English for Aviation Safety
From the world’s most experienced experts in developing Aviation English training and testing…

English for Aviation Safety

English language proficiency is a vital safety issue.

In today’s demanding international aviation environment, pilots and air traffic controllers must be able to speak and understand English, readily and accurately. From March 2008, all ICAO Contracting States are required to comply with ICAO English Language Proficiency Requirements for pilots and controllers.

English for Aviation Safety is the unique aviation English training product developed specifically for the aviation environment by Aviation English Services, a team of international language experts.

This unique learning programme is content-driven with language learning delivered in the context of key aviation safety and operations specific topics. To deliver an optimal learning environment for the client, the approach is to integrate web-based training with classroom sessions.

English for Aviation Safety is specifically targeted at pilots and controllers, the programme, is highly flexible and is designed to achieve optimal results in a limited time frame readying clients for the achievement of ICAO’s closely defined standards.

English for Aviation Safety

- Aligned with ICAO English language proficiency requirements
- Safety focused
- Operations-specific
- Modular for scheduling flexibility
- Blended to integrate web-based training with classroom sessions
- Combines world leading linguistic expertise with aviation operational experience
High-value Safety Related Content

The focus of essential training topics and information selected for the English for Aviation Safety programme focuses on the safe conduct of aviation operations. The content specifically addresses the tasks and concerns of pilots and controllers.

Web-based modules and complementary classroom sessions focus on subject matter of motivational interest to pilots and controllers. The interactive multimedia content uses actual case studies and simulated scenarios for learning and illustration.

Aviation-specific topics include:

- runway incursions;
- controlled flight into terrain;
- approach and landing accident reduction;
- crew resource management;
- aeronautical decision-making;
- safety management systems;
- threat and error management.

English for Aviation Safety is designed to assist pilots and controllers achieve the English language proficiency standards required by ICAO.

Operational Level 4 is the minimum level of proficiency required by ICAO for pilots and controllers operating internationally.

“Operational Level 4 speakers are required to have good command of basic grammatical structures. Rather than a memorised set of language on which they rely, they must have sufficient command of basic grammar to create new meaning as appropriate...vocabulary range and accuracy are usually sufficient to communicate effectively... comprehension is mostly accurate on common, concrete and work related topics... level 4 speakers need to be skilled at checking, seeking confirmation, or clarifying a situation or communication.”


English language continuum of specificity

<table>
<thead>
<tr>
<th>Less specific</th>
<th>Increasingly Specific</th>
<th>Very Specific</th>
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<tbody>
<tr>
<td>General English</td>
<td>Discussing Holiday Schedules</td>
<td>Ab-initio Aviation English</td>
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<td>English for Aviation Safety</td>
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<td>ICAO Phraseology</td>
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<td>Radiotelephony</td>
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</table>
Seamless Integration

Each English for Aviation Safety training module integrates on-line or web-based training with intensive classroom sessions that reinforce and apply the language skills learnt.

All course activities are in the context of the aviation operational environment and include exercises in language structure and comprehension. English for Aviation Safety challenges learners to achieve incremental goals related to real-world operational radiotelephony. Learners will graduate to a level of proficiency allowing rapid and reliable responses to urgent and emergency situations.

Each online lesson calls on video and audio media as a basis for learning activities. Video, audio and text pieces are used, with approval from Airbus, ICAO, Federal Aviation Administration (FAA), International Federation of Airline Pilots’ Associations (IFALPA) and Flight Safety Foundation (FSF) in addition to authentic documents such as airline charts and instrument approach plates.

The web-based modules prepare learners for transition to the classroom. The classroom sessions then further develop and practice these oral communication skills with a focus on interaction, fluency, and pronunciation.

These speaking skills are further developed through operational role-plays, simulated emergencies and other “hands-on” learning strategies. The language focus is on those speech skills described in ICAO Document 9835 “Manual on the Implementation of ICAO Language Proficiency Requirements”.

Integrated with the language learning modules is the student administration module called the Learning Management System. This module administers the enrolment of new learners, tracks each learner’s progress and generates reports for the instructors. It also bookmarks and directs each learner back to the appropriate module where they previously logged off.

The Learning Management System is a database of the students’ reviews and results. The tracking of the progress and results of the web-based content enables the Instructors to assess the learner’s mastery of the language training. The on-line results database is also used by the Instructors to record their evaluations of learners’ progress during the classroom sessions.

Blended Learning Approach

Web-based Training (WBT)  
- Introduces a topic  
- Provides content …  
- Enhances vocabulary  
- Teaches essential grammar  
- Gives practice in comprehension

Classroom Sessions  
- Strengthen professional…  
- Teach briefings reports presentations  
- Improve pronunciation
An outline of English for Aviation Safety Web-based Learning Module

The program targets learners requiring instruction from ICAO language proficiency levels 2 to 3 and/or 4. Each level offers at least 240 hours of training in the form of 6 modules. Each module has 12 phases and 192 exercises. Each phase has 8 activities that correspond to the Descriptors of the ICAO Language Proficiency Rating Scale.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Video 1</th>
<th>Vocabulary</th>
<th>Structure</th>
<th>Your Voice</th>
<th>Audio Comprehension</th>
<th>Reading</th>
<th>Video 2</th>
<th>Responding</th>
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<tbody>
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<td>Phase 1</td>
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<td>Phase 6 Review</td>
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<tr>
<td>Phase 12 Review</td>
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2 Exercises in each Activity

The safety-oriented content of video activities facilitates listening comprehension. Vocabulary exercises teach words and phrases from the video. Structure (grammar) is taught in context. Exercises focus on pronunciation and enable students to compare their voice to a model English speaker’s voice. Lesson comprehension exercises challenge students to apply audio content to operational tasks. Reading activities generate new vocabulary and lead students through operationally-oriented tasks. Video activities provide further practice in comprehending safety-related issues. Learners repetitively practice response to radiotelephony communications and can compare their voices to a model English speaker.

192 exercises per module
6 modules per level of instruction
# English for Aviation Safety Course Overview

## Placement Test

### ICAO Level 2

Each module comprises as a minimum:
- 24 to 36 hours distance learning
- 16 hours Classroom Sessions

<table>
<thead>
<tr>
<th>Module 1: Rules for Safe Flight</th>
<th>?</th>
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</thead>
<tbody>
<tr>
<td>Module 2: Crew Resource Management</td>
<td>Module 1: Operational and Environmental Threats</td>
</tr>
<tr>
<td>Module 3: Aeronautical Decision Making</td>
<td>Module 2: Runway Incursion</td>
</tr>
<tr>
<td>Module 4: Aerodrome Operations</td>
<td>Module 3: Controlled Flight Into Terrain</td>
</tr>
<tr>
<td>Module 5: Approach and Landing Accident Reduction</td>
<td>Module 4: Crew Resource Management</td>
</tr>
<tr>
<td>Module 6: Review and Assessment</td>
<td>Module 5: Threat and Error Management</td>
</tr>
<tr>
<td>240 – 300 hours*</td>
<td>Module 6: Review and Assessment for access to Level 4</td>
</tr>
</tbody>
</table>

## ICAO Level 3

Each module comprises minimum:
- 24 to 36 hours distance learning
- 16 hours Classroom Sessions

<table>
<thead>
<tr>
<th>Module 1: Operational and Environmental Threats</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Module 2: Runway Incursion</td>
<td>Module 3: Controlled Flight Into Terrain</td>
</tr>
<tr>
<td>Module 4: Threat and Error Management</td>
<td>Module 5: Threat and Error Management</td>
</tr>
<tr>
<td>Module 5: Review and Assessment</td>
<td>Module 6: Review and Assessment for access to Level 4</td>
</tr>
<tr>
<td>240 – 300 hours*</td>
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</tbody>
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### ICAO Level 4 Proficiency Test

*Note: English for Aviation Safety is designed for flexibility. Classroom Sessions can be lengthened according to client requirements.*

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### Professional and comprehensive

- Each module offers at least 40 hours:
  - 24+ hours of web-based instruction and
  - 16 hours of classroom instruction
- At each level the Review module enables learners to identify any problem areas, and self-assess their ability to move on to the next level or take a proficiency test
Modular Flexibility

In a 24 hours a day, 7 days a week operational environment, flexibility of training is essential. Pilots and controllers may not easily be released from duty rosters. The training solution must be flexible and accessible.

AES acknowledges that pilots and controllers have limited study time and, as in all training situations, individuals will learn at different speeds. For this reason each component of the English for Aviation Safety courseware is designed so that it may be undertaken at the learners’ convenience. This flexibility ensures convenience for both learner and employer and allows individual motivation to dictate the learner’s progress towards success.

English for Aviation Safety accommodates varying starting levels of proficiency, speeds of knowledge acquisition, preferred intervals and periods for learning.

The modular approach allows for various combinations of course components dependent on students’ learning styles, available time and competing commitments.

Web-based exercises can be completed in small ‘chunks’ as schedules allow. Trainees may choose when and where they complete training and may work on any Internet connected or networked computer. Instructors, facilitators and administrators may adapt the style, duration and timing of classroom sessions to suit trainees’ needs and progress.

Flexibility accommodates:
- Pilot and controller schedules
- Trainers’ requirements
- Individual learning needs
- Client’s administration requirements
Examples of modular scheduling and delivery
The illustrations below show different configurations in which pilots and controllers could complete one module of AES instruction (one level of instruction includes six modules).

Option A:
Trainees complete web-based training (WBT) at a rate of six hours per week, then attend a two-day classroom session each month. Trainees will complete 1 module in 5 weeks.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<tbody>
<tr>
<td>WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
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<tr>
<td>ISS</td>
<td>ISS 2 days/16 hours</td>
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</table>

Option B:
Trainees complete WBT at a rate of six hours per week, and attend two one-day classroom session each month. Trainees will complete 1 module in 6 weeks.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
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<tbody>
<tr>
<td>WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
<td>6 hours WBT</td>
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<tr>
<td>ISS</td>
<td>ISS 1 day/8 hours</td>
<td>ISS 1 day/8 hours</td>
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Option C:
Trainees complete WBT at a rate of four hours per week, and attend a two-day classroom session every seven weeks. Trainees will complete 1 module in 7 weeks.

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<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<tbody>
<tr>
<td>WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
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<tr>
<td>ISS</td>
<td>ISS 2 days/16 hours</td>
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Option D:
Trainees complete WBT at a rate of four hours per week, and attend a one-day classroom session every four weeks. Trainees will complete 1 module in 8 weeks.

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<th>Week 1</th>
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<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
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<tbody>
<tr>
<td>WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
<td>4 hours WBT</td>
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<tr>
<td>ISS</td>
<td>ISS 1 day/8 hours</td>
<td>ISS 1 day/8 hours</td>
<td>ISS 1 day/8 hours</td>
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Associated services from AES

To address the ICAO aviation English proficiency requirements, AES has developed a full suite of training and learning materials, including:

- **Needs analysis testing**
  
  Our experts can evaluate your organisation’s training requirements and conduct a training needs assessment to determine the current English language proficiency of pilots and controllers. The purpose of this “benchmarking” is to assess the gap between their current level of language proficiency and the level required for ICAO compliance.

- **ICAO Implementation Plan development**
  
  AES can assist States by:
  - surveying State implementation efforts made so far;
  - reviewing State benchmark and licensing test systems;
  - recommending interim risk mitigation procedures;
  - assessing implementation plan outcomes; and
  - writing the aviation English implementation plan in consultation with State staff.

- **Tester/Rater training**
  
  AES can provide training for your appropriately qualified staff to rate the English language proficiency of your pilots and controllers. AES is experienced in the actual formulation of the ICAO language requirement models; defining the ICAO rating scale and analysing speech samples from around the world.

- **Aviation English teacher training**
  
  The English for Aviation Safety Teacher Training Course is the ideal way to improve the skills of your qualified and experienced Aviation English teachers and train them in the use of the AES courseware. Training is conducted over a period of up to 10 days, in a classroom environment. Successful completion of the course will enable the teachers to deliver the classroom element of English for Aviation Safety, and serve as facilitators for the web-based content.

- **Aviation familiarisation for teachers**
  
  English language teachers with relatively little aviation knowledge or experience can be provided specialised industry understanding that will assist them to become English for Aviation Safety teachers.

AES is committed to building partnerships

AES works with client organisations to assess their training needs and develop tailored solutions. We believe the partnership approach is the most effective in providing appropriate, cost effective and successful solutions. These can include:

- Training Needs Assessment (Benchmark testing)
- ICAO Implementation Plan development
- Tester/Rater training
- Teacher training
- Aviation familiarisation for trainers
Unparalleled expertise

From start to finish, the English for Aviation Safety course benefits from unrivalled, world-leading expertise in the development of Aviation English language training and testing.

The AES leadership team (see below) has accumulated over 100 years of international experience in aviation English training and courseware design. Their expertise spans all of the operational, linguistic and training domains. Their experience derives from senior positions within airlines and air navigation service providers, at airports, within regulating agencies, training centres and institutes of higher learning.

Members of the AES team were instrumental in developing the ICAO requirements. They retain close affiliations with many industry organisations including IFALPA, FSF, FAA, Civil Air Navigation Services Organisation and Airbus. Key AES members continue to provide professional advice to many of these entities.

No other language training provider offers such a comprehensive understanding of the ICAO language provisions and the industry’s operational needs. AES knows what is required, why it is required and how best to meet these requirements.

Brian Day has served as an Air Traffic Management Technical Officer in the ICAO Secretariat responsible for the facilitation of the ICAO Language Proficiency Standards. Throughout the duration of the development of the language provisions Brian worked as Secretary of the PRICE Study Group where his duties included responsibility for facilitating the development of English Language Standards. He has academic and licence qualifications attained during an earlier career in air traffic control and holds post graduate aviation human factors qualifications. Brian has worked on ICAO technical cooperation projects in many countries over a number of years and is well known to civil aviation administrations.

Elizabeth Mathews served ICAO as the lead consultant in applied linguistics throughout the development of the ICAO language proficiency requirements. After concluding her secondment to ICAO, Elizabeth played a formative role in establishing AES as the foremost commercial provider of quality, highly specialised Aviation English training and testing services. Elizabeth has provided linguistic expertise for more than 12 years to airlines, air traffic service providers, universities and international organisations. She has an international reputation for leading the development and implementation of aviation English training, testing and policy.

Philip Shawcross is the Head of AES training curriculum design. He is co-founder and President of the International Civil Aviation English Association (ICAEA). As Director of ‘English for Aircraft’, Philip has consulted to other aviation and technical English projects, for pilots, instructors, engineers, mechanics, dispatchers, and ground staff. He has been closely involved in overseeing English language training around the world, including for the Air France group. He is author of ‘English for Aircraft’.
**Don Toups** manages courseware development. Don has developed over 100 online courses and innumerable classroom courses for a range of clients including for the Federal Aviation Administration (FAA). He developed two classroom based aviation English courses, ‘English for VFR’ and ‘English for IFR’ while at Embry-Riddle Aeronautical University. In 2001-02 he managed an Instructional Design team that was awarded an ‘Excellence in Practice’ citation by the American Society for Training and Development.

**Advisors**

To ensure the quality of the English for Aviation Safety training programme, AES has established an Advisory Board comprising highly recognised Aviation English testing and training professionals from leading institutions worldwide. These distinguished experts are highly influential leaders in airlines, ATS providing organisations, defence institutes and academia. Many were members of the PRICE Study Group. Among these consultant advisors are:

**Dr. Joan Carson**, Associate Provost of Georgia State University, Ph.D. Linguistics, University of Chicago.

**Mr. Robert Chatham**, representative to the ICAO PRICE Study Group from the FAA; Chief of Specialized Aviation Curriculum at the US Defence Language Institute.

**Captain Robert Dodson**, retired United Airlines B 777 captain and representative from the Argentine Air Force to the ICAO PRICE Study Group.

**Mr. Sergey Melnichenkov**, Member of the ICAO PRICESG from Russia. Aviation English testing and training expert with 20+ years experience in the Russian Federation.

**Mr. Adrian Enright**, representative to the ICAO PRICE Study Group from EUROCONTROL; Director of the EUROCONTROL Proficiency in English Language for air traffic controllers’ (PELA) program and of general air traffic control training in the EUROCONTROL Training Institute in Luxembourg.

**Mr. Daniel Galibert**, representative of France to the ICAO Air Navigation Commission; President of the Air Navigation Commission during the development of the ICAO Language Proficiency requirements; and member of the French Civil Aviation Authority.

**Dr. Jeremy Mell**, representative to the ICAO PRICE Study Group from France; Director of the Language Section in the French National Civil Aviation Training Institute (ENAC), lead linguist on the EUROCONTROL development of the PELA test.

**Dr. Marjo Mitsutomi**, Assistant Professor of Applied Linguistics at Redlands University and FAA representative to the ICAO PRICE Study Group.

**Captain Rick Valdes**, United Airlines B 767 captain and IFALPA (International Federation of Airline Pilots Associations) representative to the ICAO PRICE Study Group.
The Global Expertise of AES

AES is a joint venture company, established by Airways Training Limited (a subsidiary of Airways Corporation of New Zealand Limited) and Aviation English Consulting (AEC).

Airways New Zealand is an internationally respected aviation consulting company with operational expertise in air navigation services and the delivery of CNS/ATM solutions. Airways International has proven expertise in developing ICAO-aligned training and is a member of TRAINAIR.

In 2003, Airways New Zealand was voted best air navigation services provider in the world for value and quality of service by the International Air Transport Association.

Contact AES now

English for Aviation Safety is the most effective programme available, with leading-edge operational subject matter provided by language and operational experts. To discuss getting started, please contact us.

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Visit: www.aeservices.net