

***Operational Language  
Proficiency:  
The operator's  
perspective***

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# *How language particularly plain English fits into safe aircraft operations and ATC?*

Plain English is often required when a situation is non-routine, or when standard phraseology will not be sufficient. This might be a serious situation, as in an emergency; but it might also be something not so serious:

- Dog on the runway
- Weather balloon in the vicinity of the airport

# *How language particularly plain English fits into safe aircraft operations and ATC?*

The experience has indicated that most of the language used between pilots and ATCOs is not standard phraseology.

They will not be prepared to handle a lot of communication that happens, in reality, on the radio:

- The ride's bumpy at FL 270
- Can we have FL 290?"



# *How language particularly plain English fits into safe aircraft operations and ATC?*

As far as the plain language impact on safe aircraft operations and ATC

*· the more language experience and the more practice with unusual situations, the better ·*

# *How language particularly plain English fits into safe aircraft operations and ATC?*

The speaker should be able to:

- Use plain language (even with some mistakes) to explain the situation
- Paraphrasing (restating)
- Practice with new words, looking for synonyms



# *How language particularly plain English fits into safe aircraft operations and ATC?*

English is more flexible than some languages because it draws on so many linguistic backgrounds. As a result, there's typically several ways to convey the same meaning...and using those "other" words is what plain language is all about

# *What plain English is, and its relationship with standard phraseology?*

Where as standard phraseology is a set of terms and phrases, plain English is the language that falls outside of that set of terms and phrases.



# *What is it like to teach plain English and/or what is it like to learn plain English?*

- There are all sorts of plain English
  - "I'd like to buy a dozen eggs and a pound of meat"

This is plain English, but this type of language is obviously not relevant to pilots and controllers

# For example:

- A pilot says:

*“AAL 971, we would like to make a low pass down the runway and have you visually check the landing gear.”*

This statement has some standard terms, but uses plain English to express the idea

*What is it like to teach plain English and/or what is it like to learn plain English?*

→ In Aviation English context, it is important to teach plain English that is relevant to pilots and controllers.

# *How language teaching fits into the operational training environment?*

Controllers for the first time:

- Language training should be conducted in parallel with technical training

For existing controllers:

- This depends on a number of factors:
  - How many controllers
  - Schedules
  - English proficiency levels, etc.

# *How language teaching fits into the operational training environment?*

- Language teaching fits into the operational training environment at every level.
- ATC training:
  - Is for an active operating environment
  - Not a theoretical problem-solving situation

Therefore, in order to 'operate" in a multi-lingual environment; language training must be a key component to that training

# *How language teaching fits into the operational training environment?*

- If someone doesn't operate well in their own language, they must improve.
- In the same manner, but more difficult to train, if the professionals must operate outside their native language, then understanding and communicating in the other language(s) is a **fundamental** skill that must be part of training.

# *How language teaching fits into the operational training environment?*

- In addition, no one language trainer will probably have the best training, an important part of developing and improving language skills is working with different trainers and finding examples which will broaden everyone's ability to deal with novel/unusual/unexpected situations or communicative style along with variations in professional skills.

# *How language teaching fits into the operational training environment?*

- The testing of the professionals' skills serves as a benchmark to measure how they are improving, but it's the practice and self-monitoring of successful communication that should tell an experienced professional whether or not he/she is really improving.

# *What makes "quality" in aviation language training?*

- Some components of quality are:
  - **Relevance** to the jobs of controllers and pilots.
  - Focus on **listening** and **speaking** skills
  - Attention to the six skill areas indicated in ICAO doc 9835
  - **Efficiency**
  - **Interesting topics**
  - **Interactivity**

# *What makes "quality" in aviation language training?*

→ **Quality:** as an ATC Instructor, my idea of quality training is the one that meets:

→ The needs of the program (the department/agency)

→ The needs of the aviation professionals (on their job at whatever level/position)

# *What makes "quality" in aviation language training?*

- Training that can be implemented in such a way to promote future self-practice and continuing improvement that will apply to specific skills or more broadly to the job in general (such as practice or new challenges that the professionals can work on independently or with others).
- Focussed training depending on the line of work (Pilots, tower controllers, approach controllers, etc).

***THANK YOU***

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