

PERSPECTIVES FROM LANGUAGE ISSUES OF
NON-NATIVE SPEAKERS: A MORE SPECIALIZED
ANALYSIS OF AB-INITIO PILOTS LEARNER
LANGUAGE

Aline Pacheco, PhD

Associate Professor

Pontifical Catholic University of Rio Grande do Sul, Brazil

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WORKSHOP

- PART I – Introduction
- PART II – Error Analysis – Peers
- PART III – Error Analysis – Mixed
- PART IV – Discussion

OBJECTIVES

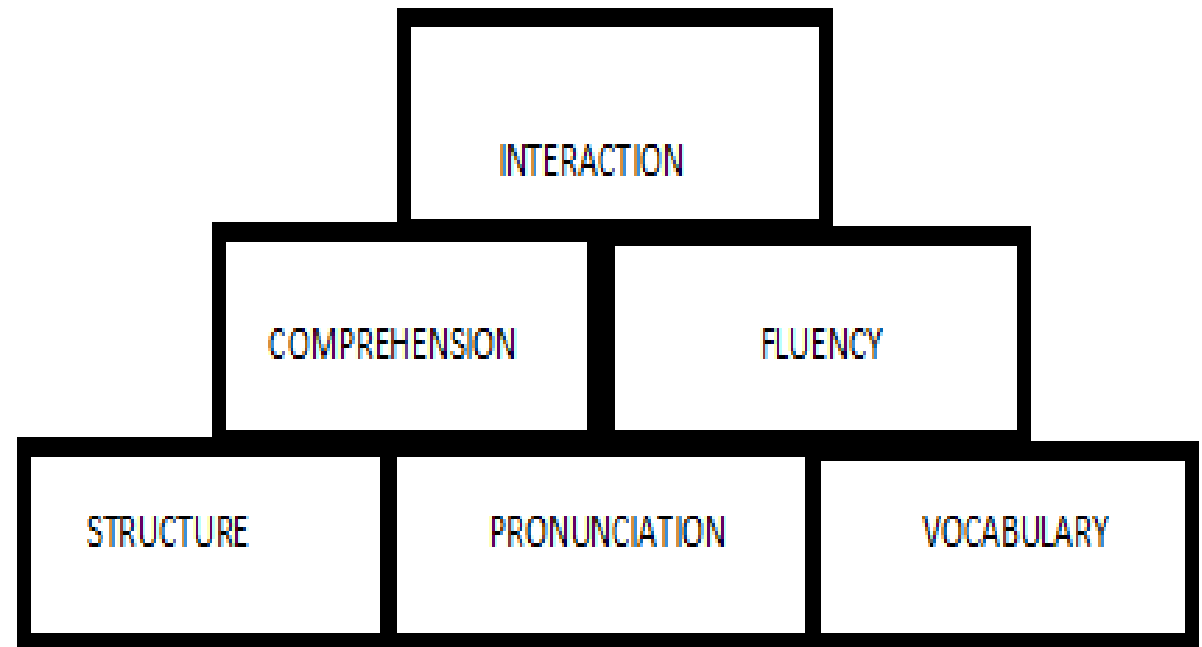
- The workshop intends to **discuss** the most common language problems regarding **structure and pronunciation** extracted from a list based on **ab-initio pilots' oral production**, so to **spot some specific language problems** that should actually be **addressed** when **designing curriculum**, most specially, to the **non-native English-speaking ab-initio pilots**.

PART I: INTRODUCTION

- ICAO Skills (DOC 9835)

“Top skills” – Language
Performance

“Bottom Skills” – Language
Competence



A growing necessity of non-native English-speaking pilots in the market.



specialized training



a more attentive look at the language acquisition process

the elementary language problems



learner language → a powerful source of information



Aviation English Learner Corpus (AELC): language production of ab-initio pilots in the Aeronautical Science Program.

AELC (AVIATION ENGLISH LEARNER CORPUS)

- Learner Corpus

Granger (2002; 2010): “a yardstick to measure the distance between learner performance and target language”

Research with Learner Corpora makes it possible “to outline learner needs, teaching objectives and teachability, and what you are going to select or ignore”

- Learner Language

Ellis & Barkhuizen (2005): “the oral and written production of learners, ..., primary data for the study of L2 acquisition”


“competence can only be examined by some kind of performance”

- Potential – curriculum design – help students – improve Aviation Safety
- AELC: Based on lists organized from “debriefings” (assessment sheets) of students’ oral performance (presentations and tests)

Student-Pilots – Aeronautical Science Program				
Level	AE I	AEII	AEIII	AEIV
Proficiency	Pre-Interm	Interm	Interm	Upper
Debriefings	258	142	254	127

LISTS – EX.: AE I

N	Structure	Type	N	Pronunciation	Type	N	Vocabulary	Type	Line
3	builded	InflOR	4	P <u>u</u> t / ʌ /	uS		simplificate		1
	It was necessary put	InfTO	4	Constr <u>u</u> ction /u/	uS		evolutioning		2
	Allow the water increase	InfTO	17	World /word/	LS		Parents (relatives)		3
	Ground level don't change	Infl3rd	3	Region /redzən/	eS		The fly had to continue		4
5	The both	EWArt		Consum <u>u</u> ption /u/	uS		Are considered		5
4	Depend of	WWP		Grow <u>u</u> ing /a/	oS		comparation		6
	You need construction	WWN	14	Largest /largest/	gS		The flys that were chosen		7

- Current status: 4 Lists, Word Files, STRUCT (53 types) & PRONUNC (26 types)
- Numbers  Preliminary Information

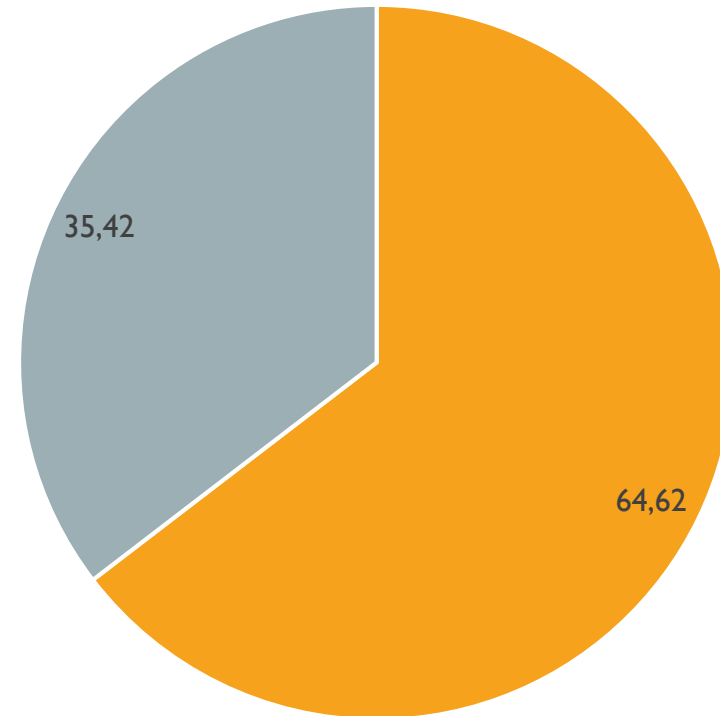
	AE I	AEII	AEIII	AEIV	TOTAL
STRUCT.	471	292	708	485	1956
PRONUNC.	317	144	263	51	775
Total of Debriefings	258	142	254	127	781

PERSPECTIVES

- Aim: 400 debriefings
- Prospective Research
 - ▶ Developmental Stages
 - ▶ Comparative Studies with AE Corpora (CORPAC/PUCRS)
 - ▶ Comparative studies with data from Brazilian pilots (Project with ANAC)
 - ▶ Suggestions/ Contributions to curriculum design - ICAEA RG

STRUCTURE

Learner Errors - STRUCTURE

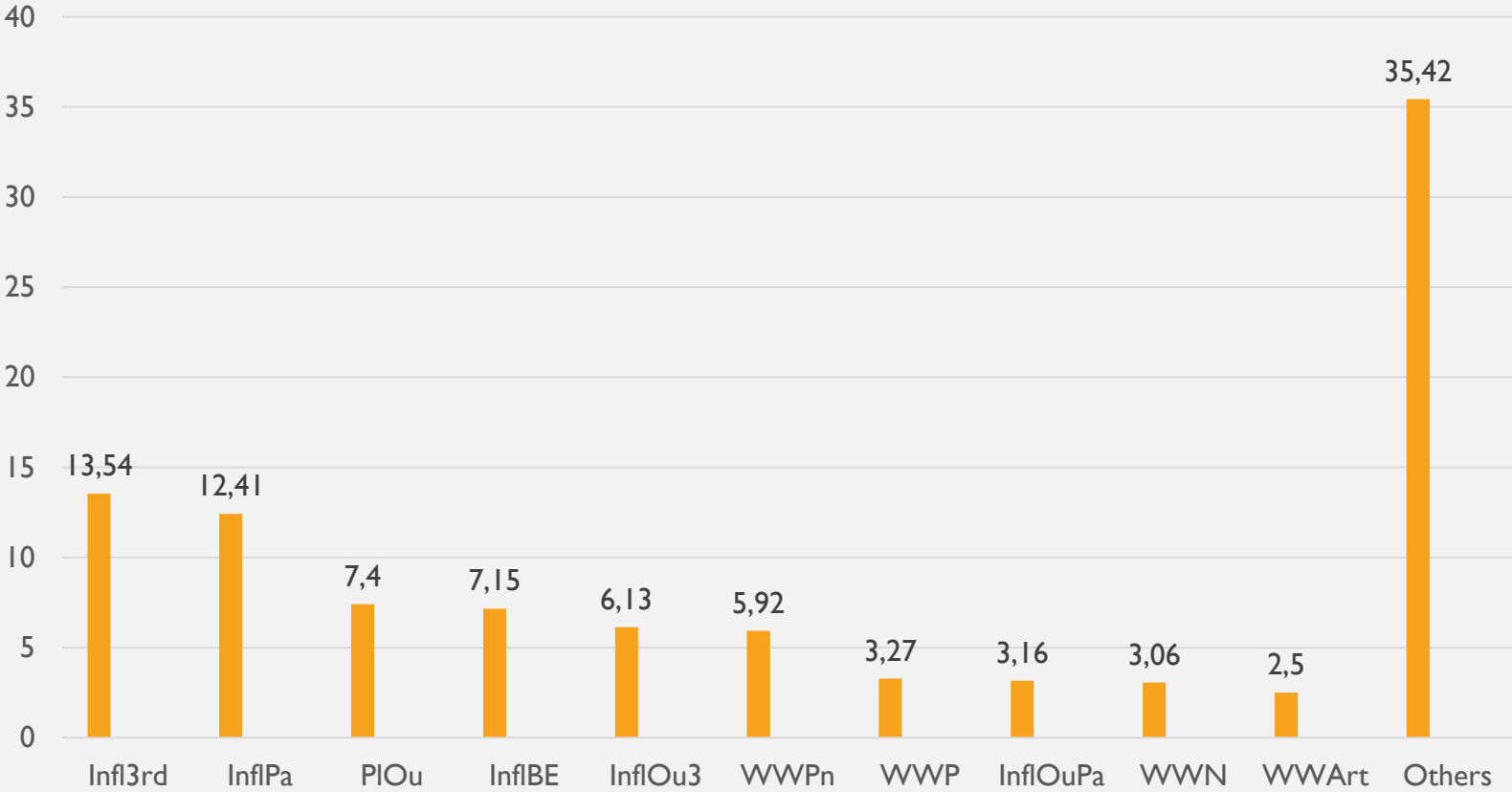


■ 10 Most Frequent ■ Others

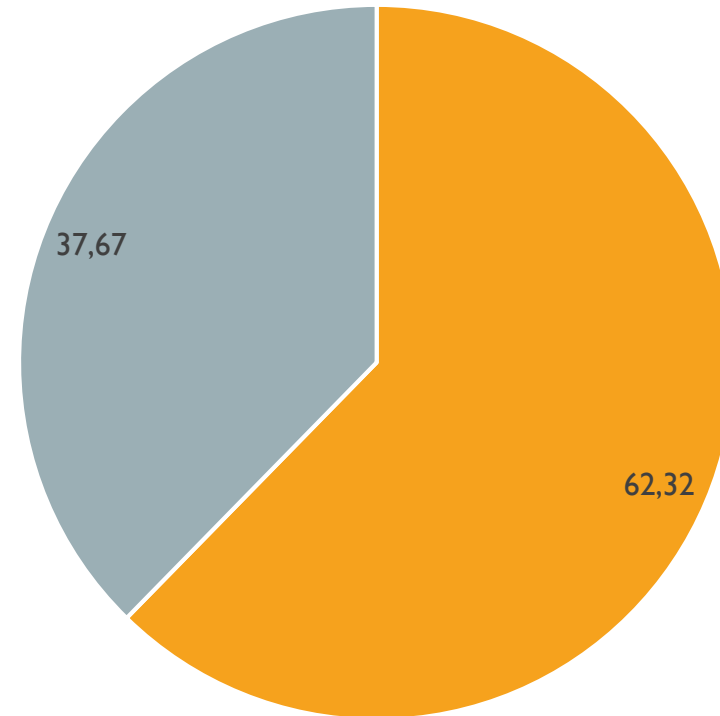
STRUCTURE: ERRORS PER LEVEL

Order	CODE	AEI	AEII	AEIII	AEIV	TOTAL	
1	Infl3rd	73	32	55	105	265	13,54%
2	InflPa	16	25	160	42	243	12,41%
3	PIOu	45	32	47	21	145	7,4%
4	InflBE	37	24	53	26	140	7,15%
5	InflOu3	42	24	26	28	120	6,13%
6	WWPn	46	23	20	27	116	5,92%
7	WWP	16	7	23	18	64	3,27%
8	InflOuPa	14	15	31	2	62	3,16%
9	WWN	3	6	30	21	60	3,06%
10	WWArt	11	14	18	6	49	2,50%
	Total					1264	64,5%
53	Total of Occurrences	381+90 =471	246+46 =292	638+71 =708	445+40 =485	1956	
	Total of Debriefings	258	142	254	127	781	

10 MOST FREQUENT ERRORS (STRUCT.) – TYPES



Learner Errors - PRONUNCIATION



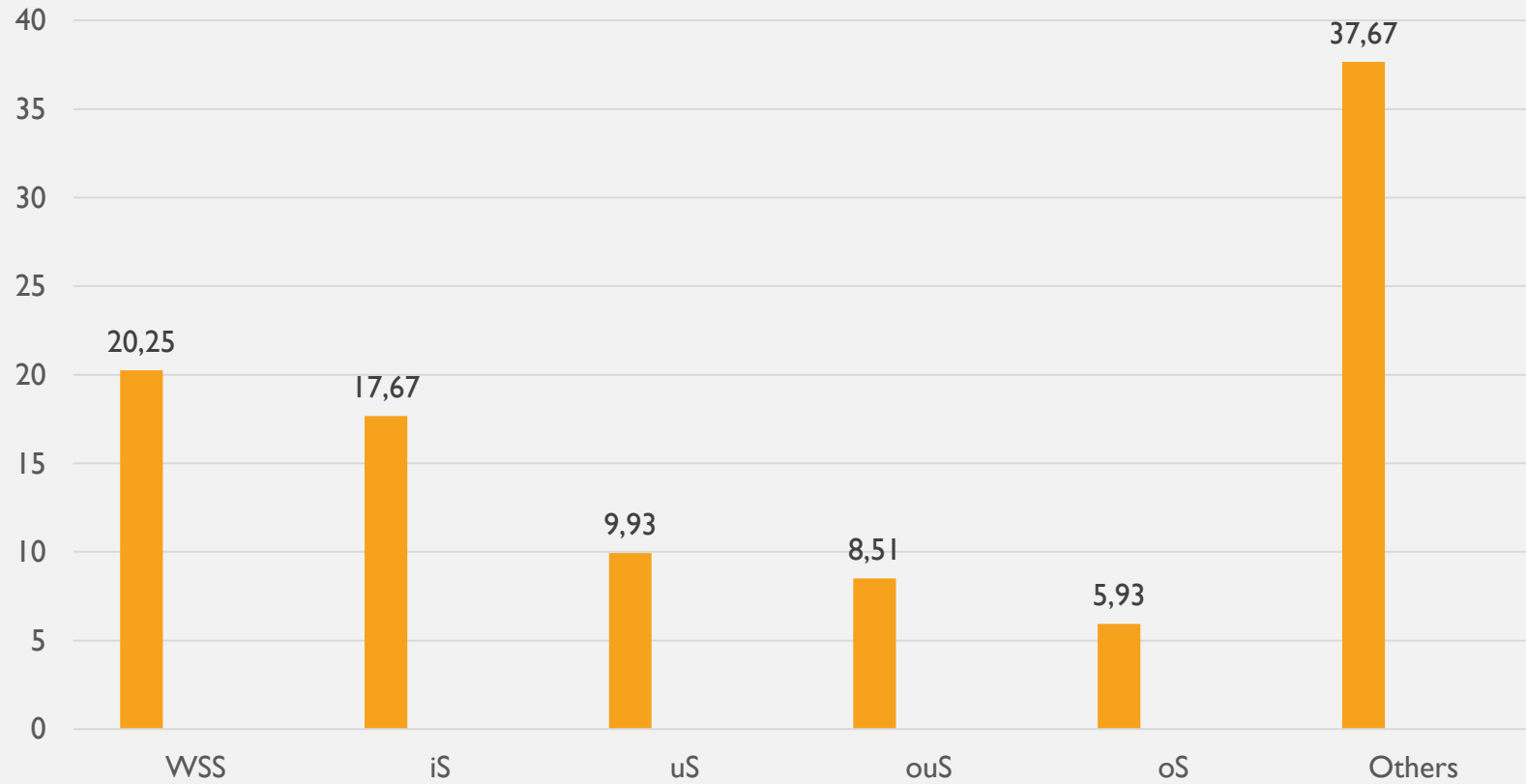
■ 5 Most Frequent ■ Others

PRONUNCIATION

PRONUNCIATION – Most Frequent - Total of Errors per Level

Ord	CODE	AEI		AEII		AEIII		AEIV		TOTAL	
1	WSS	71	22.39%	25	17.36%	48	18.25%	13	25.49%	157	20.25%
2	iS	37	11.67%	32	22.22%	58	22.05%	10	19.60%	137	17.67%
3	uS	30	9.46%	12	8.33%	32	12.16%	3	5.88%	77	9.93%
4	ouS	19	5.99%	23	15.97%	19	7.22%	5	9.80%	66	8.51%
5	oS	29	9.14%	7	4.86%	7	2.66%	3	5.88%	46	5.93%
	TOTAL	186	58.67%	99	68.75%	164	62.35%	34	66.66%	483	62.32%
	Others	131	41.32%	45	31.25%	99	37.64%	17	33.33%	292	37.67%
	Total of Occurrences	317		144		263		51		775	
	Total of Debriefings	258		142		254		127		781	

5 MOST FREQUENT ERRORS (PRON.) – TYPES



DYNAMICS

Goal: To share challenges/ yearnings - CURRICULUM DESIGN

✈ Are you a....?

teacher/ trainer pilot ATCO Rater Other

✈ How would you rate the following erros?

Very significant – **VS**

Significant – **S**

Not significant – **NS**

LANGUAGE OCCURRENCES

STRUCTURE

Error Type

Example/ Occurrence

INFL3p (Inflection 3rd person)

“The airport have...”
“ where the procedure occur”
“ when the light touch the ground “
“GRU airport know that”
“The airport no have limits”

INFLPA (Inflection Past Simple)

“The pilot decides for...”
“The company not participated”
“He take the control”
“We have to enter a holding pattern”
“The airport not opened...”

PIOu (Plural Overuse)

“feets”
“ a lot of mens and womens”
“17 millions peoples”
“aircrafts”
“some informations”

LANGUAGE OCCURRENCES

STRUCTURE

Error Type	Example/ Occurrence
InflBE (Inflection BE)	“These programs is” “They was the first company” “How people is affected” “ Some hubs which is far” “Operations was interrupted”
InflOu3rd (Inflection Overuse 3rdp)	“They goes” “They doesn’t operate” “Problems occurs because...” “All the airlines that appears..” “They has the number”
WWPn (Wrong Word Pronoun)	“His operations are...” (the company’s) “Your routes could be...”(the company’s) “He collided with the mountain “(the plane) “Qantas bought ... planes for her...” “Airports who have...”

LANGUAGE OCCURRENCES

STRUCTURE

Error Type	Example/ Occurrence
WWP (Wrong Word Preposition)	“for save the company” “in the runway” “In this day” “Instead to say” “To be on Ryanair”
InflOuPa (Inflection Overuse Past)	“It started to came down” “The tower did not understood” “We could heard” “...Didn’t found more...” “He started to took off”
WWN (Wrong Word Noun)	“Everyone can be more safety” “I will flight/ I didn’t flight a lot” “ I choice for this” “The company must management” “It’s very danger if you”

LANGUAGE OCCURRENCES

STRUCTURE

Error Type

Example/ Occurrence

WWArt (Wrong Word
Article)

“The Fraport...”

“A alternate”

“the both aircraft”

“The Ryanair airlines/ The Air China”

“A airlines/ A Airbus”

LANGUAGE OCCURRENCES

PRONUNCIATION

Error Type

Example/ Occurrence

WWS (Wrong Stressed Syllable)

Deve'lop(ed)
Ins'trument
Ma'nage
Pa'ssengers
'control
Moni'toring

iSound

Since /ɑI/
Crisis /I/
Financial /I/
Engines /ɑI/
ILS /I/

uSound

Put /ʌ/
Push /ʌ/
Instructed /ʊ/
Occurred /Iʊ/
Urgent /Iʊ/

LANGUAGE OCCURRENCES

PRONUNCIATION

Error Type	Example/ Occurrence
ouSound	<u>S</u> outh /oʊ/ R <u>o</u> utes /oʊ/ <u>C</u> ountry /aʊ/ <u>S</u> ource /ɪ/ <u>M</u> ountains /oʊ/
oSound	<u>L</u> ower /aʊ/ <u>O</u> ther /oʊ/ <u>C</u> ost /oʊ/ A <u>l</u> low /oʊ/ A <u>b</u> ove /oʊ/

PART I: PEERS

TASK:

- ▶ 1 & 2: Instruction Sheet
- ▶ 3: Groups of three or four people (peers)
- ▶ 4: Individually

PART II - MIXED

TASK:

- ▶ 5: Individually
- ▶ 6: Groups of three or four people (mixed)
- ▶ 7: Individually
- ▶ 8: Final Answer



RESULTS

RESULTS - GROUPS

GROUPS ▶	PEERS			MIXED		
STRUCT. - ERROR TYPES ▼	VS	S	NS	VS	S	NS
Infl 3rd						
InflPa						
PIOu						
InflBE						
InflOu3						
WWPn						
WWP						
InflOuPa						
WWN						
WWArt						

GROUPS ►	PEERS			MIXED		
PRON. - ERROR TYPES ▼	VS	S	NS	VS	S	NS
WSS						
iS						
uS						
ouS						
oS						

DISCUSSION

Group discussion:

- ▶ Similarity/ Differences among Peers
- ▶ Similarity/ Differences among Mixed groups
- ▶ Any surprises?
- ▶ Have you considered changing your results? Have you eventually changed?
- ▶ Final remarks
 - ▶ What does AELC indicate?
 - ▶ What do the results indicate?

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THANK YOU

[CONTACT:](#)

aline.pacheco@pucrs.br

aline.pacheco75@gmail.com

LinkedIn: Aline Pacheco (PUCRS)

Facebook: Aline Pacheco Aviation English