Effect of test tasks on learning

Group 1 & 4

Task 1 – evaluating effect or influence of test tasks (washback) (5 mins group + 5 mins class)

• You are a working group made up of different stakeholders to source a valid and reliable test to assess your pilots/ATCOs. One of your criteria is to assess the effect that the test will have on training as you wish to implement a continuous training programme to increase language proficiency in the test takers. Discuss in your groups how you would evaluate the effect of the test tasks on training.

Task 2 – evaluating individual test tasks (8 mins group + 8 mins class)

• You have received several offers from test service providers and you now wish to evaluate the test tasks for their positive effect on training/learning. Look at the tasks below and in your group decide if they will bring positive or negative washback and why.
  o (NB: These are all taken from real LP tests for pilots and ATCOs!).

Speaking:
1) An face-to-face oral proficiency interview (OPI) where the pilot Test Taker (TT) talks about his life uninterrupted for 10 minutes. No visual prompts.
2) A voice-only classroom interaction between a pilot test taker and an Interlocutor role playing an ATCO. TT has a list of tasks he must complete in the air & on ground including non-routine and routine situations using standard phraseology plain language as appropriate. The ATCO has a script but may deviate where necessary.
3) OPI where TT has to recount the events of a video showing a news report of an aircraft accident. The video is publicly available on Youtube and was well documented in the media.

Listening:
1) TT (ATCO) listens to one short recording of a simulated Pilot/ATCO exchange taken from a commercially available aviation English book and answers questions on it.
2) TTs (ATCOs) listen to a series of pilot/ATC exchanges in non-routine situations through headphones and must answer questions on what they heard. Answers are a mixture of multiple-choice and free response. TT can choose whether to enter answers in a computer or write on paper.
3) TT (Pilot) listens to pre-recorded prompts on a PC and responds accordingly. The responses are recorded and sent to another assessor for later assessment.

(Continued...)
Task 3 – Developing real-life authentic material for testing and learning tasks

- Your group finally decides to develop your own testing system and learning programme in-house. Look at the piece of authentic material (only call-sign changed) below and decide:
  
  i) What sort of test task this could be developed for (speaking and/or listening) and how would you develop this.
  
  ii) What would you focus on in your learning tasks and what methodology would you use for teaching. Discuss also what material you would use and what teaching techniques would be the most effective.

** FASTAIR66W **

Just continue straight on ... we have no glidepath in the end and we ended up too high FASTAIR66W.

** ATC **

Roger

** FASTAIR66W **

FASTAIR66W there is traffic departing RWY13R turning south and you just continue runway heading.

** ATC **

FASTAIR66W Runway heading FASTAIR66W

** FASTAIR66W **

We’ll just keep heading straight ahead for a second please FASTAIR66W

** ATC **

Is 3000ft ok altitude for you?

** FASTAIR66W **

‘affirmative

** ATC **

FASTAIR66W are you able to take a vector ?

** FASTAIR66W **

Er we’re still sorting out a technical problem can we keep going straight ahead or we could turn right if you want to.

** FASTAIR66W **

And is the ILS radiating on 13L, we have no glidepath

** ATC **

Er, I’ll just re-cycle it again

** FASTAIR66W **

And is there an approach available on 13R?

** ATC **

The only approach available for 13R is the VOR/GPS for runway 13R

** FASTAIR66W **

FASTAIR66W do you have any news on the glidepath please on 3 or 13L

** ATC **

Only that it is up and operational

** ATC **

There’s nothing showing that it’s not operational ... there’s no one using it to land

** FASTAIR66W **

OK, are your indication saying it’s working?

** ATC **

Our indication show that it is operational

** ATC **

If you’re ready we’re ready to take you round into the ILS runway 13L if you wanna try that one.

** ATC **

32N affirmative turn left at your discretion let me know what heading that’s gonna be

** ATC **

FASTAIR66W turn left heading 130

** FASTAIR66W **

Left heading 130 32N ... just to let you know what’s happening ... we have got a little ... we’ve still got some brake pressure left ... so we’d like to land on the longest runway available with the wind please.

** P **

lease not that the above examples are from authentic recordings and have not been modified. As such there are many instances where correct standard phraseology is not used. When preparing exam materials and tasks, correct standard phraseology should be used wherever necessary and plain language only as required.

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For learning, such authentic tasks are also really good source not just of identifying where and how plain language is used, but they also act as a reminder to students of identifying where the correctness of standard phraseology can be improved. Eliciting errors and poor standard phraseology from such tasks helps learners to appreciate the need for correct phraseology at all times.

For both learning and testing materials it is a good idea to prepare such tasks well in advance to identify the kind of language used as well as the technical content and operational context. Language specialists must therefore work with SMEs in preparation of material to ensure it remains authentic and contextually valid.

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Please feel free to contact me further if you have any questions or ideas.

Enjoy 😊

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Effect of test tasks on learning

Group 2 & 5

Task 1 – evaluating *effect* or *influence* of test tasks (washback) (5 mins group + 5 mins class)

- You are a working group made up of different stakeholders to source a valid and reliable test to assess your pilots/ATCOs. One of your criteria is to assess the effect that the test will have on training as you wish to implement a continuous training programme to increase language proficiency in the test takers. **Discuss in your groups how you would evaluate the effect of the test tasks on training.**

Task 2 – evaluating individual test tasks (8 mins group + 8 mins class)

- You have received several offers from test service providers and you now wish to evaluate the test tasks for their positive effect on training/learning. **Look at the tasks below and in your group decide if they will bring positive or negative washback and why.**
  - (NB: These are all taken from real LP tests for pilots and ATCOs!)

**Speaking:**
1) An face-to-face oral proficiency interview (OPI) where the pilot Test Taker (TT) talks about his life uninterrupted for 10 minutes. No visual prompts.
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(Continued...)
Task 3 – Developing real-life authentic material for testing and learning tasks. 10 mins group / 20 mins class

- Your group finally decides to develop your own testing system and learning programme in-house. Look at the piece of authentic material (only call-sign changed) below and decide:
  i) What sort of test task this could be developed for (speaking and/or listening) and how would you develop this.
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| ATC | FASTAIR24R are you just about ready to go? |
| FASTAIR24R | No negative. We’re just parked up Alpha ... on the ... err... short of Alpha Alpha... and it looks like we may have to return to stand, I’ll let you know in a minute. |
| ATC | FASTAIR24R do you require any assistance? |
| FASTAIR24R | We may do ... just stand by. |
| ATC | Wilco |
| FASTAIR24R | Ground FASTAIR24R be advised we’re gonna need to return to stand and we’re gonna need some medical assistance to meet the aircraft, the captain’s not feeling very well. |
| ATC | BAW249 at your discretion turn left on Alpha Alpha turn left on runway 10L and taxi eastbound and er keep me advised. |
| FASTAIR24R | Can I just take two seconds to give the company a call to er I can’t get hold of them on the radio ... I’m just going to SAT call them. I’ll let you know when I’m starting to taxi FASTAIR24R just wanted to ask for medical services from you coz I can’t get hold of anyone on the ground. |
| ATC | Epsom2241 in case ... as you come across ... if you happen to see another aircraft taxiing toward you on the runway there won’t be a departure, it’s just a reposition |
| FASTAIR24R | Epsom2241 in case ... as you come across ... if you happen to see another aircraft taxiing toward you on the runway there won’t be a departure, it’s just a reposition |
| ATC | OK, Papa Foxtrot cross 10L and ground X Epsom2241. |
| Epsom2241 | Wilco |
| FASTAIR24R | And er ground sorry Tower FASTAIR24R I am now ready to taxi to stand |
| ATC | FASTAIR24R Roger turn left on Alpha Alpha turn left on runway 10L |
| FASTAIR24R | Left on Alpha and left on 10L |
| ATC | And do you have a gate yet? |
| FASTAIR24R | Er negative I’lain’t been able to contact our ground staff ... I called OPS control in Riga trying to get hold of them ... so I have no gate. |
| ATC | We’re gonna try ... locally, find out what your gate is but join runway 10L and we’ll see what we can find out. |
| FASTAIR24R | Thank you very much Alpha Alpha and 10L BAW 24R. |
| ATC | FASTAIR24R we’ve called locally to find out about a gate ... in the meantime we’ll get you back at least next to the international terminal so if they don’t have something it’ll be possible to try... |
| FASTAIR24R | That’s wonderful thank you very much FASTAIR24R and just entering 10L now. |
| ATC | Er yes, join 10L and when you get a chance they’d probably like the information about the captain’s age and possibly what the issue is ... |
| FASTAIR24R | OK thanks very much I’ll speak to you when I’m just taxiing down the runway |
| FASTAIR24R | Tower FASTAIR24R Captain is er male of aged 50 years old he’s suffering from severe abdominal pains er maybe gastroenteritis, he’s also grey and clammy, no other symptoms as yet. |
| ATC | Roger copy all. |

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Group 3 & 6

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<table>
<thead>
<tr>
<th>Pilot</th>
<th>ATC</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-ILPM mayday, mayday mayday bird strike climbing to 2000ft... proceeding straight ahead</td>
<td>Roger mayday D-PM would you like RWY10L?</td>
</tr>
<tr>
<td>... via runway 28R proceeding straight ahead. Request radar vectors</td>
<td>...</td>
</tr>
<tr>
<td>D-PM identify ... what kind of problem</td>
<td>D-PM turn now to 3000ft and request radar vectors, say again the heading</td>
</tr>
<tr>
<td>D-PM what is the problem</td>
<td>D-PM turn left heading 100</td>
</tr>
<tr>
<td>Say again</td>
<td>Left heading 100 D-PM</td>
</tr>
<tr>
<td>D-PM what is the problem ... mayday</td>
<td>D-PM what is the problem ... mayday</td>
</tr>
<tr>
<td>Bird strike ... bird strike</td>
<td>Bird strike ... bird strike</td>
</tr>
<tr>
<td>D-PM... you... did..catch... bird?</td>
<td>Affirm we have a bird strike</td>
</tr>
<tr>
<td>D-PM request 10m final</td>
<td>D-PM request 10m final</td>
</tr>
<tr>
<td>Say again</td>
<td>say again</td>
</tr>
<tr>
<td>Req 10m final, D-PM</td>
<td>D-PM expect</td>
</tr>
<tr>
<td>Roger</td>
<td>Erm... strike bird affirm, D-PM</td>
</tr>
<tr>
<td>Say again?</td>
<td>you catch bird</td>
</tr>
<tr>
<td>ATC</td>
<td>Say again</td>
</tr>
<tr>
<td>What you situation, D-PM</td>
<td>What you situation, D-PM</td>
</tr>
<tr>
<td>I have vibration 1 and 2 engines ... 2 engines</td>
<td>I have vibration 1 and 2 engines ... 2 engines</td>
</tr>
<tr>
<td>D-PM, because... catch... bird?</td>
<td>D-PM, because... catch... bird?</td>
</tr>
<tr>
<td>Bird strike, affirm, D-PM</td>
<td>Bird strike, affirm, D-PM</td>
</tr>
<tr>
<td>D-PM descend and fly 2000ft QNH1022</td>
<td>D-PM descend and fly 2000ft QNH1022</td>
</tr>
<tr>
<td>2000ft QNH1022 D-PM</td>
<td>2000ft QNH1022 D-PM</td>
</tr>
<tr>
<td>D-PM report when ready to intercept localizer</td>
<td>D-PM report when ready to intercept localizer</td>
</tr>
<tr>
<td>Will do</td>
<td>Will do</td>
</tr>
<tr>
<td>ATC</td>
<td>D-PM ready to turn left ?</td>
</tr>
<tr>
<td>Stand by not yet ... ok turning left</td>
<td>D-PM turn left heading 300 ... clear ILS approach RWY28R</td>
</tr>
<tr>
<td>D-PM turn left heading 300 ... clear ILS approach RWY28R</td>
<td>D-PM turn left heading 300 ... clear ILS approach RWY28R</td>
</tr>
<tr>
<td>Clear ILS approach RWY28R and request fire brigade</td>
<td>Clear ILS approach RWY28R and request fire brigade</td>
</tr>
<tr>
<td>D-PM we ready for emergency landing and alert emergency services</td>
<td>D-PM we ready for emergency landing and alert emergency services</td>
</tr>
<tr>
<td>OK thank you very much, D-PM and confirm situation mayday now</td>
<td>OK thank you very much, D-PM and confirm situation mayday now</td>
</tr>
<tr>
<td>We have 2 engine problems, 2 engine problems D-PM</td>
<td>We have 2 engine problems, 2 engine problems D-PM</td>
</tr>
<tr>
<td>D-PM RWY28R visibility 4000m ceiling 200ft</td>
<td>D-PM RWY28R visibility 4000m ceiling 200ft</td>
</tr>
<tr>
<td>Thank you</td>
<td>Thank you</td>
</tr>
<tr>
<td>D-PM report localiser established you’re on final</td>
<td>D-PM report localiser established you’re on final</td>
</tr>
<tr>
<td>Will do</td>
<td>Will do</td>
</tr>
<tr>
<td>ATC</td>
<td>D-PM, contact Tower 118.1</td>
</tr>
</tbody>
</table>

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