



Outline of presentation

This workshop will collaboratively look at ways in which Aviation English (AE) teachers and curriculum writers are sourcing, creating and using R/T materials. In the first half of the workshop the presenter will share her experience in developing materials for the Griffith University RTFE Program for pilots and air traffic controllers. The second half of the workshop will be used as an opportunity for participants to share their ideas using both the stimulus provided and their own teaching or operational experiences.

The need for this workshop

Firstly, as part of a team writing curriculum for a course aimed at helping pilots and ATCO develop their plain language skills in routine and non routine RTFE situations, we found it very difficult and time consuming to source authentic R/T that could be developed into good lessons. Therefore, I thought that this workshop would be an ideal way to share some solutions to this common and frustrating problem.

Secondly, as many of the descriptors of ICAO LPR scale and the holistic descriptors have no relevance to formulaic, operationally significant R/T and because of the difficulties associated with obtaining R/T relevant to particular learning outcomes, I was wondering if in fact this resource was largely being ignored in classrooms. Although this is probably not the case, a reminder of the ICAO LPRs that address test content may be timely.

Therefore a valid language course must incorporate R/T as stimuli, models or final output. Otherwise, how would one design a lesson that uses work related vocabulary (such as LAHSO and RMP approaches); in a work related context (such as final approach) while practising the language functions dominant in pilot and ATC communication? In today's workshop, let's share ideas on how we can use these resources in the classroom.



Appendices

Excerpts from Griffith University's RTFE program

- A. Scope and Sequence of one unit
- B. A speaking and listening lesson
- C. CBT sample can be found at www.aviationenglish.au

Workshop presentation for ICAEA 2007 by Rebecca Keogh
Topic: Using R/T in the classroom



Appendix A Griffith University's RFTE Program - Writer's Scope and Sequence Outline for Unit 2

Unit 2	Monday	Tuesday	Wednesday	Thursday	Friday
Topics	2.1 Surface Movement Control & ACD	2.2 Take-off Clearance	2.3 Aborted Take-off	2.4 Readability and Taxi assistance	2.5 Review
Scenarios Scope And sequence x.ya Reading x.yb Structure x.yc Listening & Speaking CBT	1.1a Airways clearance texts read and match 1.2b Elements from R/L 1.3c SMC listen and choose the correct diagram plus role play CBT	2.2a Runway incursion report from LA 2.2b Elements from R/L 2.2c Interview with ATC about SMC incursions plus role play CBT	2.3a Emergency services available-AIPS 2.3b Elements from R/L 2.3c Readback requirements, listen for errors and role play CBT	2.4a VHF radio Communication 2.4b Elements from R/L 2.4c Radio transmissions readability CBT	2.5a ICAO phraseology and FAA differences. 2.5b Study Skills – listening 2.5c CBT listening plus role plays from start up to takeoff CBT
Structure	-ing form and infinitive	Definite and indefinite article	Prepositions of place and time * cleared TO distance FROM a radial OF south OF	Prepositions of movement	Review
Functions of pilot/ATC Dialogue from Doc 9835	1.1 a,b,c,f 1.2 b,f 1.5 e, 4 p,q,j t	1.2 b,f 1.5 e, 4 p,q,j,t	1.4 d 2.5 b, 2.1 u,e, 1.5 c,d 4 p,q,j,t	1.1 a,f,b 1.2 a,c,b,f 4 p,q,d,e, 1.3 d, 1.4 a,b,c, 2.5 a 2.1 y	2.1 a,h,n 4 e,p,q, 3 a,b,f,g 1.2 a,c 1.4 b
Standard Radiotelephony Phraseology	ICAO phraseology used in clearances	Common collocations in SMC and T/off	Readback requirements	Hearback requirements	Review
Pronunciation	/i/ /i:/	/t/ /d/	Intonation –turn taking	/f/ /fr/	Review
Lexical fields	SMC, airports Airways and taxi clearances	Pushback requests Start up clearances Types of transport	Emergency services Birds	Radio communication Types of aircraft	
Pragmatics	Noise interference and unexpected interruptions				



Appendix B

Unit 2.2.3- Taxi and Take-off Clearances

Start Up

Match the expressions on phraseology on the left with the correct meaning on the right.

ACKNOWLEDGE
AFFIRM

Yes

'I hereby indicate the separation between messages transmitted to different aircraft in a very busy environment.'

APPROVED
BREAK

I should like to know or I wish to obtain

'Repeat all, or the following part of your last transmission.'

BREAK BREAK

'Let me know that you have received and understood the message.'

REQUEST
SAY AGAIN

"Permission for proposed action granted."

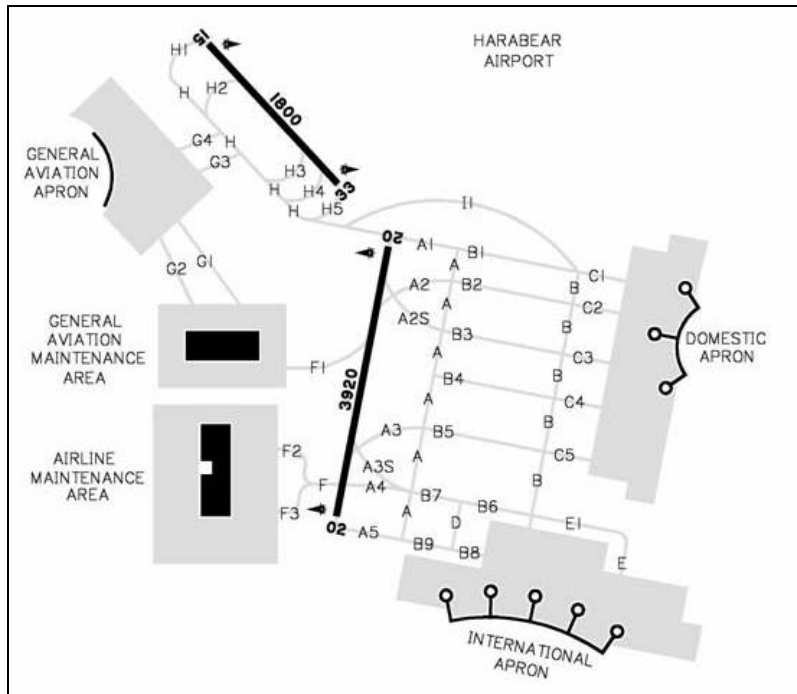
'I hereby indicate the separation between portions of this message.'

CORRECTION

An error has been made in this transmission the correct version is....

Pre-listening Check

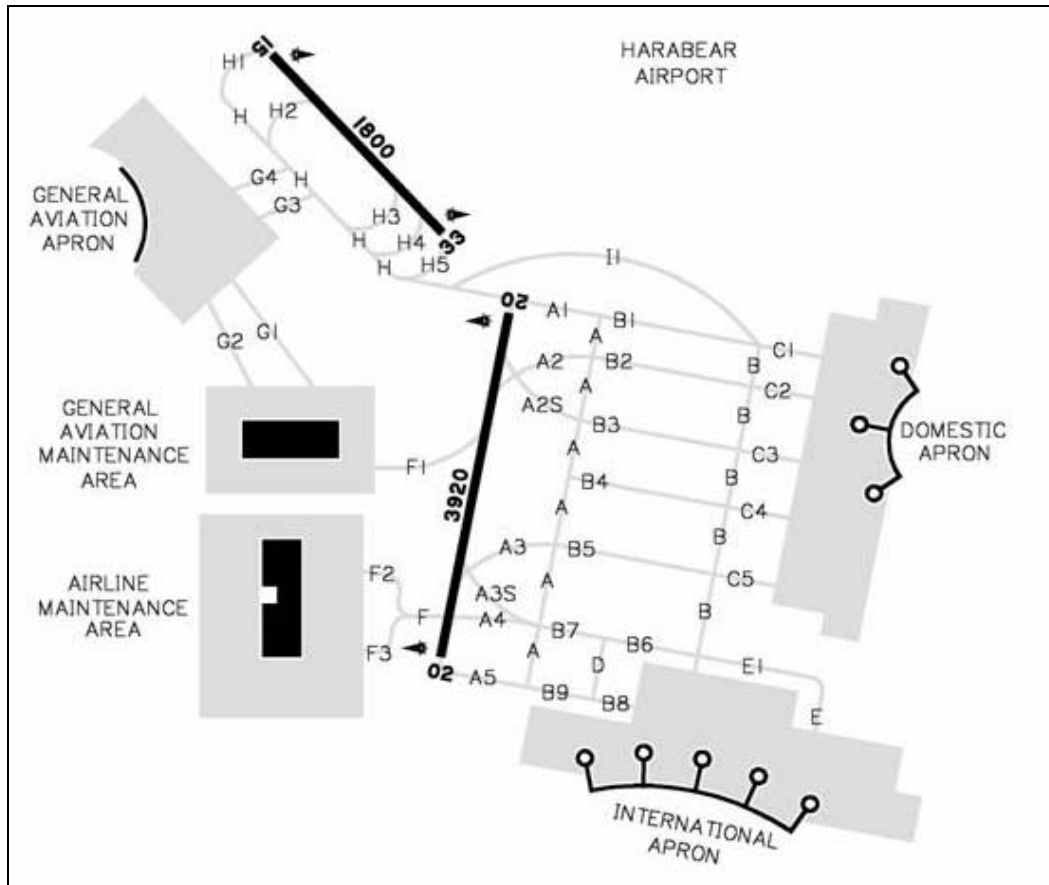
On the map of Harabeer International Airport identify the main taxiways leading onto runway 02 from the Domestic Terminal. From which taxiway/runway 02 intersection could a light aircraft depart?



Track
4

Confirmation 1

Listen to conversations 1 and 2 and mark on this map where each aircraft is cleared to taxi from and to. Write the aircraft call signs beside the position they are cleared to.



In conversation 1 two aircraft are ready at the same runway at the same time.
What does the tower do and why?

In conversation 2 a runway incursion occurs. On the lines below write about how this runway incursion occurred. Identify the aircraft, their location and the action that led to the runway incursion.



Track
5

Confirmation 2

Read the following questions then listen to conversation 1 again and write your answers.

1. Which runways are being used? _____
2. What does '2 in one' mean? _____
3. What aircraft types are transmitting? _____
4. What's the time? _____
5. What is the ATIS name? _____
6. How does the tower indicate that the one transmission contains separate information for two aircraft? _____



Track
6

Workshop 1

Listen and dictate the names of the eight aircraft.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Listen again and check your spelling.

Now practise saying those names with a partner.



Workshop 2

Listen to this ATC script. Some key words cannot be heard due to static. Write down what you think the missing words are.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Speaking

Role play

Your teacher will give you a role card. Make some notes about your radio calls. In groups of 4 sit with your backs to each other and give and receive taxi instructions and take-off clearances. Use the diagram of Sorrento International below.

Workshop presentation for ICAEA 2007 by Rebecca Keogh
Topic: Using R/T in the classroom

