

Exploiting Resources in the Aviation English classroom

Cecilia Denis

This workshop intends to show participants how a training session for Aviation English teachers was carried out in the ATCOs' training centre of the CAA in Argentina, highlighting the need to develop certain teaching competencies, so necessary for succeeding in any AE course. It also provides participants with an opportunity to reflect upon the role of teachers/facilitators/course designers in developing competencies of operational personnel.

After a Class Observation Programme carried out in our centre, the following competencies were identified as needed: being resourceful, flexible, focusing on students' needs and commitment to on-going professional development.

The workshop provides two examples of activities from the curriculum, one reading task and a listening task, both could be classified as authentic material used for pedagogical purposes, that is, adapted to classroom use with learning objectives. Working in small groups, participants discuss how they would exploit each activity, based on the principle that this would develop those competencies pointed before.

Previous to group discussion, participants are provided with a series of questions thought to promote analysis and evaluation of any given activity during the planning stage. These questions are discussed together with participants, and they go from: *what language systems and skills will students probably be practising (with any particular activity)? Which descriptor will be on the spotlight?*, to asking about what other purposes the activity might serve, what preparation needs to be made and what other considerations should be taken into account.

By the end of the workshop, participants are presented with a guide for exploiting resources which could be used as a tool in designing, planning and delivering an AE class.

Guide to exploiting resources:

- *What will my students learn by doing this activity?*
- *How will it contribute to his/her daily performance at work?*
- *What will they do better? How would this help them at work?*
- *What other aspects will they improve (linguistic, interpersonal, etc.)?*
- *How will this activity help for the future (for the next activity, for succeeding in passing the test, to be more competent at work)?*

Based on the belief that competencies are developed gradually and through teaching practice, the idea of generating reflection sessions (for teachers and students alike) on what is actually done in the classroom is highlighted in the workshop.