

ENGLISH FOR AVIATION LANGUAGE TEST

ICAO 295 LAN TST

Preparing Candidates for the EALT



Notes

General

The EALT comprises the EALT Test of Listening and the EALT Test of Speaking. As a first step to preparing their students to sit the EALT, teachers or trainers should ensure that all candidates, as a minimum, are familiar with the format of both components of the EALT.

Detailed information is available on the EALTS website (www.ealts.com) and in the EALTS Handbook.

This document is intended to provide teachers and trainers with further guidance in the preparation of their students.

Preparing candidates for the EALT Test of Listening

The principal sources of information for candidates regarding the EALT Test of Listening are:

The sample material available at www.ealt.com

The detailed explanation with transcripts on pages 16-20 of the EALTS Handbook.

The EALT Test of Listening Task Type

There is only a single task type in the EALT Test of Listening. Candidates listen to an RT communication. They are encouraged to take notes as they listen. At the end of each communication, candidates hear between two and six statements relating to that communication and intended to check the candidate's comprehension of its meaning and content. Each comprehension check statement requires the identification of factual details or specific information that may or may not have been contained in the communication. Candidates indicate their comprehension by means of a three-option multi-choice, where the options are always: **AFFIRM**, **NEGATIVE** or **NOT STATED**.

Candidates should be clear about the meaning of the three possible responses to the comprehension check statements included in the EALT Test of Listening.

The selection of the **AFFIRM** option indicates that the candidate understands the details and information contained in the comprehension check statement to be wholly *correct* according to the communication.

The selection of the **NEGATIVE** option indicates that the candidate understands the details and information contained in the comprehension check statement to be wholly or partially *incorrect* according to the communication.

The selection of the **NOT STATED** option indicates that the candidate understands some or all of the details and information contained in the comprehension check statement to have not been contained in the communication.

By way of further explanation:

Based on their understanding of the communication and the statement that follows it, the candidate must determine whether that statement:

- a) *contains information and detail wholly consistent with that contained in the communication*
- b) *contains information and detail wholly or partially contradictory to that contained in the communication*
- c) *contains information and detail wholly or partially supplementary to that contained in the communication*

If the candidate believes that the statement contains details and information consistent with those contained in the communication, then the candidate should select the **AFFIRM** option.

If the candidate believes that the statement contains details and information contradictory to those contained in the communication then the candidate should select the **NEGATIVE** option.

If the candidate believes that the statement contains details and information supplementary to those contained in the communication then the candidate should select the **NOT STATED** option.

In total a candidate will hear 25 test items.

The SAY AGAIN option in the EALT Test of Listening

Candidates should also be advised on the purpose and judicious use of the **SAY AGAIN** option.

Each communication and its associated comprehension check statements are heard only ONCE, unless the candidate selects the **SAY AGAIN** option. The use of the **SAY AGAIN** option causes both the communication and associated comprehension check statements to be repeated in full. A candidate may select the **SAY AGAIN** option to repeat a test item at any time up to the point that the screen refreshes and the next test item is loaded.

A candidate may select the **SAY AGAIN** option more than once for any particular communication. However, it should be noted that the use of the **SAY AGAIN** option is measured and is reflected in how far a candidate may progress in the test and in the final result.

In the EALT Test of Listening a candidate will hear 25 test items. A candidate can hear 25 different items, or potentially, through the use of the SAY AGAIN option, the same item 25 times. Each time the candidate selects the **SAY AGAIN** option the test item count (top right of the screen) increases by one. The 25th test item cannot be repeated and the **SAY AGAIN** option is 'greyed out'.

The **SAY AGAIN** option is best applied as a means of checking or confirming understanding of a communication and its associated comprehension check statements. If a candidate is going to select the option, it is best selected after the final comprehension check statement has been heard but must be selected before the screen refreshes and the next item is loaded (5 seconds after the final comprehension check statement has been heard). For this purpose candidates should be aware of the on screen timer that indicates time before the screen refreshes and the next item is loaded.

If a candidate selects the **SAY AGAIN** option once for each different test item heard (taking them to 12 different test items heard and 24 of the 25 test items played) and is then able to submit the correct responses to the associated comprehension check statements, that candidate will achieve a rating equivalent to ICAO Level 4 Operational in the EALT Test of Listening.

Additional familiarisation

To further support the students, teachers should familiarise them with the *Candidate Instructions* and the air space references and units of measure used in the EALT recordings Both are included on the EALT Test of Listening Candidate Instruction Sheet. The invigilator will read the candidate instructions included on the sheet to the candidates before the start of the EALT Test of Listening. For further details of the air space references and units of measure used in the EALT recordings please refer to the *EALTS Handbook* p10.

It should also be emphasised to candidates that to further support them in their understanding of the communications through the ready identification of the speaker, a female voice always represents the voice of a controller and a male voice always the voice of a pilot.

Assessment in the EALT Test of Listening

Candidates should be advised that credit is awarded for each correct response to the comprehension check statements.

A candidate's performance in the EALT Test of Listening is recorded through the EALTS Administration System and stored at Central EALTS Administration. Neither the candidates themselves nor the Local Test Centres receive formal or separate notification of a candidate's result in the EALT Test of Listening.

A candidate's final rating in the EALT Test of Listening is based upon a consideration of the number of recordings for which all the comprehension check statements have been responded to correctly in combination with a consideration of the overall reliability of that candidate's comprehension as measured by the ratio of the number of correct responses given to the total number of responses given. Incorrect responses will affect this ratio. The selection of the SAY AGAIN option does not count as an incorrect response.

The final rating for *comprehension* achieved by a candidate in the EALT is determined by a consideration of the ratings achieved by that candidate in the EALT Test of Listening combined with those achieved in the EALT Test of Speaking and may be seen as a reflection of these multiple complementary assessments.

Classroom activities in preparation for the EALT Test of Listening

The ability of students to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, and, specifically, the more RT communications they listen to, the more readily they will be able to discern individual words, then phrases, then sentences. A daily learning programme which includes listening to English in the context of aviation and specifically intensive practice in listening to context aeronautical communications that involves listening for details such as they may hear in their aviation operations will help to prepare candidates for the EALT Test of Listening.

Any audio from the context of aviation is useable in the development of aural comprehension for aviation personnel, but in specific preparation for the EALT Test of Listening audio involving live or simulated RT communication is most appropriate.

Below, some basic but effective activities are suggested.

Source material: e.g. *the non-routine communications from Airspeak* (F.A. Robertson. Phoenix 1987).

Approach. Non-routine 4.2.2 Transcript

PIL Sunair 5-9-4, outer marker.

APP Sunair 5-9-4, you're number one to land. Caution. Wind-shear reported at 600ft, 2 miles final, runway 0-7.

PIL Number one to land, Sunair 5-9-4.
Pause

PIL Sunair 5-9-4, going around.

APP Sunair 5-9-4, standard procedure. When passing 1000ft, turn right to Redhill VOR.

Activity 1

The teacher plays the communication and then reads out comprehension check statements of the type typical of the EALT Test of Listening of his/her own invention. Students either individually or collaboratively consider their responses before deciding which option to select (**AFFIRM**, **NEGATIVE**, **NOT STATED**). Responses are then collectively reviewed and discussed. The teacher may elect to play the recording more than once as appropriate.

Example comprehension check statements:

1 The pilot reports that Sunair 594 is at the outer marker. Response: **AFFIRM**

Justification: *the statement contains information and detail wholly consistent with that contained in the communication*

2 The controller informs Sunair 594 that he is number two to land. Response: **NEGATIVE**

Justification: *the statement contains information and detail wholly or partially contradictory to that contained in the communication.*

3 Sunair 594 reports going around due wind-shear. Response: **NOT STATED**

Justification: *the statement contains information and detail wholly or partially supplementary to that contained in the communication.*

Activity 2

Using similar source material to Activity 1, students form pairs and are each given a different transcript of a communication (typically Student A receives transcript A and Student B transcript B). The students construct a range of their own comprehension check statements of the type used in the EALT Test of Listening. The number of statements they are to prepare may be specified by the teacher. The teacher then plays the recordings of the communications and the pairs practice the statement and response activity using the statements they have produced. The teacher may then reform the pairs and repeat the practice statement and response activity as appropriate.

Extension Activity

A possible extension of this activity as a way of preparing students for the EALT Test of Speaking Task 2 is to ask the students to check, clarify and confirm their comprehension of the detail and information contained in the communication in order for them to come to as full an understanding as possible. They should also

be encouraged to ask the teacher to confirm or clarify (through repetition) any of the details of which they are uncertain.

Activity 3

The teacher plays the communication. Students are instructed to take notes of the details as they listen. The teacher then reads out a series of comprehension check statements of the type typical of the EALT Test of Listening of his/her own invention. Students are instructed to take notes of the details being checked in the statements. Using the notes they have taken, students consider their responses. The teacher may or may not allow the class the opportunity to discuss and record their intended responses.

The teacher plays the communication and reads out the comprehension check statements a second time. Students check/confirm their intended responses. If their intended responses were discussed and recorded after the first playing to the communication, a useful exercise may be to compare these with the final responses actually selected.

The teacher explains the relevance/value of the activity: a classroom based means of replicating the **SAY AGAIN** option in the EALT Test of Listening. The **SAY AGAIN** option provides candidates with the means of clarifying the content of the communication and the comprehension check statements through their repetition and a means of checking their comprehension before confirming their intended responses and selecting their actual response.

The activity can be repeated and its tempo gradually increased until its timing matches that of the EALT Test of Speaking items.

i.e. **RT communication**
5 second pause
First comprehension check statement
5 second pause
Second comprehension check statement
5 second pause
etc.
Final comprehension check statement
5 second pause
Screen refreshes and next item begins

NOTE: The **SAY AGAIN** option must be selected before the screen refreshes, i.e. not later than five seconds after the conclusion of the final comprehension check statement. An on-screen timer that appears after the conclusion of the final comprehension check statement gives an indication of time remaining before the screen refreshes.

Remind the students that the **SAY AGAIN** option is not available for the twenty-fifth and final test item.

Notes

Preparing candidates for the EALT Test of Speaking

Principal sources of information for candidates regarding the EALT Test of Speaking are:
The demonstration material (DVD) available at www.ealt.com
The detailed explanation of the testing and assessment process on pages 21-30 of the EALTS Handbook.

EALT Test of Speaking general information

The paired format of the EALT Test of Speaking (two examiners and two candidates) allows candidates the opportunity to demonstrate in a controlled but supportive environment, their ability to use their spoken language skills effectively.

An understanding of the rationale applied to the test design and task design should help teachers or trainers to familiarise students with the requirements of the test and what aspects of language proficiency the examiners are assessing.

The ICAO Holistic Descriptors of operational language proficiency define the critical skills of communicative competence in the context of aeronautical communications. The EALT Test of Speaking seeks to elicit a rateable sample of language proficiency with reference to each of the critical skills defined in the Holistic Descriptors. The extent of language proficiency demonstrated in the sample elicited is then assessed against the terms of the assessment criteria contained in the ICAO Language Proficiency Rating Scale.

With reference to the critical skills of operational language proficiency as defined in the ICAO Holistic Descriptors each of the tasks of the test has a specific proficiency focus as detailed below:

- Task 1** *communicating effectively in face-to-face situations
communicating on common, concrete and aviation operations-related topics with accuracy and clarity*
- Task 2** *communicating effectively in voice-only situations
using appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or operational context.*
- Task 3** *communicating effectively in face-to-face situations
managing the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine operational situation or communicative task with which they are otherwise familiar;*
- NOTE:** *Candidates are assessed throughout for their ability to use a dialect or accent intelligible to the aeronautical community*

Each of the tasks of the test facilitates a different type of interaction: between the interlocutor and candidate, between the two candidates, and between the two candidates and the interlocutor together. The patterns of discourse and the linguistic demands on the candidates vary with the tasks and the stages of the test. A candidate's performance is assessed in each of the different stages, leading to the award of a final, overall rating.

The language produced by the candidates in their performance of the tasks is assessed in terms of: the intelligibility of their pronunciation in English, their range and accuracy in the use of grammatical structures, their range and accuracy in the use of vocabulary, their fluency, their comprehension (as measured by their demonstration of their ability to speak and understand), and their overall ability to handle with the interaction.

Candidates should be wholly familiar with the criteria against which their language proficiency will be assessed and classroom activities should be undertaken that help in explaining to them in appropriate detail the ICAO Holistic Descriptors of operational language proficiency and the ICAO Language Proficiency Rating Scale.

It should be emphasised to the candidates that the interview is recorded and that the recording will be

used as the basis for further assessment of their language. Candidates, aware of the recording and its purpose, are advised to adapt the expression, articulation and enunciation of their language accordingly, speaking clearly and distinctly at all times.

General EALT Test of Speaking preparation

Notes

Classroom activities which involve students working in pairs and small groups will give practice in skills such as initiating and responding, which are essential to success in the EALT Test of Speaking.

Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what prompts will be provided by the interlocutor.

Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor and in order to ensure that their voices are recorded clearly. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable. Discourage such habits as mumbling or the partial covering of the mouth with a hand etc.

Train your students to paraphrase when they do not know, or cannot remember, a word.

To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as demonstrated in the EALT Test of Speaking demonstration material). Train your students to listen carefully to the instructions, and to be confident in asking the interlocutor for clarification when necessary. Where possible and as appropriate, familiarise your students with the actual EALT Test of Speaking interlocutor frame through such activities as the practicing of test tasks under pseudo test conditions. Remind your students that they can ask the examiner (or their fellow candidate) to repeat, clarify or confirm anything that is said or heard during the Test. Candidates do not lose marks for asking.

Encourage your students to initiate discussion and to respond to what other students have to say.

Remind your students that there are no definitive right or wrong responses to the tasks of the EALT and candidates will not be judged on their operational knowledge, expertise or opinions, only on the language they use to express themselves. It is quite acceptable for candidates to admit to not knowing much about a particular topic, but they should be taught to expand on their responses wherever possible and should be discouraged from making responses such as 'I don't know', 'I'm not sure' or 'I haven't thought about that'.

Familiarise your students with the Task 2 *Airspace References and Units of Measure* card and the Task 3 *Cue Card*. Ensure that they have read and understand the contents, meaning and use of the cards.

Task 1

Task 1 gives candidates the opportunity to give basic information about their area of aviation operations and to demonstrate the extent of their ability to communicate on common, concrete and operations-related topics with accuracy and clarity using general operational and interactional language.

The questions which are asked relate to the candidates' own specific area of aviation operations. Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner candidate has to say. This short series of exchanges exchange is a natural way to begin an interaction, and it gives candidates time to settle before dealing with the more specific requirements of Tasks 2 and 3.

The candidates are not actively invited to talk to each other in this task of the test, though they may if they wish. They may specifically like to speak to their partner candidate if he/she has said something that they have not fully understood or if they would like to comment on some aspect of what has been said

In this part of the test, students will benefit from finding opportunities to practise talking about themselves and their own area of aviation operations. Interlocutors will ask candidates a range of questions about their sphere of activity, for example: their training; routine operational experience and their operational routines; routine events and domains; the equipment in use; common features of aviation operations; aircraft parts and characteristics; common aviation operations terminology; and so on as appropriate to the candidate. Encourage your students to respond promptly, with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.

Encourage your students to look for opportunities to socialise with native English speaking aviation personnel. In class, they could role-play occasions in which they might meet new people in the field of operations. This will give them the opportunity to practise a range of topics for this task of the test.

Encourage your students in their ability to describe the equipment they use in their aviation operations and to explain in layman's terms common features of aviation operations and common aviation operations terminology. Encourage them to paraphrase when lacking vocabulary. The degree of description or explanation that a candidate can give is often an indicator of the extent of that candidate's lexical resource.

In groups, students could brainstorm possible questions from the categories above. The different groups could then ask and answer each other's questions.

For classroom activities in preparation for Task 1, operational topics and domains and priority lexical domains may be drawn from ICAO Doc 9835 (1st Ed. App.B). Activities involving the explanation of common aviation language and terminology may make use of any number of aviation English dictionaries and glossaries.

In order to raise awareness of the types of questions asked and of effective ways of answering them, it may be helpful to give pairs of students different topics and to ask each pair to think of six discussion questions for their topic. These sets of questions could then be exchanged by the different pairs and discussed.

Encourage your students to give full answers to the questions asked and to not be afraid to expand on the topic. This is their chance to demonstrate the extent of their proficiency in communicating effectively on common, concrete and operations related topics and they should grab it with both hands and try to impress. If candidates fail to give more than a minimal response the interlocutor will either move on and the opportunity will be lost or will ask further questions on the same topic until the candidate provides a sufficient language sample.

Let your students practise asking each other about their aviation operations and activities and encourage them to give (or elicit) full answers to the questions asked in the way suggested above.

Candidates may be asked individual questions, but they may also choose to involve their partner in the discussion. Therefore, classroom discussions in pairs and small groups provide excellent preparation.

Task 2

Task 2 gives the candidates the opportunity to demonstrate the extent of their proficiency in using appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or operational context while communicating in a voice-only situation.

Candidates should be clear of the instructions for the task and the requirement for them to manage the interaction between them. They should also be clear that while the recording will only be played once, they can ask the interlocutor to repeat, clarify or confirm any of the details contained. It is not a Test of memory and students should be encouraged to take notes.

Remind students that it is likely that they will be required to present a brief, concise and unambiguous report of the communication. For this reason they should satisfy themselves that they have understood all the details and information contained in the communication such as they will be able to present a coherent, cohesive and accurate report when asked.

Encourage your students to discuss the content of the recorded communication as fully as possible, checking and confirming details and information with each other before asking the interlocutor to clarify or confirm items. Remind them that they will not lose marks if they fail to come to a shared understanding in the first instance, provided that they go on to discuss the recording fully. However, they will not have demonstrated a high level of proficiency in the skills under assessment if they do not attempt to resolve any potential misunderstanding by asking the interlocutor in an appropriate way for the details they are in disagreement over or are missing.

It is very important for candidates to interact with each other when they carry out the Task 2 and that they manage the interaction themselves. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.

Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving the information they may have understood.

Notes

Remind your students that they have only two minutes to discuss the communication. Therefore, their contributions to the interaction should be clear, concise and unambiguous.

It may be useful to focus on the accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. 'What did you hear/understand?' 'What was the (callsign/flight level/problem etc.)' and ways of reporting speech 'The pilot reports/reported...', 'The controller instructs/instructed...' etc. Ways of expressing doubt and certainty and agreeing and disagreeing (politely) are also likely to be useful.

Practise the accurate use of a range of common reporting verbs with your students to enable them to be more precise in their reporting; e.g. 'The pilot said/announced/requested/reported/described/read back/checked/clarified/intended etc.', 'The controller instructed/ordered/informed/stated/asked/suggested/advised/explained/confirmed etc.' The use of the reporting verb in either the present simple or the past simple form would be appropriate, but from the point of view of the demonstration of the control of basic grammar structures, consistency in the use of either one form or other is advised.

In the first instance practise writing reports of communications, emphasising the language (including linking words and cohesive devices) typical of reports. Gradually move on from the considered preparation of full complete written reports to the more spontaneous generation of oral reports from written notes.

Students can undertake Task 2 practice activities in groups of three, where the group members take it in turns to play the interlocutor. The teacher can play the communication to the class as a whole before the class divides into its groups and the students practise the task. The student playing the role of the interlocutor has the transcript of the recording and can answer the requests for clarification and confirmation of details from the other two students. For the time that he/she is the interlocutor, this student can also be responsible for monitoring the interaction and for ensuring that the other two students both get an equal opportunity to speak. In this way the students become alerted to the importance of turn-taking in their interaction.

Students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher. Use a recorded communication and transcript such as the one below, analyse its content and the various functions of the language it contains and ensuring that your students are able to ask the appropriate question to resolve any potential misunderstanding in relation to each and every element of the communication.

E.g. Source material: e.g. the non-routine communications from *Airpeak* (F.A. Robertson. Phoenix 1987).

Approach. Non-routine 4.2.2 Transcript

PIL Sunair 5-9-4, outer marker.
APP Sunair 5-9-4, you're number one to land. Caution. Wind-shear reported at 600ft, 2 miles final, runway 0-7.
PIL Number one to land, Sunair 5-9-4.
Pause
PIL Sunair 5-9-4, going around.
APP Sunair 5-9-4, standard procedure. When passing 1000ft, turn right to Redhill VOR.

Examples of language modelling (*with or without markers of politeness*) that may be appropriate in relation to the above communication:

Model interaction

I heard...Can you confirm?

I am not sure of the...Can you confirm?

Say again call-sign. (Can/could you say again/repeat the callsign)

Say again aircraft position. / Say again number to land. / Say again everything before Caution.

Say again everything after Caution. Say again problem. Say again location of wind-shear.

Say again runway. Say again first controller transmission. Say again controller warning/advice.

Can you confirm the pilot readback? Say again pilot intention.

Can you confirm the standard procedure? / Can you confirm the VOR?

Say again final pilot transmission.

Model reporting

- a. *The pilot of Sunair 5-9-4 reported his position at the outer marker. Approach informed Sunair 5-9-4 that he was number one to land and advised that wind-shear had been reported at 600ft, 2 miles final, runway 07. The pilot read back that he was number one to land. The pilot then reported that he was going around (his intention/decision to go around). Approach instructed Sunair 5-9-4 to follow the standard going around procedure and to turn right to Redhill VOR when passing*

1000ft.

- b. The pilot of Sunair 5-9-4 reports his position at the outer marker. Approach informs Sunair 5-9-4 that he is number one to land and advises that wind-shear has been reported at 600ft, 2 miles final, runway 07. The pilot reads back that he is number one to land. The pilot then reports that he is going around (his intention/decision to go around). Approach instructs Sunair 5-9-4 to follow the standard going around procedure and to turn right to Redhill VOR when passing 1000ft.

NOTE: The ability for all language users to attribute functional labels to spoken messages is of more than academic importance. The development of this skill in your students is of particular importance in facilitating the processes of preventing and/or resolving misunderstandings and the reporting of previous communications. This ability can be developed by matching functional labels with actually occurring utterances in recordings or transcripts of radiotelephony communications.

Task 3

Notes

Task 3 tests the candidates' ability to produce an extended piece of discourse and allows them to demonstrate the extent of the lexical resource they may draw on in the management of the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine operational situation or communicative task with which they are otherwise familiar.

In Task 3, candidates are given the opportunity to speak for 2 minutes without interruption. Each candidate is asked to present an extended speaking turn concerning an unusual circumstance or emergency situation tailored specifically to their area of aviation operations.

A cue card containing four prompts is given to the candidates to help them structure their response. The same cue card with the same four prompts is given to all candidates and is applicable to all scenarios. Candidates are expected to address each of the prompts on the cue card in their response as appropriate.

Candidates have the opportunity to show their ability to organise their thoughts and ideas, and to express themselves coherently, cohesively and fluently with appropriate language. The listening candidate is also asked to pose a pertinent question or to comment briefly (for up to 30 seconds) after the speaking candidate has finished. They should not speak during the speaking candidate's turn.

Ensure that your students understand the cue card and what each of the prompts refers to so that they know how to structure their responses. If they do not understand and address the prompts in their speaking turns they may miss the focus of the task and not produce a wide enough range of language, or they may find it difficult to speak for the full two minutes.

Teach your students to listen carefully to the scenario given and to address specifically that scenario in their response. Emphasise to your students that they must understand in full their scenario before they even start preparing their response so that they know precisely what they have to talk about. If they do not understand their scenario, or if they require further clarification, they must ask the interlocutor the appropriate questions. Remind your students that they will not lose marks if they ask the examiner to repeat or clarify anything that has been said. Students should be confident that they know what they have to say before they start their long turn.

Ensure that your students understand that, as the listening candidate, they will be required to ask a pertinent question or add a pertinent comment in relation to the extended turn of the speaking candidate. The more specifically the question relates to the content of the extended turn, the better. Failure to ask an appropriate question or make an appropriate comment may be detrimental to that candidate's assessment in either *comprehension* or *interaction*. Questions such as 'Have you ever had such an incident in your career?' lack specificity and will do little, if anything, to further the candidate's rating.

Students sometimes find that continuing to talk for two minutes is not always easy. Give your students practice in the task. Remind them that there are four prompts and that they can break down the two minutes into 30 second chunks if they look to speak for that length of time on each of the prompts.

Brainstorm topics for practising the task and the vocabulary involved. Draw on their professional training in unusual circumstance and emergencies (TRUCE). The four prompts were constructed as a distillation of the content of this training.

Give your students plenty of practice in organising an extended turn and in linking their ideas together. Time this practice so that your students get a feel of what it is to speak for two minutes. Without this, they may finish the task too quickly and as a result fail to demonstrate their true linguistic resource in this context.

Encourage your students to discuss their own experiences or the experience of others with which they are

familiar in the management of unusual circumstances or emergency situations.

The EALT is a test of language, not procedure. If a candidate explains the wrong procedure in dealing with the scenario given, the candidate will not be penalised. The assessors are instructed to address only issues of language proficiency, not operational expertise.

Get your students to work in pairs or small groups and to share their ideas about what they might say, before they attempt the task.

Candidates are not expected to give technically detailed briefings in regard to their scenarios of each picture. Rather, they are asked to present an overview which demonstrates their language proficiency in this area.

As mentioned for Task 2 students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher. Alternatively, use the Task 3 demonstration material on the EALT DVD or on line at www.ealts.com to give students an idea of how to approach their responses.

Encourage your students to focus on useful language for this part of the test, in particular: the language of triggering actions (orders, requesting advice, requests and offers to act etc.) and sharing information (description and explanation, modality, feasibility, capacity, obligation, probability and necessity etc) and vocabulary associated non-routine events and domains (behaviour, activities, health, medicine, cargo etc). Students should also be encouraged in the appropriate use of discourse markers and fillers. Remind your students that using appropriate cohesive devices and linking words without distracting fillers will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements.

Play games such as Just a Minute where students have to speak for a fixed period on an aviation related topic without repeating themselves. Start with requiring them to speak for thirty seconds and gradually build up to the full two minutes. Encourage your students to record themselves and to analyse and 'rate' their own performances.

As Task 3 may be extended into a broader discussion of common themes associated with the scenarios given, this would also be a useful classroom activity. It may be useful to focus on the accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. '*What do you think?*', '*What do you feel?*' etc. Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.

Candidates may be asked individual questions, but they may also choose to involve their partner in the discussion. Therefore, again, classroom discussions in pairs and small groups provide excellent preparation.

Let your students practise asking each other for their opinions on various situations and current events in aviation, and encourage them to give (or elicit) full answers to the questions. The question 'Why?' is useful for nearly all Task 3 Extended discussions and the interlocutor will often ask this question if students fail to contribute more than minimally to the interaction.

