
Certificate in Teaching English for Aviation

Teaching Reading Skills in Aviation English

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Teaching reading skills in aviation English is a crucial aspect of the Certificate in Teaching English for Aviation. This glossary provides a comprehensive list of terms, concepts, and acronyms related to teaching reading skills in aviation English.

Academic Vocabulary:

Academic vocabulary refers to the specialized language used in academic settings that students need to understand to succeed in their studies. In teaching reading skills in aviation English, it is essential to focus on academic vocabulary relevant to aviation terminology, procedures, and communication.

Authentic Materials:

Authentic materials are texts or resources that are created for native speakers of a language, rather than specifically for language learners. In teaching reading skills in aviation English, authentic materials such as aviation manuals, reports, and articles can provide learners with real-world examples of language use in the aviation industry.

Bottom-Up Processing:

Bottom-up processing is a reading strategy that involves focusing on individual words and phrases to understand the overall meaning of a text. In teaching reading skills in aviation English, learners may use bottom-up processing to decode unfamiliar aviation terminology before comprehending the entire text.

Comprehension:

Comprehension is the ability to understand and interpret written text. In teaching reading skills in aviation English, instructors focus on developing learners' comprehension skills to help them extract relevant information from aviation-related texts and documents.

Context Clues:

Context clues are hints or information within a text that help readers understand the meaning of unfamiliar words or phrases. In teaching reading skills in aviation English, learners may use context clues to infer the meaning of technical aviation terms based on the surrounding text.

Critical Reading:

Critical reading involves analyzing and evaluating a text to understand its deeper meaning, purpose, and implications. In teaching reading skills in aviation English, instructors encourage learners to engage in critical reading to develop a deeper understanding of aviation-related texts and information.

ESL:

ESL stands for English as a Second Language, which refers to the teaching and learning of English by non-native speakers in a country where English is the dominant language. In teaching reading skills in aviation

English, instructors may work with ESL learners to improve their reading comprehension and language skills.

ESP:

ESP stands for English for Specific Purposes, which focuses on teaching English for specific industries, professions, or academic disciplines. Teaching reading skills in aviation English falls under the category of ESP, as it targets the specialized language and communication needs of aviation professionals.

Extensive Reading:

Extensive reading involves reading large amounts of text for pleasure, general understanding, and vocabulary development. In teaching reading skills in aviation English, instructors may encourage learners to engage in extensive reading of aviation-related materials to improve their language proficiency and comprehension skills.

Genre:

Genre refers to the category or type of text, such as a report, manual, article, or procedure. In teaching reading skills in aviation English, instructors introduce learners to different genres of aviation-related texts to help them understand the specific features, structures, and language used in each type of document.

Graphic Organizers:

Graphic organizers are visual tools used to organize and represent information from a text, such as main ideas, details, and relationships. In teaching reading skills in aviation English, instructors may use graphic organizers to help learners visually map out the content of aviation-related texts for better comprehension.

Informational Texts:

Informational texts are non-fiction texts that provide factual information on a specific topic. In teaching reading skills in aviation English, learners may encounter informational texts such as aviation manuals, safety procedures, weather reports, and technical articles that require them to extract and understand relevant information.

Interactive Reading:

Interactive reading involves engaging with a text through discussions, questions, and reflections to deepen understanding and critical thinking. In teaching reading skills in aviation English, instructors may incorporate interactive reading activities to encourage learners to actively participate in the text analysis and interpretation process.

Metacognitive Strategies:

Metacognitive strategies are cognitive processes that involve thinking about one's own thinking and learning. In teaching reading skills in aviation English, instructors may teach learners metacognitive strategies such as self-monitoring, self-evaluation, and self-regulation to improve their reading comprehension and problem-solving skills.

Pre-Reading Activities:

Pre-reading activities are tasks or exercises that prepare learners for reading a text by activating their prior knowledge, predicting content, and setting reading goals. In teaching reading skills in aviation English, instructors may use pre-reading activities to help learners build background knowledge and enhance their

comprehension of aviation-related texts.

Reading Fluency:

Reading fluency is the ability to read text accurately, smoothly, and at an appropriate pace. In teaching reading skills in aviation English, instructors focus on developing learners' reading fluency by practicing pronunciation, intonation, and phrasing to improve overall reading comprehension and communication skills.

Reading Strategies:

Reading strategies are techniques or approaches used by readers to understand and interpret written text more effectively. In teaching reading skills in aviation English, instructors may teach learners a variety of reading strategies such as skimming, scanning, predicting, and summarizing to enhance their comprehension of aviation-related materials.

Reading Comprehension:

Reading comprehension is the ability to understand and interpret written text, including main ideas, details, inferences, and author's purpose. In teaching reading skills in aviation English, instructors focus on developing learners' reading comprehension skills to help them extract relevant information from aviation-related texts and documents.

Schema Theory:

Schema theory is a cognitive theory that explains how readers use their background knowledge and experiences to understand and interpret new information. In teaching reading skills in aviation English, instructors may apply schema theory to help learners activate their prior knowledge and make connections with aviation-related texts for better comprehension.

Skimming and Scanning:

Skimming and scanning are reading techniques used to quickly locate specific information in a text. Skimming involves quickly reading through a text to get the main idea, while scanning involves searching for specific details or keywords. In teaching reading skills in aviation English, learners may use skimming and scanning to extract relevant information from aviation-related documents efficiently.

Textual Features:

Textual features are elements of a text that contribute to its structure, organization, and meaning. In teaching reading skills in aviation English, instructors help learners identify and understand textual features such as headings, subheadings, bullet points, tables, graphs, and illustrations to enhance their comprehension of aviation-related materials.

Top-Down Processing:

Top-down processing is a reading strategy that involves using background knowledge, context, and predictions to understand the overall meaning of a text before focusing on specific details. In teaching reading skills in aviation English, learners may use top-down processing to preview and predict the content of aviation-related texts before reading them in detail.

Vocabulary Development:

Vocabulary development is the process of learning and expanding one's vocabulary in a target language. In teaching reading skills in aviation English, instructors focus on vocabulary development by introducing and practicing aviation-related terms, phrases, and expressions to improve learners' language proficiency and comprehension of aviation texts.

Word Recognition:

Word recognition is the ability to quickly identify and understand words in written text. In teaching reading skills in aviation English, instructors help learners improve word recognition by practicing phonics, sight words, and decoding strategies to enhance reading fluency and comprehension of aviation-related materials.

By familiarizing themselves with these key terms and concepts related to teaching reading skills in aviation English, instructors can effectively design and deliver engaging and interactive lessons that help learners develop their language proficiency and comprehension abilities in the aviation industry.