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**FEATURES OF ORGANIZING THE EDUCATIONAL PROCESS  
TO FORM AVIATION SPECIALISTS' AWARENESS OF VARIOUS ACCENTS  
OF AVIATION ENGLISH**

*Accents in aviation English can vary depending on the region and nationality of pilots and air traffic controllers. It is worth noting that each accent has its own peculiarities of pronunciation, intonation, lexical expressions and grammar. Understanding different accents is an important aspect for effective communication in the aviation industry, therefore, it is necessary to analyze all aspects of organizing the educational process for studying aviation English in order to form the awareness of aviation specialists of various accents. During the organization of the educational process for forming the awareness of aviation specialists of various accents, scientific and methodological recommendations were created for the organization of teaching aviation English at the Air Force University, considering pedagogical technologies aimed at forming the awareness of cadets of various accents of English during radio communication. Scientific and methodological recommendations will help in creating and establishing an effective process of teaching aviation English in the classroom, considering technologies aimed at forming the awareness of future Air Force officers about various accents of the English language when conducting radio communication. In particular, the main emphasis in training should be placed on motivating future aviation industry specialists to sustainable professional self-improvement, listening to radio stations from different countries, watching webinars, reading specialized articles and communicating with real practicing aviation industry specialists. Fair and adequate assessment of the acquired skills and knowledge of cadets is also an essential element and incentive in the educational process. It is important to consider the needs and level of each future specialist and, if necessary, apply an individual approach.*

**Key words:** aviation English, educational process, accent, methodological recommendation, technology, radio exchange.

**Світлана КУЗЬМЕНКО**

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**ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ З ФОРМУВАННЯ  
ОБІЗНАНОСТІ АВІАЦІЙНИХ ФАХІВЦІВ РІЗНОМАНІТНИМ АКЦЕНТАМ  
АВІАЦІЙНОЇ АНГЛІЙСЬКОЇ МОВИ**

*Акценти в авіаційній англійській мові можуть варіюватися в залежності від регіону й національності пілотів та диспетчерів повітряного руху. Варто зазначити, що кожен акцент має свої особливості вимови, інтонації, лексичних виразів та граматики. Розуміння різних акцентів є важливим аспектом для ефективного спілкування в авіаційній галузі, тому, потрібно проаналізувати всі аспекти організації освітнього процесу з вивчення авіаційної англійської мови задля формування обізнаності авіаційних фахівців різноманітним акцентам. Під час організації освітнього процесу з формування обізнаності авіаційних фахівців різноманітним акцентам було ство-*

*рено науково-методичні рекомендації щодо організації викладання авіаційної англійської мови в університеті Повітряних Сил з урахуванням педагогічних технологій, спрямованих на формування обізнаності курсантів щодо різноманітних акцентів англійської мови при веденні радіообміну. Науково-методичні рекомендації допоможуть у створенні й налагодженні ефективного процесу викладання авіаційної англійської мови в аудиторії з урахуванням технологій, спрямованих на формування обізнаності майбутніх офіцерів Повітряних Сил щодо різноманітних акцентів англійської мови при веденні радіообміну. Зокрема головний акцент у навчанні потрібно зробити на мотивацію майбутніх фахівців авіаційної галузі до сталого професійного самовдосконалення, прослуховування радіостанцій радіообміну з різних країн, перегляду вебінарів, читання спеціалізованих статей та спілкування з реальними практикуючими спеціалістами авіаційної галузі. Справедливе й адекватне оцінювання опанованих навичок і знань курсантів також є суттєвим елементом й стимулом в освітньому процесі. Важливо враховувати потреби й рівень кожного майбутнього фахівця та, в разі потреби, застосовувати індивідуальний підхід.*

**Ключові слова:** авіаційна англійська мова, освітній процес, акцент, методична рекомендація, технологія, радіообмін.

**Formulation of the problem.** The ability to communicate effectively in English during radio communication is critical to ensuring flight safety and coordinating actions in the international aviation environment. In addition, Air Force officers must be able to understand different accents of aviation English, which is necessary for effective communication with representatives of different countries.

What pedagogical technologies are used and how the educational process is organized is an important component of effective learning of aviation English. The use of various interactive modern technologies and resources, such as mobile applications, audio and video materials, computer simulators, online courses and web resources provide variety and interest in the learning process and allow future aviation specialists to effectively master the specifics of radio communications and develop awareness of different accents. In particular, technologies may include tasks for reproducing radio communication samples with different accents, exercises for correcting pronunciation and grammar errors, as well as the opportunity to communicate with other students or native speakers. Methodological recommendations for organizing the educational process for studying aviation English at the university, considering technologies aimed at forming the awareness of future pilots and Air Force controllers about various accents of the English language when conducting radio communication, are an integral part of the course syllabus. The proposed methodological recommendations for independent training serve as a continuation of the formation of permanent knowledge, skills and abilities of students, only in a less controlled manner by the teacher, but at a more comfortable pace for students. There are many materials that can be used for a

thorough assimilation of the necessary knowledge independently. It all depends on individual needs.

**Analysis of recent research and publication.**

Recent research in the field of aviation English increasingly emphasizes the critical role of accent awareness in ensuring effective and safe communication in international aviation contexts. Due to the global nature of aviation, pilots, air traffic controllers, and other aviation specialists routinely interact with speakers from diverse linguistic backgrounds. As a result, understanding various accents of aviation English has become an essential component of professional communicative competence (Estival et al., 2016). A number of studies indicate that communication breakdowns in aviation are frequently caused not by insufficient knowledge of standard phraseology, but by difficulties in understanding accented speech, particularly in non-routine or high-workload situations (Barshi & Farris, 2013). Alderson (2009) notes that even when ICAO-standard phraseology is applied correctly, strong regional or national accents may reduce intelligibility and increase cognitive load, which can negatively affect decision-making and situational awareness. This has led researchers to conclude that traditional approaches to aviation English instruction, focused primarily on grammatical accuracy and memorization of fixed phrases, are inadequate for real operational environments. Recent publications strongly advocate for the integration of accent variability into the educational process. Empirical research demonstrates that systematic exposure to both native and non-native accents significantly improves listening comprehension and response accuracy among aviation trainees (Kim & Elder, 2009; Prado, 2018). Authentic materials, such as real ATC recordings, simulator-based communication tasks, and operational scenarios, are highlighted as particularly effective, as they reflect real-

world communication conditions more accurately than scripted classroom dialogues (Estival et al., 2016). Another important trend identified in the literature is the shift toward competency-based and communicative teaching approaches. Researchers argue that awareness of accent diversity should be developed through active engagement rather than passive listening alone. Role-plays, simulations, and problem-solving tasks help learners develop strategies for clarification, confirmation, and readback, which are crucial for maintaining safety in aviation operations (Moder & Halleck, 2009). Mell (2015) emphasizes that familiarity with a range of accents reduces misunderstanding and increases confidence during radiotelephony communication. In addition, scholars highlight the importance of curriculum design and instructor preparedness in organizing effective accent-awareness training. Teachers must be aware of common accent-related challenges and deliberately scaffold listening tasks from more familiar to less familiar accents. ICAO documentation also stresses that language training programs should align with the ICAO Language Proficiency Requirements, particularly descriptors related to comprehension and interaction (ICAO, 2010). In summary, contemporary research supports the view that forming aviation specialists' awareness of various accents of aviation English requires a systematic, practice-oriented, and safety-focused educational approach. The integration of accent diversity into aviation English curricula is no longer viewed as optional but as a necessary condition for preparing aviation professionals for effective communication in international operational environments (Alderson, 2009; Estival et al., 2016).

**The objective of this work** is the process of analysis of the features of organizing the teaching aviation English and forming aviation specialists' awareness of various accents. Considering the results of the methodological foundations, existing regulations, current requirements for recommended pedagogical technology ensures effective and safe communication in international aviation contexts.

Research methods – analysis of pedagogic technology, methodology, traditional approaches to teaching aviation English with the focus not only on grammar accuracy, fluency and phraseology memorization.

**Research results.** The organization of the educational process to form the awareness of aviation specialists of various accents of aviation English

when conducting radio exchanges includes, first of all, the development of a specialized course syllabus "Aviation English and Radio Exchange (Basics of Communication in the Airspace)". The creation of the program should be based on specialized textbooks, such as: "Aviation English" by Henry Emery and Andy Roberts; "English for Aviation" by Sue Ellis and Terence Gerighty; "Career Paths: Air Force" (with online access) and "Career Paths: Civil Aviation" (with online access too). These educational publications are created by native speakers and serve for systematic study of the language considering the peculiarities of aviation communication and the development of special radio communication skills in the aviation context.

It is worth considering that accents can vary and depend on the individual characteristics of the speakers, their native language and ethnic origin. Therefore, in the classroom, audio recordings of real radio messages or video footage from air traffic control towers can be used, for example, <https://www.aviation-english.com/accents>, [https://www.youtube.com/@aviation\\_english\\_for\\_atc\\_pilot](https://www.youtube.com/@aviation_english_for_atc_pilot), <https://www.youtube.com/@HighPressureAviationFilms>, and also native speakers (from different countries and with different accents), who are working in the aviation field, can be invited for conducting virtual lectures or just for communication or for master classes. This will allow future officers to hear the peculiar characteristics of pronunciation and receive practical advice on radio exchange. The implementation of modern technologies, such as specialized software for aviation training, multimedia materials, mobile applications, video and audio recordings of en route situations provides the opportunity to listen to and play aviation radio exchanges with different accents and creates the best immersive learning process. It improves the perception of different accents and communication styles. Thus, *Vocaroo.com* and *Speak Pipe.com*, as online tools for recording and playing audio files, allow future officers, imitating various situations and accents of aviation speech, to record, with the help of a computer microphone or a mobile device, save and share them via a link, and, then listen to their voice recordings and compare with samples of native speakers or with other recordings of the group-mates. Using this tool, the academic can propose future officers to create an audio presentation or project on a specific topic, and thus, future Air Force officers will be able to demonstrate their knowledge using aviation vocabulary and phraseology reproduced with a unique their own accent, and, then share and discuss the con-

tent of these audio files with partners or send them for assessment.

To organize the educational process for the formation of knowledge, skills and proficiency of the future aviation specialists and their ability to recognize different accents of aviation English while conducting radio exchanges, it is recommended to use several main types of work:

1. Development of listening skills. To do this, in addition to the audio that comes with the main textbook, it is recommended to use information and communication technologies, such as websites (<https://www.aviation-english.com/accents.htm>, <https://aviationenglish.com/tag/listening-comprehension>, etc.), mobile applications (ICAO Aviation English Teacher, Aviation English Vocabulary 4, Aviation Dictionary, etc.). Conducting listening exercises, where cadets listen to recordings of radio exchanges with different accents only until the middle of the audio track and then make predictions about how this situation might end – in addition to mastering the necessary material, it also develops creativity and critical thinking. Real recordings of native speakers can be found on *YouTube* (<https://www.youtube.com/watch?v=ugQkopDFW0g&list=PLr7EiFNI8xRhCvvcgL2AG-3ljlLBHxxgK>, <https://www.youtube.com/watch?v=9lo8VBU9LmY>, etc.).

2. Phonetic training. To do this, it is necessary to include pronunciation exercises in the training program, where aviation specialists study, identify and practice sounds that arise in radio communication with different accents, as well as theoretical information and its practice. All this should be aimed at developing their phonetic skills and, thus, provide an opportunity to consider various phonetic features characteristic of different accents, and teach future specialists to distinguish and pronounce individual sounds as close to the standards as possible (<https://www.aviation-english.com/accents.htm>).

3. Learning cross-cultural communication skills, or getting acquainted with the intercultural aspects of communication in radio exchange. During the teaching of aviation English in the classroom, it is necessary to offer information about the various nuances that arise in communicating with pilots and controllers from different countries, and then, using test tasks: single-choice (a question is given and a set of answer options from which one must choose the correct one); multiple-choice (you

must choose more than one correct answer option from the list), the understanding of the necessary material is practiced ([https://www.researchgate.net/publication/350556954\\_Shaping\\_Cross-Cultural\\_Awareness\\_in\\_Aviation\\_English\\_Communication](https://www.researchgate.net/publication/350556954_Shaping_Cross-Cultural_Awareness_in_Aviation_English_Communication)). The presentation of acquired knowledge related to intercultural aspects of aviation communication takes place in the form of projects or debates prepared by aviation specialists. This stimulates them to actively express their opinions and argue them with their own accents. Special attention should be paid to the aviation phraseology mastering, which includes special expressions and abbreviations from radio communication. For this purpose, “fill-in-the-gap” and “true / false” tasks are offered (a statement is given and it is necessary to determine whether it is *true* or *false*). At this stage of the educational process, it is considered advisable to provide aviation specialists with additional materials, such as specialized textbooks or online resources (*Express Series English for Aviation e-book. Available for iPad and tablets for Android via the Oxford Learner's Bookshelf app*, etc.). Example of classroom exercises: divide aviation specialists into pairs of pilots and controllers to recreate a given real-life aviation communication situation. Forming the group work, divide them into groups to carry out collective projects or exercises where they play the role of pilots, controllers or crew members and conduct simulations of radio exchanges or other interactions on board the aircraft. This will help aviation specialists gain more practical skills in the aviation context from active professional communication and will improve their understanding of a responsible attitude towards future responsibilities.

4. Combination of writing and speaking. This type of classroom work involves completing a written task related to radio communication, for example, creating a flight plan or incident report within a specified time. Preparing a written project and an oral presentation on, for example, the cultural characteristics of a particular country or language differences in aviation communication are relevant and actual, especially if more time is devoted to the “speaking” skill. To apply the acquired knowledge, it is necessary and highly recommended to focus on practical exercises, that is, to provide aviation specialists with the opportunity to practice radio communication in a virtual or simulated environment.

**Conclusions.** All the above types of work on the

organization of the educational process for the formation of aviation specialists' awareness of various accents of aviation English when conducting radio communications will allow them to actively master knowledge and acquire the necessary skills and abilities in communicating with representatives of aviation specialties of different countries and nationalities. And this, in turn, will also contribute to the development of communication skills, phonetic accuracy of future pilots and controllers. In general, the use of modern technologies, such as interactive boards, computer programs, audio and video materials, helps to create an effective learning environment. This involves using real-life situations and exercises to recreate real radio exchanges that aviation professionals may encounter. The need for regular role-playing or simulation of radio exchanges at the end of each lesson is obvious. This process builds their awareness of the various accents of aviation English. To consolidate

the topic studied or at the end of the training module, it is recommended to do tasks aimed at assessing the awareness of aviation professionals of the correct understanding of radio exchanges, which take place using different accents.

Providing aviation specialists with fair feedback on the process of acquiring and mastering the necessary skills, knowledge and abilities is the most relevant aspect and the main part of the organization of the educational process, in particular, the formation of awareness of various accents of English when conducting radio communications.

Depending on the needs and objectives of the curriculum, the academic can combine the presented above materials, types of activities and then adapt them for a special topic of the corresponding lesson plan of the course syllabus. It is very important to choose the authentic materials that are relevant to the level and interests of aviation specialists and contribute to their active involvement in the educational process.

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