Workshop J: Training Solutions for Ab-Initio Pilots: Content and Language in Integrated Learning

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TRAINING SOLUTIONS FOR AB-INITIO PILOTS: CONTENT AND LANGUAGE INTEGRATED LEARNING

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Who Needs English for Ab-Initio Flight Training?

19 y.o.
PPL
~6 months flying experience
Grounded by flight school

35 y.o.
Charter pilot
2 years flying experience
Wants to fly internationally

24 y.o.
CPL Colombia
2 years flying experience
Failed ICAO exam at home

18 y.o.
Has soloed
~3 months flying experience
Grounded by flight school

17 y.o.
No flying experience
HIGH Av. knowledge
Highest level of English in the class

59 y.o.
CPL
20+ years flying experience
Rated ICAO Level 4
HIGH Av. Knowledge (in FRENCH)
Lowest level of English in the class
What are the target tasks of ab initio flight training?
Evolution of Language Teaching Methodology

CBI  Content-Based Instruction
CBLT  Content-Based Language Training
CFI  Certified Flight Instructor
CL  Corpus Linguistics
CLIL  Content and Language Integrated Learning
CLT  Communicative Language Teaching
SARPS  Standards and Recommended Practices
SME  Subject Matter Expert(s)
SMS  Safety Management Systems
TBLT  Task-Based Language Teaching
TEM  Threat and Error Management
TOEFL  Test of English as a Foreign Language
CLT to TBLT: Evolving English Language Pedagogy

- What can we do in the classroom to prepare students (pedagogical tasks)?

- Immediate language-based activities (target tasks):
  - Taking notes from long, information-dense lectures
  - Reading long, information-dense texts
  - Talking informally with a flight instructor or with classmates
  - Receiving instructions or information in the flight deck from the flight instructor
  - Debriefing with the flight instructor
  - Reporting an incident
  - Participating in oral and written examinations

- What are classroom research implications and opportunities?

- What are contexts to explore?
  - Written discourse: The genre or register of flight school texts
    - Charts, tables, illustrations, graphs, etc.
Language Needs of Flight Training

- **Extend beyond the ICAO Language Proficiency Requirements**
  - *Comprehension* – yes, but...long, information-dense texts and lectures
  - *Fluency* – yes, but...during debriefing with their flight instructor
  - *Interaction* – yes, but...with their classmates and flight instructors formally and informally
  - *Pronunciation* – yes, but...to make sure the examiner understands their explanations
  - *Structure* – yes, but...to take comprehensible notes
  - *Vocabulary* – yes, but...to understand during learning

- “Teaching those who are using English for their studies differs from teaching those who are learning English for other purposes” (Hyland, 2006, p.4)
  - *English for Academic Purposes*
  - *English for Specific Purposes*

Technology, New Tools, and Emerging Approaches
Technology, New Tools, and Emerging Approaches
Continuing Assessment
Training Programs

Qualified and Trained Instructor

Informed and Relevant Curriculum

Realistic and Fair Time
Content and Language Integrated Learning (CLIL)

- Dual focus on language and content (learning outcomes, assessment instruments)
- Lexically-focused exposure to language; focus on form as it relates to comprehension and production of the content
- Curriculum content is relevant, cohesive, and meaningful

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Workshop Instructions

1. Consider yourselves as students!
2. You will take part in an aviation English lesson designed for (pre) ab-initio flight students.
3. After you’ve completed your tasks, you can return your true selves for a few minutes of reflection. 😊
Find a group that did a different lesson than you (A find a B group, B find an A group). Answer the following questions together. Start with A group.

1. Describe what you did in your lesson. Was it engaging? Meaningful? Interesting?
2. What content did you work with? What language did you practice?
3. How well did you have to know the content to do the activities? Which activities could you have done without knowing the content? For which activities did you only have to know the content?
4. Where did you see opportunities for ______ practice during each lesson?
   - Structure
   - Vocabulary
   - Fluency
   - Pronunciation
   - Interaction
   - Comprehension
5. Where did you see opportunities to practice the specific language skills needed in ab-initio flight training?
6. How you could adjust the Group B lesson to integrate more practice in specific areas (structure, pronunciation, etc.)? Think about the time between the video learning and the final project.
7. Consider a diverse classroom of aviation knowledge and language proficiency. How could you accommodate (and take advantage of!) both different levels of content-knowledge and language proficiency?
English in Global Aviation
Context, Research and Pedagogy

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