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English For Specific Purposes in the Aviation

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Abstract: "Aviation English" is not only confined to pilots and air traffic controllers it also refers to English on general terms in aeronautical and/or aviation universities. It can be designed as integrated ESP (English for Specific Purposes) curricula for students in the fields of aeronautics and/or aviation. Learners of ESP are supposed to master the vocabulary in their specific discipline as well as the English language skills. This paper explores the possibility of establishing Aviation English as an ESP specialty in aeronautical and/or aviation colleges and universities. Needs analysis has been made and curricula designed for an integrated course of study in the Uzbek contexts, so that learners of ESP can learn the target language more effectively and meet the standards set by the International Civil Aviation Organization (ICAO). It reconsiders the ESP theories and aims to develop a possible approach to ESP teaching more suitable for the Uzbek learners

Key words: Aviation English, needs analysis, curriculum design, aircraft technologies, maintenance facilities, airports, and navigation aids, co-pilots, light attendants, air traffic controllers, mechanics, engineers, light dispatchers.

Aviation industry is growing at an enormous rate and highly sophisticated set of technologies are employed for achieving safety in aircraft operations. Though enormous efforts have been made to improve aircraft technologies, maintenance facilities, airports, and navigation aids, the industry still suffers from the aviation safety problems in other words tragic air accidents. One of the underlying problems leading to this problem is miscommunication. Communication problems, especially between pilots and air-traffic controllers, have a crucial role in the number of fatal air accidents . These problems are even more severe for non-native English-speaking pilots and non-native English speaking controllers, since they have the highest probability of miscommunication and misunderstanding interacting with each other.

Communication in aircraft operations basically depends on English and the specialized subset of English related broadly to aviation is called Aviation English.

Aviation English means more than technical phraseology and it is used for radiotelephony communications for a safe light. So, in order to ensure aviation safety this particular subset of English needs to be mastered by all aviation industry professionals including pilots, co-pilots, light attendants, air traffic controllers, mechanics, engineers, light dispatchers and the ground staff including managers and officials within the aviation industry. Like business English, aviation English is a subdivision of ESP and it is a kind of codified language basically made up of a list of structures that pilots and air traffic controllers have to use in the exact same way every time. These structures are to be efficient, clear, concise and unambiguous. Though pilots and air traffic

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controllers can operate on the basis of this standard phraseology, in case of emergencies and unexpected situations the English language proficiency is needed to rescue the crew and the aircraft. Majority of pilots and controllers state that "good communication is as important as technical proficiency for the safety of light". In other words, Air Traffic Communication (ATC), providing pilots with vital information about weather, airport and air traffic, leads pilots at the right altitudes, speeds and on routes and it plays crucial roles in operating aircraft safely.

It is difficult to imagine such kind of activity where global standardized rules are needed more than in aviation. During air traffic control, a potential misunderstanding between pilots and ground staff can cause serious incidents. That is why an introduction to common language standards is of crucial importance for aviation. The usage of one language, in this particular case it is English, is the best way for accident prevention. The problem is that for the majority of pilots and crewmembers, English is not a native language.

For pilots and air traffic controllers to communicate clearly and efficiently around the world, a universal aviation language had to be established. Both parties work closely together to exchange crucial information about the aircraft, flight, crew members, and passengers as well as other external factors and situational awareness that help ensure safe and efficient operations.

Since miscommunication and language barriers are human errors that could gravely impact flight safety and put those on board at risk, ICAO established English language proficiency requirements for pilots and air traffic controllers serving and operating international flights. Though English was chosen as the language of the skies at the Chicago Convention in 1944, ICAO first began addressing language proficiency for pilots and air traffic controllers in September 1998. In 2008, an English language proficiency test was established as part of the requirements for pilots and air traffic controllers to be fully qualified.

Aviation English is known globally for the phonetic alphabet, specific terminology and phraseology, and the universal jargon that we've likely heard in films or onboard a flight. It is actually a lot more complex. While much of the language is technical, functional command of English is necessary to pass along essential messages as clearly, fast, precisely and as naturally as possible, particularly when there is an emergency. Another advantage of having a standard language for pilots and air traffic controllers to communicate in is that pilots flying in the same airspace can monitor air traffic transmissions and increase situational awareness.

In contemporary society, within the development of modern technologies, English communicative abilities for engineers are important for their successful activity.

The initial aim of ESP is to evaluate a definite approach for English teaching that is based on learner's motives for studying. In other words, the initial step for the successful learning of ESP is to identify the requirements of a learner. Nevertheless, the generalized English courses, which are provided by some engineering programs, are not enough for understanding in a full manner the needs of students. There are examples of engineering graduates who are good enough in reading and writing, but they lack communication skills. At the same time, there are also cases when engineering students are good in English communication, but they are at a loss when specific terminology is used.

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