Ab-initio pilots and air traffic controllers

Dealing with culture in developing an effective language program for ab initio training

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ICAEA CONFERENCE 2019 – TOKYO JAPAN

Day 2: Identifying Training Needs

SESSION3: Equipping ab-initio pilots and controllers with language skills for operational training

Workshop F:
Dealing with Culture in Developing an Effective Language Program for Ab-initio Training

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Ab-initio Aviation English Training

Balancing Aviation English Training Needs with Time Constraints

Task Oriented
- Chart Reading
- Flight Planning
- Pre-flight

Content Based
- WX Briefing
- Flight Briefing
- Airport Operations

RTF communication needs to be the heart of any ab-initio aviation English program

What should I teach and how should I teach it?

RTF (Radio Work)

Flight Operations
- CRM / TRM
- Navigation

Ground Operations
- WX briefing
- FLT briefing

Technical Operations
- POH
- Test Prep

Reference materials

Level 4 TOEIC 650

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Memorization vs Critical Thinking

立場 (understanding your place)

我慢 (avoid conflict / keep the peace / harmony)

Japanese don’t . . .

Speak up!

Ask Questions

Check & Confirm

Challenge Authority

Situation Awareness

Decision making

Conflict resolution

Multi-tasking

Communication skills play a large role in the high level of trust required between controllers and pilots.
THE TRAINEES

- Ab-initio air traffic controllers or pilots
- No exposure to phraseology
- ICAO language level of 3 to 4
- Previously studied aerodrome layout
TASK-BASED LANGUAGE TEACHING

• Real world focus
• Focus on meaning
• There is a gap
• Learners rely on their own resources
• Not a language outcome
LEARNING GOALS

• Lesson One:
  • Identify events associated with a radiotelephony conversation between a pilot and an ATCO

• Lesson Two:
  • Direct aircraft to line-up and wait, taxi and take-off, observing all the requirements of RTF and aviation phraseology: hearback, turn-taking, callsigns, identifying speaker and person spoken to, using numbers and phonetic alphabet
PRE-TASK

• Stage 1 - prime for prediction
• Stage 2 - prediction task
• Stage 3 - preparing to report
• Stage 4 - report
TASK

- Stage 5 - Watch video
Focus on Form

• Stage 6 - notice the language patterns
Stage 1 - Prime for prediction

• How would you write a heading to go East?
• What does fly straight out mean?
• What does taxi mean?
Stage 2 - prediction task

- Watch the video
- Where will the aircraft go?
Stage 3 - preparing to report

• Write down where you think the aircraft is going and parts of airfield to get there
• Write down what you think they are saying
Stage 4 - Report
Stage 5 - watch video
Stage 5 - Task

• Trainees discuss in pairs or groups
  • Is it different to their predictions? How?
• Answer:
• What taxiway did they use?
• What runway?
• How many controllers were there?
• What does Deer Valley Ground mean? Deer Valley Tower?
• What is Cessna 75600?
Stage 6 - Focus on form

• Re-create the conversation
• Answer questions
Questions - noticing
Questions - applying
Practice

• What would you do next?
How I continued

• Revise correct way of saying numbers 0 to 9
• Practice listening for numbers using RMIT English Worldwide (2007) page 1
• Drill the numbers, hold up sequences of numbers and get class to say them
• Ask students to recall any phonetic alphabet letters they know
• Drill difficult letters e.g. sierra
• Demonstrate spelling name with the alphabet
• Demonstrate saying a date with the numbers
Activity

• In pairs or groups of three, a set of cards to practice phonetic alphabet and numbers
• Class game
Did we do it?

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**Conclusion**

- Pilot / Controller students need to speak up and make simple, accurate and timely responses.
- Courses should be task-oriented and content based.
- Focus should be on RTF communication skills.
  - For better situation awareness, decision making and conflict resolution.
- Should the 6 evaluation areas, especially INTERACTION, be applied in all tasks?

Create situations where students must make a decision on how to resolve a conflict.
Would phraseology help in an emergency?

**Discussion**

- Teaching aims?
- Method?
- Constraints?

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