



ENGLISH FOR SPECIFIC PURPOSES IN AVIATION: A NEEDS-BASED APPROACH FOR AIR TRAFFIC CONTROLLERS AND MAINTENANCE TECHNICIANS

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Abstract

Effective English communication is essential for ensuring safety, operational effectiveness, and regulatory compliance in international aviation. The design and execution of an English for Specific Purposes (ESP) course for B1-level air traffic controllers and aviation maintenance workers are described in this paper. Based on frameworks developed by Woodrow (2018), Boshier (2008), and Swales (1988), the course incorporates intercultural communication techniques, real-world simulations, and Problem-Based Learning (PBL). To determine the learners' unique language and professional demands, a mixed-methods needs analysis was carried out utilising surveys and interviews. The importance of ESP in high-stakes, multicultural aviation situations is highlighted in this paper, which also covers the course's learner profile, instructional design, and assessment techniques.

Keywords: ESP, Aviation English, air traffic controllers, maintenance technicians, language for specific purposes, problem-based learning, intercultural communication.

Introduction

English's function as the international language of air communication is crucial and intricate in aviation circumstances where precision and lucidity can mean the difference between safety and catastrophe. To ensure operations and safety, air traffic controllers and maintenance professionals depend on accurate language, unambiguous directions, and responsive communication. English proficiency is not only a technical need, but also a question of worldwide coordination, given the multicultural and multilingual makeup of the aviation industry. By adjusting language instruction to the unique requirements of aviation professionals, ESP (English for Specific Purposes) provides an answer. The ESP course design for



B1-level students employed in aviation maintenance and air traffic control is presented in this article. It is backed by learner-centred methodology, data collecting, and theoretical models.

Needs Analysis and Learner Profile

The intended audience consists of 20–30 year old aviation professionals with Tajik, Russian, and Uzbek linguistic backgrounds. Reading technical manuals, preparing maintenance reports, providing and receiving spoken directions, and understanding a variety of foreign accents are all part of their communicative tasks. In order to triangulate data and provide a trustworthy understanding of learner needs, a needs analysis was carried out utilising questionnaires and interviews, depending on Serafini et al. (2015) and Viana et al. (2019). Key challenges with speaking and listening were identified by the questionnaire, particularly when dealing with technical phrases or under pressure. The most helpful subjects were found to be real-time conversations and airport processes. Additionally, learners conveyed motivation related to international qualification criteria and professional success.

Course Design, Instructional Approach and Assessment Strategies

Three 90-minute sessions each week are offered during the ten-week course. The course's goal is to systematically improve students' speaking, writing, listening, and reading abilities in professional settings. It is based on Woodrow's (2018) ESP curriculum design. Inspired on Boshier's (2008) "English for Cross-Cultural Nursing," the course incorporates cultural sensitivity instruction to represent the global character of aviation. Role-plays and simulations based on actual events, including in-flight emergencies or equipment failures, are important design components.

- Genuine resources including ATC audio recordings, repair plans, and safety guidelines.
- Communicative language instruction techniques to contextualise target vocabulary and structures (Swales, 1988). The learning process is guided by the problem-based learning (PBL) approach, which puts students in authentic situations that call for teamwork, language use, and technical problem-solving.

Three phases of evaluation are used in the course to gauge student competency and modify instruction:



- The initial diagnostic test assesses students' foundational aviation-related skills. • Continuous feedback is given through formative evaluations such listening exercises, maintenance log writing, and oral report activities.
- Integrated assignments that mimic real-world aviation communication are used in the final summative assessment at the end of the course. These approaches support the focus on meaningful and authentic assessment in language learning put forth by Cumming (2001) and O'Sullivan (2012).

Conclusion

Aviation English is a life-critical ability that necessitates the integration of linguistic, technical, and intercultural knowledge; it is more than just learning grammar or vocabulary. This ESP course provides a focused solution to the needs of maintenance staff and air traffic controllers. It is based on needs analysis and is backed by modern language education philosophy. Through concentrated language training, cross-cultural frameworks, and real-world simulations, the program gives students the skills they need to communicate safely, ethically, and effectively in high-pressure aviation settings.

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