INTERNATIONAL AVIATION ENGLISH ASSOCIATION

NEWSLETTER

Editor: Philip Shawcross

July 1993, N°2

EDITORIAL

The Association has been on the move! At midnight on 6th May we were able to admire the full moon from the St. Charles' bridge in Prague. On 3rd June we were having dinner on the quay of Helsinki harbour.

From every point of view, the Association was extremely fortunate in the venue and the quality of hosting provided for the first two seminars on "English requirements and technical training" and "Simplified English: the State of the Art". Both for those who attended and those who did not, the second and third issues of the Newsletter will be mainly devoted to an account of the proceedings of these two events. Henceforth, in addition to the regular features, each Newsletter will report on a particular seminar, or other meeting, or address a specific subject which members show interest in.

The current issue therefore attempts to distill some of the information and opinions that were exchanged in Prague on 6th and 7th May.

We are greatly indebted to those at CSA and the ATC Training Centre from whose initiative the idea sprang and whose hard work and generosity made its realisation possible. In particular we should like to take this opportunity to thank Dagmar Janatova, Radoslava Blahakova and Jan Masek for everything they contributed to the success of the seminar and for the efficiency, kindness and thoughtfulness with which they welcomed the participants to Prague.

Throughout 1992 the Association often seemed like a pipedream, a utopic idea born of a moment of enthusiasm. Prague was important because it

continued on page 2

IN THIS ISSUE

TECHNICAL ENGLISH BEFORE TECHNICAL TRAINING

What is at stake training non-English speakers?

Tony Roome
Head of International Training, Civil Aviation Authority, United Kingdom.

Tony Roome worked for seventeen years as an operational air traffic controller and ATC simulator instructor before being appointed Head of International Training at the CAA. His department of ten manages training for about 400 controllers, pilots and engineers each year, both in the UK and abroad. Often this training for non-native English speakers includes a period of English language training. Most of the students attend the same school near the CAA training facilities in Bournemouth. Tony Roome stressed the importance of having a core of regular teachers who have followed a recognized teacher training programme.

In the first part of his talk, Mr. Roome discussed the various questions that need to be answered when setting up language training prior to technical training.

continued on page 2

EDITORIAL (contd.)

showed that the fundamental idea behind the Association was shared by others and could become reality. We attained our main goal of bringing together around a table representatives from the airlines, the manufacturers, the civil authorities and the teaching profession. And even if membership is still restricted, the quality of the speakers present more than fulfilled the expectations that we had in launching the idea of frequent seminars.

Therefore the Association would like to say how grateful it is especially to Tony Roome, in charge of International Training at the CAA and to Hans Uhl, Deputy Training Manager at Aeroformation for the time and trouble they devoted to this first seminar.

In fact, perhaps most important of all, and what we especially appreciate, is the trust, moral support and interest in the Association's aims demonstrated by the presence of all those who attended the seminar. Without any bias, I believe it fair to say that all those who attended, whatever their professional background, found this exchange of views extremely rewarding. And that, in a nutshell, was our ambition is creating the Association.

As a result of the Prague seminar, the CAA has proposed to host a seminar for the Association in Bournemouth in October and we have set the dates for the fifth Aviation English Forum next March in Paris. Further information about this can be found in "Forthcoming Events" on page 18.

In other words, you have encouraged us to pursue the path we had started to mark out for the Association, by gradually widening its membership base and raising other questions which should be addressed.

To return briefly to the proceedings in Prague, the skeleton at least of which is to be found in this issue of the Newsletter, there is possibly one conclusion that stands outs. This is that ideas still travel surprisingly slowly. It became clear from the discussions that simply in the field of training and English there was a lack of a reliable means of communication. For instance, international regulations were often unknown or ignored; there was little consistent consideration of the cost-effectiveness of different training options; the psychological factor of learning and working in a foreign language was not often taken into account; the short- and long-term effects of translation compared with training were not seriously evaluated.

These are all issues which, given the scale of the aviation industry, have considerable economic, as opposed to purely personal, repercussions. So, we realized that in order to deal seriously with the Pandora's box we had opened there was someone missing from around the table to complete the chain: a human resources manager.

Prague demonstrated therefore that to find a professionally efficient and cost effective solution to a technical training situation required a combined effort. Training manager, technician, instructor, human resources manager and language expert were all necessary. Their respective constraints and know-how needed to be better appreciated by all those involved at every stage in the process.■

TECHNICAL ENGLISH BEFORE TECHNICAL TRAINING (contd.)

Where should the course be held ?

Three options are possible: on site training, in the U.K. or in a third country.

Training in the UK has definite advantages in it being a total immersion. The students practise their English not only in the classroom but also with the families they stay with. Also, the opportunity of having multi-national groups with a single common language enhances the acquisition of English. However, the costs are high. This is not only due to the relatively high cost of living and travel expenses, but also due to the cost of them being away from work for a considerable length of time. The balance between these costs and the actual high rate of progress in learning English (significantly higher than elsewhere) has to be taken into account when choosing the location of the training. A mix of "on-site" and UK training would seem a good solution. The early stages involving structure and grammar can be carried out on an occasional or regular basis in the country of origin. Once a more advanced level is reached the rate of progress in a UK-based course justifies the costs.

The CAA takes a great interest in language training and a large number of people are involved in the various courses designed for acquiring technical skills. In the UK different types of English such as American or Australian may be less developed and it would seem to make better sense to learn these in the country of origin if they are specifically needed in the short term. Problems may arise amongst

continued on page 3

TECHNICAL ENGLISH BEFORE TECHNICAL TRAINING *(contd.)*

groups of learners having a choice of several other languages as the common denominator. This may well slow down the English language learning process. When considering the choice of location the prime criteria will always be the facilities of the school providing the course and the expertise of the trainers.

What should the course consist of ?

Often there is too much emphasis on the formal skills of grammar and basic structures. Students should rather be taught how to:

- listen;
- ask questions;
- read technical manuals and use reference books;
- learn the ability for self-study;
- take notes in English rather than in their own language;
- familiarise themselves with manuals and understand how they are structured;
- practise basic technical skills ,for example mathematics in the target language.

All of this is aimed at giving the student confidence in speaking and communicating in English.

Who should go on the course ?

Firstly one should determine what one is trying to achieve during the course. In order to establish an exit level, that is the level you are aiming at, it is important to use the expertise of those who are doing the technical training. Their knowledge will enable you to be clear about the language that is necessary on the job.

In order to test those who will take the course, it is essential to include a wide breadth of testing materials: written tests will include both multiple choice and essay type tests as well as comprehension tests. Oral tests and the interview are all part of the process of establishing levels. When considering the tests to be used, an important element to be taken into account is to question whether it is an *objective* test , that is testing against given standards, or a *ranking* test, that is comparing students with each other . Both are valid but it is important to know which is which.

From the initial testing and knowledge of the required exit level you can establish the duration of the programme. You should be able to establish through experience the average rate of progress, as has been done for UK-based courses. However that time duration will change for each type of course according to the background and origin of the students. An eight-week training course in the U.K. will not necessarily be suitable for Russian learners, coping not only with the language but also with the new technical know-how of their training course.

Who should teach the language courses ?

The teachers must be trained language teachers. A native English speaker with knowledge of aeroplanes may well be a useful support by contributing technical knowledge to the contents of the course, but should not be considered a language trainer. Teacher training for language teachers should include the use of classroom and specialised equipment. Either it is under-used or it is not used to its fullest extent.

Computer-based training can enhance the teaching given by the teacher and fit into courses if so devised. Technical documentation may be difficult to use if not put into context correctly. Many teachers use photocopies, manuals and books without putting them into a clear context. The actual teaching methods used should be interactive; exchanging ideas, not only between student and teacher but also amongst the students themselves. The other technical instructors, as well as the engineers and pilots on the staff, are also a valuable aid bringing in their special skills and expertise.

Tony Roome (CAA) in the company of Odile Depernet and Nathalie Cauvas (Air Inter)

continued on page 4

TECHNICAL ENGLISH BEFORE TECHNICAL TRAINING *(contd.)*

Tony Roome, bringing the seminar to a final conclusion on Friday afternoon, replied to the chairman's question « English language training prior to technical training .. is it worth it ?» most emphatically «YES , it is ,» justifying his affirmation by the following points.

When trying to justify language training to the decision makers, it is important to differentiate between the language that is needed for the job itself, and the language and skills that are needed for the training course. The latter skills are essential for any course that is undertaken, in order to gain maximum benefit. There will be times when it is possible to get away with a minimum knowledge of the language in a given course, or other methods such as translation may be used. However, the majority of courses rely on a workable knowledge of English and it may even be critically unsafe not to possess this knowledge. In many circumstances not having theses skills leads to a lack of confidence.

As computer based training is being used, confidence in language skills is even more important as the student may well face the learning situation alone, without the support of his peer group.

The cost effectiveness of the language training will be obvious as it will always be far cheaper than technical training. If we compare the costs of 1 week of language training (approximately $ 350 U.K. based) to that of an Air Traffic Controller ($1000) and a pilot flight training course ($ 3000) we can calculate that 10 weeks of language training costs a similar price to that of a 1 week pilot course. If even a minimum of 2 weeks, prior to the pilot's flying course, were spent in language training then the effectiveness of the total training period may well be far

continued on page 18

WHAT CAN A PRE-TRAINING COURSE LOOK LIKE?

The example of the A 340

Philip Shawcross
Gradation Ltd. - English for Aircraft

Philip Shawcross has been involved in developing and giving pre-training courses for A 300 flight crews, Concorde instructors, Falcon and A 320 simulator instructors, B 737, A 320 and A 340 maintenance personnel since 1974.

The Background

The course presented in Prague was created in response to the AIR FRANCE's need to train some four hundred technicians to follow the A 340 maintenance qualification course on VACBI stations, and subsequently use job cards, in English.

Aeroformation's VACBI course (Video and Computer-Based Instruction) consists of a sequence of approximately eleven hundred training modules with information presented:

- on the CRT screen in written and diagrammatic form,
- on a recorded commentary,
- on still and animated video sequences,
- and in the training manuals.

Trainees needed therefore to have a reasonable level of both reading and oral comprehension, but would not exercise communication skills as the instructors managing their study, and giving briefings and debriefings, were French.

There were two types of trainee:

- Qualified Airframe and Powerplant engineers, working on all the aircraft systems and following a five-or six-week training course.
- Cabin Furnishing staff, only working on cabin-related systems and following simply a week-long course. Generally speaking, they had a rather lower level of English.

Placement Test

A technical reading, and oral comprehension test was devised based solely on examples of language and vocabulary taken from existing Aeroformation courses. It was designed to measure the trainees' ability in the following fields:

- abbreviations,
- translation of common technical terms,
- recognition of function words such as articles, conjunctions, prepositions, etc.,

continued on page 6

NETWORK

This column is designed to provide an introduction to the activities of the many professional or official bodies, associations and institutions who are doing important work in fields related to our own.

The INSTITUTE OF SCIENTIFIC AND TECHNICAL COMMUNICATORS

A professional body of people engaged in the efficient communication of scientific and technical information.

History

The first organisation for those engaged in technical communication was the Presentation of Technical Information Group, formed in 1948. The Technical Publications Association came into being in 1953, and later changed its name to the Institution of Technical Authors and Illustrators. A third organisation, the Institute of Technical Publicity and Publications, was formed in 1963.

In 1972, these three organisations amalgamated to form the Institute of Scientific and Technical Communicators, so merging the formality of a professional institute with the informality of a technical society.

Aims

The Institute aims to establish and maintain professional codes of practice for those employed in all branches of scientific and technical communication. It provides a forum for the exchange of views between its members, and aims to further their expectations and interests.

The membership embodies a wide range of specialised knowledge of the

continued on page 8

HOW CAN YOU EVALUATE THE TRAINEES ABILITY TO FOLLOW A COURSE ?

Kevin Smith, SAUDIA

Kevin Smith has been working as an English teacher within Saudia Arabian Airlines for seven years. He is in charge of coordinating activities at the various sites throughout the country. Part of his job consists in developing and validating recruitment and entry tests. His talk reflects his concern with bringing to light the many hidden issues embedded in the testing process.

GENERAL CONSIDERATIONS

Testing today is prevalent in every aspect of our professional as well as daily lives. The request frequently made by management to language trainers is «Please give him (the student) THE English test to know HIS level» This, in fact is synonymous to a request for information.

Good information implies that it should be « timely, cost effective, reliable, relevant and clear».

Timely

Very often the request for this information is expected the moment the need for it is perceived. This of course is irrealistic and much time is spent negotiating and explaining how long it will be before the information will be available .

Cost effective

One is rarely able to make a good case about the price to be set for obtaining information given by a test. It is usually looked at in terms of « time taken by a teacher to do the test « . The correct way to work out the appropriate price is to ask the question « What is the cost of getting it wrong ?» You can then legitimately spend up to that amount on obtaining the information.

Clear

In order to obtain tests that are readily understandable, it is necessary to have measures of central tendency. Thus one has to take into account the following values:

- the mean (or average);
- the median (or middle value);
- the mode (or most popular value).

Another way of looking at testing data is by using measures of dispersion. Thus the standard deviation tells you the average amount by which values

continued on page 7

WHAT CAN A PRE-TRAINING COURSE LOOK LIKE? *(contd.)*

- ability to understand the technical content of a text with a figure,
- deciphering compound nouns,
- recognizing the significance of common word endings,
- recognizing verbs in a paragraph,
- word order in a sentence,
- aural distinction of similar words, letters and numbers,
- a number dictation,
- completing sentences,
- understanding the technical content of two short commentaries.

Results

The correction of the one hundred and seventy questions gave a percentage result which was interpreted as follows:

PERCENTAGE	LEVEL	DURATION OF TRAINING
0 - 20%	Level 1	20 days
21 - 40%	Level 2	15 days
41 - 55%	Level 3	13 days
56 - 70%	Level 4	10 days
71 - 85%	Level 5	5 days
86 - 100%	Level 6	No training required.

It should be recalled that we were extremely lucky in having virtually no students at the lower end of Level 1 and that only «passive», comprehension skills, in a very specific field, had to be taught. Otherwise the time required would have been considerably longer. As it happened, the test proved to be a very effective way of making homogeneous groups.

Syllabus

The course was organized in a series of one, two, three or four five-day sessions (with the exception of the first Level 3 session) separated on average by three weeks. Prior to the first session the students received a «Pre-course module» which required little «hard work» but did familiarize them with some of the key points covered during the course. A «mid-course module» was also given to them for consolidation between the first and second or second and third sessions.

All the printed and recorded material used during the course was taken from the A 340 training course itself, even for the teaching or revision of the most basic elements of the language. As mentioned above, only comprehension skills were taught, although in Levels 4 and 5 the courses obviously took on a conversational character.

As a result of an analysis of the language, the distribution of the information between the media and the way in which the students actually followed the course working in pairs, using the schematics and taking notes, the following points received particular attention:

- identifying the subject matter of a sentence,
- abbreviations,
- meaning and forms of the most commonly used verbs,
- false friends,
- alphabet, numbers, units of measurement,
- states and failures,
- location words,
- hardware terms,
- controls and indicators,
- pronouns,
- quantifiers,
- contractions and acronyms,
- word ordering,
- interrogative expressions,
- link words,
- conditions, limits,
- word endings,
- modal verbs,
- key words in compound nouns,
- common vocabulary specific to each system,
- listening comprehension with emphasis on various listening skills.

The final week of the course was largely devoted to a series of «dry runs», simulating the conditions of the actual training course. Importance was given throughout to pair and group work as this was psychologically more stimulating and also reflected the way in which the technicians do in fact work together.

Basic Strategy

The basic principles applied to the teaching can perhaps be summarised as follows:

1. Training the students progressively to approach written and recorded material with a certain method: use of titles, diagrams, context, etc.; identification of the type of information conveyed and the key words in a sentence; finding unknown information or words from what is already known; keeping prior technical knowledge in mind all the time, etc.
2. A succession of different types of short, highly targeted activities.
3. Regular use of exchange and learning within the group.

continued on page 7

WHAT CAN A PRE-TRAINING COURSE LOOK LIKE? *(contd.)*

4. Constant repetition to build up familiarity and self-confidence.
5. Progression from short, isolated examples to full pages of material.
6. Technical relevance of all the material.
7. Nearly all the learning was active, i.e. consisted in doing something, usually with a partner or within a group.
8. A majority of relatively «easy» activities that could be done fairly quickly and which were designed to build up reflexes and self-confidence.
9. Emphasis put on self-confidence and practical autonomy inside the future training situation, whatever the final «absolute» level of each trainee.

Materials

Obviously, this approach required a considerable amount of preparation and a very wide range of exercises to have the flexibility to cater for the needs of particular levels and groups. For a start, all except for the most general activities were divided into cabin-based and mechanical/avionics-based material. There were examples of texts and recordings taken from all ATA Chapters. In all, some 250 to 300 exercises were created plus Maintenance and Training Manual texts which were used for reading practice.

Conclusion

To date, with about 250 trainees having followed the course, we have been lucky to observe a very high level of motivation. Despite initial reticence in a few cases, only one student actually dug his heels in and refused what we were trying to do, and this was as much for professional as for language reasons.

The questionnaires completed by the trainees and their instructors at the end of each technical training course indicated that in no case was English felt to be a negative factor in successfully attending the course.

Perhaps one thing which contributed to these apparently positive results was that whatever the level at which the students left the course they all left with the awareness that they could actually do something in the language. ■

HOW CAN YOU EVALUATED A TRAINEE'S ABILITY TO FOLLOW A COURSE *(contd.)*

deviate from the mean. It is interesting to note that the idea of dispersion contrasts with the idea of central tendency. The significant statistic being often not the "mean value" but the "measure of dispersion".

Reliability

This is part of the relevance of a test. In order to examine the reliability of a test, there are two things that can be done:

1. to have a test to test reliability
2. to have inter-rater reliability.

Relevance

The other element of relevance is in the validity of your test results. These can be examined in five ways by asking the following questions :

- Face validity : «Does it look a good test ?» Professionals tend not to take this aspect too seriously and yet a test will not give good results if its face value is not recognised immediately as being coherent.

- Content validity : «Is your test testing what you say it tests ?»

- Construct validity : « Is your test based upon sound principles ?»

- Concurrent validity: « How do results from your test line up and compare with results of other tests ?»

- Predictive validity : « How well does your test predict what someone will do in the future ?»

Test relevance can thus be broken down into reliability and validity. But the question must be asked « relevant to what?». One answer will be «relevant ultimately to the purpose of the test».

Tests can be categorized according to their purpose , the most common

continued on page 8

NETWORK *(contd.)*

principles and modern practices of effective communication of scientific and technical communication. Through its publications and meetings, the Institute disseminates this experience to a growing profession and to those who employ the services of its members.

Members

Members are employed in industry, commerce, government and educational establishments, the armed services, specialised contracting organisations and consultancies.

Membership

Anyone who shares the aims and interests of the Institute is welcome to join. There are five grades of membership.

Full details of the qualifications required for the grades of membership can be obtained from the Secretary.

Publications

"The Communicator" is the journal of the Institute and contains articles of professional interest. It is published quarterly; it is free to members and is also available on subscription.

The News Supplement contains news of the Institute's activities and its members, and is published six times a year.

A "Textbook of Technical Writing and Publication Techniques" was published in May 1985.

INTECOM

The ISTC is the United Kingdom member of INTECOM: The International Council for Technical Communication. The principal activity of INTECOM is an international forum, held in various countries and organised by one of its member-organisations. The forum is a meeting place for the exchange of views on technical communication.

For further information about the ISTC, its membership and the «Communicator» its monthly journal, please write to:

ISTC
Kings Court
2/16 Goodge Street
London W1P 1FF
Great Britain. ■

ATC TRAINING CENTRE IN PRAGUE

The Association would like to express its gratitude to Mrs. Radaslava Blahokova, Head of the ATC Training Centre in Prague for so kindly providing the seminar with rooms and refreshments and to its instructors for taking the participants on a tour of the centre's training facilities, giving them live demonstrations on the various trainers and answering all their questions. ■

HOW CAN YOU EVALUATE THE TRAINEE'S ABILITY TO FOLLOW A COURSE *(contd.)*

being: aptitude tests; achievement tests; proficiency tests and diagnostic tests.

When using the word "proficiency" attention to the two uses of the word should be paid. One use, a general, widely used expression refers to the meaning of "excellence" as in "The Cambridge Proficiency Examination". The other, a more specific use, restricted perhaps to English Language experts: "proficient for something specific, something defined by a purpose, a future plan of action against which you can measure someone's current ability in language knowledge".

Aptitude testing

How does one evaluate the trainees ability to follow a course ? This would seem to be an extremely difficult task to accomplish as one has to know exactly what the learner will be doing during the training course and to predict his ability to succeed in this specific situation.

If it is a learning course you have to look at the nature of learning. People learn in different ways and these include the three classical ways of learning such as: Kinesthetics (through movement and touch) , Visuals (through seeing), and Audials (through listening).

If the course is predominantly one of these things, students can be tested to see if they have that particular ability. They can then be matched to the course best adapted to their particular approach. However, this presumes perfectly stable course and contents, which in fact, rarely occurs as the teacher, text and indeed contents may well change. This therefore would

continued on page 9

HOW CAN YOU EVALUATE THE TRAINEE'S ABILITY TO FOLLOW A COURSE *(contd.)*

seem to be the main problem for aptitude testing : the lack of stability in courses thus leading to the impossibility of using the assessment of the students potential success in following the course.

Finally, testing or evaluation, as it is sometimes called, is generally placed at the end of a process which usually begins with analysis, moves on through planning and design and into notation. Unfortunately it is often seen as an entirely discrete and separate element. It is rarely used to do anything about the planning and design of the programme and is rarely fed back into the process in any meaningful way. Those who recruit prospective students may well be a separate department and while using recruitment tests to assess a students' aptitude for studying English rarely ask the English teachers what methods and materials are used in training courses.

Recruitment "aptitude" tests are often British or European-orientated psychometric tests which are irrelevant to the culture and practices of the foreign country in which they are being used. The students are therefore often incorrectly placed according to their level of English . The English department may well have to rearrange the groups thus causing disruption to the programming and planning organisation of students careers.

Conclusion

A satisfactory solution would be to involve all the actors concerned by the learning process, in the making of the decisions. Feedback should be allowed to occur all the way through the various stages of learning so that rather than being a linear process, it should be a circular process with interlinking occurring regularly. ■

TERMINOLOGY TANGLES

Professional jargon is one common feature of the language used in any working environment. In this column we intend to consider various areas in which jargon is used in the aviation world.

"Red cap" "Duty Officer" "Handler" "Batman" "Dispatcher" "Loadmaster" "Passenger Service Agent" "Engineer" "Tug Driver" "Caterer" are all examples of some of the different terms for people who work on or with the aircraft during turnaround. Can you recognize them from these short descriptions of their duties?

(The answers are given on page 15).

1. Performs check-in and boarding: _____
2. Loads and unloads baggage and cargo: _____
3. Deputizes for the station manager: _____
4. Checks the oil level, tire pressure, etc.: _____
5. Gives the crew pre-flight briefing and flight documents: _____
6. Supervises the handlers: _____
7. Guides the aircraft to its stand: _____
8. Takes the Captain the loadsheet to sign: _____
9. Loads meal trays, drinks, beverages, etc.: _____
10. Performs the pushback: _____ ■

SOURCES

This column will continue to feature books, recordings, software, etc. which although not initially intended for language-teaching purposes may be of interest to both teachers and users of English in aviation.

Britain, with its not unjustified reputation for lack of warmth and passion towards human beings, is a land of enthusiasts. Whether it be steam engines, birds, industrial archaeology, beer mats, butterflies or stamps it is always easy to find a host of informed amateurs to share one's hobby. One of the most interesting by-products of this phenomenon is the extensive range of well-documented periodicals and books that exist.

This is also true in the field of aviation. For example, the publisher IAN ALLAN produces a number of reasonably-priced, well illustrated, technically accurate but very readable paperback books. Many of them are often for sale a the newsagents of British airports.

The subjects covered include:

- various aircraft types (Concorde, DC 10, 747, A 300, Tristar, etc.) with the history of their design, development, testing, operation and various versions, using authentic manufacturer's schematics, cutaways and photographs,

- airports and air traffic control, with all the equipment, techniques and documents used, with the transcription of ATC-cockpit conversations,

- entire accounts of complete flights from pre-flight briefing and flight plan filing to engine shut-down (a 747 flight from Heathrow to Chicago, a day of commuter flights on a BAe 146 in Europe, etc.). Everything that happens during the flight in the cockpit, and between the cockpit and the ground, is recorded step-by-step and illustrated with photographs.

All the books contain a wealth of material in an extremely digestible form. With a little imagination, it is easy to adapt the material for classroom or project use.

Further information about the various publications can be obtained from:

Ian Allan Ltd.,
Coombelands House
Addlestone
Weybridge
Surrey KT15 18HY
Great Britain ■

WHAT IS IT LIKE TO TRAIN NON-NATIVE SPEAKERS IN ENGLISH ?

The Technicians' Point of View

Jan Masek
English Language Trainer, CSA, Prague

Jan Masek has been with the CSA training team for a year and half now. His point was to stress the major changes training has recently undergone in the company. For example, three or four years ago technical English programs were virtually non existant. Then CSA owned only Russian aircraft. Scarce were the people who learned English at that time. Indeed, they had to be willing to invest their own time and money. Then with the arrival of the first 2 Airbuses the situation began to change. The people who were chosen for training programs were at first highly motivated and learned by themselves. With the arrival of ATR's and Boeing 737's the situation changed once again, the general population having to be prepared this time.

The First Training Program

When the ATR program was set up, one year of general English was provided for the first group of trainees. The following group got ready thanks to video and CBT materials. In fact CSA had hardware and software for A300, A310 and ATR (May 1992). It is worth noting that the materials were not originally intended for English training, but the trainees used them as such and were helped when needed by those who had come back from Toulouse. When they in turn went to Toulouse, they were well prepared and fully successful. However when questioned they expressed the opinion that their learning could have been simplified with the guidance of instructors.

At CSA training computers are used for technicians and cabin crew member. There is one station for pilots. With the basic material very little has been translated into Czech dealing with routine checks and routine maintenance. Documents are exclusively in English. They therefore have to go directly to manuals, but nonetheless need to be guided by trained technicians. Jan Masek raised the question of the airline's liability in the event of an accident or incident involving a faulty interpretation, or incorrect translation, of a technical manual.

Today's Programs and Future Programs at CSA

In the future CSA is planning to train :

- 2 levels of mechanics
- 1 level of technicians
- 1 group of technicians with business skills (executives of a sort)

CSA would like to start a third group of maintenance training, seeking to use manuals as teaching materials.

Today two generations of mechanics exist. First there are those who deal with heavy maintenance, sheet metal and relatively old aircraft structure. It seems they will get by without English till the end of their career at CSA.

The trainers investigating the technicians most common problems found their major difficulties arose when dealing with phone calls or when they took part in negotiations. The other difficulty they mentioned was how they struggled to turn their passive knowledge into active knowledge. If they often understand, they do not manage to react promptly. Bearing this in mind, Jan Masek is working to define the training that will be needed for mechanics.

As regards ground handling, CSA would like to take advantage of its position in a fast-developing hub to provide ground handling to third party airlines in English.

The CSA Technical Department

Today the total technical department is made up of 1000 people :

- 200 technicians
  - only 30 can communicate in English efficiently
  - 50 have communication difficulties
- 600 mechanics
- 200 other staff.

More than half will need thorough English training. They work in English, but their level is insufficient. Today a group is still working on Russian aircraft. However CSA is going to sell all of these aircraft and the personnel will then have to follow their colleagues' example.

Such is the state of English in the technical department. But problems are not strictly limited to the technical department and it may be noted that middle and top management have needs as well. Actually, it is important to know that the population of mechanics and technicians did not learn English at school when the first foreign language taught in the school system was Russian.

continued on page 11

The Technicians' Point of View *(contd.)*

Today things are changing, for example future mechanics in apprentice schools have 4 hours of English a week. For ATR training in Toulouse, the people sent were programmed at the very last minute and for lack of space went alone or in groups of two or three. A total of seventy attended. But before they left, the others were required to do one year of general English training.

The Level of Motivation

The first volunteers to train in English had a very high level of motivation. They considered themselves privileged and exceptional and did extremely well. With the following groups we had first, second and third choice candidates which explains why the level of motivation has been falling. Students request they be tested once a week and this forces them to constantly review. They have told us their major problems are linked to listening comprehension when they must deal with :

- manufacturers and firms providing spares

We have 15 who have to communicate with Air France people in English only. They realize their problems do not stem from technical language. The French are in charge of training on Boeings in Prague which does not appear too hard for the Czechs (as English is not the mother tongue of the French).

Cabin Crew and Flight Crew Training

There have been changes with the implementation of A310 and Boeing 737 programs. Today these categories must have preliminary English training before going abroad either to Toulouse or Seattle. So they have general English as well as CBT training. The CBT materials for ATR, Airbus and Boeing, initially intended for technical learning are now used for English learning as well. To all present it was suggested that in acquiring new materials training centers would be advised to check they are made according to AICC standards in order that they be used on all stations.

CSA has recently hired ATCs to teach communications skills and engineers to teach reading skills in manufacturers' manuals. For the large group of pilots to be trained in Seattle, external trainers were called on for general English courses. The trainees were sent out for one week a month during 3 to 6 months, according to their levels. Often the level of cabin crew members' English is quite good because nowadays the policy of the company is that the knowledge of the language is a prerequisite to their entering the company.

continued on page 18

WHAT IS IT LIKE TO TRAIN NON-NATIVE SPEAKERS IN ENGLISH ?

The Training Center's Point of View

Hans Uhl, Deputy Manager
Aeroformation, Toulouse (France)

Aeroformation has been training flight crews and maintenance staff of all nationalities in its Toulouse facility since 1972. It employs a large team of mainly French, German and British instructors all working in English.

Hans Uhl has over 20 years' experience at Aeroformation in the fields of A 300 and A 310 course development, instructor recruitment and training, coordination and quality control on the A 320 and A 340 computer-based flight crew and maintenance training courses. Today he is also involved in the ATA 104 working group shaping the future of technical training and documentation.

I. TRAINING TECHNICAL INSTRUCTORS TO WORK IN AN INTERNATIONAL ENVIRONMENT IN ENGLISH

INTRODUCTION

Hans Uhl pointed out that at the end of the 1970's with the experience of A300 and the need for new instructors on the forthcoming new generation aircraft it had become necessary to structure the instructor training system better. Therefore Aeroformation devised a three step procedure.

1 - SELECTION

They reflected on different ways of finding new instructors. On one hand the airlines could provide either qualified or interested people, or it was possible to check with competitors or advertise in such professional magazines as Flight International. But, above all, it was vital to have a clear notion of the way of selecting and the future program. It was essential to define the minimum entrance level for the new instructors, probing their writing and speaking skills (the latter an indispensable element at Aeroformation). The tasks that were to be expected of

continued on page 12

The Training Center's Point of View *(contd.)*

the instructor in the environment, the definition of the technical instructor's career had to be made known to him at the outset. There was a need for flight crew and maintenance instructors. *Hans Uhl* was responsible for the latter and organized the four areas of the selection interview.

a) Subject matter expertise

The point was to find people with sufficient expertise in their field (for example a pilot with enough expertise to become a flight crew instructor). For maintenance courses, it is necessary to know the future instructor's experience in engines, airframes, avionics, etc. and the aircraft he has worked on.

b) Preparation of training material

The next point to check is the candidate's ability to prepare training material. Quick exercises that will reveal his/her creative capacities must be devised. It takes a one day interview with two people selecting to detect these abilities.

c) Presentation skills

It is necessary to check whether the person already has structural skills or to observe the candidate and with a bit of imagination recognize his capacity to present a subject within a few months.

d) Delivery in English

The last point checked is if the future instructor can deal with the preparation, the subject matter and the instruction techniques in English.

2 - QUALIFICATION

Once the future instructor has been selected, it is necessary to have a training program to formalize his qualification. This program comprises a number of phases, steps and intermediate checks. He will be told how he is to be trained, the duration of his training and the way he can cross-check himself. He is assured somebody is following his progression and that he is not simply hired and put in a corner behind a desk and then sent out within a couple of months to instruct. He has a follow-up sheet and file which will follow him all along his training. English is part of this. The candidates come in with a required minimum level. Obviously, some are better than others. It is the center's duty to know if within a couple of months he will have the ability to learn about the new aircraft techniques, etc. At the end of the 6 month period the general instructor training period will come to an end .

It is most important that the trainee instructor be kept briefed all along, regarding his progress. That way when inconsistencies do arise, he can be told in order to take immediate remedial action. For, at this stage he will not be thrown out, since considerable time and money will have been invested in him. When necessary, each trainee will be encouraged to work in the areas he/she is weaker in, in order to fulfil the center's expectations by the end of the trial period.

For English, as well as the subject matter, the program is divided into :

- the basic part,
- the specific, task-related part.

Training develops from the general to the specific. After refreshing the instructor's knowledge of the English language, emphasis is placed on training him to use English in various situations and making him proficient in the different "task-related" training skills.

For the Basic English training program, the learners are able to communicate in areas belonging to the training environment as well as general topics such as food, travel, etc. In the task related training they will need to know the vocabulary related to each of the subjects they teach.

Once the instructor is qualified, he is like a person who has just got his driver's licence and in fact really cannot drive. Indeed, the instructors are only able to teach one subject at the outset. They then go on to proficiency training whereby they have the responsibility for other aircraft systems. Of course, each one is checked in the classroom over a period of two to three months by supervisors who file reports on his performance. As a consequence, should he/she ask for promotion a year or two later, non subjective information relating to his/her abilities can be found in the archives.

II. HOW THE AIRLINES COME TO THE TRAINING CENTER

Some airlines have no idea which students to send to aircraft manufacturer training sessions. The point is clearly specified by ATA who stipulate that trainees should be proficient in reading, speaking and writing the English language. Those in charge of airline in-house training should be aware of it. They should:

- know how to evaluate the students
- have a clear notion of which students can be sent

continued on page 13

The Training Center's Point of View *(contd.)*

- be aware of those in need of English training before they are sent to the outside.

The aircraft purchase and training contract informs the airline that the manufacturer wants trainees proficient in reading, writing and speaking the English language. This is part of the contract with the training organization who are entitled to expect the right trainees.

Another essential point is the presentation of the maintenance training manuals, which should be written in easily readable language : with simple words and grammar. Terminology will be standardized in order to clearly communicate complex maintenance information, in accordance with AECMA Simplified English standards.

The way is already set with the A 340 and A 330 but will be taken a step further on the next generation of aircraft.

DISCUSSION

A lengthy discussion ensued. Referring to Air Transport Association recommendations, the first point that was brought up was what was meant by the requirement for trainees to be "proficient in written and spoken English". The very definition of proficiency appears to have one meaning for the pilot who communicates orally and is pressured by a time factor and a mechanic who has a more passive knowledge. The latter needs to handle the manual and his learning is CBT oriented. It was noted that to make a blanket statement about proficiency leads to a situation where the manufacturer is passing the buck and unwilling to take the blame for anything that might go wrong. Airbus Industrie does not formulate similar requirements.

However it is useful to set an entrance level for lack of which other ways will have to be devised. For example some operators and staff training on A310 have needed interpreters, which is a costly solution. In addition, part of the training is data based and designed for individual training (in English!). So the customer must be aware he sends prepared students or finds other solutions. Imagine for example the cost of an interpreter in each cockpit for one company. A case in point was the 8 Asian trainees at Aeroformation who were recently accompanied by 10 interpreters for their work on computer stations. In addition this is only a stop-gap measure which in no way prepares personnel to work in an English-speaking enironment in the future.

Hans Uhl made a case for coherence and clear English policies, which could only improve the learning process. The case of an airline was quoted where part of the courses was given in French and part in English. Therefore the students tend to translate when they are just beginning to think in English, and this linguistically is proven to have an adverse effect.

For all the written documentation, in the new generation aircraft the changes have been dramatic. In the past, log books were written in the native language, but can no longer be today. Now warnings and messages are in English only. If you push a button the message printed out is in English for failures or trouble shooting. So if the maintenance personnel cannot read English, nothing can be done. Screens give you instructions in English only. On engines nowadays there are thousands of parameters which are monitored. And it is all in English as in the A320 Trouble Shooting Manual, or the 10,000 malfunctions of the A340. These books will never be translated from English due to the financial expenditure and risk of misinterpretation this would entail. Therefore airlines have to aim at bringing their students up to a higher level. Mechanics must understand increasingly that with the new generation aircraft, their job is moving from a craftsman's to a technician's activity and that they must keep abreast.

A participant mentioned how clear profile criteria are lacking for the candidates who apply to train. Joe X considered to be a potential candidate will be asked by management whether he can cope or not. If the reply is yes, he will be sent off. But nothing is less sure. Indeed, no systematic checks are made to corroborate the validity of the choice. In order to ensure their trainees' global comprehension while in the USA, some airlines will send several people at a time so that at dinner time at the end of each day, those who managed to grasp the meaning brief the weaker people. On the other hand, ATA located in the USA only gets occasional new-comers, from Cuba for example, who will be non-proficient in English. But here in Europe it is up to those in charge of airline English training to devise tests. They set the standards.

One last comment had to do with the sales pitch. It was noted that thanks to Lufthansa's language policy, their technicians round the world deal with handling contracts for 160 other companies. If an airline cannot guarantee communication, and therefore only cater to native language carriers, in spite of its highly skilled personnel, it will not gain the contracts it might otherwise have done.

continued on page 14

The Training Center's Point of View *(contd.)*

Here are a few paragraphs from the INSTRUCTOR TRAINING MANUAL written at Aeroformation in 1980 as a guide to the process of training newly-hired instructors. These passages are, of course only related to English language training.

ENGLISH

English is taught in two complementary phases in the center.

Basic

The first phase is designed to provide the instructors with a *practical* grasp of the spoken language covering a range of topics loosely related to the situations of their professional life, but outside the specific training context (i.e. travel, food, accommodation, general descriptive ability etc...). However the main goal remains a certain self-confidence in the use of English, backed-up, if necessary, by grammar revision and exercises. Three types of course are used for this:

a) conventional language work,
b) practical group sessions with the use of a video system,
c) two day extra-mural seminars to provide more complete practice.

Task related

The second phase is applied once the instructor has reached a satisfactory general level of English. He then works within a small group made up of people from the same field (Simulator, Learning Carrels, Maintenance, etc...) as himself in order to study and improve the way in which each person delivers his course or manages a session. The video system is used systematically and a training situation is simulated.

An explanation in note form of how these task-related courses are organized is provided below.

AeF "task related courses"

- 3 hours, 4 instructors.
- Grouped as Simulator, CPT/Learning Carrels, Development/Maintenance: classroom.
- Month 1: Theoretical explanation
  - system, subsystem Philosophy, using diagram, etc.
- Month 2: Operation description.

Basic English review

1. General chat about the ideas behind the course + its organization. Explain how sessions are going to be run + attempts made to brighten up surroundings and provide something useful.
   Ask for ideas, suggestions, etc.
   Explain how general English (1 1/2 h) sessions fit into scheme as back-up.
   Stress that each group works to build up the terminology + expressions *needed*.

2. Teacher acts as main trainee
   1 instructor "performing"
   1 instructor as cameraman
   2 instructors taking notes (the idea is to build up a glossary little by little: situation by situation + subject by subject) + acting as trainees.

3. Each instructor given 3' to explain his subject, with minimum interruption for first 2', then teacher's + "trainees" comments/questions/help, in order to bring out as much information as clearly as possible. Act "stupid" if necessary to get instructor to exceed limits of his "routine" and clarify particular points. Make active suggestion of the "If I understand correctly, you mean that..." type (either right or wrong). Encourage other trainees to take a*ctive* part: Don't let video recording run on indefinitely. Bring cameraman into discussion.

4. Quick intake of first impressions. First instructor, then others.

5. Careful replay of film with discussion and elucidation of key points (with better performers this overlaps on delivery questions). Quick language explanation.

6. Summary and writing down of useful words/expressions + variants which have cropped up.

7. Change roles + start again.
   (25'/person max.)

8. Coffee break when attention starts to drag.

9. When all 4 have done their "thing":
   - general comments,
   - build up a written list of expressions, etc...

10. Very quick (1') video sequence on a particular point of each system, etc... (the equivalent of one "frame" of a course).

continued on page 15

The Training Center's Point of View *(contd.)*

11. Extremely quick replay, only stopping on *very* bad mistakes, but high-lighting what is good.

    • Importance of flexibility: letting the things each individual *needs* come to the surface. Let the group take its own course as far as possible.
    • Atmosphere allowed to develop.
    • Written record of useful expressions + terms very necessary + indication of weak points for language work subsequently. Notes on compatibility.

This section of the Manual is completed by glossaries of practical expressions, vocabulary, common mistakes, descriptive language, location terms, classroom language, simulator language, etc... ■

TERMINOLOGY TANGLE KEY *(page 9)*

1. Passenger Service Agent
2. Handler
3. Duty Officer
4. Engineer
5. Dispatcher
6. Loadmaster
7. Batman
8. Red Cap
9. Caterer
10. Tug driver

MAILBOX

BBC English - "Language of the Air"

In February, the General Manager of the London Air Traffic Control Centre was approached by the BBC for assistance with a series they intended broadcasting, celebrating 50 years of World Service English Broadcasts. It would cover the various uses of English as a language and they wished to do a programme on the importance of English as the language of Aviation.

The GM considered me to be an "ideal candidate" for their needs as I had an established interest in this area. He enclosed my CV which included 'Secretary of the UK Radiotelephony Working Group, responsible for producing the CAA Radiotelephony Manual' and also 'user of Aviation English, either as an ATCO, or trainer for over 25 years'. He also noted that my current job included the responsibility for the investigation of incidents, which involved extensive use of RTF recordings and radar replays.

On the due date, I presented myself at Bush House in the Aldwych in London, which is the home of the BBC World Service.

I spent the first 15 minutes with the programme researcher and the interviewer discussing areas that would be asked. It was very fortunate that only that same morning I had received through the post the first issue of the Association's Newsletter so I was able to use it as examples of need for source material and also some of the problems involved.

Following the introduction, we went into a small studio where the interviewer and I had a microphone each and proceeded to speak at the microphone rather than to each other.

We covered the history of English as the language of Aviation, stemming mainly from the predominance of the Americans in Aviation from the mid-20s: the differences that could arise especially between 'American' and 'British' English. Examples such as 'Pull up'; 'Overshoot', 'Go-around'; 'Go ahead'; were touched upon. The article about the telescopic gangway between terminal and aircraft also proved a useful topic illustrating the need for standardisation.

A recent incident in India, where there was a possibility that the pilots had not been English speakers, was alluded to and we discussed the fact that RTF phraseology was a very restricted language and the difficulties that could occur if you strayed outside it.

I finished up by giving examples of the standard spelling alphabet. In all, a 30 minute recording, of which perhaps 5 minutes will be broadcast.

I found it a very interesting experience, rather less nerve-racking than my previous broadcast with LBC, which was live and I had no idea of what I would be asked. I was able to publicise the Association and its efforts and trust that the BBC will now be aware of its existence.

I would like to thank Joan Bellec and the anonymous author of Terminology Tangles for their timely articles, which I used as examples in my broadcast.

John Williams, Manager, Investigation, Information and Training
London Air Traffic Control Centre, Member of the International Aviation Association ■

SURVIVAL TACTICS

Towards the end of the seminar, the participants brainstormed their ideas about practical things which could make following a technical course in English a little easier or more comfortable. Which tactics could be taught formally prior to the course and which tactics would benefit the trainee during the course in order to alleviate the strain and fatigue of a heavy syllabus ?

This is a brief summary of some of the ideas expressed.

PREPARATION

1 - Preparation by the instructor will be desk-based research, concerned with who is coming to the course, what they need, their backgrounds and experience etc.

2- Preparation by the trainees : most useful will be obtaining knowledge about the course from trainees who have attended previous courses. A handout summarizing the different learning styles that will be encountered as well as the objectives of the course is useful. The trainees could be asked to prepare some material to be brought into the course for the first day so that their specific problems will be recognized and dealt with. Finally management should be involved , possibly on the first day of the course by their actual presence during the introduction of the course.

FRAME OF MIND

How to enhance the learning by encouraging a suitable state of mind. This is very difficult to cope with if the student has a "mental block" about the country he is training in. More cross-cultural training is of course an obvious answer to that .

READING AND LISTENING

A rapid course in technical reading, which includes reading various texts and summarizing them in the native language. Scanning exercises and specific vocabulary enforcement tasks, such as finding the headword in a phrase and investigating the word order in a sentence , are useful to teach prior to the course. Listening skills will include how to take notes. Specific techniques can be taught here. Global listening related tasks would also be useful to reinforce the listening skill before undertaking a technical training course

VOCABULARY

If the student is faced with vocabulary that he or she doesn't know, three solutions can be offered : firstly ask your neighbour (fellow trainees), secondly look it up in a dictionary or thirdly ask the instructor for a clearer definition. Information concerning dictionaries : those that are most suitable for the purpose in hand : monolingual or bilingual, as well as the important information on how to use dictionaries fully, should be provided prior to the course.

OUTSIDE THE CLASSROOM

Work site visits as well as coffee break chat give the trainees opportunities and time to find out and ask questions about other aspects of the country they are in and at the same time enlargens the horizon of the course beyond the purely technical training they are undergoing. It should also be stressed that the trainees are important learning resources themselves and they should be encouraged to share their knowledge with their colleagues in order to reinforce what they have learnt during the day.

COMBATING FATIGUE

Starting early, finishing early as well as having a number of breaks during the day to alleviate the work load. After lunch activities (always a difficult time !) should consist of games or video followed by discussions.

TIME SHARING

Balancing the different types of activities throughout the day will help overcome tiredness. Even getting away from the classroom to visit other places can be envisaged. Time constraints may however limit these type of activities.

THE INSTRUCTOR

Should be trained for the specific course he is giving. Also he must be enthusiastic , particularly when influencing the student's attitude to the learning process. He or she should share the group's concerns and be aware of any problems that may occur. The instructor should encourage the students towards a self-analysis of their abilities.

DEBRIEFING

It is important to be positive, constructive and encouraging. Also a debriefing must be 'brief'. One should encourage full participation from the trainees.

VISUAL SUPPORTS

Whatever media is used, they should be clear and uncluttered, using only relevant information and data. The actual location of the visual should be clearly identified. In particular when dealing with aircraft instruments and maintenance parts. Good sequencing is often a very important aspect of visual supports. ■

THE INTERNATIONAL AVIATION ENGLISH ASSOCIATION: A BRIEF DESCRIPTION

HOW WAS IT BORN?

The initial impetus to form the Association stems from the very positive international response to the Aviation English Forum held periodically in Paris over the past eight years. It became apparent that a great many people working in this field worldwide needed a structure within which they could establish and pursue contacts and keep abreast of events in the fast-evolving worlds of Aviation and English.

WHAT ARE ITS AIMS?

1. To **bring together** people and organizations concerned by or interested in the use of English in the aviation and aeronautical world.
2. To **promote** the exchange of information as regards English, English training, standards, qualifications, translation, documents, etc., between people working within Aviation in different countries.
3. To **gather** information useful to the airlines, Authorities, Air Traffic Services, manufacturers, pilots, engineers, universities, research institutes, training centers and teachers.
4. To **enhance** the circulation of this information through a Newsletter and one-day seminars and periodic forums.
5. Finally, to **generate** concern about the quality of English in the aviation world.

WHO ARE THE MEMBERS?

Airline training managers	Translators	English Language Teachers
Pilots	Representatives of Civil Aviation Authorities	Technical editors
Engineers	Researchers	Air Traffic Controllers
Professional bodies (IFATCA, IFALPA, IATA)	Military training departments	Manufacturers' Documentation Departments

WHAT ARE SOME OF THE ISSUES ADDRESSED?

- Language requirements for aviation professions
- Ambiguity and interpretation in phraseology
- Standardization and clarification
- The role of English with respect to other languages, etc.
- Autonomy in language learning
- The promotion of Simplified English
- Language standards and testing
- The human factor in communication and learning
- Efforts required by native speakers to use English as a language of international communication

For the conditions of membership, please see the APPLICATION FORM enclosed.

The Technicians' Point of View *(contd.)*

Mechanics and pilots go through presimulator training once a year and this is in English. So this is seen as a means of maintaining their level of English as well.

Attitudes Today

Today the young especially know they will have to learn English and they are complying with the demand. The older people feel they can get through their career at CSA until retirement without the need for English and without actually being threatened with the loss of their jobs. At present, those in between are being trained in their working time (apart for some mechanics who go to night classes). Some see this as a pleasant break and those who are in charge must make it a point to see they take their training seriously. ■

SEMINARS & FORUM

Seminar

The Association is organizing its next day and a half seminar in Bournemouth, England on 14th and 15th October, under the auspices of the Civil Aviation Authority and with the kind cooperation of Mr. Tony Roome. The seminar will be on the subject of radiotelephony and the topic addressed will be:

- phraseology: past, present and future;
- the use of phraseology in standard and non-standard situations;
- hands-on simulator practice;
- training methods.

Forum

The Fifth Aviation English Forum will be held in Paris at the Campanile Hotel, Porte d'Italie on 17th and 18th March 1994 on the theme of:

People, Flying Machines and English: an examination of the ways in which human factors affect communication and training in English in the world of aviation today.

Registration

Registration forms and further information about events will be reaching you shortly.

Future topics

We will always welcome your proposals as regards venue and topic for future seminars. Both Prague and Helsinki proved beyond doubt that both outside attendees and the hosting organization have everything to gain from such events.

Among the topics we would like to see raised are:

- cabin announcements in English,
- computer-assisted translation,
- the integration of Language departments in the decision-making process with respect to training and human resources,
- a follow-up on Simplified English,
- learning/teaching specific skills, e.g. reading, listening, writing, etc.

However, the subjects which are most important are those which you feel should be tackled. So please do let us have your suggestions. ■

TECHNICAL ENGLISH BEFORE TECHNICAL TRAINING *(contd.)*

superior and perhaps lead to a shortening of the length of time and a substantial reduction of the costs of the flight training.

The technical language, however, must be targeted correctly. We must prove that it is targeted, that the trainers understand the syllabuses of the technical course that follows; not necessarily the technicalities, but the vocabulary and the methods of teaching, together with the language used in so doing. The technical language training will thus be specific and adapted to the students' needs. Standards must be set. It is not enough just to say that the right words and the right system are being taught. If you do not know what standard you want to reach then you will certainly either under-train or waste money by over-training .

English language training prior to technical training *IS* essential. It is as important as simulator training. A simulator costs 5 to 10 million pounds. In terms of costs it is far cheaper for management to organise language courses so that students can use such training effectively. It is under these terms that you can reap benefits from these investments.

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For the attention of the Editor

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