

ICAEA • 72, Boulevard Vincent Auriol 75 013 Paris • France
fax 33 (0)1 44 23 97 17 • www.icaea.pata.pl

Teaching and Learning Aviation English - 7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM 1st and 2nd September 2005

International Civil Aviation English Association

The logo features the acronym 'ICAEA' in a large, bold, white, sans-serif font. The letters are set against a dark purple background. Two light purple, curved, brushstroke-like shapes are positioned around the text: one above the 'I' and 'C', and another below the 'A' and 'E'.

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7TH INTERNATIONAL CIVIL AVIATION
ENGLISH ASSOCIATION FORUM

Teaching and Learning Aviation English
1st and 2nd Septembre 2005

*In memory of
Captain Masa Mitsutomi,
Founder and President of M.I. Air Flight School
in Redlands, California*

8TH INTERNATIONAL AVIATION ENGLISH ASSOCIATION

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Letter from the President	page 3	Table of contents
Seminar Programme	page 4	
List of Participants	page 6	
Opening Address	page 15	
• Language Acquisition <i>Dr Marjo Mitsutomi, University of Redlands, California, USA</i>	page 17	
Day One Workshop Session:		
• Working with written documents <i>Tatiana Mitryushinka and Alexandra Mozgo, Volga-Dnepr Training Center, Natalia Kosmatova, Innekos Aviation Training Centre</i>	page 23	
• Airport English : ELSY a multimedia tool for airport services <i>Joan Cutting, Moray House, Edinburgh University, Scotland</i>	page 27	
• Pilot and Controllors English - assessing oral proficiency with respect to ICAO level 4 <i>Jeremy Mell, ENAC Toulouse, France</i>	page 31	
• Inventing English games and activities <i>Donna L'Hôte, CLA - University of Franche-Comté, Besançon, France</i>	page 35	
• Addressing and communicating with passengers <i>Geraldine Vine, CLA - University of Franche-Comté, Besançon, France</i>	page 39	
General Discussion about ICAEA and the future	page 43	
Day Two Workshop Session:		
• Practising spoken aviation English in the classroom <i>Dr Marjo Mitsutomi, University of Redlands, California, USA</i>	page 45	
• Using the Internet <i>Mike McGrath, Lingua Franca, Perth, Scotland</i>	page 51	
• Listening-based activities for aviation English <i>Carmel Godmet, SNA/SO, Air Traffic Control, France</i>	page 59	
• Acquiring technical vocabulary <i>Philip Shawcross, Vice President ICAEA</i>	page 67	
Update on application of new ICAO standards <i>Paul Lamy, ICAO, Canada</i>	page 71	
Round Table with users of aviation English	page 73	
Poster Descriptions <i>Alenka Kukovek, Ljubjana University, Slovenia</i> <i>Carol Lynn Moder, Oklahoma State University, Stillwater, USA</i>	page 81	

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

I wish to thank the CLA (Centre de linguistique appliquée) and the University of Franche Comté for all the support given to ICAEA ever since its creation in 1991 and in particular for hosting this 7th Forum.

Patrick Lehmann, Director of International Relations from the University of Franche-Comté, opened proceedings on behalf of the University with a charming and witty talk, followed by the Director of the CLA, Serge Borg, who gave us a very hearty welcome.

It was a step into the unknown to organize this Forum in Besançon. All our other meetings have been in capital cities with international airports nearby. I must admit I was a little reticent at first towards the idea of holding this event “at home” in Besançon. It meant that the participants from abroad would have to spend more time and money to reach the venue, and I feared that people would get lost somewhere between the airport and the railway station, flights would be late, train connexions missed. However, I clearly underestimated the travel savvy of our public. Nor had I taken into account the huge advantage of having the back-up of our colleagues at the CLA and the flair and administrative know-how of the CLA team.

The emphasis in our programme was implicit in the title “Teaching and Learning Aviation English” and our contributors covered many aspects of this specialised, yet diverse field. I am sure that everyone will find useful ideas and interesting information in this report.

We were particularly fortunate in having up-to-the-minute news about ICAO and the English language proficiency requirements because Paul Lamy, ICAO Chief of Personnel Training and Licensing, very kindly came on a busman’s holiday to tell us.

Our thanks must go to Marjo Mitsutomi, our inspiring and enchanting keynote speaker, all the speakers, workshop leaders, round-table participants and the note-takers. They provided the content both in Besançon and for this report.

These things do not happen without a lot of work behind the scenes. Joan Bellec was the vital link with those who provided all the logistics and infrastructure in Besançon. The end result was very much appreciated by everyone, making it an enjoyable, interesting and memorable event, in the fascinating and beautiful setting of the town of Besançon. I was even accused of not telling people beforehand what a wonderful place it is.

Thank you to everyone, including the participants, who helped to make our Forum a success.

Letter from the President

Fiona A. Robertson

*English Teacher,
CLA,
Université of
Franche Comté,*

*President
of ICAEA*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Seminar programme

Thursday 1st September 2005

- 9.00- 9.30 Opening address
- 9.15-10.45 Keynote speech on Language Acquisition *Dr Marjo Mitsutomi, University of Redlands, California, USA*
- 11.15-12.45 Day One Workshop session A:
1. Working with written documents
Tatiana Mitryushinka and Alexandra Mozgo, Volga-Dnepr Training Center, and Natalia Kosmatova, Innekos Aviation Training Centre, Russia
 2. Airport English: ELSY a multimedia tool for airport services
Joan Cutting, Moray House, Edinburgh University
 3. Pilot and Controllers English - assessing oral proficiency with respect to ICAO level 4
Jeremy Mell, ENAC, Toulouse, France
 4. Inventing English games and activities
Donna L'Hôte, CLA, Besançon
 5. Listening-based activities for Aviation English
Carmel Godmet, SNA/SO, Air Traffic Control, France
- 14.00-15.30 Day One Workshop session B (*see above*)
- 16.00-17.30 General Discussion about ICAEA and the future
- 17.30 Drinks and light buffet of produce from Franche Comté courtesy of the CLA

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Friday 2nd September 2005

Seminar
programme

9.00- 10.30 Day Two Workshop session A:

- 6 - Practising Spoken aviation English in the classroom
Dr Marjo Mitsutomi, University of Redlands, California, U.S.A.
- 7 - Using the Internet
Mike McGrath, Lingua Franca, Perth, Scotland
- 8 - Addressing and communicating with passengers
Geraldine Vine, CLA, Besançon
- 9 - Acquiring technical vocabulary
Philip Shawcross, Vice President ICAEA

11.00-12.30 Round table with users of aviation English
Update on application of new ICAO standards

14.00-15.30 Day Two Workshop session B (*see above*)

16.00-17.30 Question and Answer session
with all speakers and workshop leaders

Saturday 3rd September 2005

9.30-11.00 Walking tour of Besançon

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

List of Participants	Ms Violeta ALDEA ACH Expert	ROMATSA	ROMANIA
	Dr Iolanda ANDRADE Aeronautical English Teacher	Nav Portugal E.P.E.	PORTUGAL
	Mr Daniel BARRY Aviation Consultant	E.P.T.I.	IRELAND
	Ms Françoise BELET Project Manager	Conseil régional Ile-de-France	FRANCE
	Ms Maria BOIA Expert in Aeronautical English	ROMATSA	ROMANIA
	Mr Serge BORG Director	CLA University of Franche-Comté	FRANCE
	Mr Pascal BOUBEL English Trainer	Air France	FRANCE
	Capt. Patrick BURKE Teacher and Course Designer		IRELAND
	Ms Iona CALIMAN Aeronautical Inspector	Rumanian CAA	ROMANIA
	Mr Gary Michael COWLEY English Teacher	CRNA/O	FRANCE
Ms Cathy COTNOIR Teacher	Ecole nationale de l'Aviation civile	FRANCE	

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

			List of Participants
Ms Joan CUTTING University Teacher	University of Edinburgh	UK	
Mr Pascal DANIELS	FOREM	BELGIUM	
Ms Odile DEPERNET Language Trainer	Air France	FRANCE	
Prof. Tatiana DOBRUNOVA Chief of Department	University of Civil Aviation, St Petersburg	RUSSIA	
Ms Primrose DUPIC Teacher	SNA-SUD	FRANCE	
Ms Vesna DVOJAKOVSKA Aviation English Instructor	Civil Aviation Admin - ANS	MACEDONIA	
Mr Henry EMERY Teacher	Mayflower College	ENGLAND	
Ms Margaret FISCHER Private Teacher	Private Company	AUSTRALIA	
Mr Peter FISCHER Teacher		AUSTRALIA	
Ms Michele FLOOD Training Coordinator	SEFA	FRANCE	

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List of Participants	Ms Ivana FRANČETIĆ Aviation English Teacher	Faculty of Transport and Engineering	CROATIA
	Ms Tamara FURENKOVA Deputy Head	Complang	RUSSIA
	Ms Cybele GALLO English Teacher	Gallo English Consultancy	BRAZIL
	Dr Terence GERIGHTY Director	E.L.T. Banbury	UK
	Capt. Giuseppe GIOVENZANA Chief Pilot	Alitalia	ITALY
	Ms Carmel GODMET English Language Training Coordinator	SNA/SO - DGAC	FRANCE
	Ms Natalia GONCHAROVA Training Consultant	Volga-Dnepr Aviation	RUSSIA
	Mr Patrick HALL Teacher	CRNA/O	FRANCE
	Mr Istvan HEGEDUS Language Teacher	Hungaro Control	HUNGARY
	Ms Angela HERCOG Aviation English Teacher	Croatia Control Ltd	CROATIA

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

			List of Participants
Mr Glyn HUGHES Subject officer	Cambridge ESOL	UK	
Mrs Jane IRONSIDE Learning and Development Manager	BAA Scotland	SCOTLAND	
Mr Michael KAY Academic Manager-Aviation	RMIT English Worldwide	AUSTRALIA	
Mr John KENNEDYC English Teacher	ENAC	FRANCE	
Mrs Natalia KOSMATOVA Director	Innekos Aviation Training Centre	RUSSIA	
Ms Vida KRAJL English Teacher	Adria Aiways	SLOVENIA	
Ms Alenka KUKOVEC Lecturer in English	Ljubjana University	SLOVENIA	
Ms Florence KULTON RT Instructor	Air France	FRANCE	
Mr Paul LAMY Head of Aviation Training Policy and Standards	ICAO	CANADA	
Mr Thomas LEOFF Manager Special Projects	Lufthansa Flight Training	GERMANY	

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

List of Participants	Ms Donna L'HOTE English Teacher	CLA University of Franche-Comté	FRANCE
	Prof. Sergey LYSENKO Deputy Course Curator	Moscow Aviation Institute	RUSSIA
	Ms Amelia MACHADO Pilot / Teacher	Private Company	PORTUGAL
	Ms Jadranka MAJIC English Language Consultant	Croatia Control Ltd	CROATIA
	Ms Marina MANUCCI Lecturer of English	Faculty of Transport	CROATIA
	Mr Mick McDONNEL EFL Coordinator	EPTI	IRELAND
	Mr Mike McGRATH Director	Flightspeak Ltd	UK
	Dr Jeremy MELL Head of Language Studies	ENAC	FRANCE
	Mr Sergey MELNICHENKO Deputy Director	Moscow ATC Training Centre	RUSSIA
	Mrs Nadezhda MELNICHENKO Aviation English Teacher	Moscow ATC Training Centre	RUSSIA

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

			List of Participants
Ms Tatyana MITRYUSHKINA Managing Director	VDMO	RUSSIA	
Dr Marjo MITSUTOMI Director, Curriculum + Instruction MA	University of Redlands	USA	
Dr Carol MODER Head Dept of English	Oklahoma State University	USA	
Ms Olga MOSKOVKINA English Language Manager	Pulkovo Aviation Entreprise	RUSSIA	
Ms Alexandra MOZGO RT Teacher	Volga-Dnepr Aviation	RUSSIA	
Ms Geraldine O'BYRNE Teacher	CRNA/SO	FRANCE	
Mr Jason PARK General Director	G-TELP/IAES	KOREA	
Dr Olena PETRASHCHUK Director	Aerolingua Training Centre	UKRAINE	
Ms Frédérique PINOT	ATCO	FRANCE	
Ms Melanie QUILLEN Consultant	Plane English	ITALY	

8TH INTERNATIONAL AVIATION ENGLISH ASSOCIATION

List of Participants	Ms Lynette REES Linguistic Coordinator	SNA Nord-est	FRANCE
	Ms Karen RIEUSSEC Teacher	CRNA/SO	FRANCE
	Ms Fiona ROBERTSON President	ICAEA	FRANCE
	Ms Nadezhda SAMARETS Deputy Head	Complang	RUSSIA
	Mr Philip SHAWCROSS Vice President	ICAEA	FRANCE
	Ms Bozena SLAWINSKA EFL Training Specialist	PATA	POLAND
	Mr Paul STEINLY Professional Training Coordinator	Anglo-Continental School of English	ENGLAND
	Ms Karmen STUMBERGER Aviation English Consultant	Civil Aviation Authority of the Republic of Slovenia	SLOVENIA
	Ms Ilona SUTO Language Teacher	HungaroControl	HUNGARY
	Dr Weng-Ling TSAI Associate Professor	Shih Chien University	TAIWAN
Ms Ljubov VIHAREVA Training Officer	Estonian ANS	ESTONIA	

Ms Geraldine VINE English Teacher	CLA University of Franche-Comté	FRANCE
Ms Aileen WILSDORF Formateur Anglais	Aérodrome de Tarbes-Lourdes-Pyrénées	FRANCE
Ms Magdalena ZALEWSKA English Teacher	PATA	POLAND
Ms Djamila ZEINI Language Coordinator	CRNA/O	FRANCE
Mr Glenn ZINCK Linguistic Coordinator	DAC-SE	FRANCE

**List of
Participants**

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

The Forum was officially opened by Patrick Lehmann, who represented the University of Franche-Comté, and Serge Borg, Director of the CLA, warmly welcomed everyone. During the opening, mention was made of the apparent anomaly of holding an aviation event in the town of Besançon which has no obvious connexion with the aeronautic industry. It is miles from any international airport and nowhere near Toulouse or Paris.

Fiona Robertson gave the explanation of how this had come about.

A combination of factors in the 1970's conspired to draw the CLA into aviation matters.

France introduced a law which forced companies to spend 1% of their annual turnover on training and this resulted in an explosion of English language courses and new language schools.

Concorde was coming into Air France, and so was the first Airbus.

Air France wanted to stop the expensive business of translating and publishing aircraft manuals in French. This caused an uproar from both the trade unions and the protection of the French language association within the company. To pour oil on troubled waters they decided to offer general English courses to all technical flight crew on a voluntary basis, with the volunteers being paid as for normal training courses. The training manager responsible for this project, wary of the multitude of new private sector schools, sought out the CLA. And so it was that 9 CLA teachers worked for 4 years in Chalet A in Vilgenis, at the Air France training centre in the south suburbs of Paris. Perhaps people remember Chalet A in those days - there were a couple of flight trainers there too. It was at this period that Fiona joined the CLA to work at Vilgenis.

But the CLA Paris team were still only involved in general English.

Around this time a group of French Airlines formed Air Charter International, and so suddenly the pilots of the domestic airline, Air Inter, who had been happily flying around the French hexagon for all their careers, were asked to fly their Airbuses to places like Athens, and Las Palmas, and Greek or Spanish controllers don't speak much French! Three of the CLA teachers who had not returned to Besancon after the 4 year contract at Air France finished, Fiona, Joan Bellec and James Walters, moved on to Air Inter although the brief was still to teach general English. Quite quickly, however, they were asked to help the Air Inter pilots in their predicament of being qualified to fly internationally, but with very rusty English.

The company had bought a batch of recordings of live traffic in English, but there was no pedagogical support for these tapes, so the first thing they did was to try to transcribe them. That was Fiona's first contact with the weird stuff that is radiotelephony English.

Opening Address

8TH INTERNATIONAL AVIATION ENGLISH ASSOCIATION

The teaching team then began to set up training courses in professional English for these very experienced pilots. Seen in retrospect this was the best learning situation for the teachers. It was a mutual exchange - the language teachers knew English and the pilots knew aviation.

And so began a story that has continued for a long time, often presenting the teachers with new and interesting situations.

As one of the teachers of the CLA aviation English team, Fiona expressed her thanks to the CLA for providing all the support necessary to realise such specialised training programmes. As President of ICAEA she also thanked the CLA and the University of Franche-Comté for signing an agreement in which article 2 clause 2 says the two parties (CLA and ICAEA) undertake to develop the possibility to promote the meeting of trainers and professionals in seminars and conferences. It is much more elegant in French:

Accord entre l'Association Internationale d'Anglais Aéronautique Civile
et l'Université de Franche-Comté (Centre de linguistique appliquée de Besançon)

Article 2

Les deux partenaires s'engagent à développer:

2. les possibilités de rencontres entre les formateurs et les professionnels dans le cadre des séminaires et colloques

The publication and distribution of this report of the Forum proceedings is once again thanks to the unstinting support of the CLA.

The group who gathered in the CLA early September 2005 were all working towards a common goal, and a wish was expressed that what was accomplished there would contribute to improving the quality of communication in the English language in the world of aviation.

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Dr Marjo Mitsutomi has a PhD in Applied Linguistics from Ball State University. She is a full-time faculty member in the School of Education at the University of Redlands in California. She teaches courses primarily in first and second language and literacy acquisition to the whole gamut of school classes as well as Master's students. She is the current Director of Curriculum and Instruction Master's at the School.

Issues pertaining to language and culture have been her life-long passion. Native of Finland, she has had to learn several other languages and cultures due to an international career and family. For the past few years, she has been actively involved in pioneering English language standards for aviation in the United States. Appointed by the FAA, she served on the ICAO PRICESG (Proficiency Requirements in Common English Study Group) Linguistic Sub-group.

Dr Mitsutomi is very familiar with issues related to pilot training and international English language competence in particular. A private pilot herself, she is Vice-President of the flight training school founded by her husband.

(ICAEA wishes to thank Air Tahiti Nui for their sponsorship of Dr Mitsutomi)

Introduction to Language Acquisition Theory

The ability to use language is such an integral and vital part of the human experience that its phenomenal development is systematically studied only by those who have a vested interest in it: language educators and linguists. The fact that all normal children under normal circumstances learn the fundamental structures of their first language (L1) typically within the first five years of their life is a remarkable achievement indeed. Linguists and psychologists agree on many of the factors that contribute to the unquestionable first language acquisition success rates in most children. They also agree that language acquisition tends to proceed in predictable and similar stages regardless of the first language in question.

Agreement exists about second language (L2) development as well, but it is more puzzling than first language acquisition, especially when the learner is no longer a young child. What seems to occur naturally in L1 acquisition is not necessarily repeated with equal ease in the case of L2, particularly when the learning context is that of a traditional classroom. For teachers of second and foreign languages, then, it becomes imperative to understand what the factors are that seem to govern L2 acquisition rates and degrees of proficiency particularly among adult learners.

Keynote speech on Language Acquisition

*Dr Marjo
Mitsutomi*

University of
Redlands,
California, USA

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

The last 50 years has seen the most rapid growth of literature both in psychology and linguistics. The accumulative knowledge base of language development is quite formidable. New research is being published constantly, and recent technological advances are helping researchers understand the intricate workings of the human brain. This paper, however, will discuss only the most prominent and influential theories which have formed the foundation of all other subsequent L2 acquisition studies.

Three major theoretical categories about language acquisition have emerged to a status where they can be considered to be the major pillars of our foundational understanding: Behaviorism, Nativism, and Functionalism, also known as Interactionism. When the concept of stimulus-response was first named as being central to any learning process, behaviorist claims became widely accepted and applied to various instructional settings.

The emphasis in linguistics at the time was on describing language and observing behavior. The belief was that repetition and practice of L2 forms will produce automated responses, thus L2 learning. In language teaching this resulted in the immense popularity of language laboratories, which subscribed to using the audiolingual method. Students did, indeed, learn to respond to linguistic stimuli but failed to create original thoughts in the target language.

Noam Chomsky, the father of transformational linguistics, in the late 1950's refuted behaviorism as being insufficient to explain the complex tasks involved in language acquisition. His major contribution to the early phases of language acquisition studies was to say that there is something innate in the brain, a "black box" of sorts, which functions only to process language. This Language Acquisition Device (LAD), he explained, is unique to humans, is present at birth, and accounts for the generative ability of language. All languages subscribe to a universal grammar (UG), which assigns universal features to all of them. Nativism gave birth to the linguistic definitions of "performance" and "competence", knowledge of language at the deep innate level as opposed to that which is directly observable. It was a time when the complexity of language became more evident than ever before. Consequently, various cognitive methods of language teaching emerged from this period.

The field was ripe for various innovative methods to emerge, such as Suggestopedia, Community Language Learning, TPR (Total Physical Response), and the Silent Way, to name a few. The emphasis was on constructing knowledge, the learner being an engaging and enquiring partner in the learning process. Automated responses were seen as insufficient; language production needed to be creative and original.

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Another major juncture in language acquisition theories occurred when Krashen in the late 1970's introduced his original five hypotheses about second language development. He made famous the distinction between “acquisition” and “learning”, the first being subconscious and automatic while the latter requires a concentrated effort of study. The notion of comprehensible input being central to language acquisition was perhaps the most influential part of Krashen's theory. This meant that language students had to be taught in a way that allowed them maximum exposure to the target language at a level or slightly above of the students' language proficiency. Communicative competence became the key phrase, which was to be achieved primarily by exposure to rich input.

Swain (1993) modified Krashen's theory by augmenting it with the necessity of language output. He claimed that input alone is not sufficient for L2 learners to produce the target language; language needs to be produced in personally meaningful and communicative contexts. The input-output notion greatly influenced the development of the third pillar: Functionalism/Interactionism. Interactionists believe that achieving language competence necessarily mandates a real need for authentic communication. Language must be used to carry on meaningful tasks in order for it to become part of the learner's personal repertoire. The act of negotiating meaning between two parties is central to the necessity of language use, therefore, its development.

Although similarities between first and second language acquisition exist, the major difference lies in the very fact that a second/foreign language learner enters this task with a language already present in the brain. The first language undeniably has an effect on the way the brain organizes and communicates information. It influences the way the individual sees the world and predisposes him or her to certain cultural expectations and behaviors that accompany any particular language. In other words, the second language learner, particularly an adult, enters the task of L2 acquisition by already having been affected by the L1. If this is a disadvantage, the advantage that adults do have over young children is that they apply the cognitive skills they have accumulated over time to any new learning task, language being no exception.

Yet, it is common knowledge among those who have attempted and/or studied the second language acquisition process that L2 learning stories include various amounts of failure. Unlike with L1, few second language learners ever achieve native or near-native like proficiency in their L2. Even with comprehensible input and meaningful interactive output

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

opportunities supplemented with memorization of language facts and hours spent in a lab, not everyone masters the attempted language.

Some of the factors that are known to affect one's rate and eventual level of success in an L2 are the following: motivation, aptitude, personality, length of exposure to L2, biological age, prior experiences, learning context, etc. Some of these variables are beyond the learner's control and thus, the unsatisfactory L2 proficiency outcomes, when they do occur, are not always the "learner's fault". And, as in any other skill development, people are successful to varying degrees simply because their personal backgrounds are so vastly different.

Second language acquisition theories attempt to (1) explain the process of learning a new language and (2) answer the question of why not all master this target language equally well. Whether the innate language learning ability ceases to work as efficiently as it did in infancy, or whether the factors governing second language acquisition are too numerous and complex to explain, the fact remains that everyone is capable of learning another language regardless of age. The "bad news" is that there is no one method that has been proven to work each time and with each learner. The "good news" is that everyone can learn another language, but each learner's degree of proficiency and rate of acquisition will vary.

The language teacher's responsibility, then, is to know each student's background and proficiency level particularly in L2. Any instruction must be based on accurate student assessment and then proceed to a well designed curriculum, using diverse, interesting, and meaningful activities. Second language acquisition theories affirm that learning a language is a process which requires time and energy. And all L2 learners are unique although they follow the same path of language development. The teachers who are capable of handling this task of L2 instruction are well grounded in both theory and best practices. The task of L2 acquisition is arduous. The task of L2 instruction is complex. But the task - for both the learner and the instructor - is not beyond reach. It is attainable, and it is well worth it.

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7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

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7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Tatiana Mitryushkina, graduate of Ulyanovsk Pedagogical University, began her teaching career as a university teacher of English and German. Since 1992 she has worked in Civil Aviation. In 1996 she initiated and set up the Aviation Training Center with “Volga-Dnepr” cargo airline. She presently divides her time between administering this Center and supervising her private English language school where more than two thousand students are taught. In the year 2000 in Saint Petersburg's Academy of Civil Aviation she did a PhD degree in teaching Aviation English with the focus on language proficiency requirements. She is also involved in the current activities of the Russian FAA Study Group on the implementation of the new ICAO standards in Russia.

Alexandra Mozgo was born and bred in Russia and trained in language teaching and linguistics. She started her teaching career in Ulyanovsk High School for pilots. Since 2002 she has worked as an aviation English teacher in the Aviation Training Center at the Russian cargo airline “Volga-Dnepr”.

A short video illustrating the reading lesson started the presentation of the Aviation Training Center, Volga-Dnepr Airlines, Russia. Then the director of the Training Center, Tatiana Mitryushkina, proceeded with a brief review of the experience and background of the Volga-Dnepr Airlines which is now the recognized leader in the AN-124-100 outsize and heavy-weight cargo market, controlling over 50% of that global economy segment. She then continued saying that Volga-Dnepr Aviation Training Center was established in 1996 to satisfy the needs of Volga-Dnepr Airlines. On the slides which accompanied the presentation the participants of the workshop could see a variety of the educational services provided by the Volga-Dnepr Aviation training center, such as ATPL (ground school on AN-124-100, B-747-200, Il-76, YAK-40), English courses for pilots, train the trainers' courses and general English courses (ESP, TOEFL, Cambridge exams, IELTS).

The focus then was made on two different communicative approaches (eastern and western types) which, after a thorough analysis, had been combined in the Training Center. Moreover, Tatiana said, they succeeded in teaching general English and transferring the experience to the aviation environment.

Then the floor was given to the senior RT teacher of Volga-Dnepr Aviation Training Center, Alexandra Mozgo.

**Working
with written
documents**

*Tatiana
Mitryushinka
and
Alexandra Mozgo,*

*Volga-Dnepr
Training Center,
Russia*

Natalia Kosmatova,

*Innekos Aviation
Training Centre,
Russia*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

She introduced the topic of the workshop by saying that reading documents is one of the segments of any refresher course provided by the Training Center justified by the importance for pilots performing mostly cargo charters to be able any time to read and understand documents relevant to the forthcoming flights.

This introduction partly responded to the question of where to get materials for reading classes. Taking the original documents which pilots use at work as reading samples is a way of following the ICAO recommendations (ICAO doc.9835, chapter 7, point 7.4.2) to use mostly work-related materials for teaching aviation personnel. A NOTAM was used in the workshop example and participants were able to do a number of comprehension exercises.

One of the problems is how to develop each reading sample into language teaching materials with a corresponding set of activities. The solution offered and successfully practised in the Training Center is the implementation of traditional techniques for teaching reading skills in aviation domains, in other words, operating well-known basic methodological models as a tool to arrange work-related materials in the most effective way: the so-called linguistic tandem.

The interactive way of conducting the workshop let the participants play the part of students going through the same procedure in reading classes. A lead-in exercise was organized to motivate the students followed by pre-teaching new words. Reading the NOTAM was used as a starting point from which to move to a more detailed analysis and understanding of content. The lesson concluded with a discussion incorporating all the previous words and themes learnt thus allowing the students to use aviation-related reading materials and at the same time practise work-related speech while taking pleasure and enjoying the lesson.

As a logical summary of the workshop there was a place for another quotation from the doc 9835 (chapter 8, point 8.2.) which specified possible supplies of work-related language learning materials.

Speaking about benefits of the Internet, Alexandra pointed out that information is commercially available and aviation-specific but to make it of high quality is a real challenge for aviation English teachers because of the time it consumes and the professional teaching skills it requires.

The ensuing comments and questions from participants mainly related to the levels of students for doing certain tasks and the periodicity of control on the level and proficiency of students.

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The response was that a periodic control and a 120-hour refresher course occurred every two years.

Another question was raised on the point of the responsibility of trainers and trainees for Aviation English proficiency. The director of Volga-Dnepr Training Center Tatiana Mitryushkina explained that the government maintained oversight and that the requirements for the deadline year (2008) let teachers change policy and make pilots responsible for their own progress towards language proficiency. The teachers were chiefly responsible for providing adequate means and tools to acquire it.

The speaker from Innekos, Moscow, Natalia Kosmatova, went on to describe her training centre and to answer questions from the floor concerning the organisation and content of the courses.

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Dr Joan Cutting is Senior Lecturer in TESOL at the Moray House School of Education, University of Edinburgh, Scotland. Joan has taught English as a Foreign Language, English for Business, and English for Medicine, in addition to her teacher-training on MA TESOLs in Havana, Cuba, and Sunderland and Edinburgh, UK.

She has undertaken consultancy in Russia, all round mainland China and Hong Kong, and Saudi Arabia.

Her research interests are pragmatics, the codes of academic discourse communities, spoken grammar, teacher training and TEFL.

She is currently engaged in a European Community funded research project, with France, Germany, Italy and Spain, on the language of airport ground staff.

She is editor of The Grammar of Spoken English and EAP Teaching (University of Sunderland Press, 2000), and author of Analysing the Language of Discourse Communities (Elsevier Science, 2000) and Pragmatics and Discourse (Routledge, 2002).

**Airport
English : ELSY
a multi media
tool for airport
services**

Joan Cutting

Moray House,
Edinburgh
University

ELSY (ELaboration d'un SYllabus multimédia aéroportuaire pour les jeunes sans emploi et peu qualifiés) is a three-year Leonardo project of the European Commission.

It was originally aimed at unemployed, unskilled young people in Europe, including UK, barred from employment in European airports because of the level of their English, but is now also aimed at those employed in airports.

Partners are private companies, regional governments, airport firms and universities from Barcelona, Berlin, Besançon, Edinburgh, Paris and Turin. The on-line English language teaching materials (videos with subtitles and translations, followed by word and grammar exercises) answer the needs of four airport jobs (ground handlers, bus-drivers, security guards and fast food workers). Students can work with the materials on their own in self-access conditions, or with a facilitator to guide them or in the formal classroom setting. In the classroom setting, the on-line material could provide an introduction and the teacher could devise interactive activities based on it, in order to give students free practice in realistic role-play situations.

Ms Françoise Belet (Conseil régional d'Ile de France), promoter of the project, made three points:

- the work situations represented are validated by airport firms and trainers as real professional situations
- ELSY takes into account gender and multi-cultural dimensions of daily life in airports.

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- the know-how acquired during the making of this project will hopefully be transferred to other sectors and languages.

The procedure used to elaborate the ELSY project is as follows:

A collection of dialogues was done by shadowing workers and trainers in the four target trades. Typical phrases and chunks of language were extracted to create semi-authentic dialogues. The dialogues were videoed in real airport situations and then divided up into sequences to be studied by the students.

Joan Cutting carried out a linguistic analysis of the dialogues, in order to create simple exercises to practise the basic forms and functions used. Verb tenses could thus be kept to the bare minimum of what employees actually need. It was discovered that

40% of what the employees say is in sentence fragments with no main verb or no subject.

Generally speaking, the most frequent verb tenses used are the present simple, "will" future and politeness modals ("Could I...", "Would you...") with the function of offering.

Generally speaking, the main functions that the employees need in their discourse are asking and getting information and treating customer complaints.

Bus drivers need to explain and reassure... They never apologise! They need to watch out for warning signs of anger: "I can't see why...", "then" at the end of a sentence...

Ground handlers confirm, and offer services ("I'll call them now"). They need sentence fragments with "-ed" and "-ing" words (e.g. "Chocks removed", "Pushing back").

Pilots give orders. They use imperatives.

Restaurant workers offer, explain and apologise (apologising, acknowledging guilt and then doing something about it are involved in responding to complaints).

Security guards apologise but remain firm - you can't argue with international rules and regulations. They use "just" to minimise their commands, and passives to remain impersonal and neutral and avoid person-to-person conflict.

The structure of the course for each of the four trades is as follows:

There are six lessons.

Each lesson has between 6 and 13 video exchanges.

Each video has "hear", "hear and read English", "hear and read translation".

Each video exchange is followed by vocabulary lists: "see", "hear", and "read translation".

Each lesson is followed by grammar exercises: multiple choice, gap filling and re-ordering.

At the end of each trade, there is a role-play.

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In the workshop, Joan showed the participants examples of the sequences and exercises for all four target jobs: ground handlers, bus-drivers, security guards and fast food workers. She then asked the participants to first work their way through three exchanges of one of the trades and to think about:

- how they would feel as students
- how a teacher could support students using the material
- what activities could be used in the classroom.

In the discussion that followed, various ideas emerged:

Firstly, some suggestions were made as to the improvement of ELSY.

It would be a good idea to enable the student to hold the written dialogue on the screen longer.

The comprehension of vocabulary could be enhanced by the inclusion of a glossary with photos of objects.

More languages should be added: Arabic, Hindi, Hungarian, Mandarin Chinese, Russian, Turkish and Urdu, just to name a few!

In addition to having the sequences (chunks of dialogue), students should also be able to access the whole dialogue (unchunked).

Secondly, some suggestions were made as to the use of ELSY in the classroom.

Teachers should be aware that the materials can be used with students of various levels just by varying the difficulty of the task and by adding pronunciation exercises.

Drills and vocabulary need to be memorised.

Grammar should be explained.

Role-playing could be used. (This idea was enthusiastically welcomed by Joan) This means re-enacting the dialogues in new situations in order to ensure that the students can produce the language creatively and spontaneously, if possible with a camcorder, so they can observe themselves (e.g. intonation, body language) and evaluate their performances and improve them.

There was a consensus in the workshop that ELSY would work well as a self-access product but that it would be even better when incorporated into classroom activities.

Lastly, some comments were made.

ELSY is designed for the low intermediate/ faux-debutant level.

Translations into the four languages are helpful in that they help the students to understand

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

the meaning without giving explanations.

It's good to have good English teaching materials related to such specific professional needs.

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Dr Jeremy Mell has been involved in aviation language training and research since 1982 and co-ordinated the language training of French ATC cadets from 1993 to 2003.

In 1992 he completed his doctoral research in applied linguistics involving a corpus-based discourse analysis of pilot-controller communication. He has also been closely associated with Eurocontrol in the development and implementation throughout Europe of PELA, Proficiency Test in English for Air Traffic Controllers, and the forthcoming ELPAC test for qualified controllers. He has also most recently assisted ICAO in running regional seminars on language proficiency standards and recommended practices (SARPS) and advised national and international aviation authorities on language testing issues.

The newly-established ICAO standards for pilots and air traffic controllers will be effective as of March 5, 2008. At that time, pilots and air traffic controllers will be required to demonstrate proficiency in English language at ICAO Level 4 (minimum). Moreover, that level of proficiency will have to be re-demonstrated at regular intervals: every 3 years for those who are at Level 4, and every 5 years for those at Level 5. Those pilots and air traffic controllers obtaining Level 6 will not need to take the ICAO test again during the course of their professional careers.

It is important to note that professionals have to demonstrate fluency in ALL six categories of skills - and all at level 4. One strong skill cannot compensate for weakness in another. In the context of aviation radiotelephony, proficiency means being able to communicate effectively in both voice-only and face-to-face situations. Candidates must be able to handle and resolve misunderstanding (check, confirm, clarify), requiring effective interaction and communication in problematic situations.

With regard to pronunciation, ICAO requirements do not assume native speaker level English to be a model, but rather “intelligible” English. The question remains however of what “intelligibility” actually is.

Different types of tests were presented, with particular emphasis being placed on the importance of proficiency tests and their design, as an actual interface with the real world.

It will also be very important to create an accreditation board providing a type of international oversight to what is being done within various institutions or training centres for pilots and air traffic controllers around the world. This board would oversee the validity of tests and testing procedures as well as the comparability of the above.

**Pilot and
Controllers
English -
assessing oral
proficiency with
respect to ICAO
level 4:**

Dr Jeremy Mell

*Assistant Head
of Languages,
Ecole Nationale
de l'Aviation Civile
Toulouse,
France*

*Member of the
ICAO PRICE
Study Group*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

During a proficiency exam, interactions must be human to human. There must be a natural need to adapt style, content, speed, etc. to a given person and context.

In addition, examiners should ideally not be very familiar with or fluent in the first language of the test-taker. Judgment may be influenced by understanding more than what would ordinarily be understood by someone not familiar with the first language.

In the past two years since the ICAO standards were introduced, a number of aviation-specific tests for air traffic controllers has been developed. However, for the pilot community, the number and variety of such tests are few and far between.

WORKSHOP

Most of the workshop participants (morning and afternoon) had read and were familiar with the rating scale.

In the morning group, about one-third had already had practical experience using the rating scale. In the afternoon group, the figure was around 50%.

A 20-minute video showed speech samples of oral interaction between air traffic controller trainees and language instructors. This mid-training progress/achievement tool was developed by ENAC and has been used for a number of years, even before the introduction of the ICAO standards. The test is structured in 2 parts as follows:

- 10 minutes - map-based “information-gap” problem-solving task
- 10 minutes - prepared summary of an aviation-related text, followed by questions and/or discussion;

Questions:

How is the trainee prepared for this type of task?

Is the trainee taught to deal with the timing element?

What type of strategies do students need to develop for particular tasks during their training?

What is the attitude of the examiners? Are they supportive? Do they try to help the student?

Observations:

Pronunciation problems: certain sounds are mispronounced (i.e. village), and syllable stress in certain words (i.e. kiLOmetre) leaves a bit to be desired.

Pronunciation and structure appeared to be unfavourably influenced in the second part of the text by the student’s reading of what he had prepared - and the more complex vocabulary.

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

However, the second part of the test was more fluent due to preparation time. When there were only two minutes left, the student's fluency suffered, probably due to stress.

Assessment by participants :

Pronunciation	4	(some people 5)
Structure	5	(minimum 4)
Vocabulary	5	
Fluency	4/5	
Interaction	4	(some people 3)

Questions:

Did the student have a problem with timing because of language difficulties or for another reason?

Observations:

Pronunciation problems: rhythm and weak fluency.

Due to stress, there were more mistakes at the end of the test.

Although the structures were basic, they were correct.

There appeared to be a lack of confidence.

The test-taker did not seem to have a clear strategy to approach the problem-solving task.

Assessment by participants:

NB. Difficult to evaluate vocabulary and structures due to the nature of the task.

Pronunciation	4	
Structures	3/4	The task does not call for complex structures.
Vocabulary	3/4	The task does not call for complex and varied vocabulary.
Fluency	4	Assessment for 14 workshop participants...
	3	... for the nine others.
Interaction	4/5	

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Donna came to France from Canada over 30 years ago and has been teaching English as a Foreign Language at the Centre de linguistique appliquée in Besançon since.

Over the years, she has worked with large and small groups, in one to one situations, in intensive and extensive courses with levels ranging from beginners to very advanced.

Her students have been high school students in need of remedial work, university students doing scientific studies, people from business and industry with very specific language needs and people coming to learn general English for their personal projects.

Her work has sometimes taken her into factories and abroad and she has English for Special Purposes experience in Aviation and Medicine. Teacher training for primary school teachers in France and test development are two other fields of activity she has been involved in.

She was Assistant Director of the CLA for 5 years, when she learned the ins and outs of the administrative side of language teaching.

Inventing English games and activities

Donna L'Hôte

*Enseignante
et formatrice
en anglais
CLA,
Université de
Franche-Comté,
Besançon,
France*

I began the workshop with a game - an icebreaker - where the participants had to follow my instructions, that were given implicitly, to say their first name. I used Hindi as my language of communication, predicting that there would be no-one in the group who spoke that language. I started things off by saying my first name using my sentence in Hindi, then I threw a beanbag to another member of the group and s/he then said what his/her name was. One participant used her own language to continue after me - this was a valid hypothesis of what the rules of the game were. It was my responsibility as leader of the game to be clearer in what I wanted. Then the participants were given the sentence to say "your name is ..." and finally how to ask someone, very simply, to throw the beanbag to a third person.

We used this experience of a game as a beginning point for our discussion and we spoke about what I was counting on the participants being able to do in the field of language learning in order for my game to be a success. I knew that the participants would be capable of hearing a series of sounds in a foreign language and of reproducing them relatively faithfully. I knew that they would be able to infer meaning of the sentence in Hindi from my verbal and non-verbal communication cues. I also knew that the challenge of participating in the game would be motivating. So I was establishing an authentic situation of communication that would create a team spirit. The participants were happy to have been given the responsibility for getting on with the game, and spoke about the confidence it gave them to be a fully participating member of the group.

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Then from a handout I had prepared, we looked at the some of the following questions about inventing games for Aviation English.

What are classroom games and activities for?

What are the characteristics of a good game or activity?

What are the criteria for choosing the right game for the right situation?

What are the prerequisites for using a game or doing an activity?

How do we deal with correctness of language?

What are the pitfalls of using games?

What are the different forms of games and activities that we use?

What are the different language activities that games can provide practice for?

What games are best suited for beginner, intermediate or advanced students?

Things to keep in mind when inventing a game regarding...

Content

Pedagogy

Didactics

Logistics

The discussion which followed led from one aspect of the questions to another. All of the subjects were not spoken about. Here are some of the aspects of classroom activity and management that were discussed and the remarks the participants in the groups made. I have not classified them in any particular order. They are more in the order they arose in the workshops.

Size of the group - if there are not enough people, you can have the students call on their imagination and invent other members of the group - male or female, older or younger. Generally it was agreed upon that games that require imagination work better in groups of six to eight. Smaller groups can have a “bad day” and the game can fall flat.

Role plays - refusal of groups to do them because “it’s not serious”. Some teachers get their students to prepare the role plays themselves in groups and have another group act it out. We spoke about making the linguistic objectives clear. I indicated that I started having more success with games when I explained to my students what my objectives were - language-wise - before we started on the game. This also encourages the students to learn to monitor their own language performance.

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Attitude of the teacher - s/he must believe in her game, be a good actor, encourage, even badger the students a bit. Work on building up a group feeling.

Get to know our students - listen to our students and respect what they like or don't like - board games, competing with a points system, miming, singing. Peer/social pressure can be avoided by asking people to "say along" with a song, instead of "sing along". It appears that everyone ends up singing !

Getting the challenge right - adapting the content of the game to the language capacity, age and needs of the students. A tall order sometimes.

Capitalising on the students' ability as learners - keeping them active, using perception, evocation. One exercise is to write up a poem or song on the board and little by little erase the stressed words. The students must continue to say the poem or sing the song by evoking the missing words - seeing them in their minds. A very strong learning process.

Authentic situations of communication - games that require people to exchange or pool information seem to work well. Some examples were giving instructions for folding paper airplanes, doing a dictation by reading a sentence or part of a sentence in the corridor and then coming into the room to dictate it to your partner, gaps in maps.

Dealing with correctness - different solutions were given for how to correct and whether it is always necessary to correct. If a student is afraid of making a mistake, he won't speak so at times expression is more important than accuracy. Some teachers video the students and then go back over the tape for correction, others note down the mistakes they hear and speak about them after the game is over. It was generally agreed upon that students like to correct each other, and that this was a motivating aspect. However because of professional hierarchy or solidarity, it is sometimes necessary to do it in an indirect way - waiting until the next day or over the telephone.

Cultural considerations - sometimes games are not possible for religious reasons - mixed Muslim groups make eye contact inappropriate.

Aviation English - is there really any such thing as English for Special Purposes? Are we not really teaching General English with an aviation twist? It is important for our students to

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realise that there is specific aviation vocabulary but it is General English that gives the structure for all fields of ESP. Some aspects of general English may not be very important, like register, however this remark did provoke discussion and situations of incorrect attitude in communication were given.

Working in a more controlled situation - I often like to leave little freedom for initiative in the structure of the game - the strict rules provide a challenge that is even more motivating for the students. Language production is then clearly the objective. I do a reformulation exercise from a comic strip or a story. They must retell the events of the story in a predetermined number of sentences, each person being responsible for a sentence once it has been proposed and corrected by the group as a whole. There is a lot of repetition, which generates ease and fluency.

Pronunciation and intonation - students sing/say along with a song or a poem saying only the stressed words in the text. Get the group to do Jazz Chants as a group in two parts, one part answering the other. There is less inhibition to try out the intonation in a group. A follow-up could be to get the students to talk later in the rhythm of the exercise.

Thank you once again to all the participants of the two workshop sessions for making our exchanges helpful and rich.

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Geraldine has been teaching English with the CLA aviation English team since 1988 and has worked with all sorts of airline and airport staff for Air France and for Airbus. She recently carried out a language audit for the French Airport Authority in order to observe the tasks of passenger service agents, draw up a syllabus for a new English course and then design and write a short two-level course.

Although levels of English competence and training for pilots and controllers is generally the main focus of these forums, there is also a pressing need for training front of house agents, not only in the English language but also in socio-cultural competence. They really should be considered as ambassadors for their airline or airport company.

Background

Geraldine presented the passenger service course which she wrote with her colleague Ann Dufaux for the Paris Airport Authority in 1995-6 beginning with the various steps leading up to the final product.

STAGES IN THE DESIGN OF A LANGUAGE COURSE FOR PASSENGER SERVICE AGENTS BASED ON THE RESULTS OF A LANGUAGE AUDIT

1 - Visits to the company to meet the hierarchy in the training department and the managerial staff at the airport in order to discuss their objectives in commissioning the audit and targeting ground staff for testing and training.

2 - Period of observation at the airport (10 days) in which we interviewed the supervisors, drew up a list of tasks for each post within the 2 sectors (check-in and information desk), recorded authentic exchanges between agents and passengers in English, transcribed them all and elicited from the agents themselves their main difficulties with English.

3 - Linguistic examination of the scripted exchanges where we extrapolated the main language forms and functions required to do the job adequately. We wrote up a linguistic analysis and proposed a minimum level of English using band descriptors on a 1-5 scale for the different skills to conclude the language audit part of the contract. We proposed a minimum level the equivalent of B1 on the Common European Framework of Reference with a suggested B2 level for oral comprehension.

4 - Negotiations began to agree with the company on the design of a training programme and the minimum number of days of face to face instruction required. Much of the argument centred on the existence of a common core of language functions irrespective of specialised vocabulary, and the need for the emphasis on customer care. Students coming to the course

Addressing and communicating with passengers

Geraldine Vine

Enseignante et formatrice en anglais, CLA, Université de Franche-Comté, Besançon, France

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

at level B1 were to be given two four-day modules (6 hours per day) with an interval of three weeks between the two modules, that is to say a total of 48 hours of instruction. Students with a B2 level were to have just one four-day common core module (24 hours) plus, after an interval, a full-day specialised module according to their work station (baggage claim, check-in, tourist desk), that is to say a total of 30 hours of teaching.

5 - Once this had been agreed we wrote a two-tier syllabus with a statement of learning objectives which was then validated by the company.

6 - Production of a two-level general airport English course for all agents.

This involved writing and recording dialogues (idealised rather than totally authentic), exercises for practising structures, vocabulary etc. It also meant writing a diagnostic test and a set of progress tests for each module. We then added the specialised modules and a teacher guide.

The course was designed to be taught in the classroom with a teacher and groups of 10 students, with written and audio support and the use of a video camera to film the students doing role plays. Each student received a file according to his/her level and his/her job and a class cassette.

To conclude the presentation a typical dialogue from the first level course was played to the audience and a few pages illustrating the contents were distributed.

Follow-up SOME QUESTIONS AND ANSWERS ON THIS WORK

A discussion period ensued with questions about the observation period, the real language “overheard” and the causes of communication breakdowns.

The observation period and close collaboration with the company was very instructive for the CLA language teachers and enabled us to produce a course whose objectives and content closely matched the company’s requirements and covered thoroughly what we could actually see that the agents most needed to work on. We battled hard to set up a programme involving some classroom teaching. This is becoming increasingly difficult today.

The authentic scripts we gathered were usable as a basis for the scenarios and some of the real dialogues were indeed incorporated into our own course dialogues. However we did end up writing quite a few idealised dialogues representing what we would have liked the agents to say in the various situations, as opposed to what they actually did say. The real dialogues we recorded in Paris were redundant, full of background noise, gaps, half-finished utterances and misunderstandings. Above all they lacked situational variety. The agents’ English was often insufficient to express clearly what he/she meant when the exchange went beyond

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

the usual very, very short routine exchanges. Fortunately we found a couple of agents who were native English speakers and recorded them extensively.

The ability to use correctly formed English sentences and correct vocabulary at an intermediate level (B1) and to understand passengers' questions (B2) is simply not enough for passenger service agents. We observed that communication was often unsatisfactory as some of the French agents were perceived as being impolite or even rude by English-speaking passengers because they did not use the accepted code of polite forms beyond "good morning" or "have a nice flight", nor did they know how to say no politely or how to apologise. In general they showed little intercultural awareness which again impeded their ability to anticipate passengers' needs.

The crux of the matter

THE IMPORTANCE OF GOOD COMMUNICATION

To focus on our topic we began with a warm-up exercise:

Think of your own experience getting here. Did you ask for information from agents in the airport?

Lots of good and bad experiences were cited. Several people had had trouble finding out where to get the bus from the airport to the railway station for example. However some visitors reported being agreeably surprised by what they felt to be a changing attitude to speaking English in France!

Then we considered the questions as a group:

How do passengers feel at busy airports?

How do you judge the airport or airline staff that you encounter?

What are the main elements which create a satisfied customer in an airport exchange?

The group agreed that the important elements for passengers who are often extremely anxious were:

Care and sympathetic attention

Being treated courteously with the agent's undivided attention

Getting a helpful, efficient answer to their question in clear English

The agent's job was perceived as being much more difficult than might appear at first, requiring interpersonal skills and psychological skills as well as foreign language and communication skills!

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Brainstorming

HOW TO TRAIN PASSENGER SERVICE AGENTS TO IMPROVE COMMUNICATION SKILLS AND BECOME MORE AWARE OF CULTURAL DIFFERENCES?

For developing communication skills the groups of participants proposed to present the relevant language and expressions through listening to dialogues or watching a selected part of a video programme. (The problem of finding really appropriate tapes or videos remains.)

They proposed to follow this presentation with practice through role-plays based on a scenario, in which the agents play their own role and the other agents play the passenger roles.

The role plays could be observed by the group and, if possible, by a customer care expert or airport trainer who could help with comments on physical attitudes, strategies for diffusing anger etc. at the same time as an English teacher. This, it was felt, would ensure the most motivating type of instruction.

For raising awareness of cultural differences the groups proposed the use of:

Quizzes and true/false statements

Pictures on the walls showing things that are acceptable or unacceptable according to different cultures

Airline or other advertisements

Training videos on intercultural differences (these are usually prepared for international businessmen and are of upper intermediate level)

TV series made in the UK of authentic airport situations (some editing may be necessary as an advanced level is required to understand the script)

Some conclusions

It was reassuring for us to see that the participants attending suggested a similar approach and the same kinds of activities that we had tried to include in our teaching pack. They also came up with some interesting innovations which would give such a training programme a more developed customer care element with more input from the kind of customer care training which is carried out for native speakers of English. Finally it was generally agreed that a short course with classroom interaction was a motivating factor for this category of personnel, although of course it should be supplemented by regular remedial language practice, perhaps in a multimedia lab if available. In all cases, inventing one's own course represents a large number of teacher hours of preparation in which few companies are prepared to invest. Therefore we are grateful to have had this opportunity to share our findings and get some critical feedback.

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

In a plenary session, Fiona Robertson, Bozena Slawinska and Philip Shawcross presented the assembly with an update on the life and administration of ICAEA.

The main points raised were:

the currently inadequate administrative and organisational structure
the need for more people to be actively involved in the running of the association and the organisation of future events.

As a result of this discussion, Terence Gerighty of E.L.T., Banbury International and Henry Emery of Mayflower College volunteered to provide their support on an ongoing basis and more specifically to launch a seminar in the UK in 2007.

The ICAEA web site was described and displayed on line:
<http://www.icaea.pata.pl>

Plans for regional ICAEA cells in South America and South East Asia were put forward.

**General
Discussion
about
ICAEA
and
the future**

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

The group of teachers was invited to get into groups of 3 or 4 and to reflect on the following:

- What needs do your English learners have?
- What kinds of materials do you use for speaking in the classroom?
- What activities do you choose to use to meet your objectives?

Each of the groups picked a name to identify themselves and following their discussion noted down the main points they had brought up.

Activities and materials put forward included:

Role play

Simulation

Q + A on texts

Presentations

Information gap activities

Authentic recordings

Telling incidents

Problem solving

Grammar games

Student-generated scenarios.

Dr Mitsutomi then brought up the question of the methodology she uses for teaching foreign language speaking skills.

Focus was put on communicative competence which can be analyzed in terms of the following competences:

Grammatical competence

Strategic competence

Discourse competence

Sociolinguistic competence.

Most of the instructors attending the workshop deal with aviation professionals (pilots, mechanics, air traffic controllers) who are only entitled to aviation English training once they have attained an intermediate level of English.

Everybody agreed that for the aviation professionals they teach, the most important aspects of competence needs are:

Strategic

Discourse

Grammatical.

**Practising
Spoken
Aviation English
in the
classroom**

*Dr Marjo
Mitsutomi*

*University
of Redlands,
California,
U.S.A*

*(notes by
Ann Dufaux)*

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The aim for these professionals is to acquire ICAO proficiency level 4 which is definitely an achievable goal. Level 4 is also called operational level and represents the ability to perform basic functions without perfection.

Dr Marjo Mitsutomi provided all the workshop participants with some very insightful documents regarding Collaborative Learning and Instructional Scaffolds and a bibliography related to these, which follow.

Collaborative Learning

- Collaborative learning provides students with rich opportunities for interaction with each other. Each student is involved either informally or formally. “Formal” participation means that every student is assigned a specific task to reach the goal of the activity.
- The following are examples of collaborative learning structures which are particularly helpful when working in a foreign language.

Brainstorming

All students speak up and offer their opinion or idea to accomplish a set task. Everyone is validated throughout the process. This can also be done in a large group.

- Numbered Heads

Students work in groups of four. They number themselves from one to four. The teacher asks a discussion question. Each group discusses the question and develops a team answer, so that all members can understand and answer it. The teacher calls a number and the student called will explain the whole group answer.

- Think - Pair - Share

Each student thinks alone of the question. Then, joining with another student, the two share their thoughts with each other. Both partners will be ready to explain their discussion to the whole group if called upon.

- Novel ideas

This is similar to brainstorming; all students in a group list their ideas and answers to a question. Groups take turns sharing their lists with each other. Each new idea should be stated only once. Students must listen carefully for the information from other groups not to repeat it again.

- Round Robin

Students take turns in sharing ideas, giving answers, or whatever the task at hand may be.

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No one interrupts and everyone gets to have a turn. This is often used in classrooms to assign students to read aloud. However, if a student is uncomfortable when his/her assigned turn comes, the teacher should not force that person to read.

- Jigsaw / Expert Groups

Students form a “home” group and number themselves. Each person in the group is responsible for one part of the assignment. Students with the same numbers (1s together, 2s together, etc.) assemble themselves and discuss what they have learned about the topic. After this, all return to their original groups where the “experts” share their information with the other members of the home group.

- Graphic Organizers

These are visual representations of ideas that show the relationships of issues. They can be used for simple as well as complex tasks. Graphic organizers are visual tools that aid students’ comprehension by organizing the information.

- Instructional Scaffolds

Strategies Based on SDAIE Methodology
(Specially Designed Academic Instruction in English)

- Modeling

Show students what is expected of them. Any task that is being introduced for the first time should be modeled. Present all the required steps one by one. If examples are available, show them to the students.

- Bridging

When teaching new information, activate the students’ prior knowledge about the topic/issue. Help students make the connections between what they already know and what they need to learn next. Common techniques that can be used here are brainstorming, developing graphic organizers, identifying related texts, etc.

- Contextualization

Students understand new ideas best when they are taught in context. Use pictures, videos, manipulatives and other realia to enhance concept development.

- Schema Building

Show students how things fit together by building a larger picture for a new idea. Many connections exist between ideas; by finding them, students place the new information in familiar categories and, thus remember what they are learning.

- Metacognitive Development

Teach students how to learn. Model to your students learning strategies, for example, by

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thinking aloud, doing a directed reading thinking activity (DRT) and using graphic organizers, etc. Independent learning is important for all students to succeed beyond the classroom.

- Text Re-Presentation

Take a text students already know and use it in a new way and for a new purpose. For example, when reading an airplane accident account, have students talk about it in first person as if they were eyewitnesses. This type of activity reinforces vocabulary and syntax development by reinforcing and extending known material further.

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7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

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7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

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Mike Mc Grath has specialised in Aviation English for almost 30 years as a teacher and materials writer.

Now, as a consultant, he carries out specialist training courses but continues to write and refine teaching materials and takes a particular interest in multimedia approaches to training based on low cost, low tech solutions.

This presentation set out to show some of the ways in which Internet content can be used to enhance your own teaching materials and how the “innernet” (your own computer and hard disk or a local network) and the “outernet” (the world wide web) can interact.

It began with a demonstration of the use of search engines such as *Google* or *Altavista* to locate pages connected with certain areas of interest. The fact is that many of the most interesting finds on the Internet are accidental and so our first search led us, by circuitous routes, to the exploration of one particular site which has a basic introduction to air traffic control, a site which we might be able to use as the basis for an introductory lesson.

The workshop took place in a multimedia lab. This is an environment where we can experience both an “innernet” and an “outernet” almost seamlessly. The student seated at the console can connect with materials stored internally on the local server or via a live Internet connection with materials stored remotely on a distant server.

- Task 1 Finding Your page

Groups opened at least two different web browsers and entered the same information in the search panel of each. The returns demonstrated that different browsers return different results. In each case the main returns do, indeed, relate to aviation medicine but on each page there appear more general sites which attract our interest. In the Microsoft search page, in particular, we find an interesting looking site called www.pilotfriend.com and our curiosity led us to follow it.

Pilotfriend revealed a rich number of possible links and we decided to navigate to the one on Aviation Regulations. On the regulations page we were attracted to the link which read 'Austrocontrol'. We followed that link and decided to investigate the label linking to Air Traffic Controller.

Using the Internet

Mike McGrath

*Lingua Franca,
Perth,
Scotland*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

What we found there is a page which explains the basic operations of Austrian Air Traffic Control and also includes a nice little animated graphic showing the difference between different control zones. We decided that this would make good lesson content for our students. However, as it was presented in the web page it did not exactly suit our purpose and we felt we would like to re-organise the page, possibly edit the text, and add some practice activities for our students.

- Copyright restrictions

The facts regarding the use of materials from the web in this way are complicated. Basically all materials on the web are the intellectual property of the person or organisation which created them. Many pages will openly state that this is the case and that the content may not be used without permission. Some will give an address of a webmaster or there will be a label which reads 'contact us'. This will lead you to an e-mail address through which you can contact the organisation to explain that you would like to obtain their permission to include some of the contents of their page in a language training package. If you do this, and you get a positive reply and respect any conditions stated, you are free from any further qualms.

If you do not get any reply you could assume that the organisation or individual is not really bothered and you might decide to go ahead and use the material, making sure to credit the source, and saying that you have tried to contact them to obtain permission. If the response comes back strongly negative or asking for a fee for the use of the materials, then you must either pay the fee or not use it.

- Task 2 Capturing text

There are various ways to capture text from an internet browser. The cut and paste method is the simplest except for pages in which the “copy” option has been disabled by insertion of some code in the page. Cut text can then be pasted (inserted) into another word processor for editing. This method will capture text but not pictures and will lose any special effects or formatting on the page.

A second method is to use a dedicated web page creation package. The best that I have found, which in my opinion beats FrontPage or Dreamweaver by miles, is the Korean made program called *Namo Web Editor*. *Namo Web Editor* is an excellent wysiwyg (what you see is what you get) web page builder. It is so good that I use it for most of my desk top publishing tasks rather than Microsoft Word or *Lotus Word Pro*. This document was originally composed entirely on *Namo Web Editor 4*. But, it also makes the creation of web pages very easy.

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In our present case it is the only web page software that will capture an editable web page, pictures and all, effectively, onto your own computer and ready for editing. The latest version of *Namo Web Editor* is version 6 but version 4 is now available free on the cover disk of computer magazines like *Personal Computer World*.

You can download a trial version from: <<http://www.namo.com/downloads/webeditor.php>>

By clicking on **edit/select** all and then opening *Namo* and hitting on **edit/paste** *Namo* will very neatly load the web page onto your screen in a ready-to-edit package. But, of course, you will not want to plagiarise the work of others but simply to use it as part of your resources bank from which to construct your own inimitable materials. You can achieve the same effect offline (while disconnected from the Internet) by saving the page from *Internet Explorer* or *Netscape*.

In *Internet Explorer*, while connected to the Internet and with the page of your choice open, click on **file/save** and choose a place on your computer to save the file.

You can then go offline (disconnect from the Internet) and go to the place where you saved that page. It will normally consist of two parts: The saved file with the ending .htm (Austrocontrol.htm in the above example) and a separate folder with the same name which contains the picture and other files associated with the page. If you now navigate to that page through *Namo*, you can perform the same operations as on line, at your leisure.

Or, indeed, with *Namo* open and *Internet Explorer* open use the “**tools/import from web/import from Internet explorer**” option which achieves the same result. Or, simply browse to the site using *Namo* itself as your browser. Remember to inform your firewall that *Namo* is allowed to access the web directly.

Once the page is in *Namo*, you can edit the text, cut and paste different texts together, re-align the text and pictures, add your own questions or explanations and emerge with a very different version of the original text.

In the case of the Austrocontrol page, which contained an animation in animated gif format, you can even deconstruct the animation into single images to form an exercise. You can use basic DHTML (dynamic hypertext markup language) to make drag and drop exercises like the one illustrated on the presentation. It is even possible to reproduce this effect in PowerPoint, with a little foray into visual basic macro programming.

- Task 3 Capturing pictures

Capturing a picture is usually no more difficult than right clicking the mouse button while the picture is under the mouse pointer and selecting copy from the menu. The picture is now in the most interesting thing that Mr Gates and Microsoft ever invented, the clipboard.

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This picture will now have to be deposited somewhere for safe keeping. Personally, I prefer to use a drawing program call *Paint Shop Pro* which is relatively cheap and cheerful. Others will use *Corel Draw* and, in fact, *Powerpoint* has a very good built-in drawing package. Open this program and deposit the picture there temporarily. If it is going to be a long term project, then it may be best to save the picture in a specific folder under a name that you will remember.

Caution Copyright

All of the above assumes, once again, that you have received permission to use the picture in question from its owner. Personally, I prefer, if possible, to use pictures I have taken myself on my travels but I have occasionally 'borrowed' pictures, which, in a spirit of educational endeavour, I am sure no one would object to.

• Task 4 Capturing Animations and PDF files

Animations, like *PDF* files and large pictures such as those available on the Airbus site (www.airbus.com), are often best downloaded permanently onto your hard disk by the method of "save target as". This allows you to download a file directly onto your hard disk without viewing it in the browser. It is important in these cases to remember where you have saved the file to and to give it a memorable name. You then navigate to that folder and retrieve the file for use in your project. Some pictures are very large in size and will need to be shrunk before you can fit them onto your pages. A program like *PSP* makes this very easy and maintains the quality of the image well as it shrinks.

Most *PDF* files will allow you to extract text from them by the cut and paste method. Pictures can also be selected and moved, via the clipboard, to your hard disk. *Microsoft Word* is especially good at rendering complete *PDF* text files in very similar formatting to the original. If a *PDF* file is impossible to copy (copy protected), then it is a good indication that the author wants to keep his or her text private. However, it is still worth asking for permission, if you are really interested in using it.

SWF or flash animations can be retrieved in another way. After you have viewed the animation, navigate to the cache folder of *Internet Explorer*. If you open the Internet Options tab in *Internet Explorer* under "general" you will see "Temporary Internet Files"

If you now click on settings, it will show you the current location of the temporary files cache. If you go to that folder, you will probably find four or five folders with nonsense names. By searching through these folders you will come across a file with the *SWF* suffix.

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Double click on this file or drag it into *Internet Explorer* to activate it. If it is the file you want, then copy it to another location for later use.

Again, these files are copyright and private and to use them in any way other than in the original document is probably illegal. You may be lucky enough to obtain permission from universities or private individuals to use these files but if the animation comes from Microsoft Encarta or a similar source, then forget it. Watch it for your own amusement but don't try to publish it in any of your own work.

- Task 5 Capturing Sound

Before you can capture sound, you will need to have a sound card installed in your computer. The rule is, if you can hear sound, then you have a sound card installed. The next thing you will need to have is some means of recording sound. Windows has a built in sound recorder but it is very primitive. My advice is to download a free sound recording program called Audacity. Or rummage around in your start/programs list to see if you have some form of sound recording program installed.

A ready source of good general interest audio is the BBC web site (www.bbc.co.uk/). On the BBC site the radio 4 slot guarantees the most interesting spoken word recordings.

Before making an off air recording, you need to set up your computer. Firstly you need to open the sound recording program. In this instance I am going to use a program called Cool Edit 2000 but I could just as well use the free Audacity program (both these programs have a steep learning curve but if you are interested in producing useful aviation web learning sites, a mastery of them is essential).

I select the options button first, to open the windows mixer control. This is where you select the source from which the sound will be recorded. The different choices are things like **line in**, **microphone** and **cd audio** but the one we want is stereo (or mono) mixer. Not all sound cards have this but, fingers crossed, your card will.

With this setting (mono mixer is best) selected, return to the sound capture program (in our case Cool Edit) and select **file/new**. Then choose the recording quality (22,500, 16 bit mono is a good general quality for Internet use). Finally, hit the red **record** button.

Return to the web page and select the programme you want to listen to and click the link.

The programme will start to play and be recorded by your sound capture program at the same time. It may be necessary to adjust the record volume or the play volume to avoid overloading and distortion. So, try a short 20 second recording first, make the adjustments if necessary, and try again. When the recording is completed, save the file for later editing.

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Using the MP3 suffix for saving makes for much smaller files without a great loss of quality.

There are quite a few sites which will let you listen to aviation audio. Firstly, there are all those sites that plug into control towers and let you listen to live ATC. There are no UK sites so far but there are lots in the US, Canada and Australia.

- Task 6 Producing Your Own Web Site

Printing out the work is an obvious way of dealing with a class set. It is possible to get the sounds you have recorded out of the computer and onto an audio tape but it is so much neater if you can leave everything in its original computer based format and let your students access it that way. If you have a multimedia setup, you can put it on the college or school server network. If your students are at a distance or the school does not have a multimedia lab, you can upload the materials to the web so that others can access it at home, even if they live in a different country.

In order to do this, you will have to understand *FTP* or *File Transfer Protocol*.

In order to use *FTP* you will need to have arranged some web space somewhere, either with your own *ISP* (*Internet Service Provider*) or by buying space or by using one of the many free spaces available.

When you arrange the web space, you will be given an Internet address for the space and a code or password to access the space which is exclusive to you. There are various ways to access this space but the easiest is to use a dedicated *FTP* program. This will look like a mini version of *Windows Explorer* or the old file *Windows 3.1* file manager. You will have to enter the address of your web space, and your password, into an address panel, which the program will remember. Give this address a name such as “my web space”. Then go on line, open the address panel, select the name of your web space and click the “connect” button.

It's scary at first, and not only at first, but you will see on one side the files on your computer and on the other the files on the web space. You can make new folders and delete old files and folders just like you would in *Windows Explorer*. Finally, when you are sure you have selected the correct folder, select the file or files you want to send and click the “send” arrow. These files should soon appear in the box showing on your web space.

The next trick is to remember the address of the particular file. This will be a combination of the name of the web space plus the name of the folder plus the name of the file. The case of letters is important.

A capital T is different from a lower case t. As I say, it is scary at first and you have to be sure that everything is in place by going to the site and viewing your pages on a browser to make

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sure that everything links up. You may need to make several trips back to the web space to sort things out. But once you have done it a few times, you get to know the pitfalls and you gradually get better at it.

Then you can share your work with the world. Only people who know the address of the site can access the pages, so you have control over what can be visited. No one but you can interfere with the files on your site unless you give them your password.

- Interesting sites to navigate to

The following is a list of useful Internet sites with an aviation theme which has been compiled with the help of several people, notably *Cybele Gallo* from Brazil and *Melanie Quillen* from Italy. By no means exhaustive, it will give a good starting point for anyone just getting into the field. But really, the most useful style to use when looking for interesting sights is serendipity.

http://www.lbia.co.uk/airportinformation_virtualtour.php

<http://www.wellington-airport.co.nz/airport/>

www.auckland-airport.co.nz

www.christchurch-airport.co.nz

www.bne.com.au

www.darwinairport.com.au

www.melbourne-airport.com.au

http://www.nappf.com/nappf_airport_markings.htm (lots of stuff on airports and airport operations)

http://www.nappf.com/nappf_airport_operations.htm (as above but with lots of listening texts)

http://www.nw.faa.gov/exec_staff/quiz/q1.htm (interactive quiz about airport markings)

<http://viditelnykocour.unas.cz/cockpit/Aero%20Info%20Manual.htm> (Aeronautical Information Manual: a complete air operating manual describing ground navigational equipment and other matters)

www.perthairport.com

www.sydneyairportmedia.com

<http://www.cambodia-airports.com/phnompenh/en/professional.asp?s=users> (excellent site photos by my friend Tongsin Khourn)

<http://www.maltairport.com/page.asp?p=5662&l=1> (including a free airport simulator download)

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<http://www.rmlibrary.com/sites.php?site=safetaviat&mcat=Safety&scat=Aviation>
(a reference site with many aviation links/ subscription required!)

<http://airplanes.br.com/liquid-cooled-aircraft-engines.html>

<http://www.just-aircraft-links.com/>

<http://atcmonitor.com/>(live feed from Atlanta Center -good)

www.airliners.net

www.landings.com

<http://www.herts.ac.uk/lis/mmedia/directortutorial/2index.html> (a complete macromedia director tutorial)

<http://www.web-and-flow.com/help/formats.htm> (how to /not to organise web-quests / knowledge hunts on the web)

<http://edweb.sdsu.edu/people/bdodge/active/ActiveLearningk-12.html> (same only American)

http://www.internet4classrooms.com/on-line_powerpoint.htm (how to use the web through PowerPoint and vice versa: Useful ideas and a list of downloadable PowerPoint presentations on many topics)

<http://www.pilotfriend.com/>

<http://bathursted.ccnb.nb.ca/vatcan/fir/moncton/WeeklyTopics/WeeklyTopicIntro.html> (a thorough and complete air traffic control course for beginners - a must for everyone interested in the subject)

<http://www.aopa.org/asf/> (Flight safety issues with many free tutorials)

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Carmel Godmet has been involved in the recurrent training of air traffic controllers in south-western France for over 20 years, both as a language trainer and regional training coordinator.

Carmel presented “A Syllabus for Aerodrome Controllers” at the Fifth ICAEA Forum in 1994 followed by “A needs-related syllabus in Recurrent Training in English for Air Traffic Controllers” (co-written with Jeremy Mell - ENAC) at an ICAEA seminar in Luxembourg in June 1996. Parts of her syllabus research have been included in the ICAO guidance material (Manual on the Implementation of ICAO Language Proficiency requirements Appendix B, Part 1: Communicative language functions, events, domains and tasks associated with aviation).

Carmel is a member of a French Civil Aviation study group responsible for the design and implementation of a national placement test for air traffic controllers and is also actively involved in the recurrent training of language trainers in her region. Her regional materials exchange workshops inspired the creation of a similar workshop on a national level - the DGAC English Teachers Congress.

Listening-based activities for Aviation English

Carmel Godmet

*SNA/SO
Air Traffic Control
France*

When I was asked if I would agree to do a workshop on “Listening activities for aviation English” I accepted without hesitation, thinking “This will be a doddle”. Everything I do in the classroom is centred around “listening”. However, when I got down to actually preparing for the workshop I realised that although “listening” is central to my teaching, the communicative activities it generates in the pre- and post -listening stages afford equally important language practice and take up proportionally more time in the classroom than the listening task itself.

That is why I changed my workshop title to “Listening-based activities for aviation English”. The activities covered in the workshop are far from original and a lot of them have been around for a long time. Some I picked up in resource books, others from talented fellow DGAC (French Civil Aviation) English teachers at our annual regional and national materials exchange workshops - for which I would like to thank them on your behalf.

- Who listens?

Our students are French air traffic controllers, both trainee and full-performance level, some ab-initio, most undergoing recurrent training, the majority of whom are between levels 3.5 and 5.

- What do they listen to?

Authentic materials both aviation and general such as:

Sequences of live traffic - generally non-routine situations

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Aviation-related interviews with native speakers
Extracts from aviation-related TV documentaries and news programmes
Sound and video files from Internet

Lesson sequence

A typical lesson sequence is in three parts:

- lead-in activity
- listening task
- follow-up activity

Lead-in activities

- **Rationale**

The aim of lead-in tasks and activities is to open the students' ears, focus their attention and whet their appetites before listening.

They do this by:

- inputting some of the language which occurs in the listening sequence
- familiarising the student with the context
- encouraging him to speculate and predict

- **Interactive modes**

The type of activities presented here reflects some of the interactive modes which characterise pilot-controller communications:

- alternate use of mother tongue and English
- dealing with incomplete information
- voice-only channel
- rapid response
- multi-tasking
- collaborative problem-solving
- unexpected input

Examples of lead-in activities

- **Translation dictation**

Key words from the sequence are dictated in the students' mother tongue but written down

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by the students in English. They compare translations, then compare these with “original” (taken from recording).

- Simultaneous translation

In pairs, students translate 3 or 4 sentences from the sequence into their mother tongue and record them. A second pair listens to the recordings and translates them back into English. Compare with originals.

- Reversi

This is a bilingual card game which involves translating vocabulary or sentences back and forth from English to the mother tongue. It's played like the game Othello. (*Mindgame*, an ELT software version of this game is now available). The vocabulary is presented on 36 square-shaped cards with the English word/phrase on one side and the mother-tongue translation on the other. The game is played on a virtual board measuring 6 squares by six. One student/team translates into English and the other into the mother tongue. A detailed description of how to play the game may be found in *More Grammar Games* published by Cambridge University Press.

- The odd one out

Key words from the listening sequence are listed in the order in which they occur in the sequence but are interspersed with words that do not belong.

In pairs students decide which words don't belong and try to tell the story with those remaining.

When they have told their versions of the story, trainees then listen to the sequence and cross out the odd ones out while listening.

- Guess my word

Key words from the listening sequence are written on cards which are divided among the students. In turn they define the word on their card and the other group members try and guess what it is.

- Taboo

Students in teams/pairs prepare cards for the opposite team/pair to play with. Each team/pair is given the headword and they supply the list of forbidden words.

When the cards are ready, they hand them over to the opposing team who place them face down on the table in front of them. Each team member in turn picks up a card and tries to get his fellow team members to guess the headword while making sure not to use any of the taboo words in his definition (the team that has written the cards act as observers/referees). The choice of taboo words is obviously very important. Left to their own devices, students don't often produce very good ones and so make it too easy for the other team. A way round

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this is to get the writers to define the word themselves and see what vocabulary comes up as they do so. This is the vocabulary that should be made taboo.

- Collocations

A number of collocations taken from the listening sequence are printed on coloured cards. The first word in each collocation in one colour, the second in another. The cards are then distributed among the students. Students, working in pairs, read out their words and try to find the collocates. They use their collocations to speculate about the listening.

- Half a crossword

Information gap activity. Students have complementary halves of a completed crossword and must give definitions of the words in their half to enable their partner to complete theirs.

You can generate crosswords or word grids easily using key words from the listening using the site <<http://puzzlemaker.school.discovery.com/>>

- Completing charts or maps

Another classic information gap type communication activity. Students have complementary halves of a chart, drawing or cartoon. They describe and complete their half.

- Jigsaw drawing

Cut a cartoon or drawing in strips and lay them face down on the table. Draw a template of the jigsaw on the board, numbering each of the strips that make it up. Students in turn pick up a strip and describe it. Together the group decides on a possible position for it in the template.

- Beginnings and endings

A number of pilot messages from the sequence are broken up into sentence beginnings and endings. Each student gets an equal number of beginnings and endings which don't match. His task is to find the endings to go with his beginnings by talking to other group members (voice only).

- Ordering sentences (pilot messages)

In pairs, trainees read strips containing pilot messages from the sequence and decide on a logical order.

- Mother tongue role cards

Students are given role cards, in their mother tongue, based on the frequency they will later listen to. They prepare their roles integrating as much of the vocabulary as they can from the lead-in activity (taboo, translation dictation etc). Then role play the situation.

Listen and compare their versions with the recording.

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- Switchback dialogue

Students listen to the first pilot message in a non-routine situation and script it collaboratively on the board. They then write this message on the top of a sheet of paper and pass it on to the person on their left - who writes a response in the role of controller then returns it to the “pilot” who in turn responds, and so on until the dialogue reaches a satisfactory ending. Trainees use the vocabulary from the lead-in activity in developing the role play.

In this activity, each participant is working simultaneously on two different scenarios. In one he plays the pilot, in the other - the controller.

They then listen and compare theirs with the original dialogue.

Listening Tasks

- True or False

Students discuss a number of statements about the recording and decide whether they are T or F. They listen to check their answers.

- Too many words

Extra words are interspersed throughout the script. These are weeded out before/while listening).

- Table to complete

Students listen and fill in a table with appropriate information from the listening sequence.

- Strips to order

The pilot's messages are written on strips and jumbled. Students either reorder these before listening then listen to check or reorder as they listen.

- Plotting a trajectory or path on a map/chart

Students listen to a recording of ground movements and position the aircraft on a map/chart.

- Correct the errors

Students are given a transcript with deliberate errors to spot before listening and correct as they listen.

- Jigsaw listening

Students listen to different parts of the same incident/situation. They take notes then discuss with partner/group and decide on a logical order. Play the different sequences in the order agreed on.

- Multiple listenings

Each pair of trainees listens to a different incident. They take notes, discuss and write a synopsis. The synopses can then be used to create gapfills for another pair of students or as

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a basis for role play.

- Listening squares

Trainees are given a number of squares, each with a word or phrase written on it - at the top, in the middle or at the bottom.

As they listen to the recording, they complete their squares (the squares cover the whole recording).

When the word/phrase is on the top of the square they have to write what comes after it, when at the bottom - what comes before and when in the middle - both. These words on the cards could be previously exploited in a pre-listening activity.

When they have completed their squares they put them in order and so reconstruct the sequence (voice-only channel).

Listening Tasks Gapfills

- Using multimedia authoring software (Medialog) Available as freeware from the site threelearning.com. User and teacher-friendly. Each trainee works at his own pace and gets immediate feedback.

- Removing structure words - modals, prepositions etc.

- Removing key words - nouns, verbs etc.

- “Reversi” follow up

Students watch the video (from which the “Reversi” words are taken) without the sound then tell what happened using the “Reversi” words.

They then listen and check and from memory complete the gapped transcript (“Reversi” words removed).

- Summary blankfill

Students listen to a non-routine situation and take notes. They compare notes with a partner and make an oral summary of what happened. Give out a summary blank fill to be completed in pairs from their notes. Listen and check.

Follow-up activities

A few examples:

Comparing notes, tables, gap fills, ordering lines, true/false statements etc using voice-only channel.

Open discussion - Personal anecdotes (what would you have done in that situation? - Has anything like that ever happened to you?). If necessary you can stimulate discussion by providing questions on strips to be answered.

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- Role plays

Exercise 1: based on real pilot - controller exchanges.

Q. Where can we get similar recordings?

A. We get them from controllers. Regional & national level teachers get together to exchange sources. Takes a long time to build up trust with controllers for them to share this material. Only in-house usage.

An American website has recordings but they don't use ICAO standard language.

A Hungarian participant said Far East and American pilots are most difficult for Hungarian controllers.

Carmel commented that they have to be very sensitive in the way they use the exchanges.

Exercise 2: Switchback dialogue (derived from Consequences)

On the board (or on the table) a list of expressions related to a given situation.

Object to build up a conversation collectively.

Everybody starts with the same pilot question on a piece of paper.

They write the controller's answer and pass the paper to the person on their right, who writes the pilot's next question, passes the paper back and so on to build up as many conversations as there are pairs of students, one writing the pilot's questions, the other the controller's answers. At the end the students read out the dialogues.

Exercise 3 Listening exercise (done by participants)

Students have cards with true/false statements.

Listen to recording of story (the same story used for lead-in exercises).

Exercise 4

Listen and write down as much as possible of what you hear. Done in lab so they have as much time as they need.

Gapfills made with Medialog from <threadlearning.com>.

Listen to recording of controller-pilot exchanges and fill in gaps.

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Philip Shawcross has been working in aviation English since he joined the Airbus training centre in 1972.

He created aviation English training materials for Airbus flight and maintenance instructors and for Airbus customer flight crews following training in Toulouse. Later he created his own company (English for Aircraft) and expanded his activity to aircraft and component manufacturers, airlines and the European Space Agency.

Philip has been providing technical English training for the Air France Group since 1978 and has worked for airlines in Scandinavia, Thailand, Central America, North Africa, Vietnam, China and the Middle East in classroom, CBT and WBT delivery. He is co-founder of ICAEA and vice president of Aviation English Services LLC.

**Acquiring
technical
vocabulary**

Philip Shawcross

*Vice President
ICAEA*

I - Introduction

A - Learning vocabulary is not just about learning words. Learning vocabulary, in fact, teaches us more about language than just words, and language is all about connecting words, and connecting them creatively.

B - A few ideas were aired and then various activities were generated to involve the participants and demonstrate different approaches to teaching vocabulary.

II - Our experience as teachers faced with teaching vocabulary

When we ask our students what their number 1 problem is in English, they often say “vocabulary”. Quantity of vocabulary, though, is not the only measure of problems in a student’s English. Students often say, “I’m no good at languages”. Yet, learning a language is also about the pleasure they can have in learning, learning to do something.

Aviation vocabulary is vast and technical, but meaning can also depend on context, and many standard English words are also used as part of the aviation vocabulary.

For example: let’s examine the word “hold”. In an aviation context we can have:

Hold on

Cargo hold

Holding

Taxi and hold

Hold the handle

Holding pattern.

This simple exercise shows how language functions, that there is a basic common denominator, that vocabulary is not static.

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The following game is an example of a vocabulary learning exercise:

- Find the rule for adding words to this word chain:

Bearing - go around - ditching - green - nine - eventually - yaw - walk around - dumping - galley - yes - shock strut - TANGO - origin - November - role, etc. - End -

This type of activity gives a teacher a means of evaluating what the students know. It also lends itself to further exploitation, and at different levels: comprehension, association activities, etc. Finally, students realize that language learning can be fun, that they can bring out their vocabulary and re-use it. Students, in fact, may know more than they think they know.

Activity: take a few minutes to discuss with your neighbours, in twos and threes:

what do your students say about vocabulary, and

what do you think of what they say ?

After a few minutes discussion, the workshop participants in the morning session came up with many comments, including the following:

- aviation vocabulary is not always technical, nor even context-specific;
- for technical items, it is not always necessary to form sentences, whereas for non-technical discourse, sentence formation can be very important;
- the necessary vocabulary may already have been studied in a previous lesson; at this point Philip mentioned the need to combat the phone book reflex: Why bother to learn a phone number since you have a phone book?
- in Russia now, a lexical approach to teaching is replacing the former grammatical approach;
- we, as teachers, often wonder what students do with vocabulary once it's been taught; Philip asked, at this point, whether vocabulary was the real problem;
- many students say they don't need to learn more vocabulary; they know, for example, "fire"; what they need is to learn how to describe "fire";
- there is a constant need to repeat and consolidate vocabulary; here, Philip stressed the importance of repetition;
- it is the vocabulary of unexpected situations that is the most difficult;
- students are sometimes amazed to hear that it is possible to speak a foreign language fluently with only about three thousand words;
- avoidance strategies can be an important aspect of vocabulary learning; if they don't know the precise word for, say, a specific instrument, they can learn to say, "the thing you use to..."
- if students know the words, then they think they know the language.

Philip pointed out that these comments may have an impact on curriculum design.

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Comments made by participants in the afternoon session include:

- some students are often heard to ask, “how many words will I learn in this course?”
- many students admit that they know a lot of vocabulary, and that grammar is what they need;
- some students think they are too old to learn any more vocabulary; here Philip stressed the fact that learning vocabulary is a long-term proposition; only gradually do we fully acquire meaning;
- the necessity to make students aware of passive versus active vocabulary;
- one participant pointed out that many workers in the aviation field in their country thought that they already knew enough vocabulary, since there were 24-hour interpreters on hand;
- technical vocabulary may be seen as being at two levels, one international, and one local and informal; several examples were given, and it appeared that local and informal variants were jargon rather than another level of technical vocabulary, which raises questions about the purity of such vocabulary, and its effects on safety; here, Philip pointed out that it is best to stick to the rules, since there are so many tricks in phraseology.

*(*Word chain game solution: each word starts with the final letter of the previous word)*

III - Examples of vocabulary learning activities/exercises

Philip then led the participants through a series of sample activities, all of which, he pointed out, can be used in different ways and at different levels. Here they would be, in any case, just quick examples. The activities, in both morning and afternoon sessions, included:

- Structured brainstorming
- Thinking in English: spotting synonyms
- Thinking in English: contraries
- Word chains
- Collocation
- Odd man out
- Word groups
- Visual associations.

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The 2006 review of the Language proficiency standards by ICAO: “The goal is to assess the progress in implementation and to make adjustment if necessary”.

What ICAO is doing:

- Benchmarking project (DVD samples): The PRICESG will convene at the end of September to review and rate speech samples. The result will be put on a DVD that should become available early in 2006.

- Amendment to Doc 9835 to include the following:

- (1) development of the part on testing native speakers
- (2) need for training in International English of native speakers
- (3) inclusion of the evaluation grid for testing services developed by Jeremy Mell and Graham Elliott and
- (4) how to integrate language testing in recurrent training and testing activities of Pilots and Air Traffic Controllers.

ICAO endorsement of language testing providers: ICAO are currently building the business case for an endorsement and expect that a decision will be made by the end of 2005. The endorsement would be optional and provided on a cost basis.

What ICAO is not doing:

Development of an ICAO test or testing service: the two main reasons are that the Convention on International Civil Aviation gives the testing authority to states and not to ICAO and perhaps more importantly because ICAO does not have the resources or the expertise to do so.

Conclusion:

ICAEA has provided through its members and their sponsoring organizations, the linguistic expertise that ICAO needed for the development of the language proficiency provisions and Mr Lamy thanked ICAEA for its work in support to ICAO.

**Update
on application
of new ICAO
standards**

Mr Paul Lamy

*Head of Aviation
Training Policy
and
Standards Unit,
ICAO*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

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Could the panel give their individual experience of ways in which English is required, the way English training has developed and the means used to meet the needs one finds? Each member of the panel was invited to answer each part of the question in turn.

Ways in which English is required

Frédérique Pinot

English in ATC is covered in ICAO document 9835.

In radio-telephony listening and speaking skills are used.

There are three main families :

Giving instructions

The pilot hears instructions and reads them back and this requires the use of standard phraseology and professional vocabulary.

Hearing a request and giving a relevant answer.

Examples of these three categories - clearly the professional jargon would not be understood by a native English speaker in the first two categories whereas the third, the request, would be comprehensible as normal English is used.

In the training courses a situational approach is used to justify instructions working on professional and plain English in teaching how to use English in ATC.

Sergei Melnichenko

Dog anecdote :

At Moscow Airport a native speaker pilot gave a sentence containing typical aviation phraseology in speaking to ATC about taxiing to the runway and finding a dog on the threshold of the central line on DC4.

The controller understood all of the message except for the word "dog".

The controllers at the Moscow Air Control Centre, 800 in number, have followed a professional course in the South West of England. However testing last year showed that as much as 60% had level 1 on the test.

Pascal Boubel

The work is with 1000 technicians centralised in the Orly airport facility. The needs of the aircraft technicians working on GE and other engines are specifically reading and comprehension skills. As the reading concerns the manufacturer's bulletins and technical manuals there is no direct impact on safety.

Most of the technicians stopped learning English a long time ago and while they have the

Round table with users of English

*Chaired by
Philip Shawcross*

*with the
participation of
Pascal Boubel,
Jane Ironside,
Sergei Melnichenko
and
Frédérique Pinot.*

*(notes by
Christian Torjussen)*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

basic rudiments they are reluctant students. The challenge is to provide a learning framework adapted to the needs of this public which includes a huge demand for vocabulary and syntax. So the reading methodology is geared to getting the learner to scan the key words, respect punctuation and gives priority to a contextual approach.

The team's concern is to make the learners feel more confident and reliable, taking pleasure in the learning experience. The personality of the teacher is important. Even if they are adults the technicians feel the need for permanent support to achieve greater proficiency. It is indeed a big challenge and the team needs to be strengthened.

Pascal appreciates the help given by English for Aircraft and would like to keep in touch with other specialists attending the forum inviting them to come and share their experience on how to cope with difficult management problems. Those who possess skills are the ones who decide.

Jane Ironside

Jane made comments on having a Scottish accent and the various regional accents in her country and in England. Should one concentrate on speaking "proper English"?

Jane's company, BAA, owns seven major airports each with a distinctive function and image which is promoted. While each of the airports has its distinctive character, they all work to the same standards. In 2008 they will be opening a fifth air terminal at Heathrow.

As an international airport, the image they wish to promote is one of professionalism and efficiency. The idea is to give the international traveller an excellent experience. With the goal of up-skilling employees, long-term managers have had to do assessment tests in specialised centres to find the gaps in their profile and follow specialised training. Bringing a new air terminal to completion requires about 20 years of work. There is always a big demand from the airline companies to receive more services for less money. Every five years they say what they think of the airports in a report. So the airport authorities do all in their power to improve things and avoid having to lower their prices for an estimated lowering in services.

The running costs of these UK airports amounts to a million pounds sterling per day so there is a great call for efficiency. Travellers today are more sophisticated and while BAA does not have a monopoly, it does own three of the largest airports in the UK. This means there is not a great deal of competition but pressure on providing an improved customer service. Gatwick is more geared to holiday makers and has a relaxed atmosphere as does Glasgow where the "big happy team" motif is present, while Edinburgh with its parliament and festival

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underlines culture with the theme of "playing your part". Aberdeen caters to the up-market image of golf and whisky and high quality tourism.

Philip commented on how this shows the importance of the cultural environment in which language is used and how it impacts our goals.

SECOND PART OF QUESTION

What do the members of the panel believe we should concentrate on? What solutions can they propose?

Pascal Boubel

They begin with a preliminary training for their jet-engine technicians, which is followed by five follow-through trainings. They give intensive reading workshops and bring the trainees to the work stations to see how things are done and to receive first-hand coaching, reading in-service messages. A short manual makes it clear that each step must be followed systematically and they learn to follow procedures and obey them so that the job is done properly.

The technicians can also develop their skills by using the company's Language and Cultural Centre for complementary training. There is an intense need to pick up on one's mistakes and avoid vague expressions. A company web-site also stimulates the learner to make relevant corrections. To cope with the challenge they have to meet, a resources problem, they call on help from outside the company. The number of technicians sent for training by total immersion in Cincinatti is very low but a recent merger with KLM may improve things. While Air France's policy has been in the past to have documents translated into French, General Electric's documentation is entirely in English.

Sergei Melnichenko

Most of their controllers require serious training in general English. Until the change of regime there had been only one university, Moscow State. Today there are many more. AT providers are very responsible and the new legislation requires all controllers to have reached Level 4 by the 5th March 2008. The courses are provided free and on a completely voluntary basis; no direct pressure is applied but everyone knows if they don't attain level 4 they will be out of a job. Progress is slow or fast according to the initial level and the excellent students will get there by the date. This said, some think the deadline will be 2009 and the trade unions are backing them with the argument that when they started their careers English was not a requirement. They claim no national requirements exist.

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In concrete terms, an initial general English programme is run by three teachers and there is also an ATC refresher course. The new intake is from institutes of higher education. Nine aviation English instructors with a good practical knowledge of the field who possess a background in linguistics provide a theoretical course and practical course of simulated situations.

Things are changing in a country in which recently an exam pass with the mention of "excellent" was given to the student who knew something about his subject, while the student who knew nothing was passed anyway with the mention "good". Today they will get either Satisfactory or Unsatisfactory! Two of Sergei's students have been border-liners, one left last year but not for reasons of general English and the other is on the edge this year.

Frédérique Pinot

Solutions are being applied, but one of the challenges is understanding non-native speakers' accents. An example of an Italian pilot with a sick passenger on board adding superfluous "S's" in a very thick parody of English ended up in a massive deployment of ambulances. On the ground the "sick" had been interpreted as "sixteen"!

Many live recordings are used to exploit messages between non-native speakers, pilots and traffic controllers in which all call signs are cut out. No indication is given of where they are from and the students are asked to listen to identify typical mistakes and become aware of sounds and propose reasons why the mistakes are being made. This approach is not boring and provides the controllers with an opportunity to acquire linguistic knowledge in an intuitive way.

Another challenge is understanding the native speaker who uses colloquial expressions and may have a strong accent. How can a non-native decipher the elided "conenil" for "continental". Or, "My computer dumped out" as meaning the computer had closed down. Even native speakers were incapable of picking up what was being said. Add to this the quick pace of the native-speaker pilots who like to play with words, using long-winded sentences, who speak before they think and then hum and haw, adding hesitation markers, all of which makes comprehension very hard indeed. Not only do they not finish their sentences but upgrade the level of their English vocabulary rather than descend to a level of comprehensible simplicity. How many non-native speakers know what sort of bird a stork is? How do you handle a message telling of "a flock of storks"?

Clearly one solution is to expose trainee pilots to native speakers as the ENAC of Toulouse does by having them go to the UK or USA for six weeks before obtaining their license.

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Working for a year in the USA alongside a native-speaker to learn the job is a way of creating a bond between ATC and pilots with the help of a mentor while learning the job.

IATA organises visits to see how tools work and have frequent round tables to examine structure of language etc. They also encourage listening activities to discover how people deal with problems. Giving exercises of unprepared speech also puts the learner in a situation similar to the everyday when you have no clue what will be said next. In this way, vocabulary prepared in an earlier phase can be introduced to see if it has been acquired. This puts the learner in a situation in which he is cheated out of the preparatory lesson in which the vocabulary is seen. According to their level and year the controllers are given a month's course in the first twelve months, another such course every three years. They get 100 hours of English, then 50, and finally 20 hours in the final year. They plan to speed up their programme in 2006.

QUESTIONS FROM THE FLOOR

Milic, Croatia. Which tests are administered, in-house tests or established tests?

Sergei Melnichenko

In the Moscow centre they use two tests. One based on what has been learned and another Foreign Language Test provided to the country by the US Department of Defence. This is a very reliable test, but when you have to test 881 candidates the number is too big to give a thirty minute test with a small number of examiners. Later Mayflower College "T Test", which is contained within their in-house test, but not entirely, has made it possible to do fifteen minute interviews and shown itself to be very reliable.

Question from floor

Henry Emery asked a question about native English speakers being encouraged to adapt their language.

Frédérique Pinot

Even for native speakers certain utterances are impossible to understand. A list of 25 examples was sent to FEDEX and while American accents are singled out, Irish accents are considered difficult too.

At Moscow Centre how many hours are done in university courses?

Sergei Melnichenko

Levels 1&2 get 150 hours of class and a variable number of hours for homework according

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to various figures. They like the results and are renewing the contract with the university for 180 hours in the second year. They didn't know how many hours before starting, but third year do 200 hours and from level 3 reach level 4 within the deadline.

They work only with personnel who do the job. In the late fifties it was common thinking that pilots and ATC should know English. In 1981, with the Olympic Games, many more controllers were trained to handle international traffic. About eight or nine years ago most airports opened to international traffic and now ATC English telephony is a must. Since 1997 the RTF says they must have it.

Floor: Training of ATC in the Ukraine started in 2001 - and in 2004 had 625 people. She agreed with all the challenges mentioned by the speakers. One of the challenges they are meeting is course design and testing. She believed these should be work-related so that the learner can analyse the situations. They receive a total of two trainings in aviation English. The question is how, practically. In the Ukraine they have 2000 people to train and what they need is qualified teachers specialised in the subject. They need testing and a measuring procedure, standard programmes and proposals. Accreditation should be approached with an aim to testing providers and teaching providers. All should communicate in a standard way.

Floor: Trying to up-rate the level of personnel to meet international standards has another side to it. There are different national rules and regulations for radiotelephony. To overcome the problem they should produce a syllabus to achieve a mastery of the specific language problems met within the countries they most often fly to, countries such as France, Iran, and Russia. Pilots will become multilingual, learning basic local expressions as is the case of Russian pilots flying to in Korea, Japan etc., who do it for the sake of their own safety. And English will become more widely understood if companies fly routes over Russia - it will make for greater safety.

Problem situations arise with American and British pilots who do not use standard phraseology. In one case a pilot mistook feet for metres and understood visibility at his destination was 230 feet. Because he did not repeat it out loud to ATC the false idea was not corrected and he diverted to another airport to land. And as they had flown from Tokyo they did not have that much fuel!

When training, we should ask pilots to use standard phraseology.

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Frédérique Pinot

Indeed, all are trying to improve the level of non-native speakers. Native speakers are not being asked to lower the level of their English but to use standard phraseology for safer communication and to give relevant answers when questioned. In fact basic communication skills are necessary. When a poorly articulated "Roger", almost lacking in vowels is used to confirm a message, it is not enough. The message is better relayed by efficient reformulation. The problem is how to deal with this. Perhaps in the air services it could be floated as an idea on Euro Control PELA.

The problem is not only with language. Numbers are a problem. The person can hear the figure 853 and still write down 835, hear the name Lufthansa and write down the name of another company. Sometimes it is a problem of spatial orientation taking north for south with drastic results. If such problems arise who do we address?

QUESTIONS FROM THE FLOOR

Philip asked what the panel's expectations were concerning materials, staffing etc.

Jane Ironside

Finding different types of training solutions. What approaches to training can be used and work in association with each other? This means finding individual responses from among the following :

- Honey & Mumford learning styles - giving self-analysis questionnaires. This singles out the "read and reflect" type from the "activist/pragmatic" learner. This means you would adapt the style of course to the fireman who sees and reacts and while it is not entirely tailor-made the course takes such things into consideration.
- Traditional methods
- One-to one coaching
- Delegating jobs
- Feed-back on performance - looking at criteria
- Working alongside a native speaker e.g. in USA
- On-line - Shop
- Talking with many sorts of people in the classroom.

Every four months providers come in with different methods: using singing teachers and having people sing individually and as a team to help lose inhibitions. Inviting actors and

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stage directors to have the learner act out - not quite role playing - but situations and scenarios. There is communication skills training and reading poetry to emphasise different words and show the way you say something is as important as what you say. There are music, visual stimulus, making posters and different games.

Philip asked the panel to sum up and give us one item from their dream list - What is missing that would make the training process more effective?

Pascal Boubel

- Having an aircraft engine specialist teaching English
- A data base with on-line material for common use
- Communication is lacking - need to speak with American, Russian and Swiss users.

Sergei Melnichenko

Not only one item ! He dreams of having, but also doing, a lot!

- To have well-trained teachers and instructors not only aware of aviation but within aviation.
- When he asked for funding from English speaking countries such as the UK, Australia, New Zealand to help the AT controllers to get to level 4, the answer was 150 Euros.
- Still waiting for documentation from the Russian Aviation Authority.

Frédérique Pinot

- More training for teachers
- More training for native and non-native speakers
- People dedicated full-time to creating materials for all
- People teaching and creating or just creating.

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Tests designed for testing radiotelephony communication at an international level in Joint Aviation Regulations programmes are multiple-choice tests. They are based on the subject matter theoretical knowledge and do not measure the candidate's proficiency in conducting and comprehending radiotelephony communications in the English language. Some solutions are recommended: efficient teaching methods and pre-testing based on the national programme.

What are we testing?

JAR programme types of (multiple-choice) tests

Knowledge tests

(facts about the subject matter)

Proficiency tests

(how capable a person is in a specific area)

Example 1

Choose the answer that makes best sense in each context. Only one answer is correct (multiple-choice type tests).

When transmitting numbers in radiotelephony communication, the number 395 is transmitted

A three hundred and ninety five

B three hundred niner five

C three nine five

D three niner five

Example 2

When an aircraft fails to establish communication with an aeronautical station or aircraft station, the aircraft has to transmit its message twice, preceded by the phrase:

A MAY DAY

B transmitting blind

C PAN PAN

D words twice

national programme types of tests

performance tests

(use of subject matter)

productive tests

(requirement of active
or creative messages)

achievement tests

(measuring achievement)

**Poster
Descriptions**

**Critical view
on testing
communications
in JAR
programmes**

Alenka Kukovec

*Ljubjana
University,
Slovenia*

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Example 1

Read back correctly (oral and written tests).

Controller: Adria 1615 cleared to land RWY 31 wind 250 degrees 5 knots

Pilot:

Example 2

Complete the pilot's part (oral and written tests).

Pilot: (ask for taxi)

Controller: Adria 1614 taxi via taxiways A and K to holding position RWY 31, give way to the company aircraft passing from right to left

Pilot: (there seems to be a problem with the landing gear).....

.....

For external testing on the international level, multiple-choice type of testing certainly has some advantages. Above all, it is fast and easy to correct, scoring is easy and reliable and appears to be appropriate for testing theoretical subject knowledge of a native speaker.

Both types of testing can give expected results. We may consider the testing based on the national programme as pre-testing, where the future pilot shows that she/he is capable of functioning efficiently in real life situations and of unambiguously using radiotelephony phraseology. On the other hand, having passed the JAR-FCL theoretical knowledge tests she/he shows theoretical knowledge of the subject matter.

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The poster presented examples that adapted transcripts of authentic radiotelephony communications for use in Aviation English teaching contexts.

The examples were of three types: exercises for teaching stress, intonation and pausing, exercises for general listening and speaking practice, and role plays.

Some examples follow.

- Example 1:

Teaching stress and intonation using transcripts of radiotelephony Stress, Intonation Groups, and Pausing

When we give information orally in English, it is important to “package” the information in a way that makes it easier for the listener to hear and understand the important details.

English speakers package information by choosing where to pause and which words to stress. The words between pauses are called Intonation Groups. The number of pauses a speaker uses in delivering a message depends on what the speaker wants to emphasize and what it is most important for the listener to understand.

In plain English, this would work like this:

Sarah: Hi Sam.

Sam: Hi Sarah.

Sarah: Can you come to my party on Saturday?

Sam: Probably what time is it?

Sarah: It starts about seven and goes to whenever.

Here the speakers would most likely put pauses (marked by %) in the following locations.

Sarah: %Hi Sam. %

Sam: %Hi Sarah. %

Sarah: %Can you come to my party on Saturday? %

Sam: %Probably% what time is it? %

Sarah: %It starts about seven% and goes to whenever.%

Each speaker would stress one word in each intonation group. Stress is marked in bold.

Sarah: %Hi **Sam**. %

Sam: %Hi **Sarah**. %

Sarah: %Can you come to my party on **Saturday**? %

Poster Descriptions

Using Authentic Telephony to Design Effective Aviation English Tasks

*Dr Carol Lynn
Moder*

*Oklahoma State
University,
Stillwater,
USA*

7TH INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION FORUM

Sam: %Probably% what **time** is it? %

Sarah: %It starts about **seven**% and goes to **whenever**.%

However, the speaker might choose to emphasize different information by shifting the stress and pausing.

Sarah: %Can **you**% come to my **party**% on **Saturday**? %

This would place more emphasis on each stressed piece of information: **you**, **party**, and **Saturday**. The stress on **you** might emphasize the importance the speaker places on having Sam, in particular, come. **Party** would likely be emphasized if it were new information that Sam did not already know about. **Saturday** would be emphasized because the day of the party is important to the invitation.

Similarly, the last sentence could be divided with more pauses for extra emphasis, also.

Sarah: %It **starts**% about **seven**% and goes to% **whenever**.%

Here more emphasis is on the distinction between the times the party starts and the time it finishes.

• Aviation English

Look at the exchange below and underline the most important information.

Then mark where the speaker should pause to make sure that only one piece of important information appears in each intonation unit.

Exchange 1:

ATC: Speed Air 235 after passing West Gate descend flight level 80.

SA235: After passing West Gate descend flight level 80.

ATC: Speed Air 235 Stop descent flight level 210.

SA 235: Stop descent flight level 230 Speed Air 235.

ATC: Speed Air 235 negative I say again stop descent flight level 210.

Now practice reading the exchanges, paying attention to stress and pausing.

• Example 2:

Teaching listening and speaking

Listening/ Speaking

Canamer Control is the Area Control for flights above 35000 feet in Central America.

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It is located in Tegucigalpa, Honduras.

You will hear several exchanges between pilots and the Cenamer Controller. The following information gives you background on the airspace and the planes in the airspace during the transmissions you will hear.

Airspace: Central America, CENAMER Area Control

Aircraft: American 900 in transit to Lavanna

You will hear only the pilot in each of the exchanges below. Transcribe what the pilot says in the appropriate spaces.

CC: American 900 Cenamer Control Go ahead

A900:

CC:

A900:

With a partner fill in the appropriate ATC response. Then one of you take the role of the controller and one take the role of the pilot and practice delivering the exchanges with clear delivery.

- *Example 3:*

Role plays using accident transcripts

First have students read a report of the accident or listen to a broadcast about the accident. NOVA has a DVD of a program on this topic, called *The Crash of Flight 111*.

Pronunciation

Read aloud the following transcript of the Swissair flight, focusing on clear delivery.

The transcript of final moments of Swissair Flight 111 was released on September 8, 1998. It details the final conversations on September 3 involving the crew of ill-fated Swissair Flight 111, air traffic control centres in Moncton, N.B., and Halifax, as well as the crews of two British Airways Speedbird flights and a Virgin Airlines plane in the area at the time of the emergency situation (times in parentheses are p.m. ADT):

Swissair 111 (9:58:15.8): Moncton Centre, Swissair one-eleven heavy good, uh, evening level three-three-zero.

Moncton controller (9:58:20.4): Swissair one-eleven heavy, Moncton Centre, good evening. Reports of occasional light turbulence at all levels.

8TH INTERNATIONAL AVIATION ENGLISH ASSOCIATION

Swissair 111 (9:58:26.1): Moncton, Swissair. (Extensive communications between Moncton Centre and other aircraft. Unintelligible squelch covered by United Flight 920.)

Moncton controller (10:14:12.0): United nine-two-zero heavy, Moncton Centre. Good evening, occasional light turbulence reported at all levels. Other aircraft calling, say again.

Swissair 111 (10:14:18.0): Swissair one-eleven heavy is declaring Pan Pan Pan. We have, uh, smoke in the cockpit. Uh, request immediate return, uh, to a convenient place, I guess, uh, Boston.

For information on the NOVA Crash of Flight 111 video and other flight-related videos and DVDs, see the NOVA website:

www.pbs.org/wgbh/nova/archive/int_flg.html

Other useful videos and DVDs for teaching aviation English can be found at Intelligent Television and Videos (ITVV). www.itvv.co.uk

For accident transcripts, see Aviation Safety Network:

<http://aviation-safety.net/>



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