ENHANCE CO-COLLABORATION BETWEEN FLIGHT INSTRUCTOR AND ENGLISH LECTURER FOR TASK AVIATION ENGLISH

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ABSTRACT

Promoting independence for language learning activities in the current task-based teaching paradigm is a mandatory teaching concept in the 21-century era. On another side, English for the aviation world is a new teaching perspective that the lecturer had to immensely communicate with the flight instructor to gain a bundle of information about what was being delivered to college students. This challenge created an attractive genuine experience for the lecturer that shaped his identity as an English lecturer who is able to share aviation English courses well. This study tried to dig out the lecturer's parameters in his effort to collaborate with a flight instructor in implementing task-based language teaching at Pilot Academy. We will determine to use language appraisal and emotional geography to portray the English lecturer's experience in applying the tasks.

Keywords: TBLT; co-collaboration; aviation English; flight instructor; English lecturer

INTRODUCTION

Task-based language teaching has pragmatically constituted innovative language teaching methods and flourished as an area of teaching English for specific purposes. The growing interest part of language teaching can be inherent qualities of tasks, having the focus on meaning-making, inserting cognitive resources and drawing on inducing linguistics features, as well as having outcome oriented that the students should accomplish simulation of real-world activities (telling a story, solving a problem, giving direction, etc) (Ellis, 2003). These characteristics have rendered plenty of indispensable instruments for researching the language learning process as well as diving into teaching and assessing the language teaching facet. Besides, tasks comprise promoting authenticity (Bygate, 2016). The forthcoming discussion is constructing a broad area of inquiry and vantage points that are worth exploring.

As I contemplated my previous teaching experience at a vocational school, it directed me to arrange the teaching material that obtaining English for vocational purposes. In other words, I should adopt that teaching paradigm to incorporate aviation English material and tasks with the assistance of an aviation instructor who has depth of knowledge. The most and foremost thing is by doing collaboration between the English lecturer and aviation instructor to create and set up authentic, meaning-making material that is derived from the idea of implementing a task-based approach. Collaborative teaching was considered to be a 'joys and risks' type of teaching (Breshler, 2002). It means that the educator should maintain

teamwork, understand each role, and execute the teaching map concept. The vantage of being collaborative with other colleagues is simplicity and effectiveness in reaching teaching goals such as designing course design, creating and arranging authentic material, arranging evaluation processes as well as course assessment.

METHOD

2.1.Research Design

Narrative inquiry research was used to explore the participant's live experience within a person's entire life vivid story. We conducted a narrative inquiry to explore a story between researchers and participants to showcase a phenomenon that is directly experienced by human participants (Clandinin & Huber, 2010). Narrative researchers look for ways to understand and represent participants' life and original experiences through the series of events they express. The written narrative of teaching life (Clandinin & Huber, 2010; Barkhuizen et al., 2014). Handoyo Puji Widodo (Personal Communication, July 27, 2020) pinpointed that the narrative inquiry design emphasizes life experiences that are influenced by social and cultural contexts as well as the time dimension. Widodo (2014) has emphasized that the narrative research design emphasizes life experiences influenced by social, cultural, and time dimensions. The bonding experience of participants in a particular context is a description of individuals who are rich in experience and search for meaning through a narrative approach. Therefore, contextualized and interpretative pieces of text construction are the main menu to compose field texts.

The co-collaborators between an English lecturer and an aviation instructor were involved in this study in Indonesia has implemented Aviation English. The participants acted as insiders and outsiders positioned in this research narration. Moreover, the researchers dig out and explored the participants' voices. We contacted the research gatekeeper to invite the participants in order for they could accept the researchers' invitation. Information will be obtained through mental exploration of the life of the informant in a particular context (Harris, 1976).

2.2.Instrument and Data Collection

We conducted semi-structured interviews to gain rich-data linking to the instrument of the research. Hence, the researchers can dig out the complete participants' stories by listening to their original versions (Clandinin & Huber, 2010; Connely & Clandinin, 1990). As explained by Chou, Tu, and Huang: 'In a life story interview, the interviewee is a storyteller, the narrator of the story being told, whereas the interviewer is a guide, or director, in this process. The two together are collaborators, composing and constructing a story the teller can be pleased with. The participants hold the power of knowledge because they are the only experts on their lived and truthful experiences. The researchers during the interview facet, what we had to offer to our participants was respect and sympathy as well as our insider perspective positioning.

We keep noticing the participants' voices through warm discussions such as in a coffee shop in order to maintain the harmony and feeling of pleasure that would come up over the end of the story. As an inevitable process in the circulation of life stories, life narrative theorists commonly approve mediation, remediation, and collaboration, though challenging and potentially problematic, (see Douglas and Poletti; Jensen and Jolly; Kurz; Schaffer and Smith; Whitlock). Through these main factors, the writer determined to encapsulate the interview as a natural decent approach to dig out the depth of life stories.

2.3. Data Analysis

First and foremost, one of the data analysis parts is the process that makes sense of the pitch text. The level of voice resonance is to take into account various aspects such as the overall substance of the proposed text is fully strengthened in the essence of codification in the story and extended to the outside. Nuances of tone, and pauses in conversation; observing participants' interactions with other people and their socio-cultural discourse becomes our consideration by looking at their past and present experiences, their physical place, and their dreams and ambitions. We have also determined our interpretation based on appraisal and emotional geography. Martin and White (2005) emphasize social value, appreciation, assessment, and their influences on the ecological setting. In addition, Affective values or feelings that the speaker or writer, listener, or readers have towards something are part of emotion (Jakaza & Visser, 2016). On another side. Hargreaves (2001, p. 508) showcased that the concept of emotional geographies helps identify the supports for and threats to the basic emotional bonds and understandings of schooling that arise from forms of distance and closeness in people's interactions or relationships. Furthermore, Widodo (2014) proposed the data analysis steps starting with listening interview records and taking some important notes, writing and codifying the data and interpreting and validating the data. We set up with them regarding the pre-teaching plan, the ongoing teaching activities, and future plan and reflection as part of holistic task-based language teaching in aviation English.

In portraying the overall view upon the extract of research data, we determined the emotions experienced within participants' experiences along with the beginning of the story. It started from lecturers-collaborative teaching upon the preparation, implementation, and future contribution as perception in practicing task-based language teaching in aviation English. The institutions' policy in the transition era from online to hybrid teaching has been documented and narrated by the faculty members. We assigned the narration to reconstruct the messages into a holistic story framework that was conveyed by deduction language.

The conversation occurred between an English lecturer and a pilot instructor. It was to respond to the Aviation English class that should bring need analysis one of them was how to arrange aviation English material. Frankly, the English lecturer did not know the aviation material, so he needed to ask and share the aviation material with the pilot instructor. Barrett and Veblen (2012) suggested that rich learning is how teachers access the knowledge offered by interdisciplinary experiences, teachers need to collaborate with teachers, artists, and other experts.

The professional geography parameter explains that exploring professional issues regarding teaching aviation English is what John must do in the semester, however, he had no experience in that field which is best explained by the insecurity parameter. So, he initiated to ask for help which is portrayed by the inclination parameter 'asked for your help'. It contextualizes that John struggled to be professional as an English lecturer and he had to coordinate with James who is an expert in the aviation field.

> *This semester I <u>was in charge to teach aviation English</u>, (PG) however, <u>did not have experience</u> (Insecurity) <u>in the aviation industry</u>, (PG) so that was why I <u>asked for your help</u> (Inclination) to set up this material*

Therefore, Mr. James replied to him by saying:

> *Okay, well noted Mr. John. I hope (Inclination) that I could explain this. I <u>should compose my aviation material</u> (Inclination + PG) for you as soon as possible that comprises 5 main topics, they were FOO, Aviation security, Marshaling, and AMC.*

It can be said that James voluntarily wanted to assist John in preparing aviation English materials. He rather wanted to describe what John needs to prepare about five main topics.

2.4. Incorporating aviation knowledge English as blending material

The five main topics which considered the basis of aviation English should be elaborated on in a practical manner. It is very vital to interpreting the tasks into teaching activities. Both English lecturers and aviation instructors have coordinated to make the lesson material properly and suit with targeted teaching plan during the semester. In this matter, John was eager to enclose the main certifications in the flight operation officer department as the basis of his aviation English development during the semester. In a broader sense, the TBLT would play a crucial pinpoint to support aviation English subject.

> *I <u>planned to incorporate</u> (Inclination + PG) the five topics in flight operation officer as the basis of aviation English material. <u>It was very important</u> (Security) <u>to compose the task-based language teaching for the semester.</u> (PG)*

James then replied to him in arranging the tasks by giving some suggestions to make aviation English concretely in its application:

> *I am experienced (Satisfaction + PG) <u>in the aviation industry</u> (Physical G). So I <u>could share</u> (Inclination + Personal G) my experiences with you, especially in certain flight operation materials such as being ground staff, and how to check passengers' luggage; <u>it was a job that FOO</u> (PG) should handle with their luggage checking equipment and standards. <u>Aviation security has to deal with this job desk</u> (PG) as well as others.*

James showcased that he was an aviation expert who knew about aviation terms. Furthermore, he suggested exploring one of the flight operation officer job who is in charge to check passengers' luggage. The steps to deal with this topic should be clear to be explained by the students. After being given an explanation about flight operation materials, then John responded by creating authentic materials about photo elicitation and how to describe the picture in certain different backgrounds of situations.

> *One of Aviation security's jobs (PG) is to ensure that the passengers do not bring dangerous goods. (Insecurity) So, I decided (Inclination) to give an instruction to do photo elicitation which means the students need to take (PG) some photos from different angles of aviation security checking when they were in the airport. (Physical G)*

To implement TBLT, John needed to insert a photo-elicitation activity in order to make the students in confidence explaining one of the aviation security jobs. Here, the students were given tasks to portray in checking luggage with some photos they have chosen.

2.5. Online or offline tasks

The pandemic made the higher institution implement blended-teaching or hybrid teaching to respond to the teaching transition from online to offline. Due to this factor, the lecturer should enclose teaching online instructions (asynchronous/synchronous) and offline (Face-to-face classroom interaction). John asked James to do a need analysis of social media platforms used by the students which cover Instagram, Whatsapp, Telegram, and Facebook. The students were also asked to answer what platforms were easily used to upload videos and set the comments, then, it was easy to read chapter by chapter. The answer was Facebook and it is recommended platform that would be used by the students to do the aviation English tasks, however, WhatsApp was certainly used to support the asynchronous activity.

> *Hi James, could you please help (Inclination + Moral G) me to create a need analysis about social media platforms (Physical G) that were used by the students? and do make a question (Moral G) that addresses which platform (Physical G) was easy in uploading the video and setting the comments.*

James replied him:

Well noted John. I would do it as soon as possible.

Finally, the responses were revealed

> *The students said that Facebook (Physical G) could represent (Security) the asynchronous teaching platform. (Physical G) It was easy (Satisfaction) in uploading and set the comment. The second response was WhatsApp (Physical G) which could be used (Security) for asking and answering learning instructions. It was easy (Security) to strengthen (Moral) the tasks for students. Meanwhile, the use of*

Facebook by the students was rare, around 30-40 percent of the students <u>still used</u> (Security) this platform.

By looking at this fact, John shared with James to socialize the use of Facebook for asynchronous learning activities and how to set the platform; upload the tasks, and videos, and give comments. We need to enlighten them on how to follow learning instructions; including reading instructions on the given link and giving them prompted questions.

DISCUSSION

TBLT is a project that attempts to incorporate language use and learning into a comprehensive pedagogy. The study shows that the effort of both the English lecturers and aviation instructors in implementing aviation English has had some intriguing thematic themes. They were 'We should implement TBLT in this Class', In the theme, we found that in responding to the transition from online to offline, John initiated applying task-based language teaching in aviation English class. So, he decided to collaborate with James who was an aviation instructor, and believed that he was capable of enlightening him in his subject. Then, 'Incorporating aviation knowledge English as blending material' is the second part of the discussion which focuses on the teaching transition from online to offline which implemented blended teaching. In this part, John asked for help from James in developing teaching material that can be implemented both synchronous and asynchronous as well as face-to-face classroom interaction; one of the teaching materials was aviation security. Next, the writer came up with the idea of making a need analysis to ask the students about social media that suit the teaching of TBLT. The platforms that were used by students and easy for setting, uploading, and commenting on the learning activities were Facebook.

The supporting platform to ask and answer questions to the lecturer was Whatsapp. In fact, a few students still used Facebook, and the lecturer should work hard in explaining how to employ it for learning activities. However, Whatsapp was a platform that is familiar to use for the majority of the students. Therefore, this application would effectively support the implementation of Facebook in terms of 'Online or offline tasks'. Moreover, the following theme is 'How to deal with Facebook and Whatsapp' which discusses how to technically use these applications for students' learning in class both online and offline. After then is 'I Asked my Partner To Check My Students' Work' which discusses the evaluation process in terms of collaborative work between John and James to reflect the work of students in doing photo elicitation that is appropriate for learning goals in security checking simulation. The last is, 'The Future of Co-Collaboration with TBLT' which suggests the use of a virtual reality 3D application that will benefit for teaching simulation of aviation security as well as the use of Facebook and Whatsapp.

These findings will be valuable for future conceptual contributions in implementing task-based language teaching for aviation English classes in terms of collaborative work between English lecturer and aviation instructor. In the context of the task, Bygate (2015)

sees this as being best facilitated by allowing learners to engage with different levels of TBLT in the context of a larger discourse in action in the world of learning. Previous studies have noted the importance of the TBLT implementation as Ellis stated:

> *TBLT challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit (as in approaches based on a structural syllabus).*

It pinpoints that TBLT is urgently required to foster the students' attention on building their learning capacity for certain purposes, nevertheless, it needs more focus as shown in the previous discussion about the thematic analysis that used language appraisal and emotional geography to hone the quality of analysis results from the participants.

CONCLUSION

In this paper, we have resulted in some important arguments from the thematic analysis which will be valuable for developing TBLT in the vocational context in which this study was examined; the collaborative teaching between the English lecturer and aviation instructor. It finding has some important implications for developing the next implementation of task-based language teaching within collaborative work. They are, first, task-based has to deal with a clear and purposive conceptual framework that has to link with the need analysis of students. It should be done first to direct the students which authentic learning and platform material that will enact them in active participation to discuss some five main important aspects in aviation security officer department and linked to aviation English class. In addition, the implementation should convey the higher education policy in terms of collaborative work to support the initiative teacher-educator job. Secondly, The clarity of the task-based should be in line with the familiarity of the learning platform which uses Facebook. The most of students were not familiar with the platform, hence, it should be focused on the scaffolding process readiness before the aviation class starts. These conceptual contributions from the dialogic narration that resulted from the participants will be the next recommendation for collaborative teaching in Aviation English class.

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