



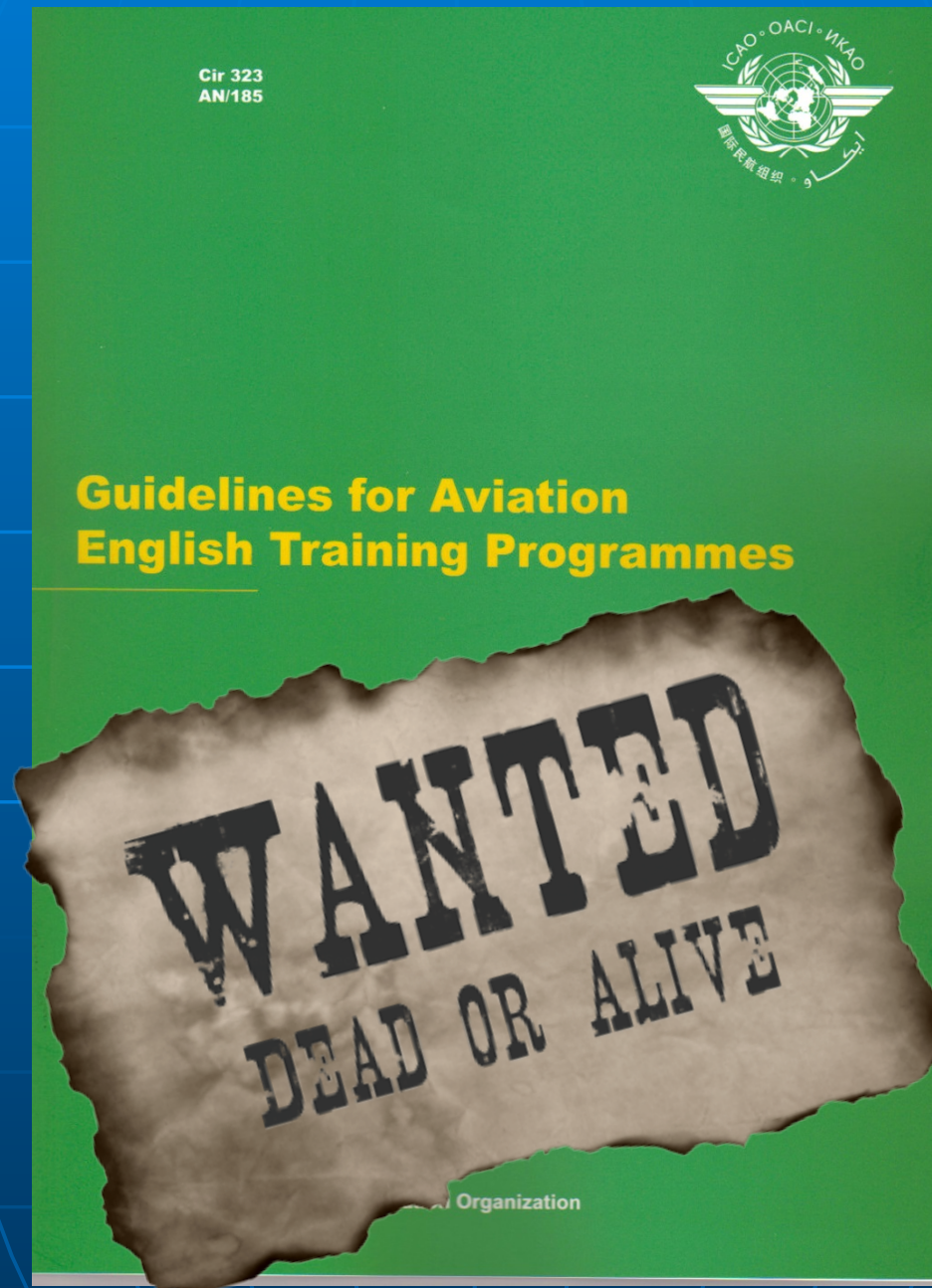
Guidelines for Aviation English Training Programmes

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18th ICAEA FORUM in Warsaw, Poland
June 25-26th 2015

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How it began

- An exchange between ICAO & ICAEA
- 4 workshops in 2007 ICAEA Forum
- Drafted by ICAEA Board members
- Edited by ICAO & ICAEA
- Published by ICAO in December 2009

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Why we needed guidelines

- Aviation English: a new profession
- Absence of any appropriate accreditation
- High stakes
- Short deadlines
- Few experienced teachers
- Tendency to just extend TEFL
- Diversity of approaches – *CBT, online, intensive*
- Some disappointing outcomes

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What the aims are

- Assist training decision-makers
- Support training developers & teachers
- Attempt to define 'best practice'
- Enhance LPR implementation

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The terms of reference

Draw lessons from:

- ICAO Rating scale & holistic descriptors
- xxxxxxxx Document 9835 xxxxxxxx
- Operational communicative requirements
- washback from testing

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Premises

- Aim of language: ensure clear pilot-controller communication
- Aviation language: a specific set of lexis, structures & functions
- Criterion of proficiency: operational efficiency
- Communication: predominantly oral
- Impacts: public safety, careers, economic

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4 areas addressed

- Training content design & development
- Training delivery
- The Trainer
- Trainer training

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Some issues addressed

- Realistic training durations
- Differences between learners
- Communicative nature of language required
- Value of training content
- Operational relevance
- Effectiveness of blended learning
- Need for remedial & recurrent training
- Qualities of appropriate language trainers

1. Design & Development (Objectives)

- Proficiency in operationally-relevant, work-related language
- Communicative language skills
- All six ICAO skill areas addressed
- Level 4 in all six areas
- Sustainability

1. Design & Development (Providers)

Information about:

- Design & development team
- Qualification & experience: EFL & SME
- Training curriculum
- Curriculum development process

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1. Design & Development (Pedagogy)

- Curriculum content & order
- Pilot & controller streams
- Professional & *ab initio* students
- Communicative approach
- Professional relevance & motivation
- Use of technology & media
- Blended learning
- Cost-effectiveness
- Monitoring: student & QA

2. Training delivery (Factors)

- Integration of classroom & distance
- Enhancing learner motivation
- Communicative approach: use of non-textual prompts
- Applicability of content, activities and level
- Adaptability to specific requirements

2. Training delivery (Trainers & logistics)

- Qualifications, qualities, training, experience, and treatment
- Training in tandem
- Supportive learning environment
- Lesson duration & frequency
- Technical infrastructure

2. Training delivery (materials)

- Instructor manuals
- Lesson plans
- User-friendly student manuals
- Programme tutorials & rationale
- Student follow-up & tutoring

2. Training delivery (Monitoring)

- Placement, progress & exit tests
- Segregation between training and licensing testing
- Student monitoring and needs analysis
- Learning Management System
- Remedial & recurrent training
- Trainer monitoring & measuring objectives met

3. Trainer profiles & background (1)

- TEFL Qualifications
- ESP experience
- Either TEFL or SME background
- Linguistic skills & operational familiarity
- ICAO Scale, descriptors, 9835
- Exposure to operational environment
- Interaction between SMEs & TEFLs

3. Trainer profiles & background (2)

Attitudes!

- Create conditions for speech production
- Motivate & support
- Prioritize communicational effectiveness
- Observe, coordinate, facilitate & learn
- Be aware of safety-critical language
- Be sensitive to cultural differences

4. Trainer Training (1)

Aviation environment (pilot / ATCO):

- Flight ops, airspace
- Aircraft systems, flight phases
- Airport environment
- Meteorology, hazards
- Safety, Human Factors, CRM
- Abnormal situations
- Language continuum
- Regulatory environment

4. Trainer Training (2)

Practical training:

- Listening in ATC lab
- Using rated speech samples
- Developing lessons from raw data
- Group management in communication
- Adapting material to specific needs
- Working in tandem

4. Trainer Training (3)

Specific language awareness:

- Language functions in aviation
- Language objectives & proficiency criteria
- Criteria for content-based learning
- Safety-critical nature of language
- Social and personal impacts of aviation language training

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Also

- 4 questionnaires
- References & bibliographies
- Sample forms & checklists

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Conclusions (1)

- Aviation English training and testing are ultimately about safety
- High stakes require a high level of professional and personal commitment
- The relevance of objectives and activities to be assessed in the light of real-life operational requirements
- Aviation English training is distinct from TEFL and even ESP in other fields
- Training should have a predominantly communicative bias

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Conclusions (2)

- Content-based language training is more efficient, motivating and cost-effective
- Content should be relevant to the population being trained
- The trainer is the training provider's most valuable asset
- The student is at the heart of the learning process
- There are no short cuts to training English trainers

Conclusions (3)

- Student motivation and commitment are essential to successful training outcomes
- Consistent monitoring, feedback, review and adjustment required
- Small financial savings may have very expensive consequences
- Attaining operational language proficiency is a team effort

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Conclusions (4)

Training is a life-long process!

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***Thank you very much
for your attention***



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