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ADDRESS TO INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION SEMINAR – “ CHOICES AND SOLUTIONS” – 1ST SEPTEMBER 2007

THE FLIGHT TRAINING SCHOOL PERSPECTIVE

ABSTRACT

Background

The largest Flight Training Organization (FTO) outside the United States, Oxford Aviation Training (OAT) is the best known FTO in the world.

In its 42 years of existence, OAT has trained more than 20,000 pilots and engineers for more than 90 major airlines worldwide.

OAT also trains pilots for a range of Governments and Military Services, including the Royal Air Force.

OAT has taken students from approximately 80 countries, including many who do not use English as a mother tongue.

English Language Training

To enable overseas students to cope with a demanding, 16-month technical course leading to the award of an Air Transport Pilot's Licence (ATPL), OAT has developed a range of preliminary ELT courses, systems and techniques.

These include:

ELT assessment techniques

Bespoke courses tailored to meet individual and organization needs

Structured and focussed CBT products

One-on-One courses

Key Considerations

Effective, aviation focussed ELT courses demand:

Close and continuous co-operation between ELT and Aviation specialists

Focussed and intensive development of appropriate training systems, aid and software
'Bespoke' courses taking due account of operational constraints and requirements
Delivery in an 'operational' environment
Effective assessment tools and techniques
Full realization of flight safety issues
Appropriate investment in staff, systems, syllabi and tools
Comprehensive training of 'trainers'

OAT Experience and Capabilities

In over 12 years of continuous Aviation ELT experience, OAT has developed:

Close ties with professional ELT providers

CBT software fully matched to developing English language capabilities whilst simultaneously enhancing aviation related skills and confidence

A full understanding of the requirement, and the capability to deliver, Aviation English skills in a realistic operational environment

The ability to customise ELT products and courses to meet the different needs of pilots, Air Traffic Controllers, Engineers, Flight Dispatchers and other professionals involved in ensuring the safety and effectiveness of commercial air transport operations.

Conclusions

Effective aviation ELT is only possible given close and continuous co-operation between ELT and Aviation specialists

Successful courses should be run in a realistic, aviation focussed environment

Training must be specifically tailored to meet the particular requirements of both students and parent companies and must allow for any operational constraints faced by the latter.

Properly structured courses must be offered to those who will deliver the training within companies, organizations and airlines. Training the trainers effectively is of even greater importance than training line personnel

ELT providers must recognise the overriding flight safety implications inherent in the courses and training they offer. Aviation English is not simply another qualification; it could mean the difference between life and death and must be treated accordingly.

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