

**Aviation and English: Catching Up**  
*SME and ELE Discussion Panel*

- 00:39:59 Jesse Soto: In the 3 P's take home assignments can be done on the go, for LPR 4's and 5's working towards a level 6. These can be done when pilots are in between hotel stays
- 00:40:33 Oksana Sabada: Google Classroom is a good way out for asynchronous teaching, but such tasks take more time to prepare than just a usual class.
- 00:42:19 Anne Lomperis: I am interested in learning if anyone attending this event is involved in Aviation English training for AMTs (Aviation Maintenance Technicians). Thank you, all.
- 00:42:34 Neil Waterman: My company provides an autonomous learning tool - it's called the Pilot Phraseology Trainer which uses advanced speech recognition and aviation English-focused text-to-speech, with the ability to create sessions and whole courses. Several large training organizations are now using this. We have well over 100 students through one of the courses now, and it is working extremely well. Students can use the tool on any device that has a web browser.
- 00:43:13 Thiago Silva: Guess Daniela Terenzi could help you Anne Lomperis
- 00:44:19 Anne Lomperis: Thank you, Thiago Silva.
- 00:44:31 Daniela Terenzi: Thanks Thiago! Anne and I are already in touch :)
- 00:44:51 Christina Daumer: I agree that blended learning is ideal for online learning of language. The main area I find lacking in asynchronous e-learning is the active spoken interaction/negotiation in real-time which forces output.
- 00:44:57 Thiago Silva: Any time, Daniela and Anne!
- 00:47:21 Mehdi Debbari: In the 3Ps, the production part is the issue for me. I think Production touches on the interpersonal mode of communication, so objective-wise we would work on fluency/interaction/negotiation of meaning, I'd like to see how we can work on that asynchronously
- 00:50:14 Michele von Merveldt: Regarding mimicking the cycle of communication, one option is to screen cast a teacher's reactions and feedback on top of a student's recorded produced speech (as a video, for example). While this is certainly not the same as synchronous communication, I've found it to be an option in mimicking authentic real-time communication asynchronously.
- 00:50:34 Jennifer Roberts: Mehdi, you are right. Production is definitely the hardest to accomplish. There are some interesting technology tools we can explore leveraging, as well as considering how to utilize

the teacher to respond to student production to practice those skills of negotiation, interaction, etc.

00:50:38 Jennifer Roberts: Good point, Michele!

00:53:29 William Aranda: In a post-pandemic scenario I think we will use a blended approach and I think it would be good because we will take advantage of the technological tools developed during this COVID-19 time...Best regards to all...

00:54:28 Jesús Lenain: In my opinion, it would be almost impossible to instruct most of students without a blended learning/teaching system in Argentina.

00:55:29 Imen BICHIOU: Good afternoon everybody

00:57:40 Mehdi Debbari: I think it 's a matter of how much progress and experience in online or virtual learning /teaching a training institution has accumulated. In some areas of the world where there hasn't been much work on online learning the tendency would be to revert back to classrooms

00:57:58 Henry Emery: Good point Ronald!

00:58:44 Pablo Cardenas: That's true. Besides costs have reduced when using virtual learning and students are more familiar with those tools than some years ago.

00:58:53 Jesse Soto: The industry may be heading in the AR, VR arena with instructor follow up assessment purposes only

01:00:30 Ghalia Mahd: I'm creating a e-learning programme for my trainees. Can anybody tell me what platform works better/best.....

01:00:51 Henry Emery: Interesting, Jesse. AR/VR for the purposes of technical aviation training is undoubtedly very powerful. It will be interesting to see how such technology can support language acquisition specifically.

01:01:35 Michele von Merveldt: Canvas has a free version that might be a good option for anyone looking for a new Learning Management System on a budget :)

01:02:24 Henry Emery: Hi Ghalia - good question. Good answer Michele! Any further tips from the audience?

01:03:03 Ghalia Mahd: Thank you , Michele

01:03:16 Anne Lomperis: I don't mean to distract, so consider this question later. Do we have any ICAEA members focused on AMT in Colombia? I am working toward an effort to conduct AMT English teacher training for this country.

01:03:25 Daniel Gorbald: One of the biggest challenges with online learning (as several people have already mentioned) is providing activities for learners to practice/develop the range of authentic productive and interaction skills they need.

01:04:12 Jennifer Roberts: Ghalia, another option that is free is to utilize Facebook groups. You can actually do a lot with Facebook groups, and lots of people already have a Facebook account. Google sites and Wix are also free options.

01:04:43 Jennifer Roberts: If you are looking to purchase a platform, Canvas, Blackboard, or Moodle are options.

01:04:44 Oksana Sabada: I use Trello App to organise things, it is very helpful in terms of materials organisation, home assignments, and so forth. It has specific educational templates, really convenient

01:05:04 Jennifer Roberts: Oh, that's a new one to me, Oksana. Will check it out!

01:05:08 Thiago Silva: A couple of fellow teacher here in Brazil also use WhatsApp and Telegram as plataforms

01:05:24 Thiago Silva: \*teachers

01:05:48 Henry Emery: An excellent paid service is Magnet provided by Avallain in Switzerland.

01:05:54 Thiago Silva: Of course, much simpler courses, hence cheaper

01:05:59 Oksana Sabada: I utilise all messengers for asynchronous approach too, just to make my students do some speaking tasks

01:06:03 Christina Daumer: Thank you Norma.

01:06:29 Jesse Soto: @Henry absolutely! Tech can do the heavy lifting while the liveware can best be utilized to assess QA. The human element will always be important to give the pass. With the proliferation of Netflix, YouTube in wide use, younger generations are becoming naturally in tuned with English in its variant forms therefore our timeline is not linear :-)

01:07:19 Imen BICHIOU: Hi Ghalia, I suggest Microsoft Teams.

01:08:52 Inga Tephnadze: Google meet, and for creating different teachers resources can be used Wordwall as well.

01:08:57 Ghalia Mahd: Million thanks all of you. This is a very good start for me

01:09:44 Zana Afandi: Hi Henry, glad to see you, too.

01:09:46 Pablo Cardenas: Specially in

01:09:53 Thiago Silva: Wordwall is really useful. I also use Google Jamboard... Students can interact through it as well, collaborate...

01:10:00 Munir: Kahoot

01:10:46 Inga Tephnadze: Plickers is also very useful.

01:10:49 William Aranda: Kahhot and Jamboard are very good ones...

01:11:11 Oksana Sabada: Quizlet does well too, especially for the lexis that is new to our students

01:11:36 Mehdi Debbari: Maybe a point for later discussions. What would be the effect of online learning on face to face ELP tests for ATCs and pilots?

01:11:41 Christina Daumer: I agree, Norma. Teachers should consider the lesson objective and use the tool that works. Not each platform or tool will fit the objective. I appreciate your experience.

01:12:06 Thiago Silva: Interesting question, Mehdi... food for thought

01:12:34 Jesús Lenain: Yes! I think that the future has to do with synchronous in-site classes + synchronous virtual classes + asynchronous virtual ones.

01:13:22 Pablo Cardenas: Specially in asynchronous learning material needs to be constantly updated and revised for that purpose.

01:13:30 Tarek Assassi: yes Mehdi, high stakes tests will be definitely affected especially in the case of aviation English

01:14:10 Jennifer Roberts: To summarize, all of these tools/platforms have been mentioned in the chat today:  
Canvas (free and paid versions)

Facebook Groups  
Blackboard  
Moodle  
Trello App  
WhatsApp and Telegram  
Magnet  
Wordwall  
Microsoft Teams  
Google Jamboard  
Kahoot  
Plickers  
Quizlet

- 01:14:21 Tarek Assassi: IT literacy must be taken into account most notably for older and more experienced aviation personnel
- 01:14:32 Thiago Silva: Wow! Thanks, Jennifer
- 01:14:37 Christina Daumer: Content in e-learning is very time resource intensive. Michael, I agree the content is the main issue. Additionally, some teachers/courses have foundational content from in-person classes, but it needs to be modified for online learning. And some platforms and tools are better to use for the different content as well.
- 01:15:52 Oksana Sabada: Jennifer, you could add Miro (a kind of a whiteboard) - an extremely nice way for visual representation, with an avalanche of functions
- 01:15:52 Daniel Gorbold: Present technology seems to be very good at providing linear asynchronous learning activities. Whether AR/VR, voice recognition, establishing learning communities etc can provide more opportunities for "original", "unpredictable" language production and interaction without a teacher/trainer present - that's still to be seen. Until then some synchronous learning in some form with a teacher/trainer remains vital.
- 01:16:23 Thiago Silva: I forgot to mention Instagram/TikTok. Here in Sao Paulo we have been providing ATCO with some microlearning on the go via Instagram at @an.eye.on.you
- 01:17:05 Cecilia Denis: Thank you for the idea Thiago! Will try that myself.
- 01:17:29 Aline Pacheco: 😊
- 01:17:38 Norma Bravo: UniteAR for augmented reality
- 01:20:14 Markus Bieswanger: Studies have shown that existing workgroups (consisting of people who knew each other in person before the pandemic) work fairly well online, but that it is rather difficult to form new workgroups online. Probably similar for groups of learners, i.e. online/virtual tasks can replace some classroom tasks after the group (ideally) met in person. We will then "just" have to select the strengths of each of the approaches to complement each other.
- 01:20:51 Michele von Merveldt: This project is very exciting! Thank you for your work! I look forward to learning more about it.

01:21:41 Tarek Assassi: good point Markus , familiarity as a concept plays a major role in the teaching learning context

01:21:51 Cecilia Denis: I agree with that Markus, and it might take a little of trial and error as well.

01:22:22 Tarek Assassi: Markus can you please share one of these studies ?

01:22:23 Mehdi Debbari: Interesting Markus. I attended virtual courses but I couldn't form normal interactions/relations with the participants, in comparison to classroom interactions

01:22:50 Jennifer Roberts: Good point, Markus. A huge part of success in a classroom is building trust among the students and the teacher, so that students feel comfortable taking risks using the language.

01:22:51 Mehdi Debbari: Interactions\*

01:25:09 Henry Emery: I agree, Markus and Mehdi. There's no substitute for face-to-face in building a relationship. You can only go so far with pixels! On trust and learner-teacher interactions, well said Jennifer!

01:26:09 Anne Lomperis: Very important to compile this corpus. Yes, good to identify strings/ phrases of words. I am working on identifying language patterns in AMT English. I am coming up with various categories. These patterns are productive because they show up in job performance again and again. Trainees get motivated to look for these patterns from lesson to lesson in a well-constructed curriculum. (I carried over this initiative from a project I led in Saudi Arabia in the industry sector of tire manufacturing.)

01:26:45 Zana Afandi: sorry to leave the room due to having a severe backache, I cannot sit for a long time. I will join here soon if you stay alive.

01:27:35 Henry Emery: Get better soon, Zana!

01:27:43 Henry Emery: \*better

01:27:46 Anne Lomperis: We understand. Do take care of your back, Zana.

01:28:03 Angela de Moraes Garcia: Absolutely, Ana!

01:28:06 Daniel Gorbald: Take care Zana

01:30:00 Christina Daumer: I am excited to see the corpus project.

01:31:08 Jesse Soto: Thank you all for sharing! See you all in the next event :-)

01:31:27 Henry Emery: Thank you for joining us, Jesse!

01:31:58 Markus Bieswanger: Great project!

01:32:03 Thiago Silva: Thanks Jesse!

01:32:23 William Aranda: Congratulations Malila and Ana!!!

01:32:30 Inga Tephnadze: Thanks Jesse for sharing interesting views!

01:33:18 Mehdi Debbari: Thanks Jesse

01:33:49 Christina Daumer: I agree, I am glad that you consider corpus data in the evaluation process.

01:36:59 Daniel Gorbald: Very interesting Anne - thanks for sharing that, especially coming from that environment

01:37:10 Mehdi Debbari: Turn taking in virtual classrooms is a headache for me, all those awkward silences, talking over others voices... I wonder if it's only a matter of getting used to?

01:37:35 Jennifer Roberts: We absolutely need more work done in the AMT field, in all areas! Glad you are working on this, Anne.

01:37:44 Markus Bieswanger: @Tarek: There are a number of studies on how to build virtual groups, but here's a good summary: <https://hbr.org/2014/12/getting-virtual-teams-right> (scroll down for "kick-off"). BTW, it mentions that "flying people in" can be important — which is also important for the aviation industry 😊

01:38:19 Tarek Assassi: @Markus : much appreciated!!

01:42:39 Anne Lomperis: Thanks for this affirmation, Daniel and Jennifer. Yes, I am finding it fascinating working in the AMT specialty area.

01:47:25 Neil Bullock: This daisy is on the slides in the recording which is available on the ICAEA website.

01:48:18 Jennifer Roberts: The link to the presentation is here: <https://www.icaea.aero/wp-content/uploads/2021/01/ICAEA-Webinar-6-2021-Factors-affecting-real-world-pilot-and-ATC-communication.pdf>

01:48:19 Daniel Gorbold: <https://www.icaea.aero/wp-content/uploads/2021/07/ICAEA-Webinar-8-2021-The-effectiveness-of-ATC-Pilot-radio-communication-around-the-world-PRESENTATION.pdf>

01:48:30 Daniel Gorbold: Slide 4

01:49:41 Jesús Lenain: Sorry, but I must leave now. Kind regards to everyone! Hope to meet U all again asap!

01:50:10 Daniel Gorbold: Thank you for joining Jesus

01:53:01 Oksana Sabada: In Ukraine, there was a situation between ATC and a transit plane, the plane requested landing due to «a passenger's kidney problem» and ATCOs did not get the idea what a kidney problem was... so right, paraphrasing rules 'Kidney problem' - good example, Oksana!

01:54:25 Henry Emery: We have a sick passenger...

01:55:05 Olga Esmantova: Yes, they failed to figure out and clarify

01:55:07 Oksana Sabada: Confirm you have 6 passengers

01:55:20 Olga Esmantova: In Russia ATCs are punished when they don't stick to standard phraseology

01:57:15 Olga Esmantova: I do not believe they are intentionally falling from standardization. It might need to be practiced and drilled to push it into automatization.

01:57:47 Christina Daumer: When an incident or accident occurs inspectors always check if phraseology was appropriately used.

01:58:00 Pablo Cardenas: @Olga what types of sanctions are imposed on Russian pilots and ATCs and do you think it is fair ?

01:58:51 Tarek Assassi: It's part of ATC training. But funny is the more proficient in English you are the more you feel RT is awkward to use!

01:58:55 Mehdi Debbari: Olga, here in Brazil it may also be the case sometimes

01:59:15 Thiago Silva: Same for Ukraine, all participants to the air-to-ground communications except for some light GA private planes must stick to English Standard Phraseology otherwise they are strictly reprimanded or even punished

01:59:19 Oksana Sabada:

01:59:46 Christina Daumer: Mehdi, I agree. That is why it should be drilled and automatized (especially for native speakers)

02:00:28 Mehdi Debbari: Here in Algeria for example, it's accepted to use plain French on the frequency (French RT feels awkward) but they would reprimand you if you deviate from RT in English

02:00:33 Olga Esmantova: I am speaking about loss of salary, but I am not sure about pilots

02:00:34 Pablo Cardenas: What should be considered in a program is to include how to answer during those situations in which there is not specific phrasologies.

02:01:15 Thiago Silva: The vast majority of ATCOs in Brazil are in the military

02:01:59 Ghalia Mahd: Code switching is easier when you speak more than one language

02:02:24 Inga Tephnadze: Yes, it is must to use standard adequately but the usage of the plain English is also important. That's is why we assess ATCOs/Pilots blended language abilities from that perspective for ICAO L4,5 and 6 rather than the standard phraseology only.

02:02:25 Ghalia Mahd: I mean when you grow up bilingual at least

02:02:25 Markus Bieswanger: As Neil just said: there are probably a number of different regional Aviation Englishes (sic!). Differences between these "varieties" should be as small as possible, however.

02:02:29 Christina Daumer: Pablo, I believe it should be a balance of plain language training and correct phraseology for standard procedures.

02:03:28 Ghalia Mahd: That's how it works in France

02:03:30 Thiago Silva: I agree, Christina, but I reckon plain language has been receiving more attention

02:03:43 Daniel Gorbald: a link to the survey: <https://www.icaea.aero/global-survey/>

02:04:19 Thiago Silva: I'd love to see the teaching of phraseology being taken more seriously

02:04:22 Neil Bullock: I agree Thiago. I even heard a few years ago people thinking the LPRs were there to replace standard PHr.

02:04:32 Thiago Silva: Especially on the pilots end

02:04:53 Thiago Silva: You see? Thanks Neil

02:05:04 Christina Daumer: Thiago, do you think it is due to the trend that standardized phraseology is (believed) not the problem, but lack of plain English- for safety?

02:05:15 Jennifer Roberts: An important point to consider in the teaching of phraseology is making sure that English teachers work with SMEs

02:05:40 Neil Bullock: Definitely Jennifer!!! :-)

02:05:59 Thiago Silva: Perhaps... it is often taken for granted SP is widely known and used (appropriately)

02:06:15 Christina Daumer: Apologies for my novice ignorance, what are SMEs?

02:06:18 Inga Tephnadze: Agree with Jennifer!!!

02:06:24 Jennifer Roberts: Subject Matter Experts

02:06:35 Christina Daumer: Aha! Yes. I agree!

02:06:36 Jennifer Roberts: like Thiago and Jackie on our panel today :)

02:06:42 Neil Bullock: Subject Matter Experts = Pilots and ATCOs

02:06:44	Inga Tephnadze:	Subject Matter Experts ATCOs, Pilots
02:06:59	Christina Daumer:	Thank you!
02:07:00	Thiago Silva:	That's for sure, Jennifer. We should work in tandem to better cater for our students, be them pilots or ATCOs
02:07:07	Oksana Sabada:	In Ukraine, Phraseology as a subject is delivered by instructors in ATC, if we speak about airlines it's someways, but the initial training is delivered by Aviation English Teachers who are certified
02:07:29	Markus Bieswanger:	Fully agree, Thiago!
02:08:09	Pablo Cardenas:	Teaching phraseology requires a different learning approach as it should be taught in a simulated scenario. But defenetly it helps when the Aviation English instructor is familiar with it.
02:08:14	Neil Bullock:	Working together is how we learn and help our students better and helps us trainers to evolve
02:09:15	Norma Bravo:	Even though in Argentina standardized phraseology is a subject in ab-initio ATCOs course, we need to conduct recurrent training every year. Standardized phraseology is not part of ab-initio pilots curriculum
02:09:15	Thiago Silva:	Agree, Pablo, but I also believe there are some overlaps, I mean, we could also teach SP using diff. Methodologies.
02:09:44	Haryani Hamzah:	Yes Jenifer SME & linguist should work together.
02:10:13	Christina Daumer:	Pablo, I am currently working on my MA TESL and I believe my instructors are getting fed up with my aviation English lesson planning. I have more aviation experience than English training experience at this point.
02:11:29	Jennifer Roberts:	and maybe more about how English teachers and pilots/ATCOs can work together towards solutions
02:11:54	Ana Ligia Silva:	Couldn't agree more Jennifer!
02:12:09	Jennifer Roberts:	thank you Daniel!
02:12:13	Inga Tephnadze:	Thanks a lot!
02:12:21	Christina Daumer:	Like all fields, professionals in the field should work with educators, I agree!
02:12:25	Ousmane Diack:	Thanks a lot !
02:12:28	Angela de Moraes Garcia:	Thank you!!!
02:12:40	Evelin Horvath:	Thanks very much!
02:12:41	William Aranda:	Thank you very much...good to see you again...take care...
02:12:43	Bashayer Alwazzan:	Thank you so much everyone
02:12:50	Oksana Sabada:	Thanks for sharing - its caring!
02:12:52	Markus Bieswanger:	Thank you!
02:13:03	Henry Emery:	Thanks for coming everyone - we look forward to seeing you again soon!
02:13:12	Sukran Dag Karakol:	Thank you...
02:13:15	Ghalia Mahd:	Thank you . looking forward to seein you all soon
02:13:16	Haryani Hamzah:	Thank you everyone...
02:13:18	Anne Lomperis:	Thank you to all, especially all the webinar presenters across this series.
02:13:19	Dilso Almeida:	Thanks a lot for this amazing opportunity!
02:13:22	Imen BICHIOU:	A lot of thanks

02:13:23	Pablo Cardenas:	Thank you everyone!
02:13:28	Steve Straw:	Merci beaucoup!
02:13:28	Christina Daumer:	Thank you all!
02:13:29	Ana Ligia Silva:	Thank you all!!!
02:13:33	Munir:	Thanks everyone

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