

SIXTH CONFERENCE ON ENGLISH LANGUAGE TEACHING AND CULTURE
“Towards new challenges and dilemmas”
December 14-16, 2022

**Title: English as a Lingua Franca: pronunciation
teaching in ESP**



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Goals:

- To share ideas on pronunciation teaching in ESP in Cuban Medical Universities
- To reflect on how pronunciation teaching should be carried out so that it may contribute to doctors' oral proficiency in professional settings

English is the most spoken language in 2021, with 1348 million speakers, and only 379 million speakers use it as a mother tongue.

- **Most spoken language in international medical events**
- **Predominant language for communication in medical contexts since the second half of the 20th century.**

(Maher 1986 , MacLean & Maher 1994; Foronda, McWilliams & McArthur 2016; Amery, Tweedie & Johnson 2019)

The Lingua Franca of choice for medical oral communication in the states of the Gulf Cooperation Council

Amery, Tweedie & Johnson; 2019,
Tweedie & y Johnson (2019)

“Ineffective communication in healthcare results in delayed treatment, misdiagnosis, medication errors, patient injury, or death”
(MacWilliams & McArthur, 2016)

Pronunciation issues as the main cause of unintelligibility in doctor-patient interviews

Roberts, Moss, Wass, Sarangi y Jones (2005).

Two general approaches to the teaching of pronunciation:

1. An intuitive-imitative approach (before the late 19th century)

(1) depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information.

(2) presupposes the availability, validity, and reliability of good models to listen to.

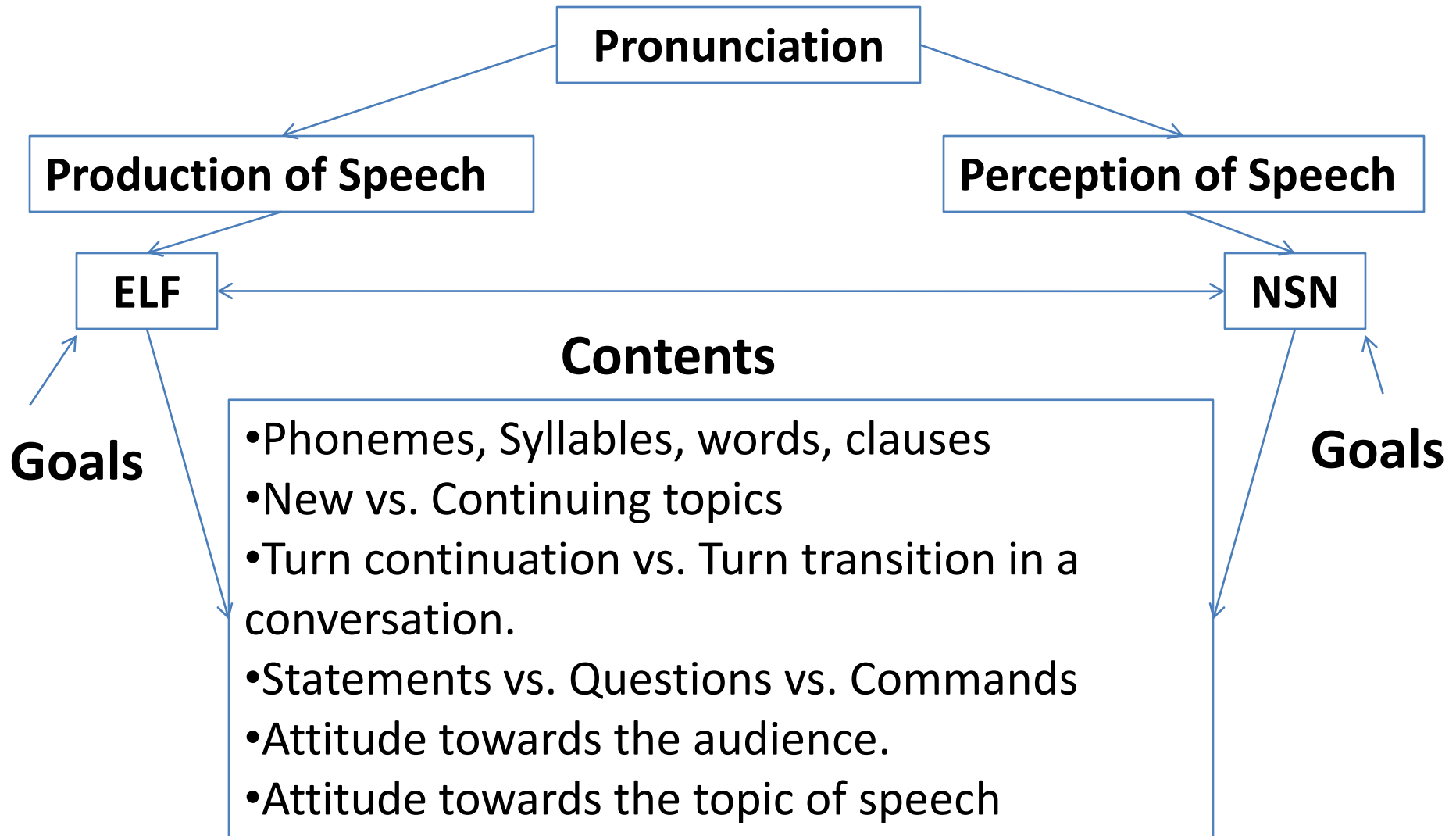
2. An analytic-linguistic approach

(1) utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.

(2) explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.

(3) was developed to complement rather than to replace the intuitive imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

Pronunciation teaching in ESP



Conclusions

- In spite of its importance, the current approaches to pronunciation teaching in ESP do not contribute enough to doctors' oral proficiency in professional settings.
- Including key concepts of ELF in combination with the 'native' speaker norm in pronunciation teaching may help doctors achieve greater oral proficiency in professional settings.