



ENGLISH FOR  
**aviation**

# Syllabus Design

## Theory into Practice

**Andy Roberts**



8th INTERNATIONAL CIVIL AVIATION ENGLISH  
ASSOCIATION FORUM

Aug. 31st - Sept. 1st 2007



**emery-roberts**



# ENGLISH FOR **aviation**

- Who
- Where
- When
- Why
- What
- How





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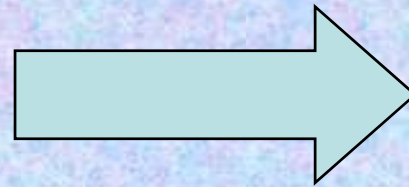
## Who ?

Pilots

Experienced

Individuals

Familiar



ATCs

Ab-Initio

Groups

Unfamiliar



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## Where and When ?

Classroom

Home country

Computer

Self Study

Immersion

Online

Irregular hours



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Because my boss  
told me to

To keep my  
license

## Why ?

To reach ICAO  
operational level 4

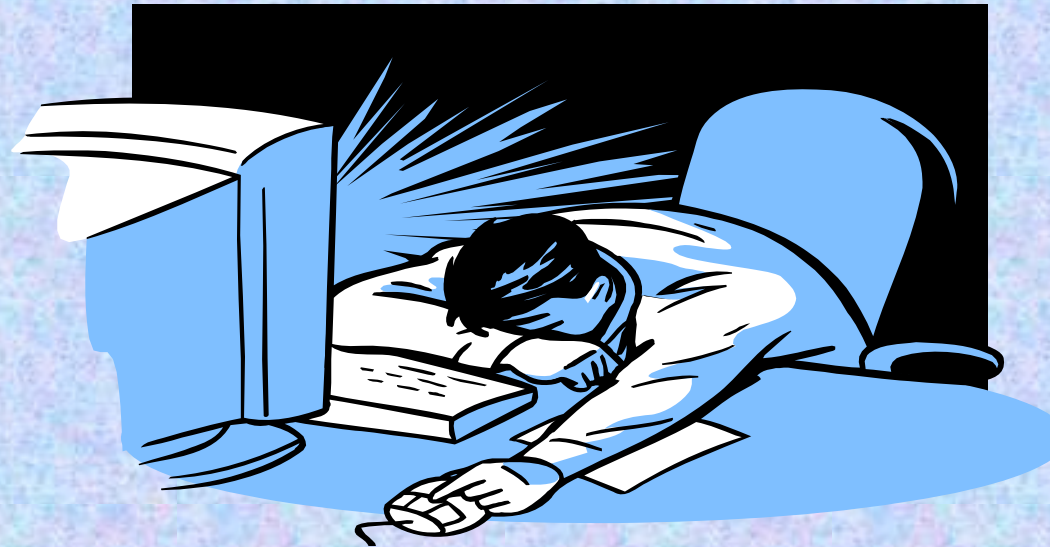
To communicate  
effectively in the sky





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# What ?



High stakes training is not an excuse for boring materials

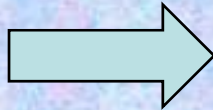




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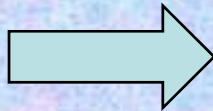
## A new approach to EFL teaching

**Listening**



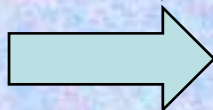
**Yes**

**Speaking**



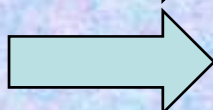
**Yes – Pron?**

**Reading**



**Yes and No**

**Writing**



**Yes and No**



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# What do Pilots/ ATCs need to do to reach level 4 ?





# ENGLISH FOR aviation

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
Expert 6	Assumes a dialect and/or accent intelligible to the aeronautical community.	Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.				
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues, and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics, but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
Pre-Operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work related topics but range is limited and the word choices often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow, and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-Elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.



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# Materials





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## How ?

- ICAO Document 9835
- Communication Strategies
- Functions
- Lexical areas
- Non routine
- Phraseology



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There are three components of 'English for Aviation'

- The coursebook
- An Interactive CD ROM
- Teachers Book

The coursebook is divided into 12 units with each unit containing four sections.

- Section 1 : Contains reading texts, which provide an introduction to the main theme of the unit, presentation of key lexis, and functional English where appropriate.
- Section 2 : Contains a listening/listenings some pronunciation work, additional lexis and functional English where appropriate.
- Section 3 : Contains a listening/listenings involving an R/T exchange which includes a mixture of phraseology and elements of the target language/functions from the preceding sections. The section threes are based around an Emergency or non-routine flight operation scenario. Further pronunciation work/functions are included where appropriate.
- Section 4: This is an extension section which includes further practice and consolidation of language taught within the unit. It also includes a more explicit study of the structure that has been implicit in the preceding sections.
- The CD ROM is also split into 12 units which match those of the main book. It has two sections.





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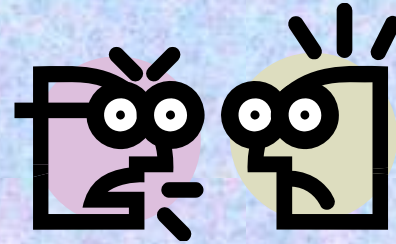
- Think of non routine situation
- Brainstorm lexis/functions/strategies needed
- For each unit think about how the areas above can be taught
- Form syllabus
- Put together synopsis for each unit including type of text, language, vocabulary, pronunciation
- Operational/educational check
- Be flexible enough to make changes when necessary





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Work as a team



Argue!!

Aims, objectives

Why? Why? Why?



For further information or questions please  
contact

Andy Roberts

[andy@emery-roberts.co.uk](mailto:andy@emery-roberts.co.uk)

[www.emery-roberts.co.uk](http://www.emery-roberts.co.uk)