

# **AVIATION ENGLISH TEACHING FORUM**

20 and 21 March 1984

**Paris, Orly**

organised by  
Joan Bellec and Fiona Robertson  
Centre de Linguistique Appliquee  
University de Franche Comte  
Besangon  
France



A Forum on Teaching Aviation English,  
organised by the Centre of Applied  
Linguistics, Besançon.  
24th March 1984 at Orly.

### PROGRAMME

- 9.15 - 9.30 Arrival of participants and opening of forum.
- 9.30 - 10.30 "What is aviation English?"  
- teachers exchange their ideas.  
- representatives of aeronautic professions give their opinions.
- 10.30 - 11.15 Teaching aviation English in France  
- a round-up of teachers' experience in companies, flying clubs, schools and colleges.
11. 15 - 12.30 A choice of workshops  
1. An examination of the language of radiotelephony  
2 Basic aeronautic English (ideas and suggestions for the language class")  
3 English for Aeronautic Engineering Students
- 12.30 - 14 00 Buffet lunch
- 14.00 - 14.45 Presentation and round table discussion on publications dealing with different aspects of teaching aeronautic English.
- 14.45 - 15.45 workshops  
4. English for cabin staff and commercial ground staff.  
5 English for ground technicians.  
6 L"enseignement de la radiotelephonie
- 16.00 - 17.00 workshops  
7 Cockpit English - teaching English radiotelephony.  
8 Conference English - ideas about teaching English for meetings and conferences  
9 Basic aeronautic English
- 17.00 - 17.30 End of Forum: summary and future . perspectives.

Registration: Write to Joan Bellec or Fiona Robertson, c/o Air Inter, CIPN, DEBQ, Cedex A225, 94396 Orly Aerogares, tel 675 10 14 or leave a message at 675 10 29. Price 150 francs, cheques payable to Mme l'Agent Comptable. University

## PROCEEDINGS

### AVIATION ENGLISH TEACHING FORUM

Organised by Joan Bellec and Fiona Robertson, the Centre of Applied Linguistics, the University of Franche Comte. Held at Air Inter Head Office, Orly, on March 24 1984

The first aviation English teaching Forum to be held in France was undoubtedly a success and we would like to point out some of the factors that we consider contributed to making the day such an enjoyable and, we hope, profitable one for all those who took part.

Firstly, the presence of nearly sixty participants coming from a wide variety of sectors of the aeronautic field - civil aviation, national defense, air traffic control, general aviation, the aviation industry - reinforced our conviction that English language training has an ever-increasingly important role to play in the aviation context. Throughout the day workshop leaders and participants showed that many Aviation English courses already exist and that training in language skills associated with professional tasks is an indispensable part of any training programme.

Secondly, the programme and organisation of the forum provided an opportunity for teachers during the plenary sessions to review the different courses offered in the various language centres which deal with aviation. The workshops, being smaller in size enabled the participants to exchange concrete examples of teaching techniques and classroom management.

Thirdly, the conference rooms and the enjoyable lunch certainly helped create a favourable atmosphere for discussion and exchange of ideas and we would like to thank Air Inter for enabling us to hold the forum in their Head Office.

### OPENING

The forum was opened by Joan Bellec who welcomed all present and explained some of the reasons for setting up this opportunity for teachers to meet and exchange their ideas, and discuss their problems. This was followed by a few activities designed to break the ice and get people to talk to each other

#### "WHAT IS AVIATION ENGLISH?"

In five groups, brainstorming session on this question. One of the groups came up with the following:

teaching something you don't know anything about

difficult to understand

specific

delays: explanations

emergency

food on board

snags

hijacking

pronunciation / accents

headset communication

documentation

Several people with different jobs in aviation then explained how they perceived their English language needs:

Mme Catherine Ferstenfeld, Air Inter Flight Attendant Instructor talked about the English used on board for service in the cabin, to explain anything unusual, to make announcements, and she emphasised the importance of English to prepare passengers for an emergency landing.

Captain Marcel Poulet, Air Inter pilot instructor described the types of problems English communications pose: understanding different foreign accents in radiotelephony communications, problems involved when dialogue is between 2 people using a foreign language, difficulty in finding the right words in unforeseen or unusual situations, the need for a subtle use of language in a hijacking.

Mr Philippe Mansion, Air Traffic Controller and QRI examiner, stated the need for accurate and unambiguous communication, he also stressed the potential problems with unexpected situations where the set phraseology is inadequate and the controller must use his knowledge of general English. he then described the format and the requirements for the QRI examination.

### ROUND-UP OF TEACHERS' EXPERIENCE IN FRANCE

(this is a selection taken from some of the comments made)

Mr Petiot, SFENA, needs English for training and sales staff dealing with foreign purchasers of navigation equipment.

Mr Jeremy Mell, ENAC, 65% general English to 35% technical English

Mr Philippe Carre, OSFB, executive, communications course.

Mr Norman Whitney, British Council, Kuwait.

- Kuwait wanted to increase the number of nationals working in the airlines
- different courses provided:
  - assessment
  - professional English
  - business skills
  - rapid reading, note-taking
  - "social" (general) English

- modular manuals for 10-day intensive courses

- test models used for staff recruitment to determine whether operational, or after how much teaching

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Mr Geoffrey Capner, Mr Peter Wilson, CPL

- Air France, Dassault
- 25 teachers
- "inter-enterprises" courses
- intensive then semi-intensive courses ?
- use of video films for teaching
- attendance/time problems with shift workers
- Dassault: general course tied in with more specific material
- translate AF "Atlas" magazine

Fiona Robertson, Joan Bellec, CLA

- general English 2days/month on voluntary basis
- scheduled aeronautic English for pilots exam preparation (pilote de ligne)
- specialised courses for cabin staff

Mme Linda Cussac CRNA (Rheims)

- English for controller, who have a preference for general English
- sense of isolation

Mme AnneMarie Woznik, UTA

- 2 teachers + outside teachers
- classes of 2/3 hours per weeks
- intensive week of 28 hours once a month
- 300 hour course for Ground Mechanics over 2 years
- groups of 8 from different fields
- English for headset communication, handling
- conception of course: general English + terminology

Mr Gary George, CIEFOP, Toulon

- 2 general English modules, also specific English
- preparing for use of an aeron-naval package! teaching Navy instructors

Mr Djaffar, Air France

- radiotelephony from real-life recordings
- operational aspect prevails

## WORKSHOP 1      "What is Radiotelephony?"

Fiona Robertson, CLA

Part I a linguistic examination

Part II an examination of phraseology

Part I

- a few minutes for each person to write down what radiotelephony is, then ideas exchanged with neighbour
- in three smaller groups considered:

group 1: what is radiotelephony for the pilot ?

group 2: " " " controller ?

group 3: " " " teacher ?

Group 1      Pilot's point of view (this group actually composed of controllers)

- une corvee (a bind)
- RT techniques and technology haven't kept pace with other developments
- cumbersome
- it is the link with the ground
- it alleviates one problem - his position in relation the other traffic

Group 2      Controllers

- English RT is necessary to be understood and to understand the first time what the pilot says
- need for special phraseology
- need for special training
- but also need for general English

Group 3      Teachers

- phraseology isn't good enough: general English is needed
- phraseology is cumbersome
- need to identify needs and formulate structures: has been done for maritime communications (Seaspeak), not for air
- need for teacher to limit things
- attack medium (English) before message
- need to respect standardisation
- native English speakers will insist on speaking ordinary English, not the phraseology

Texts and recordings for discussion (see Annex I and II)

- a. Palma - Only transcript and recording of start-up, taxi and take-off phases of flight. Listened and commented of thos example of routine communication. Phraseology not perfect, b. MAC, b. Pilot Controller English Series, Book B, WPS 5(2) A Take-off in adverse weather conditions transcript .and re-recorded tape: typical of two native English speakers departing from routine phraseology

## Examination of Texts

- Groups asked to look for
- terminology
  - syntax (grammar/structures)
  - functions (kinds of messages)

Some of the features commented on:

- a kind of Pidgin English
- ellision
- no conjugations
- use of modals
- types of messages : asking for confirmation, greetings
- consists of phraseology and some general English rather than vice versa
- phraseology may appear to be Pidgin but English is there and teacher has to know what functions (at least) are being treated
- teacher should try to identify needs and then teach them
- greetings are not part of standard phraseology, but are always used, demonstrating that people are not robots and will never be standardised

## Part II Phraseology

ICAO has recently made new recommendations for standard phrases. The CAA in Britain is re-editing CAP 413- what is the source document in France?

- by June 7th 1984, the DGAC (Direction Generale de l'Aviation Civile) will have a newly adopted phraseology
- one radical change was cited - "runway vacated" instead of "runway cleared"

## Different Phraseologies

Mr Richard, an American controller, outlined the development of American RTL

- in the 1950's, only 20 to 30 phrases in the manual
- today, thousands of phrases
- present phraseology in US written by lawyers, no confusion possible, one standardised phraseology imposed on both pilots and controllers
- need for efficient communication, risk of talking too much on limited frequencies
- a good level of English is required for emergencies

The workshop, pressed for time, drew to a close with the idea that internationally standardised phraseology was required.

WORKSHOP 2      Basic Aeronautic English

(ideas and suggestions for the language class)

led by JOAN BELLEC, CLA

The workshop was divided into 3 parts:

1. A demonstration of various teaching techniques aiming at activating and eliciting aeronautic terminology and providing opportunity for the student to review certain basic structures such as question formation, preposition review, revision of tenses etc.

Games demonstrated included:

- true name / false profession
- memorising and describing pictures, describing a photo memorized to neighbour then build a story on it .....
- photos with actions: describing a situation
- photos with sequence; putting them in the correct order.

Written vocab. ex's: A selection of the ex's written for Air Inter P.N. were shown. Visual stimulus were the basis for consolidating vocab. whenever possible; translation ex's could also be useful and simple illustrations eliciting descriptions were used (see annex)

2. The workshop divided into 3 groups, each group studied 3 articles and were asked to discuss the teaching potential of each article and to report back with precise suggestions on how to use the material.
3. The feedback gave the following suggestions:

TITLE	TYPE OF EXERCISE	POTENTIAL USE
Bac I-II passengers interviewed about their opinions of the plane	Listening	Comprehension ex. practice with adjs. Comparisons .....
Saving Fuel short article describing Boeing 737 with information on N° Pax, speed, cruising level, HUD display etc.	Written (can be recorded)	Basic plane description - figures (blank fill) - question formation ( in two's)
Goodbye Comet article from Flight: the last flight of the Comet.	Written	Comprehension questions – consolidation of more advanced vocab- lead in to discussion on history /development jet aircraft.
Advertisement illustrating equipment used during turnround.	Visual	Basic vocab. of airport (passenger steps, vehicles etc.



TITLE	TYPE OF EXERCISE	POTENTIAL USE
Reports of incidents from B.A. Safety Review	Written	Intod. basic vocab associated with incident reporting. reading ex. - recounting in own words - role play of incident scenario pilot / ATC -"what would you have done "?
2 dialogues from "English in Flight" Air INter course for PNC.	Listening	Review of tenses - Role play Colloquial expressions review restitution practice using key words.
Annual Safety Report figures and information given by Flight Magazine	Written	Valuable source of information for comparisons, familiarisation with carriers, aircraft, incidents figures.
The Comet Incident	Written and Visual sequence	Easy comprehension – putting in the right order. Yes/No questions
An Approach chart from Jefferson	Visual	Identification of approach procedures and relevant vocab. (runway, holding pattern, missed approach .....

A Handout giving ideas for creating a resource centre was given.  
(see annex)

## WORKSHOP 3

## ENGLISH FOR AERONAUTIC ENGINEERING STUDENTS.

### M. SIONIS. ENAC.

EXample of ENAC material used with student engineers over three years.

- First Year: General English from theoretical Cambridge First Cert.Level. Listening comprehension, improvisation, functional English.
- Second year:
  - a) General English continued, +
  - b) Specialization:       Electronics  
                                  Management  
                                  A/C manufacturing & operating tech.
- Third Year:
  - a) General English continued +
  - b) Invitation of guest speakers from A/C manufacturers and subcontractors (Al, Boeing, B.Ae., G.E., Sperry etc.)
    - 8 - 10 students, 5 – 6 times/year.
    - Lecture prepared with speaker (approx.5 h.) to eliminate over-idiomatic speech and include key lexical and grammatical items selected on rate of occurrence basis. Students familiarized with subject and language to be used by means of drills, study of technical documentation etc. (10 h.+)
    - Lecture with slides (1/2 h.) + questions, (3/4 h- 2h.) audio and video taped.
    - Video tape used with/without sound with students afterwards to reconstruct lecture and as raw material for shorter language exercises.
    - Tape edited and used with 2nd year students.
    - Lecture printed in book form (verbatim) illustrated with slides used by lecturer (for sale).
    - Attendant advantages: personal contact with professionals (opportunity to evaluate and practise one's oral English) possibilities of placement etc.
    - Lecture in package course form sent to former students wishing to keep up with aero.tech. and English.

### M. Driviere, ENHAM

Contrasting approach to the subject, using dual language method and parallel texts

- 2 lecturers: 1 Technical and 1 English working simultaneously on texts included in a publication. Comprehension and translation.

The aim of the workshop was:

- 1) to express the need for specific courses for Cabin staff
- 2) to review some of the material that has been published and written specifically for cabin staff.
- 3) to give the participants the opportunity to tell of their own teaching experience.

A fairly informal approach allowed the discussion to centre around the following points:

- a) In spite of the fairly high standard required by company recruitment policies in General English, competence in aeronautic english is not recognised as a necessary criteria for potential candidates. There is a need, therefore, for in-company training in the English that the cabin staff are confronted with daily in their professional sphere. They will thus need practise in dealing with English speaking passengers, giving clear and precise instructions in English during any emergency and special emphasis should be given to correct delivery of public address announcements in English.
- b) Two major handicaps for the setting up of specific courses for cabin staff were emphasised:
  - Until recently, the lack of recognition for the need of such courses by training directors. However, this seems to be changing and it is hoped that in the near future all cabin staff will undergo some initial training concerning their duties on board in English.
  - the lack of suitable published teaching material. This implies that teachers setting up such courses need to produce their own material. This was the situation at Air Inter and co-operation between teachers and PNC instructor enabled a 20 Unit (60 hour course) method "English for Flying" to be produced. This method describes all aspects of flight procedures and cabin service in simple english. Varied and short dialogues illustrate a wide range of spoken language that the cabin staff will come across when dealing with passengers. Numerous role plays, vocab ex's and listening comprehensions supplement each basic unit and enable the student to take an extremely active part in the learning process.
- c) Dr. Norman Whitney emphasised that in an international airline, cabin staff were often composed of native English Speakers and this in particular in Kuwait. Here, his role as leader of the English Advisory Service was to analyse the needs of the personnel as a whole and create training courses on a modular basis centred around the specific skills needed in the professional environment of an airline, such as business communication skills (using the telephone, report writing, telex etc.) language skills (improving reading, comprehension, fluency, writing and pronunciation ) study skills, social skills etc... thus integrating airline personnel from different sectors into courses that correspond to their particular needs. In his previous capacity as advisor with Tunis Air he had written a method for Cabin staff based on functional criteria. Unit Two of the method concerning the theme 'settling down' contained practice in offering, apologizing and recommending.
- d) ELTDU have written a fairly solid method for Cabin staff working on International airlines. The listening exercises are particularly imaginative and interesting and give practice in listening to different accents and choosing the appropriate reply.

The group was then divided into 3 centres of interest

- those wishing to look carefully at the ELTDU method
- those wishing to look at the material produced for Air Inter Cabin staff
- A group working on the questionnaire on Public Address Training (see annex)

Unfortunately due to the lack of time, group discussion was-not able to take place but each participant had the hand-out concerning the topic he was interested in

- Personal introduction and introduction of Company activities.
- emphasised profound differences with most other participants due to absence of:
  - specific, well defined requirements (cf. radiotelephony)
  - terminal qualification
  - single, technical specialisation (cf. flight crew)
  - culturally/linguistically homogeneous groups
  - proper appreciation of needs among management
- English needed for:
  - documentation: varied types requiring a wide range of skills (from imperatives to quasi-legal English)
  - contact with flight crew: handling . contact with other airlines and suppliers: Technician/Engineer level
- presented types of documentation and sections of Gradation's Aeron-English course handout as one sort of material used. Explained course structure
- General remarks on teaching Ground Staff to encourage discussion:
  - only useful to start technical English at so-called "Intermediate" level, although non-specific, technical - type drills can be used earlier (eg. repairing a punctured tyre, etc.)

**Response:**      general agreement, although one person, who had written a course for beginners, did not agree

- need to analyse useful English structures and terms; these do not correspond to everyday English
- usefulness (motivation, pedagogic) of oral approach even if needs are only written
- impossibility of isolating just what mechanics need
- any method must be flexible, ie. lend itself to being opened out for stronger students but well-structured enough for basic acquisition given the large range of technical/cultural/linguistic ability
- needs must be carefully analysed before starting
- purpose is not to teach terminology, but the teacher needs to be conversant with the techniques involved
- examples from technology known to at least some of the participants but not too complicated. Students should add complexity
- exploit students know-how (and vanity !)
- Importance of training ability to handle structures (imperatives, action verbs, passives, etc.) using terminology as examples, not as prime subject
- use "open" visual supports (photos, drawings, plans, panels, etc.) as much as possible to develop expression
- make class as active as possible
- teacher, in this case, someone who must motivate students, reveal interest of subject, inter-relationship of words and forms in different contexts and adapt to each classroom situation

There was a general consensus except from those who worked in a very institutionalised context or with unchanging requirements.

M. Djaffar. Air France

Il faut faire la distinction entre

- 1) l'anglais general
- 2). l'anglais a^ronautique
- 3) la radiotelephonie

Si l'eleve a un bon niveau d'anglais general, l'anglais aeronautique ne posera pas de vrais problemes. Par contre, la radiotelephonie demande une accoutumance (l'experience de la ligne aerienne) souvent difficile.

la RT comprend diverses fonctions d'echanges air-sol:

- meteo
- ATIS
- la prise et la collation des clearances
- la comprehension des procedures

Tandis que l'anglais aeronautique demande une connaissance de vocabulaire technique

Les principaux supports dans l'apprentissage de RT sont les bandes magnetiques (vols enregistres) et la radio HF ou VHP (vols pris ou ecoutes. "sur le vif). Pour ce dernier on ecoute le vol en cours en affichant une frequence donnee.

En meme temps que la formation "audio", il y a la formation "machine" (groupes de 2-6). L'eleve ecoute un vol avant de "pratiquer" sur le simulateur.

Pour les terrains que s'averent tres difficiles (voir New York, Chicago) l'el^ve s'appuie sur le texte ecrit integral. Ces enregistrements font entendre a l'eleve un langage "vecu" qui sort souvent du langage reglementaire. Melange a cette difficulte il y a aussi le probleme de bruits de fond, par exemple, que l'eleve doit apprendre a maitriser - d'ou l'interet de l'utilisation du materiel authentique.

M.Ronga. Athis Mons

Il ne suffit pas d'habituer les controleurs, a la comprehension de differents jargons et accents, mais il faut aussi comprendre la technologie derriere la phraseologie. Ne pas connaitre le sens de l'annonce peut produire des malentendus. Dans le but d'une meilleure efficacite de l'enseignement de la RT, il faut: 1 technicien

1 bilingue

1 AT. controleur •

Dans 95% des cas, le controleur.- peut repondre aisement mais pour l'autre 5% - des cas critiques et/ou marginaux - le controleur.- peut etre desarme s'il ne maitrise pas et la comprehension et l'expression de la phraseologie et la technologie. \*

La liste des cas "marginaux" est longue - pour ne citer que quelques exemples:

assistance a un avion en detresse

descente urgente

alerte & la bombe

Ajouté au probleme du message, il faut également tenir compte de la degradation psychologique qui peut intervenir en cas de difficulte.

Le travail d'écoute (de bande magnétique) vise, donc, à atténuer ces problèmes

F. Bpbertson CLA/ Air Inter

L'utilisation des enregistrements RT:

Cette

- un vol est enregistré avec, si possible l'assistance du professeur. L'intervention est utile ensuite pour mieux comprendre et transcrire. La bande. L'enregistrement est composé du dialogue entre un pilote et une série de contrôleurs. Plus des parties d'autres dialogues avec du trafic sur la fréquence; . ,

"1 1 ^ yn rt 4 / ^ (ZV\* [ f\* O /

- la bande est éditée pour exclure ses autres vols, et le dialogue air/sol est transcrit.

- une fascicule est préparé avec supports pour l'élève, et exercices de simulation basés sur le texte. Supports: cartes de la route, sorties et approches, plan de l'aéroport.

- les exercices: les paramètres de vol et les réponses du pilote aux instructions sont supprimés sur le texte, et la bande espacée pour que l'élève puisse répondre au labo. Il est souvent utile de s'exercer à prononcer les noms propres rencontrés en route.

Préparation en salle de cours.

- pour la prononciation et la révision de la phrasologie de base un type de séquence en interventions Contrôleur-et Pilote. Le dialogue entre air et sol joué par les élèves peut devenir progressivement plus difficile avec la suppression d'éléments du texte.

- une préparation pour le vol similaire au labo peut comprendre la discussion des plans de vol, la météo, la route, le roulage au sol à l'arrivée, les particularités de l'approche, une discussion à partir des expériences antérieures de chacun sur cette destination.

Mr Richard Townsend. St Yan

For ab initio students following basic training:

- ENAC material and simple in-flight recordings including met for acquisition of 'recognition' language. English speaking context provided by FAA films on infrastructure and R/T technique for radio. More general aviation knowledge given by a simplified review of ground school subjects using Jeppesen and Cessna training manuals (Private, Commercial, ATP) Initially, R/T technique is acquired in English via simulations in the language lab. and put into practice during flying.

From basic VFR to Pilote Professionel and IFR

- VFR flights rarely scripted. IFR initially scripted, but finally only inflight doc. is used. Groups of 3 students + 1 teacher (as ATC). Simulations, in real time using fields within 60nm radius. Incidents provided by teacher at first, then by students, and cover MET, ATC and aircraft.

The large majority of students have already done basic RT training at Montpellier, therefore most RT coursework for those who have acquired basic RT technique is limited to listening –

- i) to provide experience of national variants
- ii) to prepare airways training flights to most countries in Europe.

Mr Jeremy Mell, ERAC

ENAC students are not working on the job, therefore the environment for courses is more artificial. Of the four language skills, listening is one of the most important, with teaching being aimed at familiarising the students with the often very poor sound quality. Memorisation is another ability to be taught.

#### Classroom techniques

- Listening comprehension - completing worksheets  
gap fills  
drawing a sketch-map of an event eg. runway, flight-path, planes in the air
- Vocabulary acquisition - use of recorded dialogues  
- series of terms or expressions written at random places and angles on paper and memorised in limited time
- Role play - using short incident reports, set up the accident investigation board.

The group then exchanged ideas about different types of night simulations possible using tapes, language labs and plotted courses.



Mr J. Olsen, CLA de Besancon

A theoretical point of view was proposed at the beginning of the workshop: a teacher can only help his students to help themselves; rather than furnishing answers, the role of a teacher is to act upon Ms students in such a way that they seek for themselves the solutions to the problems with English.

From this starting point a number of questions were posed:

What is conference English?

What is conference English for?

How can we, as teachers, help our students in this area?

In the ensuing discussion a number of points were made, especially the fact that conference English, as a branch of teaching/learning goes way beyond the realm of any one specialisation. Various definitions of conference English were proposed, among which "understanding" and "making oneself understandable" were major points.

Mme Francoise Cremet presented some of the results of her current research in this domaine, playing recordings of various interventions of non-native English speakers in an international conference, comparing them and seeking what is was in each that made it more or less intelligible. he modalities of expression and general organisation of the discourse appeared to be the major factor.

John Olsen then presented some ideas for preparing students for a conference using a registration form, information sheet and daily schedule for an upcoming cabin safety conference. Based mainly on the pronunciation aspect of comprehension these ideas focus on the essential vocabulary and sentences included in the documents. Knowing the correct pronunciation of essential words can be important to their comprehension in the course of a conference to say nothing of helping get one s message across, ^he tonic accents and neutral vowels of such words were presented as the key to their pronunciation. The same point was made in relation to whole phrases and sentences, either taken from documents on hand or imagined as being necessary to participation in a conference.

### **CLOSING SESSION**

At the end of the day, a short closing session was led by Fiona Robertson who expressed a wish to hold another such Forum in view of the positive response to this one. In one short day some things had to be left out, for example uses of video, computers, and aeronautic translation had not been dealt with. Comments made by participants included a suggestion to make the Forum longer than one day, particularly for those coming from further afield, and a desire to have more information about specialised aviation subjects as opposed to classroom techniques. It was proposed that it might be possible to organise more frequent meetings among smaller, specialised groups.

Ms Robertson thanked everyone for coming and making the day enjoyable and rewarding.

PIL: SF 8061 Good afternoon.

CTL: Can you say again your call sign.

PIL: SF 8061. To Paris Orly expect departure at 17.10 Is there any delay to expect ?

CTL: No delay expected at the moment sir, call 5 minutes before start

PIL: Thank you I'll call you back 5 minutes before.

PIL: SF 8061 Good afternoon 5 minutes before start up.

CTL: SF Good afternoon and stand by will advise to start. May you confirm your full callsign.

PIL: SF 8061 To Paris Orly.

CTL: 8061 Standby will advise.

CTL: OK 8061 expect take off time at 16.03 cleared to start up at your discretion.

PIL: SF 8061 I expect departure at 16.03 correct ?

CTL: That is correct sir, clear to start up at your discretion.

PIL: Roger SP.

PIL: SF 8061 To taxi.

CTL: To taxi, holding point Runway 24.

PIL: Taxi . Runway 24 SF 8061

CTL: SF 8061 clearance

PIL: Ready to copy SF 8061

CTL: 8061 cleared to Paris Orly via Upper Amber 29 maintain 60 request level change en route Standard Andraitx departure squawk 3214

PIL: Cleared Palma Paris Orly 60 Flight departure Andraitx One Squawk 3214. SF 8061

CTL: That's correct change 119,4 good day.

PIL: 119,4 good day.

PIL: Palma 8061 good day

CTL: Good day clear to line up

PIL: Clear to line up SF 8061

CTL: SF 8061 Wind 240° 5 knots cleared for take off

PIL: Clear for take off SF 8061.

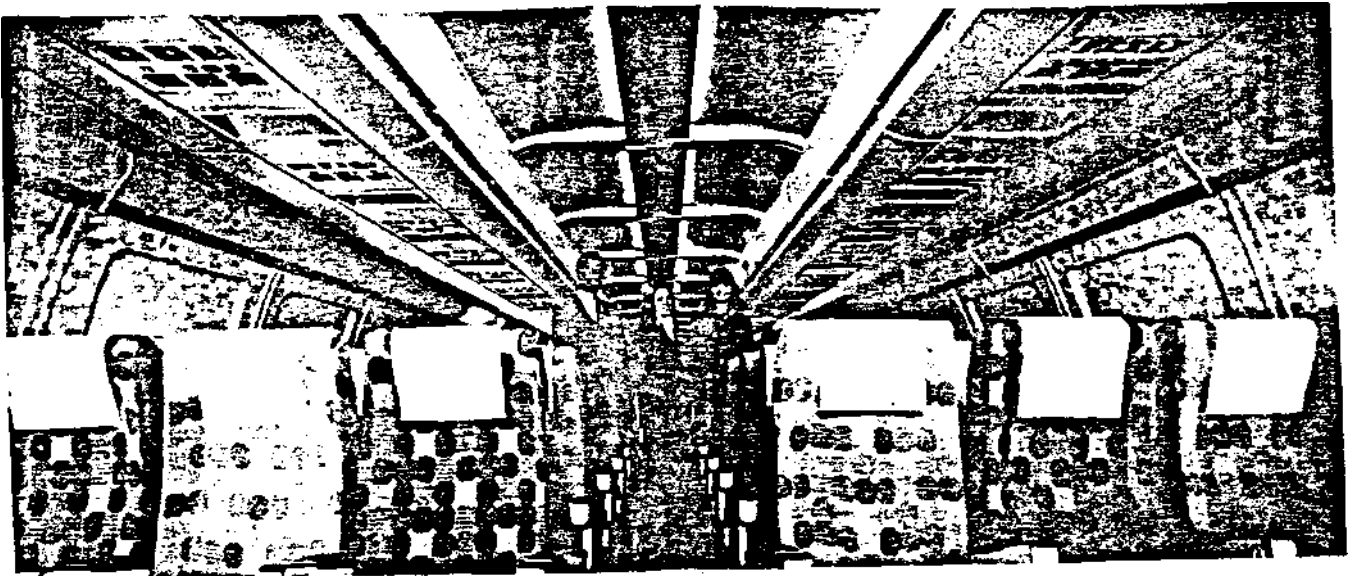
WPS 5 (2)

TAKE-OFF AND DEPARTURE (2)

A) Take-off in adverse weather conditions

- 1     PIL     We'd like to start up in about 10' from now / can we expect take-off from 26 ?  
      CTL     Negative / there are already 5 aircraft queuing up at the holding point of 26 / they are waiting till it clears a bit.  
      PIL     What about runway 07 then ?  
      CTL     RVR is less than 150 on 07.  
      PIL     We can take off in 100 mtr RVR.  
      CTL     Unfortunately, we can't confirm it's over 100 mtrs.  
      PIL     Usually we get permission to go to the threshold and to count the lights from there to check the actual visibility.  
      CTL     Sorry, but we've got an aircraft taxiing out to runway 25 and the ground radar is out of service / I'll call you back.  
      PIL     May be we could backtrack runway 08 and take off from 26.  
      CTL     That would be OK, but you'll be no. 4 to depart / 3 other aircraft which can take off in less than 150 RVR have also requested backtrack on 08.
- 2     PIL     We've just been struck by lightning and we'll have to go back to the apron to check our electrics and make sure there's no damage to the airframe.  
      CTL     Roger / do you require the safety services to turn out?
- 3     CTL     The surface wind has just changed to 070° at 10 kt / can you still accept runway 27 ?  
      PIL     Stand by / we'll check.
- (Short time interval)
- PIL     Negative, we are unable to take off with 10 kt downwind / we wish to use runway 09.

Name these parts on your picture



- |                |                 |
|----------------|-----------------|
| door           | window          |
| aisle          | seat            |
| overhead panel | ceiling         |
| floor          | overhead locker |
| arm rest       |                 |

Describe your plane

1. The cabin layout
2. The seating arrangements
3. The number of passengers
- 4 The number of cabin crew
5. Each cabin crew's job.
6. The luggage facilities

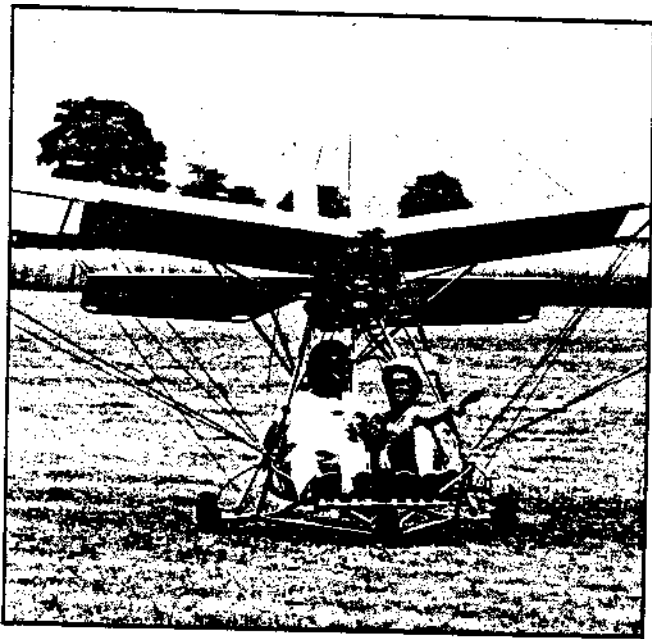
7. How boarding and disembarkation takes place.
8. The galleys
9. The position of the escape slides
10. The cargo compartments

Vocabulary Work



Write down all the words you know to describe different kinds of planes:

When you have finished, compare your list with your neighbour's



Vocabulary work

Look at these words taken from the "FLIGHT SAFETY" record at the beginning of this section. Divide them into categories, then try to add a few more to each category.

damaged  
birdstrike  
windshear  
emergency landing  
failed  
skidded  
engine fire  
burst tyre  
collapsed  
crash - landed

Your categories:

Complete these phrases

1. There is a slight \_\_\_\_\_ fault
2. It is \_\_\_\_\_ to normal
3. We have \_\_\_\_\_ the fault
4. It is working \_\_\_\_\_ now
5. We have put \_\_\_\_\_ the fire
6. There is nothing to worry \_\_\_\_\_
7. Everything is \_\_\_\_\_ control
8. We are able to land \_\_\_\_\_

Workshop 2.

C.L.A. / J.B. (84)

RESOURCE CENTRE

Make a resource centre for your students. There is a wealth of material if you know where to look, but you'll need to adapt it so that your students can use it actively.

Here are some ideas of the kind of material you can use:

Visual

- pictures of aircraft, airports, in the plane, from magazines
- advertisements of airlines
- safety instructions cards of different companies
- charts and data on air traffic, company figures, airports
- aeroport de Paris brochures
- jigsaw puzzles
- card games
- calendars
- children's books illustrating aviation
- route maps
- any on-board literature

AudioRadio

- ad's concerning airlines (U.S.)
- News reports of strikes/ incidents/ hijacking
- Weather reports BBC
- Aviation programs (The Spirit of Kitty Hawk )  
(World Service / BBC  
(My first flying lesson)  
Le Bourget

Recording Interviews

- at an airport
- staff in your company (about their job)
- friends (their impressions of their last flight)  
(fear of flying)

Recording yourself

- interesting articles
- flight safety reports
- noises from airport

Collection of books

( easy to read, paperbacks)



CABIN ENGLISH WORKSHOP

ANNOUNCEMENTS

Discussion points:

Do they pose a problem for the student ? Why ?

Can specific training be given to improve the delivery of announcements ?

Are there different types of language used in the announcements chosen by the companies ie. some more informal, informative ( chatty) than others ?

What sort of pronunciation exercises can we give our students to improve their intonation, stress, rhythm, etc... ?

Should announcement training- be given as an integral part of cabin english or taught seperately ?

Staff are often judged by their instructors on the way they give announcements.

What criteria should be used in any evaluation ?

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