



Designing a Lesson Plan About NATO Phonetic Alphabet for Flight Dispatchers Aviation English. A Sample of MA Student in TEFL Program at King Khalid University.

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Abstract

The core focus of this paper intends to contribute to train graduate TEFL program students to gain experience in designing and teaching NATO phonetic alphabet used as a universal medium of communication between Aviation flight dispatchers and pilots for having a conventional vocabulary in such sphere is of crucial importance. It also outlines the specific vocabulary needs of flight dispatchers and pilots and aligns the lesson content with those needs. The first part of the paper discusses the accordance of course design and teaching materials development with the specific skills and vocabulary needed to be taught in an EOP context. The second section provides a thorough overview of the lesson planning principles that, particularly an ESP teacher, may conduct to not only maneuver, but also increase the employability and meet the vocabulary taught to tailor the learners' workplace requirements. We underline the importance of Aviation English vocabulary as a core hinge to boost safety of air travel operations. In line with this, the research investigates how this lesson plan could be implemented within an action research model combining the teaching stages of such an effective, simple, and dependable mutual intelligibility between pilots and an air traffic controller as a crucial and secure component for air-traffic navigation. The methodology for this type of qualitative study was established by looking at how well an ESP training course was designed, emphasizing needs analysis, and using classroom management techniques that targeted an effective method for first, creating a lesson plan, then carrying out a successful teaching performance of the NATO phonetic alphabet.

Key words: lesson plan design, aviation terminology, needs analysis, teaching vocabulary, NATO phonetic alphabet

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Introduction

Flight dispatchers' aviation English is one of the de facto mediums of communication in international airports and airlines. A general definition of aviation English is a complete but specialized subcategory of English that is widely relevant to aviation. This definition includes the "plain" language used for radiotelephony conversations when technical or jargonistic phraseology is insufficient. Aviation English is not only limited to communications between controllers and pilots, but it can also refer to any other aspect of aviation, including but not limited to, the language used by aircraft engineers, flight attendants, dispatchers, managers, and other industry officials. Pilots need to speak English for briefings, announcements, and flight desk communication. It is also possible in this vein to think of aviation English as a subset of ESP, similar to business English and English for aircraft engineering. In this field as well as other L2 ones, decisions about curriculum design, lesson plan, and content selection should be based on

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research on language teaching and learning. The nature of language and language acquisition have been the subject of vast corpus of study that can inform practitioners' decisions about what to teach and how to segment it. Diaz-Rico, 2008; Greenberg 2004 argue that "A very large body of research has been conducted on the nature of language and language acquisition, which can guide practitioners' choices regarding what to teach and how to sequence it". This paper's overarching goal is to create an efficient, stage-by-stage strategy for teaching vocabulary in aviation English courses and present vocabulary teaching tactics appropriate to each stage.

Review of Literature

Undeniably, English has become the internationally accepted language of nearly all fields of knowledge and being recognized and understood by people almost everywhere in the globe, and with more than 370 million people around the world speaking English as a first language and more than 430 million speaking it as a second language. There is a great portion of people intend to learn English for other reasons apart from the aforementioned data. Yet, the core challenging point in this focal point is addressing English language teaching as a medium for occupation purposes, then designing an English language curriculum which meets the learners' needs chiefly in an English for Specific Purpose, (ESP) hereafter, context which is considered among stakeholders as a challenging task. In some cases, people with certain inadequate proficiency in English need to be taught to handle specific jobs. To fulfil the needs of these learners, specific courses were designed and introduced, According to Nunan 1993, "the teacher can only fulfill his or her responsibility to develop strong curriculum material if given the time, the skills and support to do so". Such support should not be kept in privacy from the designed curriculum. Nunan (1987) argues that "The key issues in ESP curriculum design are 1) fostering the ability to communicate successfully in occupational settings; 2) balancing content language acquisition and general language acquisition; 3) designing materials that will work in both heterogeneous and homogeneous learner group; 4) developing materials" (p.75). Significantly, English for specific purposes is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, business, IT teaching, and engineering. Berzukladinov and Kruze (2012) assert that "urge the significance of having adequate education in ESP teaching as there are substantial problems relating to the development of curriculum, syllabus, and teaching materials" (p.103). The view that was later emphasized by Bracaj (2014) where he states that; "ESP teacher training plays an essential role since being knowledgeable on the specified subject matter will contribute to the fulfillment of learners' needs" (p.40-49). Bracaj (2014) adds in this regard, "Some ways that contribute to ESP teachers' professionalism. Firstly, only specialized teachers (those who master content knowledge) who are ready to teach ESP can teach ESP. Secondly, ESP teachers should be well-educated or have the willingness to pursue higher education in language teaching. Thirdly, they should get general professional training as a teacher and as an educator to acquire pedagogical concepts and other aspects related to teaching and educating. Fourthly, there must be special training for either EFL or ESL teachers to understand learners' needs and what to offer to fulfill those learning needs.

EGP vs ESP Similarities and Dissimilarities

EGP is presented as a linguistic system to a wide range of learners for application in the most general potential circumstances. Whereas ESP is taught as a tailor-made language package to specific communities of learners with highly specialized language needs. A simple comparison of some general and specific purposes that require general-purpose English and specific-purpose English illustrates the distinction between these two domains more clearly. Although the English needed for specific academic and career purposes frequently contains large portions of general-purposes English, the nature of these specialized purposes and the tasks that are necessary to achieve them may remain unusual enough that they require special training from qualified experts who understand the context and can provide appropriate instruction. This is the job of professionals in ESP. Thomas Orr (2002) summarizes these in the following table (p.2):

General English Purposes	Specific English Purposes
To initiate conversation with a stranger.	To negotiate a merger.
To make a doctor's appointment.	To produce software documentation.
To order food at a restaurant.	To engage in courtroom debate.
To read a local newspaper.	To announce an aircraft's position to the control tower.
To report a crime to the police.	To understand pesticide application instructions.
To fill out a credit card application.	To complete a grant proposal.
To comprehend a TV news program.	To read technical specifications.
To address an envelope.	To explain how to operate a crane.
To shop via the internet.	To make a stock trade on the trading floor.
To exchange letters with a friend.	To write a medical prescription.

Comparison of General and Specific Purposes

Hutchinson and Waters (1987) state that there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP, like any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English. In this regard, ESP teaching approach is known to be learner-centered where learners' needs and goals are of supreme value, whereas General English approach is language-centered, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English-speaking community. Robinson (1980) explains that "the general with which we are contrasting the specific is that of General education for life, culture and literature-oriented language course in which the language itself is the subject matter and the purpose of the course" (p.6). However, In ESP after the identification and the analysis of specific learning needs, students learn Robinson adds "English en route to the acquisition of some quite different body of knowledge and set of skills".

Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987). Whereas, General English courses are provided to pupils as compulsory module at schools, their unique purpose is to succeed in the examinations. Basturkmen (2006) maintains that "General English language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. The emphasis in ESP on going from A to B in the most time- and energy- efficient manner can lead to the view that ESP is an essentially practical endeavors" (p.9). ESP learners are often adult highly motivated learners, having already some background knowledge of the English language. They generally seek to learn English to fulfill particular purpose; academic, professional or scientific. Therefore, they are aware of their needs; the target needs. To conclude, what is the difference between the ESP and General English approach? Hutchinson and Waters (1987) answer this quite simply, "in theory nothing, in practice a great deal" (p.53). Ultimately, ESP courses hold specific characteristics which may differ from other courses. Learners' needs, wants, and lacks constitutes the primary step in the process to needs analysis upon which it could be possible for teachers to design a "REMOTE" English.

Recall that ESP is an area of English language training that covers topics like Business English, technical English, scientific English, English for professionals in the medical field, English for waiters, English for travel, English for artistic purposes, etc. According to Hutchinson and Waters (1987) asserts that ESP is then "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). Widdowson (1983) in this regard formerly establishes distinctive features of ESP and EGP. The most important EGP features are:

- the focus is often on education;
- as the learners' future needs are impossible to predict, the course content is more difficult to select;

- it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;
- the aim may be to create a restricted English competence.

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Course Design and Teaching Material Development

Course design refers to the planning and structuring of a course to achieve the needed goals for the aim of the ESP course is to prepare the learners in accordance with specific skills and vocabulary needed in their own field in order to be able to communicate effectively in the target situation. Hutchinson and Waters (2001) affirms that "course design is a process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (p.65). Ultimately, to achieve these aims, a number of parameters have to be taken into consideration namely; the identification of needs, syllabus design, materials production, evaluation and assessment.

The six (6) guiding principles are built on solid research and a wealth of experience in every aspect of teaching and learning. Together, they provide a framework that may be used to teach languages in any setting.

a. *Know your learners*

To better engage students in the classroom, plan and deliver lessons, teachers should have a fundamental understanding of the academic or professional aspirations, languages, cultures, and educational backgrounds of their students.

b. *Create conditions for language learning*

Teachers establish a climate in the classroom that encourages students to feel at ease. To support language acquisition, they make judgments about the physical setting, the resources, and the social integration of students.

c. *Design high-quality lessons for language development*

Teachers design engaging courses that encourage language acquisition, assist students build learning strategies, and foster critical thinking. The lessons are subject to evolve from the learning objectives.

d. *Adapt lesson delivery as needed*

Teachers continually evaluate while they instruct, paying attention to the responses of the students and reflecting on them to ascertain whether the students have attained the learning goals. Teachers analyze the potential causes and modify their teachings if students struggle or are not sufficiently challenged.

e. *Monitor and assess learner language development*

Various language learners pick up the language at different rates, therefore in order to promote their learning effectively, teachers frequently check and assess their language growth. In order to gauge students' language development, teachers also collect data.

f. *Engage and collaborate within a community of practice*

In order to give their students, the greatest possible programming, instruction, and advocacy, teachers work together with colleagues from various professions.

Characteristics of ESP Course

Dudley-Evans (1998) defines ESP in terms of absolute and variable characteristics. This division in absolute and variable characteristics is helpful in resolving arguments about ESP.

Absolute Characteristics

- ESP is defined to meet specific needs of learners.
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.
- Most ESP courses assume some basic knowledge of the language systems.

Principles of Lesson Planning

Perhaps a good place to start is to suggest that, unlike learners in many “general” English courses, ESP learners have a specific purpose in mind when they enroll in an ESP course. They may need to improve their English so that they can take a higher education course where English is the medium of instruction (EMI). This means that they will be focusing on EAP (English for Academic Purposes). Or they may want to practice the specific language of their profession or occupation in order to increase their employability, meet the requirements of their workplace (English for Occupational Purposes, or EOP), or become better able to participate in professional activities on the international level (English for Professional Purposes, or EPP). Whatever the reason, the teacher's key role will be to understand each learner's needs and goals and help all learners develop their proficiency in order to narrow the gap between where they currently are and where they need and want to be. There are two important issues to be highlighted here:

First, unlike “general” English teaching contexts, where the teacher is probably familiar with the target discourse, ESP teachers may find that they themselves are not experts in that discourse, and so learning about the characteristics of the language they are teaching becomes part of the job. Indeed, one way to think about ESP might be to say it can involve the teaching of language or communication patterns that even speakers with advanced proficiency may not know. So, ESP practitioners may need to:

- Use corpus tools to look at the lexico-grammatical features of the target discourse.
- Interview supervisors and other stakeholders to understand the tasks types and the linguistic and cultural expectations that characterize the target context.
- Interview subject specialists in order to develop appropriate role-plays and simulations.
- Select and adapt authentic texts for their classes.
- Observe members of the community of practice in action.
- Provide explicit instruction, practice and feedback on the types of tasks learners will be expected to deal with in their target contexts.

Second, the criteria for measuring success will depend very much on the learners' context. There is a big difference between the criteria set for international English tests, for example, which typically have considerable research supporting descriptions of what it means to be competent, and criteria in an occupational or professional context, where the uniqueness of the situation might require teachers to determine what it means to be competent through observation and interaction with various stakeholders. The aforementioned 6 principles provide a very useful framework to deal with these sorts of issues.

Needs Analysis

The concern with specificity means that needs analysis is a fundamental feature of all ESP courses. Hutchinson & Waters (1987) affirm that, of course, all English teaching should be aimed at meeting learner needs, but what makes ESP different is not “the *existence* of a need as such, but rather an *awareness* of the need” (p. 53). Brown (2016) on his side describes needs analysis as “the systematic collection and analysis of all information necessary for defining and validating a defensible curriculum.” (p.4). Dudley Evans & St John (1998) say in this regard that it is needed to establish the *what* and *how* of a course. In the same perspective, Huhta et al (2013) see needs analysis as taking “account not just of the individual, but also of how that individual interacts in the contexts and situations of his or her field of action.”

When performing a requirements analysis, have the following in mind:

First, the information ESP teachers collect and analyze is used to find the gap between what learners already know and what they need to know in order to function effectively in their target context. It may include information about the learners, language use in that context, and information about a wider social context.

Second, a needs analysis typically involves many people, from the teacher and the learners in the classroom, to a potentially wide range of other stakeholders who have some interest in what is happening or who can provide useful information which helps to describe the gap mentioned above. All these people will influence what happens in a course.

Third, a needs analysis is ongoing, not something that happens before a course begins. A teacher will always have to adapt to new information and new perspectives as the course progresses.

Finally, for any needs analysis, it is never possible to collect and analyze *all* information that is available, so a needs analysis is very much a compromise between an ideal world, where we have as much information as we need, and the real world, where we are dealing with what is realistically possible. (Friedenberg et al., 2014)

Aviation English Vocabulary

In order to increase the safety of air travel, it is crucial to train pilots and air traffic controllers in English. Knowing vocabulary, grammatical rules, and pronunciation conventions alone does not constitute language proficiency. The complex interplay of a variety of aptitudes and talents makes up a person's communication competence (ICAO 2010). The basis for fluency and comprehension abilities, which are further combined to provide proficiency in interaction, is laid by lexical competence together with pronunciation, structure/grammar, and other language-related skills. In this sense, without proper grammar or pronunciation, it is challenging to communicate effectively, but without the right vocabulary, it is nearly impossible. As a result, developing lexical proficiency and rigorous vocabulary instruction in aviation English courses are clearly necessary.

Vocabulary, with a focus on the specialized use of words in a particular context, is an essential component of any ESP course design. Chung & Nation, (2003); Coxhead, (2013); Hyland, (2008) argue that numerous word' lists of technical vocabulary have been created by researchers in a variety of subject areas, including general academic vocabulary, engineering, and medical. Working with language that has a specific meaning in a given situation is one of the main issues. Due to this, many educators and content creators in ESP contexts employ an applied corpus linguistics method that makes use of specifically pertinent authentic materials. This enables them to determine how frequently technical phrases are used, but more crucially, it enables them to stop thinking of vocabulary as a collection of individual words and start thinking of vocabulary as word combinations.

Teaching NATO Phonetic Alphabet Vocabulary

Vocabulary, with a focus on the specialized use of words in a particular context, is an essential component of any ESP course design. Numerous word' lists of technical terminology have been created by researchers in a variety of subject areas, including engineering, aviation, and medicine. In the Aviation English Course as an ESP, teaching aviation terminology is essential. The communicators may need a refresher of their grammatical knowledge because they may already know some English, but it is highly possible that they are unfamiliar with the lexicon that will be used in their line of work. Despite their complete fluency in

general English, they can be lacking in this industry-specific vocabulary when it comes to aviation English. In such a scenario, they will employ communication techniques to avoid utilizing technical terms, which can be detrimental for aviation-related communication. According to Smeliakova & Skliarenko (1999) argue that there are various steps involved in the purposeful teaching of vocabulary items:

- a) ▪ The definition or semantization of vocabulary terms;
- b) ▪ Automatization of students' behaviors with distinct lexical units:
 - c) ▪ automatization at the word-form, expression, and phrase levels;
 - d) ▪ automatization of talks or monologues on an out-of-phrase level. (pp 93-103).

Semantization, the process of communicating a new lexical unit's meaning, links it to ideas the learner is familiar with from his or her native tongue. The two types of semantization—those that employ translation into the mother tongue and those that do not—have historically been distinguished. Semantization techniques other than translation include verbal and visual tools. Such visual approaches are used to illustrate things, images, actions, etc. Without the aid of one's native tongue, this technique offers the chance to establish a direct relationship between an object and a foreign word. When a lexical unit refers to a specific item, Aviation English can make extensive use of visual presentation. However, this is not practical when teaching lexicon with abstract meaning for a word is an intricate component. One must grasp how a word is connected to other parts in the communication process in order to effectively communicate. One cannot limit oneself to only knowing the meaning of a word. Understanding a word's meaning, shape (sound and visual pictures), and capacity for word association is the same as mastering it (semantic and grammar and collocation). As far as automatization on the level of both word form and phrase level, Seal (1991) "offers a three Cs method of teaching vocabulary, which starts from *conveying* meanings to students by using different classroom techniques. Then the teacher *checks* the meaning to confirm that students understand what has been conveyed. Finally, the meanings can be *consolidated* by practicing them in contexts" (pp: 293-311). Chuksina & Yanovskaya, (2014) assert that " ... lexical skills which are included into linguistic competence and which are to be acquired in the process of training students at a technical educational establishment (like flight academies, flight schools, etc.) include identification and correct usage of word-formative (affixes and prefixes) elements of lexical units; structural-semantic identification of lexical units within a sentence; adequate and precise usage of general terminological and scientific vocabulary in oral and written speech"(p.3).

In this regard, some basic ideas for the aviation vocabulary teaching method seems to be highlighted by a critical examination of academic works on the subject of vocabulary education allowed for the differentiation of fundamental conceptual ideas, which served as the basis for our vocabulary teaching strategy in the Aviation English course. Yevheniia Tokar & Inna Fainman (2018) propose:

- 1- Implicit incidental learning cannot be used to support vocabulary growth. It also calls for the explicit teaching of language, which must follow a carefully designed and efficiently organized sequence of steps.
- 2- A word is a multifaceted object that includes meaning, shape, collocations, and discourse patterns. Only communicating the meaning while introducing new lexical elements is insufficient. Collocations and word form demand purposeful effort and attention.
- 3- Reusing and practicing vocabulary is essential to helping learners recover words from their long-term memory and apply them to all aspects of language learning.
- 4- Although the vocabulary teaching approach is by nature linear and systematic, it does not rule out the possibility of dynamic alterations within each level.
- 5- A teaching strategy is not a technological algorithm that inevitably produces a predetermined outcome. Even a carefully thought-out vocabulary teaching strategy built on modern pedagogical principles cannot ensure that every learner will retain the language taught because vocabulary acquisition through formal education is impacted by a variety of external factors.

NATO Phonetic Alphabet

Pilots frequently utilize the aviation alphabet, which is a phonetic alphabet. An alphabetical list of codes that correspond to the letters of the traditional English alphabet was created by the International Civil Aviation Organization, or ICAO. Communication between pilots and other positions that deal with air traffic around the world was intended to be made simpler by this. Many nations had their own air travel communication systems before the 1950s. However, the ICAO streamlined a common list that could be used by everyone because many letters sound too similar and communication needed to be easy. The ICAO Phonetic Alphabet is designed to improve communication between those involved in air travel and reduce danger and misunderstanding. Too many words and phrases have identical pronunciations. For instance, on the radio, the letters "p" and "b" may sound the same. Pilots would thus say "papa" or "bravo" in their place. Pilots can indicate their location, expected arrival time, any services needed by crews, or the tail number of their aircraft using the ICAO alphabet. The aviation phonetic alphabet is used to communicate between pilots, air traffic controllers, and flight dispatchers in a more rapid and accurate manner. In order to prevent confusion or misinterpretation, pilots will always employ the phonetic alphabet when communicating with the nearest flight tower or their final destination. For instance, say a pilot was attempting to tell the flight tower their tail number, XL-TRA. "X-ray Lima Tango Romeo Alpha," they would say. Let's assume that they wished to convey their altitude of 35,000 feet. "Tree Fife Tau sand feet," they would say. It's also crucial to remember that the 24-hour military time reporting system will be used in the aviation sector. Therefore, a pilot would say each digit individually as "one sev-en fow-er fife" to convey the time as 17:45.

NATO Phonetic Alphabet			
Alpha	Kilo	Uniform	0 Zero
Bravo	Lima	Victor	1 Wun
Charlie	Mike	Whiskey	2 Too
Delta	November	Xray	3 Tree
Echo	Oscar	Yankee	4 Fower
Foxtrot	Papa	Zulu	5 Fife
Golf	Quebec		6 Six
Hotel	Romeo	. Decimal	7 Seven
India	Sierra	. Stop	8 Ait
Juliet	Tango		9 Niner

Palm OS PDA Phonetic Alphabet Reference

Five-letter codegroup filter. Fourmilab Home Page

Click on the following video to listen to the NATO phonetic alphabet:

The NATO Phonetic Alphabet

Sample Lesson Plan Design

Date	Textbook	Level	Time
11 May 2023	Advance Management in Air Traffic Control	Intermediate	45 minutes
Unit		Lesson	
Unit 1		Lesson 3	
Lesson skills		Topic	
Vocabulary		NATO phonetic alphabet	
Objectives			
By the end of the lesson, students will be able to:			
● Identify the alphabet in the air traffic control. ● Decode the alphabet in the air traffic control by using NATO phonetic alphabet ● Recode the report by using the air traffic control symbols. ● Use the phonetic alphabet in exchanges with each other and with the tutor.			
Instruction, materials, or tools needed			
●Students' tools (Textbook, notebook, pens, pencil, iPad to do homework etc.) - Teacher's tools (teacher's book, boards' pens, laptop, motivations cards, etc.)● ●Projector. ● Frequency Mic. - Printed worksheet and extra pens. ●			

Lesson Outline

Stages: Presentation (warming up)

Time: 10 minutes	Mode of work: T-S and S-T
Content/ Procedure:	
Welcoming ► Greet students. Greeting by their name. ► Introduce the title of the lesson. Lead-in to the lesson. ► Let your students know the content of the lesson. And what they will know at the end of the lesson. Ask student to fill the KWL chart. ► K refers to what I know, W refers to what I want to know, and L refers to what I learn. KWL chart will help you to know what your students know about the lesson and what they want to know then ask them to leave last section at the end of the lesson to write what they learn. ■ Starting the lesson. What are you listening to? And what do you see? ► Teacher displays a recording audio to students and ask them to clarify what do they listen to? Or explain what do they understand? And tell what do they see? Flashcards. ► The teacher prepares cards that includes the alphabetic in the English language and the symbols reflect them in the Air traffic controls. Note: Teacher can print the same cards to each student that help them to write their own note during the class.	

Techniques and Materials	
■ video ■ Flashcards ■ Motivation board	■ Wh-Questions ■ activate the memory

Lesson Outline	
Stages: Practice and production	
Time: 30 minutes	Mode of work: T-S, S-T, S-S
Content/ Procedure:	
Discuss the NATO phonetic alphabet. ► Teacher explains the NATO phonetic alphabet and what is the purpose to use it in the flight language. Present the video. ►	

The aim of presenting the video is building the knowledge of the Air traffic control vocabulary.

The video will open three times:

- First present to listen sound of each letter and the reflective vocabulary in the Air traffic control.
- In second turn the student will speak with video.
- The last show of the video, the teacher hands out the flashcards to the student randomly, then the student will raise the picture he\she has when the symbols present in the video.

■ **Activities:**

Memory game (Concentration) ►

The teacher presents slide which contains online activity, ask students to answer the question by chosen the correct word.

Decoding the word in the Air traffic control symbols NATO. ►

The teacher prepares a worksheet, printed for each student, ask students to re-write the word by using the Air traffic control symbols. Teacher presents same worksheet in the projector, then show the students the correct decoding of the word by using the Air traffic control symbols. Let student do it as much as possible.

Note: To be easy for the student do the first word together after that let them to do it individually.

Reading and recording the report. ►

The teacher asks students to read the present conversation and let them use the mic to act the conversation between pilot and dispatcher. After that, the teacher asks the students to do between each other as a work pair and let students ask the teacher if they need any help.

and Materials

■ Flashcards

s

■ Concentration

■ knowledge building

■ Wh-questions

Timeline

Practice and production

minutes (Homework)

Mode of work: T-S and S-T

Procedure:

Re-present the audio: ►

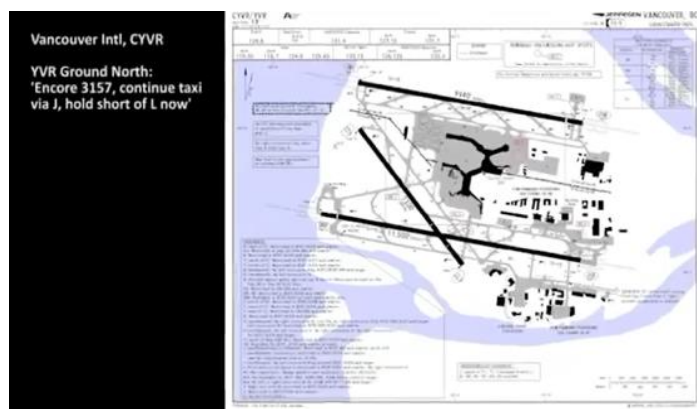
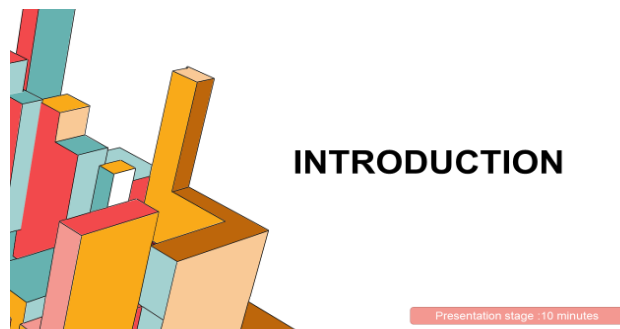
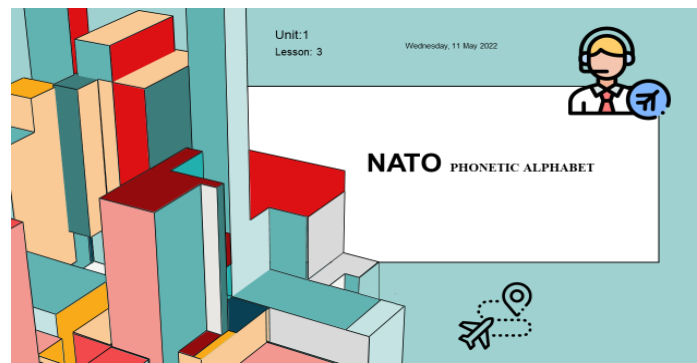
Teacher asks students to listen the recoding audio and clarify what are they listen?

KWL chart: ►

Teacher let student to fill the last section in the KWL chat to know if they are getting their outcomes of the lessons.

Homework: ►

-Recode two sentences by using air traffic control.



Click to listen the communication

Do you understand the language you hear?

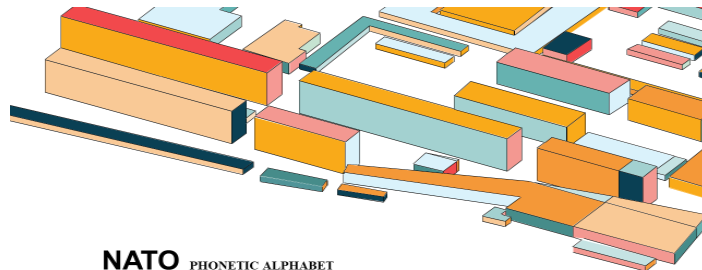
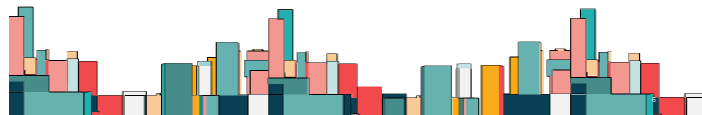
Do you understand the symbols you see?

A = Alpha	H = Hotel	O = Oscar	V = Victor
B = Bravo	I = India	P = Papa	W = Whiskey
C = Charlie	J = Juliet	Q = Quebec	X = X-Ray
D = Delta	K = Kilo	R = Romeo	Y = Yankee
E = Echo	L = Lima	S = Sierra	Z = Zulu
F = Foxtrot	M = Mike	T = Tango	
G = Golf	N = November	U = Uniform	



KWL CHART

K-W-L Chart		
Topic: _____		
What I Know	What I Want to know	What I Learned



NATO PHONETIC ALPHABET

The (International) Radiotelephony Spelling Alphabet

NATO PHONETIC ALPHABET



MEMORY GAME



<https://wordwall.net/resource/37775000>

DECODING

Proceed to map grid



DH98



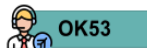
AK53



MO74



BH98



OK53



NO74



TH98



MK53



WO74

RECORDING

Reading the conversation



SV309 hold, we are ready to landing



KN59 hold, yes sir look on the map row HD 481



SV309 hold, yes, I see , 5 minutes then we landing



KN59 hold, you are welcome, have good landing

HOMEWORK



Write and record the conversation between pilot and dispatcher to take-off.



Online Quiz
<https://wordwall.net/resource/37775000>



KWL Chart

What I Learned



I attach the link of the online activities to practice what the students learn,

1- [NATO phonetic alphabet - Airplane \(wordwall.net\)](https://www.wordwall.net/)

2- Quiz: [NATO phonetic alphabet - Quiz \(wordwall.net\)](https://www.wordwall.net/)

Conclusion

This article on designing a lesson plan about NATO phonetic alphabet for flight dispatchers Aviation English examines/ demonstrates the distinctive features, given the basic challenges and general logic of vocabulary teaching process, of aviation vocabulary teaching stages. In this regard, each step has been thoroughly explained, considering the quirks of the NATO phonetic alphabet, with an example lesson plan showcasing a common model.

The techniques and methodology applied in carrying out such a sort of lessons can be placed in creating lesson plan practices to further expand in a razor-sharp methodology the hinged stages utilized in such a kind of lesson plans. The author of this essay hopes that other academics and educators, particularly those working in the subject of ESP, would find it motivating in terms of teaching process effectiveness, which could lead to astounding results.

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Links:

- [1] [Create better lessons quicker](#)
- [2] [Fourmilab Home Page](#)
- [3] [NATO phonetic alphabet - Airplane \(wordwall.net\)](#)
- [4] [NATO phonetic alphabet - Quiz \(wordwall.net\)](#)