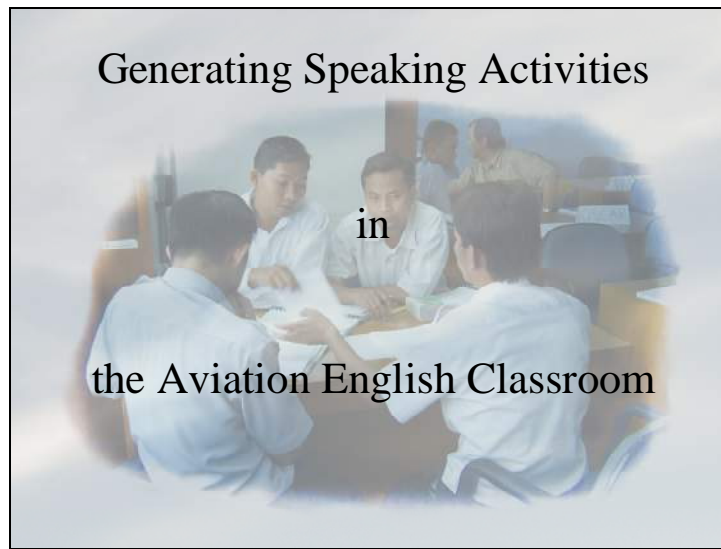


Slide 1



The aim of this workshop is to demonstrate the use a non textbook media to create themes for encouraging speaking activities in the aviation English classroom.

Slide 2

A Sample Typical Classroom Speaking Activity:

In pairs, carry out the speaking activity 'Identify the Aircraft'

There are two elements:

- Speaker one
- Speaker two

Do not allow your partner to see your worksheet until the end of the activity.

Participants are presented with a sample of a typical information gap exercise which is designed to encourage spoken exchanges about an aviation related topic.

They perform this task without any preamble in pairs. There will not be time to complete the whole exercise.

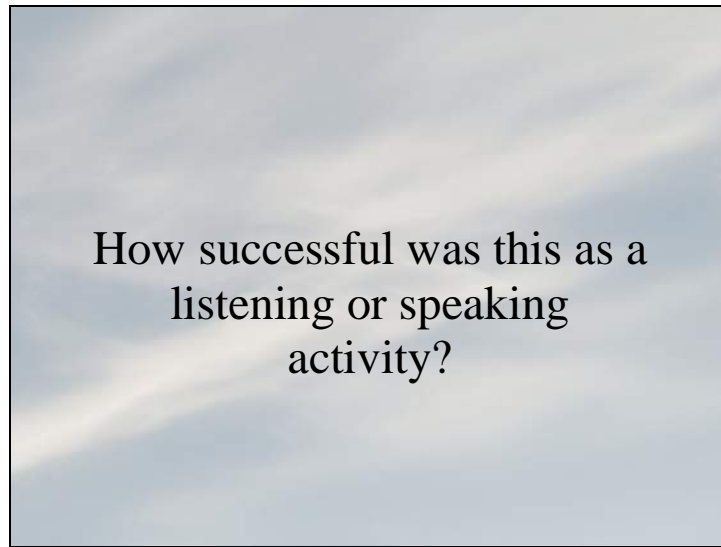
Slide 3

Identify the Aircraft (Speaker 1)	
Speaker 1 read the description to speaker 2. Speaker 2 will identify the aircraft from their page. Write down speaker two's response. Speaker 2 to spell if necessary. At the end compare the answers. Then change roles.	
1. Speaker 1	It is a version of a passenger aircraft that has had its seats removed.
speaker 2	The _____ has had its seats removed
2. Speaker 1	It is in service with only one airline.
Speaker 2	The _____ is in service with only one airline.
3. Speaker 1	It can be indentified by the lack of passenger windows.
Speaker 2	The _____ can be identified by a lacl of cabin windows.
4. Speaker 1	It is a rear loading freighter
Speaker2	The _____ is a rear loading freighter.

This slide shows an extract from the worksheet of one of the participants in the information gap mentioned previously.

The speaker will read the attribute of the particular aircraft which will be recognisable by speaker two either with reference to a text description or from the picture of the aircraft which accompanies it. On the basis of the replies, speaker 1 will complete the blanks on the answer sheet.

Slide 4



Participants will be asked to brainstorm on the topic of how successful this activity is as a speaking/listening activity.

It is hoped that they will draw attention to the amount of reading and writing involved and suggest ways in which this can be reduced.

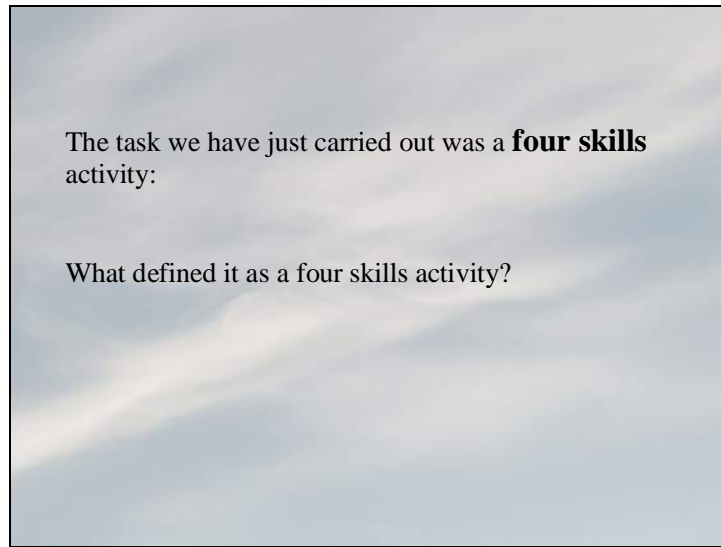
Slide 5

Characteristics of the activity:

1. Would not need much preparation true / false
2. Did not require much knowledge of aviation ... true / false
3. Depended on interpreting unrehearsed spoken prompts and identifying a need expressed in the prompt.. t/f
4. Required reading to isolate and extract the relevant information t/f
5. Required channel switching written to spoken form. This could be achieved by mere reading out loud .. t/f
6. Required capture of spoken data in listening mode and transfer to writing mode by speaker 2. .. t/f

To conclude the brainstorming there is a review of some of the principal attributes of this activity which participants will be asked to comment on.

Slide 6



This slide introduces the contrast between a four skills approach as represented by the sample information gap activity previously seen and an activity which relies much less on the use of reading and writing for its completion.

Slide 7

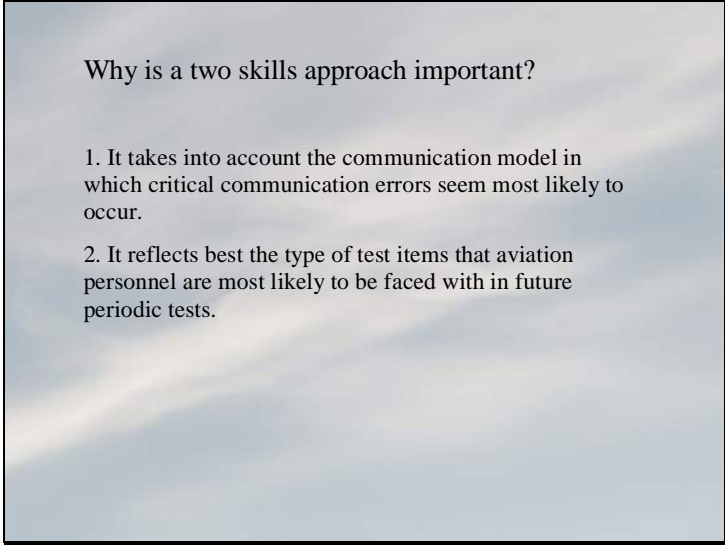
A strict **two skills** listening and speaking activity would avoid any reading or writing

Information or data prompts would be available only in aural (listening) and oral (speaking) channels, e.g.:

- Listen for audible prompt
- Supply response data from memory alone or from other auditory channel (dialogue, listening to a recorded speech)
- Receive response via auditory channel (face-to-face, telephone, recorded speech)
- re-transmit data via auditory channel (face-to-face, telephony, or recorded speech)

With this slide it is hoped to highlight the characteristics of a true two-skill (listening and speaking exclusively) approach to speaking activity generation and set out examples of the types of functions that are possible via a two-skills only approach. This will set the parameters for the later workshop activity in which participants will be asked to devise information gap prompts in a two skill and function based context.

Slide 8

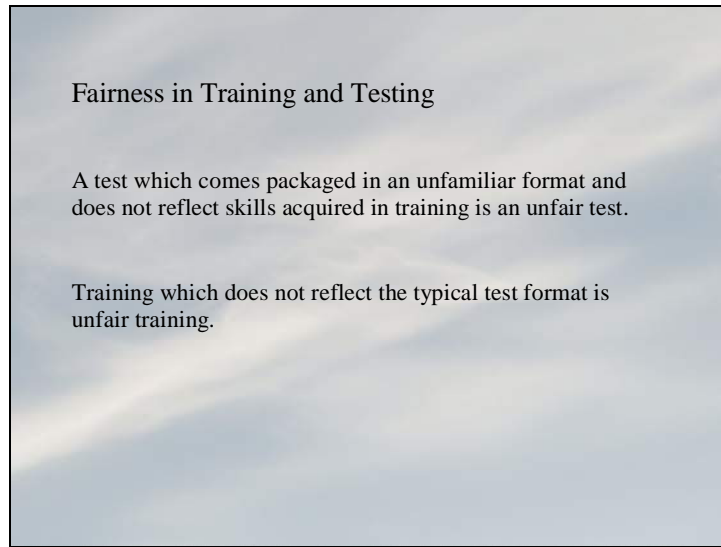


Why is a two skills approach important?

1. It takes into account the communication model in which critical communication errors seem most likely to occur.
2. It reflects best the type of test items that aviation personnel are most likely to be faced with in future periodic tests.

This slide and those that follow it attempt to link together the training and testing aspects of language proficiency. Given that the new ICAO proficiency requirements focus on a two skill definition of work-related language, it is natural that testing of proficiency will focus on listening and speaking alone.

Slide 9



The point is made here that a training approach which does not expose learners to a broad range of two-skills oriented activity in the classroom, is unlikely to prepare them for the typical test nor, and more importantly, is it likely to prepare them for operational duties.

Slide 10

Training and Testing - A Continuum

Training and testing techniques need not be very different.

In training one is interested in producing speech for practise and consolidation purposes

In testing language is elicited to permit evaluation of skills and proficiency.

Slide 11

What is the essence of a two-skill activity in the context of the ICAO language proficiency requirements?

1. It will be performed as pair work to maximise speaking time. Theoretically, participants may speak 50% of the time.
2. It should involve true interaction, be dialogue-based and be unscripted.
3. It should use the target language and be constructive
4. It should be in an authentic, work-based context

Slide 12

5. It should use authentic modes (face-to-face or telephony)

6. It should be observable and assessable by the facilitator to gauge proficiency and training gains

7. It should be subject to review and feedback

Slide 13

Which types of speaking activities correspond to a useful target language use in an aviation communication context?

1. Interpreting aural prompts and performing a related action
2. Relaying information about position or status
3. Processing the information or data received and either acknowledging or questioning the accuracy
4. Observing a phenomenon and relaying a description

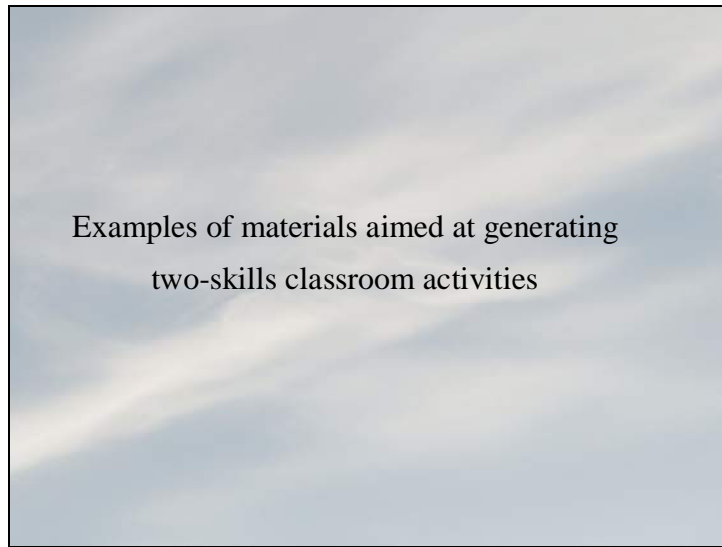
Slide 14

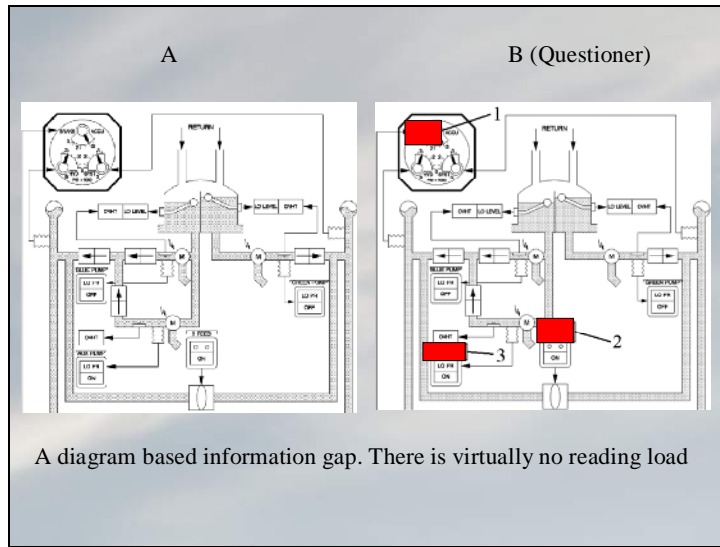
5. Responding to requests for specific information about an intended action.

6. Confirming or correcting the perceptions of others.

7. Supplying details on request while managing vocabulary lacks through paraphrasing.

Slide 15





Slide 17

The previous activity required one student to identify parts of a diagram by describing their position relative to other parts and asking the interlocutor to supply the missing label.

This activity could be useful for practising pronunciation of vital parts and for practising the use of positional adjectival phrases.







Slide 18



This is the first of a pair of worksheets designed to generate a dialogue without the need for lengthy written rubrics or clues. The scene is a typical busy airport apron with various types of vehicles and activities on display.

Slide 19

U

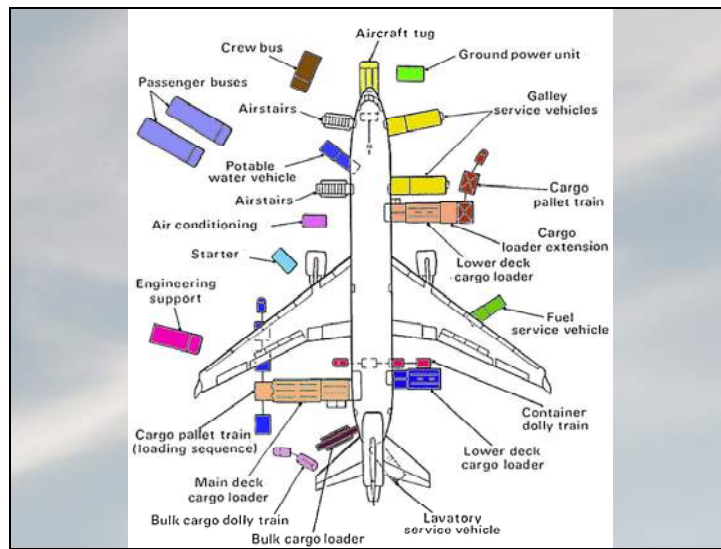
		
		

Discover which of these machines appears in A's picture and decide between A and B what name to give it. Consult a manual of airport vehicles .

The second member of the speaking information gap team has a different picture showing a variety of airside vehicles. The aim is to find out which of these are visible in the photograph of the other member. Obviously, this member does not have a copy of the other's photograph.

The idea is that by describing the physical characteristics of the vehicles it should be possible to establish which of them are shown in the photograph.

Slide 20



A final section of the activity will consist of the members working as a pair to find suitable names for the vehicles using the diagram above (or other suitable display of typical apron vehicles). They will then label the second element of the information gap accordingly. The use of text is limited here to the actual names of the vehicles.

Slide 21

Rubrics

The previous props contained no text.

The rubric (activity instruction) did require reading.

Rubrics can be written or delivered orally by the facilitator.

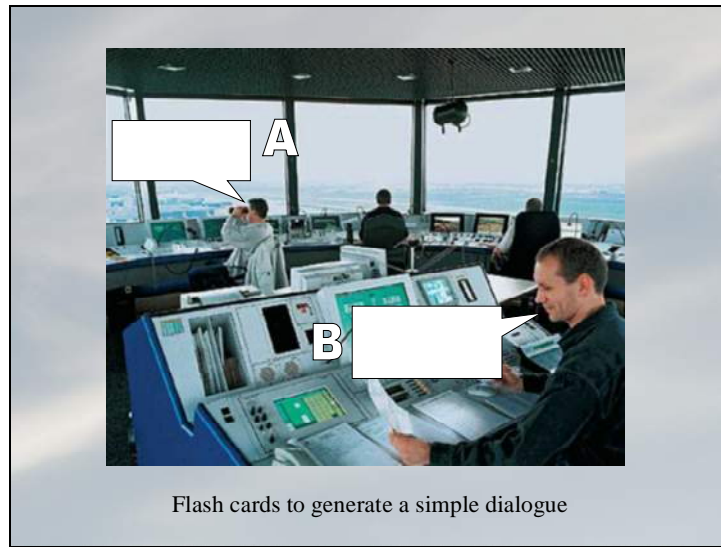
In either case, the rubric must not outstrip the students' capacity for understanding the instruction.

If the instruction is not understood, the activity may fail.

Try to make activities

AS INTUITIVE AS POSSIBLE

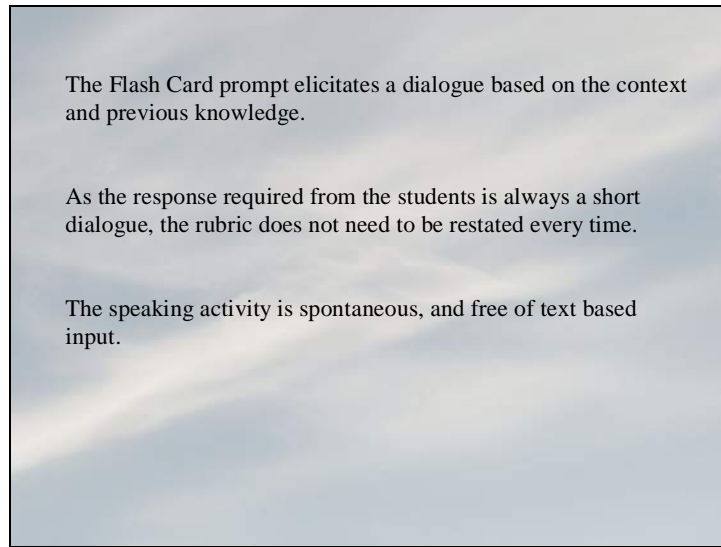
Slide 22



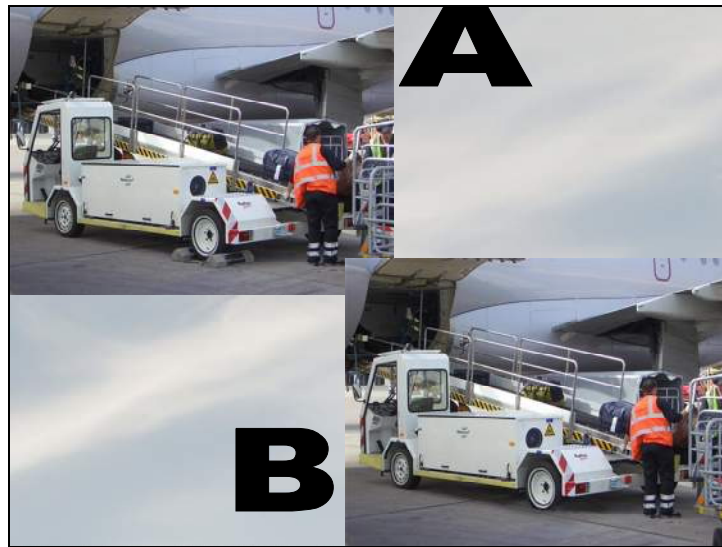
In this slide a picture has been transformed by the use of a basic image manipulation package (in this case Paint Shop Pro) to add speech bubbles. These are not necessarily to be filled with written text but to suggest that the pair of learners should invent a suitable dialogue that fits the context.

The activity may be expanded by giving short written or spoken clues of background context which will change the content of the dialogue accordingly.

Slide 23



Slide 24



This picture has been altered, again by the use of Paint Shop Pro, to remove the wheel chocks. Students in pairs discuss the pictures (visible to both parties) and its implications. It is possible that this activity could be launched without any rubric, spoken or written.

Slide 25

The previous set of pictures could be given to students without any rubric or direction.

The level of dialogue which follows will depend on the language proficiency of the students.

The picture will be useful through a range of proficiency levels.

The picture can be-reused at several points in a course to elicit richer output from the students according to their level of progress.

Slide 26



This slide shows another example of a basic airport action photo which has been altered by the use of a drawing programme.

A brief demonstration will be given of how this sort of effect can be achieved. In this case the outlines of the objects have been left reasonably intact so that this could be suitable for lower level students. It could lead to a verification type exchange in which one student asks the other, “Can you confirm that the object at the tip of the port wing is a fuel tanker?” The answer, in this case, would be “No”.

Slide 27



This picture will allow the second member of the pair to reveal the identity of the object or to confirm the suspicion of his partner.

Slide 28

Further ideas for picture based information gap speaking activities

1. Multi-element pictures;
Student A has picture with some elements blanked out by rectangles.
Student B has a series of smaller pictures which could correspond to the contents of the missing rectangles.
2. Jumbled Parts
Parts of a machine or a scene are misplaced on A's paper but are correctly shown on B's paper - negotiate.

These are a series of further prompt types which can be evolved from stock photos through the use of basic computer based technology or by the use of a photocopier and a black marker.

Slide 29

3. Directions - Find Me

A has a plan of an area (e.g an airport plan) with his position and B's position known. A must guide B to A's position. B traces the route on her copy of the plan.

4. Assemble an Object or a jig-saw

A has a set of jumbled pieces or the pieces (an airport plan cut into 10 to 15 irregular shapes, for example). B has the full picture but with the cut lines shown. A helps B to reassemble the jig-saw.

Slide 30

Picture Ping Pong

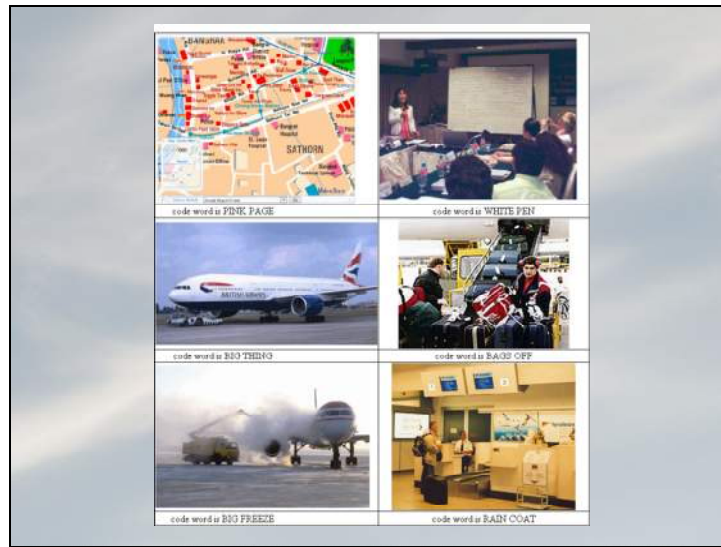
A and B have sets of pictures in separate envelopes. The envelopes are numbered 1-8. One picture in each.

Each student also has a sheet showing a full set of the pictures of his interlocutor.

Student A opens an envelope and describes the picture to B. When B recognises the picture he reads a letter printed code below the picture. If the code matches the code on A's picture that is a correct identification. The code will also correspond to one of B's envelopes and B will now open that envelope and describe the picture. The process will continue until all the pictures have been described.

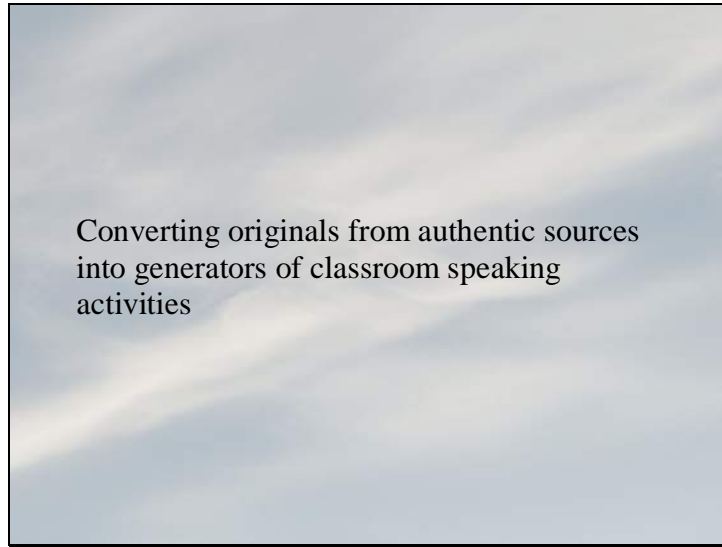
With this slide we see a much more elaborate type of activity which deliberately stretches the limits of feasibility. In particular it is hard to envisage how the mechanics of this activity could be explained without a dense rubric. But, as students often turn out to be cleverer and more adept than we teachers think, especially if they work in aviation industry, they may be able to work out the procedures without much help.

Slide 31

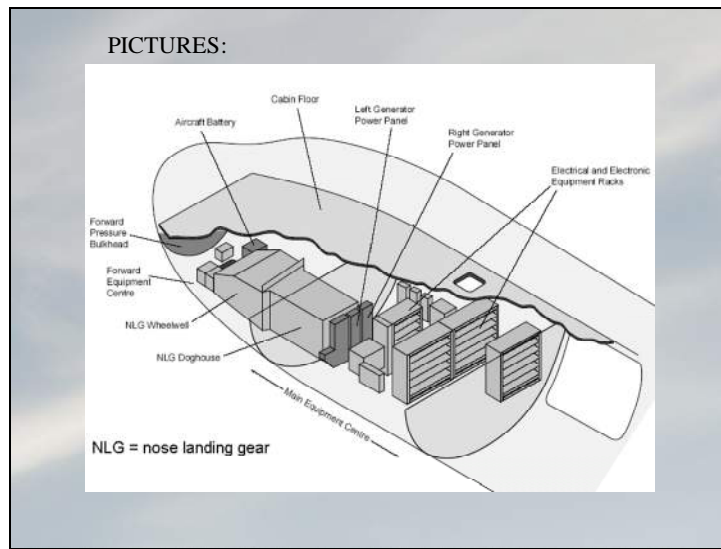


The key to success and validity is that the pictures contain a high aviation content and appear to be relevant to possible future language needs of the students.

Slide 32



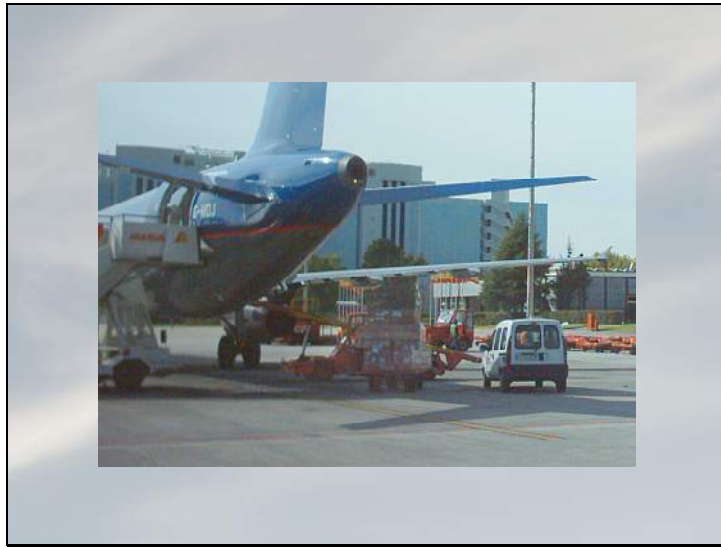
Slide 33

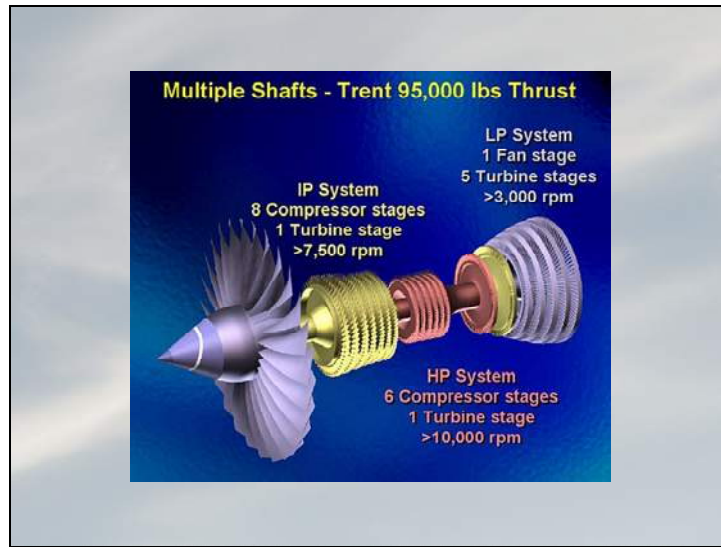


This is the first in a series of pictures which might be used as the basis for a speaking activity.

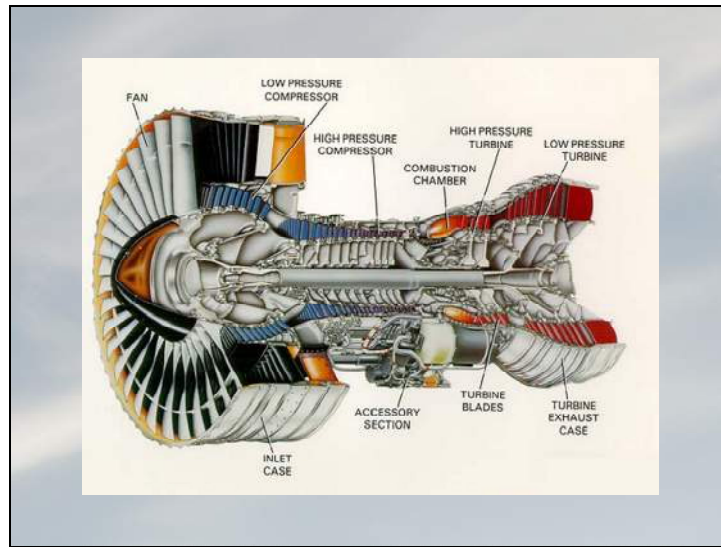
Workshop participants will be asked to invent ways of exploiting this picture and announce their ideas to the group.

Slide 34



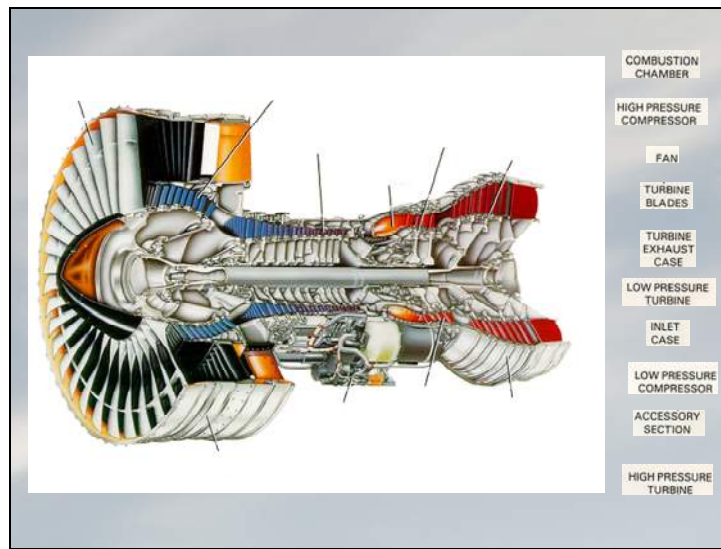


Slide 36

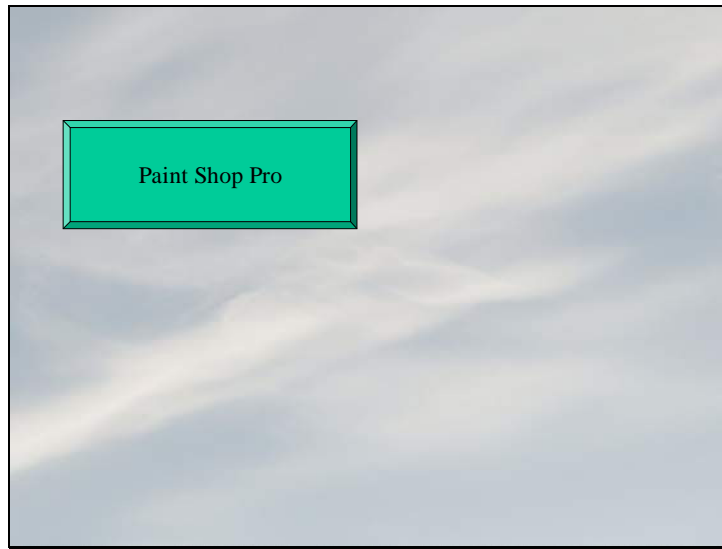


This picture and the one that follows it are a pair. They are the “before” and “after” of a manipulation, again using PSP but which could be achieved by the use of paper cut and paste.

Slide 37



Slide 38



At this point the participants will be given a demonstration of how pictures can be manipulated by using Paint Shop Pro or another basic graphics program.



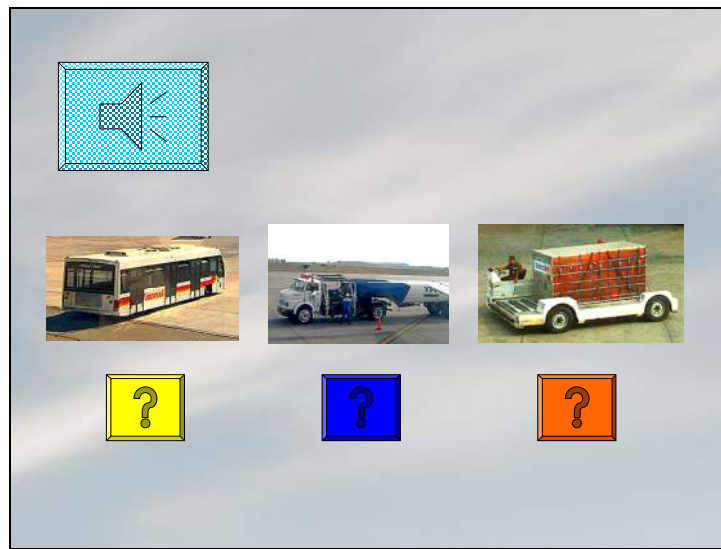
This slide will introduce the second part of the workshop which aims to concentrate on the use of non-textbook derived audio.

These listening texts may be recorded from TV or radio sources, many are found on the internet but others are the product of the teachers themselves. These consist of interviews with friends and acquaintances or professional colleagues. These have the advantage of being created with the needs of the individual teacher and his or her students in mind.

If time permits there will be a short demonstration of how these audio clips can be edited for use in information gap activities.

The freely downloadable program “Audacity”, will be used for this purpose.

Slide 40

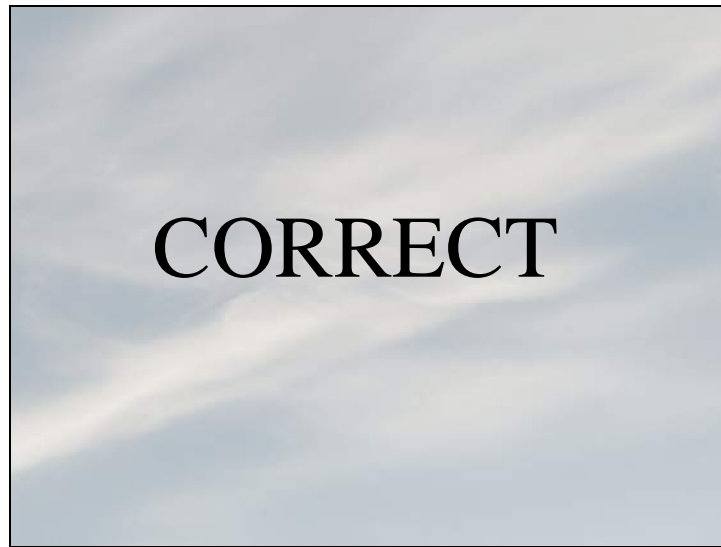


This slide will introduce a listening task which is based on a poor quality recording. The use of poor quality recordings is often overlooked by text book creators in contradiction to the facts of real life which often presents listeners in critical situations with very poor 'audio'.

This would be a very demanding exercise if we expected the listener to extract a lot of detail from the recording. However, in this case, the pictures suggest three possible themes for the short dialogue. The task is to identify which of the vehicles is associated with the dialogue. The result is expressed by pressing the button (if the task is presented in a multimedia lab) otherwise a simple ticking the box system can be used which can be verified by checking the correct answers later.

If listeners are at a more advanced level, the tasks can be made more demanding with more elaborate detail in the prompt picture.

Slide 41



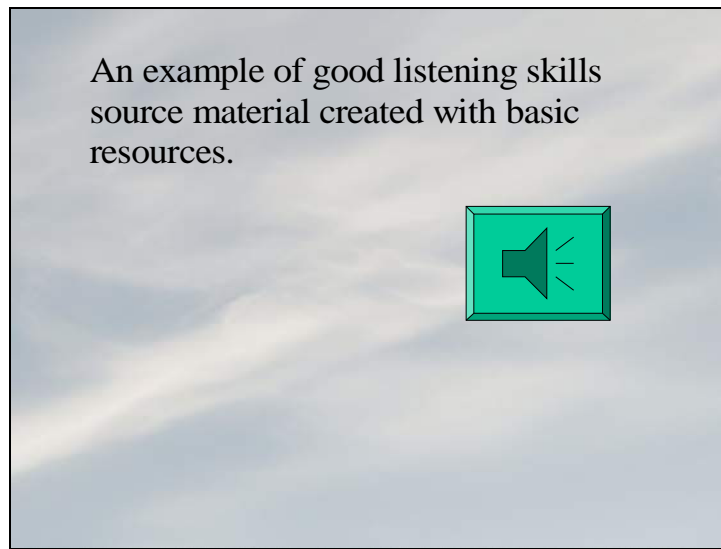
In this case the response has been built into the PowerPoint presentation. It is possible to save PowerPoint presentations in 'kiosk' mode. This means that the user can not change the details or have access to the code of the presentation. Sound and visual prompts can be programmed into the presentation and feedback be given automatically by the program.

Slide 42



This section of the workshop will introduce a series of low technology methods of acquiring audio in everyday circumstances.

Slide 43



This short recording, supplied by Cybele Gallo, an ICAEA member from Brazil is an excellent example of the type of audio resource that can be created easily at the work place or in the classroom using a basic recording machine.

Slide 44



Here we see a cross section of the audio machines that can be used to create interesting and productive audio materials.

Slide 45



Still not recognised by many people as a recording device, the high end mobile phone has a built in recorder. The phone is shown with its USB data cable attached. This allows the phone to be connected to any computer so that the sound files can be downloaded to the computer for editing. These cables are usually bought separately but the software to transfer the files and to edit them is often supplied with the phone on a CD Rom or can be downloaded free from the phone manufacturer's web site.

Slide 46



Digital recorders such as this are becoming cheaper and cheaper every year. This one has a built-in microphone and will record in the popular MP3 format. It too comes with a connecting cable so that files can be transferred to a computer for editing.

Slide 47



In this case the device is one specially designed to capture video and audio from live TV sources, from video tape or from DVD players. It is a basic USB device which costs around 75 euros and comes with editing software so that teachers can easily capture short video extracts and edit them.

Windows XP and Vista now come equipped with an excellent video editing program called Windows Movie Maker which is intuitive and very versatile for editing short videos for classroom use.

Slide 48



This slide illustrates how an airband receiver can be coupled to a basic digital audio recorder to capture live RT in those countries where it is legal to do so. These can be transferred to computer for editing with a program like Audacity.



Finally, as part of speaking activities the teacher can use these inexpensive walkie-talkie radio sets. These have a range of up to 3 kilometres which means that students can be in different rooms or even in a different building. The sound produced is typical of radiotelephony in general and gives students a good opportunity to test their skills in this medium.

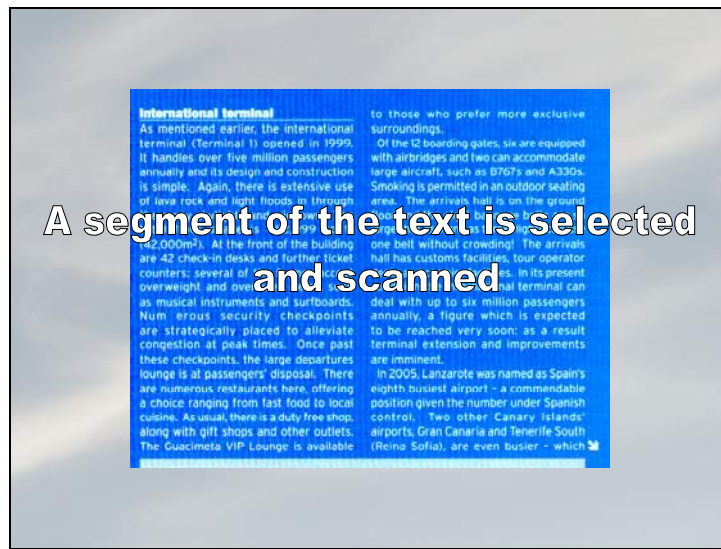
One side of the conversation can be recorded and used later for feedback.



An ungraded magazine text

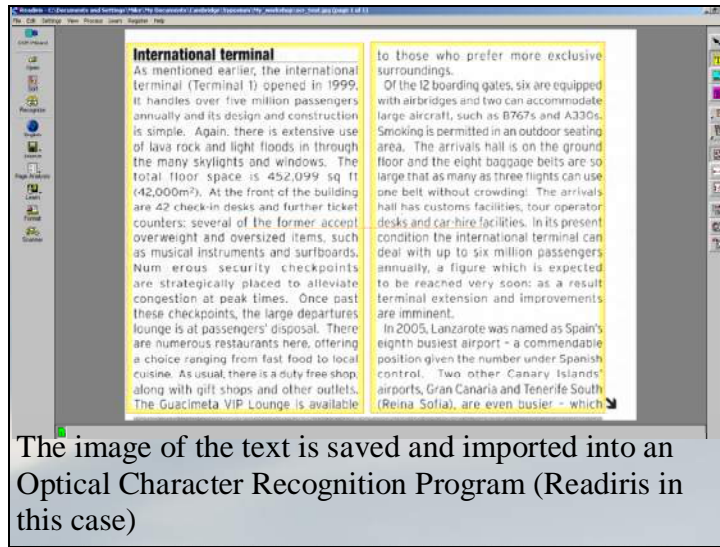
This slide and those which follow are intended to illustrate the procedure for capturing text from a variety of sources such as magazine articles or professional journals. Using a basic and inexpensive scanner and bundled Optical Character Recognition software, a teacher can capture a combination of text and pictures for use in speaking tasks.

Obviously, in these cases the text is acting as a prompt or a resource to the subsequent speaking activities so there is an element of three, if not four, skills involved. However the initial text-dependent part of the activity can be moved more in the direction of a two-skill basis as the activity progresses and learners have internalised most of the relevant language and vocabulary.



To illustrate the capabilities of the capture process using a combination of scanner, graphics manipulation program and optical character recognition program, a difficult original has been chosen. The white text on a blue background is not ideal.

Slide 53



Slide 55

You have a copy of the scanned text before you.

Consider ways in which the raw text can be transformed to provide a set of props for a speaking activity.

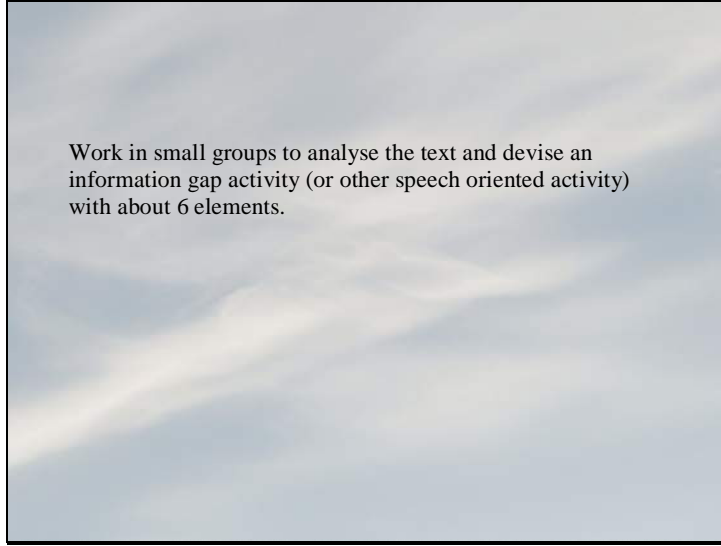
Will the text be used directly by the students or will the text provide a set of target vocabularies or structures which we want to encourage the students to use?

What sorts of information gap will be easiest to construct from a text such as this?

It will be impossible to avoid a reading element but how can this be reduced to a minimum?

Slide 56

Work in small groups to analyse the text and devise an information gap activity (or other speech oriented activity) with about 6 elements.



Contact addresses:

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The logo is a circular emblem with a yellow background and a black border. It features a black silhouette of a headset with a microphone. The word "Flightspeak" is written in a black, sans-serif font at the top of the circle, and "English for Aviation" is written in a smaller, black, sans-serif font at the bottom of the circle.