language proficiency in the industry

Thirdly, of all the aviation language domains, aviation English has, over the years, received the lion's share of attention from industry, from applied linguists, and language education and assessment professionals, all using the term "Aviation English".

Finally, for anyone remotely interested in language and aviation, aviation English captures the imagination. A language domain featuring a baseline prescribed standard phraseology with the requirement for proficiency in plain language.

Methodology

Research Design

The researcher adopted the one-group pre-posttest design to determine the status-quo of the participants concerning their ability to use the language fluently before being introduced to the proposed program compared to the post-experimentation test. To

provide more validity to the program, the study employed a mixed-methods design. The participants' performance during the experimentation was analyzed using the quantitative methods, as well as the qualitative analysis of results.

Participants

The researcher invited a group of civil aviation technicians working in Egyptair Maintenance Company to participate in this study. Their ages ranged from (28 to 45) years old. The researcher briefed them about the study and its objectives and what they would be supposed to do during the program. Thirty learners, (N= 30), aged between 28 and 45 years old, showed their interest in participating.

Setting of the study

Even before COVID-19, there was already high growth in the use and adoption of education technology. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19. The planning for this research was introducing the program in form of direct, face-to-face, in-class task-based activities applied to in-work environment tasks. Because of the COVID-19 pandemic, all the activities were transferred into online modules.

All modules were designed by using (CourseLab) educational program. The modules were sent to the participants by e-mail. The Pre-post test was applied by using Google FORMS. Google FORMS also has been used to address the questionnaires filled by the participants and their supervisors.

Results and Discussion

Importance of the English language in specific settings

Responses and percentages of each question are shown in the tables below: –

Table (1)

Responses of the participants about the importance of English language

No.	Questions	Freq.	Perc.
1	How important is English in your field of work?	31	88.5%
	a. very important	4	11.5%
	b. important	0	00%
	c. unimportant at all.		
2	In order to be excellent in my field of specialization, I need English language:		
	a. a lot	32	91.5 %
	b. a little	03	08.5 %
	c. i don't need it at all.	0	00 %

3	The recurrence of English language courses for civil aviation personnel should be: a. once a year b. every two years c. every three years.	33 01 01	94 % 03 % 03 %
4	I need English language fluency training to satisfy: a. academic needs b. job requirements c. Both (a) and (b).	01 04 30	03 % 11.5 % 85.5 %
5	I need English intensively to deal with: a. lectures b. colleagues c. software.	09 15 11	26 % 43% 31%
6-	With whom do you usually use English: a. specialist lecturers b. people in ordinary life c. others.	04 05 26	11.5 % 14 % 74.5 %
7	Do you find any difficulty in reading specialized texts or articles written in English? a. yes b. no c. to some extent.	30 01 04	85.5 % 03 % 11.5 %
8	What do you think is the most beneficial for you to do your job professionally? a. studying general English language	02	06 %

	b. studying Specialized English language	03	08.5 %
	c. both (a) and (b).	30	85.5 %
9	If studying general or specialized English is useful, how do you see the proportion of both types?		
	a. 50% general English and 50% specialized English language	08	23 %
	b. 25% general English and 75% specialized English	22	63 %
	c.% general English and% specialized English language.	05	14 %

The answers given to question one gave the first choice the highest frequency as English language is "very important". This was confirmed in the next question as (91.5%) see that studying English is important to be excellent in their field of specialization. The great majority of civil aviation personnel participants (Q. 3) about (94%), see that studying English language needs to be a recurrent course, and should be applied every year. The answers given to question four showed that (85.5%) of the participants find English important to them for both academic requirements during their specialization training and to satisfy their job requirements.

Table (2)

Participants' evaluation of English language areas of usage;

No.	Language Needs	Very important		Important		Un-important	
		F	P%	F	P%	F	P%
1	Listening to the English language used in the field of specialization (instructions, lectures, tutorials, etc...)	32	91.5	3	8.5	0	0
2	Listening to questions in English through radiotelephony and giving short answers.	33	94	2	6	0	0
3	Reading the English language used in the field of specialization (books, articles,	30	86	5	14	0	0

	reports, etc....)						
4	Reading instructions of operating and maintenance and safety at the workplace (industrial safety).	28	80	5	14	2	6
5	Reading the most important acronyms used in the field of civil aviation.	22	63	10	28.5	3	8.5
6	Reading the most important and commonest terminology used in the field of civil aviation.	21	60	10	28.5	4	11.5
7	Deducting meaning and looking specialized terminology	18	51	11	31.5	6	17.5

	up in a specialized dictionary.						
8	Skimming a text to get the main idea/ ideas or scanning a text to get a certain idea/piece of information.	30	86	5	14	0	0
9	Scanning a text to get certain idea/ piece of information.	10	28.5	15	43	10	28.5
10	Reading catalogs, diagrams, and graphs and interpreting them into spoken or written texts.	28	80	7	20	0	0
11	Writing specialized English language (reports,	22	63	11	31	2	6

	remarks, description of a process, etc...) and using terms, symbols and abbreviations of specialization.						
12	Taking notes from aboard during a lecture or during receiving instructions.	32	91.5	3	8.5	0	0
13	Summarizing information in a form of diagrams, charts, or tables.	33	94	2	6	0	0
14	Expressing cause and effect in the field of specialization.	19	54.5	10	28.5	6	17
15	Expressing similarity and contradiction	17	48.5	13	37.5	5	14

	between things in the field of specialization.						
16	Expressing degrees of possibility for things to happen in the field of specialization.	16	45.5	9	26	10	28.5

Results of the pre–posttest findings and discussion

Results of the study were fulfilled by answering the thesis main question presented in the first chapter: "What is the effect of using the proposed on–job task–based program on improving English language fluency for civil aviation personnel?" The answer to the previous question comes from the first hypothesis.

The first hypothesis: The first hypothesis states that "There is a statistically significant difference between means of scores of the study participants on the pre and posttest administrations concerning the development of their "overall English language fluency favoring the post–test scores".

Table (3)

Means of scores of participants in the pre and post–tests, standard deviation, and "t" value.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	30	11.8367	.62834	.11472
POSTTEST	30	21.5433	1.68803	.30819

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	103.179	29	<.001	11.83667	11.6020	12.0713
POSTTEST	69.903	29	<.001	21.54333	20.9130	22.1737

One-Sample Effect Sizes

	Standardizer ^a	Point Estimate	95% Confidence Interval	
			Lower	Upper
PRETEST	Cohen's d	.62834	18.838	23.666
	Hedges' correction	.64520	18.346	23.048
POSTTEST	Cohen's d	1.68803	12.762	16.043
	Hedges' correction	1.73331	12.429	15.624

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation.

Hedges' correction uses the sample standard deviation, plus a correction factor.

Table (3) shows that there is a statistically significant difference at the 0.001 level between the participants' mean scores in the pre and post administrations of the test in favor of the post-test. Therefore, the first hypothesis could be accepted.

The second hypothesis: The second hypothesis states that "There is a statistically significant difference between the mean scores of the study participants on the pre and posttest administrations concerning the development of their "oral fluency" favoring the post-test scores".

Table (4)

Means of scores of participants in the pre and post-tests “regarding oral fluency), standard deviation, and "t" value.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
OFpre	30	5.7700	.42030	.07674
OFpost	30	10.6733	.94319	.17220

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
OFpre	75.192	29	<.001	5.77000	5.6131	5.9269
OFpost	61.981	29	<.001	10.67333	10.3211	11.0255

One-Sample Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
OFpre	Cohen's d	.42030	13.728	10.193	17.255
	Hedges' correction	.43158	13.370	9.926	16.804
OFpost	Cohen's d	.94319	11.316	8.394	14.230
	Hedges' correction	.96849	11.021	8.175	13.858

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation.

Hedges' correction uses the sample standard deviation, plus a correction factor.

Table (4) shows that there is a statistically significant difference at the (0.001) level between the participants' mean scores in the pre and post administrations of the test concerning their "oral fluency" in favor of the posttest scores. Therefore, the second hypothesis could be accepted.

The third hypothesis: The third hypothesis states that "There is a statistically significant difference between the mean scores of the study participants on the pre and posttest administrations

concerning the development of their "written fluency" favoring the post-test scores".

Table (5)

Means of scores of participants in the pre and post-tests "regarding written fluency", standard deviation and, "t" value.

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
WFpre	30	6.0800	.47663	.08702		
WFpost	30	10.9100	.80616	.14718		

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
WFpre	69.869	29	<.001	6.08000	5.9020	6.2580
WFpost	74.125	29	<.001	10.91000	10.6090	11.2110

One-Sample Effect Sizes						
		Standardizer ^a	Point Estimate	95% Confidence Interval		
				Lower	Upper	
WFpre	Cohen's d	.47663	12.756	9.468	16.036	
	Hedges' correction	.48941	12.423	9.221	15.617	
WFpost	Cohen's d	.80616	13.533	10.047	17.010	
	Hedges' correction	.82779	13.180	9.785	16.566	

a. The denominator used in estimating the effect sizes. Cohen's d uses the sample standard deviation. Hedges' correction uses the sample standard deviation, plus a correction factor.

Table (5) illustrates that there is a statistically significant difference at level (0.001) between the participants' mean scores in the pre and post administrations of the test concerning their "written fluency" in favor of the posttest scores. Therefore, the third hypothesis could be accepted.

Discussion of the results

The statistical analysis illustrates the effect of the proposed program on developing English language fluency and its components as shown in the previous tables and figures. The previous figures and tables showed the significant difference between the mean scores of the study participants on the pre and post-test. Therefore, it could be concluded that from the previous results the participants' English language fluency was developed due to the program; and that the program was effective in developing the participants' fluency. Therefore, the first research hypothesis has been verified.

The effectiveness of the proposed program in developing the participants' fluency as a whole may be due to the following reasons: –

1. Participants' motivation was triggered through:
 - Going through a new experience using online courses which were new for them.
 - The self-paced nature of online courses allows participants to fit the work time into their schedule. Those who prefer to log in to the course at midnight or in their free time during shifts are free to do so.
 - Using “video of yourself” to introduce course content. The participants saw themselves as part of the whole process.

- Using "gateway" assignments, which students must complete before proceeding during the course or continue to the next module. That was very effective in some situations.
- 2. Going through the experience with free will without fear of failure or having reports from the administration, which reduced stress that participants face during engagement in formal courses.
- 3. Employing TBLT has promoted the participants’ understanding of the content. Using genuine work situations helped the participants focus on their particular needs and functions of the original activity and look deeper into the features of tasks.

Results of the participants’ satisfaction questionnaires

The participants were asked to fill in the form online through Google Forms. The frequencies and percentages of participants’ responses were as follow: –

Table (6)

No.	Items	Very appropriate		Appropriate		Inappropriate	
		Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
1	The topic	30	100%	0	0%	0	0%
2	Sequence and grading of materials	26	86.6 %	4	13.3%	0	0%
3	Suitability of materials to your level	27	90%	2	6.6%	1	3.3%
4	Suitability of materials to your specialization	28	93.3 %	1	3.3%	1	3.3%
5	Suitability of materials to your needs	25	83.3 %	3	10%	2	6.6%
6	Teaching techniques	30	100%	0	0%	0	0%
7	Exercises and activities	25	83.3 %	2	6.6%	3	
8	Teaching aids	29	96.6 %	1	3.3%	0	0%

Participants' responses to the satisfaction questionnaire form for module number (2)

Participants expressed the importance of English as it is very much needed in working situations or in working with computers especially in working with software or surfing the internet. Participants had provided several valuable suggestions that should be put into consideration when designing language courses. Participants wanted to focus on using specialized terminology in their suggestions about the program's objectives and as a result, it has been referred to it strongly in the suggestions about the program's content.

Results of the supervisors' follow-up questionnaire

The researcher sought help from participants' supervisors who expressed their willingness to offer help. They were asked to fill in a follow-up questionnaire after finishing the program. The supervisors (N=8) were asked to fill in the form online through Google Forms. The frequencies and percentages of supervisors' responses were as follows: –

Table (7)

Supervisors' responses to the follow-up questionnaire.

No	Items	Exceeds expectations		Meets expectations		Improvement needed	
		Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
1	Oral performance	5	63%	3	37%	0	0%
2	Writing performance	6	75%	2	25%	0	0%
3	Using English with colleagues and supervisors	6	75%	1	12.5%	1	12.5%
4	Suitability of using terms and words	6	75%	2	25%	0	0%
5	Willingness of learning new terminology and language forms	8	100%	0	0%	0	0%

Asking for help from participants' supervisors was very helpful. It added an atmosphere of collaboration and attention from the participants. The participants saw it as a good opportunity to show improvement and gain much attention from their supervisors. The motivating atmosphere between the participants and their supervisors was very helpful. Using Google forms was very helpful in collecting data and avoiding difficulty in sharing ideas.

Drawbacks and challenges

Despite of the positive results that proved the effectiveness of using the suggested program, the researcher also encountered some challenges and obstacles during application and can be summarized in the following points: –

- Participants had different levels of English language. That made it difficult to assign tasks that can suit all participants.
- Most of the participants have different work schedules, sometimes due to work engagements abroad, which made the researcher make several changes to the time schedule of application to guarantee the participation of all of the assigned personnel.
- It was the first time that the participants study English online. All the program modules were prepared by the “CourseLab” program and sent by email to the participants. Some technical problems faced the participants in the first and second modules due to differences in software. Some participants prefer to use mobile phones to open the modules, others prefer to use laptops. All the problems were overcome and all the participants mastered using online modules besides some technical skills in surfing the internet and using other educational mobile applications.

Conclusions

This study has introduced a set of materials and methodological framework for task-based approach to enhance English language fluency for the target population. The effectiveness of the proposed program in developing the participants' fluency as a whole may be due to the following reasons: –

- Participants' motivation was triggered by introducing a new way of learning and developing the English language away from the traditional methods used.
- The participants need to enrich their language as they see it hinders their abilities at work or in communication with others.
- Going through the experience with free will without fear of failure or having reports from the administration has reduced the stress that participants face during engagement in formal courses.
- Employing TBLT has promoted the participants' understanding of the content. Using genuine work situations helped the participants focus on their particular needs and functions of the original activity and look deeper into the features of tasks.
- The collaboration between the participants and their supervisors to examine the activities they practice in the

course in the real-time of work was very effective. It helped in enlarging the course time-space outside its online limits.

Recommendations

Based on the previous results and findings, the following recommendations are elicited:

- There is clear evidence to support using on-job task-based programs to encourage learners to develop their English language fluency.
- Time and funding should be devoted to the instruction using online programs for all learners on all educational platforms.
- More opportunities should be provided for collaborative work between language learners and their superiors.
- Good learning atmosphere has a powerful positive effect on the learners; rapport should be enhanced among learners themselves and among learners and their instructor.
- Instructors should use various types of task-based activities to strengthen the educational process in a constructive learning environment.
- Instructors should use satisfaction questionnaires, which help in giving the learners self-confidence and allow them to reflect their impressions and thoughts towards the educational process. Also, designers should use follow-up forms for

learners' supervisors. This helps to improve the educational process in light of learners' needs.

- On-job task-based programs should be applied to develop other learners' language fluency; especially earners with similar nature.

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