



# Pronunciation Stress and Intonation

Incorporating LPRs into French ATC training



# Pronunciation

## Stress and Intonation

- **Initial Considerations**
  - “Why English?” and “Towards a Global English Model”
- **Adaptation**
  - How to get students on board
- **Student Background**
- **Let's Play a Game!**
  - Suggestions for materials facilitation and development
- **Incorporation of Methods into French ATC training**
  - How methods are applied in the initial training of ATCs in France
- **Concerns**
- **Solutions**



# Initial Considerations

## GLOBAL ENGLISH

1) WHY IS ENGLISH THE LINGUA FRANCA? (LANGUAGE EASING COMMUNICATION BETWEEN PEOPLE NOT SHARING A NATIVE LANGUAGE)?



# ENGLISH AS LINGUA FRANCA

Reasons proposed by Crystal (2003b:107)

- Historical – legacies of imperialism
- Internal Political – neutrality of language
- External Economic – dominant economic position of USA
- Practical – chosen by ATC community
- Intellectual – scientific, technological and academic information stored in English
- Entertainment/Information Technology – main language of pop music and IT
- Prestige – confers higher status on speaker

Jenkins (2015:43-4)



# Initial Considerations

## GLOBAL ENGLISH

2) WHAT DO YOU KNOW ABOUT GLOBAL ENGLISH?



# AIM FOR SUCCESSFUL TEACHING OF GLOBAL ENGLISHES

- communication skills such as the ability to accommodate are considered far more relevant to successful ELF communication than the ability to mimic NES (Native English Speakers). (Jenkins 2015:45)



# Student Background

## THE FRENCH CONTEXT

HOW OUR STUDENTS APPROACH STUDY OF PSI  
TYPE OF TEACHING



# STUDENT BACKGROUND

- French education system
- Bilingual Teaching
- Multi-national Department





# Adaptation

## HOW TO GET STUDENTS ON BOARD

WHAT DO STUDENTS NEED TO KNOW TO BE ABLE TO WORK  
EFFICIENTLY ON PRONUNCIATION?

HOW CAN WE MAKE BASIC KNOWLEDGE ACQUISITION ATTRACTIVE  
AND FUN?



# ADAPTATION CONTENT

- History of Lingua Franca
- How we learn to pronounce
- How the phonetic chart (Adrian Underhill's Sound Foundations chart) works
  - Monothongs
  - Diphthongs
  - Fricatives
  - Plosives
  - Affricates
  - Nasals
  - Light /l/ and dark /l/
  - Linking sounds
  - Aspirate h
- 3 levels of pronunciation study
  - sounds (phonemes),
  - individual words (word stress),
  - connected speech (stress for emphasis, grammatical stress)
- Intonation as a grammatical indicator



# Looking for fun introductions to PSI

HOW TO GET STUDENTS WORKING POSITIVELY ON PRONUNCIATION  
A LOOK AT USEFUL MATERIALS



# ADAPTATION TRAINING MATERIALS

Hamburger?

[https://www.youtube.com/watch?v=7rt\\_5lkN\\_BE&list=RDlz0IT4Uk2xQ&index=2](https://www.youtube.com/watch?v=7rt_5lkN_BE&list=RDlz0IT4Uk2xQ&index=2)

Accents – regional models?

<https://www.youtube.com/watch?v=FyyT2jmVPAk>

RP example

[https://www.youtube.com/watch?v=\\_fJiHmR85cU](https://www.youtube.com/watch?v=_fJiHmR85cU)

Skwerl – how English sounds to non-English speakers

<https://www.youtube.com/watch?v=Vt4Dfa4fOEY>



# Let's play a game! Task-based learning in action!

HOW TO GET STUDENTS WORKING POSITIVELY ON PRONUNCIATION  
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# TEACHING MONOTHONGS

## – AN ALL LEARNER TYPES

## FUN MODEL

Monothongs			
ɪː see	ɪ sit	ʊ put	uː too
e ten	ə mother <u>er</u>	ɜː her	ɔː saw
æ hat	ʌ cup	ɑː arm	ɒ got



# Incorporation of methods into French ATC training

HOW TO GET STUDENTS WORKING POSITIVELY ON PRONUNCIATION

HOW CAN TEACHERS INCORPORATE PSI INTO THEIR CLASSES?

HOW IMPORTANT ARE CULTURAL DIFFERENCES TO BEING OPEN TO OTHER WORLD ENGLISHES?

HOW CAN WE FAMILIARISE STUDENTS WITH OTHER EXPANDING CIRCLE ACCENTS?



# Incorporation of methods into French ATC training

**FIRST YEAR** TRAINING





# Incorporations into French ATC training 1st Year

- Teachers use phonemic symbols when introducing new vocabulary
- Students use phonetic symbols to discuss their own pronunciation in class
- Teachers use phonemic symbols when giving feedback in formative evaluations
- Students are exposed to a range of expanding circle international accents through live traffic and general English resources



# Incorporations into French ATC training Immersion

- Students interview another expanding circle speaker regarding their difficulties in PSI in English and study with peers
- Students begin work on cultural differences through cultural presentation of their immersion city



# Incorporation of methods into French ATC training

**SECOND YEAR** TRAINING



# Incorporations into French ATC training 2<sup>nd</sup> Year

- Students are exposed to a range of expanding circle speaker international live traffic
- Students follow a module in foreign film in General English studies with a dual objective of noticing cultural differences and differences in expanding circle speaker accents



# CONCERNS

## ISSUES TO BE ADDRESSED AND SOLUTIONS

WHAT PROBLEMS DO YOU THINK YOU MIGHT COME ACROSS AT AN INDIVIDUAL LEVEL AND AT A PROGRAM MANAGEMENT LEVEL TO INCORPORATING PSI ONTO AVIATION LESSONS?



# ISSUES TO BE ADDRESSED

- Can teachers demonstrate an appropriate global English model?
- Can teachers find pronunciation errors themselves?
- Are teachers comfortable using the phonetic chart – harmonisation between instruction by teachers?
- Are students willing to learn and adapt to a mutually comprehensible World English?
- Where can students check the IPA symbols?



# SOLUTIONS

## Teachers

- Aviation teachers to demonstrate expert skills in pronunciation.
- Aviation teachers to demonstrate expert skills in comprehension of phonemics.
- Refresher training to teachers regarding phonetic chart use and support using it in class.

## Students

- Spending 3 hours at beginning of training with students to teach phonemic chart and raise awareness of issues surrounding pronunciation
- Download apps on smart phones until basic IPA assimilated
- IPA Charts up in all classrooms closest geographical model but teachers may use their own accent adapted models



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- **References**





# REFERENCES

WHERE TO START RESEARCH



# REFERENCES

Crystal D. (2003b) *The Cambridge Encyclopedia of the English Language*. 2nd edn. Cambridge: Cambridge University Press.

Jenkins J, (2015) *Global Englishes – A resource book for students* 3<sup>rd</sup> Ed., Routledge, Sourced at

<http://www.inpi.edu.ar/wp-content/uploads/2018/08/GE.pdf>

Underhill A, Adrian Underhill's Pronunciation Site

<http://www.adrianunderhill.com/>



# REFERENCES

SITES FOR STUDENTS



# REFERENCES

For students:

Sound Foundations App

<http://www.macmillaneducationapps.com/soundspron/>

Cambridge Phonetics Focus (also app)

[http://cambridgeenglishonline.com/Phonetics\\_Focus/](http://cambridgeenglishonline.com/Phonetics_Focus/)

BBC Online

<http://www.bbc.co.uk/learningenglish/features/pronunciation>