

8th ICAEA Forum, Cambridge, UK, August/September 2007
Working Group 1
Qualifications of Aviation English Language Teachers

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The 26 participants of the above working group were given the headings which follow below and the Qualifications page from Document 9836 (attached)
Discussion was lively.

We began by posting a Vacancy – ‘Aviation English Teacher needed urgently’
And then taking the role of the Employer. We were not always in agreement, but the following points were made:

Qualifications

- Academic qualifications....a university education and a TEFL qualification seemed highly desirable.
- **TRAINING** was crucial and here the group proposed a block of 10 hours training for all entrants to Aviation English teaching – see the proposal at the end of this report

Experience

- Clearly, with so few experienced Aviation English teachers, experience had to be gained, monitored and constantly updated with further training, not least by

Operations Familiarization

- Seen as crucial for the specialist Aviation English teacher
- How to obtain it? The discussion focused on cooperation between the aviation world and the teaching world; without some cross-fertilization, this is a non-starter
- Training Managers to be encouraged to set up possibilities of operations familiarization for Aviation English teachers.

Specific Language Awareness

- Essential – and a natural follow-on from operations familiarization
- Again, the need for training and for on-going homework and research

Class Management Techniques

- The emphasis here was on skills and this was locked into Training once again
- The understanding and respect of the professional aviation world was stressed under the heading Attitude and Behaviour.

Major Recommendation

To include a minimum of 10 hours Training for all Aviation English teachers whatever their background.

These 10 hours to be a blend of

- class observation and monitoring
- peer observation
- one-to-one discussion of aviation language input
- unseen observations involving the teacher providing a lesson to a colleague or supervisor and discussion on the aims, stage aims, lesson fit etc.. The identification of possible areas of concern, unachievable aims, poor tasks, poor language analysis opportunities etc.
- A post lesson session will concentrate on the areas identified and the teacher judges the effectiveness of the lesson as a whole the stage aims, activities etc.

Above all, a recommendation that the training does not stop at 10 hours – this is a minimum – and that Training be on-going.