English language proficiency for successful aviation training

Latitude Aviation English Services

Henry Emery, Latitude Aviation English Services, UK

- Language vs knowledge
- The challenge
- Why not ICAO level 4?
- If not level 4, then what?
- Training and assessment

Tick the activities you can do successfully in English:

- Speak with air traffic control on descent and landing
- Write a financial report for an airline board of directors
- Read (and understand!) a government procurement contract
- Give a presentation at an industry conference
- Give a live radio commentary on a test cricket match

Subject matter knowledge

Language knowledge

Personnel	Population (2010)	Population needed (2030)
Pilots	463,386	980,799
Controllers	67,024	139,796

ICAO Global Air Transport Outlook 2010

"Emerging regions will therefore represent almost two thirds of World traffic in 2033. Middle East, Africa, CIS and Asia-Pacific will be the fastest growing regions"

Region	Pilots required to 2030
Asia Pacific	183,200
China	72,700
Europe	92,500
Latin America	41,200
North America	82,800
Middle East	36,600
Africa	14,300
CIS	9,900

Boeing Current Market Outlook 2011

"By 2033, the world's airlines will take delivery of more than 31,350 new passenger and freighter aircraft"

"It is equally important to note that over 38% of all new aircraft deliveries over 100 seats will be within North America and Europe"

Airbus Global Market Forecast 2014-2033

- The majority of the world's future pilots do not have English as a first language
- Much of the world's aviation training is conducted in the medium of English

Level 4

Pilots and air traffic controllers 'shall demonstrate the ability to speak and understand the language used for radiotelephony communications to the level specified in the language proficiency requirements in Appendix 1'

ICAO Doc 9835

'The ICAO Rating Scale has a distinct aeronautical radiotelephony focus; it addresses the use of language in a work-related aviation context, voice-only communications, using strategic competences for safe communications in case of complications or unexpected turn of events'

ICAO Doc 9835

S	V	F	C	I
Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.

unusual or unexpected circumstances

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*transition from **rehearsed or formulaic** speech to **spontaneous** interaction*

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Work related topics

S	V	F	C	I
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Unexpected turn of events

1. Read chapter 1 of General Navigation
2. Listen to a lesson about principles of flight
3. Do some e-learning about meteorology
4. Talk to a student services officer
5. Listen and speak to an en-route ATCO
6. Listen to an OJTI / TRI in a simulator
7. Talk to maintenance about unserviceable equipment
8. Read a NOTAM

ENTRY CRITERIA

Do you have what it takes?

The [redacted] FPP basic entry requirements are outlined below. It's very simple. If you tick all the boxes, then you're good to go.

General Entry Standards

- Aged between 18 and 55 on 1 September 2015
- Have a valid passport and the unrestricted right to live and work in the UK, with the ability to travel unrestricted worldwide
- Fluent in English (verbal and written) to ICAO Level 6 minimum if English is not your native language
- Able to produce a Criminal Record Check (CRC) Basic Disclosure Certificate prior to commencement of training and pass all [redacted] referencing checks
- Able to obtain and maintain an EASA Class 1 Medical Certificate (for information please visit www.caa.co.uk) and pass the [redacted] Health Services medical examination
- Not previously taken any EASA ATPL Theory examinations

ENTRY REQUIREMENTS

Flight Training

The minimum requirements for ab-initio training at [redacted] are:

- The candidate must be at least 18 years of age.
- The candidate must hold a valid class one medical certificate

No formal academic qualifications are required by [redacted], although we advise that prospective students focus their attention to gaining Mathematics and Physics qualifications to at least GCSE standard.

Please note that some modular courses do have prerequisites. These can be found on our 'Flight Training Courses' page.

Foreign students will be required to pass an English language proficiency test to at least ICAO level 4, this can be taken at [redacted].

AIR TRAFFIC CONTROL ASSISTANT/BASIC INDUCTION, ICAO 051

Course aim

The course is designed to provide the students with a comprehensive introduction to Air Traffic Services in general and to develop specific theoretical skills in Air Traffic Services procedures and techniques required as essential base knowledge prior to rating training.

Course objectives

After completion of the course, the ATC student will have:

- Knowledge and understanding in accordance with the topics and sub-topics detailed in ICAO Annex 1.
- Knowledge of the Tower, Approach and Area Control practical training environments.
- Knowledge and understanding of the importance of teamwork and the significance of human factors within the ATC environment.

Course overview

Theory

A number of the course's theoretical components are similar to the requirements for pilot training because of the close inter relationship within the aviation environment.

During the course students will learn: Aviation Law, Rules of the Air, Air Traffic Management, Principles of Flight, Aircraft Equipment and Systems, ATM Equipment and systems, Communication, Human Factors, Meteorology and Navigation.

Simulator training

Within a simplified generic training environment students will learn about Tower, Approach and Area control.

Prerequisites

English language proficiency (minimum ICAO level 4).

Level 4

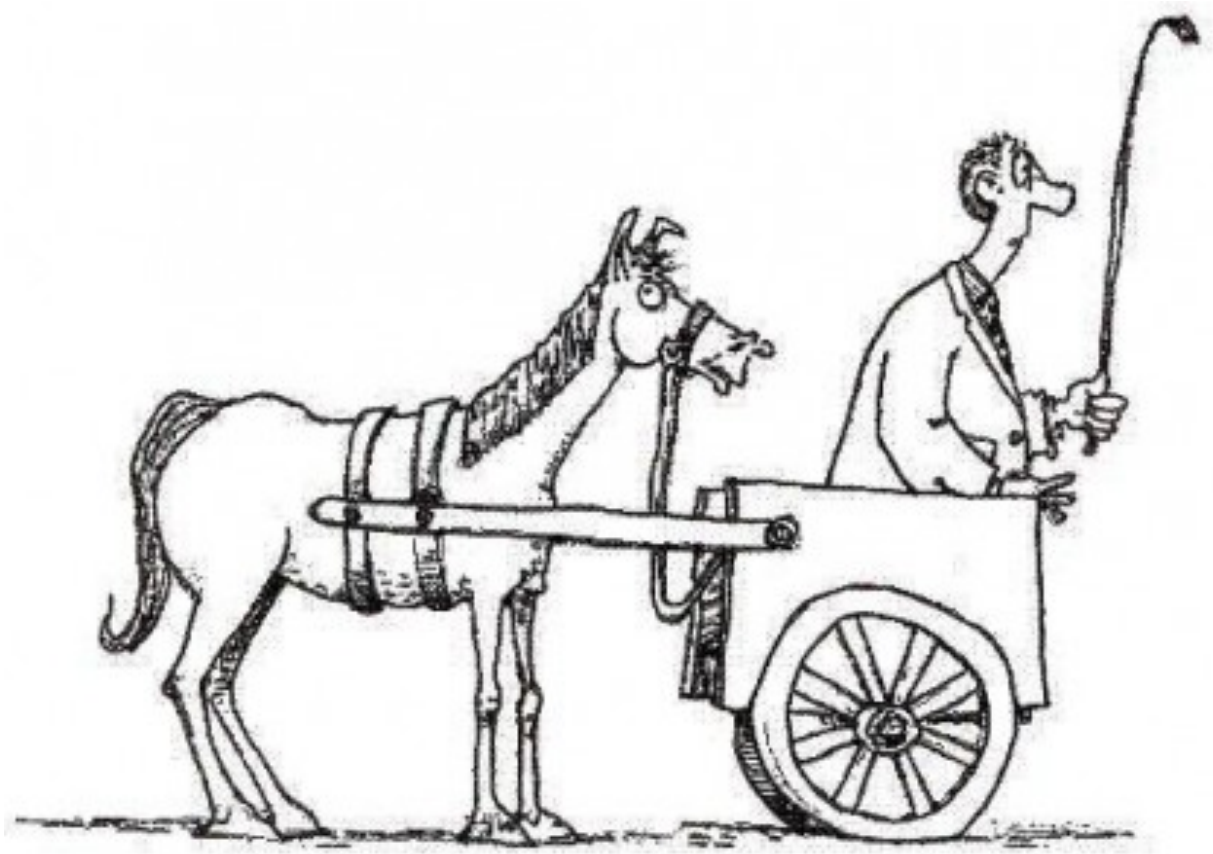
"Not worth the paper they are written on"?

'The Operational Level 4 descriptors were developed as the safest minimum proficiency skill level for aeronautical radiotelephony communications'

ICAO Doc 9835

'The ICAO Rating Scale addresses only spoken language (speaking and listening); it does not address reading'

ICAO Doc 9835



1. What knowledge do students have?

2. Why are we training and assessing?

3. What do students need to do?

4. At what level of competence?

Knowledgeable and competent

Flight crew licensing

Safe RT communications

≥ICAO level 4

~~Knowledgeable~~

Flight crew licensing

Safe RT communications

ICAO level 4

Zero knowledge

~~Flight crew licensing~~

Safe RT communications

ICAO level 4

Zero knowledge

Successful training

~~Safe RT communications~~

ICAO level 4

Zero knowledge

Successful training

What skills?

~~ICAO level 4~~

Zero knowledge

Successful training

What skills?

What level?

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COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Common European Framework of Reference (CEFR)

A1, A2, B1, B2, C1, C2

www.coe.int/lang-CEFR

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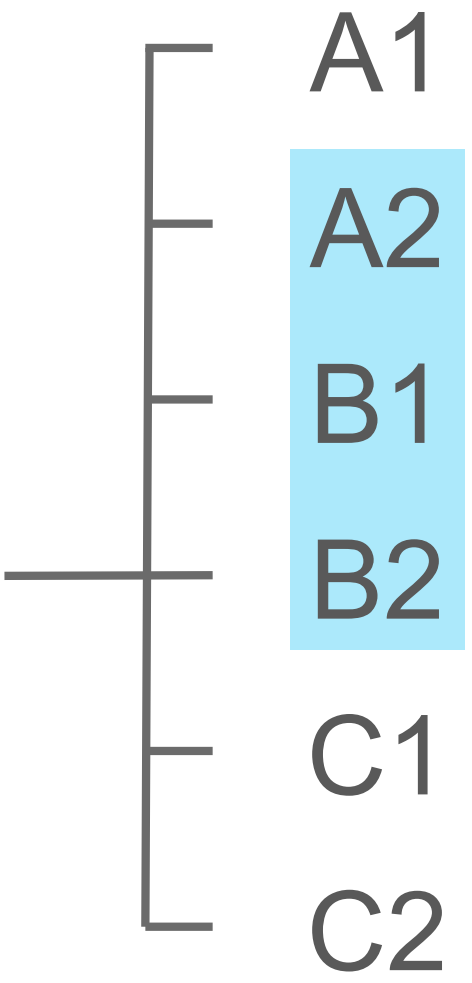
Expert judgment

- 14 instructors:
  - CAE-Oxford Aviation Academy (UK)
  - National Air Traffic Services (UK)
  - FlightSafety International (USA)

Expert judgment

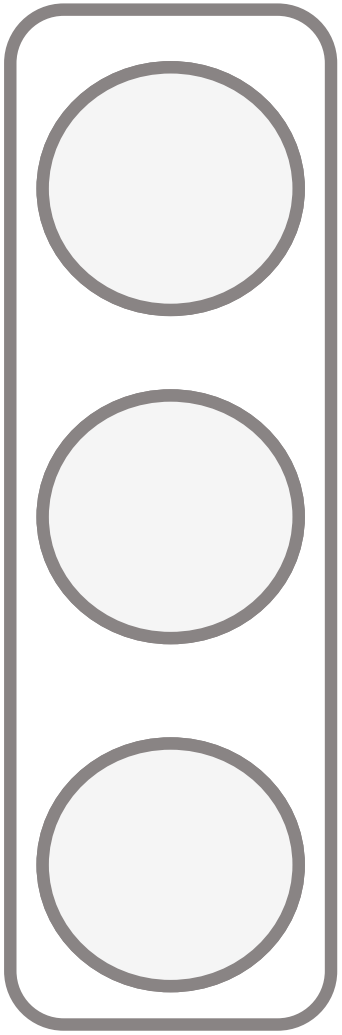
11 listening and reading tasks, 53 descriptors

Proficiency level



Listening as a member of a live audience

- Relevant
- Partially relevant
- Irrelevant



Ready

Borderline

Not ready

LISTENING AS A MEMBER OF A LIVE AUDIENCE

1. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

2. Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

3. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

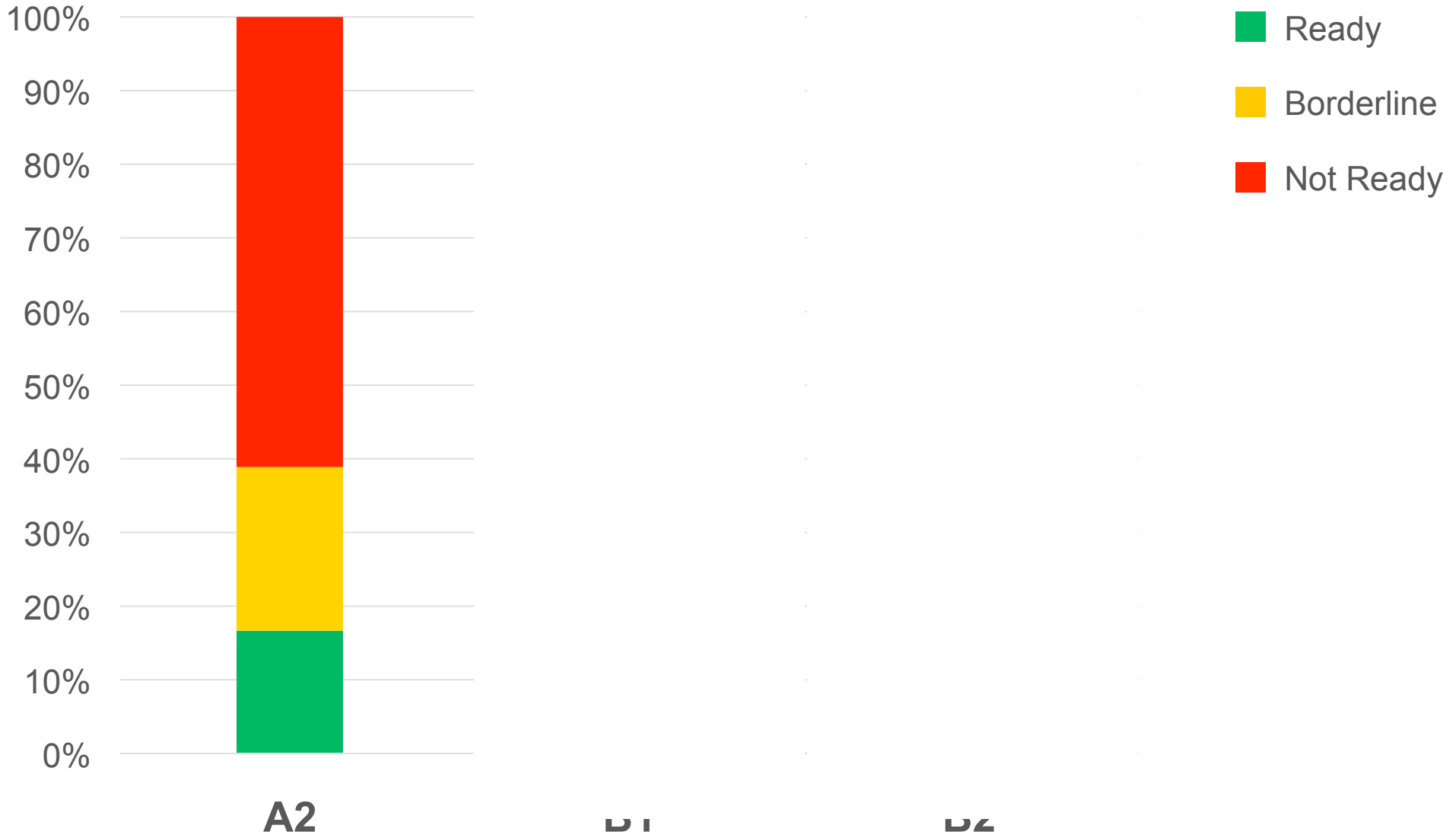
LISTENING AS A MEMBER OF A LIVE AUDIENCE

Ready	Borderline	Not ready
13	0	1

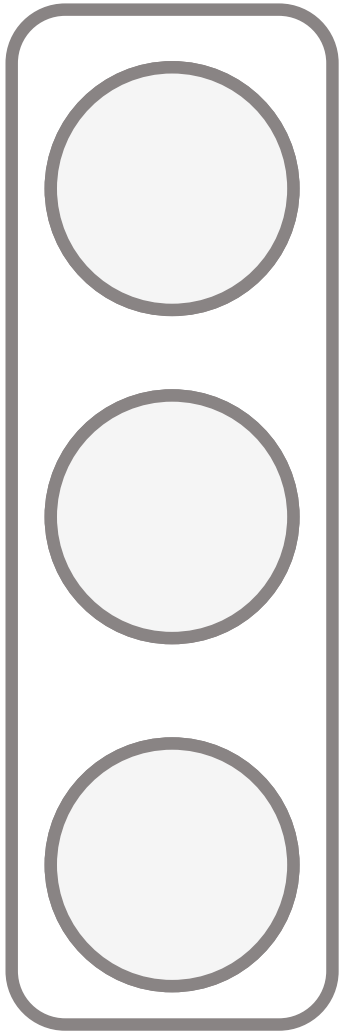
B2 *1. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.*

B1 *2. Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.*

A2 *3. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.*



Judgement of readiness for aviation training in 11 listening and reading tasks across three CEFR levels



B2, Ready

B1, Borderline: 25-200 hours

A2, Not ready: ≥200 hours

Cambridge University / Deutsche Welle / Alliance Française

QANTAS
Spirit of Australia

YOUR LONDON AIRPORT
Gatwick

jetBlu
Canyon Blue
536

- Pressure (n)
- Pressurise (v)
- Pressurisation (n)

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Cricket Columnist

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The law

Pressure Equipment Directive (Directive 97/23/EC) (PED)

This European Single Market Directive covers pressure equipment and assemblies with a maximum allowable pressure PS >0.5 bar. Adopted 29 May 1997; came into force 29 November 1999.

See information below under the Pressure Equipment Regulations 1999.

- Pressure Equipment Directive

Pressure Equipment Regulations 1999 (SI 1999/2001) (PER)

The Pressure Equipment Directive has been implemented in the UK by the Pressure Equipment Regulations 1999 (SI 1999/2001). PER came into force on 29 November 1999 and was amended by SI 2002 No 1267 which came into force on 30 May 2002.

For a list of Conformity Assessment Bodies accredited under PED follow links on the Department for Business, Innovation and Skills (BIS).

HSE and local authorities are responsible for enforcing PER.

The Regulations apply to:

Resources

Safety of pressure systems ACOP

More resources

See also

- BIS - Department for Business, Innovation and Skills
- Pressure Equipment Directive
- Pressure Systems Safety Regulations 2000
- Pressure Equipment Regulations 1999
- Simple Pressure Vessels (Safety) Regulations 1991

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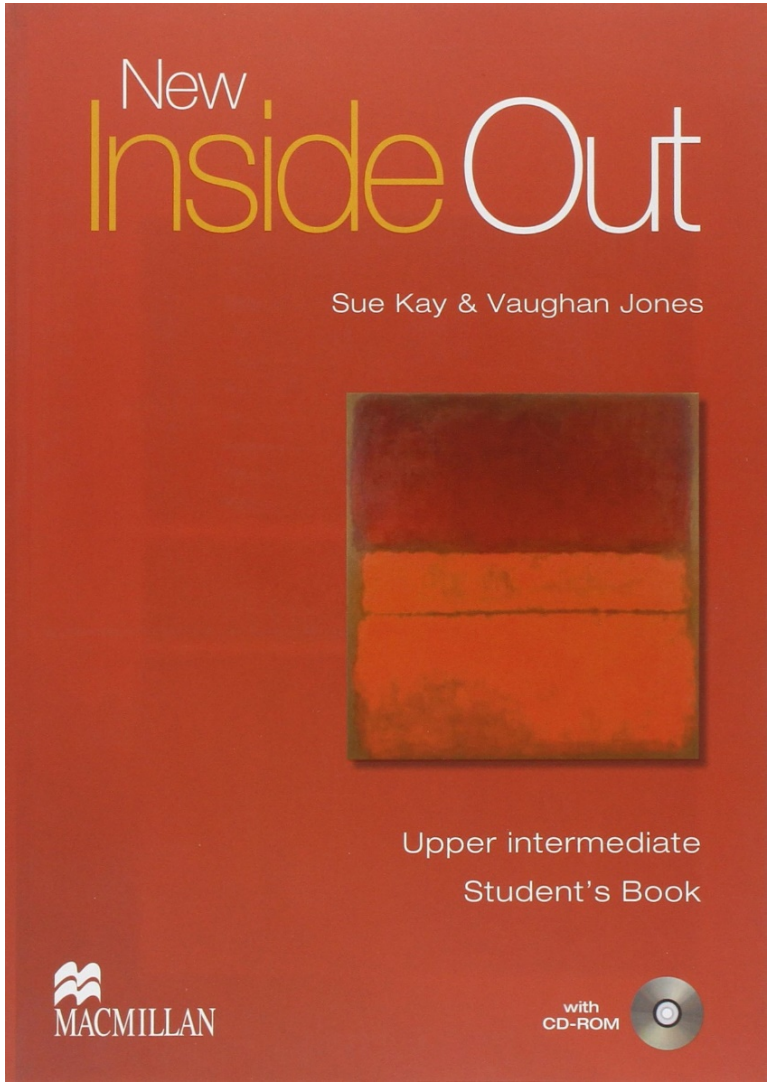


Unit 6

Skill:
Listening

Language:
Unreal conditionals

Topic:
Californian Gold Rush

Principles of flight:

*Because the airflow velocity over the top surface of a lifting aerofoil will be greater than that beneath, the **pressure** differential that results will produce a force per unit area acting upwards*

Meteorology:

*Expressed simply, atmospheric **pressure**, which acts on any object immersed in the atmosphere, is caused by the weight of air above that object*

Airframes:

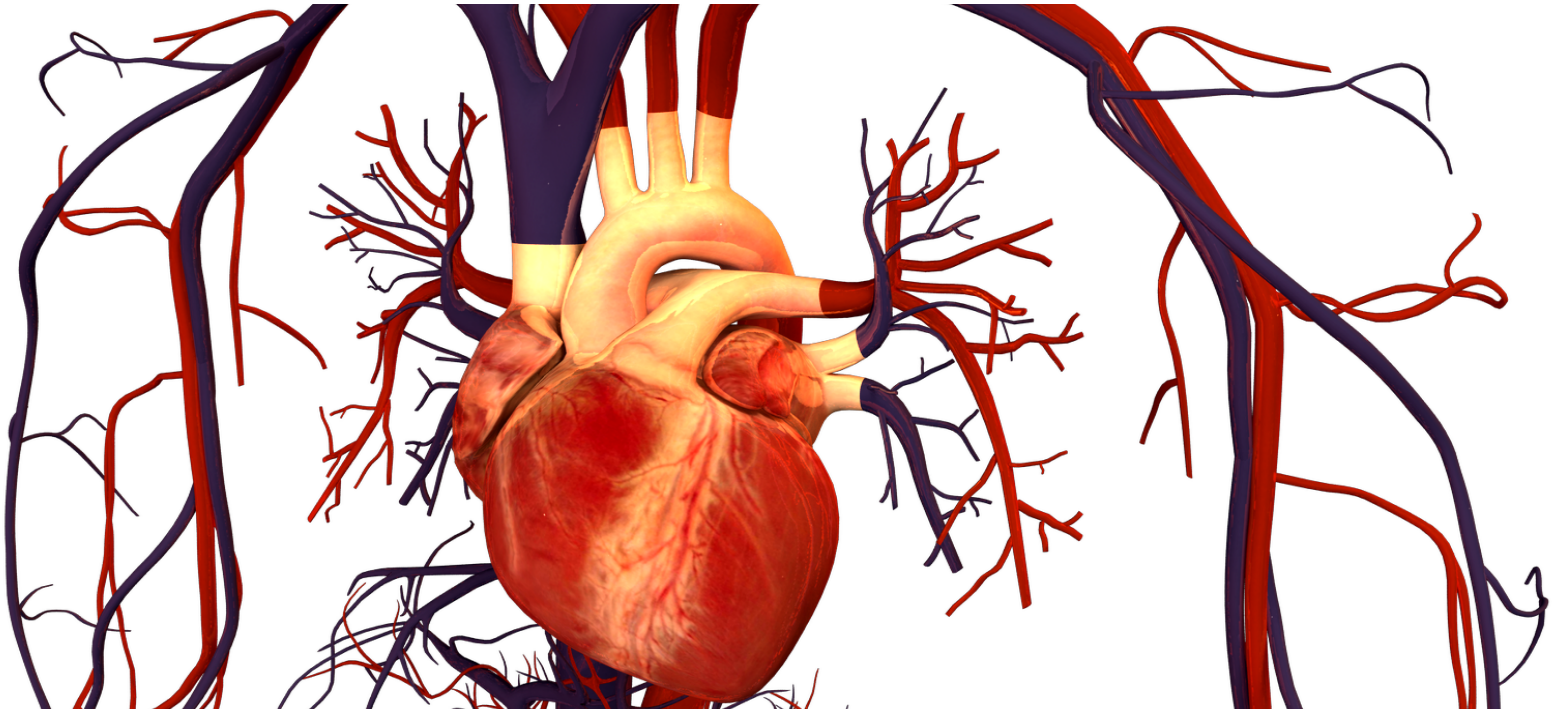
*The flight deck windows fitted to **pressurised** aircraft must withstand both the loads of **pressurisation** and the impact from birdstrikes*

Powerplant:

*Because of the divergent shape of the vanes, the **pressure** of the air increases as it flows outwards*

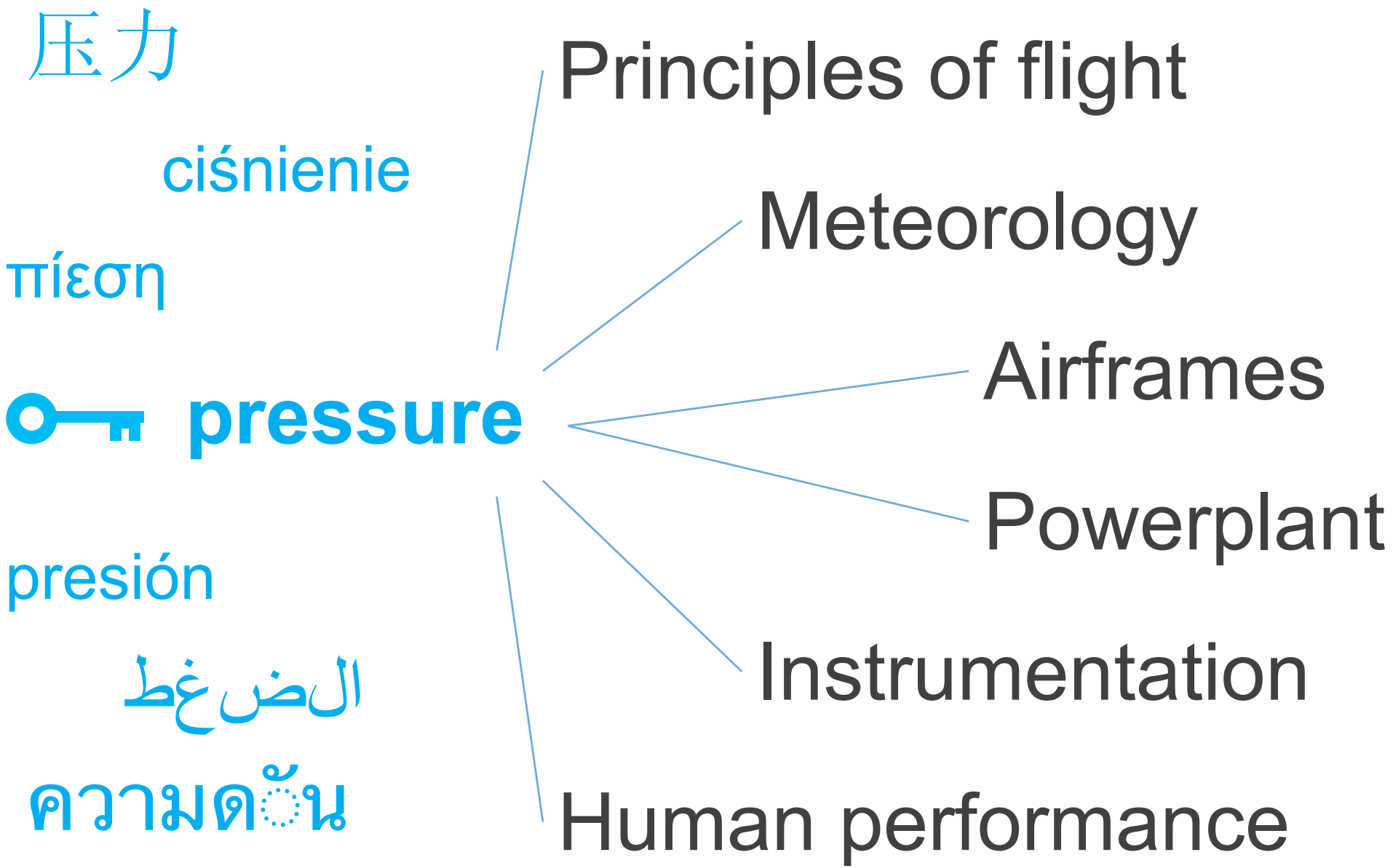
Instrumentation:

*In principle, the simple ASI can be considered as an airtight box divided by a flexible diaphragm, with pitot **pressure** fed to one side and static **pressure** to the other side*



Human performance:

*Arteries carry blood from the heart at high **pressure** and veins return the blood to the heart at low **pressure***


压力
ciśnienie
πίεση
pressure
presión
ضغط ال
ความดัน
Principles of flight
Meteorology
Airframes
Powerplant
Instrumentation
Human performance

Content

Real life

SAMPLING OF CONTENT

Authentic (ish!)

Technically accurate

Language **not** knowledge

Ability to cope

VALID LEARNING AND ASSESSMENT

➢ Language in context

➢ Language, not subject matter

- Language vs knowledge
- The challenge
- Why not ICAO level 4?
- If not level 4, then what?
- Training and assessment

Thank you!

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