

Challenges and Perspectives of Aviation English in the Academic Scenario: the case of PUCRS

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“ Aviation English (AE)– SHAWCROSS (2008)
“language used by pilots and controllers in an operational context; broader than ICAO standard phraseology.

“ Teaching AE can be naturally challenging–
huge responsibility



Specialized help for pilots and Air Traffic
Controllers to perform their jobs and to be
prepared for job screening and language
proficiency tests.

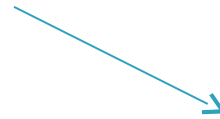
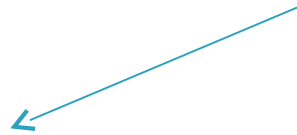
“ Teaching AE in the academic scenario:



CHALLENGE (1)



balance between



academic requirements

students` most
immediate goals

“ Pilots: Very practical people

→ ICAO/ SDEA

→ job interviews

“ Academic scenario:

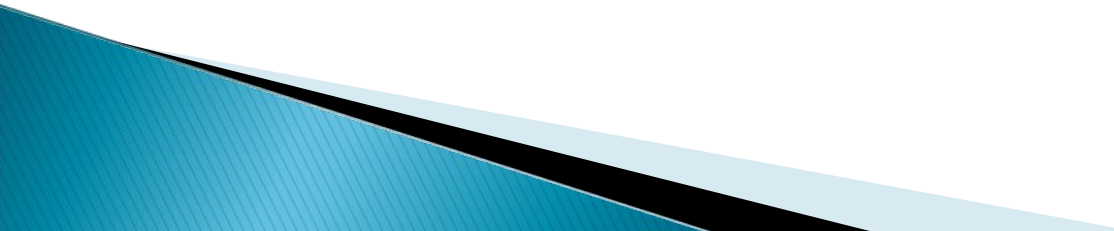
→ formal syllabus to be followed

→ No test-based format, but course-based format

→ Course book (not test-books)



“ Aeronautical Science (PUCRS)

- three-year course
 - student pilots who want to have a university degree, in order to be better qualified to apply for a job
 - At first/mainly: focus on operations.
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“ English Language in the syllabus:

→ AE: 12 credit hours / 4 courses / years 1,2,3

→ International Phraseology: 2 credit hours /
year 2

→ Technical Terminology: 4 credit hours / year
3

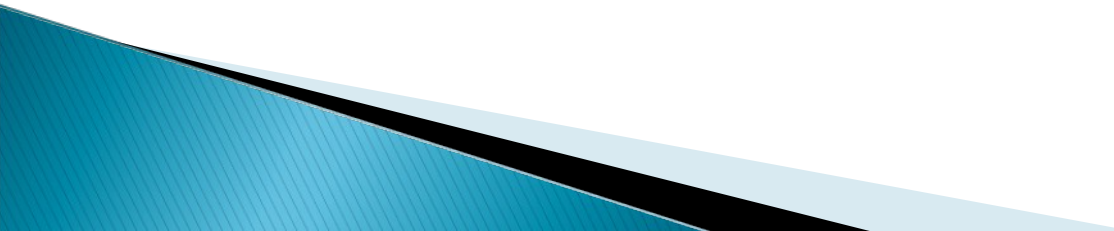
	AEI	AEII	AEIII	AEIV
Level of English	Pre-Interm	Interm	Pre-Advanced	Advanced
Course book units	1-4	5-8	9 & 10	11&12
Oral Presentation 1	Academic Article about an Airport	Academic article about an airline	Incident/accident caused by miscommunication	Mock Interview based on 50 pre-selected questions
Oral Presentation 2	Airport	Airline	Mock Interview based on 15 pre-selected questions	

“ Debriefing Sheet

✘ <u>STUDENT:</u> _____		
✘ <u>TITLE:</u> _____		
✘ <u>DATE:</u> _____ <u>TIME:</u> _____		

✘ REMARKS	ASSESSMENT CRITERIA (ICAO/SDEA)	✘ Final GRADE
Slides:	Info:	
<u>Fluency:</u> <u>(speaking/reading/mispron)</u>	✘ PRONUNCIATION	✘ Slides <u>(1.0)</u> -
	✘ STRUCTURE	✘ Info <u>(2.0)</u>
	✘ VOCAB	✘ <u>Fluency</u> (3.0)
	✘ COMPREHENSION	✘ <u>Struct</u> <u>(2.0)</u>
	✘ FLUENCY	✘ <u>Pron</u> <u>(1.5)</u>
	✘ INTERACTION	✘ <u>Vocab</u> <u>(1.5)</u>
	✘ GRADE: _____	✘

“ CHALLENGE 2: Research

- Academic scenario assumes (multidisciplinary) research
 - pilots
 - private university scenario: not easy to develop projects / get funding
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“ Monograph Papers (selection)

→ “Multiculturalismo e relações linguísticas na Aviação: a interferência de língua materna no uso do inglês como L2 em contextocomunicativo de tripulação técnica”.

By Otávio FERRARI (2012)



2) Já houve situações onde o ATC lhe passou uma informação e você a interpretou ou entendeu de forma diferente?

Sim Não

3) Alguma vez você confundiu as palavras TO e TWO que possivelmente tenham sido mal colocadas na instrução?

Sim Não

4) Você já vivenciou ou presenciou alguma situação de miscommunication e/ou misunderstanding?

Sim Não (Relatar se possível).

5) Alguma vez, se comunicando com seu copiloto, já houve alguma situação em que vocês se desentenderam, devido às diferenças culturais e linguísticas?

Sim Não

6) Há alguma cultura que você considera mais complicada de lidar? Se sim, qual e por quê?

7) Relate uma situação atípica que você tenha vivenciado que tenha sido causada por miscommunication e ou misunderstanding e/ou conflito de culturas.

“ Informants

Pilot 1: Emirates

Pilot 2: Ryanair

Pilot 3: Ryanair

Pilot 4: Qatar

Pilot 5: Etihad

	P1	P2	P3	P4	p5
Q2	X	X	X	X	X
Q3			X	X	X
Q4	X	X	X	X	X
Q5			X		X

“ Table 2: Pontos em comum apontados

	P1	P2	P3	P4	P5
NIVEL COMP LI	X	X	X	X	
SOTAQUE	X	X	X	X	X
CALL SIGN		X	X		
CONFIRM	X		X	X	
SOP	X	X		X	X
PADRON	X	X			
CRM	X	X			X

→ Problemas de Linguagem em Inglês
Aeronáutico: uma análise de comunicação
técnica sob diferentes níveis linguísticos

by Gabriel Massid (2012)

“ Theoretical review of accidents/ incidents
caused by miscommunication



	Fonética	Sintaxe	Semántica	Pragmática
1. “we are now at takeoff”		X		x
2. “can we hold, ask him if we can hold			X	X
3. “we are running out of fuel”				X
4. “blast of power”	X			
5. “past to the left of the tower”				X

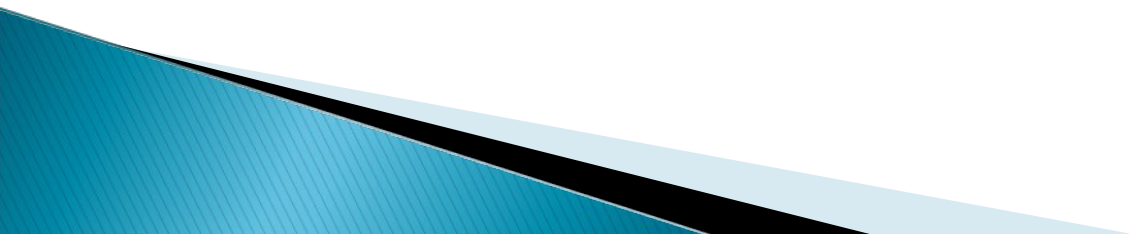
	Fonética	Sintaxe	Semântica	Pragmática
6. Cleared seven”				X
7. Climb to five zero	X	X		
8. “(may we cross?) Hold short”				X
9. “you are number one for the approach”				X
10.”resume your own navigation”				X

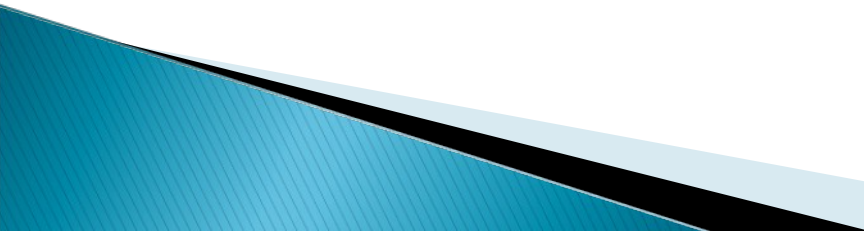
“ Linguistic Ambiguity and its Impacts on International Aeronautical Phraseology

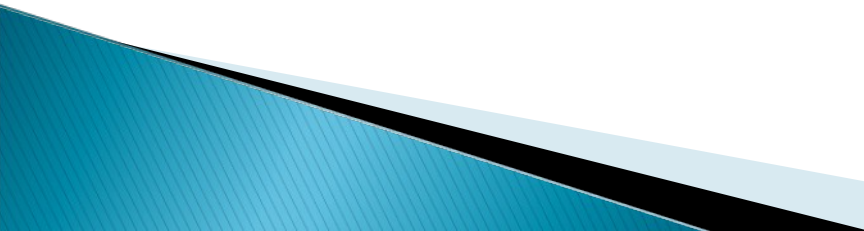
by Vinícius CARLESSO (2015)

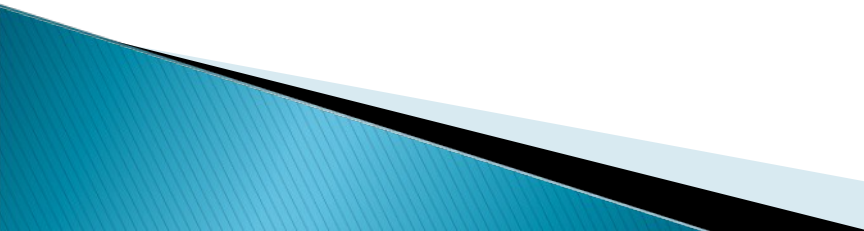
Interviews, AZUL pilots, 43

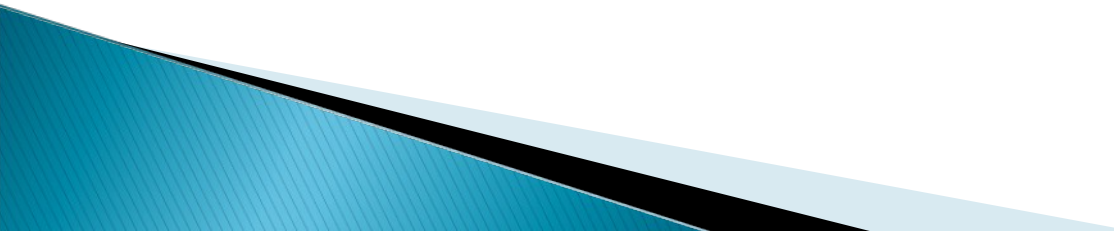
All situations below are examples of linguistic ambiguity recognized by the Federal Aviation Administration (FAA). Choose the alternative which best describes your interpretation:



- a. The following sentence was reported by the controller to the pilot: “Maintain runway heading”. After getting this authorization you assume that:
- “ i. The pilot must follow the heading he gets once lined on the threshold in use for the departure; (33.3%)
 - “ ii. The pilot must maintain a straight flight path after taken off according to the projection of the in use runway. (28.6%)
 - “ iii. Both alternatives above can be understood by the pilot (38.1%)
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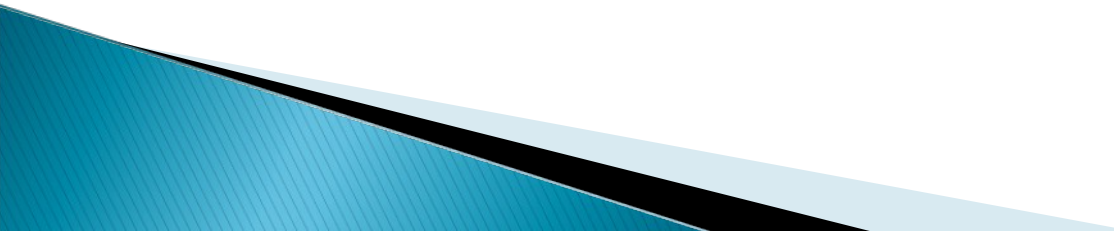
- “ b. The controller knowing, that one specific aircraft on the ground had made contact but doubtful of the request made, says: “XXX, ground speaking, go ahead.”. After receiving this message:
 - “ i. The pilot repeats the request, assuming the authorization given was a speaking clearance on the radio (81%)
 - “ ii. The pilot starts his ground movement, assuming the clearance was for his taxi, once he had already declared intentions for that (0 %)
 - “ iii. The sentence delivered by the ground controller allows the receiver to obtain both or more understandings, once you have a miscommunication (19%)
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- “ c. While performing an air traffic circuit, the pilot receives the respective interrogation: “XXX, Tower speaking, confirm aircraft in sight.”. The tower controller had the intention to confirm that the pilot was aware of:
 - “ i. One airplane in flight on his sight range (64.3%)
 - “ ii. Two or more airplanes in flight on his sight range (0 %)
 - “ iii. The sentence given does not allow the pilot to be aware of how many airplanes the controller is making reference of (35,7%)
- 

- d. English training that the involved crew members were submitted
- 27.8% have never been to an English program.
 - 27.8% have been classified as intermediate speakers
 - 11.1% classified as advanced speakers
 - Out of all the answers only 33.3% have studied English for Aviation.
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“ Other monograph papers:

- English usage along the Commercial Pilot's course: The perspective of Brazilian student pilots (by Lucas BOUEFLEUER, 2015)
- A prova Santos Dumont English Assessment (SDEA) na perspectiva de pilotos brasileiros (by João Marcelo ROSA, 2015)

- The account of English as a lingua franca on flight safety (by Marcelo FIGUEIRA, 2014)
 - “ Miscommunication and the Current Scenario of Pilot and ATC Communication and the Possibility of CPDLC as an Alternative” (by Lucas ALBUQUERQUE ,2013)
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“ Perspectives:

- Academic changes at PUCRS (Schools)
- Increase research/ ? In Language Studies: AE corpus
- PUCRS: Aviation English Teacher Training
- www.blogdoaplicado.com

THANK YOU!

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