



emery-roberts

Aviation English Consultants



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Aviation English What is it?

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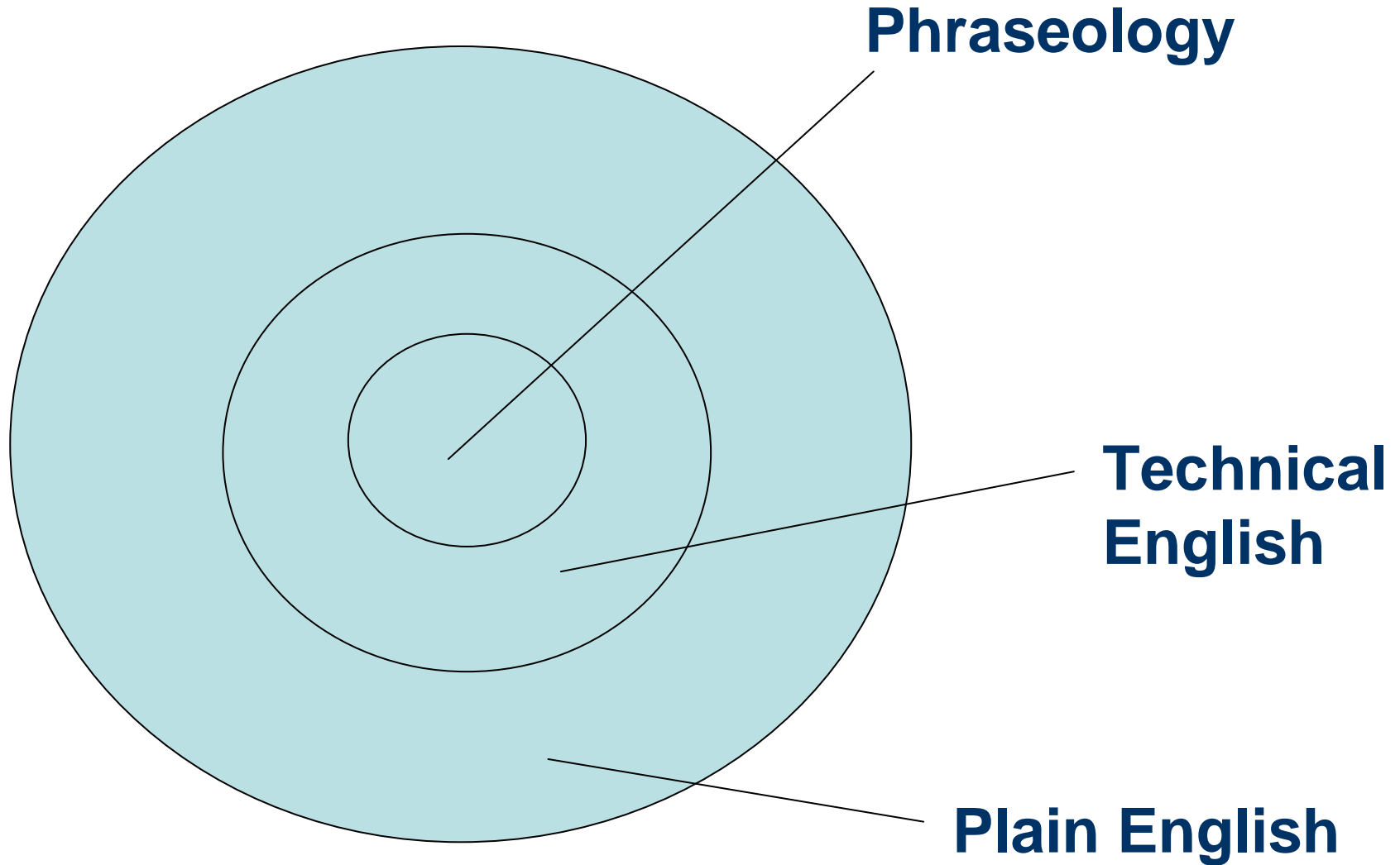
WATS, Florida, Wednesday 23rd April 2008



The ICAO requirements

- a) stipulate the use of ICAO phraseology specifically;
- b) clarify that both phraseology and plain language proficiency are required; and
- c) strengthen the provisions that English be made available.

Aviation English



Aviation English

Standard RT Phraseology:

Fastair 345, cleared straight in ILS approach runway 28, descend to altitude 3000 feet QNH 1011, report established on the localizer
Fastair 345, climb and maintain flight level 310.

Technical English:

The wing has several distinct parts. These are the upper cambered surface, lower camber surface, leading edge, trailing edge and cord line

Plain English:

Tower, we are having problems with our hydraulic system. We're struggling to maintain level flight. QA 911.

Proficiency levels:

6 Expert

5 Extended

4 Operational

3 Pre-operational

2 Elementary

1 Pre-elementary

Language profiles:

Pronunciation

Structure

Vocabulary

Fluency

Comprehension

Interactions

ICAO Rating Scale

Level 4 Comprehension:

Comprehension is mostly accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

Level 4 Interactions:

Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.

ICAO Holistic Descriptors

Proficient speakers shall:

...use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to *check, confirm, or clarify* information) in a general or work-related context...

What is...

checking?

confirming?

clarifying?

Is the altimeter setting 1014?

What's the altimeter setting?

Is the altimeter setting in
inches of mercury or
hectopascals?

Communication Strategies

“The ways in which an individual speaker manages to compensate for [the] gap between what she wishes to communicate and her immediately available linguistic resources” (Faucette, 2001)

Reduction Strategies

Meaning replacement (or semantic avoidance)

- P: We have a medical emergency. We'd like to land at the nearest available aerodrome with medical services. IT 632.
- C: IT 632. Understand you have problems with your aircraft.

Message abandonment

uhh.. how to explain ... it's very difficult to say...

Topic avoidance

- P: We were having problems with engine number two and we've shut down the engine now. We'd like to return to your aerodrome. IT 632.
- C: IT 632. Stand by.

Achievement Strategies

- **Generalization** *we've got... uhh... the engine is not good*
- **Literal translation** *The ... uhh... how you say?... for winds were broken?*
- **Word coinage** *we needed a uhh... a carry bed? A carry bed for the sick passenger*
- **Morphological creativity** *there were not ... uhh... reparation facilities at the airport*
- **Lexical substitution** *the captain of the uhh... cabin*
- **Exemplification** *it's like smoke, but not water, like very hot water*
- **Restructuring** *It was too... uhh... it was not close for our position*
- **Circumlocution** *...uhh...the yellow and white paint on the ground...*

Procedural vocabulary

Superordinacy:

- A helicopter ***is a type of*** aircraft.

Synonym:

- An Airbus ***is similar to*** a Boeing.
- To hurtle ***means to*** move very quickly and noisily.

To teach or not to teach?

“Effective training in culturally appropriate CS use would be beneficial to students from all languages and cultures” (Faucette, 2001)

*“The capacity of autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts”
(Little,1991)*

“by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communicative situations” (Færch and Kasper, 1983)

To teach or not to teach?

“prior training of learners in specific questioning strategies can have an effect on their behavior in interactions and can influence their comprehension. Strategies used by higher proficiency listeners for specific tasks could be taught successfully to lower proficiency listeners” (Rost & Ross, 1991)

“often people use certain helpful listening strategies in their first language, but they fail to transfer those strategies over to their second language listening” (Mendelsohn, 1995)

“Finally, and most important, the learner should be taught not to give up” (Hatch, 1978)



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High stakes training is not an excuse for boring materials



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Materials





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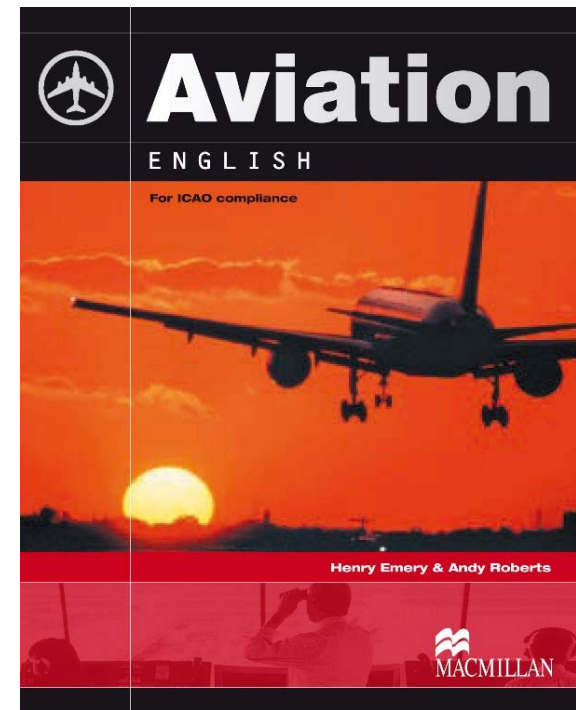


For ICAO Level 4

For pilots and air traffic controllers

12 Units, four sections per unit:

- Introduction, lexis and function
- Listening, (plain English) lexis, pronunciation, functions, communication strategies
- Listening (non-routine R/T) lexis, pronunciation, functions, communication strategies
- Language extension and consolidation





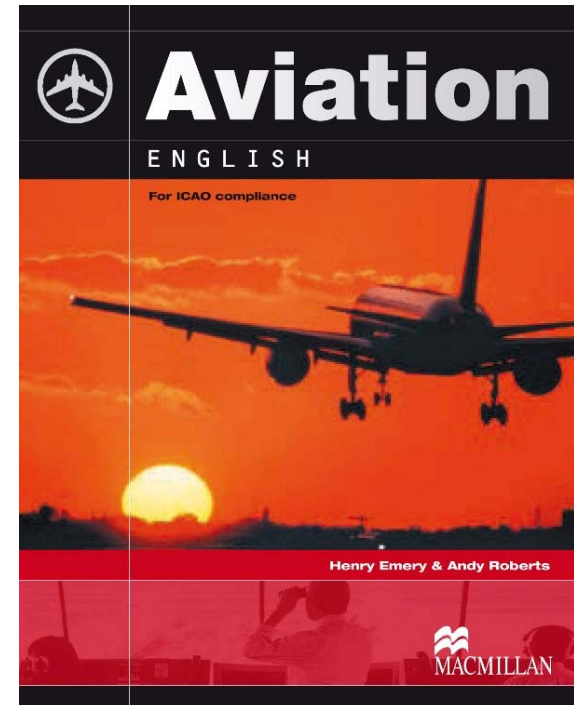
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The course includes...

- Student's Book
- Student's Book CD-ROM
- Macmillan English Dictionary
- Pronunciation CD-ROM
- Teacher's Book
- Audio CDs





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Work in small groups. Do you agree or disagree with the statements below. Why / Why not?

- A French Air traffic controller speaking to a French Pilot at a French Airport doesn't need to know English.
- It's impossible to understand Americans – they don't speak plain English.
- Pilots have been flying safely for years – they don't need to learn English.
- R / T phraseology is enough to communicate with.
- All pilots and ATCs working with international traffic should have ICAO level 5



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P: I'm sorry. The nose wheel is in position? _____?

MacAir 319

C: _____. The nose wheel appears down but it's at a 90 degree angle.

P: _____ the nose gear is down but stuck at 90 degrees. MacAir 319.

C: Mike six 319. _____. On runway heading climb to altitude 2000 ft.



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P: A 30. Airborne.

C: A 30. It appears your main gear hasn't retracted.

P: Roger, my main gear has retracted. Thank you sir. A 30.

C: _____. Your main gear is not retracted. It is still visible.

P: OK. Our main gear is stuck... uh... OK. A 30.

C: A 30. Say intentions.

P: Uh... We're trying to figure out the problem. Stand by sir.
A 30.

C: A 30. Standing by.



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- P: Tower, this is Fastair 350 on 3 mile final. The apron is to the right of runway 34R. _____ 34L for the belly landing for traffic behind me?
- C: Fastair 350. Affirm. Thank you. Break. Sierra six two. Use 34L. I say again, runway 34L.
- P: Runway 34L. We've wound the gear back up so we'll have a smooth belly landing. S62.



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- | | | |
|------------------------------|---|--|
| 1 That's right. | → | repeating |
| 2 Say again. | → | checking |
| 3 That's incorrect. | → | understanding/querying |
| 4 I Understand that ... | → | confirming correct understanding |
| 5 Is that correct? | → | stating understanding |
| 6 I say again ... | → | asking for repetition |
| 7 That's wrong. | → | saying someone hasn't understood correctly |
| 8 You haven't understood ... | → | saying someone hasn't understood correctly |
| 9 Do you mean ...? | → | saying someone hasn't understood correctly |
| 10 Please read back in full. | → | saying someone hasn't understood correctly |



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To develop proficiency in language it is necessary to learn and practice both productive and passive language skills



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