

AVIATION ENGLISH TEACHING FORUM

March 8th and 9th 1985

Paris, Orly

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



1985 heralded several notable events for those of us involved in English language teaching in Aviation.

The ICAO recommendations for a new phraseology were implemented in France in January 1985. These effected our teaching programmes for Radiotelephony. The D. G. A. C. set up an aural proficiency examination in English for those pilots taking their 'Pilote de Ligne' certificate . English language testing became an integral part of recruitment interviews for the French Airlines who were offering places for candidates as professional pilots. This a certain awareness of the importance of English and a need for a high level of proficiency in aural skills has been underlined.

We hope that the Aviation Teaching Forum held in March 1983 was of interest and help to you, as teachers and language advisors in direct contact with the aviation world. We, ourselves, were delighted to see many of those who came to the 1st Forum and welcomed others from various Aviation sources in France and neighbouring European countries.

We would like to thank, once again? our friends 'the specialists' and in particular those who started off the Forum by explaining their daily routine in such an enlightening and useful way for us all. Last , but not least, a big thank-you to Air Inter who graciously lent us their rooms, thus enabling us to hold the Forum once again in their head office.

Joan Bellec and Fiona Robertson.

We regret that we were unable to hold an Aviation English Teaching Forum this year. This was due to extra teaching duties that we had taken on and thus leaving us with us with little time for organising a forum. We will, however, organise a third forum which will be held at Paris in early Spring 1987. We enclose details of this on the following page and will be contacting you towards the end of 1986 with information concerning the date, together with the inscription forms.

We thank the workshop leaders who sent us a summary of their workshop. We have included these in this report.

The 'Centre de Linguistique Appliquee' of the University of Franche Comte (Besancon) announces:

The Third International Forum on Aviation English Teaching
"LANGUAGE STANDARDISATION IN AVIATION"

The forum will be held in Paris, Orly, in Spring 1987. It will consist of panel discussions, presentations and workshops, with a choice of activities to allow for different centres of interest. The programme will include items on the following subjects:

- radiotelephony communications
- technical manuals
- in-flight announcements
- exploitation of teaching materials in the classroom

The forum is open to all those who would like to exchange ideas and experiences with colleagues involved in English language training in aviation (airlines, flying schools, aero-clubs, airports, air traffic control centres, air training schools).

For further details, suggestions or offers for organising workshops, please contact Joan Be I lee or Fiona Robertson, AIR INTER, CIPN (DEBQ), Cedex A225, 94396 Orly Aerogares, FRANCE. Tel. Paris 4675 10 14 or leave a message at 4675 10 29.

SUMMARY OF PRESENTATION BY SQUADRON LEADER V O'HAGAN RAF TO THE AVIATION
ENGLISH FORUM. ORLY AIRPORT. PARIS 8-9 MAR 85

ESP COURSES FOR MILITARY AVIATION

1. ESP for military purposes in UK is centred on the Defence School of Languages (DSL) where courses are currently run for EFL military personnel from foreign military forces who are preparing for training in UK. Currently, courses are run for army and airforce personnel but later in 1985 courses for naval personnel will be introduced. The English Language Wing of DSL is commanded by Squadron Leader V O'Hagan and the staff include regular officers of the Royal Army Education Corps and the Royal Air Force Education Branch together with a number of civilian EFL lecturers employed by the Ministry of Defence.

Military Aviation ESP at DSL

2. The following courses are run for foreign airforce personnel:
- a. Initial Officer Training. A 6-week course preparing officer cadets for the Initial Officer Training Course at RAF College Cranwell. (6 per year)

 - b. English for Flying Training. An 8-week course preparing trainee pilots and navigators for their flying training courses. (6 per year)

 - c. English for Air Traffic/Filter Control Training. An 8-week ESP course for candidates for Air Traffic Training or Fighter Control Training. (5 per year)

 - d. English for RAF Staff College. A 5-week ESP course for senior airforce officers preparing for the Advanced Staff Officers' Course at RAF Staff College, Bracknell. (1 per year)

 - e. Miscellaneous Courses. As required, courses for engineer officers, technical personnel, helicopter crewmen, air loadmasters etc.
3. The courses for pilots, navigators, air traffic controllers and fighter controllers, are probably of most interest to the forum. They all have a number of common elements:
- a. General English Practice. With emphasis on the particular language skills needed for the end-courses and the environments in which they are to be practised eg. simulated RT exercises; listening skills practice under less than ideal conditions.

 - b. Specific English. An introduction to the RAF training and operational environment including air-field layout, Air traffic services etc.

 - c. Maths/Science. An introduction to the English of Mathematics and relevant scientific concepts.

d. Life in UK and in RAF. As required, an introduction to aspects of life in UK and the RAF coupled with visits to service and civilian institutions.

4. Problem Areas, Many of the problems associated with operating these courses can be included under one of the following:

a. Student Expectations, Many students, and it often seems to be the weaker ones, expect a potted version of the end-course they are preparing for. They must be convinced by various means that they are getting what they want, at least to a certain extent,

b. Student Maths/Science level. Although we have a scheme for testing English proficiency levels of candidates, we do not normally check their Maths/Science knowledge. The requirements for their end-courses equate to GCE 'O' level. Many students may not have studied science or maths to this extent before they start our ESP course,

c. Aptitude/Ability of Students. Most of the client governments do not have as developed a selection system for their candidates as the RAF has when choosing UK trainees. This often means the overseas candidates are at a disadvantage as they will be preparing for courses geared to the performance of the average UK candidate,

d. "Political" Pressure, Overseas governments may have their reasons for insisting that their candidates continue under training even though they may not be making enough progress.

RADIOTELEPHONY PHRASEOLOGY WORKSHOP

led by Fiona Robertson

INTRODUCTION

The session started with a brief look at the history of the development of RT phraseology - the role of ICAO, the new 1984 recommendations, DGAC working parties leading to new French phraseology.

PHRASEOLOGY CHANGES

A discussion on the main changes in the English language phraseology

GROUP WORK

Several small groups were formed to produce 'model' flight dialogues based on the official new phraseology documents

Examples of some of the dialogues produced:

PA 620, from Geneva to Paris Orly

A - Geneva tower this is Clipper 620, good day.

C - Clipper 620, this is Geneva Tower good day, go ahead

A - PA 620 with information G to start up to Orly.

C - PA 620 start up approved, report for taxiing.

A - Roger PA 620.

.....

A - Geneva Tower, PA 620 ready for taxiing.

C - Clipper 620 you taxi for runway 08 and hold.

A - Roger, I taxi to runway 08 PA 620

.....

A - Geneva this Clipper 620 ready to line-up

C - Clipper 620, line up approved, squawk A5320

A - Lining-up squawking 5320, Clipper 620.

A - Clipper 620, ready for take-off.

C - Clipper 620 cleared to take off climb level 190 direct to D15, report passing 3000ft.

A - cleared for take off, to level 190, I'll report 3000 feet, Clipper 620.

C - that's correct

.....

A - Geneva tower, Clipper 620 passing 3000 ft to DIJ

C - Clipper 620 contact Geneva Control on 127 decimal 3

A - Contact Geneva Control on 127 decimal 3 Clipper 620 goodbye

C - Clipper 620 correct goodbye.

PA114 from Aix en Provence to Nice
PA114 to Nice, request start up clearance, information Lima received.
PA114 start up at own discretion.
PA114 request en route clearance
DG Airport Clearance P114 to Nice Airport via flight planned route standard dep. No. 2A squawk 4721

P114 clear to Nice airport flight planned route, SID 2 Alpha, squawk 4721
Correct contact ground control 121.6
Ground control P114 request pushback point D8
P114 pushback at own discretion
PA114 request taxi
PA114 taxi to holding point runway 27
P114 contact ground control on 119.25
Airport PA114 approaching holding point runway 27 / are you ready for departure
PA114 ready
PA114 line up, take off cross wind 260° 14 knots
PA114 clear to take off

FBAXX from LFPG to EGLL

-De Gaulle preflight F-BAXX ready to start up in 5mn. request departure information/with information D.

ctl - FBAXX de Gaulle

ctl - BAXX start up approved, departure ABB 2P

.....

pil - DG ground F.BAXX ready for push-back

ctl - Push back approved

.....

pil - DG F.XX ready to taxi

ctl - F.XX to holding runway 27 via taxiway loop A

pil - Roger taxiing to HP27 via loop A

ctl - F.XX contact tower 118.7

pi I - Tower FXX approaching HP 27

ctl - Roger FXX cleared to take off

Workshop Abstract : International Civil Aviation Meetings in English-speaking Environments

Leader : Dennis PHILPS, Division LANGUES, E.N.A.C., Toulouse.

Subject : English-language courses organised for the ingenieurs of the Direction Generale de l'Aviation Civile who represent France at international gatherings (I.C.A.O., Eurocontrol, Eurocae, etc.).

Aim of courses : to provide a more functional linguistic and sociolinguistic preparation for such meetings (language of technical conferences, 'international English', social & cultural awareness of Anglo-saxon customs & behaviour).

Course programme : (duration : one week) : round tables on various aspects of international civil aviation meetings (plenaries, work groups, etc.); analysis of audio recordings from real meetings (ICAO, Eurocontrol); simulation of an international work group meeting; technical presentations from attendees; seminars on various aspects of social behaviour during such meetings (coffee breaks, cocktail parties, 'off the record' discussions, etc.).

Course Venue : D.G.A.C./Meteo Leisure/Seminar Centre at MONTEGUT (65), in the Pyrenean foothills, for reasons of geographical, cultural and linguistic isolation.

Animation : provided by two E.N.A.C. English-language teachers of British origin, on a 'total immersion' basis (all teaching activities, as well as meals, sports, etc., in English).

Audio-visual material used : video (including autoscopie), tape machines, etc.

Feedback : linguistic feedback session at the end of each day, and in written reports sent in after course.

Workshop Proceedings :

The Course programme was presented, commented on and illustrated with 'live' tapes. Discussion centred mainly on the profile of the course participants, their linguistic needs, and the teaching methods used to attain the stated objective.

The second part of the workshop was led by Mme Françoise CREMET, who is preparing a these de 3e cycle on the (English) language of International Civil Aviation Meetings. Mme CREMET presented her research, the statistical methods used, and the types of discourse which could be isolated. Discussion centred mainly around the characterisation of the types of discourse described, and their meaningfulness in the professional environment involved.

Discussion was unfortunately curtailed due to the time factor, and no overall conclusion was therefore possible, or indeed feasible.

Dennis PHILPS - Professeur d'anglais a l'Ecole Nationale de l'Aviation Civile.

Francoise CREMET (University Paris V) emphasized 2 aspects of her current research on the language of conferences in the field of air transportation. The first one was a computerized contents analysis of papers presented by both native and non native speakers at AGIFORS meetings (1). She worked out for each transcribed paper the TTR (type token ratio) i.e. the total number of lexical items used by each speaker divided by the number of different lexical items. She also studied the style of those presentations to find out whether they were descriptive or dynamic. The second part of her talk dealt with the language used in meetings and negotiations. The point was to show its specificity and it is believed that the teaching of the language and procedures related to international conferences would certainly be a help to non anglo-saxon delegates.

(1) Airline group of IFORS (International Federation of Operational Research Societies)

AVIATION ENGLISH SEMINAR 1985Courses for Ramp Mechanics : Report

Bob CARTER (CPL)

Tony CASWELL (CPL)

The CPL has recently set up a series of courses for Air France (DK) designed to check and improve ramp mechanics' use of English in their job, notably in communicating with pilots during the turnaround. Tony Caswell outlined difficulties in setting up such courses. He pointed out that whereas pilot - air controller procedure is highly codified, pilot - ground mechanic communication has been given much less attention. Difficulties in communication are by no means purely linguistic : there are noise problems, and both socio- and psycho-linguistic barriers. The courses, researched by R. Foxcroft, treat the Mechanic as the "expert" and are based on a situational/functional approach, disregarding structures not seen to be essential to the job. Enrolment in courses (for simply practical reasons) could not be restricted to mechanics with a homogeneous level of English, but excluded debutants and advanced students. Bob Carter outlined the teaching methods used, based on discussion and linguistic work relative to a set situation (e.g. refuelling) and on a skeleton dialogue. The teacher's aim is to provoke and control discussion on possible difficulties and variations in the set procedures, and to practise dialogues with a mechanic standing in for the pilot. The courses, with irregular attendance due to shift-work needs, were later supplemented by two-day intensive courses using video-telephone equipment, thus allowing the mechanics to test their flexibility of response in simulated situations, and check their performances. Both speakers stressed the need for teachers to gain first-hand experience of conditions on the apron.

In a short discussion, the question was debated whether limiting desired language skills to the purely practical aspects of the 'ideal' situation was sufficient, and whether all foreseeable 'emergencies' could be covered. The speakers gave a practical example of where an experienced upper-intermediate level mechanic had difficulty in analysing and interpreting a written task specification (Arrival Check) : in a multiple adjective plus noun group of the type : 'Carried Forward Defect Action', or a group where the function of one term is unclear, e.g. 'purge drain sumps' (is 'drain' a noun or a verb ?).



W. A. CASWELL

Jeremy MELL (ENAC),
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AUTONOMOUS LEARNING IN AVIATION

The purpose of this workshop was to report back on a 'pilot' course that had been held over the previous week at the ENAC to introduce autonomous, or self-organised, learning to a group of interested air traffic controllers working in French centres.

Due to the short time available and a lively exchange of ideas and experiences amongst those present, it was not possible to do more than explain the background to the course and refer to similar work being done by other organisations.

The course was part of an overall plan by the ENAC to deal with the often problematic situation that working controllers find themselves in as regards improving or simply maintaining their level in English.

Its aim was to sensitise the participants to the different roles they could play as organisers of their learning (choosing objectives and resources, evaluating themselves and each other, working in groups or individually) and to allow them to try out various methods of study of the spoken language.

At the end of the course, each participant was invited to establish a "learning contract" for the month to come in which objectives, methods of work, amount of time to be spent and possible methods of evaluation were laid down.

The approach to this course, which gave as much importance to psychological as to methodological preparation of the students, had been informed by similar work done at two major centres, the CRAPEL, Universite de Nancy II, France, and the CSHL, University of Brunei, U.K.

(Developments of this course, decided since this workshop, are a similar, but longer course, to be held next year with programmed follow-up and support from ENAC teachers by means of telephone, letters and the exchange of cassettes to be extended over the following 12 months).

Apart from the exchange of related experiences (correspondence course, self-access homework ...) between those present, discussion focused on the problem of motivation, or lack of it, as a major stumbling block to autonomous learning schemes. While this approach may not suit all kinds of learner, for those who are sufficiently motivated, the revision of teacher /learner roles, allowing learners more say in their learning, should lead to more rapid and effective learning as well as allow those not having easy access to organised courses to continue their learning.

NOTE The speaker would be interested to hear of anyone's experiences in the field of self-access learning organisation and self-organised learning. He would also be glad to keep others informed of the work being done at the ENAC.

Workshop Abstract; Aviation English Gambits

Leader : Joan Bellec (C.L.A. Besancon,) and Jeremy Mell (E.N.A.C.)

Subject : Demonstration and discussion of the effectiveness of various learning activities for Aviation English Courses.

Organisation : The workshop was divided into 3 groups. Each group had a different learning task to carry out. Discussion then followed concerning the usefulness of these activities and the nature of the elements that contributed towards making them a success or a failure.

Activities:

- True/ False statements concerning picture of a DC 10 cockpit, (learning objectives: revision of parts of a plane (Cockpit) and review of basic prepositions ...in front of, behind etc)
- Description of airline fleet using cards to build up a table containing information about fleet's aircraft and their specifications.
(learning objectives: description of planes , length, size, speed etc.. Review of comparisons)
- Incident vocabulary. Building sentences from isolated words of parts of a plane and possible incidents that could occur ex: landing gear / jammed (learning objectives: Revision of 'incident' words)

Points raised during the discussion

- Task orientated activities do effectively force the student to participate in an active way in the learning process. These activities enable aural practice.
- Discussion will often digress from the original task aim. This may or may not be useful, according to the level of the students
- Danger of breaking into mother tongue in such activities. How to overcome this ? often depends on age and motivation of the students.
- Inability to do exercise may come , not from inherent linguistic difficulty but due to lack of 'aviation knowledge'
- Problem of correction of linguistic errors.

Conclusion

Basic vocabulary items can be reviewed and practised in a pleasing amusing and stimulating manner in Aviation English courses, by means of similar activities and games to those we use in our General English Courses. At the same time, basic grammatical structures can be reviewed and by working in small groups, individualized learning can be reinforced.

SECOND FORUM ON TEACHING AVIATION ENGLISH

ORLY, March 8th and 9th 1985

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AVIATION ENGLISH FORUM, ORLY, 24TH MARCH '84

BOOKS OF GENERAL INTEREST

C S. Lewis "Sagittarius Rising", Penguin 1983
Ludovic Kennedy "A Book of Air Journeys", Fontana 1983
Alexander McKee "Into the Blue" Granada, 1983
Brian Moynahan "Airport International" Pan 1982
Richard Bach "Jonathan Livingstone Seagull" Pan
Richard Bach "Illusions" Pan
Andrew Wilson "The Concorde Fiasco" Penguin
J D Storer "Flying Feats" Beaver Books
Ladybird "How it Works" series "The Aeroplane"
"The Young Scientist Book of Jets" Usborne Publishing
"All You Want to Know about Aeroplanes, Rockets and Balloons" Usborne
C H Gibbs-Smith "The Wright Brothers" HMSO, Science Museum
C H Gibbs-Smith "The World's First Aeroplane Flights"
M F Jerram "Incredible Flying Machines" Marchall Cavendish 1980
Maurice Allward "What Plane is That?" Octopus Books Ltd 1979
P F Copeland "Antique Airplanes Coloring Book" Dover Publications 1975

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BOOKS FOR TEACHING

Cabin Crew

"English in Flight" ELTDU

C Akiyama "The Language of Air Travel in English - In-flight Services" Regent, 1976

Ground

"Air Travel in English: Ground Services" Regent

Radiotelephony

ENAC Pilot - Controller English Series

Rengade, Cepadues

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"Flight"

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Teaching

Computers in Language Learning, Higgins and Johns, Collins ELT

Computers, Language and Language Learning GILT Information Guide 22

ESP English for Specific Purposes by Pauline Robinson, pub; Pergamon

Teaching Vocabulary by Michael Wallace, Heineman

Dictionaries and Glossaries

H. Goursau "Dictionnaire de l'aeronautique et de l'espace" pub. Conseil International de la langue francaise, 103, rue de Lille, 7500? Paris.

"Recueil des Mots et Expressions Utilises en Documentation Aeronautique", GIFAS, Dassault, SOOfra

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