

NILE Online TEAV Course Introduction FAQs

1. Aviation English	
1.1 What does the term <i>Aviation English</i> mean?	The term is, in fact, a misnomer. In most specific purpose language domains, the (name) + <i>English</i> refers to the language used in the whole domain – <i>Medical English, Maritime English, Legal English</i> , etc. In aviation this should be no different in that it could refer to ground staff, pilots, cabin crew, firefighters, etc. However, the term ‘Aviation English’ has become synonymous with the language used in radiotelephony between pilots & Air Traffic Control (ATC).
1.2 What do we mean by the term <i>standard phraseology</i> ?	Standard phraseology is a specialised code of restricted sub-language for use in routine situations between pilots and ATC; the ‘day to day’ language if you like. It is aimed at ensuring efficient and safe communications by pilots and controllers (ATCOs) to communicate with each other.
1.3 How can I learn more about ICAO <i>phraseology</i> and can I teach it?	<p>You should refer initially to ICAO Docs 9432 and 4444.</p> <p>NOTE: These documents are available from ICAO and are normally for sale.</p> <p>Normally ICAO stipulates that phraseology itself is taught by qualified ATC or flight instructors. Whilst we will look at how phraseology fits into pilot/ATC communication during the course it is only to contextualise the language you may be teaching. So, you will not actually be trained to <i>teach</i> phraseology but you will, however become more familiar with and learn more ways to teach plain language in this type of communication.</p> <p>It is strongly advised that any teacher of English in this domain take a specific radiotelephony course to learn more about how the plain language you will be teaching fits in with the routine communication used by their learners. You should contact a local ATC unit (most have a training manager/Head of Training) and/or a flight school and discuss with instructors.</p> <p>Including phraseologies in an aviation English syllabus is highly recommended as it is an integral part of pilot/ATC communication. It should, however, be done so under the guidance of qualified operational personnel – instructors or acting pilots and /or controllers. When constructing the syllabus and developing material, language teachers should work with such operational experts to check and amend their course activities to reflect what is both appropriate and accurate for their learners.</p>
1.4 If there is phraseology, why do we need plain English in radiotelephony communication?	‘Plain language’ is defined as the <i>spontaneous, creative and non-coded use of a given natural language ... required by aeronautical radiotelephony communication</i> (ICAO, 2010). This means it the language used in non-routine or unexpected situations in pilot/ATC radiotelephony communication when standard phraseology is not sufficient to cover the events in any given situation.
1.5 Are the language training needs of air traffic controllers and pilots different?	Yes. Despite their common use of Radiotelephony communications, their concerns, areas of specialized knowledge and the variety of situations to which they are exposed are different.

2. Aviation English Teacher training	
2.1 Is the NILE course an official ICAO course?	<p>No. Such a course does not exist. It is, however, hoped that the current course may one day form part of the foundations for such an ICAO/GAT approved course.</p> <p>This NILE course does, nevertheless, follow the recommendations included in Chapter 7 of ICAO Doc9835 and Chapter 4 of ICAO Cir323.</p>
2.2 Are my qualifications sufficient to take part in this course?	<p>Ideally, a good start would be teaching or operational experience, as well as some knowledge of the basic principles of English Language Teaching (ELT). For those from an operational background, the reading list (see end of document) gives further suggested reading to help build up ELT knowledge.</p> <p>ICAO Cir323 states:</p> <p><i>The aviation English trainer needs to bring to the class a combination of specific language teaching skills and an understanding of the practical operational environment of the aviation community. The balance between these two areas will obviously vary from one person to the next, depending on their background; trainers can come from either a primarily linguistic or a technical background. However, they will require systematic grounding in the area with which they are less familiar. This may involve working in tandem initially with a specialist in the other field for an extended period of time. The training provider or institution needs to support them in this process of attaining across-the-board competency and to realize that it may be a lengthy process.</i></p> <p><i>In the case of staff with operational backgrounds (controller, pilot, etc.) coming to aviation English training, they will clearly have the great advantage of considerable familiarity with the day-to-day realities of aviation and radiotelephonic transmissions. However, it is important to remember that such staff will need formal training and qualifications in teaching English as a foreign language (e.g. TEFL/TESL certificate) before working in tandem with a fully qualified aviation language trainer; only then will they become fully effective in the classroom.</i></p>

Recommended Pre-Course Reading
<p>Brown, H. D. (2007). <i>Principles of language learning and teaching</i>. White Plains, NY: Prentice Hall.</p> <p>Field, J. (2008). <i>Listening in the Language Classroom</i>. Cambridge: Cambridge University Press.</p> <p>Friginal, E, Mathews, E, Roberts J., (ed.). (2019). <i>English in Global Aviation: Context, research and perspectives</i>. New York: Bloomsbury Publishing.</p> <p>Green, A. (2014) <i>Exploring Language Testing and Assessment</i>, London: Routledge.</p> <p>Harmer, J. (2007). <i>The Practice of English Language Teaching</i>. Harlow: Pearson Longman.</p> <p>Hedge, T. (2000). <i>Teaching and Learning in the Language Classroom</i>. Oxford: Oxford University Press.</p> <p>Hughes, A. (2003). <i>Testing for Language Teachers</i> (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Paltridge, B. & Starfield, S. (2013). <i>The Handbook of English for Specific Purposes</i>, Wiley-Blackwell.</p> <p>Rubenbauer, F. (2009). <i>Aspects of Oral Communication in Aviation</i>. Aachen: Shaker Verlag.</p> <p>Thornbury, S. (2008). <i>How to Teach Speaking</i>. Harlow: Pearson Longman.</p>