ICAEA Workshop 2019, Exploring the Aviation English Training Needs Of: Ab-Initio Pilots and Air Traffic Controllers, and Aircraft Maintenance Personnel

May 10th, 11:20 AM - 11:35 AM

English Language Training for Maintenance Personnel Matters

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ENGLISH LANGUAGE TRAINING FOR MAINTENANCE PERSONNEL MATTERS

ICAEA CONFERENCE TOKYO
Presentation 1,
Friday, 10 May 2019
Main Room 11.20-11.35
by
Zaharah Abd Jalal,
MDEA Consultants (M) Sdn Bhd
Malaysia
WHAT I WILL SHARE: MALAYSIA CONTEXT

HISTORY OF AVIATION ENGLISH

INTRODUCTION OF STATE MANDATE: DCA AG 1101 ISSUE # 1 & IMPLICATIONS

COURSE DESIGN & ASSESSMENT PLAN

CASE, IMPLEMENTATION METHODS & OUTCOME

OBSERVATION & WAY FORWARD
No Guidelines, lack of available materials, not many training companies nor Universities conduct aviation English courses except for general technical ESP courses.

English language proficiency crucial as pre-requisite to undergo the full program of part 66 or 147 DCAM or special project courses.

English language proficiency needed for both the issuance of basic license and the workplace – no specific evidence of level of attainment mentioned.
ECOSYSTEM AFFECTING ENGLISH FOR AVIATION TRAINING FOR AIRCRAFT MAINTENANCE PERSONNEL IN MALAYSIA BEFORE 2014

AUTHORITY GUIDELINES

THE MARKET

PRIVATE MRO COMPANIES

AIRCRAFT MAINTENANCE PERSONNEL

PRIVATE ENGINEERING DEPT

PRIVATE AIRCRAFT FLEET OWNERS

FOREIGN MRO COMPANIES

PRIVATE GOVERNMENT COLLEGES/UNIVERSITIES

RESponsible FOR TRAINING & LEARNING

ATOs

TRAINING PLAN

TRAINEE ENGINEERS

TRAINERS

IN HOUSE

CONTRACT/JOIN VENTURE

TRAINEE, TECHNICIAN/TECHNICIANS UPSKILLING FOR LICENSE/NON

MAIN GOAL

SAFETY

Operations personnel;

Customers;

Equipment;

Environment; and

Reputation
2014 : DCA INTRODUCED
DCA AG 1101 ISSUE # 1, 1NOV 2014
For the purpose of application for DCA Part 66 module examinations, a minimum of SPM credit in English language or a Level 3 competency level would be required.

For the purpose of grant of an AML, the Department intends to adopt the requirements of ICAO Doc 9835 which would require a minimum competency of Level 4.

A candidate having attained such ELP competency would be required to be reassessed as follows:

a) Level 4: to be re-assessed at an interval of not more than three (3) years,

b) Level 5: to be re-assessed at an interval of not more than five (5) years; and

c) Level 6: exempted from further competency assessment.
NEW MANDATE: This AG is issued to clarify, provide basic guidance and to notify the public of an enhanced ELP requirement for grant of AML.

2.1 There had been some accidents that were instigated or triggered by the lack of understanding of the English language e.g. shift handover reports were misunderstood, instructions in the AMMs were misinterpreted etc.

2.2 It has been observed that the overall levels of English language proficiency in Malaysia is declining. In the maintenance field, ‘new generation’ AML personnel have been found to be less proficient in the language compared to the more senior personnel.

2.3 The Department is aware that English language incompetency has been part of the causes of incidents on the hangar floors and workshops. Therefore, the Department is taking this initiative to improve and maintain the level of proficiency of the English language of AML personnel.

2.4 Although slightly similar, there are some differences between ELP for Pilots/ATC and ELP for AML personnel. The 4 language skills, Reading, Writing, Listening and Speaking, are equally important for AML personnel. However Radio Telephony is not relevant for AML personnel.
ECOSYSTEM AFFECTING ENGLISH FOR AVIATION TRAINING FOR AIRCRAFT MAINTENANCE PERSONNEL IN MALAYSIA

AFTER 2014

STAKEHOLDERS NEEDS

AUTHORITY GUIDELINES

THE MARKET

PRIVATE MRO COMPANIES

AERLINES ENGINEERING DEPT

PRIVATE AIRCRAFT FLEET OWNERS

FOREIGN MRO COMPANIES

RESPONSIBLE FOR TRAINING & LEARNING

ATOs

TRAINEES

TRAINERS

PRIVATE

TRAINEE ENGINEERS

IN HOUSE

GOVERNMENT COLLEGES/UNIVERSITIES

TRAINEE, TECHNICIAN/TECHNICIANS UPSKILLING FOR LICENCE/ NON

CONTRACT/JOIN VENTURE

MAIN GOAL

SAFETY

Operations personnel;
Customers;
Equipment;
Environment; and
Reputation
2.4 Although slightly similar, there are some differences between ELP for Pilots/ATC and ELP for AML personnel. The 4 language skills, Reading, Writing, Listening and Speaking, are equally important for AML personnel. However Radio Telephony is not relevant for AML personnel.

| Reading: AML Personnel make reference to documents such as Directives, AMM, IPC, SB, TSM, AD, SRM, ESM etc. | Writing: Job Cards, Inspection Report Cards, Log Books, Defect Report, Shift Handover Report etc. | Listening: briefing announcements, instructions, discussions etc. | Speaking: briefing, announcements, instructions, discussions, shift hand-over communication, communication with ATC, pilots and other ground personnel etc. |
APR-MDEA AELPA PROGRAM
(AVIATION ENGLISH LANGUAGE PROFICIENCY ASSESSMENT)

LPR PRE ASSESSMENT
AELPA Preparatory Course & Ongoing Assessment

AELPA INTERNAL & EXTERNAL ASSESSMENT

DCAM 66 / 145 THEORY & KNOWLEDGE
ON JOB TRAINING

WORK EXPERIENCE

AELPA INTERNAL & EXTERNAL ASSESSMENT
( NON LEVEL 4 WITH REMEDIAL)

Application to DCAM for issuance of License

INTERNAL & DCA EXAMINATIONS, PRACTICAL COMPETENCY ASSESSMENTS
The AVIATION ENGLISH LANGUAGE PROFICIENCY ASSESSMENT TRAINING MODULES

ALL FOUR SKILLS OF LISTENING, SPEAKING, READING & WRITING

<table>
<thead>
<tr>
<th>MODULE 1</th>
<th>INTENSIVE COURSE</th>
<th>INTENSIVE PREPARATORY WORKSHOPS</th>
<th>PERSONAL AND GROUP TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Comprehensive Preparatory Intensive Aviation English Course</td>
<td>200 hours</td>
<td>INTENSIVE PREPARATORY WORKSHOPS, PREPARATORY COURSE/WORKSHOP</td>
<td>PERSONAL AND GROUP TUTORIALS SHORTER COURSES &amp; REMEDIAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-40-hour-course or 2-day Remedial Program</td>
<td>A-40-hour-course or 2-day Remedial Program</td>
</tr>
</tbody>
</table>
OUR AVIATION ENGLISH TRAINING
FOR AIRCRAFT MAINTENANCE PERSONNEL MODEL

TEACHING/TRAINING METHODOLOGIES

ECLECTIC

AUTHENTIC MATERIALS

4 SKILLS

ON-GOING ASSESSMENT

ESP: TIME & DURATION

AELPA INTERNAL & EXTERNAL ASSESSMENT

LIMITED ABILITY

• TRAINEE TECHNICIANS - PRE-COURSE FOR BASIC LICENSE

INTERMEDIATE

• TRAINEE ENGINEERS – PRE-COURSE FOR BASIC LICENSE

LLP- UPPER IMMEDIATE

• TECHNICIANS WITH EXPERIENCE- COURSE FOR LICENSE

LEARNER’S PROFILE REQUIREMENTS

ICAO

• MANUAL DOC 9835 & ANNEX

SPONSORING ORGANIZATION

• COMMUNICATE
• UNDERGO PROFESSIONAL LICENSE COURSE IN ENGLISH

CIVIL AVIATION AUTHORITY OF MALAYSIA

• DCA AG 1101

2019 /03/ICAEA CONFERENCE TOKYO 12
Our **EXAMPLE**

**SERIOUS BUSINESS!!!!!!**

**MODULE 1:**
**INTENSIVE ENGLISH**
140+50 HOURS OVER 20-DAY/1 MONTH

**ALL FOUR SKILLS COVERED**

- **LANGUAGE FOR BASIC COMMUNICATION**
  - EMPHASIS: ORAL/SPEAKING

- **AVIATION-OPERATIONAL CONTENT KNOWLEDGE**
  - EMPHASIS –ALL 4 SKILLS

- **WORKPLACE COMMUNICATION**
  - WRITTEN EMPHASIS: JOB & WORKPLACE DOCUMENTATION/ CORRESPONDENCE
**Case Study: Learners’ Profile**

### Limited Ability - Lower Intermediate
- **Trainee Technicians - Pre-Course for Basic License Cat A**
  - Ages 17-25
  - Total Pax 23
  - FAIL - Pass - lower Credit in English SPM (equivalent to “O” Level)
  - Worked for 3-10 years as technician at RMAF, use English Manual but not communicate much in English, 1 studying towards diploma University level Part-Time, 1 worked with the United Nations

### Intermediate
- **Trainee Engineers - Pre-Course for Basic License TAME B1/B2**
  - Ages 17-30
  - Total Pax 34
  - 30 - Malaysia “O” Level Exam, 3 - Post Diploma Engineering, 1 Post Bachelor Degree
  - Credit - Distinction in English SPM (equivalent to “O” Level)

### Technicians with Experience - Pre-Course for an Upgrade for Basic License
- Ages: >23-52
- Total Pax 19
- 10 attended 140 hours intensive course in 2004, 4 did English for Business Communication, others normal High School English - score lower Pass or Fail
- LEVEL 1 English at SPM, Diploma or TVET
Our EXAMPLE: CASE

TEACHING METHODOLOGIES
Eclectic: sustain motivation

1. STUDY - 1 YR CERT/4 YEARS DIPLOMA
   • COMMUNICATE
   • READ TEXT BOOK
   • LISTEN TO LECTURE
   • WRITE FOR ASSIGNMENT & TESTS
   • DISCUSS, PRESENT IDEAS
   • SIT FOR ORAL EXAM OF THE CERT/DIPLOMA

2. ON THE JOB TRAINING/WORK
   • READ MANUAL
   • COMMUNICATE WITH SUPERVISOR, COLLEAGUES

   e.g engineering orders, casual conversations, relaying information, trouble shooting, reporting action taken, explaining process, system, defects/damage & work done.

   • WRITE LOGS AND OTHER WRITTEN FORMS & DOCUMENTS

   • ** DEAL WITH CUSTOMERS: AUDITORS, VENDORS, & SUPPLIERS

MULTIPURPOSE OBJECTIVES
FEATURES OF THE COURSE

1 KNOW THE END AT THE BEGINNING
Language focus: provide short, visual explanations or grammar rules and syntactic patterns, new language are always presented in context

2 SKILLS AWARENESS: useful
sub-skills and strategies that will help trainees in the real world. Read manuals, take, write and edit notes

3 AUTHENTIC TEXT: include instruction pages and diagrams from Systems manuals and certification report forms and aircraft manufacturer’s SB. The use of these types of materials motivates trainees and prepares them for work and credibility in their assessment.

4 BLENDED LEARNING:
Learner centred tasks—trainees can draw on own experience and contribute on own ideas in many activities. Tasks maximises practice opportunities and facilitates a positive group dynamic
Show, don’t tell

5 INDEPENDENT LEARNING— enforced through the use of tasks that require trainees to research topics in books, and articles on the internet/use of mobile technology.

ALL SKILLS components
I. Vocabulary
II. Grammar
III. Listening
IV. Speaking
V. Reading
VI. Writing

Reference: The basics you can find anywhere 5 Steps To Successful Storytelling Published on April 5, 2014 Featured in: Marketing & Advertising
## CASE OF 2 TECHNICIANS & 1 Trainee Engineer Cohorts

<table>
<thead>
<tr>
<th>Cohorts chosen at random</th>
<th>TECHNICIANS OF MRO COMPANY 2019 20 days</th>
<th>TECHNICIANS UPGRADING FOR LICENSE PART 66 2017 20 Days</th>
<th>TAME BATCHES 40 &amp; 41 (ENGINEERS) PART 145 2015 20 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Duration</td>
<td>Traditional Methods, Task Based, Project Based Blended: Padlet, Social Media, Internet Search Applications</td>
<td>Traditional Methods, Task Based, Project Based Blended: Social Media, Internet Search Applications</td>
<td>Traditional Methods, Task Based, Project Based Blended: Social Media, Internet Search Applications + Social Media</td>
</tr>
<tr>
<td>TRAINING METHODOLOGIES USED</td>
<td>ECLECTIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESULT ATTAINED AFTER POST TEST</td>
<td>&gt; 3 = 95% Eligible To Undergo course</td>
<td>&gt; 3 = 52% Eligible To Undergo course</td>
<td>&gt; 3 = 100% Eligible To Undergo course</td>
</tr>
<tr>
<td>% OF TRAINEES SCORING LEVEL &gt;3 &amp; 4 AT THE END OF THE COURSE</td>
<td>&gt; 4 = 27% Eligible to apply for License Shows Methods More Effective</td>
<td>&gt; 4 = 32% Eligible to apply for License Shows Methods More Effective</td>
<td>&gt; 4 = 79% Eligible to apply for License Shows Methods More Effective</td>
</tr>
</tbody>
</table>

*Shows Methods More Effective*
# COMPARISON MADE BETWEEN PRE & POST TEST/Before & After Project Based & Technology

<table>
<thead>
<tr>
<th>COHORTS RESULT TAKEN AT RANDOM</th>
<th>TECHNICIANS OF MRO COMPANY 2019</th>
<th>Before Project based plus technology infused Padlet, social media, internet and full utilisation of smart phone</th>
<th>TECHNICIANS UPGRADING FOR LICENSE PART 66 TOTAL PAX 23 2017</th>
<th>Before Project Based with basic internet search</th>
<th>TAME BATCH 40&amp;41 2015</th>
<th>Before Project Based with basic internet search</th>
</tr>
</thead>
<tbody>
<tr>
<td>USING ICAO LEVEL</td>
<td>FINAL SCORE TOTAL PAX 19</td>
<td>DIAGNOSTIC TOTAL PAX 19</td>
<td>FINAL SCORE TOTAL PAX 20</td>
<td>DIAGNOSTIC TOTAL PAX 23</td>
<td>FINAL SCORE TOTAL PAX 34</td>
<td>DIAGNOSTIC TOTAL PAX 34</td>
</tr>
<tr>
<td>Level 6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level 5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7%</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Level 4</td>
<td>5</td>
<td>27%</td>
<td>0</td>
<td>5</td>
<td>25%</td>
<td>0</td>
</tr>
<tr>
<td>Level 3</td>
<td>13</td>
<td>68%</td>
<td>4</td>
<td>21%</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Level 2</td>
<td>1</td>
<td>5%</td>
<td>15</td>
<td>79%</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Level 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>% OF TRAINEES SCORING LEVEL &gt;3 &amp; 4 AT THE END OF THE COURSE</td>
<td>&gt;4</td>
<td>27%</td>
<td>&gt;4</td>
<td>32%</td>
<td>&gt;4</td>
<td>52%</td>
</tr>
</tbody>
</table>
## Eclectic Approaches That Help

<table>
<thead>
<tr>
<th>Methods</th>
<th>Trainee Technicians</th>
<th>Trainee Engineers</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional</strong></td>
<td>Basic sentence structure, grammar &amp; all four skills</td>
<td>Correcting errors in sentence correction, technical writing for study &amp; workplace</td>
<td>Confidence of accuracy in production</td>
</tr>
<tr>
<td>Chalk, Board &amp; Text &amp; Exercises</td>
<td>Writing basics academic/office</td>
<td>All four skills</td>
<td>Developed confidence at own level</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td>Basic social conversations/discussion</td>
<td>Handling trouble shooting discussions/project management/meetings</td>
<td>Engineered confidence to speak - basic spontaneity</td>
</tr>
<tr>
<td>Role Plays &amp; Simulation</td>
<td><strong>Tasks, Demo &amp; Hands</strong> on sharing Invited Speakers &amp; Visits to Aviation Museum, Workshops</td>
<td><strong>Challenging topics as per Engineer’s task and communication topics</strong></td>
<td>Enhanced confidence to apply language learned in controlled situations</td>
</tr>
<tr>
<td><strong>Intensive according to themes or topics at work &amp; study</strong></td>
<td><strong>Themes differ according to aircraft types comparing &amp; contrasting, capabilities, technology, material, capacity &amp; challenges in trouble shooting &amp; action dealt with. Each group is expected to handle, describe parts &amp; components, uniqueness and challenges to their jobs</strong></td>
<td><strong>An intensive all skills input and application by trainees individually and as a team to present coherent, accurate and compelling presentation of model, posters and slides. A good assessment for acquisition of confidence, usage of language and application what is learned, new vocabulary and rich content</strong></td>
<td><strong>Trainee: Independence, confidence, proactive, utilise technology at hand to the fullest, in touch with trainer</strong></td>
</tr>
<tr>
<td><strong>Project-based Learning - on going preparation since first day of class</strong></td>
<td><strong>Model building &amp; poster presentation &amp; documentation requiring application of language to themes that need describing, explaining, basic trouble shooting &amp; action taken - each group handles various parts &amp; components</strong></td>
<td><strong>Content, reference, out of class interaction,</strong></td>
<td><strong>Trainee: Independence, confidence, proactive, utilise technology at hand to the fullest, in touch with trainer</strong></td>
</tr>
<tr>
<td>Blended Learning: Internet Search, Padlet, Social Media, Model Building &amp; Poster Presentation &amp; Documentation</td>
<td><strong>Content, reference, out of class interaction,</strong></td>
<td><strong>Content, reference, out of class interaction,</strong></td>
<td><strong>Trainee: Independence, confidence, proactive, utilise technology at hand to the fullest, in touch with trainer</strong></td>
</tr>
</tbody>
</table>
COLLAGE OF VISITS TO AIRCRAFT MUSEUM & PROJECT ACTIVITIES
DOCUMENTING THEIR PROJECT

6.5 MODEL CONSTRUCTION

In the making of our project, some procedures that need to be followed to make sure the aircraft model will be exactly according to the plan. So, here are the procedures.

1. We had to measure according to the measurement of aircraft model.

2. Cut the materials to the exact measurement.

3. Assemble the frame of the aircraft.
1. Research Theme, Discuss Topic &
2. Plan Timeline & Action,
3. Produce Model, Posters & other Exhibits
4. Document Steps & Procedures in Logbook
5. Write Report with Group & Personal Observation
6. Produce slides & Group Script
7. Organise Final Events: Meeting, Invitation
8. Present to class & Top Management

THE PROJECT
ASSIGNMENT: On-going (1st day-Finale)

TAKE AWAY FROM
PROJECT BASED LEARNING: English at Work
Engaging with language & Contents over a duration of time /in & out of class
Applying Communication Skills Functions
Forced Reading, Transferring Information, Synthesizing, Summarizing & Paraphrasing contents for others to understand instructions, other aviation information
Apply knowledge of writing for formal and informal situation
Apply Social English while interacting in a team, peers & others
Appreciating responsibility as a team member
Developing confidence, spontaneity and presentation skills
Developing higher level skills relevant to acquiring language proficiency
Using technology to listen, understand and produce material and models
Improving overall /4 English Skills in faster and more meaningful manner
DAILY, WEEKLY-MONTHLY DASHBOARD ACCESSIBLE BY TRAINER & LEARNER 24/7
LEARNERS ENCOURAGED TO EDIT, COMMENT & SUBMIT TASKS, ASSIGNMENTS
UPLOAD VIDEOS, SHARE LINKS & INTERACT

TRAINER CAN POST CLASS LESSONS, LINKS, VIDEOS, ETC.
CAN MARK EXERCISE AS A CLASS CAN RELOOK/LISTEN TO PAST LESSONS /UPLOADED VIDEOS
INTERACT WITH LEARNERS VICE VERSA. SMARTPHONE APPS FULLY UTILISED
STAKEHOLDERS’ FEEDBACK: MARKET, ATOs & STUDENTS

- MARKET
- ATOs
- STUDENTS

WITH NEW MANDATE

VERY

YES

METHODOLOGIES INFUSED WITH TECHNOLOGY IMPORTANT?

VERY IMPORTANT FOR NEW GENERATION OF AIRCRAFT MAINTENANCE PERSONNEL.

-INDEPENDENT & CONFIDENT COMMUNICATORS

IS ENGLISH FOR AVIATION FOR AIRCRAFT MAINTENANCE IN MALAYSIA IMPORTANT IN THE FUTURE (from today)

WHY?

- MAINTAIN STANDARD
- EVIDENCE OF COMPETENCY
- CROSS CULTURAL COMMUNICATION
- IS THE LANGUAGE OF MAINTENANCE
- MOBILITY OF EMPLOYMENT - GLOBAL
What trainees said about the project & the course

10. Personal Review

Ansley John Kusky

After a month of undergoing the extensive English Course, I had learned a range of knowledge and the structure, components, and name of the aircraft in this course. We also did the value of teamwork in building the aircraft in and we succeeded in the end. Nevertheless, this project was quite a challenge for group members and I. We began the project by doing step by step. Furthermore, course improved my presentational skills as I am more confident to speak in front of the crowd. Finally, I would like to thank the staff of MDEA Consultants for giving me this opportunity to do this challenging project.

Muhammad Farisjah Bin Ahmad Fadzi

After joining the four weeks of MDEA consultant's intensive English Programme, I can see that my aviation English knowledge is improving. Besides improving academically, I also slightly improved my social skills. I learn how to organise my work, teamwork, time management, creativity, think beyond, be innovative and to talk confidently in public with the right keywords. Throughout these four weeks, we have been given loads of works; I've learnt that working under pressure is not the easiest thing to do, but with the effort of my team mates and the commitments they gave, we managed to get everything done on schedule. I hope that I will apply these values for years to come. Lastly, I would like to acknowledge to dearest MDEA consultant for the supports and guidance throughout these four weeks.

Camal Danish Bin Kamal Zafidi

When the first class of this Intensive English Program started, I personally thought that it was impossible for us to complete the tasks given, especially the project that required us to build a model of an aircraft in a team of 5-6 people. However, I am glad that we managed to complete it within the specified deadline despite all the troubles we encountered. Throughout the project, I am able to learn the real meaning of teamwork, cooperation and the ability to put others' needs first as the priorities of the team above one's own immediate needs which is very much a part of the process. I have probably used English more than I ever have, with the constant need to talk and present my ideas in front of people. I am now more confident to speak in front of people. Last but not least, I wish to express my sincere thanks to the staff of MDEA Consultants and for giving us the opportunity to do this wonderful project.

Nur Suhairalim Ahmad

The intensive English program is good, because it brings a lot of positive impacts towards my English language. It literally improved my confidence level and my English language skills. Thank you MDEA!!
THE MARKET SAYS

Yes. Because English is the international language and it is the standard language used in maintenance manual all over the world. Besides now, with demand for LAMEs are increasing. Malaysian LAMEs will working abroad where English is the universal language to communicate with each other.

Dr Wan Mazlina Wan Mohamed
Head Department of MITRAN UITM

IS English FOR AVIATION IMPORTANT FOR AVIATION MAINTENANCE PERSONNEL IN THE YEARS TO COME IN OUR INDUSTRY IN MALAYSIA? HOW?

We are the user, the consumer of products that are created, developed and monopolized by the western world. English is and always has been the mandatory language in aviation industry. English will be the foundation of not only used for Communications, but also as a basis to understand the technology that has been developed in order for the maintenance personnel to understand the system concept, design and philosophy to enable one to troubleshoot when the ever complex system fails to function. The ‘transport’ of these system concept, design, operational objectives and deliverables is English. Period.

Adnan Ahmad
Head Engineering, Private Fleet
**EFFECTIVE METHODS**

**Are teaching methods important to facilitate acquisition of all four skills of reading, writing, listening and speaking? Is it important to blend technology in the teaching and learning?**

---

**YES**... and now in digital era perhaps to include interactive. Multimedia to enhance the teaching methods. Project Based; Advantage- it simulates the reality.. and trainees will be able to visualise the scenario they will be in and learn faster by doing rather than just listen to lectures

**YES** very important now to blend technology in teaching and learning cos now most aircraft systems are using digital and electronics.

---

**Very.** The very basis of comprehension of any language. The brain needs to be thought to ‘reboot’and goes in the English thinking mode to perform all these four skills. Any lacking of these four skills will not comply to fully comprehend the language and may subsequently affect one performance in the maintenance aspect of the profession. At the end of the day we need to establish and qualify the affected personnel, not only they are the master of the trade, they are also the master of the language too.

**YES project based great for pre-elementary.** For a start, or rather ‘jump start’ project based method do satisfy the need to initiate the trainees to be exposed and ‘forced’ to acquire the ‘new’ aviation language. From my experience and observation, the trainees might not know half or more of the subject content but it’s a start.
IMPLICATION FROM THE CASE STUDY

MY OBSERVATION FROM IN-CLASS PERFORMANCE, POST SCORES, AND INTERVIEW WITH SPONSORING ORGANIZATIONS

HERE ARE THE INPUTS FOR THIS EARLY & INTERMITTENT INTERVENTIONS TAKEN

1. Embrace requirements upgrades from various parties for the benefit of maintenance personnel and maintaining standards of LPR for aircraft maintenance personnel in the name of SAFETY

2. Be aware of new generation learners’ style and adapt & adopt technologies for optimal learning engagements, performance & delivery

3. Blended & project based learning methodologies are useful as a “kickstart” for learners to appreciate, undergo and perform as per “requirements: study, workplace & authority’s compliance” adequately. To continue usage of digital media both on-line & off line.

4. Learners who have yet to score level 4 must be given follow-up courses over the course of study period or for those who are working should undergo in-service English programme to ensure acquired proficiency gets improved to standard and sustained throughout.
THE WAY FORWARD

CONCLUSION & SUGGESTIONS

1. New requirement by authorities compels English Teachers to embrace changes and take positive and constructive actions in the name of safety and maintaining standards in the industry operation – **DO IT FOR THE GOOD OF OUR FUTURE GENERATION**

2. Adopt and adapt methodologies that consider the younger generations’ needs to engage them and to reap better performance by creating “controlled independence” provided by new technologies. Make Available appropriate & relevant material.

3. ICAO & ICAEA may want to consider a standard LPR rating scale for ALL Skills Assessment just for Aircraft Maintenance/Ground Crew.
REFERENCES


9. ICAO MANUAL ON THE IMPLEMENTATION OF ICAO LANGUAGE PROFICIENCY REQUIREMENTS-2ND EDITION 2010 (DOC 9835) – ENGLISH:

Thank you
ありがとう

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