ESP**BASE**

ENGLISH FOR SPECIFIC PURPOSES

English for Aviation

2018

EUROCONTROL

Latitude
Aviation English Services

Checkpoint ✓

Your Journey Starts Here:

At OBC in partnership with ESPBASE, Eurocontrol and Latitude Aviation English Services we offer individuals and organizations a rather assuring and comprehensive package towards achieving their goals in Aviation English.

A complete journey from zero to hundred can be achieved by taking our Aviation English courses and test. Each candidate should go through the following three steps:

STEP 1 — Page 3 - 10

Take the Checkpoint placement test (in order to identify any student language training requirements and English level according to the Common European Framework of Reference)

STEP 2 — Page 11 - 12

Enrol for Aviation English training or alternatively sit for a full-time one-week ELAPC exam preparation course which is run either at OBC in the UK or at your organization's preferred location.

STEP 3 — Page 13 - 18

Sit for ELPAC test. Your Aviation English proficiency is going to be measured against the ICAO language proficiency framework. This test is the only fully recognized and accredited by the International Civil Aviation Organization.

What is Checkpoint test?

- Checkpoint is an accurate, easy-to-use web-based test of the specific language skills required for successful English medium aviation training.

- Checkpoint identifies Aviation English proficiency level (CEFR framework) and also student language training requirements.

- Checkpoint allows individuals and organisation to assess language proficiency in order to select students with confidence.

- It takes about 90 minutes to complete this test and it includes listening, reading and speaking.

Introduction

- Checkpoint is an English Language Proficiency (ELP) test designed to measure the English language skills required for successful English-medium aviation training. Checkpoint is owned and operated by Latitude Aviation English Services Limited which is offered a part of Aviation English training package to all of our candidates.

- At Oxford Business College, we are committed to providing quality language training and testing products and services. This document provides information on the test structure, the administration platform and test scores. The document is intended primarily to help aviation training decision-makers and admissions officers decide if Checkpoint meets their language testing requirements.

Step 1:
Aviation English Placement Test

Test description

- Checkpoint placement test is a specific-purpose web-based test of ELP designed to help airlines, Air Navigation Service Providers (ANSPs) and civil and military Aviation Training Organisations (ATOs) select students for ab-initio flight and Air Traffic Control (ATC) training and make decisions about admission to aviation training programmes.

Candidates can take this test:

- Before student assessment conducted in the medium of English;

- Before or after student assessment conducted in the mother tongue; and/or

- At the end of an English language training course.

Test platform

- Oxford Business College's customers can use Checkpoint placement test from any location (outside the UK) with a stable internet connection or at Oxford Business College site. By taking the placement on our site you will benefited from a brief intro to the test and to be assured of a reliable high-speed internet connection at the time. Our Aviation English teachers would be happy to answer your questions before taking the test, so you can take the placement test with a peace of mind.

Why should I take the placement test?

- Students need a good level of English to cope successfully with ab-initio aviation training delivered in English.

- Inadequate language proficiency is a threat to successful aviation training. Poor language proficiency causes problems for students and their instructors and can lead to costly disruption and/or training failures.

- To reduce risk, airlines, ANSPs and ATOs need to able to confidently:
  - o Select students with the appropriate level of English; and
  - o Identify students who need pre-training language support.

- Student selection is costly and time consuming. Therefore, English language assessment needs to be easy-to-administer and time efficient.

- ICAO language tests for personnel licensing are inappropriate for student selection because:
  - o They are designed for licensed professionals, not for students
  - o They do not measure the skills that students need (for example, listening to instructors in the classroom and reading training manuals)
  - o They assume professional knowledge of aviation operations that students do not have.

- General English tests are also inappropriate for student selection because:
  - o They do not test in the context of aviation training and so results are less valid
  - o They test content and skills which are irrelevant to the needs of the students
  - o They can be expensive, inflexible and time-consuming.

What is the test structure and what skills are measured?

Checkpoint placement test measures the specific reading, listening and oral proficiency skills (see the next page table for detailed information) required to successfully undergo initial aviation training conducted in the medium of English. In this test, candidates:

● Listen to and answer questions on recordings of instructors, students and training centre representatives in a variety of situations.

● Read and answer questions on texts from a wide range of authentic sources including training courseware, aeronautical information publications, regulatory documentation, incident and accident reports and articles from industry media.

● Complete oral proficiency tasks that reflect the things students have to do in English during initial aviation training. The student's voice is recorded for rating by aviation English expert assessors.

● Scores are reported using a traffic-light system as follows:
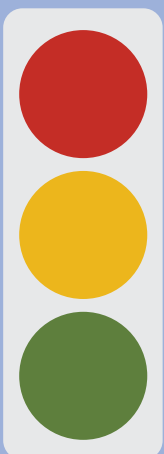
Red: Language is likely to be an obstacle to successful aviation training for candidates that score red in any part of the test. We recommend that candidates who score red in any part of the test undergo 200+ hours of language training before beginning aviation training.

Yellow: Candidates that score yellow in any part of the test may encounter language-related difficulties during aviation training. We recommend that candidates who score yellow in any part of the test undergo 25-200 hours of language training before beginning aviation training.

Green: Candidates that score green in all parts of the test are unlikely to encounter language-related difficulties during aviation training.

Step 1:
Aviation English Placement Test

Test Structure

Part 1: Listening (Total time: 40 minutes including test introduction, test and task instructions and example items)						
Task	**Discourse type**	**Task time (minutes)**	**Speakers**	**Text length**		**Number and type of scored items**
				Words	**Minutes**	
1	Informal student–training centre staff dialogue	11'	2+	1000 (+/- 100)	5 - 6	8 x 4 - option MCQ (Answer the question / Complete the sentence)
2	Informal student-student dialogue	11'	3+	1000 (+/- 100)	5 - 6	8 x 4 - option MCQ (Answer the question / Complete the sentence)
3	Formal training: instructor monologue with some instructor-student interaction	11'	1+	1000 (+/- 100)	5 - 6	8 x 4 - option MCQ (Answer the question / Complete the sentence)

Part 2: Reading (Total time: 40 minutes including test and task instructions and example items)				
Task	**Discourse type**	**Task time (minutes)**	**Text Length**	**Number and type of scored items**
1	Extract from ICAO Doc 4444: Procedures for Air Navigation Services	7'	300 (+/- 50)	4 x MCQ (True, false or not given)
2	Extract from FAA Aeronautical Information Manual	7'	300 (+/- 50)	4 x 4-option MCQ (Complete the sentence)
3	Extract from UK Air Accident Investigation Branch incident report	12'	600 (+/- 100)	8 x 4 - option MCQ (Answer the question / Complete the sentence)
4	Extract from industry journal on aviation training, safety and management	12'	600 (+/- 100)	8 x single-option MCQ (Paragraph matching)

Part 3: Speaking (Total time: 10 minutes including test and task instructions)					
Task	**Title**	**Task time (minutes)**	**Task description**	**Response preparation?**	**Response (seconds)**
1	Animation description	4'	The candidate describes a one-minute animation of an aeronautical mechanism or process	Yes. The candidate watches the animation twice before describing	80
2	Storyboard narration	2.5'	The candidate describes an illustrated storyboard of an incident/accident in aviation	Yes. The candidate has one minute to look at the storyboard before narrating	80
3	Interview	2.5'	The candidate reads/listens to and answers 3 questions on their future career in aviation and the aviation industry in general	No. The candidate responds to the questions as they are presented	120

What is the CEFR framework and how does the traffic light scores are projected on the CEFR scale?

Checkpoint point scores are designed to align with the Common European Framework of Reference. This means that, in each of the Checkpoint listening, reading and speaking tests:

Candidates who score red may be able to perform the tasks described at the A1 and A2 levels, but have a poor chance of performing the easier tasks described at the B1 level.

Candidates who score yellow have a good chance of performing the easier tasks described at B1 and, depending on scores, may have a good chance of performing the harder tasks at B1 and a reasonable chance of performing the easier tasks at B2.

Candidates who score green have a good chance of performing the easier language tasks described at B2 and, depending on scores, may have a reasonable to good chance of performing language tasks at C1 and C2.

The diagram below shows how Checkpoint scores are designed to align to the CEFR. The percentages link to listening and reading test scores where 45% and 65% represent cut-scores for the red-yellow and yellow-green levels respectively.

Listening, reading and speaking scores

Checkpoint listening and reading tests are scored automatically. Candidates receive a traffic light score and a percentage score for each of the listening and reading tests. During the speaking test, the candidate's voice is recorded by the computer for subsequent rating by Latitude's raters. Spoken performance is rated according to the Checkpoint rating scale for speaking. The rating scale is comprised of three levels – red, yellow and green (arranged vertically) and five criteria – task fulfilment, pronunciation, structure, vocabulary and fluency (arranged horizontally). Raters award each candidate a level in each criterion. The candidate's overall speaking score is the lowest of any score in the five criteria.

Task fulfilment

Task fulfilment focuses on how well the candidate addresses the requirements of the speaking tasks. In task one, the candidate describes how an aeronautical process or mechanism works based on an animation or a sequence of pictures. Rating task fulfilment in task 1 involves judging:

● The quality and accuracy of the candidate's description and how much of the visual and numerical information the candidate includes in their response; and

● How well the candidate incorporates the technical lexis presented in the animation / pictures in their response, and how accurately such technical lexis is used.

In task 2, the candidate provides a narrative based on a sequence of pictures. Rating task fulfilment in task 2 involves judging:

● The extent to which the candidate formulates a coherent narrative from the sequence of pictures; and

● The quality and accuracy of the descriptions of the visual information in the prompt.

Task fulfilment in task 3 relates to the degree to which the candidate's responses to the questions address the topics raised in the questions, and the level of detail, reasons and examples that the candidate provides as evidence to support their ideas.
As the three speaking tasks are designed to elicit a specific performance, any language which does not address the task requirements is considered irrelevant.

Pronunciation

Pronunciation focuses on how well the candidate can produce the features of the English sound system and the extent to which control of these features assists or impedes raters' understanding of the candidate. These features include:

- Production of individual vowel, diphthong and consonant sounds;

- Pronunciation of words with the correct syllable stress;

- Rise and fall of voice pitch (intonation) to show meaning, for example, certainty, emphasis, query, digression, conclusion etc; and

- Control of word stress, cadence and pausing to organise speech into meaningful chunks and to indicate the beginning, middle and end of units of speech.
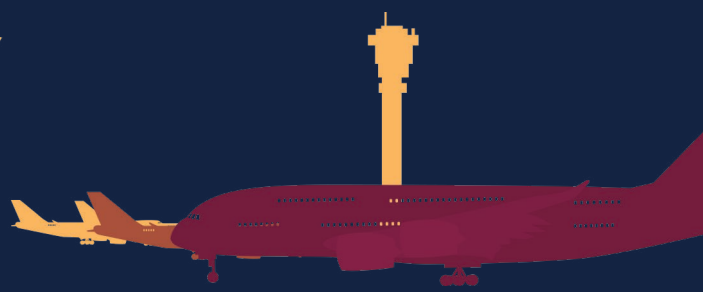
Why should I choose OBC?

The College was founded in 1985 with a distinct position in the post-18 independent educational sector. And the city of Oxford has been a city of learning since the 13th century. Oxford Business College has over the years built up a reputation as an acclaimed centre of education within this great city.

We offer a range of professional courses which includes English for Specific Purposes (ESP), Aviation English and Business English are the two most well-known coffered courses here at OBC.
Our aviation courses are aimed at pilots, air-traffic controllers (ATCOs), cabin crew and other aviation industry operational personnel and ensure that they are able to communicate proficiently in both routine and non-routine situations using both ICAO Standard Phraseology and Plain English. Focusing on a variety of topics relevant to the different operational needs, our courses help learners to develop their overall language skills in order to achieve the mandatory ICAO Operational Level 4 of Proficiency in English, or higher. The course programme covers all the essential vocabulary and grammar to communicate effectively in the aviation industry. From our experience and feedback with tutors and students we believe that a combination schedule of intensive Aviation English and exam preparation is most successful.

Oxford Business College in partnership with ESPBASE has recently become the official testing centre for the English Language Proficiency for Aeronautical Communication (ELPAC) test in the UK. The ELPAC test, which is web-based and interactive, is presently the only language proficiency test fully endorsed by the International Civil Aviation Organisation. These classes will be taught by experienced pilots and Aviation English language teachers which Oxford Business College has a part of their teaching faculty. A brief summary of our Aviation English Faculty is also provided.

Offered courses based on the Checkpoint results

Our standard aviation courses are 45 hours long over a two week period. Class sizes will be limited to ten participants with the option of taking place at our Oxford campus or in-house if you so wish. We can also deliver tailor-made courses to suit your specific needs. Certificates for each student will be sent once the course has been successfully completed.

Step 2:
Aviation English Training
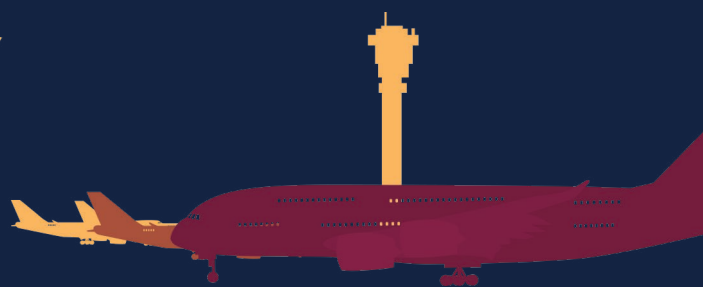
Aviation English Courses	Length	Course Fees	Accommodation Fees	Checkpoint Placement Fee	ELPAC Aviation English proficiency test	Location
STANDARD	Two weeks					Oxford
COMPREHENSIVE	Six weeks					Oxford
EXAM PREPARATION	One week					Oxford
TAILOR-MADE with Flying Professor	Based on need analysis and availability of your trainees					Preferred Location

## What is unique about OBC?

Aviation English Proficiency Tests	ICAO International Civil Aviation Organisation *Globally recognized*	EURO CONTROL ELPAC (English Language Proficiency for Aeronautical Communications) *European recognized*	CAA – UK Civil Aviation Authority *UK recognized*
ELPAC test offered by Oxford Business College/ESPBASE	✔	✔	✔
Rivals in the UK	✘	✘	✔

Flying Professors

OBC is ready to offer a Flying Professors scheme for groups of aviation personnel that might not be able to attend classes in the UK and the sponsors see this option as much more feasible.

Step 3:

English Language Proficiency for Aeronautical Communication
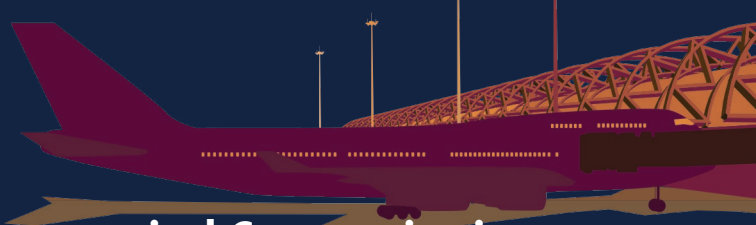
What is ELPAC?

With the implementation of the ICAO language proficiency requirements in 2011, the international aeronautical community took a significant step in improving safety in aviation. Now all air traffic controllers and pilots operating in internationally designated airspace and on international air routes have to demonstrate their proficiency in the language(s) they use for aeronautical communication. In order to maintain the operational standard, air traffic controllers and pilots must achieve at least a level 4 according to ICAO's language proficiency requirements. Their language proficiency is a lincence endorsement without which air traffic control and pilot licences under ICAO SARPS and EU legislation cannot be issued.

EUROCONTROL (the European Organisation for the Safety of Air Navigation), together with its partners has developed ELPAC test of English for aeronautical communication. It is designed for operational air traffic controllers and pilots and reflects the range of tasks undertaken in air traffic control and pilot communication. The focus of the test is on language proficiency, not operational procedures.

ELPAC in figures

60
Organisations worldwide use ELPAC

19200+
Candidates tested
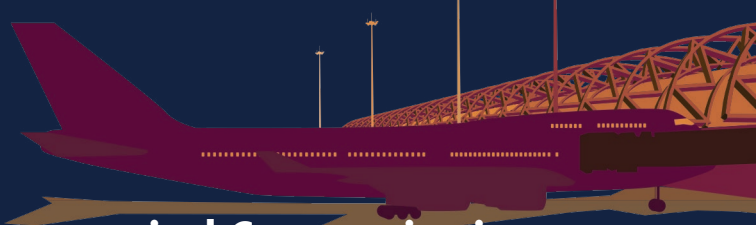
170
Accredited ELPAC examiners

91%
Tested candidates pass ELPAC at first attempt

Step 3:

English Language Proficiency for Aeronautical Communication

Language testing in aviation is the shared responsibility of the entire aeronautical community. That is why the providers of air traffic services and the air operators must ensure that the language proficiency tests they work with the reliable, effective and appropriate for the aviation industry and the speakers they set out to test.

The ELPAC test is the only fully recognised by ICAO for being in compliance with ICAO doc 9835 which confirms the validity and integrity of ELPAC. The ELPAC Pilots test design is similar however was not yet included in the ICAO evaluation.

ELPAC Test Design

There are currently two versions of ELPAC available which were designed specifically to reflect the communicate functions of ATC controllers or commercial pilots.

ELAPC tests English language proficiency at ICAO level 4 (operational) and level 5 (extended). Both phraseology and plain language are included in the test, the focus of the assessment is on plain language. Plain language proficiency is an essential component of radiotelephony communications as it is not possible to develop phraseology to cover every conceivable situation.

ELPAC is partly a web-based test. This will not only ensure efficient test administration but it also fosters a high level of test security and ensures confidentially of all content.

Every ELPAC test consists of two test papers – Listening Comprehension and Oral Interaction.
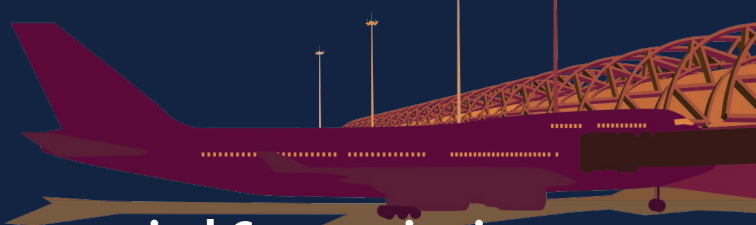
ELPAC For ATC Controllers

- **Paper 1** (Listening Comprehension) tests understanding communications between pilots and controllers and between controllers and controllers in both routine and non-routine situations. The recordings are based on authentic material and range from short standard pilot transmissions to longer communications in which the controller deals with non-routine or unusual situations.

- **Paper 2** (Oral Interaction) assesses the controller's proficiency through non-visual and visual communication in three tasks. This includes:

  o The correct use of standard ICAO phraseology
  o Switching between structured phrases [RTF] and plain English
  o Making an appropriate response to a pilot message
  o Resolving misunderstandings
  o Dealing effectively with the relationship between pilot and controller
  o Negotiating a developing unusual situation
  o Making a verbal report in English (of the unusual situation)
  o Producing extended speech in an aviation context

  ELPAC Paper 2 is administered by two ELPAC examiners, a **language expert** and an **operation expert**, and takes around 20 minutes.

ELPAC For Pilots

- **Paper 1** (Listening Comprehension) tests understanding communications between pilots and controllers in both routine and non-routine situations. The recordings are based on authentic material and range from short standard pilot transmissions to longer communications in which the pilot deals with non-routine or unusual situations.

  ELPAC Paper 1 for pilots is administrated via internet and takes 40 minutes.

- **Paper 2** (Oral Interaction) assesses the pilot's proficiency through a series of different tasks. This includes:

  o Switching between structured phrases and plain English
  o Making an appropriate report of an unusual ATC related event
  o Resolving misunderstandings
  o Effectively managing the relationship between pilot and controller
  o Negotiating meaning
  o Producing extended speech in an aviation context

  ELPAC Paper 2 is administrated by two ELPAC examiners, a **language expert** and an **operational expert**, and takes around 20 minutes.

ELPAC Level 6 Test For ATC Controllers & Pilots

After the first series of language proficiency tests have been completed and the test centre is demonstrating that they are able to keep up with the ELPAC guidelines and requirements, organisations wishing to test their staff at ICAO level 6 may implement the ELPAC level 6 test, which is referred to as Paper 3.

Paper 3 (Level 6 test) assesses the ATC controller's or pilot's proficiency at ICAO level 6, verifying in four tasks that candidate is able to:

o   Understand and avoid idiomatic English
o   Recognise and avoid ambiguity
o   Use clear concise English
o   Negotiate meaning
o   Clarify potential misunderstandings

These requirements are in accordance with the ICAO rating scale description of a level 6 speaker. (see the ICAO rating scale next page)

ICAO | AELTS

ICAO Recognized Tests

This page lists the tests of aviation English that have been assessed and determined to be in conformance with ICAO Standards and Recommended Practices (SARPs) for Language Proficiency Requirements (LPR).

✅ **Conforms**: Tests that meet all of the ICAO Language Proficiency Requirements and that follow good language testing practices.

☑ **Partially Conforms**: Tests that generally meet established criteria but that need some improvement to meet all criteria. TSP's are invited to work with ICAO and make changes during the year in order to achieve conformance with ICAO SARPs. Tests that have been determined to be in partial conformance with ICAO SARPs have one year to make the necessary improvements to achieve conformance. Additional time may be granted to the TSP if sufficient evidence has been provided that progress has been made, however additional time is required to fully implement the changes.

Test	Test Provider	Recognition
English Language Proficiency for Aeronautical Communication (ELPAC) An English language test to assess air traffic controllers as required by the ICAO LPR	Eurocontrol www.elpac.info	✅

Please note that ICAO is in the process of developing a new service, the ICAO Homepage for the English Language Proficiency Programme (I-HELPP), to support States in the implementation of their Language Proficiency Requirements (LPRs), as well as Test Service Providers in the development and implementation of effective language tests. As a result, the AELTS is currently suspended until the new service has been launched.

ICAO continues to recognize the above tests for meeting ICAO SARPs for LPRs.

https://www4.icao.int/aelts/Home/RecognizedTests

ICAO Language Proficiency Rating Scale

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
5	Pronunciation, stress, rhythm, and intonation **rarely** interfere with ease of understanding.	Basic structures are **consistently** well controlled. Complex structures have errors which **sometimes** interfere with meaning.	Range and accuracy are **sufficient** to communicate effectively on common, concrete and work-related topics. Paraphrases **consistently** and successfully. Vocabulary is **sometimes** idiomatic.	Speaks at length with relative ease on familiar topics. Makes appropriate use of discourse markers and connectors.	Accurate on common, concrete and work-related topics and **mostly** accurate when confronted with an unexpected turn of events/situational complication. Able to comprehend a range of speech varieties and/or registers.	Responses are immediate, appropriate and informative. Manages the speaker – listener relationship effectively.
4	Pronunciation, stress, rhythm, and intonation **sometimes** interfere with ease of understanding.	Basic structures are **usually** well controlled. Errors in basic structures may occur, particularly in unexpected circumstances but **rarely** interfere with meaning.	Range and accuracy **usually** sufficient to communicate effectively on common, concrete and work-related topics. **Often** able to paraphrase successfully in unexpected circumstances.	Produces stretches of language at an appropriate tempo. Limited use of discourse markers and connectors. **Occasional** loss of fluency on transition to spontaneous interaction but this does not prevent effective communication. Fillers **not** distracting.	**Mostly** accurate on common, concrete and work-related topics when the accents or varieties are sufficiently intelligible for an international community of users. Comprehension may be slower and require clarification strategies when confronted with an unexpected turn of events/ situational complication.	Responses are **usually** immediate, appropriate and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming or clarifying.
3	Pronunciation, stress, rhythm and intonation **frequently** interfere with ease of understanding.	Basic structures are **not always** well controlled. Errors **frequently** interfere with meaning.	Range and accuracy **often** sufficient to communicate on common, concrete and work-related topics but range is limited, word choice is **often** inappropriate. **Often** unable to paraphrase successfully.	Produces stretches of language but phrasing and pausing are **often** inappropriate. Hesitations or slowness may prevent effective communication. Fillers **sometimes** distracting.	**Often** accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand an unexpected turn of events/ situational complication.	Responses are **sometimes** immediate, appropriate and informative. Able to initiate and maintain exchanges on familiar topics and in predictable situations. **Generally** inadequate when dealing with an unexpected turn of events.

The percentage bands (compiled from many sources) offer a guide to the interpretation of these adverbs/descriptors of frequency helping you as an assessor to achieve harmonisation and consistency of application.	10% - 20%	20% - 40%	40% - 60%	60% - 80%	80% - 100%
	rarely **seldom**	**sometimes** **occasional** **at times**	**not always**	**usually** **frequently** **often** **generally** **in general**	**consistently** **mostly** **sufficient**

Accommodation

Students Hall Of Residency
Thames Wharf North

Oxford Business College Offers newly built student halls of residence. Stylish en-suite rooms are a perfect choice for under-graduate, postgraduate and international students.

Thames Wharf North is based in Central Oxford, walking distance to Oxford Business College, retail shops, restaurants, museums, bars as well as many of Oxfords best known attractions. A great choice for students in an unbeatable location.

En-suite rooms

Thames Wharf North rooms are a perfect op-tion for students who prefer to have their own space. The rooms are furnished*, including en-suite showers, desk, chair, wardrobe with ample storage. Some rooms have access to a balcony

*Students are required to bring their own linen.

Kitchen Facilities

All rooms have access to communal kitch-ens. Large kitchens are available in each floor with shared fridge and freezers. Stu-dents will have individual food storage cup-boards.

All kitchens are furnished* including: oven, micro-waves, kettles and toasters.

*students are required to bring their own cutlery, plates and pans.

Accommodation

Thames Wharf North Costs

Lenath Of Stay	Cost (Per Week)	Additional Information
50 weeks and above	£180	Including utility bills
49 and 40 weeks	£190	Including utility bills
39 and 30 weeks	£194	Including utility bills
29 and 21 weeks	£200	Including utility bills
20 and 4 weeks	£205	Including utility bills
3 and 0 weeks	£255	Including utility bills

Additional Fees

Admin Fee: £150 non– refundable | Deposit: £700*- £800* | Professional Cleaning: £75
Late check in 3pm onwards: £25 | Late check out 3pm onwards: £25 Weekend check in or check out: £25
*fully refunded if there aren`t damages to the property.

Contact OBC Accommodation

Oxford Business College, 65 George Street, Oxford , OX1 2BQ
t:(+44) 1865 791 908 | e:accommodation@oxfordbusinesscollege.ac.uk
www.oxfordbusinesscollege.ac.uk

Aviation English At OBC

OXFORD BUSINESS COLLEGE
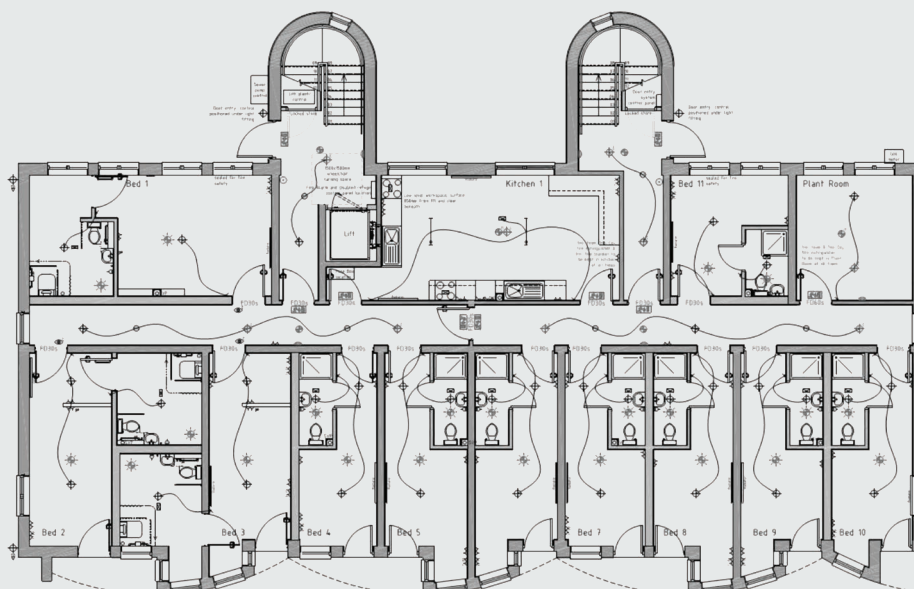
Course Structure	
Study Level	Elementary (A1) to Advanced (C1)
Study Mode	Part Time (10 hours a week)/Semi Intensive (15 hours per week)/Intensive (20 hours per week)
Course Length	2-44 weeks
Home / EU Fee	£50 per hour
International Fee	Semi Intensive £290 per week / Intensive £375 per week
Start Date	Every Monday

It is a prerequisite that all flight crew members and air traffic controllers responsible for international flights effectively demonstrate their competence in the English Language. This is a legal requirement imposed by the International Civil Aviation Organisation (ICAO). Both pilots and air traffic controllers are required to sit a test which demonstrates 'Operational Level 4'. This test is based solely on listening and speaking skills. This will test listening and speaking skills. Oxford Business College's English for Aviation purposes offers students the opportunity to train in and practice both their listening and speaking skills.

Oxford Business College can administer the ELPAC test on site.

Meet The Team

Hossein Raisi

Hossein Raisi is a qualified pilot as well as a lecturer on Association of Business Executives Levels 4-7. He has an MBA from the University of Wales along with the TESOL Teaching of English as a Second Language and Aviation English Teaching and Rating. Hossein has been a consultant on the Oxford Aviation Academy/Emery-Roberts 'English Test for Aviation' approved by the UK CAA to assess ICAO language levels and more recently has delivered training to military and air force personnel. Hossein is an approved ELPAC examiner and rater. Hossein has also work as a part time Aviation English examiner with CAE Oxford Aviation Academy (CETA test) for a few years and rated a quite number of pilots. Then he becomes a sole-trader and set up his private firm, ESPBASE.

www.espbase.co.uk

Neil Bullock

Neil has worked in the aviation world for most of his professional life. Firstly working in Air Traffic Control and Airside Operations, and latterly in linguistics as a specialist in teaching, teacher training and test development for English in aeronautical communication. Neil is a qualified Assessor Trainer, ELPAC ELE and his recent projects include developing teacher training courses for Aviation English teachers, ab-initio training for ATCOs as well as test development programmes.

Gerry Takamura

Associate ELPAC Language Assessor

Testimonial

''My name is Ahmed and I am from Sudan. I arrived in Oxford, England to join the Airways Aviation Academy in February 2018. I started my studies, but I found it difficult because my English was average to say the least. So I decided that I needed to improve my English language before I could continue my studies.

I joined the Aviation English at Oxford Business College for two months. During this period I studied fifteen hours of Aviation English with Mr.Hossein Raisi and Mrs Gerry Takamura who were both very helpful, taught me well and shared their Aviation experience.

I finally rejoined the Airways Aviation Academy and I feel more confident speaking, asking questions and understanding the subjects''.

Ahmed Awad
August 2018

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ENGLISH FOR SPECIFIC PURPOSES