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"Aviation English. For ICAO Compliance. Teacher's Book", John Kennedy, 2008 : [recenzja]

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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

bei F. Schiller in der deutschen Sturm- und Drangperiode widerspiegelt (Damian Woś). Das 20. Jh. wird sowohl in Werken von Elfriede Jelinek (Monika Wolting) und in der expressionistischen Lyrik über den ersten Weltkrieg (Anatol Michajłow) als auch in der Besprechung des Romans „Die Wohlgesinnten“ von Jonathan Littel (Eliza Szymańska) sowie der Leistung des Theaters „Teatr Kreatur“ auf der Berliner Szene (Aleksandra Wrona) vertreten.

Insgesamt gilt der vorliegende Sammelband als eine äußerst empfehlenswerte Lektüre. Mit dem Fokus auf die angewandte Linguistik gibt das Buch vielfältige Gedankenanstöße im Hinblick auf den Deutschunterricht, auf die Translatorik bzw. Lexikographie. Von diesem anregenden Buch können alle Leser profitieren, nicht nur diejenigen, die an Deutsch als Fremdsprache bzw. an der Germanistik in Lehre und Praxis, sondern auch an den Neuveröffentlichungen aus dem linguistischen Gebiet sowie an der Mannigfaltigkeit der literarwissenschaftlichen Beiträge interessiert sind.

Und das letzte oder vielleicht das erste Argument dafür, das Buch zur Hand zu nehmen, bildet die aufwendig gestaltete Ausgabe des Bandes mit edlen Abbildungen und effektiver Art ihrer Hinzufügung zu dem Buch.

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Review of John KENNEDY, *Aviation English. For ICAO Compliance. Teacher's Book*. Macmillan Publishers Limited, 2008, 127 pp.

One of the crucial issues influencing airspace and airport safety is the working knowledge of aviation English acquired by pilots and air traffic controllers. The number of aviation accidents caused by communication errors has been increasing, so ICAO raised standards of required level of English for aviation professionals. This is the language for special purposes that serves a specific communicative function among people of a given profession and includes its characteristic words and expressions.

As the title suggests, the book is designed for teaching English for Specific Purposes, namely aviation English and it accompanies a coursebook *Aviation English. For ICAO Compliance* by Henry Emery and Andy Roberts. The course aims at achieving and maintaining obligatory ICAO Level 4 by aviation professionals, particularly pilots and air-traffic controllers. The subtitle explains that this is not the course for beginners. The book shows the possibility of dealing with the specific problems of didactics in this area.

The author is an experienced aviation English teacher as well as a coordinator of the ENAC English language testing programme.

Although the author describes his addressees as the teachers who 'may have limited or no experience in the teaching of English for civil aviation' because in

the book they may find 'comprehensive explanations for non-specialists of the issues and the particular situations which air traffic controllers and pilots have to deal with', it is only partly true. There can be no doubt that the book 'provides background information on aviation context'. However, if they have no experience in teaching aviation English, it is highly probable they have no experience in standard aviation phraseology, either. Even if a non-experienced teacher reads all introductory remarks, understands them and with passion starts analyzing the lesson presented, the first chapter will cause confusion. Namely, there is no presentation of pronunciation of ICAO alphabet or numbers in the book (only occasionally mentioned in Unit 2, p. 23). Thus this is the first sign that the potential teacher should be familiar with standard phraseology used for communication in the air. Actually, without this ability they will not be able to follow the listening activities throughout the book, because not all the phrases that are used there, are explained in the book, but rather used naturally in the given context, e.g. *Roger, we're clear of the runway, Wilco*. Obviously, the book is not to teach the standard aviation phraseology, but this background information should be more detailed especially, if it is directed to teachers who are beginners in the field. Moreover, it would be better for the teacher if they had some experience in teaching as well because teaching tips are not always provided.

The book consists of four-page introduction and twelve units corresponding to the abovementioned Student's Book: *Runway incursion, Lost, Technology, Animals, Gravity, Health, Fire, Meteorology, Landings, Fuel, Pressure and Security*. The introduction specifies the objective of the book as well as a potential teacher.

Each unit offers the same structure: two-page context description and explanation of main aviation concepts presented in bold that aim at introducing the gist of the following unit. Then the reference to the lesson starts, but there is no approximate time specified, so the teachers must again rely on their experience in this matter. Each task is hardly ever preceded by a theoretical part, so it is crucial to read the introduction. Teacher's notes are thus useful.

There are four sections in every module. All of them start with a lead-in part that suggests warm-ups only sometimes accompanied with teaching tips. The author is conscious of the importance of review activities, so he reminds about them from the beginning of the course. In section 1 there is a short lead-in presented, but teachers will not find any lesson plan. You must go through all the lesson to see what issues you are going to teach. Then the answer key to the corresponding tasks in the Student's Book is provided. Less experienced teachers will definitely be looking for more teaching tips in this opening section. Devoid of detailed instructions are also speaking activities, we can find only main ideas there. Some questions arise whether a pair- or group-work should be employed or maybe an individual approach for a presented speaking task. Section 2 also opens with a short lead-in, followed by a warm-up. Then listening scripts are provided in each unit that makes the book user-friendly. The book contains pronunciation drills, answer key and grammar exercises answer key without any preceding grammar presentation. It seems that the teacher is to elicit student's working knowledge of English grammar. It is noticeable that in the free practice part that aims at speaking, there are interesting ideas for

teachers presented. Unfortunately, there are no extra questions, but only suggestions. Section 3 of each unit is the essential one because it is devoted to non-routine situations. At this point, the author constantly reminds a teacher that students' interests and their work are background as well as stimuli to express their views and experience, so they can start talking naturally in the provided context, being crucial for fluent communication. Additionally, the author provides the teacher with a wide range of teaching tips. Furthermore, the teacher is equipped with ready maps, pictures and suggested answers.

Revision of the whole unit is done in section 4 where students can find review tasks. Unfortunately, the teacher receives only the answer key to the exercises included in the book. They cannot find any advice, e.g. how to motivate students and avoid falling into monotony, so again teachers must rely on their experience. Finally, we find useful extra photocopiable activities attached at the end of the unit, e.g. role plays and reading comprehension tasks. Teachers can also notice and cite aviation jokes (one per unit).

The author's language is clear and straightforward. He is faithful to the Student's Book and does not present any other issues of aviation new to the course.

Yet there is no CD-ROM accompanying this book, where teachers could find tests similar to ICAO ones and based on the presented units. An active teacher would definitely use more teaching resources connected with the aviation for further practice. Hopefully, the book invites every teacher to the website with teaching resources recommended on the back cover of the book.

In conclusion, the book is well-structured, follows the Student's Book faithfully, so each lesson can be provided effectively, however, the teacher must be conscious of the fact that it is him who is the leader of his group and should know the level and needs of his students. If he is motivated, he can do a lot with this Teacher's Book. At times it seems to be more like a guide to aviation issues and requirements of aviation non-standard communication together with its weak points, than the variety of presented teaching methods popular in this kind of training. It can be used successfully in many of teaching situations. The professional data presented here certainly helps to operate the contents.

Focusing mainly on the lessons, the author does not suggest using the language laboratory, headphones or microphones. All that technical equipment is used by aviation professionals every day when they communicate, so it would be reasonable to use them during the lesson. Many teachers will probably look for consolidation and extension of Student's Book, so the Teacher's Book could present extra support suggestions for ways of adapting activities to make them more accessible for weaker students.

However that may be, this book proves to be one of the richest treasure troves in aviation English teaching. It is remarkable with its clarity of explanation, wide scope and hope for those who want to become aviation English teachers. This is the first professional book that may help them in achieving this goal.

The book constitutes an important step towards teaching aviation English, and thus expands the scope of teaching English for Special Purposes. It is a stimulus for

every teacher who is the fan of aviation in any dimension, but obviously it requires some basic knowledge in aviation context like any Language for Specific Purposes does.

Overall, *Aviation English. For ICAO Compliance. Teacher's Book* is an important and impressive contribution to the field. It will prove to be extremely useful resource for those less well acquainted who wish to gain further insight into the language of aviation.

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Renata NADOBNIK, *Znaczenie słowników bilingwalnych w dydaktyce języka niemieckiego w Polsce*. Wydawnictwo Państwowej Wyższej Szkoły Zawodowej w Gorzowie Wielkopolskim, Gorzów Wielkopolski, 2010, 242 s.

Obok podręczników i kompendiów gramatycznych słowniki dwujęzyczne stanowią pomoce dydaktyczne, po które sięga się najczęściej przy nauce języka obcego. Dlatego też zaskakuje fakt, że w dotychczasowych badaniach glottodydaktycznych kwestia roli słowników w procesie akwizycji języka obcego dość rzadko była podejmowana – m.in. w pracach J. Tomaszczyka (1974a,b), T. Piotrowskiego (1994, 2001) czy S. Gruczy (2001). Brakuje również kompleksowych badań empirycznych w tym zakresie.

Tę lukę – przynajmniej w dużej części – wypełnia publikacja książkowa Renaty Nadobnik, kierownik Studium Języków Obcych PWSZ w Gorzowie Wielkopolskim i doświadczonego doradcy tamtejszego Wojewódzkiego Ośrodka Metodycznego w zakresie nauczania języka niemieckiego. Autorka przedmiotem swoich badań uczyniła dwujęzyczne (niemiecko-polskie i polsko-niemieckie) słowniki szkolne, pod którym to pojęciem należy rozumieć pedagogiczne opracowania leksykograficzne przeznaczone dla odbiorców w wieku szkolnym (z wyłączeniem uczniów klas I-III szkoły podstawowej, dla których przeznaczone są słowniki dla dzieci). Słowniki szkolne mają za zadanie wspieranie użytkowników w realizacji wymagań edukacyjnych określonych w dokumentach regulujących proces kształcenia językowego w danym kraju, a w szczególności umożliwienie im poprawnego zachowania językowego oraz poszerzenie kompetencji w zakresie znajomości danego języka obcego.

W pierwszej części monografii autorka przedstawia teoretyczne podstawy opisu metaleksykograficznego (rozdział pierwszy) oraz stan badań nad bilingwalną leksykografią pedagogiczną w Polsce i na świecie (rozdział drugi). Interesującym elementem tego rozdziału jest opis historyczny słownictwa dwujęzycznego przeznaczonego do celów dydaktycznych. Choć pierwsze słowniki o walorach dydaktycznych, uwzględniające niemiecko-polską parę językową, wydawano już na