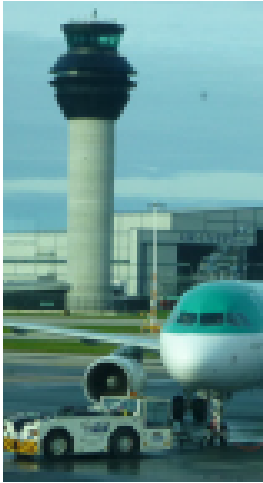


Teaching English for Aviation



Overview and Outcomes

This course introduces teachers and trainers to concepts, approaches and knowledge of teaching practice specifically for aeronautical communication between pilots and air traffic control.

The course allows a development of skillsets for teachers with a specific focus on contextualising real-life communication of their learners through practical guidance, and interactive tasks. This enables teachers to develop their understanding of the actual communication processes taking place in the operational environment and the key role that language plays in this. Developing skills and knowledge for professional language training in such a dynamic environment is imperative and a prerequisite in helping to promote and support flight safety.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

Who should apply?

- ELT professionals who currently work in, or are considering working in, the domain of teaching English in an aviation context. Their learners would typically be either pilots or Air Traffic Controllers (ATC), but the principles of specific purpose language learning can also apply in other aviation contexts.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Content

Teaching English for Aviation covers the following areas:

- Real-life communication of learners
- Domain specific language – functions & references
- Communicative competence in speaking & listening
- The multiple skills in language proficiency
- Context & task-based communication learning
- CPD – developing domain and linguistic knowledge
- Interplay of phraseologies and plain language
- Discourse analysis of real-life communication
- The role and use of the ICAO Rating Scale
- Aviation domain communication
- Working with authentic materials
- Adapting materials from general to specific purpose
- Needs analysis for learners
- Curriculum design
- Assessment and monitoring

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Schedule

This course consists of 8 units. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Teaching English for Aviation	
Unit 1: Introductions and key concepts	Unit 2: The learning environment for you and your students
This introductory unit will give you the chance to introduce yourself and meet other course participants. You will be guided through the course messaging system and have the chance to discuss and explore etiquette for online courses. You will also have the chance to find out about fellow course participants' teaching and operational experience, and to discuss the challenges and successes they have experienced. Finally, we will take a look at some of the key features of teaching methodology for speaking and listening. This is to provide an overview which will help you contextualise the teaching environment for your students.	This unit helps you to contextualise your students' learning by giving you an overview of the interdependent holistic environment of aviation. You will be invited to share and exchange experience with fellow participants throughout the unit to broaden your own knowledge and practice in this field. You will also develop a wider understanding of where the language and communication fit into your students' operational situations to help you more effectively contextualise the communication and language that they need to use. Learning how to identify and integrate domain specific contexts into existing teaching pedagogy and skills allows a much more appropriate learning environment for your students to achieve their objectives.
Unit 3: Communicative competence – language, technical, and interactive skills	Unit 4: Identifying the roles of plain and plane language in pilot/ATC communication
This unit will extend your understanding of the processes, skills and affective factors that create and influence communication between pilots and ATC, and where language fits into this process. We will start with an overview of the history of communication as well as some key elements that can inhibit and enhance communication. We will look at what we mean when we talk about language proficiency in aviation and what additional skills are required above a purely linguistic level. Finally, we will examine the importance of technical knowledge in the speech community of aeronautical communication before closing with a look at intrinsic and extraneous affective factors on communication in the operational environment.	In this unit, you will explore real-life authentic communication for your students and break down the language used into manageable and task-based components. You will start by looking at a simplified version of discourse analysis, then move onto the role of standard phraseology. After that you will look at plain language from a general and specific angle before finishing with an analysis of collocations and compounds nouns as used in this highly technical environment. Such an analysis of the specific discourse elements allows learners to build up a much more appropriate understanding of how language functions in their communicative tasks.
Unit 5: Exploring communication in unexpected and non-routine situations	Unit 6: Reaching Your Learners' Objectives
This unit provides an overview of the key areas where unexpected and non-routine situations happen, based on those areas and situations identified in ICAO Doc9835. It offers a guide for teachers on the kind of language that is used in communication during such events and will look at key themes such as; technical issues, weather, and human factors. The exercises will demonstrate real examples of the type of communication and language that takes place between pilots and ATC and you will be guided to review and critique the language used in order to better help your students focus on what kinds of communication is often required during such non-routine situations.	This unit develops ideas and theory for the pedagogical input required in this specific purpose domain. We start with an overview of testing and assessment, always important, not just for progress and coursework evaluation, but with the ICAO LPR test in mind for many students. The unit then goes on to address the important considerations for addressing learners' real needs and how to build that into a course curriculum. Once a course is developed then teachers need to be mindful of methodologies and activities for both speaking and listening skills – the key language competencies for both pilots and controllers. We will finish with an opportunity to share our experiences and ideas in a synchronous online session.
Unit 7: Materials and technology	Unit 8: From one classroom to the next
This unit provides a guided understanding on how to provide key materials for your learners. From developing authentic aviation texts, scripts, audio files, etc. to the fun and creativity of adapting general purpose materials for your classes. It will also address the appropriateness of using such material through technologies in the classroom with both hardware and software. Managing and using technology has of course been a challenge for teachers and students in adapting to changes in learning brought about by the COVID pandemic. The unit will therefore close by looking at key considerations when moving away from the traditional classroom to online learning, either synchronously or asynchronously, and will offer some key points to consider to help both groups better feel comfortable with online learning.	This unit brings the course to a close and is an opportunity to reflect on how much you have learned during the last seven units and, more importantly, how this can be integrated into your own teaching environment for English in an aeronautical setting, as well as perhaps ideas for other professional domains you may work in. Although the course itself is coming to an end, this unit will offer you the chance to look at how to further your own research in this domain, as well as to help you structure and prepare your final assignment. As with all courses, we hope that you will have built up good working relationships with the other course participants and we offer you the chance to continue that into your own environments once this work is finished with a synchronous closing activity and course evaluation.
Assignment	
Option A	Option B
Choose an activity to develop your learners' listening or speaking skills. Critically evaluate the activity, considering the probable needs and objectives of your students, and describe how it may need to be adapted.	Design a needs analysis for a target group of learners of your choice, and describe how you will use the data you collect.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.