

UNIVERSIDAD TÉCNICA DE AMBATO



CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

Tema: COMMUNICATIVE APPROACH STRATEGIES TO ENHANCE SPEAKING SKILLS IN ENGLISH FOR SPECIFIC PURPOSES FOR MEDICINE STUDENTS.

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

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Ambato – Ecuador

2023

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INTERVENTION EVIDENCES

UNIVERSITY OF GUAYAQUIL - SCHOOL OF MEDICINE



STUDENTS INDIVIDUAL PRESENTATION USING MEDICINE RESOURCES



STUDENTS SHOWING APPLYING COMMUNICATIVE APPROACH STRATEGIES FOR SPEAKING SKILLS

AGRADECIMIENTO

I want to thank all the staff at Universidad Técnica de Ambato who guided and enlightened me through this endeavor.

Additionally, I want to express my gratitude to my friends and family for their encouragement and insightful comments on the research.

Gastón Aulestia

DEDICATORIA

I wrote this dissertation as a tribute to my many friends and family.

I am especially appreciative of my devoted family, whose words of inspiration and drive for tenacity continue to reverberate in my ears.

They are very unique and have never left my side.

Gastón Aulestia

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EXTRANJERA
COHORTE 2021

THEME: COMMUNICATIVE APPROACH STRATEGIES TO ENHANCE SPEAKING SKILLS IN ENGLISH FOR SPECIFIC PURPOSES FOR MEDICINE STUDENTS

DEGREE MODALITY: Graduation Project with Applied Research and Development Components

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DATE: February 22nd, 2023

EXECUTIVE SUMMARY

This research aimed to determine the effectiveness of the Communicative Approach strategies to improve the English language speaking skills for medicine students. This quantitative research with a quasi-experimental design included fifty university students who were studying the first level of English in Medicine in the University of Guayaquil. A theoretical review was developed based on the criteria of several authors on communicative strategies to improve speaking skills for specific purposes in the area of medicine. At the beginning, a needs analysis survey was applied that determined what the students needed and wanted to learn. Then, the pre-test, B1 Preliminary for Schools Speaking Test, was applied to verify the students' speaking level for both the control and experimental groups. The results of the Needs Analysis survey and the pre-test revealed that the ability to speak was a lack and a need. An intervention was designed for the implementation of the communicative strategies and at the end the students took the post-test. Their results confirmed the alternative hypothesis that the application of communicative approach strategies improved the medical students' speaking skills. The t-student test corroborated this hypothesis with a two-tailed significance of .000, which means that there was a significant difference between the means of the control and experimental groups. Therefore, it is highly recommended to apply communicative approach strategies in the context of English for specific purposes to improve speaking skills. In fact, students have shown more interest and determination in order to speak English as a second language using it in context enhancing their professional settings, background and purpose in their future life as doctors of the

Ecuadorian Republic. As a result, the research's findings show that teaching communicative languages to students is a successful strategy for helping them improve their speaking abilities. It boosts confidence, fosters student participation, and gets them ready for communication in the real world. In addition, it allows pupils to freely use the target language.

KEYWORDS: Communicative approach, strategies, ESP, speaking, skills, oral production, interaction, improvement

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The development of oral communication in English is a priority in higher education today (Babinets, et al., 2022). It constitutes the necessary complement for professional skills training and development that includes not only aspects related to the specific purposes in any field of knowledge but also those that have to do in some way with students' personality formation (Altman & James, 1980). Therefore, all this implies facing new scientific-technological challenges more flexibly and autonomously. Due to the humanism and high professionalism that characterize health personnel, the prestige achieved by the major in medicine has resulted in a growing demand for services in this area worldwide (Belcher, 2006). This major asks for high preparation for technical and linguistic professionals in the medical field to be able to carry out such difficult work efficiently.

To contribute to the achievement of this objective, language teachers play a valuable role; English is an elementary subject within the study plan of medical sciences, and it is taught in Medicine for eight semesters divided into two parts. First, students learn General English and then study it for specific purposes. This foreign language's political, economic, social, and cultural importance is recognized worldwide and has become the lingua franca (Crystal, 2003). That is the reason why its teaching is vital within society. However, there still needs to be more attention to respond to this discipline's new paradigms, methods, and teaching approaches.

Linguistic preparation of future doctors is necessary to achieve their learning and communication goals; the search for materials must be carried out appropriately and effectively, and the activities must consider their motivation, age, and level (Al-Jarf, 2022). For all the above mentioned the current research is proposed with the topic: "COMMUNICATIVE APPROACH STRATEGIES TO ENHANCE SPEAKING SKILLS IN ENGLISH FOR SPECIFIC PURPOSES FOR MEDICINE STUDENTS".

The project is structured in the following chapters:

- **Chapter I:** This section consists of a description of the research problem with a brief introduction, justification, and general and specific objectives.
- **Chapter II:** It includes the research works previous to the proposed topic, called the background of the research, which allows the theoretical support of the textual information.
- **Chapter III:** Consists of the methodology applied, type of instruments used, research method, hypotheses, population and sample, data collection and processing, analysis, response variables, or results.
- **Chapter IV:** This section presents the results of the instruments and techniques applied in the data collection.
- **Chapter V:** Presents the conclusions and recommendations after having carried out the research and the presentation of the results.
- **Chapter VI:** In this part, the proposal is structured, and is presented as a solution to the identified problem.

Besides, during the project implementation, there were some limitations. Firstly, the students were full of activities during their learning schedule combined with practices in different health centers. This fact made students have a high affective filter and tiredness. Secondly, students had learned English as a foreign language; for that reason, they were not used to using English for communication purposes, and implementing the project took much work. Third, students were used to emphasizing grammar which made communication difficult. Therefore, teachers must contribute to changing this way of learning to achieve communication goals. Besides, simulation to enhance students' communication skills was an excellent alternative to be used in the project implementation because, in this country, there are no places that assist foreigners or English speakers only.

1.2. Justification

Medical English is essential for communication between doctors and patients in hospitals worldwide (Carnando, 2020). However, the methodology applied in English classes does not allow students to develop the necessary skills for communication

using the medical context (Faiza et al., 2020). Therefore, this research characterizes didactic strategies to improve communication in language acquisition used in the medical field. Therefore, it is widely justified for some reasons.

First, the importance of this study lies in the fact that medical learners must be prepared to face the current world's challenges. Therefore, identifying communicative strategies benefits them due to their impact on the communication skills needed while speaking between the patient and his or her doctor. Regarding this fact, English for specific purposes is considered helpful for those students who would like to travel abroad to make their specialization or to work in a field-related area. Its impact is reflected in the student's language achievements because they have not been subjected to these kinds of learning methodologies, which has increased their knowledge and improved their communicative competence. In addition, students' perspectives about the language change.

There are two direct beneficiaries of this newfangled research. The first ones are the 50 direct beneficiaries who are the first level students and perform field-related activities daily; consequently, solutions are given to problems in the health area where knowledge of the technical vocabulary of the English language is needed. The secondary beneficiaries are the English teacher's country-wide who have a valuable research tool and a sequence of ready-to-use lessons for their class sessions.

Additionally, this research is based on the need-to-know specific aspects such as resources, tools, and strategies that can help improve the ability to speak English focused on medicine. Consequently, its novelty lies in the fact that there needs to be evidence of previous research about this field in the place where the target population attends. Furthermore, this research makes it possible to transform the existing teaching-learning process to benefit the educational community and satisfy its specific needs.

Moreover, it is original. Its originality refers to the idea that parts of others' research need to be better referenced and cited. Besides, this study presents novel results about the specific population that has not been published previously. These results come

from basic research. Therefore, this research was designed to solve an immediate problem that medical career students faced. Therefore, its results would solve a natural oral production and communication problem. It presented outstanding results, such as interesting topics for students. They would be disseminated through the university repository and available to everyone.

1.3. Objectives

General objective

To determine the effectiveness of communicative approach strategies in improving medical students' English language-speaking skills.

Specific

- To provide a theoretical foundation based on the criteria of various authors on communicative approach strategies to improve English-speaking skills for specific purposes for medical students.
- To assess the current situation of first-level medical students with regard to English for specific purposes of speaking skills.
- To propose strategies with a communicative approach to improve speaking skills in English specifically for medical students.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

Numerous studies over the past lustrum about information from authors whose research has determined the effectiveness of communicative approach strategies in medical students' speaking skills have been reviewed. Some databases were visited, such as Google scholar, ResearchGate, Academia, Dialnet, and others. The inclusion criteria for this search were those studies that lasted five years ago and totally or partially matched the current research topic and contributed to it. Additionally, this state-of-the-art is divided into three main sessions, namely (English for specific purposes (ESP) and the needs analysis, communicative strategies, and speaking skills).

Firstly, some studies have been found about ESP and need analysis in higher education and the major of medicine particularly.

To start with, Al-Jarf (2022) aims to propose a model for designing English for Polytechnic Purposes (EPP) courses. It is quantitative and survey-based research presented as its main contribution to some guidelines for an Integrated, Communicative Approach. The author shows how to determine students' needs, gauge their level of English proficiency, and design the EPP learning outcomes; how to recognize the linguistic competencies and skills according to students' needs; how to choose technical words; how to choose the course material; how to integrate both the content and the skills: and technical words, grammar, and current world events in the course; how to recall students' background knowledge; how to teach students how to use online resources as search engines; the assignments, practice, and application activities; and assessment.

The contribution of this research for the current one is valuable because there is a complete process to develop an ESP course. It has detailed information to take into account in the proposal design. For example, at the moment of choosing material, this should be from authentic material like YouTube lectures and specialist works. Furthermore, classroom activities must be directed to integrate language skills with content and specialized terminology. As well as, teach students how to look for information about their area of specialization (Al-Jarf, 2022). Huang and Yu (2022) intend to analyze the ethnographic discourse on using simulation and communication among students. This research is valuable because nurses and doctors work in the same field, medicine, and interact with patients. It was a qualitative ethnographic analysis.

One hundred subjects formed the population. The simulation was used to role-play interaction between nurses and patients while administering injections. The data collection tool was the observation with a checklist. Authors concluded that simulations were reliable to determine that nursing students need the English language to understand patients' preferences and concerns, give and receive information, and plan treatment alternatives.

Likewise, Wangmo et al. (2021) aimed to present the process of designing a course based on ESP for medical students. They implement a survey-based research methodology to identify the significant students' needs. Based on the results, the authors propose a course design taking into consideration learners' needs, the classroom environment, and the authentic material to be used. They suggest that researchers should do additional research on the efficacy of ESP courses using the material in it as a resource for ESP teachers instructing medical students. This research is valuable for the current one because there is a complete needs analysis process that enlighten the route to achieve goals.

Ibrahim (2020) evaluated the needs of medical students at Al-Neelain University's Faculty of Medicine in the area of English for Specific Purposes (ESP). Additionally, he investigates how teachers and students view the current curriculum and the difficulties they encounter. It is an exploratory study that applies analytical and descriptive research methods. It means that both instructors and students are invited to provide their opinions to learn more about the various components of appraising a program. The researcher uses an analytical and descriptive method. The study's participants were divided into two groups: first- and second-year medical students and instructors who either have experience teaching the ESP curriculum or the program (English for Medical purposes).

The study supported several issues, including the absence of language skills, speaking, and listening. The author finds out that students prefer the themes and elements of the curriculum connected to what they need. Besides, students must be proficient in English and fulfill their medical knowledge needs. In other words, students must be prepared for their future jobs in real life. Additionally, the materials used in the class must be relevant to medical situations.

Similarly, Carnando (2020) aims to imake the need's analysis to design a course for medical students. The researcher used a questionnaire and in-person interviews with 40 medical students, a doctor, a teacher, and a foreign patient to gather information. Despite the numerous challenges they face, the quiet learning environment, and the skills they would eventually

develop, primarily associated with speaking and listening abilities, the results show that the students had a respectable level of English proficiency in speaking, listening, reading, and writing. However, they showed they must start learning English from the earliest age, take extra English classes for better language skills development, and have more active classroom environments. The researcher concludes with the significance of doing a need analysis while creating an ESP course.

Karimnia and Khodashenas (2018) looked into the needs of medical students to learn English and how they felt about ESP classes. One hundred medical students participate. It was a mixed research methodology and survey-based research design. The authors use a survey to gather data and to find out how often learners use English language skills and subskills, how important it is to study English, how well they can use language skills, how much language learning they need, and how they choose to take an English language course. They conclude that instruction in speaking, listening, and communication skills are necessary and preferred by pupils. The results suggested that ESP for medical students and the time allotted for this course (three semesters) could be more suitable for the student's needs and wants regarding learning English. It was based on how the students perceived the current ESP course.

Zhura and Rudova (2019) examine how students in medical universities might increase their communicative ability in light of ESP instruction. The methodology consisted of a Systematic Review and hermeneutic analysis design that examined the conceptual framework underlying the idea of communicative competence. A particular focus is placed on improving students' competencies through oral communication. The author states that exposure to genuine dialogue using Internet tools is one of the best strategies to improve communication skills in ESP classes at medical schools. The videos should be thematically gathered to the needs of the students' future employers and matched to their degree of linguistic knowledge. The authors provide guidelines to achieve educational objectives, including enhancing students' professional and sociocultural awareness and educating them about the framework of speech events iterative in the academic and medical fields.

Lodh et al. (2018) consider that doctors need to speak English in their professional settings and during their academic training, which is essential for the medical field. For that reason, their main objective was to investigate doctors' professional and academic communication requirements. Their methodology is mixed with a descriptive scope and survey-based analysis. The data was gathered, examined, and statistically interpreted by distributing questionnaires to medical professionals and

students. The results show that there is a significant disparity between the doctors' actual level of English proficiency. Most of the population emphasized the necessity for medical students and doctors to take English language classes and attend workshops so that their communication needs could be met efficiently.

This research is helpful for the current one because it clearly shows the deficiencies of medicine students, such as they are not able to communicate about medical-related topics or comprehend medical texts, instructions, and written case stories. The authors suggest teaching vocabulary using language skills such as receptive and productive ones besides vocabulary related to the medical field.

To sum up, all of the information above is summarized in table 1, which displays the author and year, the main research objective, the research methodology, and their contribution to the present study. This information is crucial to have guidelines to develop a needs analysis with the target population later.

The previous research focused on Needs analysis centers on three main aspects: needs, lacks, and wants. Students need English to interact, communicate with patients, and read scientific information about medical advancements. Besides, they need it to attend medical workshops. In addition, students need ESP classes that emphasize language skills improvement (listening, speaking, reading, writing) and learning of specific content. They mentioned they want to learn English through practical activities such as simulation with role plays and active classroom tasks that allow them to practice dialogues about preferences and concerns, give and receive information, and plan treatment alternatives through teachers' plans with authentic material.

Table 1

Background research about ESP.

Author	Objective	Methodology	Contribution
Al-Jarf, 2022	To proposes a model for designing English for Polytechnic Purposes (EPP) courses	Quantitative Survey-based	Guidelines for an Integrated, Communicative Approach
(Huang & Yu, 2022)	To provide analysis focused on ethnographic discourse of the use of simulation and communication among students	Qualitative ethnographic analysis	Simulation as ESP methodology.

Wangmo et al., 2021	To present the process of doing needs analysis	Quantitative Survey based	A course design by using authentic medical material.
(Ibrahim, 2020)	evaluate the needs of medical students at Al-Neelain University's Faculty of Medicine in the area of English for Specific Purposes (ESP)	exploratory study analytical and descriptive method	Student's needs in listening and speaking
Carnando (2020)	To investigate about need analysis to design a course for medical students.	Qualitative In person interview	Mandatory to make Needs Analysis before doing a proposal for any university major.
(Zhura & Rudova, 2019)	To examine how students in medical universities might increase their communicative ability in light of ESP instruction	Qualitative Systematic review and hermeneutic analysis	Exposure to genuine dialogue using Internet tools is one of the best strategies to improve communication skills in ESP classes at medical schools.
(Karimnia & Khodashenas, 2018)	to look into the needs of medical students to learn English and how they felt about ESP classes	Mixed Survey based	Guidelines and types of authentic material that can be used in the proposal. Time is not enough.
Lodh et al. (2018)	To research the communicative needs of doctors at academic and professional level	Mixed-descriptive Survey based	showed that there is a significant disparity between the doctors' actual level of English proficiency
	To implement ESP at medicine		

Note: Information obtained based on the state of the art about ESP

Regarding the Communicative approach strategies, there is also several previous research that significantly contributes to the purposes of this study. They have been searched with the same criteria used in the previous section. This information is displayed in brief in table 2.

Firstly, Babinets et al. (2022) aim to study the importance of communicative competence in medicine and look for the best pedagogical methods to enhance future doctors' communicative skills through a holistic approach. It was mixed methods research. The authors use sociological, informational, and documentary analysis as research methods. The holistic approach includes students actively interacting with their teacher. It motivates students and creates a meaningful and reliable learning environment with commitment from both the teacher and the student. Additionally, the teacher provides feedback on the student's needs and feelings. The results show that students recognize that working in small groups, storytelling, and role-playing are the best pedagogical methods to achieve communicative competence.

Zimba and Tibategeza (2021) aim to analyze the difficulties that instructors and students encounter while implementing the Communicative Approach in their classrooms when teaching English. It was mixed methodology research. Students from four government secondary schools participated. Data collection techniques were questionnaires, interviews, and classroom observations were used to gather data. Key findings show that most English language teachers regularly use communicative approach tactics like pairing, debates, group discussions, filling in gaps, and dramatization. The authors concluded that while communicative approach strategies were used in classrooms, some obstacles prevented their practical application.

The obstacles, as mentioned earlier, include a lack of adequate time for student engagement, a lack of adequate teaching and learning resources, a failure to provide support for students with disabilities, and crowded classrooms. The authors suggest that to effectively use communicative approach tactics, the government of Malawi, through the Ministry of Education, endeavors to address the issue of overcrowded classes and offer enough teaching and learning resources in schools. These pieces of advice also contribute to the current research because the authors point out dramatization, group discussions, working in pairs, and debates as the most used communicative strategies to be addressed within the classroom context (Zimba & Tibategeza, 2021).

Takal et al. (2021) examine how EFL teachers perceive and face CLT issues in Afghan public universities. Their mixed-method research uses qualitative interviews and survey questions. Five of the sixty-two Afghan EFL teachers who were randomly chosen to participate in the survey were also interviewed. The surveys and interviews revealed that Afghan EFL teachers favor CLT because they empathize with the unique strategies to enhance students' English learning, such as games, problem-solving activities, and role-playing. However, the educational system is a significant obstacle to implementing CLT. This fact contrasts with the university field in Ecuador because the teaching process includes academic freedom; that is why the current research has the feasibility of implementation.

Androva (2020), described the use of ESP and the problems teachers may have using communicative ESP methods and the suggestions to deal with them. It was a mixed research methodology and experimental design. The author states that the communicative approach in ESP training offers non-English university students many benefits. It happens because of the development of a methodology that combines classic teaching techniques with innovative

teaching tools. After experimenting with university students, the author concludes that students achieved better results at the end of the experiment than those at the beginning. This research dramatically helps the present one because it makes suggestions like using new technologies in the search for teaching materials to include communication spaces in the classroom.

On the other hand, Radić (2020) describes and evaluates the language foundation upon which the Communicative Approach was built. However, it also outlines the key objectives and guiding concepts that have changed through time. It is a qualitative research methodology and documentary analysis design. The author also highlights unresolved problems with the Communicative Approach, such as how grammar is handled and how students' cultural backgrounds conflict with its fundamental tenets. His main finding is that the Communicative Approach is flexible and dynamic rather than a prescriptive system of guidelines. As Communicative Language Teaching ages, its users are becoming more and more conscious of both its benefits and its limitations. This open-minded and critical assessment constantly improves such an approach, which inevitably combines theory, experience, and benefits. This research dramatically contributes to enlightening class planning during the intervention phase.

Interestingly, Dos Santos (2020) aims to describe the benefits, drawbacks, and applications of the Communicative approach. It is a literature review. The researcher looks at some old and new studies discussing the advantages of a communicative strategy in the modern classroom setting. This study has produced a helpful summary that language teachers can use to find and set up effective teaching and learning strategies for their students from various socioeconomic and cultural backgrounds. This research enlightens the ideas towards implementing the communicative approach because the author suggests that teachers should always use the teaching and learning methodologies and strategies that are most appropriate given the students' needs and expectations.

Tekliuk (2020) pretends to examine Communicative language teaching and explore the assumptions it is based on and its influence on approaches to language teaching today. This literature review includes a profound revision of the main principles of the communicative approach and lists the basic features and techniques of communicative language teaching. The role of the teacher is to support students in communicating in the target language by revising linguistic forms, meanings, and a variety of functions according to the social context. Besides, teachers should scaffold students in

negotiating meaning among them in order to ease and promote communication. They are advisors who answer students' questions and monitor their performance to provide feedback later during more accuracy-based activities. Moreover, they should be 'co-communicators' and guide students to be more responsible for their learning through games, role-plays, and problem-solving tasks.

The information presented above is summarized in Table 2, which is directed to looking for information about implementing a communicative approach for medical students. Regarding this, teachers must promote active interaction with their students. Furthermore, teachers must promote group work and interaction among students through small groups, storytelling, and simulation (role-play) to enhance communicative competence (Babinets et al., 2022); dramatization, group discussions, working in pairs, debates (Zimba & Tibategeza, 2021); as well as games, problem-solving activities, and role-playing (Takal et al. 2021). Additionally, it is recommended to include technology to search for material to promote communication in the classroom (Adronova, 2020).

Table 2
State of the art: Communicative approach

Author	Objective	Methodology	Contribution
Babinets et al. (2022)	to study the importance of communicative competence in the field of medicine and look for the best pedagogical methods to enhance future doctor's communicative skills through a holistic approach.	Mixed methods	Small groups, storytelling and role-play as valuable communicative approach strategies
Zimba and Tibategeza (2021)	To analyze the difficulties that instructors and students encounter while implementing the Communicative Approach in their classrooms when teaching English	Mixed research methodology	Suggest that dramatization, group discussions, working in pairs, debates.
Takal et al. (2021)	To examine how EFL teachers perceive and face CLT issues in Afghan public universities	Mixed research	Beneficial for students' learning through games, problem-

				solving activities and roleplaying.
Androva (2020)	to describe the use of ESP and the problems teachers may have using communicative ESP methods	Mixed methodology: Experimental design		How to deal with communicative problems while applying ESP
Radić (2020)	To describe and evaluate the language foundation which is the basis of Communicative Approach and outline objectives and guiding concepts	Documentary analysis		CLT is not rigid, it can be adapted according to the circumstances.
Dos Santos (2020)	To describe the benefits, drawbacks, and applications of the Communicative approach.	Literature review		Class planning according to the students' needs
Tekliuk (2020)	To examine the CLT, and explore its basis the assumptions, and its influence on approaches to language teaching.	Literature review		What communicative language teachers should be and done.

Note: Information obtained based on the state of the art about the Communicative approach. Lastly, the third part of the current state of the art focuses on implementing the Communicative Language Teaching approach strategies to improve speaking skills in the ESP context.

Yeh et al. (2021) aimed to examine how creating podcasts affect medical students' speaking development and opinions. In this six-week, mixed-methods study, experimental research design, 77 first-year non-English majors from a Taiwanese institution took part. Their pre- and post-test TOEIC speaking results, two podcasts, and reflective essays were all included in the data. The study's findings showed that students' speaking fluency and accuracy improved due to creating podcasts. These improvements included fewer pauses and incorrect word pronunciations from their initial to final podcasts. Additionally, they saw advantages and difficulties in podcasting.

Shinde (2021) examined the efficacy of activity-based learning (ABL) in the instruction of speaking abilities. To gather the data for the study, the researcher adopted quasi-experimental research with an analogous pre- and post-assessment design. The course's pre-assessment was completed at the beginning. One hundred pupils took part in the study's sample. The author

chose topics and taught them using ABL activities such as self-introduction and introducing others; public speaking; group discussion, cue-taking, agreeing, disagreeing; negotiation skills, body language, and persuading. After the chosen subject finished, students completed the post-assessment to gauge how the student's speaking abilities had improved. Since the post-assessment score of the chosen students differed significantly from their pre-assessment scores, the study's findings demonstrated that ABL is a valuable and important method for improving ESP students' fluency.

A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of Communicative Language Teaching (CLT) by Adem et al. (2021) examines how to teach speaking through instructors' point of view and contrasts it with the tenets of communicative language teaching as their teaching methodology to develop a new syllabus. It also investigates the justifications employed by educators for their actions as well as the variables affecting speech instruction. The researchers employed a qualitative case study research approach to accomplish their goals. They gathered information through classroom observations and stimulated memory interviews with the four participating English teachers. They developed a qualitative content analysis method for the data analysis.

Adem et al. (2021) revealed some findings like:

1. The teachers used a similar set of primary activities and a similar teaching cycle,
2. The majority of their actual classroom procedures did not adhere to the principles of communicative language teaching, and
3. There were curricular, environmental, and learner-related factors affected how the teachers implemented the CLT principles and generally taught speaking.

It was qualitative research with a case study design. The main determining factors were learner-related, including a lack of fundamental background knowledge, insufficient speaking lesson practice, using the mother tongue in pair and group work activities, apprehension about making mistakes, a lack of interest in speaking lessons, and an overemphasis on standardized tests. This study is highly positive to achieve the goals of the current one because all of these facts would be considered to propose a valuable tool for further research.

Sasabone et al. (2021) aimed to enhance the speaking abilities of UKI Paulus Makassar students through the ESP project. In this study, researchers employed classroom action research, which consists of planning, doing, observing, and reflecting. Thirty-five learners were chosen as the target population. Classroom tasks focused on pair and group work to engage in meaningful intrapersonal dialogue, increase language repertoire, see how language is used, and negotiate to mean. Speaking test results revealed that ESP application in the classroom had a favorable, significant impact on enhancing students' speaking ability, pacifically in grammar and vocabulary, fluency, and accuracy.

Kolaj (2021) aims to highlight the value of students' motivation in ESP classes in order to achieve excellent second-language acquisition and to offer some communication-enhancing activities. It was a mixed method research with a pre-experimental design. The research's findings significantly support this, and students report that the communicative approach used in the ESP course is effective and successful. The author outlines various strategies for improving students' speaking skills, such as collaborative and active role-playing, storytelling, presentations, and picture descriptions. They help to promote interaction among students and motivate them to speak.

Faiza et al. (2020) aim to ascertain whether the communicative language teaching (CLT) method impacted students' speaking and English communication skills. Undergraduate students participated in this quasi-experimental investigation. Before the sixteen-hour session, a pre-test based on role-plays was conducted to determine the students' starting points. The intervention applied to role-play as the primary focus to improve grammar, vocabulary selection, fluency, range, interactive understanding, and low anxiety. The post-test used the same role-playing exercises. The author concluded that this research exemplifies how to conduct a study to support students' speaking skills development and suggests the main focus on role-playing to achieve this goal.

Tinutda and Suwanphathama (2020) sought to understand how students felt about using communicative language education to develop their speaking and listening abilities in English. It was mixed methods research with experimental design. Eighty-two students were surveyed. Findings indicate that role-playing, group discussions, and video production assist students in gaining more self-assurance and developing their speaking and listening abilities. Regarding speaking, fluency can be improved by designing classroom activities that require students to negotiate to mean, employ communication techniques, clear up misunderstandings, and seek

to prevent communication breakdowns. Additionally, students agreed that producing an English-language short movie video gave them much exposure to the language.

Handayani and Prasetyo (2022), in their research, created public speaking training materials in the form of a CLT-integrated public speaking module. The ADDIE, which stands for analysis, design, development, implementation, and evaluation, was the model used in their work. It was mixed methods research with experimental scope. Fifteen students participated in the product trial as the experiment's intended audience. Data analysis was carried out in descriptive, qualitative, and quantitative. According to the study's findings, public speaking through presentations helps students improve fluency, accuracy, and low affective filter. The Public Speaking Teaching Materials were deemed suitable for the educational process, and the students' speaking skills improved.

According to the information obtained in this section, the authors suggest various classroom activities to improve students' speaking skills. Making podcasts (Yeh et al., 2021) and videos (Tinutda & Suwanphathama, 2020) which are oral production activities for students to improve fluency and accuracy. Similarly, Shinde (2021) and Tinutda and Suwanphathama (2020) promote using exercises like public speaking, cue-taking, group discussions, agreeing, disagreeing, and teaching negotiation skills, body language, and persuasion. Others are role-playing, picture describing, and storytelling (Kolaj, 2021) to reduce anxiety (Handayani & Prasetyo, 2022) and enhance grammar, vocabulary, accuracy, fluency, range, and interactive understanding (Faiza et al., 2020). These activities can be done in pairs and group work (Sasabone et al., 2021).

Table 3

State of the art. Speaking skills

Author	Objective	Methodology	Contribution
Yeh, et al (2021)	To search about the effects of making podcasts on Taiwanese university students' speaking progress and of their perceptions of podcast-making.	Mixed methods: pre-test and post-test	Making podcasts, the students had better fluency and accuracy in speaking.
Shinde (2021)	To discuss the effectiveness of Activity Based Learning (ABL) used to teach speaking skills in ESP program	Quasi-experimental	ABL is an effective and essential way to enhance fluency.

Handayani and Prasetyo (2022)	To create public speaking training materials in the form of a CLT-integrated public speaking module.	Experimental research	Validation of a proposal may be beneficial to achieve research objectives.
Faiza et al. (2020)	To verify whether the CLT method had an impact on nursing students' oral English communication abilities	Quasi-experimental	Using roleplays to enhance speaking skills and the use of rubric for collecting data.
Adem et al. (2021)	To examine how speaking is taught by instructors and contrasts it with the tenets of communicative language teaching as their teaching methodology to develop a new syllabus	Case study	Guidelines to avoid other's issues.
Kolaj (2021)	To highlight the value of students' motivation in ESP classes in order to achieve flawless second-language acquisition and to offer some communication-enhancing activities	Mixed with pre-experimental design	Strategies for speaking skills improvement are posing queries during lectures, making oral presentations, verbalizing data, providing oral guidance during seminars and conversations, picture describing, storytelling, and presentations.
Tinutda and Suwanphathama (2020)	To better understand how students felt about using communicative language education to develop their speaking and listening abilities in English.	Experimental	Strategies to be used focused on CLT can be role-play, pair work, group work, group discussion and making a video.

Note: information obtained from the state of the art about speaking skills.

Before finishing the state-of-the-art, it is necessary to highlight three important findings:

1. English for specific purposes (ESP) is widely applied worldwide in medicine. Medical students face patients of different cultural backgrounds, which is why they need to be prepared for the challenges nowadays.

2. Communication is also essential for future doctors because they have to interact with their patients, which is why they need to improve their language skills.
3. Future doctors need to speak English to assist their patients correctly. The best way to do it may be by performing simulations, role-plays, conversations, debates, and other strategies using authentic material.

2.2 Literature review

2.2.1 English for specific purposes

Teaching English for Specific Purposes (ESP) dates back to the 1960s and consists of designing courses to respond to the specific needs of learners (Brown, 2016). Initially, needs were understood as words and structures used in specific contexts (Halliday et al., 1964); the purposes, skills, discourse, and appropriate genres (Dudley & St. John, 1998), and subsequently, the use of language in specific contexts (Belcher, 2006).

English courses with specific purposes aim at obtaining a level of performance based on the initial conditions of the learner. For this reason, the needs analysis is carried out. According to Barrantes (2006), needs analysis is a continuous process that implies variation in its realization. On the other hand, Dudley and St. John (1998) state that the methodology used in these courses favors integrating language learning with disciplinary content learning. That is, the structure had transcended to the interaction. ESP is an approach to language teaching in which all decisions regarding content and methods must be based on the student's reasons for learning (Dudley & St John, 1998).

Teacher preparation, the quality of classes, the design of activities for the development not only of skills but also of habits, as well as the requirement in the evaluations, must be the same from the beginning of the elementary level in order to in this way the linguistic knowledge acquired can be articulated and taxed to the cycle (Hutchinson & Waters, 1987). In other words, ESP was not a planned or coherent movement but a phenomenon that grew out of several converging trends, primarily the growing demand for the language to meet needs and development in linguistics and educational psychology (Dressen-Hammouda, 2018).

Moreover, ESP is located in the higher branches of the foreign language teaching tree and is simultaneously a branch of English as a foreign or second language (Hutchinson & Waters, 1987). Therefore, students need a general foundation that allows them to develop habits and skills specific to the language to use in real-time to fulfill tasks related to their profession.

Needs analysis

Needs analysis is a curriculum development activity through which the definition of objectives relates to the selection of the contents of a program (Altman & James, 1980). That concept refers to learning needs and is the gap between student's current knowledge and what they need to achieve. This concept was born within the framework of curricular theories, articulated around four components: objectives, content, methodology, and evaluation (Adronova, 2020). In language teaching, the analysis of needs is a phase in the curricular design and is part of the stage of communicative approaches (Herrera & Murry, 2011).

With the evolution from linear, closed, and language-centered curricula to open, circular and student-centered ones, a distinction is made between objective and subjective needs. According to Richterich (1983), the objective needs arise from the students' social, cultural, and educational conditions, their level of competence in the language they need to achieve, and the use they are going to do. Personal needs, for their part, are related to learning factors, especially personal factors (affective and cognitive) of the group of students and each of its members; they orient the learning process and, consequently, the analysis is carried out by the agents involved in learning (mainly teachers and students) during the development of the course. In this sense, in terms of Altman and James (1980), the analysis of emotional needs is closely linked to student-centered curricula and the development of autonomy in learning and work with cognitive and metacognitive strategies (Wnagmo et al., 2021).

In second or foreign language teaching, one of the most widespread models of objective needs analysis is the one carried out within the framework of the Threshold Level project of the Council of Europe (2001). Therefore, in the field of

communication situations, the target group can achieve the units of the program that derive from:

- speech acts in the form of notions and linguistic functions
- social roles students play
- the types of text they should be able to handle
- the topics on which they should be able to express
- the linguistic forms, structures, and vocabulary they need to know to do all of the above.

This model had a significant influence worldwide. It guides the elaboration of teaching programs and the publication of manuals; likewise, it had repercussions on the conception and design of exams and teacher training. It has been instrumental in language courses and programs for specific purposes (Carnando, 2020)

English for doctors

Medicine is a subject of constant evolution and change; as a profession of science, scientific discoveries in the area occur daily. Therefore, doctors must be continuously updated and trained (Faiza et al., 2020). These discoveries are mainly written in English or published in scientific journals with origin in English-speaking countries in the majority (Crystal, 2003). That is why doctors need, in addition to knowledge of the general English language, a level of specialized English in their field of action where English for medical purposes could be an effective tool for learning technical vocabulary in English.

Additionally, the English language can be physicians' primary means of communication (Carnando, 2020). They constantly relate to materials, texts, patients, and even academic studies such as postgraduate conferences and symposiums. For doctors to access the knowledge of English for medical purposes, they must have some knowledge of the general English language. As well as mastering the specialized medical vocabulary, which not only uses single words but also makes use of proper terms, abbreviations, and even jargon (Lodh et al., 2018); for example, "dance with me," which in literal translation would be: *baila conmigo*; but that in the language or jargon of a surgeon would be: tie me up; and this has to do with the action of tying the

gown at the time of starting a surgical process. That is why English for doctors needs to be functional and consistent with the environment in which these professionals operate, activities such as medical history, diagnosis, and treatment.

2.2.2 Communicative approach:

The Communicative approach or Communicative Language Teaching emphasizes on helping students to use the language in a wide variety of contexts and places importance on learning the functions of the language (Richards, 2013). Its main goal is to support students to create meaningful sentences (rather than helping them build perfectly correct grammatical structures or achieve perfect pronunciation) (Herrera & Murry, 2011). This means that the learning of the foreign language is evaluated taking into account how the student develops his or her communicative competence, which could be defined as the ability of the student to use the knowledge of it and thus communicate adequately.

Some characteristics of this approach, according to Richards and Rodgers (2001) are:

- Emphasis is placed on communication in the foreign language through interaction.
- Introduces real texts in the learning situation.
- Gives importance to students' personal experiences as elements that contribute to classroom learning.
- It tries to relate the language learned in the classroom with activities carried out outside of it, in real social contexts.

These characteristics show that teachers who use this teaching method are as interested in the needs and desires of students as in the relationship between the language taught in classes and the language used outside the classroom. In consequence, activities carried out in classes based on the communicative method usually include activities in pairs and in groups that require negotiation and cooperation among students, activities focused on acquiring fluency that encourage students to increase their confidence, games of simulation (role playing) in which students practice and develop the functions of the language (Hyuningsi, 2019).

There are other characteristics of this approach emphasized which include:

- The objectives of the class focus on all the components (grammar, discourse, functions, sociolinguistics and strategies) of communicative competence. The

objectives must intertwine the organizational aspects of the language with the pragmatics (Brown, 2000).

- Language techniques are designed to draw attention to the pragmatics, authenticity, and purposeful functions of language (Brown, 2000).
- Fluency and accuracy are seen as complementary principles underlying communication techniques. Fluency can sometimes be more important than accuracy, keeping students significantly engaged in language use (Brown, 2000).

Last but not least, the role of the teacher is that of a facilitator and guide, not that of the one who knows everything and is the sole possessor of knowledge. This is why students are motivated to construct meaning through genuine linguistic interaction with others (Babinets, et al., 2022).

Communicative approach strategies

This approach has some strategies, elaborated by David Nunan (1991):

- Emphasis is placed on communication in the foreign language through interaction.
- Introduces authentic texts in the learning situation.
- It offers students opportunities to think about the learning process, not just the language.
- Gives importance to students' personal experiences as elements that contribute to classroom learning.
- It tries to relate the language learned in the classroom with activities carried out outside of it.

Some authors reveal that modeling, repetition, matching, and group work are teachers' main strategies to help students develop communication skills. These strategies were used frequently but needed more to promote active class participation (Harmer, 2001).

It is important to note that there are a variety of strategies in addition to those mentioned above that can be incorporated to offer students more opportunities to produce the language orally, such as task-based activities, who finds a friend, making plans, games, drawing activities, role-playing, free-hand activities, vocabulary practice with a word on charts, sentence strips, graphic organizers, projects with actual materials, photos, videos, conversations, audiovisuals, visuals, realia, strategies to provide meaningful learning, communication of body movements, modeling gestures, repetitions, short speeches, explicit correction. Likewise, teachers provide different

types of feedback, such as metalinguistic feedback and elicitation, as a way to help students improve their oral skills (Adronova, 2020).

Pair and group work and interaction

According to Kagan (1985), this communicative strategy is carried out through groups and pairs of students and seeks to improve learning through joint work. Groups of two or more students work together to solve problems, complete tasks, or learn new concepts. It actively engages students in processing and synthesizing information and concepts rather than merely attending to memorizing facts, figures, vocabulary words, or sounds. The students work with each other on projects where they must collaborate as a group to understand the concepts (Richards, 2013).

ADVANTAGES

According to Guevara (2021), there are some advantages of pair and group work

- Development of high-level thinking, oral communication, self-management, and leadership skills.
- Improvement in the interaction between students and educational institutions.
- Increased academic retention, self-esteem, and responsibility.
- Exposure to understanding diverse perspectives.
- Preparation for real-life social and work situations.

DISADVANTAGES

- In cooperative work and interaction (and even more so in collaborative work), discussions and disagreements can lengthen the stages before setting objectives and drawing up a transparent work scheme (Beltran, 2017).
- Very good in small groups, but a teacher needs to attend quickly to the different groups. It means that a good part of the work is done without a teacher or facilitator: the children feel lost, doubts take time to be resolved, and the class environment worsens (Cortez & Sanchez, 2018).
- The groups present internal imbalances that are difficult to compensate. Subgroups and the "leader effect" occur (Cortez & Sanchez, 2018).
- It is easy for the feeling of "wasting time" to set in, which is very demotivating (Cortez & Sanchez, 2018).

TASK-BASED ACTIVITIES

Task-based activities are strategies (Carless, 2002) that promote interaction and oral communication, providing the student with a natural context for the use of the language (British Council, 2021).

ADVANTAGES

- Very useful to focus the student's attention.
- Language is considered a tool, not an objective (Carrero, 2016).
- Brings abstract knowledge to real-world application (British Council, 2021).

DISADVANTAGES

- Time is required on the part of students and teachers.
- Student anxiety.
- Not all students want to collaborate when it comes to group assignments (Carrero, 2016).

GAMES

Classroom gaming involves interaction between two or more students. Games are essential for the learners' development and learning. In addition, it is a means of socialization through which they learn to communicate, solve problems and share their feelings. Consequently, pretend or practice game is social when a student participates with someone else (Dewi et al., 2017).

ADVANTAGES

- The best way to learn a language is to speak it, and the best way to speak it is by interacting with others. Through games, students are forced to express themselves, listen, pay attention, use the right words, improve pronunciation, and expand their vocabulary, fundamental communication skills that they learn more quickly if they are used while having fun (Dewi et al., 2017).
- Encourage meaningful learning. Games allow students to relate new experiences to something they already know (Nagy et al., 2018).
- Playing with others allows students to learn how social relationships work. In addition, the experiences provide them with context and knowledge to function in certain situations. The most common is that the more a child plays, the more friends he has (Sulistianingsih et al., 2019).

- The motivation to participate in the game makes students concentrate on them and worry about understanding what they consist of, what relationships are necessary to develop them, and how to play with others (Sulistianingsih et al., 2019).
- When learners play and interact with others, they tend to investigate the possibilities and develop hypotheses they must present clearly to others (Dewi et al., 2017).

DISADVANTAGES

- Possibility of being distracted by the game and the consequent loss of time/productivity.
- Gamification is very good for developing a whole series of skills, but others, such as oral expression, are complicated to develop (Cheng-Tai et al., 2022).
- Danger to the formation of values. Gamification can lead to excessive competitiveness if it is not well applied and tutored (Gafur & Kuliahana, 2021).
- The balance between the playful and the formative is challenging to achieve, and if the activity loses its formative character, it will be unproductive (Hashemi, 2021).
- To get the rewards, all players will have to take on the same goals, making accommodating different interests and learning styles difficult (Cheng-Tai et al., 2022).
- The possibility of creating a temporary motivation. The motivation based exclusively on obtaining prizes is diminished once it is no longer something new (Cheng-Tai et al., 2022).

ROLE PLAYING

Role play is a communicative strategy of active learning in which a situation that represents real life is simulated. Students can learn complicated concepts by simulating a scenario where they must apply them (Harmer, 2001). To role-play, students are placed in pairs or small groups, and each is given a situation card. For example, with a couple of students, one of them wants to go to the cinema and the other to the theater, they have to talk and convince the other that their idea is the best in a process of negotiation meaning (Beltran, 2017).

ADVANTAGES

- Role playing helps students to understand the world around them and find their place in it.
- Foster empathy.
- Facilitates creative expression and imagination

- Promotes autonomy and maturity
- Helps develop social skills, expressing emotions and feelings (Cortez & Sanchez, 2018)

DISADVANTAGES

- The artificiality of the situation can prevent the achievement of objectives.
- Participants may not take the method seriously.
- It can hurt the sensitivity of the people involved.
- For some, the unfolding of the personality is complicated. (Adem et al., 2021).

2.2.3 SPEAKING SKILLS

Speaking skills are one of the language skills that focus on producing the language through spoken messages (Common European Framework of Reference for Languages, 2001).

The development of speaking skills in the English language finds its real progress with the communicative approach. This approach emphasizes communicative competence, defined as the ability to produce language in a situationally and socially acceptable manner; in other words, it is the ability to know what to say, how to speak, or to whom, when, in what way, and about what (Hymes, 1972). In this regard, Adronova (2020) believes that oral competence can fully occur through interaction and in various contexts.

Dos Santos (2020) points out the need to create a comfortable learning environment in the English classroom. He also argues that greater importance should be given to improving oral production skills through a practical curriculum that involves oral instruction in its design. This practice would facilitate promoting students' English communication skills so that they can use the language in authentic contexts and situations. Besides, it is necessary to develop learners' confidence, for they are encouraged to actively participate in the constant oral interaction required to develop communicative competence.

The development of oral competence in English requires particular strategies. Hyuningsi (2019) asserts that oral expression skills require a series of communicative

learning activities, such as filling in the gaps, games, puzzles, problem-solving, and performances. Additionally, he asserts that a plausible way to achieve the students' communicative competence is through tasks since they provoke a need to communicate and create meaning in the student. Furthermore, Tinutda and Suwanphathama (2020) suggest using thinking aloud as a technique through which the individual orally expresses his or her thoughts during classroom exercises.

Establishing an optimal communication climate is a priority task in teaching because it facilitates learning and stimulates the development of the same communication capacity in the student. Increasing speaking skills in class is a great challenge. Teachers must identify if they meet the student's needs and interests. In the same way, considering factors such as time, learning style, and skills, it will be possible to create an environment where the student feels comfortable developing this skill (Shahini & Shahamirian, 2017).

Likewise, speaking is one of the skills where the emotional factor is essential because the fear of failure and the shame of making a mistake often create a barrier where the student does not finish achieving communicative fluency (Remache, 2018). Therefore, time and motivation are critical factors in supporting the development of this skill. In the same way, the creativity of the teacher, fueled by that of the student, can establish a fun and flexible learning environment (Beltran, 2017).

SPEAKING SUBSKILLS

Grammar and vocabulary

Studying English grammar in depth is essential to write and, above all, to correctly speaking so that others understand easily. English grammar is that part of the language that focuses on the structure of words and how they are combined to form sentences. It includes syntax, morphology, and phonology (Yule, 2010). Moreover, language learners will be able to communicate in an effective and structured way during trips or at school. Moreover, English grammar can help to have more security and fluency. Besides, it is a great tool to help socialize and be fully understood. As well as it is simply essential for language proficiency (Busse et al., 2021).

There are times when grammar is essential. For example, if language users are going for a job interview in an English-speaking country, the employer will be interested in their spoken and written English quality. One employer says that having bad spelling reduces sales; therefore, employers look for people who know how to spell correctly (Busse et al., 2021).

On the other hand, vocabulary is a central part of any language. Language learning is based on practice, and English vocabulary improves and increases with its use. It means that only by practicing the required result achieved students with excellent fluency in their vocabulary improve it more and more. For this reason, by having meaningful conversations to create a more significant and broader background in English vocabulary, students can opt for better job offers in any international market (Ahmed, 1989).

FLUENCY

Fluency has been given a misperception, where people understand it as speaking English with a native-level accent (Tinutda & Suwanphathama, 2020); however, fluency is entirely different. Fluency seeks for the student to make himself or herself understood when conversing with another person (Shahini & Shahamirian, 2017). It is achieved through constant practice; the more practice a person has, the more self-confidence they will have (Lee, 2015).

One strategy is to create scripts or dialogue to present in class, mimic the conversation with a couple of students, and then let them do it (Richards, 2013). This modeling strategy is effective when they want to start building trust in them and then create conversations spontaneously (Harmer, 2001). Moreover, it is necessary to have effective communication, added to grammatical competence and cultural knowledge, and self-confidence to improve fluency. In reality, there is no secret formula to mastering a language fluently. However, some strategies can help, like thinking in English, talking to oneself, practicing tongue twisters, and singing songs, among others (Lee, 2015).

PRONUNCIATION

Pronunciation is not only the production but also the perception of speech sounds. Some authors, such as Crystal (2008), expands this definition and state that pronunciation is the production and perception of sounds, accent, and intonation. Likewise, Darcy (2018) argues that pronunciation is the production and perception of speech. Besides, Hall (1997) establishes that pronunciation produces powerful sounds in two senses. First, sound has meaning because it is part of the code of a language. Thus, pronunciation is the production and reception of speech sounds. A sound is significant because it is helpful to achieve meaning in contexts of use. In this case, pronunciation refers to speech acts (O'connor, 1998).

Pronunciation is, ultimately, the materialization of oral language, and, as such, it is both production and perception, hence its importance for the success of communication (Darcy, 2018). If pronunciation is correct, no obstacles will arise in communication, and it will develop smoothly. On the contrary, if the pronunciation is faulty, it will require a permanent interlocutor or interlocutors' attention, who could get tired, lose patience, or even make fun of the pronunciation or the speaker's efforts to be understood.

Pronunciation provides personal information and generates positive or negative attitudes or opinions, many of which are the product of prejudices or stereotypes (Hall, 1997). Pronunciation provides information about the situation in which communication occurs and about our identity, geographical and social origin, and style (Duranti, 1997).

Good pronunciation is always worthy of admiration and praise, which benefits learners (Harmer, 2001). It helps to increase their self-esteem and is also a sound presentation card to the natives. For this reason, pronunciation is contained within an oral expression or speaking skills and comprehension that should address in favor of other class contents. It is necessary to treat the pronunciation from the beginning so that the students have fewer difficulties understanding the native speakers and themselves (Remache, 2018).

Once pronunciation has been defined, and its function and role within the didactics of FL assessed, it is essential to mention its relationship with phonetics. Phonetics and

pronunciation are closely related, so throughout the history of language teaching, they have been confused on many occasions. However, they are different subjects, and it is essential to separate them since teaching phonetics differs from teaching pronunciation. Teachers should include phonetics in their English classes to improve pronunciation (Remache, 2018).

Phonetics is an interdisciplinary science that studies the sounds involved in human communication (O'connor, 1998). It deals with isolated sounds and sounds in contact with topics like points of articulation and manners of articulation as a whole and relying on writing. Children learn to speak, and once they go to school, the vast majority do not need to learn to pronounce (except for cases that require speech therapy) since they have learned to pronounce automatically through oral language (Darcy, 2018). On the contrary, pronunciation is the production and perception of speech.

INTERACTIVE COMMUNICATION

Interactive communication refers to a process of social interaction based on transmitting information messages from one person to another that speaker expresses through the nexus, relationship, or dialogue. It happens when people and links between objects in which one's action affects the other (Sasabone et al., 2021). On the other hand, interactive teaching assumes that people learn language best when they use it to interact with others and analyze how it works in communication rather than studying linguistic rules about the language system (Beltran, 2017).

Oral interactive communication in the classroom consists of a process of information exchange, which involves the active participation of students and teachers in the classroom context to bring the teaching-learning process to its maximum. Within this perspective, interaction deals with who speaks to whom. This idea refers to social contacts, frequencies of such contacts, and circumstances in which the teacher acts on the student and the latter on the teacher. It suggests that interaction is a dialogue by the word used to achieve effective and efficient communication (Dos Santos, 2020).

When discussing interaction in the classroom, teachers consider that it also occurs among the students, which means a critical factor in the learning process - the acquisition of a foreign language. Concerning this, learner interaction creates favorable conditions for acquiring a foreign language, motivating learners to negotiate meaning through demands for clarification, confirmation, and repetition (Radić, 2020).

In the classroom, the communication dynamics between the teacher and his or her students determine specific patterns of verbal interaction that represent a fundamental and necessary factor in the teaching-learning process. That process must work in a framework of active participation by students who must assimilate knowledge to permanently work until they achieve autonomy in acquiring and processing information and building knowledge. In this sense, the student must learn to derive problems and hypotheses, ask questions, seek information to answer them, and accept or reject their hypotheses. They must also evaluate information, apply it to solve problems, establish conclusions and synthesis, and express their opinions in oral or written arguments (Radić, 2020).

DISCOURSE MANAGEMENT

Discourse management is the ability to plan conversational subjects and turns and patch up any communication breakdowns (Common European Framework of Reference for Languages, 2001). In addition to businesses and academic organizations, everyday conversations, private conversations, and other contexts can involve managing discourse. Moreover, speaking or writing between individuals is called discourse, mainly when a topic is seriously discussed. In formal assessments of spoken and written English, discourse management is frequently a criterion. Various strategies are employed, such as cohesion and coherence, paralinguistic tools, communicative functions, and conversational principles for successful speaking practice (Cambridge Assessment, 2021).

CHAPTER III

METHODOLOGY

3.1. Location

The research was carried out at the University of Guayaquil at the Faculty of Medicine. It is a public higher education institution located in the city of Guayaquil-Ecuador. Its address is Cdla. Universitaria, Malecón del Salado sector between Av. Delta s/n and Av. Kennedy.

The University of Guayaquil is a public institution in Guayaquil in the Republic of Ecuador. It is the largest university in the country and the oldest in the city, with six university extensions in various parts of the country (Universidad de Guayaquil, 2023). It was created in 1843 by the inhabitants of the city. Approximately 60,000 undergraduate students attend this university at the main campus and its extensions in

face-to-face and blended study modalities. This number places it as the university with the most significant student number in the country. Officially it has 3,700 permanent teachers, but there are also part-time teachers. The university is comprised of 18 faculties, such as architecture, agriculture, administration, economy, medicine, and journalism, among others. They offer 52 undergraduate courses and five graduate careers (Universidad de Guayaquil, 2023).

3.2. Tools and techniques

To achieve these study goals, the following tools were used:

The pre and post-test were the first. They were based on the Cambridge PET B1 (Preliminary English test). This test consisted of three parts. The first part inquired about personal information, and the second part promoted a conversation in pairs of students about English classes informed by pictures that refer to the medical practice. See Annex 1. Finally, the third part lets students freely discuss a situation in their career. In order to assess the speaking abilities measured in this test, a rubric with speaking indicators such as grammar and vocabulary, discourse management, pronunciation, and interactive communication was used to obtain numerical data (See Annex 2).

The second instrument was a needs analysis survey (Hunta et al., 2013). This survey had three significant categories: lacks, needs, and wants (See annex 3). The SPSS statistical software analyzed this instrument's data.

Some materials and equipment were necessary for the pedagogical intervention during the face-to-face sessions: computer, internet connection, mobile phone, and notebooks.

3.3. Research Approach

The approach taken into consideration to apply in this research was quantitative since numerical data were obtained with the instruments applied in this project. The quantitative analysis is applied to the questions using statistics by calculating frequencies and percentages (Hernández et al., 2010).

This study is quantitative because it proves a hypothesis. In this case, the author pretends to prove the effectiveness of the use of communicative approach strategies in

the speaking skills of medical students' improvement. The data collected was numerical due to the rubric used in the pre and post-test. Secondly, Needs Analysis obtained numerical data from the survey because it collected information from the Likert scale. Furthermore, this study compared means. All of them were statistically analyzed.

3.4. Quasi-experimental design

This research was quasi-experimental design because there were two groups of study: the control group, which centered their study in regular classes (text-book emphasis), and the experimental group, which had an intervention process through communicative approach strategies to improve speaking skills in the context of English for specific purposes (medical career) (Cohen et al., 2007). In other words, data was analyzed before and after an educational experiment.

Moreover, it aimed to test a hypothesis manipulating the independent variable (communicative approach strategies) where the units were not randomly chosen for logistical reasons. In other words, the researcher applied his investigation in already formed student groups, two groups of students from the first semester.

3.5. Hypothesis

Null Hypothesis H0: The application of communicative approach strategies does not improve the students' speaking skills in the career of medicine.

Alternative Hypothesis H1: The application of communicative approach strategies improves the students' speaking skills in the career of medicine.

The T-test for comparison of means was applied. After obtaining numerical data, statistical analysis was done through SPSS statistical software. With information collected from the pre-test, T-test evidenced a low level of English language speaking skills. Subsequently, the post-test data were also analyzed through the same test. It evidenced that there were significant differences between means of the control and the experimental group. Therefore, the alternative hypothesis was accepted.

3.5. Population and sampling

The researcher selected the sample through a non-probabilistic method. It means that inferences cannot be made about the total population. On the contrary, inferences and conclusions are made only on the results of the investigated one, which has not been randomly chosen; they were already groups of students previously made. The researcher decided to work with these groups of students because they were at the beginning of their careers and intended to continue until they finished it.

The population for this research was formed by students who attended the First semester of their medical career at Universidad de Guayaquil. Two groups of the study were distributed, as table 4 shows.

Table 4

Population

Group	Male	%	Female	%	TOTAL	%
Control group	12	24%	13	26%	25	50%
Experimental group	11	22%	14	28%	25	50%
Total	23	46%	27	54%	50	100%

Note: data taken from the list of students who attend to first semester at the Medicine career.

3.6 Data collection

For the current research, data collection was developed in three stages.

First, a Needs analysis survey was conducted (See Annex 3). It mainly focused on students' age and information about their level of English. Another part of the survey was the students' difficulties related to the language skills. In this part, students chose options from the Likert scale such as poor, very poor, acceptable, good, and very good. Its third part was related to the topics, students would like to learn in their English classes with medical purposes, they had a list of options to choose.

On the other hand, there were a pre-test and post-test (See Annex 1). This test was the PET B1 (Preliminary English test) speaking part. The pre-test was addressed to the

students before the intervention process. The post-test was used after it with their corresponding questionnaires and rubric (See Annex 2).

To obtain numerical data, the rubric contained four main criteria such as grammar and vocabulary, discourse management, pronunciation, and interactive communication.

This rubric also had five bands from the lowest (0) to the highest (5).

The survey was adapted by the researcher from Huhta et al. (2013) and was validated by two experts in English language teaching.

3.7. Data processing and statistical analysis

Data processing and statistical analysis was carried out through some steps. The first step in the analytical process was to prepare the data. This included figuring out how to give the data numerical scores, evaluating the kinds of ratings to use, choosing a statistical program, entering the data into the program, and then organizing the database for analysis. Therefore, data analysis was performed in the second step. Regarding this, a descriptive analysis of data that included measurements of central tendency and variance was performed.

Afterwards, inferential analysis to test hypotheses and look at effect sizes and confidence intervals was developed. The results obtained were reported through tables, figures, and a discussion of the most important findings. Then, the researcher analyzed findings obtained through data analysis. This entailed summarizing, contrasting, and concluding with recommendations for further investigation.

After applying the respective techniques, such as the survey for the needs analysis regarding speaking skills and knowledge about the medicine career, and the pre-test and post-test to test the hypothesis the statistical analysis was done. The analysis of data collected was performed using SPSS statistical software, which guaranteed its reliability, the instruments and the certainty of the results obtained.

On the other hand, multiple range test to verify the differences between means was applied. T-student test was applied to compare means.

CHAPTER IV

RESULTS AND DISCUSSION

To start with this research, a survey was taken from the target population, it was focused on Needs Analysis to find out what were the students needs, lacks, and wants. Then, students took the pre-test. After gathering data, a proposal was design taking into consideration communicative approach strategies and English for Specific Purposes (ESP) for medical students to improve their speaking skills. After the intervention process, students took the post-test.

In order to fulfil the objective of assessing the current situation of first-level medical students with regard to English for specific purposes of speaking skills two instruments were applied: a need analysis survey and a test. Results are shown in table 5 and 6 respectively.

4.1. NEEDS ANALYSIS

The results of the survey are described in this section.

The first part of the questionnaire was based on students' personal information and their individual English proficiency.

Table 5

Age and English as a foreign language proficiency

	Age	Fr	%
How old are you?	18-20	29	58%
	21-23	21	42%
	24+		
What is your level in this language?	A1		
	A2	16	32%
	B1	31	62%
	B2	3	6%
	C1		
	Total	50	100%

Note: Data come from Needs Analysis survey

According to Table 5, the age range of medical students is divided into three categories based on their years of study. The majority of these students, who range in age from 18 to 20, have B1 level in their English-language proficiency. It means that most of

them are independent users of the language. In other words, they comprehend texts, dialogs and lectures. Besides, they can deal with daily situations independently, and can actively participate in interaction for short periods of time (Common European Framework of Reference for Languages, 2001)

However, in the next part of the survey, it was asked about the students' self-assessment on their language skills to look for their lacks.

Table 6

Strengths and weaknesses in English skills

What are your strengths and weaknesses in English skills? (needs)										
Language Skill	Very poor		Poor		Acceptable		Good		Very good	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Writing	5	10%	10	20%	16	32%	17	34%	2	4%
Reading		0%	3	6%	34	68%	13	26%		
Listening	2	4%	11	22%	29	58%	8	16%		
Speaking	6	12%	9	18%	35	70%				
Total of students	50	100%								

Note: Data come from Needs Analysis survey

The description of each student's self-assessment on their language skills is shown in Table 6. The speaking skill is where learners struggle the most because nobody chooses "Good or Very good" options. Writing skill makes up the largest portion of the students' strengths that are deemed as "good and very good." Therefore, the students lack of good speaking skills management.

On the other hand, in this section, students answered about their preferences to learn about their major, medicine.

Table 7

Topics about medicine students would like to improve in.

What topic would you like to enhance your English in? (lacks and wants)		
	Fr	%
Advising patients on medical issues	50	100%
Explaining about diseases and symptoms	50	100%
Asking for laboratory tests	42	84%

Preparing clinical history	50	100%
Explaining laboratory test results	50	100%
Drugs prescribing	42	84%
Participating in medical meetings	32	64%
Explaining drug interactions	42	84%
Talking to medical staff	41	82%
Talking about medical statistics	39	78%
Talking about medical papers, articles and publications	8	16%
Reading emails and letters	15	30%
Writing emails and letters	12	24%
Making and receiving telephone calls	11	22%
Presenting result of research	2	4%
Writing academic reports of study	3	6%
Professional socializing	49	98%
Total of students	50	100%

Note: Data come from Needs Analysis survey

Table 7 displays results about the most commonly communication situations that students require to learn or improve about their career such as advising patients on medical issues; asking for laboratory tests; explaining about diseases and symptoms; explaining laboratory test results; drugs prescribing; preparing clinical history; explaining drug interactions; talking to medical staff; and professional socializing. Then, the lowest rank had situations like participating in medical meeting, talking about medical papers, articles and publications; reading and writing e-mails and letters, making phone calls, presenting result of research, and writing academic results.

Therefore, those communication situations with highest ranks would be reliable to be promoted in the intervention process.

4.2. PRE-TEST

After gathering information from the survey, the target population took the pre-test. It consisted in the PET B1 (Preliminary English test). It had three parts: speaking about personal information, conversation in pairs about medical classes; and, free speaking about medical career. To collect numerical data, researcher used a rubric which assessed students' performance about grammar and vocabulary, discourse management, pronunciation, and interactive communication.

T-student test was carried out for results analysis. Therefore, the normality test was carried out.

Table 8

Data normality test

	Tests of Normality^a					
	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Control group	0.25	25	0	0.897	25	0.016
Pre-test Experimental group	0.159	25	0.102	0.92	25	0.05

Note: Data come from SPSS statistical analysis

As the target population was formed by 50 subjects, therefore Shapiro-Wilk test was taken into consideration. The significance for the Control group was .016; and the experimental group obtained 0.05 which are < 0.05 . This signified that data did not come from a normal distribution.

Table 9

Grammar and vocabulary. Control group - Pre-test

Grammar and vocabulary Control group Pre-test					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	2	2	4	8	8
	3	13	26	52	60
	4	6	12	24	84
	5	4	8	16	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: data come from the rubric assessment criteria

Regarding grammar and vocabulary, students from the control group mostly had 3 in the pre-test. This means that, when speaking about well-known subjects, students demonstrate some command of simple grammar structures and employ a constrained range of appropriate vocabulary.

Table 10

Discourse management- Control group. Pre-test

Discourse management Control group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2	4	4
	2	12	24	48	52
	3	8	16	32	84
	4	3	6	12	96
	5	1	2	4	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100.0		

Note: information collected from the rubric assessment criteria

Table 10 informs students mostly obtained 2 out of five. These results mean that despite hesitancy, students offer responses that involve simple statements; even though, there may be some repetition in spoken production, but they are generally relevant.

Table 11

Pronunciation. Control group. Pre-test

Pronunciation Control group pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	8	16	16
	2	14	28	56	72
	3	7	14	28	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: information collected from the rubric assessment criteria

Pronunciation was the third criteria in the assessment rubric. Students from the control group obtained 2 in most cases. This signified that, even though there is limited control of phonological traits, pronunciation is understandable.

Table 12

Interactive communication. Control group. Pre-test

Interactive communication Control group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	6	12	12
	2	14	28	56	68
	3	7	14	28	96
	4	1	2	4	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Data come from the assessment rubric

Most of the students got 2 out of 5. This means that they keep simple exchanges with some level of difficulty. Their interactive communication needs support and rehearsals.

Table 13

Grammar and vocabulary. Experimental group. Pre-test

Grammar and vocabulary Experimental group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	8	16	16
	3	13	26	52	68
	4	8	16	32	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Data come from the assessment rubric

Table 13 offers information about the students' performance about grammar and vocabulary in the pre-test. It means that students have limited range of appropriate vocabulary and use simple grammar structures.

Table 14

Discourse management. Experimental group. Pre-test

Discourse management Experimental group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	20	40	40
	3	13	26	52	92
	4	2	4	8	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Data come from the assessment rubric

Most of the students obtained 3 which means that they produce short phrases with hesitation. However, their contribution is important although they need to repeat.

Table 15

Pronunciation. Experimental group. Pre-test

Pronunciation Experimental group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4	8	8
	2	14	28	56	64
	3	9	18	36	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: data come from assessment rubric

Students mostly obtained 2. This means that they produce utterances with some difficulty; however, it is understandable.

Table 16

Interactive communication. Experimental group. Pre-test

Interactive communication Experimental group Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2	4	4
	2	13	26	52	56
	3	10	20	40	96

	4	1	2	4	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: data come from assessment rubric

Students had 2 and 3 in interactive communication. It represents that they can manage with very simple conversations that require impulse and advocacy.

Table 17

General statistics. Pre-test

		PRE-TEST							
		CONTROL GROUP				EXPERIMENTAL GROUP			
		G&V	DM	P	IC	G&V	DM	P	IC
N	Valid	25	25	25	25	25	25	25	25
	Missing	25	25	25	25	25	25	25	25
	Mean	3.48	2.64	2.12	2.24	3.16	2.68	2.28	2.44
	Median	3.00	2.00	2.00	2.00	3.00	3.00	2.00	2.00
	Std. Deviation	.872	.907	.666	.723	.688	.627	.614	.651
	Sum	87	66	53	56	79	67	57	61

Note: Abbreviations stand for Grammar and vocabulary (G&V); pronunciation (P), discourse management (DM), and interactive communication (IC).

In sum, it was clearly stated that both the control group and the experimental group have an average of 3 in grammar and vocabulary (G&V); however, their weakest indicators rely on pronunciation (P), discourse management (DM), and interactive communication (IC).

Table 18

Comparison of means: Pre-test

		Group Statistics			
Pre-test	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control group	25	10.48	2.710	.542
	Experimental group	25	10.64	1.955	.391

Note: Comparison of means through SPSS

Table 9 shows the averages obtained by two groups of students after taking the pre-test. Then, it was important to statistically check if there were equality of variances.

Table 19

Levene test for equality of variances

		Independent Samples Test								
Pre-test	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances are assumed	1.695	.199	.239	48	.812	-.160	.668		-1.504	1.184
Equal variances are not assumed			.239	43.662	.812	-.160	.668		-1.507	1.187

Note: Data obtained from SPSS

The significance was .199 which is > 0.05 ; therefore, equal variances were assumed. Moreover, the two tailed significance was .812; this is > 0.05 . Therefore, there were no differences in the pre-test. This meant that both the control group and the experimental group were in the same level of speaking performance.

After gathering this information, the researcher designed a classroom intervention plan focusing on the most common topics of Needs analysis results. Students from the experimental group used the proposal designed for the current research while the control group continued with their text-book based classes.

4.3. POST-TEST

After the period of classroom intervention based on the communicative learning approach to improve speaking skills in an ESP context, the target population took the post-test.

Table 20

Grammar and Vocabulary. Control group. Post-test

Grammar and vocabulary Control group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.0	4.0	4.0
	3	9	18.0	36.0	40.0
	4	13	26.0	52.0	92.0
	5	2	4.0	8.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Since students from the control group did not participate in the intervention, they experienced a very little improvement in grammar and vocabulary. They mostly obtained 4 which means that they show certain control of grammatical forms and their vocabulary was appropriate with familiar topics.

Table 21

Discourse management. Control group. Post-test

Discourse management Control group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	12.0	24.0	24.0
	3	13	26.0	52.0	76.0
	4	6	12.0	24.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Note: Data come from assessment rubric. Post-test

As detailed in table 21, students from the control group mainly had 3. This means that they produce short phrases as responses but they need to repeat them.

Table 22

Pronunciation. Control group - Post-test

Pronunciation Control group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.0	4.0	4.0
	2	16	32.0	64.0	68.0
	3	8	16.0	32.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Note: Data come from assessment rubric. Post-test

Pronunciation kept low in the control group. They mostly got 2 which signified that they utter language with phonological weakness; however, they were understood.

Table 23

Interactive communication. Control group. Post-test

Interactive communication Control group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4	8	8
	2	11	22	44	52
	3	9	18	36	88
	4	3	6	12	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Information obtained from assessment rubric

Students from the control group mainly obtained 2 out of 5 in the post-test. This meant that they maintain a conversation with difficulty and require support and encouragement.

Table 24

Grammar and vocabulary. Experimental group. Post-test.

Grammar and vocabulary Experimental group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	6	12	12
	4	12	24	48	60
	5	10	20	40	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Data come from assessment rubric

Table 24 shows that 4 is the most repeated grade for grammar and vocabulary. This means that they show a good management of grammar structures; besides, they used appropriate vocabulary taking into consideration that they learned about medical terminology.

Table 25

Discourse management. Experimental group. Post-test

Discourse management Experimental group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	10	20	20
	3	12	24	48	68
	4	6	12	24	92
	5	2	4	8	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Information obtained from assessment rubric

Most of the students obtained 3 in discourse management. In other words, they produce answers with hesitation; however, they can produce basic devices with cohesion.

Table 26

Pronunciation. Experimental group. Post-test

Pronunciation Experimental group post test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	10	20	20
	3	4	8	16	36
	4	11	22	44	80
	5	5	10	20	100
	Total	25	50	100	
Missing	System	25	50		
Total		50	100		

Note: Information obtained from assessment rubric

Students mostly obtained 4 in pronunciation. It refers to the ability of producing accurate utterances with appropriate word stress.

Table 27

Interactive communication. Experimental group. Post-test

Interactive communication Experimental group Post-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4.0	8.0	8.0
	2	6	12.0	24.0	32.0
	3	12	24.0	48.0	80.0
	4	5	10.0	20.0	100.0
	Total	25	50.0	100.0	
Missing	System	25	50.0		
Total		50	100.0		

Note: Information collected from the assessment rubric

Students from the Experimental group mainly had 3 in interactive communication. It refers that students have the ability to start a conversation and respond appropriately with very little support.

Table 28

Final statistics

Statistics									
CONTROL GROUP									
PRE-TEST					POST-TEST				
		G&V	DM	P	IC	G&V	DM	P	IC
N	Valid	25	25	25	25	25	25	25	25
	Missing	25	25	25	25	25	25	25	25
Mean		3.48	2.64	2.12	2.24	3.64	3.00	2.28	2.52
Median		3.00	2.00	2.00	2.00	4.00	3.00	2.00	2.00
Std. Deviation		.872	.907	.666	.723	.700	.707	.542	.823
Sum		87	66	53	56	91	75	57	63
EXPERIMENTAL GROUP									
PRE-TEST					POST-TEST				
		G&V	DM	P	IC	G&V	DM	P	IC
N	Valid	25	25	25	25	25	25	25	25
	Missing	25	25	25	25	25	25	25	25
Mean		3.16	2.68	2.28	2.44	4.28	3.20	3.64	2.80
Median		3.00	3.00	2.00	2.00	4.00	3.00	4.00	3.00
Std. Deviation		.688	.627	.614	.651	.678	.866	1.036	.866
Sum		79	67	57	61	107	80	91	70

Note: Abbreviations stand for Grammar and vocabulary (G&V); pronunciation (P), discourse management (DM), and interactive communication (IC).

In general, while the control group obtained almost the same grades and average in the pre-test and the post-test; students from the experimental group showed a significant improvement in grammar and vocabulary, discourse management, and pronunciation. Only, interactive communication remained the same average.

Table 29

Post-test group means

Group Statistics					
Post-test	Group	N	Mean	Std. Deviation	Std. Error Mean
	Control group	25	11.56	1.938	.388
	Experimental group	25	14.00	2.582	.516

Note: Information obtained from SPSS - post-test

Table 29 displays that there is a slight improvement in the control group in comparison with the post-test.

Table 30

T-test: Hypothesis verification

Post-test	Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances are assumed	.410	.241	3.779	48	.000	-2.444	.646	-3.738	-1.142	
Equal variances are not assumed			3.779	44.529	.000	-2.444	.646	-3.741	-1.139	

Note: Information obtained from SPSS analysis – post-test

It was noted that the two tailed significance was .000. This meant that there was a significant difference between the means of the control group and the experimental group. The experimental group, in the post-test, obtained a higher score than the pre-test.

Moreover, findings suggested that the application of communicative approach strategies improved the students' speaking skills in the career of medicine. Therefore, the alternative hypothesis was proved; however, the null hypothesis was rejected.

4.4. DISCUSSION

In this section, the researcher contrasted his findings with others previously developed. Regarding this, three main aspects are covered Needs Analysis, the findings encountered in the pre-test, and the post-test.

There were some findings related to the Needs analysis focused on learners' needs, lacks, and wants. Students were aware of their low level of speaking skills. These findings were similar to Zhura and Rudova (2019) and Ibrahim (2020), who stated that ESP programs must include speaking skills reinforcement, especially in students' fluency, accuracy, and pronunciation. Speaking skills constitute an essential part of professional interaction, and future doctors must be prepared to interact with patients; therefore, their fluency, accuracy, and pronunciation, as well as grammar and vocabulary, must be enhanced (Faiza et al., 2020; Handayani & Prasetyo, 2022; Hyuningsi, 2019). Furthermore, they needed to improve their speaking skills because they interact with their patients, and they would prefer learning through role-plays, active classroom tasks like dialogs, and simulation. These results are similar to those found by Zhura and Rudova (2019), Karimnia and Khodashenas (2018), and Ibraim (2020), who agreed that doing simulations and dialogue is beneficial for future doctors because they learn through authentic material that helps them to be prepared to do medical tasks like explaining medical treatments and giving information and advice to patients.

The results from the pre-test were congruent with the student's perceptions about their speaking skills because they were located in the middle of the rubric scales; these results were similar to those obtained by Androva (2020). This fact justified the current research because the lack of students' good speaking skills encouraged classroom intervention design with some topics obtained from the Needs analysis. Those topics included describing diseases and symptoms, explaining drug prescriptions to patients, asking for laboratory exams, and preparing clinical records (Belcher, 2006; Huang & Yu, 2022; Babinets et al., 2022). Besides, the communicative approach supports students to engage in meaningful activities such as role plays, simulation; and, pair and group work, dramatization, as Zimba and Tibategeza (2021) suggested.

Moreover, the highest improvement was experienced in three indicators like grammar and vocabulary, pronunciation, and discourse management. Even though students have stated they have a good level of English, vocabulary related to medicine increased. Besides, students had improvement in discourse management and pronunciation. These results matched those obtained by Tinutda and Suwanphathama (2020); Kolaj,

(2021), and, Faiza et al. (2020). However, interactive communication must be taken into consideration to promote better results.

Finally, it was observed and evidenced that students experienced a slight change in their speaking skills through the post-test. Perhaps, the results were not high enough due to the shortest of time. Regarding this issue, Karimnia & Khodashenas (2018) suggested that classroom interventions should be done for longer periods of time. In general, the students from the experimental group obtained a higher score, this motivated the researcher to continue growing and promote larger classroom intervention until achieving desired scores.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

A theoretical foundation based on the revision of previous works was provided. Some communicative approach strategies laid in the students' need to be engaged in role plays, simulation, pair and group cooperation, dramatization, discussion in problem-solving activities and storytelling. This information enlightened the researcher's route to develop a classroom intervention proposal taking into consideration medicine topics as well.

The initial situation of first-level medical students with regard to English for specific purposes of speaking skills was assessed. First of all, the researcher developed a Needs Analysis survey where learners answered about their needs, lacks and wants focused on the use of oral English production related to giving and asking for patient's personal information to complete clinical histories; giving information and advice about diseases symptoms and treatment, asking for laboratory tests, and prescribing and giving information about drugs.

After gathering information from the pre-test and Needs Analysis, strategies with communicative approach were proposed for students to improve their speaking skills in the context of learning English for Specific Purposes. 14 weeks were needed to achieve this goal and the results were positive according to data obtained from the post-test.

The effectiveness of communicative approach strategies was determined because it improved medical students' language speaking skills. This was the result of a valuable research process where students from the career of medicine took active part. At the end of the process, there was a significant improvement in students' speaking skills. With 95% of confidence, the post-test results revealed a highest score in students who participated in the experimental group against those of the students belonging the control group.

5.1. Recommendations

It is highly recommended that communicative approach strategies can be implemented in the context of higher education in order to engage students in meaningful classroom activities. In this context, it would be good if teachers evaluated their effectiveness in the medicine career.

It is advised that English teachers promote further research to look for communicative approach strategies to be applied in higher education combined with ESP programs for students' speaking skills improvement. Taking into consideration that future doctors should manage good communication skills, they have to be prepared in the field of medicine.

It is recommended that English teachers take this research results to apply in the context of their classes in order to have the exact idea about what students lack, need and want. In this way, classes would be more meaningful for university students and they will be more motivated to improve.

Teachers should use the proposal attached to the current document in order to develop their classes in a different way. This would contribute them to include students in meaningful communication activities and prepare them to face their future career as doctors.

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5.3. Annexes

Annex 1: Pre-test and post-test

B1 Preliminary for Schools Speaking Test

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening. Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A

What's your name?
How old are you? Thank you.

To Candidate B

And what's your name? How old are you? Thank you.

Back-up prompts

B, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

And **A**, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate. Ask Candidate A first.

	Back-up prompts
Tell us about a teacher you like.	Which teacher do you like? (Why?)
How often do you use a mobile phone?	Do you often use a mobile phone?
How do you get to school every day?	Do you walk to school every day?
Which do you like best, the morning or the afternoon?(Why?)	Which is better, morning or afternoon? (Why?)
Thank you.	

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something**.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A

⌚ *approx. 1 minute*

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At home after school

Interlocutor **B**, here is your photograph. It shows **medicine students doing something or learning through something**.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B

⌚ *approx. 1 minute*

minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) Retrieve *Part 2* booklet.

1 A



1 B



PART 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

Some students from the faculty of Medicine are going on a trip to their capital city to visit an important hospital.

Talk together about the different activities they could do in the capital city, and say which would be most interesting.

All right? Now, talk together.

Annex 2. **ASSESSMENT RUBRIC FOR SPEAKING**

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Annex 3: Needs analysis

This questionnaire was adapted from Huhta, Vogt, Johnson, & Tulkki (2013).

A: Personal Information Age: Course: English for a medical student B: Knowledge of English as a foreign language Complete the table below with information about English as a foreign language.	
Foreign language	What is your level in this language? (Please use the scale below).
English	

<p>Language level scale</p> <p>Basic user (A1): I know some vocabulary and I can understand some words and phrases in conversation and lectures. I do not use this language much, because it takes time.</p> <p>Basic user (A2): I understand some texts on familiar topics and parts of clear conversations and lectures; I can deal with many ordinary daily situations with help.</p> <p>Independent user (B1): I understand texts, conversations and lectures; given time I can manage daily situations without help, and can be an active participant in interaction for limited periods of time.</p> <p>Independent user (B2): I understand general and professional texts; I understand native speakers' normal conversation and lectures. I can express my views well in conversation and have no difficulty being active.</p> <p>Proficient (C1): I understand complex professional writing; I understand native speakers' fast speech, including regular accents and a variety of lectures. I take initiative in conversation and can express my ideas fluently in professional conversation.</p>

C: Knowledge of English (needs)

What are your strengths and weaknesses in English? Look at the information below and tick (✓) the option that you believe is true for you.

Language Skill	Very poor	Poor	Acceptable	Good	Very good
Writing					
Reading					
Listening					
Speaking					

D: English for your career in medicine (lacks and wants)

1. Look at the list of **communication situations** for doctors. What topic would you like to enhance your English in? Complete the table by putting a tick (✓) in the column that is true for you.

Communication situations for doctors	
Advising clients on medical issues	
Explaining about diseases and symptoms	
Asking for laboratory tests	
Preparing medical records	
Explaining laboratory test results	
Drugs prescribing	
Participating in medical meetings	
Explaining drug interactions	
Talking to medical staff	
Talking about medical statistics	
Talking about medical papers, articles and publications	
Reading emails and letters	
Writing emails and letters	
Making and receiving telephone calls	
Presenting result of research	
Writing academic reports of study	
Professional socializing	

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Communicative approach strategies to enhance speaking skills in English for specific purposes for medicine students

Name of the Institution: Universidad de Guayaquil

Beneficiaries: 50 Students from First semester at the Medicine career

Location: Guayaquil - Ecuador

Estimated time for the execution: 10 weeks

Person in charge: Mgs. Gastón Aulestia

Researcher: Mgs. Gastón Aulestia

Cost: 20 dollars

6.2. Background of the proposal

This proposal builds on a number of earlier ones that helped with the construction of a well-made teachers' resource.

Some background proposals focused on the application of English for Specific purposes for the English-speaking skills improvement (Al-Jarf, 2022; Huang & Yu, 2022; Wangmo et al, 2021). Those authors emphasize in the idea that ESP is valuable and reliable for university students because they need specific knowledge to face the worldwide challenges in their own professional practice. This is developed because there is a there is a significant disparity between the doctors' actual level of English proficiency (Lodh et al., 2018). Furthermore, they suggest the simulation like one of the teaching techniques to engage students in real-life communication setting. Others, like Ibrahim (2020); Carnado (2020); and Zhura and Rudova (2019) argue that it is mandatory to make a Needs analysis process to develop an ESP program. It would give the exact students' lacks, needs, and wants to propose the right intervention. It is also helpful to expose students into genuine dialog using internet authentic materials to improve speaking skills (Zhura & Rudova, 2019).

On the other hand, previous research focus on the communicative approach. Those researches centered on the suggestion for future studies who apply small group, storytelling and role-play as valuable communicative approach strategies (Babinets et al., 2022; Zimba & Tibategeza, 2021). Radić (2020) argues that CLT is not rigid but it can be adapted according to the students' needs. Other communicative strategies mentioned are dramatization (Zimba & Tibategeza, 2021); storytelling (Babinets, et al., 2022); roleplaying Babinets, et al., 2022); debates (Takal et al., 2021; Androva, 2020).

Finally, the speaking skills must be improved through Strategies focused on CLT such as role-play, pair work, group work, group discussion and making a video (Tinutda and Suwanphathama, 2020; Faiza et al., 2020; Kolaj, 2021; Adem et al.,2021).

Those proposals were taken into consideration as the basis for the current one to design a motivational and engaging material for both university students and teachers.

6.4. Objectives

6.4.1. General

To design an ESP project focused on the application of communicative approach strategies to improve the students' speaking skills.

6.4.2. Specific

- To identify communicative approach strategies students' needs and level.
- To propose classroom activities to enhance speaking skills.
- To promote teachers and students' engagement and innovation to support English classes at the medicine career in the university level.

6.5. Feasibility analysis

The researcher has examined the proposal's viability while keeping in mind that students would be its primary benefactors. In this case, there was a procedure to acquire approval from the authorities who demonstrated their dedication to working with these types of researchers for the benefit of the students. Consequently, it is technically, technologically, and financially feasible.

The availability of the tools, knowledge, skills, experience, and other resources required to complete the project's required activities or processes serves as proof of its technical viability. In this instance, there is a computing lab large enough to

accommodate all of the students involved in the study. Additionally, there are English teachers that want to use their expertise and knowledge to help the researcher's and the students' needs.

On the other side, technological feasibility exists because it is possible to handle the processes, functions, and methods needed for the creation and implementation of the plan. Additionally, there is an internet connection, which would enable deployment. Financial viability is the last consideration because the lead researcher would cover all costs associated with this project.

6.6. Theoretical foundation

English for Specific Purposes or ESP (English for Specific Purposes) refers to the teaching of English in a specialized area, be it the medical area, business, information technology, the oil area, among others (Brown, 2000). English for Specific Purposes (ESP) is an approach to teaching English aimed at specific fields (scientific, technological, economic and academic).

Furthermore, this proposal is centered in the communicative approach strategies. The primary objective is to develop communicative competence in a foreign language in the students and to this end, they are provided classes where they are constantly exposed to the target language (Richards & Rodgers, 2001). That is to say, the classes are developed 100% in English, which also allows the constant development of listening and speaking by using specific medical vocabulary and terminology.

Moreover, it is centered in the speaking skills improvement. Since speaking is directly linked to listening as the student is constantly exposed to English orally, the student is developing bases and establishing models to follow to achieve their oral production in English. For this reason, through the development of this ability, not only is the student exposed to the language, but activities that require oral performance are developed, which can range from simple answers to questions asked by the teacher, to debates, forums or oral presentations based on medical vocabulary and situations. It is important to highlight that in all these activities it is always a question of integrating the contents related to the area of knowledge of the students (medicine)

6.7. Methodology

The adopted teaching methodology is the communicative approach which emphasizes the use of the language in real-life situations. This would help students to simulate cases that occur at the hospital with patients and their families and with some typical situations.