RATIONALE FOR AVIATION ENGLISH INSTRUCTORS TRAINING COURSE
/workshop on ToT design/

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Aviation English Instructors’ training course

The course design approach
The course application
The course goal achievement assessment
The course design approach
[adapted from T. Hutchinson & A. Waters, 1996]

- Step 1. What is AEI course? It is based on designing training programme to meet AE instructors’ needs defined by special AE teaching competency.

- Step 2. What does the course design involve? The course design involves a/ ways of describing competencies; b/ models of learning; c/ needs analysis - all together for making solutions about course design approaches.

- Step 3. How the course design is applied? It is applied through syllabus design, materials evaluation and selection; materials design; teaching activities selection, evaluation, design.

- Step 4. The training course evaluation [4 criteria]; role of the trainer - a specialist in ESP teaching.
AEI competencies and materials

aviation language competence:
[R/T phraseology; plain English in aviation context]

communicative competence: [cooperative and culturally sensitive RTC]

 technological competence:
[flight operation and air traffic control, aircraft and aeronautical equipment]

assessment competence:
[ICAO LPR scale]

ESP teaching competence:
[ESP teaching skills adapted to AE instructors’ needs]

- ICAO doc. 9832, 4444, 9835, Annexes 1, 6, 10, 11; NAA documents; textbooks available
- Language RTC failures; cooperative principle in interaction, cultural identity
- ICAO docs, textbooks, familiarization with working environment
- ICAO doc. 9835, Cir. 318, textbooks on testing [e.g., Testing for teachers by Huge], speech samples with ICAO LP levels
- Circ. 323, ICAO doc. 9835, textbooks on ESP [e.g., English for Specific Purposes by T. Hutchinson&A. Waters]
AEI competencies and practice

aviation language competence:
[R/T phraseology; plain English in aviation context]

communicative competence: [cooperative and culturally sensitive RTC]

technological competence:
[flight operation and air traffic control, aircraft and aeronautical equipment]

assessment competence:
[ICAO LPR scale]

ESP teaching competence:
[ESP teaching skills adapted to AE instructors’ needs]

Aviation language learning [lexical domains, basic grammar structures, idiomatic language [Level 5], accents, etc.]; practicing in R/T comprehension and use,

Awareness of communicative functions in RTC, discursive-interactional strategies, role of cultural identity, language behavior in emergency situations, etc.

Special training by aviation specialist as an introductory short term course, familiarization lecture by an experienced AEI, self-study; practicing in terminology.

Familiarization with ICAO LP descriptors, familiarization with speech sample, practicing in levels identification; practicing in test task design for formative and summative [end-of-course] assessment

Practicing CLT skills focusing on specific aims of AE, e.g., pronunciation, simulations, code switching in role-plays,; practicing materials selection and design; etc.
AEI course: Approaches to AE course design

- Language-centered course design aims to draw a direct connection between the analysis of the target situation and the content of the ESP course.
- Skills-centered course design aims to get away from the surface performance data and look at the competence that underlines the performance; so, the learning objectives are both competence and performance.
- A learning-centered approach is based on the principle that learning is totally determined by the learner; learning is an internal process which is crucially dependent on learners’ background knowledge, motivation, goals, etc.
- Simulation-based approach aims at modelling working environment of RTC to provide the learners with opportunity of code switching in target language use situations.
AEI course: AE learners’ needs

Gathering information about target learning needs:
- Questionnaires
- Interviews
- Observation
AEI course: A target situation analysis framework

- Why is the language needed
- How will the language be used
- What will the content areas be
- Who will the learner use language with
- Where will the language be used
AEI course: A syllabus

- The evaluation of the syllabus [the syllabus can be described as a statement of what is to be learnt]
- The organizational syllabus [the order in which the material should be learnt]
- The material syllabus [assumptions about the nature of language, language learning and language use]
- The teacher syllabus [learning through the mediation of a teacher]
- The classroom syllabus [a lesson as a communicative event created by the interaction of a number of forces].
- The learner syllabus [an internal syllabus of a learner]
AEI course: A materials design model

- INPUT
- CONTENT
- LANGUAGE
- TASK
- OUTPUT
AEI course:

Activities that Promote Speaking

- Discussions
- Role Plays
- Simulations
- Information Gap
- Brainstorming
- Storytelling
- Interviews
- Story Completion
- Reporting
- Picture Narrating
- Picture Describing
- Speeches
Some suggestions for AE instructors and their learners

Teach through teaching - Learn through learning - Speak through speaking - Listen through listening - Communicate through communication
The course goal achievement assessment [HOs]

- HANDOUTS to analyze
- AEI course program
- Questionnaires
- Test tasks