

Outline of presentation

- How to source and create R/T resources
- Griffith University's Aviation English Program
- How to use R/T resources – lesson ideas
- Class Activity Example
- Group Activities and Group Discussion
- Feedback

The provisions of the ICAO LPRs that support using R/T in language learning

- Annex 10, Volume II, Chapter 5, 5.1.1.1 refers to the need for **both** phraseologies and plain language.
- Annex 1, Appendix, holistic descriptors 2 b), 2 c) and 2 d) refer in turn to **work related topics** and **routine work situations**.
- Annex 1, Attachment, under **vocabulary** and **comprehension**, refers to **work related** topics.

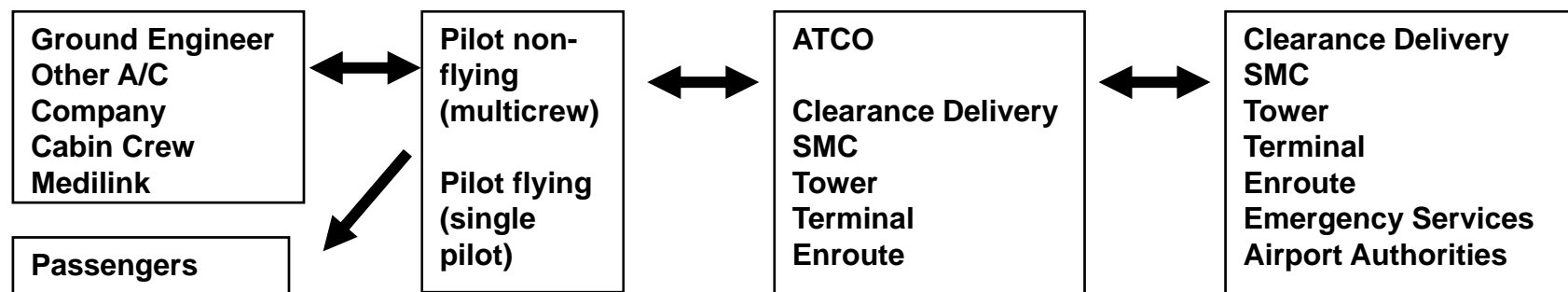
Sourcing Audio R/T (live and simulated)

- ATC Live feeds from around the world www.atcmonitor.com
www.liveatc.net www.basair.com.au/bktower.shtml
- Private Pilots / Flying schools
- Airlines/Air Traffic Management Services
- Airline/ATC training sim exercises
- VFR and IFR R/T training on CDRs (can buy online) eg www.oxfordaviation.net.au/shop
- Pilot / ATC Blogs
- Aviation videos, for example, Air Crash Investigation
- Cockpit Voice Recordings www.airdisaster.com

Sourcing RT Transcripts

- NTSB www.nts.gov safety investigation reports
- Professional Magazines eg The Controller
- Air Disaster www.airdisaster.com
- R/T Training Manuals
- Books on linguistic misunderstandings and air crashes eg Dr Cushing's book Fatal Words 1994
- Research Papers (see ICAO doc 9835 appendix E)

Creating R/T scripts-possible channels



Creating R/T resources

- Look at list of non-normal situations in an FAM or ICAO Doc. 9835 (appendix b)
- Interview pilots, ATCO, engineers and airport staff
- Use annex 10
- Use templates of other transcripts
- Use clear, concise, unambiguous language
- Use walkie talkies/other sources of white noise/ sound effects
- Use a variety of accents
- Use aviation safety accident or occurrence reports
- Students create / **Colleagues share**

Griffith University's RTFE program for Pilots and ATCO

- A unit overview from a writer's perspective
- Activities from the student book for the classroom
- Activities from the online CBT material

Using R/T materials in the classroom

- **Pronunciation** highlight segmental, suprasegmental
- **Listening Comprehension** main idea/details, Ss create the questions, spot errors, message relays, standard and non standard phraseology,
- **Speaking (interaction and fluency)** roleplays, running dictation, back to back / 2 way radios activities, information gap tasks, problem solving tasks, 2 tasks at one time
- **Structure** identify functions and related grammar, tense and aspect, text features
- **Vocabulary** word forms, collocations, lexical domains, standard and non-standard forms
- **Reading/Writing** out of sequence R/T scripts, transforming text into another channel – listen to text and write transcript, read safety report and construct transcript

Role play task example

SMC/Tower <ul style="list-style-type: none">•Give taxi instructions and take-off clearances to the 3 aircraft.•Works in progress on Charlie 5•Active runways 05 R and 08 (LAHSO)	Pilot 1 <ul style="list-style-type: none">•Blue Skies 46, Boeing 737, Information Delta, Domestic Apron For Stormy Waters•There are several, large, dead turtles on taxiway Alfa.
Pilot 2 <ul style="list-style-type: none">•Beechcraft King Air 200c, Information Delta, Airline Maintenance for River Bend•You want a quick departure and request an intersection departure from Charlie 5	Pilot 3 <ul style="list-style-type: none">•Bangkok Air ATR 72-200, International Terminal, For Sandy Island•At Charlie holding point but very drunk passenger onboard so request a return to the terminal

Problem based task example

While flying from _____ to _____ at time _____ the IRS, which operates the autopilot, fails. There are still multiple sectors on your flight plan. With your colleagues identify a list of factors that are important to the continued operation of this flight.

You will need to consult the following resources:

- *MEL*
- *Flight plan*
- *TAFS*

and use your own knowledge of available maintenance facilities on the ground

When ready compose a message to your company operations informing them of the situation, necessary restrictions and possible options.

Information Gap, Closed Task Example

Aloha 243 (Handouts provided)

A summary of important principals to use in task design in the AE classroom

- Use relevant aviation contexts and authentic material
- Make it a mandatory cooperative effort
- Use learners' operational knowledge
- Use closed, information gap activities
- Use problem based, more open activities which create more unpredictability in the groups' language output
- Design activities with deliberate errors
- Grade the task not the language
- Allow for sufficient planning time

Group Activities

Ideas for using R/T

Provided materials

1. Pictures of SMC accident and copy of a flight administration manual
2. Live recordings from JFK and JFK airport diagram
3. Created transcripts from Griffith University's Aviation English Program

Ideas collected from the group

SOURCING R/T	<ul style="list-style-type: none">-Ask pilots operating internationally to record for you or fly in the cockpit and record * (*very difficult post 9/11)-Flight safety magazines and associated websites-CHIRP (Confidential Human Incident Reporting Program)
CREATING R/T	<ul style="list-style-type: none">-Use a variety of accents-Use R/T transcript to make a digital recording-Adapt transcript for required outcome and skills-Record personal experiences
USING R/T	<ul style="list-style-type: none">-Fill in the blanks-Use diagrams and follow R/T dialogues-Use pictures to construct dialogues-Role plays, Pronunciation, L. Comprehension