

## EDITORIAL

### Means to an end

Attempts to identify the needs of ESP learners often produce discrete items: 'the manual' which needs to be understood, 'the list of expressions' which needs to be memorised.

We are recognising the need to move beyond this – to make a distinction between the *end*, the 'target language', and the *means*, that is, how a learner is best equipped to get there; and how they will cope with the flow of new input that will inevitably face them in a work environment.

The 1996 IAEA Workshop in Initial Training in R/T advanced a range of approaches to the issue of 'means':

- raising of cognitive awareness in learners in a range of aspects of their work (linguistic and non-linguistic) to encourage an integrated response to work demands
- development of rigour and time-awareness
- proficiency beyond standard phraseology
- development of communicative competence and confidence through use of authentic materials

A range of papers from the Workshop are reproduced in this edition.

### Your Newsletter

The IAEA Newsletter is YOUR Newsletter! Any contributions related to the teaching, learning or use of English in the field of aviation are welcome.

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## R/T QUALITY GROUP

The inaugural meeting of the R/T Quality Group, a subgroup of the International Aviation English Association, took place at Riga on 13 September. Present at the meeting were: Violeta Aldea; Michèle Flood; Mirna Marincic; Jeremy Mell; Yuri Klyuchnikov; Juratė Patasiute; Andrey Tulpanov; Fiona Robertson; Bożena Slawinska; and Natalia Korablova.

The following points were discussed and approved:

### Statement of aims

- To influence the ways in which civil pilots and controllers communicate so as to increase safety and efficiency in aviation.
- To promote the use of the linguistic expertise of language trainers and the professional experience of controllers and pilots in the design of terminologies and phraseologies for R/T communications.

### Initial courses of action

- Compile a bibliography of useful documents/publications for R/T language trainers.
- Conduct a survey of problems associated with the use of standard phraseology.
- Write a letter to ICAO to inform of the existence and aims of the R/T quality group and to request information about phraseology updates.

### Initial outcomes

- Internal circulation of deliberations and findings.
- Report to the Aviation English Forum (Paris) in April 1997.

## R/T AWARENESS

# SOMETHING MISSING IN OUR R/T TRAINING?

**Jeremy Mell**

*Coordinator, ATCO English Language Training, ENAC  
(Ecole Nationale de l'Aviation Civile), Toulouse*

## Introduction

My suggestion is that in addition to language training as such, with its focus on assimilation and practice of language forms, R/T training for non-native speakers of English would benefit from some time being spent on raising *ab initio* learners' theoretical awareness of all aspects of R/T communication. The rationale for this proposal is that it would have beneficial effects on the language learning process and on continued good practice when using R/T on the job.

## Radiotelephony

Radiotelephony is a means of conveying speech. ICAO phraseology, and its national variants, provide the essential language (words and sentences) for pilot-controller communication through radiotelephony. These phraseologies constitute an artificial or man-made sublanguage of English, which is a natural language<sup>1</sup>.

A number of major difficulties are associated with R/T communications in an international environment. While natural language is often legitimately required to 'fill in' gaps in the communication where standard phraseology has not been recommended or would not be appropriate, some users fail to maintain the standards required by phraseology and slip into the habits of natural language usage when this is not necessary. Meanwhile non-native speakers of English can encounter difficulties in understanding and in expressing themselves when communications depart, legitimately or not, from the confines of phraseology. In these cases one can usually identify an insufficient command of the language for communication under the particular conditions of R/T.

Another obstacle to maintaining the quality of R/T is the difficulty for phraseology updates to gain acceptance among users (for example 'affirmative' continued to be used widely for years after it was replaced by 'affirm'). These problems have been tackled in certain countries by mounting campaigns designed to raise users' awareness of the risks involved (usually by citing cases

where bad R/T has caused accidents).<sup>2</sup>

Even when natural language complements (or replaces) standard phraseology, it is not the whole of the English language that is called into play. Vocabulary is restricted by the situations that arise (medical emergency, mechanical faults, etc); register is strongly determined by the particular social status of pilots and controllers and their institutional relationship; channel constraints of VHF radio impose requirements for unusually clear enunciation; and dense air traffic at certain time imposes requirements for concision, thereby influencing grammatical formulation. The list of features that are specific to R/T language is surprisingly long.

Thus R/T communication imposes a selective-use natural language, whereby safety and efficiency depend on right choices being made in real time – for example, the choice between using standard phraseology or not; the choice of the most concise form of a message without introducing ambiguity; the choice of a message form that conveys the appropriate tone of voice, etc. In English language teaching terms, this is an unusual characteristic which requires specific preparation. Right choices are more likely to be informed choices, hence the need for information and a resulting awareness.

## Awareness

In the context of learning, a rough and ready definition of awareness could be 'the state of having conscious knowledge about something and of being able to verbalise that knowledge'. In the field of languages, 'language awareness' has been much discussed in recent years as a possible pedagogical approach for enhancing the learning of foreign languages. Among many others, books by Hawkins and Bolitho have demonstrated ways of developing in learners awareness of how languages work on all levels (social, cognitive, grammatical, phonetic, etc). Taken in its historical context, this represents a significant swing of the pendulum back towards a certain degree of conceptualisation which preceded the behavioural and communicative schools of language teaching of the 60s and 70s. By engaging the learner's intelligence, awareness-raising activities provide a useful counterbalance to methods of language acquisition based principally on oral practice, as well as to the repetitive and pre-conditioned nature of routine R/T responses. Amongst other benefits, it can help

<sup>1</sup> See, for example, Lehrberger (1986) on the subject of sublanguages in general and Philps (1995) on the restricted linguistic features of aviation phraseology.

<sup>2</sup> See, for example, *Call to action* and *Human factors in the design and evaluation of air traffic control systems*, both published by the FAA (USA) in 1988 and 1995 respectively.

learners to see the point of certain classroom exercises or activities that might otherwise seem irrelevant to them.

## Creating R/T awareness

Sessions aimed at raising R/T awareness can address a number of general themes, each of which is the province of an academic or technical discipline. Some of these themes are listed below along with (in brackets) the discipline they are related to, and some examples of specific topics that they include.

### 1 The operational purposes of ATC and piloting (human factors)

- triggering actions through dialogue
- maintaining a tolerable workload

### 2 The history of air-ground communications (aviation history)

- changes to phraseology
- accidents (Tenerife etc.)
- morse code

### 3 Psychology of speech communications (psychology)

- speech rate
- communication theory
- cultural differences in the uses of dialogue

### 4 R/T language (applied linguistics)

- the English language
- pronunciation
- intonation
- phraseology
- identifying language functions in pilot-controller communication

### 5 Communications technology (electronics, computing)

- VHF channel constraints
- datalink

These themes can be addressed in a number of different ways in the language classroom. Here are a number of suggestions:

- **Mini or extended lectures** could deal with such topics as comparing the working environments and operational imperatives of pilots and controllers, the principles of communication theory and speech act theory, or cultural differences in dialogue behaviour.
- **Instructional videos** could be used to deal with more technical subjects such as the effects of a narrow

bandwidth on the transmission of sounds.

- **Short written texts** can be used as a stimulus for analysis, discussion and drawing conclusions. These can include anecdotes (there are plenty of these now available on the Internet), official incident reports, transcripts of air-ground communications, press cuttings, extracts from ICAO documents and so on.
- **Practical exercises** such as ATC or flight simulations focusing on communications and followed by debriefing sessions can lead to a fruitful collaboration between language trainers and ATC instructors.

Trainee pilots and controllers can be brought together for all of the above activities, thus enriching the exchange of views. Finally there is a need for purpose-built exercises drawing attention to the features of R/T language, for example the mechanisms of ellipsis, possible sources of ambiguity, or the recognition of clues as to the language function of spoken messages.

## Conclusion

This session was essentially exploratory in the sense that it raised more questions than it answered and pointed to more work to be done than work accomplished. The remainder of the time was devoted to the examination of a short transcript in which R/T standards were notably low and to generating possible ways of exploiting the material with trainees with a view to awareness raising. Suggestions from the group included rewriting the dialogue in standard phraseology.

## Bibliography

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# MAKING EXERCISES FOR PILOTS FROM LIVE R/T RECORDINGS

**Fiona A. Robertson**

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## Introduction

Every English language instructor who is trying to provide relevant training materials on R/T for the classroom, language laboratory or self-access centre sooner or later exhausts the stock of available published documents and recordings. If they are working in close cooperation with an airline or air traffic control training centre, the obvious source of materials is the real thing, live traffic. Just record half an hour or so, run off a few questions, and Bob's your uncle. Well, yes and no, as they say in Normandy.

I shall try to examine the pros and cons of the matter, look closely at the recording and editing process, and discuss a few of the uses of this kind of teaching material.

## Advantages of live recordings

The English teacher runs the risk of appearing out of touch with the everyday reality of the pilot or controller's job. A live recording has very high face-value in the classroom and it brings a whiff of the on-the-job atmosphere. It can be made using the frequencies and routes that are part and parcel of the students' working context. For pilots, it helps training for specific destinations. For teachers, it is always useful to go into the working environment of their students. The task of recording live traffic gets the teacher out of the classroom. For initial trainees, it is essential that they get to grips with the awful sound emitted by these radios.

## Issues to consider

The quality of sound reception in the control room and the cockpit is often very poor, so it is hard to make recordings that are of sufficient quality to withstand editing and copying. Of course it is necessary to train people to cope well with this dreadful hissing sound monster. However, there is a bottom line of audibility, so anyone setting out to make live recordings should gear up to get a product that is useable.

The quality of the language itself as used on the frequency presents a two-fold problem. Firstly, one presumably wishes trainees to practise with good phraseology, and it may prove difficult to find anything worth emulating. Secondly, routine phraseology is

boring. On a busy frequency the controller says almost exactly the same thing repeatedly to different aircraft. The pilot's end of the dialogue does have a beginning, a middle and an end – take-off, cruise, approach and landing – but it is usually very predictable. This is part of a larger problem. The routine exchanges use restricted language, so people can get by with a restricted English language level. But their English has to be able to rise to the occasion when a more unusual non-routine situation presents itself. It is therefore desirable to capture some examples of live non-routine situations, but you may have to spend more time than you have at your disposal to find them.

Although we are striving for realism by using 'real' recordings, we must also be aware the English language class or laboratory can never be the same as the control room or cockpit. The rest of the working context is missing – the flight preparation, charts, the screens and instruments, the rest of the job to be done. When we isolate the spoken communication from the rest, it allows us to concentrate better on that element; but by taking away the rest of the environment, we have changed the speaking task. For experienced pilots and controllers, the lack of the real environment seems to make the speaking more difficult. However, for initial trainees, the dialogue they cope well with in the language laboratory may become much more of a challenge when they are faced with multi-tasking in the cockpit and the division of attention that this demands.

Recording, scripting and editing is a time consuming process even with the help of a good sound technician in a studio. With or without technical help, it requires the best part of a working week to record, script, and edit a 30-minute training programme.

## Equipment for recording

Use the best portable tape recorder you have. It is worth persuading your department to invest in one (eg a Sony Walkman Professional). You also need suitable connections for your recorder and jack for plugging in to the control room console or spare headset plug in the cockpit. Do not try to record with a microphone – the result will be unusable. Take more than enough cassettes and batteries. Set up your equipment and check it well before you wish to start recording – it is a pity on a flight to miss route clearance.

## Who and what to record?

If possible, choose who you are going to record. Choose someone who is interested in English language training and who has a good level of English even if you will subsequently edit out that person's voice. Explain how the recording will be used. Usually you are interested in using the other end of the dialogue - the pilot, if you are recording in the control room, or the controller, if you are recording in the cockpit. It is stressful to be recorded – try to reassure and be as unobtrusive as possible.

## Who does the recording?

The person who will transcribe the recording will profit most from being present at the time. It makes transcription much easier. Any interesting moments can be noted as they happen, and observations about other events can provide ideas for extended role-play exercises: contact with ground staff, reasons for delays, boarding, loading, contact with cabin crew, announcements to passengers etc. However, if you require a large quantity of recordings, it would be useful to engage the help of a pilot or controller.

## Choices during a flight

Make sure you record the ATIS. VOLMETs are also interesting, but less important unless the weather is bad. You have to change the channel you are recording to get these, so try to choose an appropriate moment when no important communications are likely to come from the controller. During turn-round, keep recording the ground frequency as you may pick up some interesting bits and pieces there. Persuade the cockpit crew to eliminate the cabin announcements or turn them down very low.

## Recording hints

Monitor the volume carefully. You want as high a volume as possible without distortion. Time the cassettes. Turn over or change cassettes at a quiet or unimportant moment. Label each side correctly. Watch the batteries.

## Extras

The more you know about the flight you are going to record, the easier and more interesting your job becomes. If possible, join the crew at the pre-flight stage. This will give you the opportunity to get copies of the documents: flight plan, loadsheet, weather charts, navigation charts and NOTAMS. Mark the route on the navigation chart, as this will help with frequencies and beacon names during the scripting phase. It is useful to take notes about all sorts of little details going on during a flight. All the different types of communication that occur can be a fruitful source of ideas for English practice. R/T is a fairly desiccated type of

communication, so it can be interesting to vary it with some of the other professional chat: real reasons for delays, explanations given to the passengers for delays, slight problems on the flight-deck with equipment, pre-boarded passengers, communications with cabin staff, dialogues with ground staff, dialogues with company frequency etc. If there is a longer stop (eg more than one hour) planned at the destination, it might be possible to arrange to interview ground staff or ATCOs in the destination airport.

## Editing the tapes

Recordings made in real time are of little use because of all the blank spaces when nothing is being said, so the most basic form of editing which makes the recording immediately more useful is to take out all the blanks. If you wish to make a simulation of in-flight communications, the following steps should also be carried out, preferably in one operation to keep the number of generations of copies as low as possible: edit out most of the other traffic, leaving just enough to give a bit realism; edit out the real pilot's voice, leaving blanks for learners to practise write and record instructions in places where the pilot is opening the dialogue, not just replying. If you do not require a full-blown simulation, short sections of the recording may be chosen to be developed for listening and speaking practice, eg take-off, landing, ATIS, VOLMETs, incidents and examples of good routine exchange.

## Scripting the edited recording

When the person who was present during the recording has finished their transcript, it is preferable to use another pair of ears to check it through. When sections are more difficult to hear, listening on a different recorder can sometimes reveal new things.

## Classroom use

While a lot of time-consuming sound engineering is suggested above, it is also possible to use a simple recording with the blanks edited out for the following activities:

- listening comprehension (eg. *What is the frequency? What is the callsign?; What is the cruising level?*)
- listening and replying to the controller commenting on the real pilot's replies (to be used judiciously!)

Once the tape-script is made, it can be used with lower level groups as follows:

- reading aloud in pairs (profitable for picking up errors requiring remedial practice – pronunciation, letters, numbers – and confidence-building)

- reading and listening (listening to the recording, and speaking as the pilot, with and without written support)
- gap fill (numbers and letters; less routine expressions)

## Self-access use

- Listening (with and without script)

Most self-access training materials require a fair degree of sophistication in presentation and explanation. However, if time and resources are scarce, a recording with the blanks removed accompanied by appropriate charts is an adequate stop-gap solution. When the script is ready, a brief set of instructions should be provided so that trainees do not grow dependent on written support.

- R/T simulation

As an exercise for pilots, the pilot on the tape can be edited out. A key can be provided with the controller's words scripted and a suggested correct pilot's role.

- Recorded listening comprehension exercises
- Blank fills for numbers and letters practice

## Testing

A simulation of communications in an approach and landing sequence can be a useful evaluation tool.

## Error analysis

In class, the students can 'correct' their colleagues' performance in a simulation by swapping cabins. The teacher can keep a record of students' errors and progress using the exercises recorded in a language laboratory.

## Conclusion

Live recordings are a rich source of materials that amply repay the time required to produce. They have relevance to your students' everyday work, and the teacher also gains in experience by producing them.



## Geraldine Vine and Bozena Slawinska in Riga

Geraldine Vine and  
Bozena Slawinska  
in Riga

# INITIAL TRAINING IN RADIOTELEPHONY FOR PILOTS, SEFA, FRANCE

**Michèle Flood**

*English Training Coordinator, SEFA (Service d'exploitation de la formation aéronautique)*

SEFA, or Public Air Training Services, is a subsidiary of the French Civil Aviation Authority within the Ministry of Transport. For over 45 years, SEFA has trained pilots of numerous nationalities at eight training centres throughout France. SEFA offers a range of training:

- commercial
- instrument rating
- advanced (MCC, JAR 25, ATPL)
- instructor
- other (eg mountain/aerobatic/glider)

## Basic principles

### 1 Training in R/T

This training is fundamentally practical, and competencies can be measured at any stage (eg ability to copy an ATIS).

### 2 English level

General English proficiency level is raised to intermediate through immersion and intensive courses, as non-routine situations can require proficiency outside of R/T phraseology.

### 3 Uniformity in terminology

This establishes the importance of common definitions, eg small aircraft/ aerodrome, heavy/airport; mechanical differences between piston, turboprop a/c, turbojet, jet; and, if necessary, organise ground courses to ensure common interpretation. Clearly distinguish VFR/IFR procedures, and adapt the type of teaching to the type of procedure (eg. a VFR pilot will not know what a 'procedure turn' is, and will not be able to respond to the instruction: 'Call again on procedure'; also, 'inbound' and 'outbound' have different meanings for Asian students).

### 4 Learning and practice strategies

These centre on stimulus/response abilities (primarily through drilling), designed to engender rigor and time awareness. Freer practice can take place only after basic skills are established.

### 5 Develop communication skills

Communication must be clear, concise and unambiguous, involving normal speaking volume (not too loud or soft) and regular rhythm (not exceeding 100 words per minute). Standard phrases are practised through a variety of tasks.

## QRI (Qualification Radio Internationale) for French Pilots

### 1 Description of the exam

The exam comprises two sections: written and oral, each one hour in duration. Successful completion of the written paper is a prerequisite for admittance to the oral section.

The written section consists of multiple-choice questions on grammar and aviation vocabulary plus a short essay on a non-routine situation.

The oral section comprises listening comprehension: (a) filling in blanks from recording of live traffic, involving different accents; (b) simulated radio procedures including non-routine situations (examiner and student roleplay ATC/pilot); (c) translation of phrases.

### 2 Preparation for the exam

Preparation for the exam involves two weeks of intensive training.

### 3 Details of written section

- **glossary** of the most used words divided into sections: (a) aircraft manoeuvres; (b) air transport; (c) meteorology; (d) the aerodrome; (e) mechanics; (f) non-routine situations; (g) abbreviations; (h) miscellaneous; (i) prepositions; (j) postpositions; (k) basic phraseology; and (l) typical emergency & distress situations.
- **R/T procedures**
- **examples** related to exam: multiple choice / aviation vocabulary + grammar / short essay on non-routine situation
- **past practice tests (written)**
- **grammatical practice** on most recurring points: infinitive vs *ing* form / simple & continuous



forms / sequence of tenses / prepositions / postpositions / conjunctions *so ... that, such ... that*.

- **Airspeak**: all routine phraseology / non-routine situations / key words and phrases / phraseology practice / 'look, listen and write'
- **Rengade's books**: exercises / translations / cloze exercises / essay writing

#### 4 Details of oral section

- **simulated radio procedures**: hear scenario and translate
- **simulations**: phases of flights / whole flights / routine / non-routine
- **level of difficulty**: gradual increase
- **progress**: evaluate regularly
- **sound**: good quality / background noise / accents
- **roleplay** pilot with 2 persons as ATCs
- **speak** within allocated slot
- **correct**: explain

#### Non-French pilots / instructors

- similar to oral section of QRI
- **self-study**: computer-based
- **interactive exercises**: phrases / translations /

student records and computer corrects / pronunciation / simulation of flight phases / complete flights / range of accents

#### Conclusion

Trainers must provide:

- accurate modelling
- examples of what happens as a result of low level English / disregard of phraseology / communication breakdown

Trainees must:

- practice to acquire techniques and language;
- demonstrate ability to produce comprehensible output in abnormal situations, requiring a wider range of vocab;
- practice exercises in which interpretation can take place / avoid, as a result of fatigue, hearing what you expect to hear

180 nations have adopted ICAO's recommended English terminology, but are free to deviate. Another common difficulty encountered by non-native English speakers is the differing terminology used by aircraft manufacturers. We need to equip ATCs and pilots to deal with this lack of universality by raising their English proficiency.

#### Bibliography

Robertson, F. (1988), *Airspeak*. Prentice Hall.

References to materials by Y. Rengade will appear in the next edition of the Newsletter.

## A WORD FROM THE PRESIDENT

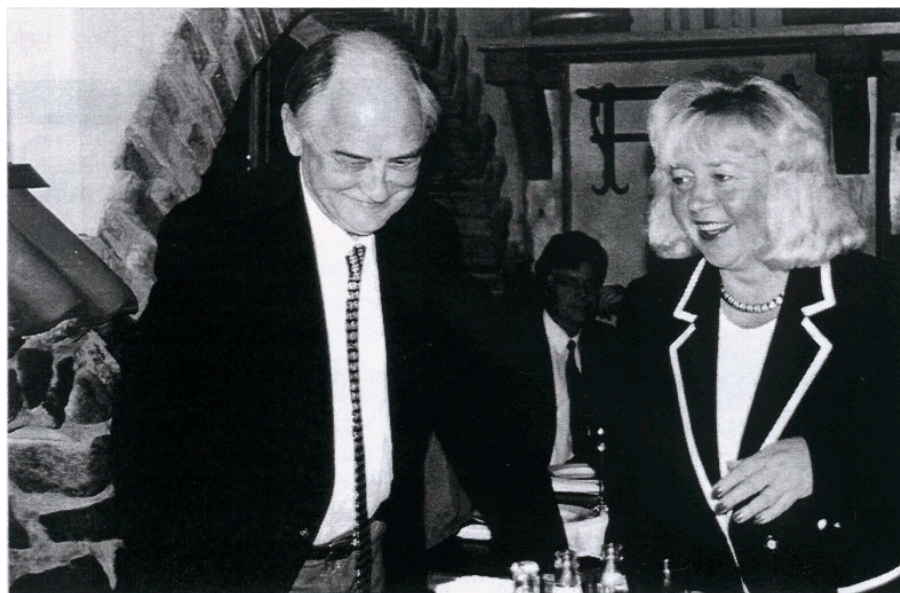
#### Riga Workshop

*Fiona Robertson, IAEA President, summed up the experience of participants at the Workshop in Initial Training in English for Radiotelephony, held in Riga in September 1996, in her closing speech.*

There were moments at the beginning of this week when it crossed my mind that this workshop might not actually happen. When the first few people were having trouble with Immigration, and Freddy Herring still didn't have a flight reservation, it did seem dubious ...

However, these first moments of doubt were quickly dispelled on Tuesday evening as people began to arrive and settle in to the grandiose Rigas Līcis hotel. The swimming pool came in handy for relaxing after our journey, and the excellent breakfast set us all up for a busy Wednesday.

On Wednesday morning, those living closest to Riga arrived and our group was complete. Mr Okladnikov, the Director of LGS, kindly welcomed us officially. We are very grateful to him for all the hospitality we received



Freddy Herring and Mara Romele in Riga

during the workshop days – the beautiful conference room, so well equipped and comfortable. An essential element in any successful meeting lasting more than one hour is comfortable chairs. Then we had excellent lunches, coffee breaks, transport to and fro, not to mention a guided tour of Old Riga and a delicious dinner in a traditional Latvian restaurant. Our hosts surpassed themselves in their generosity.

We want to thank Mara Romele for all the work she did, beginning last May, to organise everything at the Riga end. It was Mara who cleverly chose the Jurmala hotel for us – had we stayed in Riga we would not have known sunset (and sunrise for some of us) on the great expanse of Baltic sands, the forests with a hint of autumn and the beautiful wooden houses. Nevertheless, we had the privilege to get to know the city of Riga a little, and the calm of Jurmala.

Mara and her colleagues, Tina Kuzmina and Natalia Korablova, worked very hard and unobtrusively to make sure everything went smoothly. We also impinged quite a lot on Mr Mikkelsen's already very full working schedule. Asnate gave us a an excellent introduction to Latvia on Wednesday, and a most interesting tour of old Riga – how lucky we were too with the weather. Everything was just right.

We also wish to thank our main speakers. Freddy Herring somehow fitted the workshop into his overflowing autumn planning to give us the benefit of his extensive experience in aviation English, and to share his sense of enjoyment in the classroom.

Jeremy Mell is fast becoming an indispensable member of the association. With his understanding of the world of aviation training and applied linguistics, his ideas which he so readily shares with others always provide food for thought.

Michèle Flood, Juratė Patasiutė, Geraldine Vine and Mirna Marincic, gave excellent presentations. Each one of their contributions threw a new and intriguing light on the ideas and problems we have been focusing on. Much thanks to Geraldine also for her reliable assistance with everything.

Finally, it remains to thank everyone who attended and made the workshop such a memorable one – we can provide the structure, but it is the participants who make the event.

### New technology for the newsletter

Thanks to e-mail and other magic, this Newsletter has been edited by Jim Jenkin in Melbourne, who also undertook the typesetting. A warm welcome to Jim who so easily fitted in to the spirit of the Association that he volunteered to edit the Newsletter! We do appreciate how readily he is willing to give us the benefit of his writing and editing experience.

### Musical Aviation English and other languages

We will all have happy memories of Riga, but the moment I found most touching was when each person led a song from his or her own country. Perhaps we ought to start an Aviation English Association Choir. There is lots of musical talent about, and Jim, a man of many parts, is a wonderful accompanist. Suitable titles easily come to mind: Fly Me to the Moon, Come Fly with Me ...

## PORTRAITS

### Violeta Aldea

*Expert in Aeronautical English, Air Navigation Services Division, ROMATSA, Romania*



I was born in Bucharest on the third of February 1950.

I have been working with aviation people since I graduated from the English Department at Bucharest University in 1972.

For three years I taught English to pilot trainees at the National Aviation College, Commercial Pilots Department. Then I was transferred to the Aeronautical Staff Training Centre in Bucharest, where my students belonged to various categories of flying and ground staff: air traffic controllers, pilots, flight engineers, flight and ground attendants.

Two years ago I was employed by ROMATSA.

Here I have been very happy to meet many of my former ATC students again, as I teach General and R/T English during their refresher courses.

Apart from course designing and teaching, I do a lot of translation work, mainly ATC regulations and procedures which have to be adapted to my country's requirements.

Thanks to Bozena Slawinska, whom I met at Lancaster University, UK, during an Eurocontrol course for ATC English teachers, I learned about the International Aviation English Association and I joined it last year.

I am happily married to a pilot and we have three children, a girl and two boys, all teenagers. In my little spare time left I like travelling, reading, listening to classical music and, weather permitting, going for long walks away from people.

Paris has always been my favourite European city, but nowhere else I have felt so at ease as in Britain, where people have such an exquisite sense of humour.

### Jeremy Mell

*Coordinator, ATCO English Language Training, ENAC (Ecole Nationale de l'Aviation Civile), Toulouse*

I was born in London (1950ish), and studied French language and literature at Manchester and Exeter universities followed by a teaching diploma (ESL) at Bangor University (North Wales) in 1977.

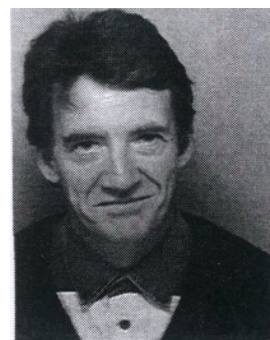
I taught in further education in the UK and moved to France in 1980 (for gastronomical reasons amongst others). After two years in adult education I moved into civil aviation (at the Ecole Nationale de l'Aviation in Toulouse, southern France) in 1982.

In 1988-91 I undertook a research degree (a Doctorate in Applied Linguistics at Toulouse University) involving a

bilingual discourse analysis of pilot-controller communications with a view to speech processing developments.

I am now coordinating the English language training of French air traffic controllers.

My other recent activities include: writing self-access training materials for French-speaking Africa; development of a test of professional English for Eurocontrol, terminology data banks for civil aviation (multi-media) and space (on-line writing tools); and keeping rock'n'roll alive as a singer and guitarist with a local band.



## USING AUTHENTIC DOCUMENTS WITH LOWER LEVELS

**Geraldine Vine**

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All teachers are faced at some point by a situation where no text book is appropriate to the teaching situation in which they find themselves, and therefore have to create a set of exercises (or write a book!) to enable students to practise the type of English relevant to their profession.

One such opportunity for invention was given to the CLA English teachers in 1995 when required to train a group of Vietnamese pilots in Vietnam in order to prepare them in English for a type rating course for the Airbus 320 in France. After a six-week general English course the pilots had a two or four-week Aviation English component (separate from their R/T training). The aim of this programme was to prepare them to follow the instructions and explanations of their French instructors who would be teaching them in our lingua franca (English) and to familiarise them with A320 language which they would have to understand. An ambitious brief, perhaps, but a challenging one for sure!

Consequently we devised an aviation syllabus at elementary and intermediate level, beginning with:

- a review of numbers and letters;
- a presentation of abbreviations from the A320 operating manual;
- a revision of airframe terms with reference to diagrams of the A320;
- a recapitulation of aerodrome chart terminology using Jeppesen charts of Hanoi and Ho Chi Minh City
- Air France Atlas charts of Paris CDG, Orly etc.

Then came more meaty topics such as comparing and contrasting the traditional cockpit and the A320 fly-by-wire cockpit. The aim was to enable the students to use their English in simple, practical ways in situations which were essential for them to be able to talk about.

We set out to select and adapt authentic materials, collecting posters and diagrams from the A320

publications, wading through the operation manual, thinking about the style of text the students would have to come to grips with and the plethora of abbreviations, getting French Airbus 320 instructors to explain certain items, recording and scripting these interviews. A lot of work! However, we were gaining very useful knowledge as we proceeded.

When we came to teach the course we discovered that for the lower levels we had to rewrite our texts which were too full of Latin words. Books for amateur pilots and children proved useful and amusing ways to introduce complex topics such as how an engine works.

I presented to our international colleagues a selection of the sort of realia we used in class for this initial training:

- lists of abbreviations
- aerodrome charts
- diagrams of doors
- lighting systems
- flight decks
- cockpit instruments

They then devised a great number of exercises for pair work, showing lots of imagination in their treatment of such apparently banal drawings and texts. The main skills practised in these short exercises were labelling and describing, in particular:

- reading aloud the labels to the partner who had to fill in the missing names on an incomplete diagram;
- putting headings on texts;
- matching the descriptive texts to the diagrams;
- describing a set of instruments to the partner who had to arrange them in order;
- defining parts of the plane without using the word so that the partner had to listen and name the part.

The reason for doing these sorts of basic exercises was for the students to build up confidence using the words they already knew, and to check pronunciation, one of the major stumbling blocks for Vietnamese pilots communicating in English.

## AIRPORT QUIZ

**Michael Kay**

*Michael Kay, instructor in Aviation English at RMIT University, Melbourne, contributed this totally photocopiable warmer activity. It can be adapted for any target vocabulary. He recommends using the quiz as follows:*

- 1 Copy two sets of the quiz and cut them up.
- 2 Divide the class into two groups.
- 3 Appoint a quizmaster in each group. Give each quizmaster a set of cards.
- 4 The quizmaster asks the questions and awards points for the first correct answer.
- 5 Hold a playoff between the two winners with a new quizmaster, using the same questions. (The same questions makes it fast and furious.)
- 6 Award a prize to the champion.

*Importantly, step back and let the students take control!*

**What is the chief of the cabin crew called?**

*(Answer: purser)*

**In some airports you can do duty free shopping at the airport after a flight. True or false?**

*(Answer: true)*

**Can you tell me who sits next to the pilot in the cockpit?**

*(Answer: the co-pilot)*

**Where do passengers wait before they board a plane?**

*(Answer: the gate lounge)*

**What is the vehicle called that carries passengers to the aircraft?**

*(Answer: the shuttle bus)*

**What is the vehicle called that pulls a plane to the runway before take-off?**

*(Answer: a tug)*

**What is the name of the person who first enters a plane when it lands?**

*(Answer: the co-ordinator)*

**Who are the people who serve and take care of passengers on a plane?**

*(Answer: flight attendants / stewards & stewardesses)*

**Passengers reclaim their baggage from a machine. What is this machine called?**

*(Answer: a carousel)*

**What does a dispatcher do?**

*(Answer: supervises the departure of a plane)*

**Do international transit passengers have to go through immigration before their next flight?**

*(Answer: No, they don't)*

**What is another word for baggage?**

*(Answer: luggage)*

**How many times does a direct-flight aircraft stop?**

*(Answer: once)*

**Where do departing passengers first go when they arrive at the airport?**

*(Answer: the check-in counter)*

**What word do we use for getting on a plane?**

- a) climb on
- b) board
- c) launch

*(Answer: (b) board)*

**When a plane takes off what is it doing?**

*(Answer: leaving the ground)*

**What is the opposite of international air travel?**

*(Answer: domestic air travel)*

**A catering vehicle carries food for passengers. Is this true or false?**

*(Answer: true)*

**Can you tell me the names of 3 jobs for people who work on a plane**

*(Possible answers: pilot, co-pilot, flight attendant, flight engineer, purser)*

**What is an aerobridge?**

*(Answer: the tunnel between the terminal and aircraft for passengers)*

**What is another word with the same meaning as cargo?**

*(Answer: freight)*

**What is the opposite of disembark?**

*(Answer: board)*

**What is the opposite of take off?**

*(Answer: land/touchdown)*

**Who is the youngest member of our group?**

*(Answer: .....)*

**NEXT ISSUE: COMMUNICATION ACTIVITIES WITH NUMBERS**

# THE INTERNATIONAL AVIATION ENGLISH ASSOCIATION

## A BRIEF DESCRIPTION

### How was it born?

The initial impetus to form the Association stemmed 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?

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

### 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

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