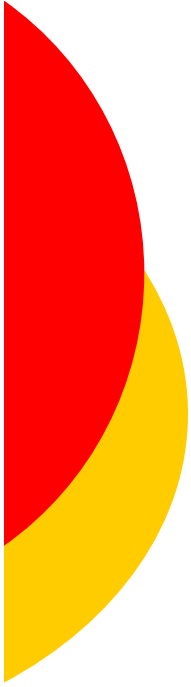




A Case Study – Training Aviation English to on-the-job Brazilian Pilots

by Adriana Lage Toma





Overview

- Scenario
- Aviation English Program
 - course delivery
 - group classes
- Psychological Tests
- Classroom Techniques
 - Developing Structures
 - Developing Fluency & Interactions
 - Developing Comprehension
- Program Outcomes

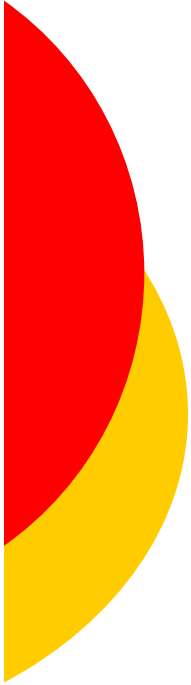
Scenario

1. BRAZILIAN AIRLINES

- aviation market fast growth
- staff availability
- time needed for English training x Technical training

2. PILOTS' FEELINGS

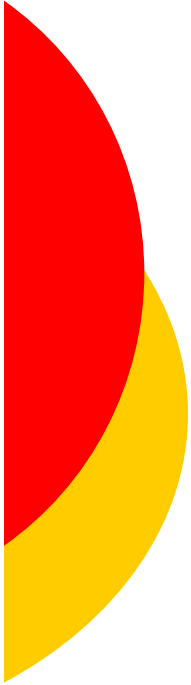
- interested in improving proficiency
- demotivated by general English materials
- teachers not familiarized with crew members' routine
- no bond built between teacher/student



Aviation English Program

1. COURSE DELIVERY

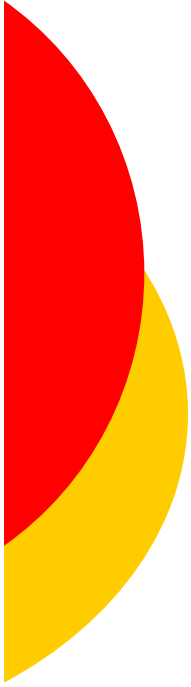
- three levels of Aviation English
- 3-hour class/week
- Monday through Saturday
- groups of 10 students
- 2-hour homework/week
- 20-min tasks
- focused on listening and speaking skills
- reading and writing as support.



Aviation English Program

2. GROUP CLASSES

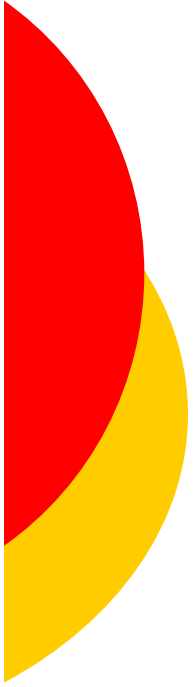
- share similar interests
- more comfortable class environment
- new opportunities to exchange experience
- generate more student-student talking time
- students prepared for real life communication
- enhance opportunities for unpredictable situations:
 - role-plays
 - discussions
 - simulations



Aviation English Program

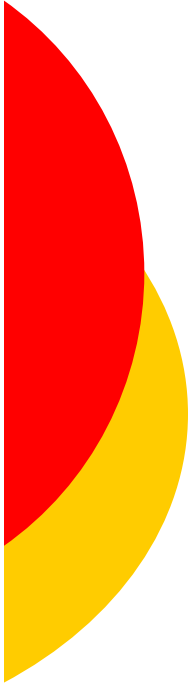
2. GROUP CLASSES – Doc. 9835

- “...language learning classroom has become a more interesting, lively and engaging place to be”. (4.2.4)
- “...more student-centred, interactive classroom approaches (are) designed to increase learners’ communicative competence in the language”. (4.2.4)
- “...opportunities for students to hypothesize and support their opinions”. (8.1.5)
- “...improve comprehension under adverse conditions (such as excessive background noise)”. (8.1.5)
- “...practice speaking while collaterally tasked”. (8.1.5)



Psychological Tests

- “... providing multiple learning options and environments will also play into preferred learner styles” (Doc 9835, 8.1.3)
- short-term / long-term memory
- focused attention / divided attention
- visual, auditory, kinesthetic sensorial style
- concentration ability
- feedback



Classroom Techniques

1. DEVELOPING STRUCTURES

- Warm-up
- Presentation
- Isolation and explanation
- Focused practice*
- Communicative practice*
- Testing

Classroom Techniques

2. DEVELOPING FLUENCY & INTERACTIONS

Role-play

Simulations

Discussions

- language patterns and functions are introduced
- students' choice of language as in real life
- improve naturalness of speech production
- focus on fluency, not on accuracy



Classroom Techniques

2. DEVELOPING FLUENCY & INTERACTIONS

- E.g.: cardboards

STALLING FOR TIME

Well, let me see...

let's see...

let me think...

now...

how shall I put this...

how can I phrase this...



Classroom Techniques

2. DEVELOPING FLUENCY & INTERACTIONS

- E.g.: cardboards

ASKING FOR CLARIFICATION

Could you explain what you mean by this?

I'm not quite with you.

What do you mean?

I don't really understand what you are getting at.

I'm not sure I follow you.

Classroom Techniques

3. DEVELOPING COMPREHENSION

- “...be able to comprehend a range of speech varieties (dialect/accent) or registers”).
- group classes
- teachers with different English backgrounds
- build listenings from real-life aviation articles
- build recordings using:
 - other English teachers’ voice
 - international friends
 - text-to-speech tools



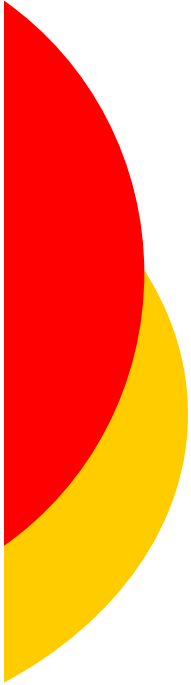
Program Outcomes

1. TESTING

- both written and oral, similar to the official test.

2. RESULTS (low level 3 students)

- 23% high scores between 90–100 (flat level 4)
- 58% average scores between 75–89 (low level 4)
- 8% minimum scores between 60–74 (high level 3)
- 3% unable to achieve minimum requirements
- 6% absent in more than 25% of classes
- 2% quit for external reasons



THANK YOU!

Questions & Comments

ADRIANA LAGE TOMA



adriana.lage@atotraining.com.br



alaget@uol.com.br



55-11-5049-2086