BOOK OF ABSTRACTS – GEIA 10

2 - 5 October, 2023
São José dos Campos - Brazil

10 YEARS

Making the skies safer

Grupo de Estudos em Inglês Aeronáutico
Aeronautical English Research Group

DECEA

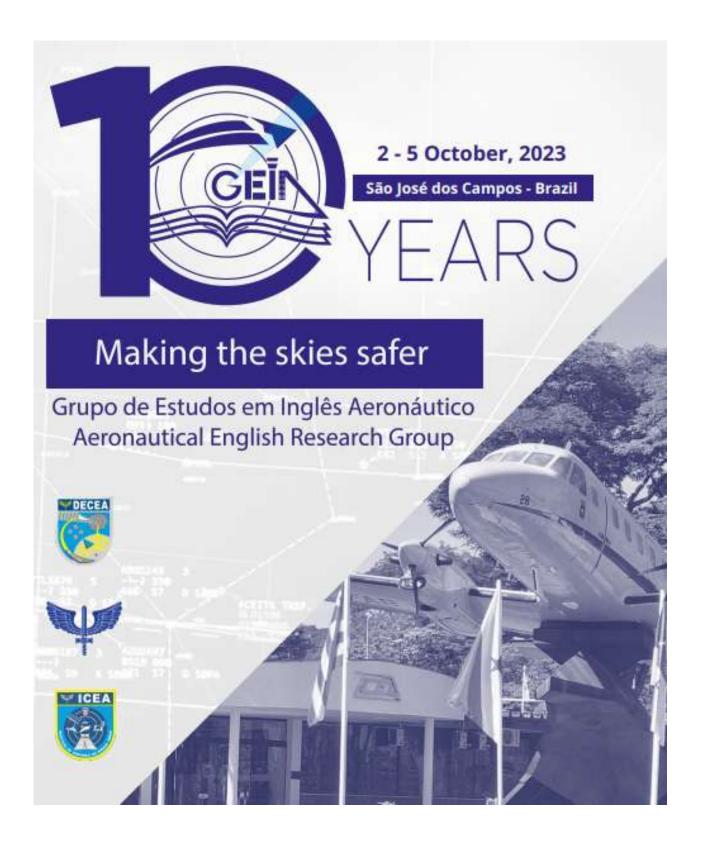ICEA

Welcome to GEIA 10!

Dear Participants,

The Organizing Committee welcomes all GEIA members, researchers and professionals in Aviation and Aeronautical English to the 10th GEIA Seminar.

GEIA has reached its 10-year milestone and ICEA, the Airspace Control Institute, is honored to organize an entirely in-person celebration of the 10th Seminar in the beautiful city of São José dos Campos – São Paulo State, Brazil, from October 2nd to 5th, 2023.

Building on the success of previous seminars, the 2023 event is full of presentations about interesting findings and innovations in research, reports of experiences and hands-on workshops on various topics in the field of Aeronautical English. The speakers are academic researchers and professionals in the industry and government from all over Brazil, South and North America, Europe and Asia. We are very happy to receive international speakers in person for the first time in a GEIA Seminar.

The grand opening will take place on Monday afternoon and will be marked with the presence of authorities and the keynote talks. Henry Emery will address the importance of radiotelephony in preparing tasks for teaching and assessment. Patrícia Tosqui Lucks will present an overview of GEIA's activities and achievements over the past 10 years, ending up in two releases: the Proceedings of the 9th GEIA Seminar, published as a special edition of the Polish Journal "Applied Linguistics Papers" and the Commemorative Issue of GEIA's 10th Anniversary. It will be held at the renowned *Instituto Tecnológico de Aeronáutica* (ITA) Auditorium, with a peaceful lake in the background. The scenery offers a combination of natural surroundings and state-of-the-art technology, making it the perfect environment for discussions on aviation matters and, more specifically, Aeronautical English.

The program continues on Tuesday and Wednesday at ICEA and on Thursday back at ITA, with many inspiring presentations and workshops that cover all of GEIA's areas of research: Aeronautical English language analysis and description, language as a human factor, assessment, teaching, teacher training and teacher development. GEIA's Seminar 10th anniversary promises an exciting hybrid of topics, offering an excellent platform for experience exchanging and networking opportunities.

We look forward to welcoming delegates from all over Brazil and from around the world in São José dos Campos.

Sejam todos bem vindos!

DECEA

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Program

Keynote Talks – Monday (October 2nd) afternoon

1. Patrícia Tosqui-Lucks (ICEA) - 10 years of GEIA - a lot to celebrate

2. Henry Emery (Latitude Aviation English Services - UK) - Squawk 9835: Radiotelephony role plays in aviation language training and assessment

Presentations – Tuesday (October 3rd) and Wednesday (October 4th) morning

1. Beatriz Faria Aragão (ICEA) – EPLIS validity evidences

2. Natália de Andrade (DECEA) - Building an Interpretation and Use Argument for EPLIS

3. Angela Garcia (ANAC) - An analysis of the listening construct in the ICAO rating scale

4. Don Toups (Embry-Riddle Aeronautical University – USA) - Language Proficiency as a Human Factor in Flight Crew Training

5. Natália Guerreiro and Thalita Diniz (CRCEA SE) - Learning from experience: Analyzing the role of English in recent aviation incidents

6. Virgínia Mignoni (DECEA) – Enhancing Aviation Safety through Integration of the Aeronautical English Language Field in SAT OESB Reports: A Call for Collaboration between Aviation Industry and Language Researchers

7. Aline Pacheco (PUCRS) - Raising communication awareness in pilot language training: attempts to bridge gaps based on real-life occurrences

8. Elida Bonifácio (EEAR) - An overview of the English language performance of ab initio military air traffic controllers: a learner-corpora-driven study

9. Marcos Rocha (AFA) - How to teach Aeronautical Communication to the woodpeckers

10. Juliana Santana (ICEA) - Handling error correction in cross-language transfer utterances

11. John Corbett (BNU-HKBU United International College - China) - **'**Two Cultures'? English for Specific Purposes, Intercultural Communicative Competence and the 'New Professionalism'

Workshops - Tuesday (October 3rd) and Wednesday (October 4th) afternoon and Thursday (October 5th) morning and afternoon

1 - Henry Emery (Latitude Aviation English Services - UK) - Designing, developing and facilitating radiotelephony role play tasks

2 - Malila Prado (BNU-HKBU United International College – China) - Exploring an Aviation English Corpus: Equipping Professionals with Pedagogic and Lexicographic Skills

3 - Jena Lynch and Jennifer Roberts (Embry-Riddle Aeronautical University – USA) - Making Use of Both Operational and Linguistic Knowledge and Skills

4 - Karin Quast (UNITAU), Carlos Babboni (EEAR) and Paula Piccolo (UNITAU) - Welcome on board... games and RPG for Aeronautical English proficiency

5 - Douglas Consolo (Unesp) , Ana Lígia Barbosa e Silva (Unesp) and Angela Garcia (ANAC) - Writing multiple-choice items for aeronautical English tests: Principles and practices

6 - Daniela Terenzi (IFSP – São Carlos)- Using Team-Based Learning (TBL) to promote students' interaction in Aviation English classes

7 - Thiago Valério Silva (Saipher) - 7+ AI tools to make your life easier as an Av Eng Trainer

10 years of GEIA - a lot to celebrate

Patrícia TOSQUI-LUCKS (ICEA – Airspace Control Institute, São José dos Campos, SP, Brazil. Supervisor of the Aeronautical English Training Section; patricialucks@gmail.com)

This talk will address the main characteristics that make GEIA unique as a research group that combines academic research, government and industry concerning Aviation and Aeronautical English. This mutual collaboration provides better and greater transfer of knowledge and innovation. The main achievements of the group for a decade will be presented, such as the seminars and the publications. The participation of the international aviation English community, which increased after the pandemic, boosted the potencial for global discussions and exchanges promoted by GEIA to make the skies safer.

Keywords: Aeronautical English; mutual collaboration; achievements; Aviation safety.

Squawk 9835: Radiotelephony role plays in aviation language training and assessment

Henry EMERY (Latitude Aviation English Services, Plymouth, Devon, United Kingdom. Managing Director; henry@latitude-aes.aero)

In order to provide language training and assessment that is relevant to learner needs, teachers and test developers need to provide opportunities for learners to engage in authentic work-related language use that is specific to their professional roles as participants in aeronautical radiotelephony communications. This presentation looks at the radiotelephony role play as a central feature in language training and assessment programmes designed to meet the ICAO LPRs. With reference to the literature and to ICAO guidance, we will begin by exploring what role plays are, why they are so important in language training, and why they are essential in aviation language tests. We will then outline:

- The characteristics of useful role play tasks;
- The various language and operational considerations in task design;
- Some procedures for task development; and
- Considerations in task facilitation in training and assessment contexts.

We conclude by examining the similarities and differences between role plays used for training purposes and those used in language tests.

Keywords: language teaching, language testing, aviation English, ICAOLPRs

Presentations

1. EPLIS validity evidences

Beatriz Faria ARAGÃO (ICEA – Airspace Control Institute, São José dos Campos, SP, Brazil. Aeronautical English Section Chief; beatrizbfa@fab.mil.br)

Validity is a central part of every exam, especially high stake ones. During many years, validity was seen as a "quality" of a test that could be measured in different categories, such as; face, concurrent and predictive validity. With the advance of researches we have seen that validity is not a "single quality", but a multifaceted inferential process that includes a continuum of evidences for the uses and consequences of a test. For every claim made about the validity of a test, there must be evidences and warrants to support those claims. Following this premise, EPLIS test developers collect and analyze evidences to support the use of EPLIS within the aeronautical context. Accordingly to ICAO language proficiency requirements, pilots and controllers should be able to handle miscommunication problems and thus, tests that evaluate the language proficiency of pilots and air traffic controllers should be aligned with this goal. During this presentation I will provide some evidences that are systematically collected and analyzed throughout the exam to provide some EPLIS validity evidences.

Keywords: EPLIS, validity, language proficiency.

2. Building an Interpretation and Use Argument for EPLIS: a validity study

Natalia DE ANDRADE (DECEA – Department of Airspace Control, Rio de Janeiro, RJ, Brazil. Aviation English Project Manager; natalianar@decea.mil.br)

Aviation has emerged as one of the most widely used means of transportation around the world, attracting attention from the society, the media, and the language theorists. However, considering the high-stakes of the aviation testing context, there is a lack of research projects aimed at analyzing the validity of the tests made available after the publication of the language policy of the International Civil Aviation Organization (ICAO), (ALDERSON, 2008). Based on Kane`s argument-based approach to validation (2006; 2013), which indicates the need to analyze the claims made by the test developers with regards to the test use, this paper aims at presenting an Interpretation and Use Argument (IUA) for EPLIS, the aeronautical English proficiency test used to assess Brazilian air traffic controllers. An IUA indicates the proposed interpretations and uses of test results and serves as the first step in developing a validity argument. To build an IUA for EPLIS, a thorough document analysis has been carried out.

Keywords: aeronautical English, assessment, validity, validation

3. The construct of aeronautical English listening tests: an analysis of the ICAO rating scale

Angela C. de M. GARCIA (ANAC – National Civil Aviation Agency, Belo Horizonte, MG, Brazil. Civil Aviation Regulation Specialist – Language Proficiency Group; angela.garcia@anac.gov.br)

Since the publication of the International Civil Aviation Organization (ICAO)'s language proficiency requirements, a number of different tests have been developed and implemented around the world to assess pilots and air traffic controllers' proficiency in English. Meanwhile, researchers have questioned the clarity and appropriateness of the policy, and the reliability of tests (e.g., Alderson 2011; Douglas 2004; Emery 2014). ICAO has recently acknowledged that, over the years, multiple interpretations of the policy have led to practices that might undermine the meaningfulness of aviation English tests (ICAO 2022b). However, the ICAO Rating Scale remains as the instrument to be used in assessing pilots and air traffic controllers' aeronautical language proficiency. Thus, this presentation reports on a study that explored the construct of aeronautical English listening tests stated in the comprehension descriptors of the ICAO rating scale, as well as the elements of the other descriptors that may inform the definition of this construct. An in-depth content analysis of the rating scale was conducted by using the "interview technique", as described by O'Leary (2021). Results provide useful information for the development of listening tests in the aeronautical context. A better interpretation of the construct informed by the policy can help to reduce the differences among test implementations around the world and further contribute to more standardized and meaningful testing practices.

Keywords: language testing, ICAO rating scale, listening comprehension, construct definition

4. Language Proficiency as a Human Factor in Flight Crew Training

Don TOUPS (ERAU – Embry-Riddle Aeronautical University, Worldwide Campus, Daytona Beach, Florida, U.S.A. Chair, Aviation English Department; toupsd1@erau.edu)

In recent years, the role of language proficiency in aviation safety has been explored largely through the lens of pilot–ATC communications. This presentation investigates a less-explored dimension of language proficiency in aviation: the relationship between pilots' operational proficiency and their proficiency in the language in which they have been trained. Evidence is presented of a causal relationship identified by investigators of two aviation accidents between (a) insufficient proficiency by pilots in the language in which they were trained (English) and (b) unsafe acts by those pilots that culminated in the accident. The findings in these two accident reports prompt the question: What clues exist in other accident reports that suggest the flight crews' English language proficiency may have been insufficient for flight training conducted in English? More research is needed to pursue this question. Such research, however, will be challenging because language proficiency in relation to flight crew training is not systematically investigated by aviation accident investigators; the aviation accident investigation reports cited in this presentation are among a small number of accident investigations in which an applied linguistics expert was involved. The proposed research is important because of the prevalence worldwide of flight crew training conducted in English for non-native English-speaking pilots. In the absence of such research, airlines with non-native English-speaking pilots who complete flight crew training in English face a potential risk, the scope of which is unknown.

5. Learning from experience: Analyzing the role of English in recent aviation incidents

Natália GUERREIRO (CRCEA-SE - Regional Center of Airspace Control Southeast, São Paulo, SP, Brazil. Aeronautical English team leader; nataliaguerreironcg@fab.mil.br)

Thalita DINIZ (CRCEA-SE - Regional Center of Airspace Control Southeast, São Paulo, SP, Brazil. Auxiliary at the Operations Division; thalitadiniztdsm@fab.mil.br)

"Oh, but those accidents happened so long ago," said our learner in an awareness-raising lesson, "surely now English is not so much of a factor." Indeed, a great deal has been done for the betterment of proficiency in aeronautical English since the implementation of the ICAO Language Proficiency Requirements. However, that does not mean we can take aeronautical English for granted. An integral part of aviation safety, the use of English on radiotelephony – both phraseology and plain language – may be a latent factor and even contribute to aeronautical incidents or occurrences that have recently taken place. This relevance of aeronautical English to safety is what we are going to argue in this talk, inviting the audience to look closely at instances of the use of English in ATC operations in Brazil and discussing possible interpretations of what may be / have been the problems in each situation in terms of language performance and awareness of its importance.

6. Enhancing Aviation Safety through Integration of the Aeronautical English Language Field in SAT OESB Reports: A Call for Collaboration between Aviation Industry and Language Researchers

Virgínia T G MIGNONI EVARISTO (DECEA - Department of Airspace Control / SAT SOG – South Atlantic Safety Oversight Group, Rio de Janeiro, Rio de Janeiro, Brazil. Assistant in DECEA's Training and Development Division and SAT SOG Chairman's assistant; mignonivtgme@decea.mil.br / virginiamignoni@gmail.com)

Effective communication is crucial for ensuring aviation safety, particularly in the South Atlantic (SAT) region, with its diverse linguistic environment and a significant number of non-native English speakers. This presentation highlights the importance of addressing language-related factors by proposing the inclusion of an Aeronautical English field in the SAT Oceanic Errors Safety Bulletin (OESB) reports. By incorporating this field, aviation stakeholders can proactively identify language-related safety concerns and implement targeted measures to mitigate risks.

The proposed integration of an English language field in SAT OESB reports would provide a dedicated space for capturing language-related factors, enabling the identification of potential communication challenges and safety risks. This collaboration would involve sharing data, research findings, and best practices. Through linguistic analysis, trends and patterns in language use can be identified, facilitating the development of tailored communication training programs and targeted measures to mitigate language-related risks.

Presenting this initiative at the Aeronautical English Research Group – GEIA Seminar provides an opportunity to raise awareness and initiate discussions on integrating an Aeronautical English field in SAT OESB reports. It serves as a call to action for collaboration among aviation industry stakeholders, such as aviation regulatory bodies, industry organizations, and language research institutions. By pooling resources and expertise, stakeholders can enhance the understanding of language's impact on aviation safety and promote effective communication practices in the SAT region.

Keywords: Aviation safety, Aeronautical English, Language as a human factor, Language proficiency, Communication challenges.

7. Reflections on raising communication awareness in pilot language training: attempts to bridge gaps based on real-life occurrences

Aline PACHECO (PUCRS – Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brazil. Associate Professor, School of Humanities; aline.pacheco@pucrs.br)

Communication in aviation is a key component in the safety of operations of the aeronautical industry. It is complex in nature, as it encompasses a wide array of resources, from technological elements to people with different expertise and/ or distinguishing cultural backgrounds. Knowingly, these features need to be accounted for in formal language training designed to pilots and air traffic controllers. However, instructions may, at times, be limited to compliance, which directly impacts the quality of understanding. Language proficiency in Aviation English is pivotal to ensure communication is effective, and it comprises more than the traditional skills advocated by ICAO: prior to actually use the language, participants need to understand they have to be part of collaborative communication in which they have to engage regardless of their condition as native or non-native speakers of English. This presentation addresses some of the elementary communication skills that could be highlighted in pilot training in order to raise their metalinguistic awareness and provide them with more tools to deal with anticipated miscommunication risks. The main objective is to propose a reflection on ways through which this can be achieved. Activities that use real-life miscommunication episodes coupled with specific notions of communication are suggested as an alternative.

Keywords: Aeronautical Communications, Miscommunication, Pilot language training, Metalinguistic Awareness, Real-life episodes.

8. An overview of the English language performance of ab initio military air traffic controllers: a learner-corpora-driven study

Elida Maria Rodrigues BONIFÁCIO (EEAR – School of Aeronautics Specialists, Guaratinguetá, São Paulo, Brazil. English teacher; elidaemrb1@fab.mil.br)

English language communication in real air traffic control contexts has been discussed in several studies. Nonetheless, little research has been conducted into oral production of *ab initio* air traffic control personnel (HAMZAH, 2021). Thus, this paper aims to identify in learners' production some characteristics of the linguistic descriptors required by ICAO (2010) as language criteria assessed in proficiency exams taken by pilots and air traffic controllers – pronunciation, vocabulary, structure, comprehension, interaction, and fluency. In Brazil, the proficiency exam taken by air traffic controllers is called EPLIS and the exam structure (ICEA, 2023) was considered for carrying out the interviews and collecting the data. This is a *corpus*-driven study (McCARTHY, 2006; VIANA; TAGNIN, 2010; SCOTT, 2010; VIANA, 2010; SARDINHA, 2010) and the linguistic material collected is a spoken learner *corpus* of aeronautical English and therefore it's a specialized *corpus* (TAGNIN; FROMM, 2008; DAYRELL, 2010; ALIZIERI, 2010; LOPEZ; CONDAMINES; JOSSELIN, 2013; PRADO, 2019). The data were collected at the School of Aeronautics Specialists, the only institution that provides initial professional training for military air traffic controllers in Brazil. The training course lasts four semesters. There are four *sub corpora*: a) First semester students – A1 proficiency; b) First semester students – B1 proficiency; c) Forth semester students – A1 proficiency; and d) Forth semester students – B1 proficiency. The interactions are between the practitioner and the student in a speaking evaluation, and they were recorded, transcribed (TRANSKRIPTOR, 1.5 version) and edited (CREER; THOMPSON, 2013; CAINES; NICHOLLS, BUTTERY, 2017; CAINES; BENTZ; KNILL; REI; BUTTERY, 2020; JURAFSKY; MARTIN, 2023) in the first semester of 2023. It was possible to present an overview of the linguistic development by comparing the performances of students in the first semester and then in the last semester of the course.

Keywords: spoken learner corpus, aeronautical English, military air traffic controllers, language performance.

9. How to Teach Aeronautical Communication to the 'Woodpeckers'

Marcos ROCHA (AFA - Brazilian Air Force Academy, Pirassununga, São Paulo, Brazil. Virtual Air Traffic Controller, Simulation Training Squadron; rochamra@fab.mil.br)

In my presentation, I will cover AFA's virtual training program which involves simulated flights via the ELITE Flight Simulator PI-1000, with real-time control from American controllers through the PilotEdge platform. These simulated VFR and IFR flights use a virtual Cessna T206 equipped with a G-1000 system and occur over the United States, in Class B to G airspace. During these sessions, AFA Instructor pilots and cadets communicate using authentic American radio frequencies to contact Clearance Delivery, Ground, Tower, Departure, Approach and Center. This training methodology enhances authenticity by requiring students to simultaneously aviate, navigate, and communicate using either FAA or ICAO rules from day one of their training. Additionally, I will discuss various

techniques and resources for anticipating and tackling difficulties commonly encountered during flight training which include video tutorials, PDFs, and other educational materials that I have developed exclusively for this purpose.

10. Handling error correction in cross-language transfer utterances

Juliana SANTANA (ICEA – Airspace Control Institute, São José dos Campos, SP, Brazil. English Language Consultant - EEIA; e-mail: julianajcs@decea.mil.br)

It goes without saying the importance of error correction when teaching and learning a second language, especially in the Aeronautical field, in which miscommunication is closely related to operational issues. Recognizing the kinds of mistakes the foreign language learners are actually making is important to address error correction, so that instructors can focus on the ones that might prevent effective communication (i.e. global errors). From my own experience as an Aviation English instructor, I've realized that recognizing the nature of the errors is not an easy task when it comes to cross-language influence. In other words, the errors Brazilian students usually produce are quite similar in terms of syntax, once speakers tend to transfer the system of their mother tongue (L1) to the target language (L2). As a result, they can hardly tell the sentence they have built carries a global error that affects intelligibility. The aim of this presentation is to assess cross-linguistic transfer with respect to sentence building, in order to explore meaningful ways of pointing out and correcting L2 errors that result from Portuguese-like constructions. Just showing the students the right way to say the intended utterances in the target language (English) hasn't shown to be very effective, as they tend to keep on making the same mistakes. The difficulty foreign language speakers have presented to identify global errors that derive from cross-linguistic transfer (Portuguese – English) will be discussed through authentic examples produced by ATCO whose Aviation English proficiency level is either 5 or 6. Reflections on how the form, meaning and use of the languages (L1 and L2) relate to one another ought to be encouraged to enable more effective error correction strategies through language awareness.

11. 'Two Cultures'? English for Specific Purposes, Intercultural Communicative Competence and the 'New Professionalism'

John CORBETT (BNU-HKBU United International College, Zhuhai, Guangdong Province, China. Professor of English, Department of Languages and Cultures. johnbcorbett@uic.edu.cn)

Should English teachers focus purely on instrumental communication, or should they also teach aspects of 'culture' in the ESP classroom? In an influential book published in 1959, the British historian, C.P. Snow argued that the sciences and the humanities were being separated into 'two cultures', to the detriment of education in general. In the ensuing three decades, this process of separation was mirrored in English language teaching, with the rise of English for Specific Purposes

(ESP), which suggested that English could effectively and efficiently be taught 'scientifically', purely as an instrument to achieve particular communicative goals. Since the 1990s, there has been a sustained 'cultural turn' in English language teaching, with the rise of models of 'intercultural communicative competence' (ICC). Today, the tension between the two cultures remains: do professionals such as technicians, engineers, pilots and air traffic controllers really need to acquire intercultural communicative competence – and, if so, why? This presentation considers the re-integration of the 'two cultures' of the sciences and humanities through the concept of the 'new professionalism' and illustrates classroom tasks that develop intercultural communicative competence for learners of English for Specific Purposes.

Keywords: English for Specific Purposes, Intercultural Communicative Competence, New Professionalism

Workshops

1. Squawk 9835: Developing radiotelephony role plays

Henry EMERY (Latitude Aviation English Services, Plymouth, Devon, United Kingdom. Managing Director; henry@latitude-aes.aero.)

Building on the presentation on radiotelephony role plays, this practical workshop will put participants into the role of teaching and testing content developers and will guide them through the process of role play task development. The workshop will be structured in 3 stages:

1. Storyboarding (25 minutes): Participants will work in small groups to identify their target audience, develop task specifications and language objectives and brainstorm scenario storyboards.
2. Task development (25 minutes): Participants will work in the same groups to generate role play scripts and create task rubrics and artwork briefs for associated visual aids.
3. Task facilitation (45 minutes): Participants will switch groups and practice administering their role play tasks as teachers/interlocutors and learners/test-takers.

Each stage will:

- Begin with a short (3-minute) presentation delivered by the workshop facilitator to outline stage objectives and key considerations; and
- Conclude with a feedback session (5-10 minutes) in which groups report on their work and the operational and linguistic challenges/considerations they encountered or anticipate in live administration.

Keywords: language teaching, language testing, aviation English, ICAOLPRs

2. Exploring an Aviation English Corpus: Equipping Professionals with Pedagogic and Lexicographic Skills

Malila PRADO (BNU-HKBU United International College, Zhuhai, Guangdong, China. Assistant Professor of Faculty of Humanities and Social Sciences; malilaprado@uic.edu.cn.)

This workshop aims to equip teachers, translators, and aviation English professionals in the aviation industry with the necessary skills to explore an aviation English corpus for pedagogic and lexicographic purposes. The workshop will first list the basics of an aviation English corpus, including the different types of documentation available and the language features that are specific to these documents. Participants will then identify their own / their students' needs so that they can set the context in which the corpus will be employed. This will allow participants to develop activities that are potentially relevant and engaging for learners.

The workshop will also cover strategies for incorporating authentic materials from the corpus into participants' practice so that they can create activities that reflect the language used in the aviation industry, making it easier for learners to practice their skills in real-world situations and/or for translators to examine possible translation choices. For such, activities will either draw on an English-only corpus, or on an English-Portuguese comparable corpus, that is, same genre texts in both languages. Participants will also learn how to identify potential challenges and limitations when using the corpus so as to overcome such difficulties. Finally, the workshop will showcase activities built without corpora and promote discussions and hands-on practice to approximate those activities to real-life scenarios.

By the end of this workshop, we hope that participants will have the necessary skills to explore a technical comparable corpus and design effective activities using the corpus, tailored to the specific needs of their learners. They will also be able to incorporate authentic materials from the corpus and use technology tools to enhance the learning experience. These skills will help participants to create meaningful and effective learning experiences for pre-service or in-service language learners in the aviation industry.

For this workshop, please bring your cellphone or tablet. Laptops are not mandatory but will provide a better experience.

3. Making Use of Both Operational and Linguistic Knowledge and Skills

Jennifer ROBERTS (ERAU Embry-Riddle Aeronautical University-Worldwide, Daytona Beach, Florida, USA. Assistant Professor and Curriculum Chair in the Department of Aviation English; roberj62@erau.edu)

Jena LYNCH (ERAU Embry-Riddle Aeronautical University-Worldwide, Daytona Beach, Florida, USA. Assistant Professor and Associate Program Coordinator in the Department of Aviation English; jena.lynch@erau.edu)

In ICAO Document 9835, even the minimum qualifications for aviation language trainers include both language-related knowledge and skills as well as the "ability to work well with a [subject matter expert]" for the aviation operational side (ICAO, 2010, p. D-1). The highest qualifications for an Aviation English (AE) trainer include both linguistic and operational knowledge and skills, the latter ideally coming from experience as a pilot or a controller. As SMEs in aviation operations and knowledgeable language teachers, such well-qualified AE teachers are able to help students improve their AE proficiency in targeted ways that translate directly to their students' professional lives. Because of these trainers' unique skillsets, they can provide AE instruction using pedagogical best practices, while also ensuring operational accuracy, relevancy, and appropriateness. In this interactive workshop session, participants will complete a self-assessment to discover, and appreciate, just how much value they bring to their AE teaching contexts, and identify areas where they may want to seek collaboration. Then, they will unlock a variety of opportunities to bring both operational and linguistic knowledge and skills into their teaching. Some tips for collaborating with experts in other areas will be shared. Participants will make plans for how they can enhance their teaching from both angles.

For this workshop, please bring your cellphone or tablet. Laptops are not mandatory but will provide a better experience.

Keywords: subject matter experts, operational, linguistic, teacher training

4. Welcome on board… games and RPG for Aeronautical English proficiency

Karin QUAST (UNITAU – University of Taubaté, Taubaté, São Paulo, Brazil. Professor, Master's in Applied Linguistics program, Department of Social Sciences and Languages; ludificar.ensinolinguas@gmail.com)

Carlos Alberto BABBONI (EEAR - Brazilian Air Force School of Specialists, Guaratinguetá, São Paulo, Brazil; teacher; babbonicab@fab.mil.br)

Paula Tessare PICCOLO (UNITAU - University of Taubaté; Master's student in the Applied Linguistics program; teacherpaulapiccolo@gmail.com)

In this workshop, we invite the participants to experience modern board games and RPG (*Role Playing Game*) as a pedagogical resource which fosters an environment where students can learn and use Aeronautical English in a meaningful, contextualized and stimulating way. Board games and RPG can be used to either introduce new content, for further practice, or to revise content; for simulations of situations that pilots and ATCOs may experience and will have to respond to; for diagnostic, formative or summative assessment, among other possibilities. The benefits of games are well documented in the educational area. In addition to their role in the development of cognitive functions and several abilities and competencies, games are good at promoting immersion; they can be engaging, motivating, and provide meaning to tasks (and keep students focused on them); they turn students into active protagonists and can foster autonomy and critical reflection. In a game, errors are not punished, but are considered part of the process – thus, in a ludic environment students feel more free to take risks, to participate more actively, to experiment with language. In addition, scenarios can be created according to learning objectives; challenges/obstacles can be designed; feedback is immediate; the sense of accomplishment is, in itself, motivating; besides, in the game, players may experience and develop a new identity (GEE, 2003). We hope this workshop can

stimulate participants to come up with ideas of game adaptations to tackle specific objectives, content and students' needs.

Keywords: Aeronautical English, modern board games, Role Playing Games, active methodologies.

5. Writing multiple-choice items for aeronautical English tests: Principles and Practices

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In the literature of Language for Specific Purposes it is well-known that language proficiency should be directly assessed by means of a performance test, in which the tasks simulate, as much as possible, authentic real-world language use situations. Nevertheless, in certain circumstances, e.g., in aeronautical English assessment, when a specific language macro-skill, such as listening, or when a separate point of knowledge, such as grammar, technical vocabulary, or pronunciation, needs to be assessed, multiple-choice items can be complimentary used, given their advantages related to practicality and reliability. In this workshop we will present and discuss the main characteristics of multiple-choice test tasks, and present guidelines on how to write efficient multiple choice test items that can be used in aeronautical English tests, both for teaching and testing purposes. Examples of such test tasks will be provided. Using audio recording transcripts from real aeronautical communications, participants will be encouraged to write a few test items to assess listening comprehension, grammar and vocabulary, in the aeronautical context, and share these tasks with the other participants.

Keywords: ESP, aeronautical English, task design, multiple-choice items.

6. Using Team-Based Learning (TBL) to promote students' interaction in Aviation English classes

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Sometimes students are kind of lazy or even shy to talk to each other when they are asked to work in (small) groups. Team-based learning (TBL) is a method developed by Larry Michaelsen for teaching business students in the 1970s (Michaelsen et al. 2008) and it is a learner centered approach which

requires teacher´s leading throughout its steps. This method has the potential to engage students in a competition by which they share and build their knowledge. Some students in each group work together to find out the right answers for multiple choice questions as part of the second phase of the team-based learning process. The first phase comprises a pre-class study to be done either at home or in class. As the second one, students are required to take an individual test and then take the same test with their team. In the third phase, students are supposed to work on application activities. In this workshop, TBL phases will be explained, and examples will be provided. Besides that, attendees will be given the opportunity to participate in a TBL activity as they were language learners, and they are expected to be outgoing to have some fun in a competition.

Keywords: Team-Based Learning, Aviation English classes, Aircraft Maintenance, English for Specific Purposes

7. 7+ tools to make your life easier as an Aviation English Trainer

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In the ever-evolving field of Aviation English training, the integration of artificial intelligence (AI) has the potential to revolutionise language teaching and assessment. This workshop aims to empower aviation English teachers by introducing them to seven essential AI tools, including those that facilitate image creation and speech samples, to enhance their teaching practices and enable them to design tailored Aviation English classes.

Participants will explore the increasing role of AI in language training and assessment, and its specific implications for aviation English providers. These are some of the tools the workshop will explore: Image generation tools, Speech recognition and analysis, Text to speech, and Chatbots and virtual assistants.

By equipping aviation English teachers with these AI tools, the workshop aims to empower them to leverage technology to create engaging and effective language learning experiences. The session will encourage participants to adapt their teaching methodologies, embrace AI tools, and design Aviation English classes that cater to the specific needs of pilots, controllers, cabin crew, ground personnel, maintenance technicians, and other aviation professionals.

For this workshop, please bring your cellphone or tablet. Laptops are not mandatory but will provide a better experience.

Keywords: training, aviation, English, artificial, intelligence.

Making the skies safer

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