

8th ICAEA Forum, Cambridge, UK, August/September 2007
Working Group 3
Aviation English Training Delivery

Moderator: Elizabeth Mathews

Approximately 20 participants, representing operational and language specialist backgrounds to discuss AE training delivery and standards.

Discussion began with introduction of certain themes and guiding questions:

- What is different about aviation English language training from other language training?
- What are our industry standards for 'best practice?'
- What are the corners we cannot cut?

We examined training standards from the point of view of

- Organization and Infrastructure
- Curriculum
- Instruction and Curriculum Development
- Delivery Information

We used the DRAFT Aviation English Training Standards and Protocols worksheet as a touchstone for discussions. The purpose of the Draft form is to (a) establish some basic training standards, while allowing for multiple points of view on how language learning is best achieved, and (b) provide a generic standardized form so that organizations needing aviation English training can evaluate various training options effectively (comparing 'apples to apples.')

Small groups each took one aspect of the Draft Standards and Protocol form to consider the following:

- What is useful in the DRAFT form?
- What is not appropriate?
- What needs to be added?
- Deleted?

A summary of the feedback follows, and the DRAFT Standards and Protocols for Aviation English Training is attached.

Organization and Infrastructure

An organization considering purchasing training from an Aviation English Training Provider (AETP), or contracting the development of a program to an outside organization, or developing training in-house, must consider a number of organizational factors as well as strength of infrastructure support.

The DRAFT Aviation English Standards and Protocols Form establishes four protocols for AETP's around organizational and infrastructure issues.

In addition to the information included in the DRAFT Standards and Protocols, the ICAEA group suggested that it was important for AETPs to clarify their status and ownership; their size, infrastructure, resources available, and the stability of those resources. Qualifications of staff was noted as being important. The use of sub-contractors was an issue needing to be clarified and transparent by the AETP. And a system of quality control needs to be in place.

Curriculum

In addition to the seven DRAFT Standards, the ICAEA group suggests that the ratio of aviation-specific to general English training be specified. The group specified that AETP's should specify the

number of hours per level they are able to provide, suggesting that between 250 – 270 hours per level represents a minimum.

It was suggested that a 'globally' standardized curriculum be established, which could be customized for regional or national or organization use.

A need for remedial and on-going supplemental training was recognized.

Training should be customized for pilots versus controllers, ab initio versus professional.

The use of and interactions between CBT, WBT, classroom training should be made clear.

Curriculum development

Curriculum should be developed in a collaboration between operational and linguistic experts, by people with a proven track record in ATC, linguistic, flight training. Training should be based on ICAO guidance.

Training should include a strong focus on speaking and listening.

It was suggested that ICAO produce description of necessary qualifications for instructors.

ESL teachers required evidence of having refresher training to sustain their teaching effectiveness.

Teachers need 'aviation familiarity.'

ICAO should suggest parameters of a training course for ESL teachers to become aviation English instructors.

Countries, organizations should make a data bank of materials available for sharing.

Resources: The group felt strongly that a mechanism to allow instructors and curriculum developers access to actual transcripts and tapes of aviation incidents (not accidents) should be provided. It was suggested that ICAEA could compile a data bank of relevant source materials.

Delivery

It was suggested that Level 1 and Level 2 training should be immersion training whenever possible. Level 3 and 4 training can be within ground school training by an operational and ESL team. As much use as possible should be made of transcripts, CBT, and simulators.

Four participants volunteered to continue working on drafting ICAEA (or ICAO) Aviation English Training Standards and Protocols:

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