English for Aircraft

Objectives

To provide the participants with ...

knowledge on various maintenance areas, specific language teaching materials, characteristic of AMTs as English language students and their specific language needs including reading, writing and communication skills.

Instructor:

Philip Shawcross

Philip Shawcross has a BA Honours degree from the University of Manchester, a teaching degree and a Masters from the University of Toulouse and a BTS in Translation. He worked as a training consultant within Aeroformation (Airbus Training) from 1972 to 1986 and the Air France Group from 1976 to 2008. He developed his first Aviation English course in 1974 and, with Fiona Robertson, co-founded ICAEA in 1991, being president from 2007 to 2013. He is the author of English for Aircraft (Editions Belin) and Flightpath (CUP). He is still involved in courseware development and teacher training.

Participants:

EfSP teachers

Calendar:

15-19 April 2019

Duration:

1 week (=30h cumulated time)
Contents:

DAY ONE
1.1 Introductions, round table, expectations, backgrounds, course objectives
Part 1: Technical English – Reading skills

1.2 The documentary environment: page layout, conventions, punctuation, upper & lower case, cross-references, item numbers, abbreviations etc.
1.3 Figures, charts, diagrams
1.4 Cross-referencing and integrating data: reading is a sensorial activity
1.5 Building on students’ prior technical knowledge & confidence building
1.6 Types of technical document
1.7 Types of reading skills
1.8 Types of reading exercises & How to use a document
1.9 Students’ real and perceived difficulties
1.10 Identifying and visualising the structure of a text; simplification
1.11 Visualising the structure of a text
1.12 Feedback, Q & A, Summarising

DAY TWO
2.1 Review Day One and function & nature of review activities
2.2 Characteristics of technicians as English language students
2.3 What technical English should we teach?
2.4 Teaching vocabulary
2.5 Which grammar should we teach?
2.6 Teaching grammar
2.7 Why syntax is so important
2.8 Information and textual management
2.9 Developing appropriate cognitive processes and thinking in English
2.11 Various maintenance areas and specific language teaching materials
2.12 Feedback, Q & A, Summarising

DAY THREE
3.1 Review Day Two
3.2 Comprehension – conventional electro-mechanical systems
3.3 Comprehension – avionics
3.4 Comprehension – structural repair
3.5 Comprehension – engine overhaul
3.6 Comprehension – component overhaul
3.7 Comprehension – line maintenance
3.8 Ways of handling text comprehension
3.9 Technical knowledge which English teachers require & how to use it

**Part 2: Technical English – Writing skills**

3.10 Report writing 1 & interaction between writing and reading
3.11 Reminder of Simplified English
3.12 Feedback, Q & A, Summarising

**DAY FOUR**
4.1 Review Day Three
4.2 Report writing 2
4.3. Technical editors
4.4 Further writing skills

**Part 3: Technical English – Communicational skills**
4.5 Technical training situations in English
4.6 Hangar & Ramp maintenance
4.7 International cooperation
4.8 Oral communication in class as a way of reinforcing technical English learning
4.9 Interaction between self-access (CBT, e-learning) and classroom learning
4.10 Games 4.11 Peer learning
4.12 Feedback, Q & A, Summarising

**DAY FIVE**
5.1 Review Day Four

5.2 What are we testing? Placement, progress, exit, proficiency tests
5.3 Testing as a pedagogical tool
5.4 Live example of group test
5.5 Recurrent and continuation training: examples of material
5.6 Cascade training, facilitators and cooperating with the hangar / workshop floor: examples
5.7 Study of curricula
5.8 Time available to address and discuss any specific issues, requests, questions etc. raised by trainees’ environment & objectives

5.9 Feedback, Q & A, Summarising, Follow-on etc.

Price:

400 euro