

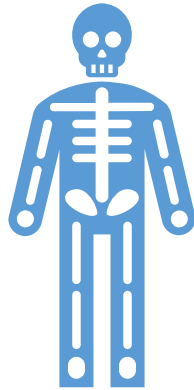
A pragmática do inglês aeronáutico: dos estudos descritivos à aplicação na sala de aula

Malila Carvalho de Almeida Prado

Orientadora: Stella Tagnin

Universidade de São Paulo

First things first...



Linguística de Corpus???

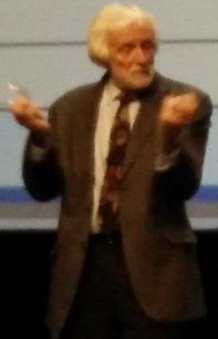


Pragmática???

4-WORD CHUNKS ACAD SPOKEN

1	THE END OF THE
2	AT THE END OF
3	IF YOU LOOK AT
4	SORT OF YOU KNOW
5	HAVE A LOOK AT
6	AT THE SAME TIME
7	I'M GOING TO
8	IF YOU WANT TO
9	THE WAY IN WHICH
10	TO BE ABLE TO
11	YOU CAN SEE THE
12	I WANT YOU TO
13	IS GOING TO BE
14	AND YOU CAN SEE
15	TO DO WITH THE

16	YOU DON'T HAVE TO
17	AND THIS IS A
18	IN TERMS OF THE
19	IS ONE OF THE
20	ON THE OTHER HAND
21	WHAT DO YOU THINK
22	YOU LOOK AT THE
23	IN THE COURSE OF
24	ONE OF THE THINGS
25	QUITE A LOT OF
26	YOU CAN SEE THAT
27	AS YOU CAN SEE
28	A BIT OF A
29	ANYTHING TO DO WITH
30	DO YOU WANT TO



<https://twitter.com/search?q=michael%20mccarthy%20corp%20us&src=typd>

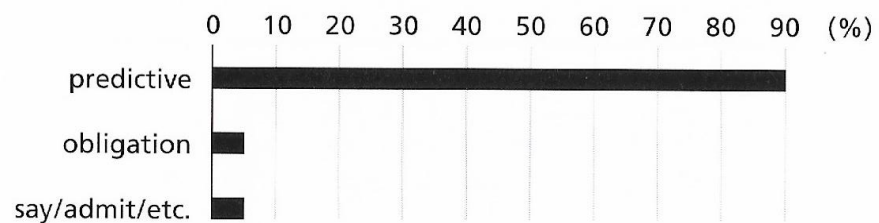


Figure 4: An analysis of the uses of *must* from the Cambridge International Corpus (Spoken Corpus)

In conversation . . .

People usually use *'s not* and *'re not* after pronouns.

She's not strict.

They're not nice.

Isn't and *aren't* often follow nouns.

My boss isn't strict.

My co-workers aren't nice.

Figure 2: The presentation of the contractions *'s not* and *'re not* – *Touchstone* Level 1, Unit 3B, Cambridge University Press

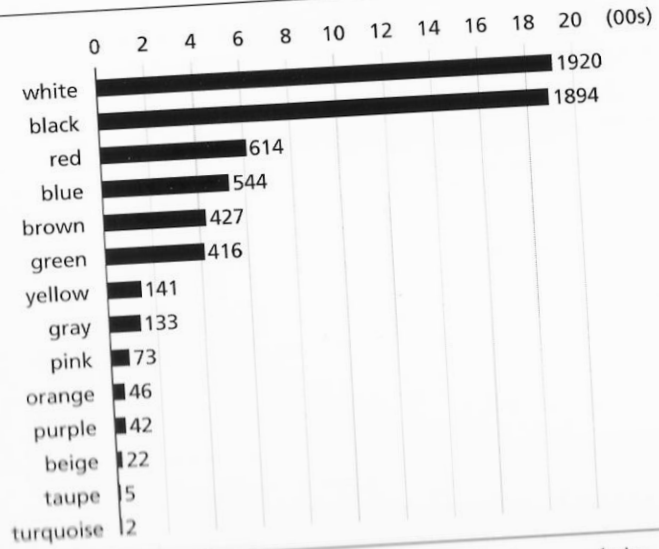


Figure 6: An analysis of the frequency of color words in North American English from the Cambridge International Corpus (Spoken Corpus)

B What clothes and accessories do you have in these colors? Write them in the chart.
 What colors do you like to wear? Discuss.

white	black	red	blue	brown	green	yellow	gray	pink	orange
	jeans								

"I like to wear black. I have black jeans and a black jacket."

Figure 7: Word sort activity – *Touchstone*, Level 1, Unit 8B, Cambridge University Press

7 CONVERSATION Oh, no!

Listen and practice.

Kate: Oh, no! Where are my car keys?
Joe: I don't know. Are they in your purse?
Kate: No, they're not.
Joe: Maybe they're on the table in the restaurant.

Server: Excuse me. Are these your keys?
Kate: Yes, they are. Thank you!
Server: You're welcome. And is this your wallet?
Kate: Hmm. No, it's not. Where's your wallet, Joe?
Joe: It's in my pocket. . . . Wait a minute! That is my wallet!



8 GRAMMAR FOCUS

Yes/No and where questions with be

Where's your wallet?

A: But yeah. I'm really excited about it.

B: **Oh that's great.**

A: Yeah. Thanks.


A: Yeah. He's gonna be there for the Fall semester.

B: Oh really? **Oh that's interesting.**

A: He said he learned to make very good Indian food, basically just from figuring it out from eating in Indian restaurants.

B: **That's amazing.**

Figure 8: Corpus extracts showing some common responses in conversation


A  Listen to the stories. Which comment goes with which story? Number the comments.

___ "That's terrible."

___ "That's so funny."

___ "That's amazing. I bet she laughed!"

___ "I bet you hated it!"

B  Listen again. Think of a different comment for each story.

1. I bet...

3. _____

2. _____

4. _____

Figure 9: An activity designed to test students' understanding of appropriate responses, from *Touchstone* Level 2, Unit 9C, Cambridge University Press

O que me
atraiu...



Linguagem autêntica



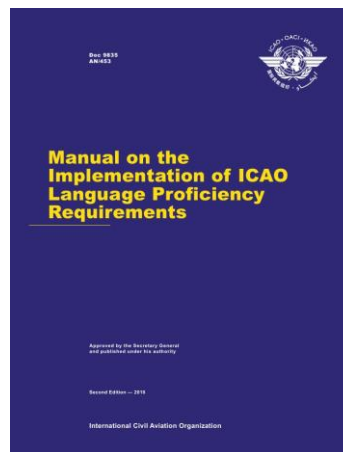
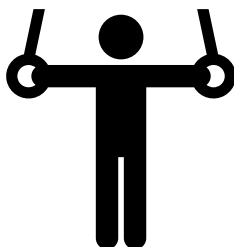
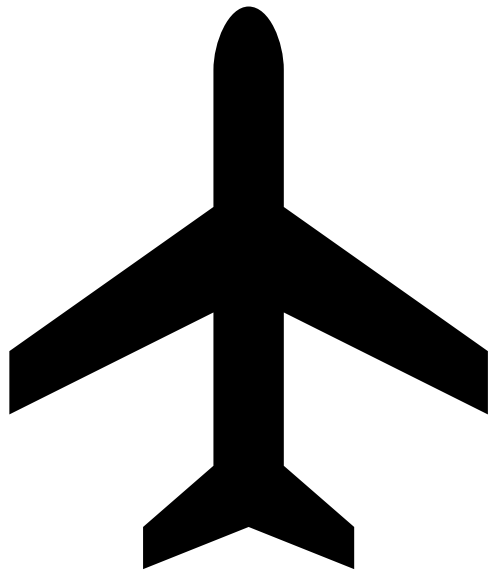
Elementos conversacionais (ausentes em livros didáticos)



Observações sobre a língua que contradiziam os livros de gramática



Seleção de conteúdo – priorização do que deve ser ensinado



LEVEL	PRONUNCIATION <i>Assesses a flight crew member's ability to pronounce words and sentences in the second language.</i>	STRUCTURE <i>Assesses a flight crew member's ability to use grammatical structures and sentence patterns in the second language.</i>	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paragraphs consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when facing vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Errors are not distracting.	Comprehension is mostly accurate on common, concrete, and work-related topics when the level of variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication, an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when facing vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Errors are sometimes distracting.	Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of filler to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

Source: Manual on the Implementation of ICAO Language Proficiency Requirements, International Civil Aviation Organization (2016).

**O USO DOS VERBOS MODAIS EM MANUAIS DE AVIAÇÃO EM INGLÊS: UM
ESTUDO BASEADO EM CORPUS**

SIMONE SARMENTO

ORIENTADORA: PROF^a. DR^a. MARIA DA GRAÇA KRIEGER

Tese de Doutorado em Teorias do Texto e do Discurso,
apresentada como requisito para a obtenção do título de
Doutor pelo programa de Pós-Graduação em Letras da
Universidade Federal do Rio Grande do Sul.

**PORTO ALEGRE
2008**

ANA ELIZA PEREIRA BOCORNY

**DESCRIÇÃO DAS UNIDADES ESPECIALIZADAS POLILÉXICAS NOMINAIS
NO ÂMBITO DA AVIAÇÃO:
SUBSÍDIOS PARA O ENSINO DE INGLÊS PARA FINS ESPECÍFICOS (ESP)**

Tese de Doutorado em Estudos da Linguagem
apresentada ao Programa de Pós-Graduação
em Letras da UFRGS como requisito parcial
para a obtenção do título de Doutor em Letras.
Área de concentração: Teorias do Texto e do
Discurso.

ORIENTADOR: PROF^a. DR^a. MARIA DA GRAÇA KRIEGER

**PORTO ALEGRE
2008**



Aviation in Focus

Journal of Aeronautical Sciences


School of Aeronautical Sciences

Pontifícia Universidade Católica do Rio Grande do Sul

e-ISSN: 2179-703X

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Corpus de Inglês Oral na Aviação em situações anormais

Aviation oral English *corpus* in abnormal situations

Malila Carvalho de Almeida PRADO¹

RESUMO

Este artigo tem como objetivo mostrar como a Linguística de Corpus pode contribuir para um melhor

significação que é o texto. Entretanto, obras escritas nesse período mantêm o caráter terminológico e histórico do período anterior.

A internacionalização da aviação comercial, depois da Segunda Guerra Mundial, estabelece o inglês como língua franca da aviação. Surgem os conceitos de LSP e ESP.³¹ A linguagem da aviação restringe-se ao inglês especializado da aviação, e se concretiza em três ambientes especializados diferentes: a terminologia (entendida como nomenclatura, rol de termos isolados), os textos especializados escritos dos manuais e os textos especializados orais da fraseologia aeronáutica. A linguagem padronizada passa a ser um sinônimo de segurança. Em função disso, muitas pesquisas são desenvolvidas tendo por foco principal evitar erros e acidentes por problemas de comunicação entre pilotos e controladores de voo. A literatura começa a tratar a linguagem especializada da aviação como sinônimo de comunicação radiotelefônica piloto/controlador, vista em todas as suas variáveis comunicativas. A linguística computacional/NLP,³² ao tratar das *sublanguages*, preocupa-se em descrever a linguagem dos manuais de manutenção, com o objetivo específico de desenvolver sistemas que possibilitem a tradução automática dos manuais de aviação e, por consequência, a tradução automática de outros gêneros textuais. O LSP/ESP, enquanto uma área de conhecimento, preocupa-se em estudar as formas de ensinar a linguagem de especialidade da aviação, fundamentalmente na situação comunicativa piloto/controlador de voo, buscando fazer generalizações que contribuam para a melhora da prática em sala de aula.

O diagrama a seguir busca resumir, de forma esquemática, a relação entre as diferentes áreas de estudos da linguagem e as obras sobre linguagem da aviação. Mais recentemente, é possível notar que trabalhos como o de Bocorny (2008), Sarmiento (2008) e Prado (2010) mostram uma nova possibilidade e muito provavelmente uma tendência, qual seja, a utilização da Linguística de Corpus para descrever e, conseqüentemente, conhecer melhor a linguagem especializada da aviação. Tais pesquisas têm como foco o ensino, e encontram-se na interface entre a Terminologia e os estudos das linguagens especializadas, mais especificamente na Terminologia aplicada ao ensino de linguagens especializadas, como entende Cabré (2005, p. 18). A vinculação com a linguística computacional acontece à medida que os meios oferecidos pela Linguística de Corpus são utilizados para a descrição desta linguagem especializada.

QUADRO 1

Áreas de estudos da linguagem X obras sobre a linguagem da aviação

MALILA CARVALHO DE ALMEIDA PRADO

Levantamento dos padrões léxico-gramaticais do inglês para aviação: um estudo vetorado
pela Linguística de *Corpus*

VERSÃO CORRIGIDA

Dissertação apresentada à Faculdade de
Filosofia, Letras e Ciências Humanas,
Departamento de Letras Modernas da
Universidade de São Paulo para a obtenção do
título de Mestre em Letras no Programa de
Estudos Linguísticos e Literários em Inglês.

Orientadora: Profa. Dra. Stella Esther
Ortweiler Tagnin

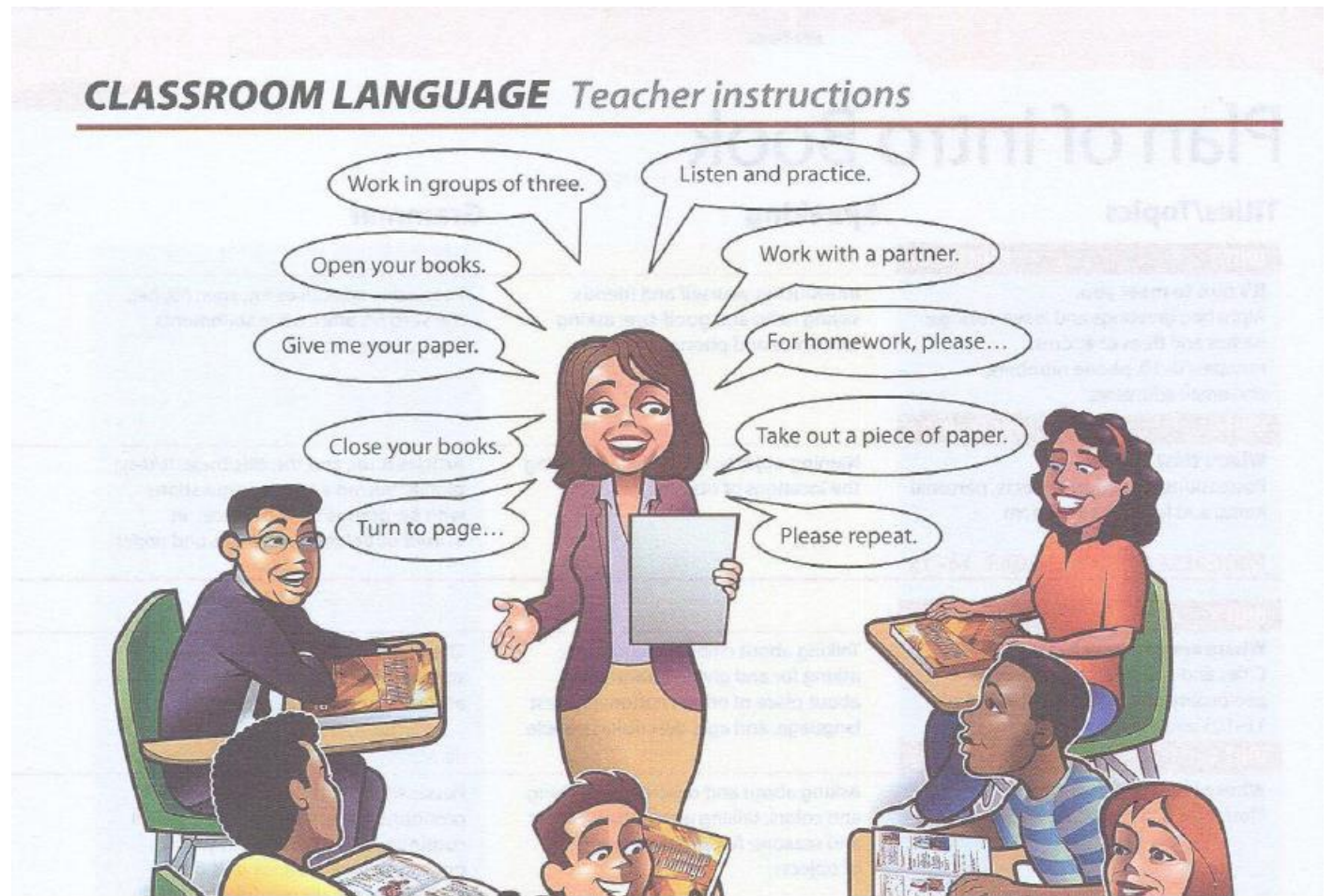
São Paulo
2015

Sugerimos, por fim, alguns desdobramentos: o primeiro seria o de avançar os estudos iniciados por este projeto analisando os outros itens lexicais apresentados na lista final de substantivos; outro seria o de etiquetar o *corpus* gramaticalmente para a comparação com o Glossário de Estruturas Complexas do Anexo B do DOC 9835. Além disso, há outras áreas linguísticas sugeridas pela OACI a serem exploradas, como pronúncia, fluência, e interação, uma vez que este trabalho se ocupou somente da léxico-gramática. Acreditamos, também, que

⁵⁵ “*Controllers and pilots do not have the luxury of assigning meaning to words. To do so could have catastrophic results*”.

a transcrição feita segundo critérios da TLA possibilitará estudos **pragmáticos** e prosódicos da língua oral. O *corpus*, pela sua peculiaridade e riqueza de conteúdo, pode beneficiar pesquisas relacionadas ao reconhecimento de fala nos contextos aeronáuticos.

PRAGMÁTICA



Interchange, 4th edition, 2012, CUP

**INTERAÇÃO E FLUÊNCIA NO INGLÊS PARA AVIAÇÃO:
DOS ESTUDOS DESCRITIVOS À SALA DE AULA**

Malila Carvalho de Almeida Prado

Projeto de Pesquisa apresentado ao Departamento de Letras Modernas da Faculdade de Filosofia, Letras e Ciências Humanas da Universidade de São Paulo, para a seleção de ingresso no Programa de Pós-graduação em Estudos Linguísticos e Literários em Inglês

UNIVERSIDADE DE SÃO PAULO

2º semestre de 2015

Objetivos

Analisar de que forma a interação e a fluência se manifestam na língua utilizada por pilotos e controladores via rádio, quando em situações anormais

Averiguar como elementos linguísticos correspondentes à fluência e à interação podem ser aplicados na sala de aula do inglês aeronáutico

Fluência

- **conversar apropriadamente sobre tópicos**
- **acessar blocos de linguagem**
- grau de **suporte interativo (cofluência)** (MCCARTHY, 2005, p.5)
- engenharia da conversação (GUILLOT, 1999)
- fluency enhancement strategies (GÖTZ, 2013)

Interação

- conhecimento dos *scripts* **retóricos**
- conhecimento do **registro** específico à prática
- conhecimento de padrões de **tomada de turno**
- conhecimento de **organização topical**
- conhecimento de um quadro de **participação** apropriado
- conhecimento dos meios de **sinalização de fronteiras entre as práticas e transições** na prática em si (YOUNG, 2000, p. 11)

O *corpus* de
comunicações
radiotelefônicas

Necessidade de ampliação (internacional)

130 textos / 31 categorias de acidentes-incidentes

110.737 palavras

Teoria da Língua em Ato (CRESTI, 2000)

Início e fim de um texto – problema

Pilot Direct SORES / Aircraft one zero two // <long pause> Sweden control / pan pan / pan pan / pan pan / Aircraft one zero two //

ATCO Aircraft one zero two / go ahead // <long pause> Aircraft one zero two / Sweden //

Pilot *Yeah / Aircraft one zero two / we experience medical emergency onboard / three year old boy / Emirate / having lung problems / continue on oxygen // we need to divert to Stockholm Arlanda //*

ATCO Aircraft one zero two / roger / turn left heading zero one zero / you will land runway one niner right //

Pilot Left heading zero one zero / confirm? //

ATCO Left heading zero one zero / correct //

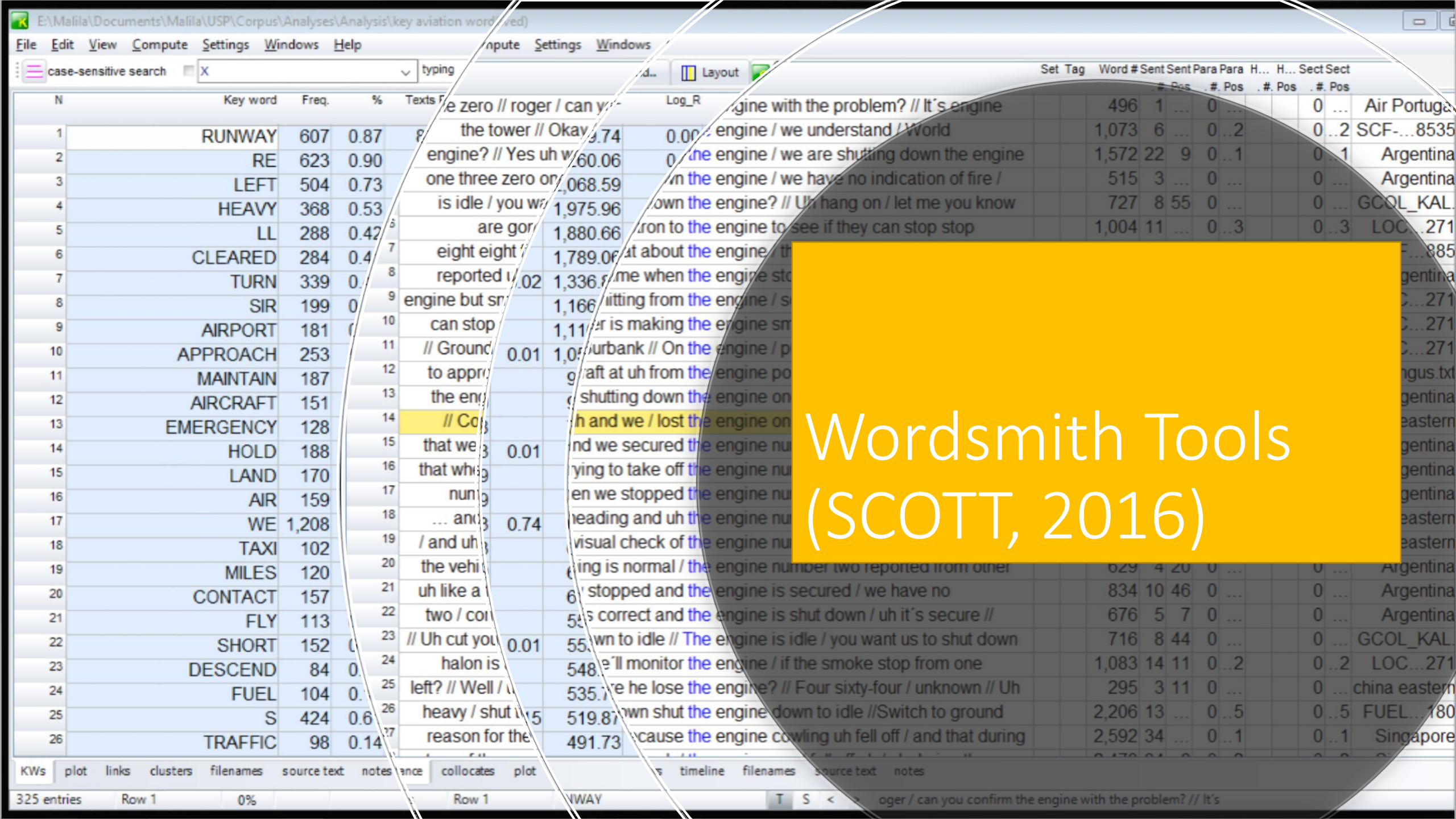
Pilot Left heading zero one zero for runway one nine right / Aircraft one zero two //

ATCO Aircraft one zero two / for straight in approach runway one niner right you will have about eight zero track miles to go //

Pilot Thank you / Aircraft one zero two / I will let you know when we are ready for approach //

ATCO *Aircraft one zero two / do you want us to call for ambulance? //*

Pilot *Affirmative / definitely we need ambulance upon uh arrival // it's a three year old emirate boy and having lung problems with uh / because of early delivery // and uh he's in the passenger cabin continuously monitored by nurse and on oxygen eight liters per minute //*



Wordsmith Tools (SCOTT, 2016)

N	Key word	Freq.	%	Texts F	Log_R	Word #	Sent #	Para #	H... #	Sect #	
1	RUNWAY	607	0.87	8	0.74	496	1	0	0	Air Portuga	
2	RE	623	0.90	7	0.00	1,073	6	0	2	SCF-... 8535	
3	LEFT	504	0.73	6	0.06	1,572	22	9	0	1	Argentina
4	HEAVY	368	0.53	5	0.59	515	3	0	0	Argentina	
5	LL	288	0.42	5	0.96	727	8	55	0	GCOL_KAL	
6	CLEARED	284	0.4	7	0.66	1,004	11	0	3	LOC... 271	
7	TURN	339	0.	8	0.00	1,789	0	0	0	F... 885	
8	SIR	199	0	9	0.02	1,336	0	0	0	Argentina	
9	AIRPORT	181	0	10	0.02	1,166	0	0	0	C... 271	
10	APPROACH	253	0.01	11	0.01	1,111	0	0	0	C... 271	
11	MAINTAIN	187	0.01	12	0.01	1,050	0	0	0	C... 271	
12	AIRCRAFT	151	0.01	13	0.01	1,050	0	0	0	ngus.txt	
13	EMERGENCY	128	0.01	14	0.01	1,050	0	0	0	Argentina	
14	HOLD	188	0.01	15	0.01	1,050	0	0	0	Argentina	
15	LAND	170	0.01	16	0.01	1,050	0	0	0	Argentina	
16	AIR	159	0.01	17	0.01	1,050	0	0	0	Argentina	
17	WE	1,208	0.74	18	0.74	1,050	0	0	0	Argentina	
18	TAXI	102	0.01	19	0.01	1,050	0	0	0	Argentina	
19	MILES	120	0.01	20	0.01	1,050	0	0	0	Argentina	
20	CONTACT	157	0.01	21	0.01	1,050	0	0	0	Argentina	
21	FLY	113	0.01	22	0.01	1,050	0	0	0	Argentina	
22	SHORT	152	0.01	23	0.01	1,050	0	0	0	GCOL_KAL	
23	DESCEND	84	0.01	24	0.01	1,050	0	0	0	LOC... 271	
24	FUEL	104	0.01	25	0.01	1,050	0	0	0	china eastern	
25	S	424	0.6	26	0.6	1,050	0	0	0	FUEL... 180	
26	TRAFFIC	98	0.14	27	0.14	1,050	0	0	0	Singapore	



Corpus Pragmatics (AIJMER & RUHLEMANN, 2015)

N	Word	Freq	N	Word	Freq	N	Word	Freq
1	WE RE GONNA	111	21	I M SORRY	35	41	BACK TO THE	24
2	HOLD SHORT OF	74	22	TO THE GATE	35	42	OFF THE RUNWAY	24
3	ON THE RUNWAY	62	23	AND WE LL	33	43	OKAY WE RE	24
4	D LIKE TO	51	24	IF YOU CAN	32	44	WE VE GOT	24
5	I DON T	50	25	DO YOU NEED	31	45	WE DON T	23
6	WE D LIKE	49	26	YOU RE GONNA	30	46	WE RE GOING	23
7	LET ME KNOW	46	27	WE LL BE	29	47	YOU HAVE THE	23
8	THANK YOU VERY	45	28	DECLARING AN EMERGENCY	28	48	ARE YOU ABLE	22
9	YOU VERY MUCH	45	29	TO THE RAMP	28	49	HOLD YOUR POSITION	22
10	UH WE RE	44	30	UH WE ARE	27	50	OF THE RUNWAY	22
11	DO YOU HAVE	42	31	WOULD LIKE TO	27	51	THANK YOU SIR	22
12	YOU RE CLEARED	41	32	WOULD YOU LIKE	27	52	TO THE RIGHT	22
13	AND UH WE	40	33	YOU WANT TO	27	53	WHEN YOU GET	22
14	SOULS ON BOARD	40	34	DON T KNOW	26	54	WHEN YOU RE	22
15	WE NEED TO	38	35	IF YOU NEED	26	55	DON T HAVE	21
16	YOU NEED TO	38	36	A LITTLE BIT	25	56	GONNA HAVE TO	21
17	DO YOU WANT	37	37	BE ABLE TO	25	57	RE GOING TO	21
18	AT THIS TIME	36	38	LET YOU KNOW	25	58	RE GONNA HAVE	21
19	OKAY THANK YOU	36	39	THAT S FINE	25	59	ROGER THANK YOU	21
20	I M GONNA	35	40	UH WE LL	25	60	UH WE HAVE	21

ATCO China Eastern seven thirty-six / roger the pan pan / are you ready for the turn here for me? //

Pilot Uh we'd uh we'd like to solve up the problem and we'd like uh to return into Sydney / it's better //

ATCO China Eastern seven thirty-six / would you like to return now? //

Pilot Uh affirm //

ATCO China Eastern seven thirty-six / turn left heading two one zero / maintain five thousand feet //

Pilot Left turn heading two one zero / maintaining five thousand / China Eastern seven seven thirty-six //

ATCO Would you like to hold somewhere or are you ready to land now? //

Pilot We'll keep you advised and tell you later / okay? //

ATCO China Eastern seven thirty-six / roger / if you'd like to hold / what place would you like to hold at? //

Pilot Uuh / we'll advise to you later / we are trying to solve up the problem and we are now <break> engine number one is on idle power / and we are uh <pause> and uuh determing [sic] whether to dump some fuel or uh just check the performance / okay? //

Functions	Chunks	Functions	Chunks
<i>Request</i>	we'd like (sth ou sb) can you we need to you need to we / I need you to (mais assertivo)	<i>Inform the problem / request info on the problem</i>	do you have don't have uh do you we have a you have a we've got we don't
<i>Offer</i>	would you like (to) do you need if you need if you want if you'd like if you can we / I'll give you do you want us to	<i>Request and provide info</i>	(just) let sb know... ...when you get a chance ...when you get to / on (place) ...when you're ready ...if / when you have a moment / second / chance as soon as * can / possible / practicable we'll call you back
<i>State decisions</i>	we're gonna we'd like to gonna have to re going to we'll be would like to	<i>Emphasize present moment</i>	right now / now at this time at the moment momentarily immediately
<i>Agree / allow</i>	okay thank you roger thank you okay we're that's fine	<i>Report instructions from others / decisions previously made</i>	that's what
<i>Open or hold the turn</i>	and uh we uh we have uh do you and we'll / and I'll sir we're okay we're so we're uh we'l that's what I / we	<i>Boost or mitigate</i>	you know what (usually for implicit messages) a little bit (referring to problems)

Implicações pedagógicas:
desenvolvimento de
currículos e materiais que

Empreguem a língua oral contextualizada

Dêem mais ênfase à pragmática interacional
(coconstrução da comunicação, facework,
mitigação)

Enfatizem mais a pragmática como fluência
(expansão lexical, blocos de linguagem e
mitigadores para expressar certas funções)

Conscientizem o aluno sobre a interface entre
língua e cultura

Por que pragmática?



HÁ DIFICULDADE EM IMPOR LÍNGUA –
COMUNICAÇÃO É SEMPRE
INFLUENCIADA POR CONVENÇÕES
SOCIAIS



PILOTOS E ATCOS COCONSTRÓEM A
COMUNICAÇÃO (NÃO É DESEMPENHO
INDIVIDUAL)



COOPERAÇÃO ENTRE OS PROFISSIONAIS
É EVIDENCIADA NA LINGUAGEM
(FACEWORK E MITIGAÇÃO)



INTERAÇÃO E FLUÊNCIA SÃO
INTERCONNECTADAS (E EXERCEM UM
PAPEL IMPORTANTE NA COMUNICAÇÃO
ENTRE PILOTOS E ATCOS)

Corpus aviation English classes

- 7 aulas (julho 2006-julho 2007)
- Gravadas e transcritas (TLA – Cresti 2000)
- 68.175 palavras
- *Corpus* de aprendizes
- Investigando o discurso de sala de aula (Walsh, 2006)

Class number	Class date	File name	Total of words
Class # 1	2016.06.27	GOPRO030	5357
Class # 2	2016.10.24	GOPRO385	11192
Class # 3	2016.11.17	GOPRO388	9046
Class # 4	2016.12.18	GOPRO389	12570
Class # 5	2017.02.01	GOPRO0391	10418
Class # 6	2017.04.03	GOPRO0400	9992
Class # 7	2017.07.20	GOPRO0404	9600
			68175







Investigating Classroom Discourse (Walsh, 2006)

Gravação – transcrição – análise conforme
AC

Triangulação – anotações das aulas, plano
de aula, qualquer documentação pertinente

Pesquisadora x professora

LC como metodologia de análise (Walsh et
al, 2011)

N	Word	Freq.	N	Word	Freq.	N	Word	Freq.	
1	A LOT OF	107	21	DO YOU KNOW	25		I WOULD LIKE	16	
2	I DONT KNOW	84	22	IN THIS CASE	25	42	AND THEN I	15	
	3	CAN YOU UNDERSTAND	60	23	THE UNITED STATES	22	43	HOW CAN I	15
4	THIS KIND OF	54	24	THIS IS THE	22	44	HOW DO YOU	15	
5	YOU HAVE TO	53	25	WHEN YOU ARE	22	45	I THINK THE	15	
6	I THINK ITS	46	26	I I THINK	21	46	I WENT TO	15	
	7	THE THE THE	40	27	YOU HAVE A	21	47	THE PROBLEM IS	15
8	YOU NEED TO	38	28	IN THE UNITED	20	48	AND THEN YOU	14	
	9	I I I	37	29	THIS IS A	20	49	HE TOLD ME	14
10	I NEED TO	36	30	DIFFICULT TO UNDERSTAND	19	50	I THINK HE	14	
11	THERE IS A	36	31	BUT I THINK	18	51	ITS VERY DIFFICULT	14	
12	IN MY OPINION	34	32	FOR ME ITS	18	52	OPEN THE DOOR	14	
13	WHAT DO YOU	33	33	HE TRIED TO	17	53	YOU KNOW THE	14	
14	IM GOING TO	31	34	HERE IN BRAZIL	17	54	I KNOW THAT	13	
	15	NO NO NO	31	35	I WANT TO	17	55	IN TERMS OF	13
	16	YOU UNDERSTAND ME	31	36	OH MY GOD	17	56	THAT YOU CAN	13
17	DO YOU THINK	30	37	VERY DIFFICULT TO	17		57	TO TO TO	13
18	AND THEN HE	26	38	WHEN YOU HAVE	17	58	ALL THE TIME	12	
19	I THINK THAT	26	39	YOU TOLD ME	17	59	BUT YOU KNOW	12	
20	WHAT IS THE	26		40	CAN YOU SEE	16	60	CAN I SAY	12

P: when we used to take off from Bogota // I don't remember the runway right now // you start to take off // in front of the runway / there is a high mountain // And I used to think about / if I had uh if I have aaa engine failure here / **I need to** immediately turn

B: / there's a contingency for this for this takeoff //

P: before before uuh they they do a contingency procedure / I I already take talked about it / **I must I must** turn left after takeoff if I have aaa engine failure //

B: and Santos Dumont? // Runway two zero? // **we have to** turn left immediately after takeoff // two engines or single engine //

P: what I **what I want to** to tell is about the place that he put the plane // because I I I don't **I didn't want to say** that he was sure to be a good ditching // But in his mind / the only safety place or the the most security

S: / the less damage / the less damage //

P: uuh yes

S: the less damage for the population //

P: for the population // Because

S: / it's a city //

P: / it is a crowded place and uh maybe <pause>

B: / There is no other other way to do it // no other way // both / right side New Jersey / left side New York //

S: there's a big area beside the river // there's a big area beside the river //

P: uh uh I I I already talk about it // **If I** take off from runway one seven from from Congonhas // imagine you lost uh both of engines / **I can** put the the the best place for me / in Imigrantes! //

B: Imigrantes? //

P: **I'll try to** put the the plane

T: / with the power lines and everything? //

P: sorry? //

T: with the power lines and everything //

S: / Imigrantes is a good road //

P: Yes **I think** the best place //

B: I never think uuuh in accident // **I'm sure I will fly** // in my my mind / **I'm I'm going to fly** // **I'm GOING to fly** //

N	File	Words	Hits per 1,000 Disp...	Plot
1	i think its (Overall)	67,837	46 0.68 0.870	
2	i think its 20160627_GOPRO030	5,327	5 0.94 0.400	
3	i think its 20161024_GOPRO385	11,082	4 0.36 0.622	
4	i think its 20161117_GOPRO388	9,010	3 0.33 0.512	
5	i think its 20161218_GOPRO0389	12,512	4 0.32 0.622	
6	i think its 20170201_GOPRO0391	10,349	5 0.48 0.579	
7	i think its 20170403_GOPRO0400	9,963	9 0.90 0.738	
8	i think its 20170720_GOPRO0404	9,594	16 1.67 0.588	

Aplicações na sala de aula



Partindo da pragmática – textos autênticos (contextualizados) (Davies, 2004)



Conscientização metalinguística da 'gramática oral' (Guillot, 1999) ou coconstrução (MCCARTHY, 2010)



Composição por blocos de linguagem



Turnos



Fluency enhancement strategies (GÖTZ, 2013)



Cultura – *priority, maintain, balloon*

Sequências didáticas

- Transcrições
 - (TOSQUI-LUCKS; PRADO, 2017; PACHECO, 2018) – com ou sem áudio; sem áudio e pedir para contextualizar; com áudio e apresentar uma possível imagem do que o ATCO ou piloto podem ver)
 - NTSB videos / youtube videos
- Scenario-based
- Conscientização da coconstrução dialógica
- Conscientização de elementos culturais



https://www.nts.gov/news/events/Pages/2010-Weehawken_NJ_BMG-Animation.aspx

- o comandante já havia decidido o que fazer?
- por que o copiloto tentou reiniciar o motor em vez de preparar a aeronave para um pouso na água?
- em que altitude eles estavam? Vocês conseguiriam tomar outras decisões no lugar desses pilotos?
- qual é a sua opinião sobre o CRM dos pilotos?



Riddiford; Newton, 2010

“- how does the dialogue begin? Brainstorm some other useful openers.” (p. 11)

“- how many turns does each person have in the conversation? What does this illustrate?” (p. 11)

“- is small talk used? Why? How effective is the use of small talk?” (p. 22)

“- where in the conversation does the request (or another speech act) come?” (p.22)

Useful phrases for requesting

Here are some requesting phrases that range from more to less direct. In each situation, the appropriate expression depends on:

- how difficult, unpleasant or urgent the request is.*
- your relationship – your roles, your status, and how well you know each other.*
- *Oh dear, I haven't got a pen.*
- *I don't seem to have a pen on me.*
- *I am really sorry to bother you but I don't seem to have a pen on me.*
- *Have you got a pen?*
- *Could you lend me a pen?*
- *Would you have a pen, by any chance?*

Request Runway 21L.

Can we land on Runway 21L?

Any chance to land on Runway 21L?

We're going to land on Runway 21L.

Hipóteses – ensino por *clusters* (Nattinger; DeCarrico, 1992)

*looks like (he hit some runway lights)
(nose gear) appears to be (down)*

might have hit some runway lights



Scenario-based (DiPietro, 1987)

After landing, the pilots requested clearance to the ramp assigned to them, which implied a runway cross. The ATCO issued the following instruction, “PR-XXX, taxi to the ramp via A and B”. There was a B777 aligned with the runway. The pilots, unsure whether they were cleared to cross the runway or not, asked, “Tower, are we cleared to cross Runway 15?” ATCO replied, “There’s a B777 waiting for you”. The pilots, who were also unfamiliar with the airport, said, “I need the words, sir. Are we cleared to cross the runway?”. ATCO then gave them the formal clearance to cross the runway.

Based on the story above, answer the following questions:

- 1. What do you think of the attitude of the pilot? And the ATCO?*
- 2. Do you think the pilot was impolite? Why (not)?*
- 3. What would the consequences be if the pilot had crossed the runway after ATCO informed there was a B777 waiting?*



Considerações finais

INTER-AÇÃO

- Conceção de língua -> língua oral
- Nativo x não nativo -> usuário da língua
- Fluência e interação -> pragmática
- Análises dos dois corpora -> dados diferentes
- Pedagogia -> importância da consciência pragmática (primazia do contexto e seus elementos para depois considerar as escolhas linguísticas)
- CRM -> considerar o ATCO como peça fundamental para a resolução de problemas, a acomodação da aeronave e a tomada de decisão

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N Concordance
1 ly appreciate your help / thank you // Alpha three to the ra
2 One / I don't doubt it / thank you sir / No problem // Pied
3 u five minutes' notice // Thank you five minute notice / Eti
4 eah / I appreciate that / thank you very much // JetAirways
5 to land two two right and thank you for the help Delta ten s
6 rew // all right Delta uh thank you and uh we'll see / Delta
7 kay Delta ten sixty-three thank you // Delta ten sixty-three
8 / Delta ten sixty-three/ thank you // Delta ten sixty-three
9 y thirty-four fifty-one / thank you / contact Chicago Depart
10 rds two seven right // Uh thank you / Brickyard thirty-five
11 go one ninety-two heavy / thank you for that // you can cont
12 ight approach // copied / thank you / what altitude? // Abou
13 above / we're all good // Thank you // Departure end of the
14 orty-five twenty-eight // Thank you very much / contact Chic
15 s responding // Alright / thank you // Right out near the tw
16 papa / thank you Cessna / thank you Whiteman // Seven two pa
17 ust south of the tower // Thank you // ry / the
18 tacks // Seven two papa / thank you Cessna / thank you White
19 ing uh / to your right // Thank you // And looks like your s
20 That sounds good to me / thank you // Three Six Delta base
21 t eleven / affirmative // Thank you very much // Tower airpo
22 sing over to left traffic thank you // sierra five hotel we
23 tango // Four thirty-four thank you // Tower / Cactus eleven
24 hat correct? // Affirm // Thank you sir // ff
25 's a huge piece // Okay / thank you very much // You bet //
26 s on the runway // Okay / thank you // We just saw it as we
27 thirty-two eighty-five / thank you // and for thirty-two ei
28 you get it // all right / thank you / sir // can we get lowe