

# Evaluation and Critical Reflection on The Listening and Speaking Activities Taught in an English for Specific Purpose Course

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**ABSTRACT:** *The following paper is a combination of two assignments for the Master's program "The Teaching of English as a Foreign/ International Language". It concerns the evaluation and critical reflection on the listening and speaking activities offered to an adult learners' course during their "English Terminology for Paramedics" class, along with a redesigned lesson plan. The paper analyses the students' profiles, describes the listening activities used in a particular unit, evaluates them, and suggests improvements to their teaching. An evaluation of the speaking activities based on Johnson's principles and Nation's features, a redesigned lesson plan based on the Communicative Language Approach, and a critical evaluation on it follow.*

**KEYWORDS:** adult learning, ESL, ESP, communicative competence

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## INTRODUCTION

Linguists attempted to explain communication's significance in second language teaching since the 1980s. These attempts were based on Hymes' response to Chomsky's linguistic competence and performance. Hymes' theory of communicative competence states that communication has not only a linguistic context but also a socio-cultural one (Lillis, 2006; Quist, 2013). Hence, communication is governed by the components of communicative competence: linguistic competence, semantic competence, sociolinguistic competence, and strategic competence (Papadopoulos, 2020; Papadopoulos, 2021; Papadopoulos & Shin, 2021; Papadopoulos, 2022). Listening is the skill that helps students to receive information, process it and respond accordingly. Speaking and listening are therefore crucial in a communicative teaching environment, and teachers should emphasize them while teaching English as a Second Language (ESL). Teachers can enhance both their professional development and their teaching by utilizing a powerful instrument that combines self-reflection, analysis, and evaluation based on criteria and principles.

**Description of teaching situation:**

***Students' profile: general characteristics***

There are many aspects that we must take into account while profiling students. The following students' profile is based on the Larsen- Freeman's idea (2001: 13 in Sifakis & Georgountzou, 2018).

**Attributes.** Students are adult learners, between the ages of 18- 60. Some of them have just finished senior high school and some others work, but they want to switch careers. As far as their personality is concerned, some are conscientious, open to new experiences, and willing to learn. On the other hand, others exhibit traits of anxiety and indifference. Regarding learning disabilities, nobody claimed to have any.

**Conceptualization.** Motivation is probably at a high level because the course concerns adult learning. Certainly, their attitude influences the way they conceptualize second language acquisition. Few of them, believe that English terminology is not important because they are going to work in Greece, and EOPPEP's examinations do not include any questions on English terminology for Paramedics. Others claimed that English is very important, and they expect the course to help them in their future career. Nearly half of them expressed the concern that English is a difficult language.

**Actions.** Their learning strategies vary and are influenced by previous learning experiences. The majority take notes in their mother tongue and asks me to translate into Greek.

***Students' Profile: Reference levels***

Some students hold English certifications like LRN and NOCN (B2 or/ and C2), and others do not have any certification.

***Class Profile:***

The class profile is based on the descriptive parameters of Woodward (2001:19-21 in Sifakis & Georgountzou, 2018)

**General characteristics.** There are 10 female and 18 male learners, and their mother tongue is Greek. All of them are graduates of upper secondary school. Generally, they expect to acquire basic terminology and functional language that will help them in communication with patients. The classes take place in the vocational upper secondary school of Kastoria (EPAL). The seating arrangement is that of a traditional classroom (desks of two, in rows). Students must devote time to study and do a writing assignment, a midterm, and a final exam. Some students are stressed about the assignments and exams and others do not express any concerns.

**Different class types.** The class is heterogeneous since it consists of students with different competence, age, sex, personality, language aptitude, learning styles and academic background. In my opinion, it is a very large class, as well as a meagerly resource because it lacks display surfaces, copying facilities, computers, and speakers. I faced these problems by bringing my

laptop and speakers, and I sent any extra material to students' email. Moreover, there are interruptions by some learners who talk with each other or by those who arrive late for class.

***Extra Personal information on the curriculum and coursebook:***

The program is based on the curriculum of The General Secretariat of Lifelong Learning for the program of Paramedics. The course aims to the acquisition of English medical terminology so that students will be able to communicate with foreign patients. Additionally, students are expected to be able to read and comprehend English texts of their specialization. The sessions last for two teaching hours once a week. For the aims and goals of the course I use the book "Paramedics" from the series of Career Paths by Jenny Dooley and Alisha Clark by Express Publishing.

**Description and evaluation of the listening input:**

The listening input evaluated here is from unit 2 of the book, entitled "Parts of the body 1". In this unit, there are two listening inputs, one at the Reading and Vocabulary section (exercise 5), and one at the Listening (exercises 6 and 7).

***Content:***

The content in exercise 5 is transactional because it is just a listening input of the news article from the Reading part. I believe it requires more to be understood because it contains more information. The content in exercises 6 and 7 is interactional since it is a conversation between a paramedic and a patient, and it is easier to understand because it does not contain extra information, it is a targeted dialogue (Sifakis & Georgountzou, 2018).

***Genuineness:***

Both listening inputs do not exhibit traits of genuineness, even though the questions in the dialogue seem to have natural intonation, this is done by the actors. Equally, the inputs do not have any hesitations, false starts, self-corrections, colloquialisms, or slang (Sifakis & Georgountzou, 2018).

***Authenticity:***

Both listening inputs are non-authentic because they were created for the educational purposes of unit 2. There is no spontaneous language (Sifakis & Georgountzou, 2018).

***Difficulty- simplification:***

The listening input of exercise 5 does not have any simplification. Neither restrictive nor elaborative; it is just the oral version of the news article. On the other hand, I can say that the listening input of exercises 6 and 7 has characteristics of restrictive simplification. To explain, it has simple and high-frequency words, short phrases, and questions like "How do you feel...", "How about...?", "Where does it hurt?", "okay". Additionally, the words and phrase boundaries are distinct, and the interlocutors speak slower than usual. Thus, I can say that simplification and difficulty were controlled by the authors to match the coursebook's aims (Sifakis & Georgountzou, 2018).

***Relevance:***

Both listening inputs of unit 2 are relevant to the students' needs and to the curriculum. The listening input of exercise 5 concerns a news article which refers to an accident and specific injuries, and the listening input of exercise 6 and 7 is a dialogue between a paramedic and a patient that contains vocabulary relevant to body parts and injuries (Sifakis and Georgountzou, 2018).

***Form:***

The listening input of exercise 5 is fully sketched because students can read it first since they have worked on it in exercise 2. On the contrary, the listening input of exercise 6 and 7 needs to be listened to by students. There is not a transcript, but the dialogue is given as a gap filling exercise in activity 7.

***Purpose of discourse:***

As mentioned, and analyzed in the "Content" above, the listening input of exercise 5 is transactional and exercises 6 and 7 are interactional.

***Type of discourse:***

It is a scripted discourse; more elaboration was done in authenticity section.

***Medium of delivery:***

The listening inputs are recorded and provided by the publishing company of the book. They are entirely related to the coursebook.

***Nature of speakers:***

As mentioned earlier, the listening inputs are scripted and performed by actors.

***Schematic structuring of information:***

The discourse of exercise 5 is narrative because it is a description of an accident, containing causes (injuries). The discourse of exercise 6 and 7 is descriptive because it describes a situation (how the patient feels after the accident) (Sifakis and Georgountzou, 2018).

***Recording quality:***

The audio recording is digital, and its quality is excellent.

**Description and evaluation of the listening activities:**

***Criteria of the global role of listening tasks:***

**Role of listening in the lesson and overall learning purpose.** Listening is not the aim of Unit 2; it is integrated with the other three skills of language: Reading, Speaking, and Writing. Therefore, the main aim of the unit is to teach terminology and functional language concerning the parts of the body, through the four language skills. Additionally, all four skills are related and support each other. For example, reading exercise (2) and vocabulary exercises (3, 4) serve

as pre-listening activities since they expose students to the targeted vocabulary. Moreover, speaking works as a post-listening activity because it requires learners to base their role play on the listening task of exercise 7. Overall, the listening activities are listening to learn, because through the listening activities specific vocabulary is taught.

**Listening stages.** As mentioned above, the exercises of the Reading and Vocabulary part can serve as pre-listening. Therefore, learners are more prepared to listen, and as a result, the listening activities can be more teaching than testing (Richards, 1983 in Sifakis & Georgountzou, 2018). Furthermore, the Speaking activity that follows operates as a post-listening activity because students are encouraged to practice the language based on the listening information.

**Explaining task sequencing.** In general, all the while-listening activities can motivate students since their content concerns their profession of interest. Hence, the content of the listening task is directly relevant to the aims of the course. In addition, all the exercises integrate other skills like speaking (in exercise 5 learners must tell the answer), and writing (in exercises 6 and 7 they need to write T/F and the missing words).

**Skills integration.** Listening is not the main aim of the lesson; thus, all four language skills are integrated.

**Teaching or testing.** In the pre-listening activities, there are exercises that do not require any creativity or critical thinking or problem-solving solution, thus, they are testing-oriented. Activities that are testing-oriented may influence the teaching process and teachers may focus just on the content of these activities (washback effect). The post-listening exercise focuses mainly on teaching since it concerns role play based on the while-listening activities (Sifakis & Georgountzou, 2018).

**Teacher monitoring of tasks.** Before the while-listening activities I read the rubrics, explained them to students and allowed some minutes to look at the exercises prior to the audio. When I monitored their answers, I gave them time to produce the answer or to try and correct it before moving to the next student (wait time). During the pre and post-listening tasks I allowed them a specific amount of time to complete before monitoring (time-on-task).

**Feedback.** Feedback was mostly provided by me, after the completion of each task. Only in exercise 5, when I got the wrong answer, another student gave feedback (peer feedback).

### *Criteria of the characteristics of individual activities:*

**Aim, function and learning objectives of individual activities.** Listening activities (exercises 5,6 and 7) are appreciative since learners had to find specific information to complete them. The aim of exercise 5 was to find out specific information (the location of the workers during the collapse of the structure). Half of them answered correctly. Similarly, the aim of exercise 6 was to decide if the given statements were true (T) or false (F). All the learners had done it

correctly. Finally, the aim of exercise 7 was to fill in the missing words, but, nearly half of them did not fill all the gaps. The pre-listening tasks expect students to familiarize themselves with the targeted vocabulary and nearly all had done them correctly. Ultimately, the post-listening exercise expects students to create a dialogue based on the listening input.

**Clarity of task rubrics.** The rubrics are unambiguous and presented in bold and with simple vocabulary.

**Relation to listening input- task authenticity and relevance.** Despite that the listening input is non-authentic, the activities are appropriate and can be motivating since the topic is of great interest. In contrast, their competence may not be suitable for all learners.

**Cognitive processing during listening practice itself.** All while- listening exercises required selective listening. To illustrate, in exercise 5 they had to find out where were the workers. In exercise 6, they had to decide if the statements were true or false, and in exercise 7 they had to detect the missing words and write them in the gaps. Furthermore, bottom-up processing concerns exercise 5 and 6 because learners are expected to understand the situation and then to find specific information. Conversely, exercise 7 is top- down processing because students rely on their previous knowledge (grammatical, lexical, general- world knowledge), to predict what is missing. Additionally, they are already familiar with the content because the listening input is the same as the previous exercise. Nevertheless, I believe that gap filling listening exercise also involves some bottom- up processing since students need to pay attention to phonological features and distinguish words. In terms of memory, all three listening activities demand short-term memory. Finally, the listening exercises are soft and hard focused, for example, exercise 5 and 6 required some hard focused listening, while exercise 7 only soft- focused.

### **Improvements and Suggestions:**

Generally, this unit takes into account the characteristics of communicative classroom because the post- listening activity concerns production of language based on the listening input, and in this way, it tries to reflect real world (Sifakis & Georgountzou, 2018). Moreover, the listening input is content- based so it captures the attention of the students. However, while teaching this unit, I have noticed that the rubric of the post- listening (exercise 8), drives students towards a self- evaluation without any feedback. Personally, I changed the rubric, I told them to prepare their role play, I gave a certain time to do it, and then I called out some groups to act it out. Thus, all students had the chance to listen and get feedback.

To conclude, after studying the evaluation criteria I reflected on my lesson, and I propose two of the while- listening activities to be changed. I would alter exercise 5 and 6. To explain, exercise 5 consists of one “wh- question”, which can confuse students because they get the impression that they must understand all the words, and this is not the case. May be this is one parameter that prevented half of them to find the answer. Additionally, exercise 5 can be transferred at the beginning of the unit, before the reading to enhance the concept of the communicative classroom, moving from “oracy to literacy” (Sifakis & Georgountzou, 2018). In addition, exercise 6 is a true or false task, and this kind of task requires memory rather than

comprehension, and is characterized as non- authentic (Richards, 1983 in Sifakis & Georgountzou, 2018). Listening activities should reflect real life situations (Sifakis & Georgountzou, 2018). For instance, exercise 5 could ask for a summary of the accident or to write down the workers' injuries, or to discuss the accident and what the students' reaction would be if they were the paramedics. Finally, I would replace exercise 6 with exercise 9 of the Writing section. Thus, students will have to complete the EMS Report according to the listening input.

### **Critical evaluation of speaking activities:**

The speaking tasks evaluated are Exercise 1 and Exercise 8 of unit 6, entitled "The Respiratory System". Both exercises are evaluated according to the communicative criteria of Nation (1989) and to Johnson (1982) (Hill 2004/2018a).

#### ***Nation's Features:***

**Roles.** Exercise 1 does not involve any assigned roles, whereas exercise 8 is role play (Student A is a trainee and Student B a paramedic). Thus, exercise 8 is in accordance with linguistic, semantic, and sociolinguistic competence, because students have to use the appropriate intonation, pronunciation, vocabulary and register.

**Outcomes.** In exercise 1 there is a clear purpose. Particularly the outcome of "Listing implications, causes or uses", because exercise 1 consists of two questions that serve as brainstorming. Students are free to talk about any possible answers without being criticized (Nation, 1988). Moreover, the purpose of the questions is to activate any English terminology they might know about the respiratory system rather than to test the accuracy of their knowledge on the respiratory system. Therefore, exercise 1 is in accordance with linguistic and semantic competence. Although students have not been taught present simple and vocabulary related to respiratory system are expected to use them to describe parts of respiratory system. Similarly, exercise 8 obeys the outcome of "Problem solving" based on the listening exercise, consequently, it is in accordance with linguistic, semantic, strategic, and sociolinguistic competence. To explain, students are expected to use past simple to describe the respiratory problem, its cause and treatment, even though they have not been taught past simple during the unit and course. Additionally, they are expected to use vocabulary related to respiratory system that they have learnt in the unit. They can use strategic competence to maintain a clear message and they have to utilize the appropriate register to address each other.

**Procedures.** Both Exercise 1 and 8 do not contain steps to follow. Exercise 1 just mentions the instruction at its rubric, and Exercise 8 has the rubric and two boxes that contain what they should ask. Therefore, both Exercises are weak in terms of procedures, but I can understand the reasons that the authors used them. Exercise 1 serves as brainstorming and exercise 8 tries to bring a situation that can be found outside the classroom in the classroom. Personally, I tried to break them into steps to make it easier for students. To illustrate, in exercise 1 I firstly asked them to make a list with any English terminology they know about the respiratory system, then

we checked the words that they knew and then, I asked them to discuss the questions in pairs and make some notes. In Exercise 8, I told them to read the dialogue again from the listening exercise (exercise 7), I explained the role play by telling them what each student must do, and I referred to the “use language such as” box which can help in functional language.

**Splint information.** It is not followed by any of the two speaking exercises. Especially in Exercise 8, which is a role play, authors could have used this feature, but they did not, and along with the lack of procedures it makes the Exercise weaker.

**Challenges.** There are no challenges provided by the authors in both speaking exercises, nonetheless, I implemented some challenges while teaching them. For instance, in Exercise 1 and 8 I gave a certain amount of time to complete; for Exercise 1 five minutes and for Exercise 8 ten minutes.

### ***Johnson’s Principles:***

**Information transfer principle.** Exercise 1 does not follow the information transfer principle since no information is transferred from student to student. On the other hand, exercise 8 seems to comply; the students had to use the listening activity as their example when acting out their roles. Hence, students transfer aspects and parts of the listening to their speaking activity, and they exchange information based on the listening input. Exercise 8 through the information transfer principle uses linguistic, semantic, strategic, and sociolinguistic competence. Students have to use past simple and relevant vocabulary, as well as to overcome any communication problems through strategies and to utilize the appropriate register while conveying the information. Only semantic competence was taught, the other three were not taught but students were expected to use them. However, they have been exposed to past simple and to the register via the listening input and they already have basic grammatical knowledge. Despite implementing communicative competence, the lack of teaching most of them makes the exercise weak, less interesting, and more difficult.

**Information gap principle.** Exercises 1 and 8 do not comply with this principle because while I was watching my students engaging in the role play, I noticed that nearly all used the dialogue from the speaking activity, so there was not any new information to share and build their dialogue on it.

**Jigsaw principle.** Both speaking activities do not follow this principle because Exercise 1 is brainstorming questions and Exercise 8 does not give different information to each student to complete a medical situation about a respiratory problem.

**Task dependency principle.** Exercise 1 does not have task dependency since it is brainstorming as mentioned previously. Exercise 8 has semantic competence dependency, because students are taught relevant terminology, but there is no linguistic dependency. As it is referred to in the information transfer principle, students are expected to use certain grammar which is not taught. Moreover, activity 8 can be linked to strategic and sociolinguistic



competence but again they are not taught, and it is a major reason that makes this role play ineffective.

**Correction for content principle.** The brainstorming activity does not follow the correction principle. On the other hand, Exercise 8 evaluates students according to the relevant vocabulary and pronunciation they were taught in the previous sections, as mentioned in the teacher's book. Thus, it evaluates mainly the semantic competence and some of the linguistic competence. Strategic and sociolinguistic competence are not evaluated. The fact that strategic competence is not evaluated by the authors makes the exercise unhelpful because it deprives the activity from its communicative goal.

***The place of speaking in the lesson and its activities:***

Speaking is not the main focus of the lesson. Unit 6 is designed around the four skills of language, but the Unit's focus is the introduction and learning of topic specific vocabulary. Under the Speaking section there is an activity- which is a role play and according to Littlewood's Social interactions activities is a reality technique because it tries to bring a real situation into the lesson. In addition, exercise 1 involves speaking but serves as brainstorming which falls under the umbrella of non- reality techniques, and specifically under the category of discussion (Hill, 2004/2018b). Apart from the provided speaking activities I use the pictures at the beginning of the unit to form a pre- communicative activity. To explain, I ask wh-questions about the pictures to give the students the opportunity to start speaking and to activate their prior knowledge.

***The teaching framework:***

Unit 6 follows the Pre- While- Post framework; speaking activity 8 is placed after the listening (post- listening) and Exercise 1 is placed before the reading (pre- reading). Moreover, Exercise 8 is related to the listening activity, it is based on the listening and students must perform a similar dialogue. The listening serves as an example to be followed in the speaking part (Hill, 2004/ 2018c). Personally, I believe that speaking is not the main focus of the unit because the authors aim at teaching the topic's specific vocabulary, and they try to teach relevant vocabulary through the four language skills.

***Feedback:***

The authors mention in the teacher's book to give feedback on vocabulary and pronunciation; therefore, the suggested feedback is a focused one. As a teacher I tried to follow the focused one but many times I changed the focused of feedback to other aspects like functional language, because I wanted their speaking activity to give them a communicative result as similar as possible with the real world of paramedics.

## **Redesign of the Respiratory lesson based on Unit 6:**

**Overall purpose of the lesson:**

This lesson aims at the communicative teaching of topic- specific vocabulary (Respiratory system) and on matters related to the respiratory system.

**Educational Materials Used:**

coursebook, whiteboard, task sheet, video about respiratory system, the listening input of the particular unit, a power point presentation.

\*The Power point presentation should contain helpful material for each task, more details are given in the procedures.

Stages	Procedures	Objectives	Interaction	Time
Pre-Speaking Stage	<p>Task 1: Inform the students that they are going to watch an educational video about the respiratory system. Explain that they have to note parts of the respiratory as well as respiratory illness. Show the video. Tell them that when they are finished noting they are going to cooperate to do exercise 3 and 4 from their coursebook (page 14 and 15), give them 5 minutes to finish them.</p>	<p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- familiarize with the targeted vocabulary (parts of respiratory system and illnesses)</li> <li>- work with the targeted vocabulary</li> <li>- acquire new vocabulary concerning the respiratory system.</li> <li>- integrate listening with writing skills.</li> <li>- listen for specific details.</li> <li>- cooperate with their partner.</li> <li>- be motivated by the use of an animated video.</li> </ul> <p>Communicative Competence Linguistic: The students are expected to experience the correct pronunciation of the targeted vocabulary (respiratory system parts and illness) Semantic: The students are expected to expand their</p>	<p>S to S T to Ss</p>	<p>20 min.</p>

<p>Pre-speaking stage</p>	<p>Task 2: Inform the students that they are going to listen to a dialogue between a paramedic and a trainee discussing a respiratory failure incident. Explain that they have to note the instruments and the procedures the paramedic used to resolve the situation. Play the recording.</p>	<p>vocabulary on the respiratory system (parts and illnesses)</p> <p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- listen for specific information.</li> <li>- use their listening micro- skills.</li> <li>- note specific information.</li> <li>- understand the situation.</li> <li>- integrate listening with writing.</li> <li>- familiarize with a respiratory failure incident.</li> </ul>	<p>T to Ss</p>	<p>10 min.</p>
<p>Pre-speaking stage</p>	<p>Task 3: Draw the attention of the students to the clarification of the term laryngospasm by the trainee at the dialogue. Show it on a slide of the power point presentation. Explain to them that this is a way to describe what you have understood and a way to clarify it. If the understanding is not correct, in this way we invite the other interlocutor to explain it. Ask them in pairs to give a definition of an instrument or a procedure that they have noted in task 2 (Dornyei and Thurrell, 1991).</p>	<p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- cooperate</li> <li>- integrate language skills (speaking and writing)</li> </ul> <p>Communicative Competence: Strategic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- understand the use of definition paraphrasing as a strategy to avoid meaning breakdown when speaking.</li> <li>- convey the meaning of a tool or a medical</li> </ul>	<p>T to Ss S to S</p>	<p>10 min.</p>

	<p>Allow them 5 minutes to complete the task.</p>	<p>procedure without any breakdowns.</p> <ul style="list-style-type: none"> <li>- Semantic: The students are expected to use related vocabulary to describe the tool or the medical procedure</li> </ul>		
<p>Pre-speaking stage</p>	<p>Task 4: Draw the attention of the students to a certain part of the dialogue. Show it on a power point slide. Explain to them what the fillers are and demonstrate examples via the prepared power point. Give them some time to add a filler to the given dialogue part (Dornyei and Thurrell, 1991). Tell them to act it out when they are finished. Invite some pairs to read their dialogue for the whole class.</p>	<p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- cooperate</li> <li>- become active learners.</li> </ul> <p>Communicative Competence: Strategic Competence: The students are expected to:</p> <ul style="list-style-type: none"> <li>- understand the importance of fillers</li> <li>- use fillers to maintain the communicative goal of their speech</li> <li>- to act out the dialogue without any communication problems</li> </ul>	<p>T to Ss S to S</p>	<p>10 min.</p>
<p>While-Speaking Stage</p>	<p>Task 5: (pyramid discussion) Tell the students to imagine that they have an emergency call for a nine- year- old girl who has difficulty in breathing, and her mother reported that she was stung by a bee. You can show the case on a power point slide. Explain to the students that</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>- understand the given case.</li> <li>- make a decision based on their understanding and their knowledge.</li> <li>- be motivated by responding to an incident that they could face when they will be paramedics.</li> </ul>	<p>T to Ss</p>	<p>10 min.</p>

<p>While-speaking stage</p>	<p>they have to choose from the given list three tools or procedures that they think are the most important to resolve the situation. Allow some minutes to decide and then ask every single student to tell his/ her choices. Note each student's choice on the whiteboard and then pair students up according to their choices. Each pair must have at least one common choice (Jordan, 1990). Demonstrate the list on a Power point slide.</p> <p>Task 6: (pyramid discussion) Explain to students that they have to persuade each other for their choices in order to end up with the same choices as a pair. Illustrate on a power point slide some functional language that they can use while doing the persuasion. Allow some time for the pairs to reach their decisions. If some pairs finish earlier, they</p>	<ul style="list-style-type: none"> <li>- be active learners.</li> <li>- Integrate language skills (writing and speaking)</li> </ul> <p>Communicative Competence: Strategic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use their strategies to clarify any meaning if necessary.</li> <li>- to convey their choices without any problems.</li> </ul> <p>Semantic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- expand their related vocabulary.</li> <li>- understand the related vocabulary.</li> <li>- use the appropriate vocabulary for their communicative goal.</li> </ul> <p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- cooperate</li> <li>- be active learners.</li> <li>- use persuasive language.</li> <li>- justify their choices.</li> <li>- be motivated by the challenge.</li> </ul> <p>Communicative Competence: Linguistic: The students are expected to:</p>	<p>T to Ss S to S</p>	<p>15 min.</p>
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<p>While-speaking stage</p>	<p>can prepare arguments for their choices. Note on the whiteboard the pairs' choices and put them into groups of four according to their choices (Jordan, 1990). Each group must have at least one common choice. Move around the classroom and observe the discussion. Take notes of any errors you believe are useful to show in the feedback section. Give help when a learner asks for it.</p> <p>Task 7: (pyramid discussion) Explain to students that they have to persuade each other for their choices in order to end up with the same choices as a group. Remind them that</p>	<ul style="list-style-type: none"> <li>- use the right pronunciation of the related vocabulary.</li> <li>- use the appropriate intonation.</li> <li>- use right sentence formation.</li> </ul> <p>Strategic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- communicate their choices without any breakdowns.</li> <li>- use fillers where is necessary.</li> <li>- use paraphrasing or definition where necessary.</li> </ul> <p>Semantic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use topic related vocabulary.</li> <li>- understand topic related vocabulary.</li> </ul> <p>Sociolinguistic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use the appropriate register.</li> <li>- use the appropriate functional language (persuasive and argumentative).</li> </ul> <p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- cooperate</li> <li>- promote group work.</li> <li>- be active learners.</li> <li>- use persuasive language.</li> </ul>	<p>T to Ss Ss to Ss</p>	<p>15 min.</p>
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	<p>they can use functional language from the power point slide. Allow some time for the groups to reach their decisions. If some groups finish earlier, they can prepare arguments for their choices (Jordan, 1990). Move around the classroom and observe the discussion. Take notes of any errors you believe are useful to show in the feedback section. Give help when a learner asks for it.</p>	<ul style="list-style-type: none"> <li>- justify their choices.</li> <li>- be motivated by the challenge.</li> </ul> <p>Communicative Competence:</p> <p>Linguistic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use the right pronunciation of the related vocabulary.</li> <li>- use the appropriate intonation.</li> <li>- use right sentence formation.</li> </ul> <p>Strategic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- communicate their choices without any breakdowns.</li> <li>- use fillers where is necessary.</li> <li>- use paraphrasing or definition where necessary.</li> </ul> <p>Semantic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use topic related vocabulary.</li> <li>- understand topic related vocabulary.</li> </ul> <p>Sociolinguistic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use the appropriate register.</li> <li>- use the appropriate functional language (persuasive and argumentative).</li> </ul>		
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<p>While-speaking stage</p>	<p>Task 8: (pyramid discussion) Tell the students that now they are going to discuss and comment on their group choices with the whole class. Explain to them that they have to argue and justify their choices in order to reach the three most important and helpful tools and/ or procedure for the resolution of the nine- year- old girl case (Jordan, 1990). While students are discussing, coordinate the discussion and take notes on errors to use them for feedback at the post-speaking stage.</p>	<p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- cooperate</li> <li>- promote group work.</li> <li>- be active learners.</li> <li>- use persuasive language.</li> <li>- justify their choices.</li> <li>- be motivated by the challenge.</li> </ul> <p>Communicative Competence: Linguistic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use the right pronunciation of the related vocabulary.</li> <li>- use the appropriate intonation.</li> <li>- use right sentence formation.</li> </ul> <p>Strategic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- communicate their choices without any breakdowns.</li> <li>- use fillers where is necessary.</li> <li>- use paraphrasing or definition where necessary.</li> </ul> <p>Semantic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use topic related vocabulary.</li> <li>- understand topic related vocabulary.</li> </ul> <p>Sociolinguistic: The students are expected to:</p>	<p>T to Ss Ss to Ss S to S</p>	<p>15 min.</p>
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<p>Post-speaking stage</p>	<p>Task 9: Tell the students that they will write a paragraph to explain the three most important equipment and/ or procedures that will help best to resolve the breathing difficulty of the nine- year-old girl. Explain to them that their paragraph must be based on the classroom discussion and consequently on the three choices that the whole class decided. Allow them approximately 20 minutes to finish and then ask some students to read their paragraph to the whole class.</p>	<ul style="list-style-type: none"> <li>- use the appropriate register.</li> <li>- use the appropriate functional language (persuasive and argumentative).</li> </ul> <p>The students are expected to:</p> <ul style="list-style-type: none"> <li>- write a summary of the classroom discussion.</li> <li>- enhance their writing skills.</li> <li>- comprehend the reasons behind the choices.</li> <li>- present their paragraph.</li> </ul> <p>Communicative Competence: Linguistic: The students are expected to write grammatically correct sentences. Strategic: The students are expected to create the appropriate text for the task (a summary of the classroom discussion). Semantic: The students are expected to use the appropriate vocabulary. Sociolinguistic: The students are expected to:</p> <ul style="list-style-type: none"> <li>- use the appropriate language to maintain cohesion and coherence.</li> <li>- use the proper characteristics of the summary genre.</li> </ul>	<p>T to Ss S</p>	<p>30 min.</p>
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	Give students feedback according to the notes taken during the pyramid discussion.		T to Ss	15 min.
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The critical evaluation of the speaking tasks of the coursebook was my inspiration for the development of the above lesson plan. To explain, after evaluating and reflecting on unit 6, I realized that my lesson plan is not promoting communication and in extend communicative competence. Therefore, I decided to redesign the lesson based on the characteristics of the Communicative Language Teaching approach (CLT). According to the CLT the tasks must involve communication through information sharing, negotiation, and interaction. Additionally, CLT concerns two types of activities: functional communication and social interaction tasks like discussions. The teacher promotes communication by guiding students whenever is needed and organizes the lesson. Finally, the most important is that through CLT a teacher can promote communicative competence (Dawit, 2020). Consequently, I designed my learning objectives mostly according to the components of the communicative competence. I used exercises that involve communication and promote students' interaction and I adapted the role of the facilitator and coordinator.

#### **Teaching Framework:**

The Pre- While- Post framework is maintained but the main focus switched to speaking because speaking is neglected. Even though there is a speaking section which as analyzed above is rather weak and speak to learn oriented (Hill, 2004/ 2018a). Moreover, according to the curriculum of Paramedics, communication is the main goal at the English course. Students of English for Specific Purposes (ESP) need more opportunities for communication because their main weakness is in speaking, in engaging in discussions relevant to their area of expertise (Jordan, 1990).

In the pre- speaking stage, exercises prepare students for the speaking part. In order to prepare them as well as possible, the activities integrate listening and writing. To show, task 1 aims at teaching students the related terminology (respiratory system's parts and illnesses) through an educative animated video. Students must listen carefully and note the respiratory system's part and illnesses, and then do two vocabulary exercises from their coursebook. I decided to keep these two vocabulary exercises of the coursebook because they will help students to consolidate crucial vocabulary. This topic's specific vocabulary is essential to their communication skills,

learners need it to explain or describe a medical situation. Many of them already know the definitions in their mother tongue because of the anatomy classes. In task 2 students will listen to a dialogue between a paramedic and a trainee talking about an incident of respiratory failure. For this task the listening input of exercise 7 offered from the coursebook on page 15 is used but the I listening exercise is changed. Students have to listen and note the instruments and the procedures used to resolve the situation. This kind of exercise familiarizes students with the equipment and the procedures that paramedics must follow in a respiratory failure case. In addition, it prepares them for the while- speaking stage where they will discuss a similar situation. Tasks 3 and 4 are based on the listening input of task 2 but they are drills that aim at teaching strategic competence. Through these two tasks students will become aware of the strategies of definition and paraphrasing as well as the use of fillers. They will learn that these strategies can help them maintain the communication and avoid any breakdowns (Dornyei & Thurrell, 1991). Similarly, tasks 3 and 4 prepare students for the pyramid discussion that will follow.

In the while- speaking stage students will engage in a pyramid discussion (task 5 to 8). The pyramid discussion was chosen because it suits the teaching situation. I have observed that nearly all my students have difficulty in expressing in English even though half of them is good in linguistic aspects. According to Jordan (1990), adult learners of ESP have difficulty in understanding spoken English, they feel pressure to respond back, some are not confident and do not want to speak, many of them cannot express their ideas in English and they get anxious when they have to engage in discussions. Therefore, the teachers must help them to overcome their difficulties and fulfill their needs with carefully designed materials. A pyramid discussion task embraces these needs and offers a communicative approach to a problem- solving situation of the topic of interest. Finally in the post- speaking stage writing is integrated since students will write a paragraph based on the pyramid discussion. This writing task will help them to develop their writing skills and it will also check their comprehension on the speaking activity. Further, feedback can be provided as a final procedure of the post- speaking stage.

### ***Feedback:***

During the pyramid discussion no feedback or correction is provided because students must feel self-confidence to use English as much as possible. Similarly, the teacher helps only when learners ask for it (Jordan, 1990). Thus, the teacher moves around the classroom during the discussion and takes notes of any errors to use them at the post- speaking stage as practice through drills (delayed feedback). Focused feedback is preferable, because the focus is on speaking and the communicative goal should be priority (Hill, 2004/ 2018c). For my teaching situation I would focus my feedback on strategic and semantic competence because my students need to be able to communicate without any breakdowns and to use the correct terminology for each case.

### **Critical evaluation of my lesson plan:**

The while- speaking stage was designed according to communicative competence components. As can be observed from the lesson plan objectives, every speaking task complies with linguistic, semantic, strategic, and sociolinguistic competence.

### *Nation's features:*

**Roles.** In tasks 6, 7 and 8 students must discuss in pairs, in groups and as a whole the three most important tools or procedures for the resolution of the incident. Their roles are clarified by the instructions and teacher: they must persuade each other to reach common choices. Therefore, the role of each student is determined by their participation in the discussion as well as by their expressed ideas. For instance, a student can take the role of the persuasive, and another one can take the role of arguing. The roles can change as the discussion progresses. To explain, the student who was persuading after hearing an argument, takes the role of agreeing and summarizing.

**Outcomes.** The speaking tasks obey two kinds of outcomes. Particularly, task 5 follows “ranking, ordering or choosing” because learners are given a list of procedures and equipment tools to choose the three most important for the given case. Similarly, tasks 6, 7 and 8 follow this outcome because in pairs, groups and as a class students must decide together the three most important procedures or/ and equipment. The pairs, groups and class choices are made after agreements and persuasion among the learners. Additionally, the while- speaking stage has a “problem-solving” outcome. To explain, in task 5 students are presented with the case of the nine- year- old girl who has difficulty breathing. They must decide on which three tools and/ or procedures would use to help her (Nation, 1989).

**Procedures.** This feature is followed because the pyramid discussion consists of different procedures. It moves from individual choices to pair work, to group work and finally to a class discussion to decide the most appropriate choices for the given situation. In addition, I divided the pyramid discussion into four tasks to make it more comprehensive for students and to increase the time of speaking. During the while- speaking tasks the teacher gives instructions and clarifications to ensure that all students will participate accordingly.

**Split information.** Tasks 5 to 8 obey the split information feature, because each student has information that the other students need to reach a common answer as a class at task 8. To be more precise, the split information takes the form of opinion gap because it requires the students' personal preference, attitude, knowledge in response to the given case (Hill, 2004/ 2018a).

**Challenges.** The speaking activity of my lesson plan obeys this feature because time is given during the procedures of the pyramid discussion. Moreover, the fact that in task 8 students must discuss a situation as a class to end in an agreement on the three most important tools and/ or procedures for the incident, it is quite a challenge.

### *Johnson's principles:*

**Information transfer principle.** The tasks follow this principle because students must transfer information to others. For example, in task 5 students convey their choices to the teacher, in task 6 the pairs transfer their arguments and opinions to each other to reach the same choices and then they transfer their choices to the teacher. Likewise, in task 7 the members of the group convey their preferences to the others and in task 8 groups discuss together as a class to reach a consensus. Thus, information from each group is transferred to the other groups.

**Information gap principle.** The pyramid discussion conforms with this principle because each student tells his/ her personal preferences according to his/ her knowledge and attitudes to reach common choices. Hence, tasks 5, 6, 7 and 8 possess the principle of opinion gap (Hill, 2004/2018a).

**Jigsaw principle.** The speaking tasks do not follow this principle because the necessary information is known to all students.

**Task dependency principle.** The pre- speaking stage provides the learners with the necessary related vocabulary as well as strategic competence exercises. All the tasks of the pre- speaking stage prepare students for the while- speaking stage. In addition, the post- speaking stage is based on the while- speaking stage because the learners must write a paragraph based on the pyramid discussion's results. Consequently, there is a task dependency since students must use information and strategies that they learned in the whole lesson. I believe that students have all the necessary information they need to conduct the speaking activity. They have information about semantic, strategic, and sociolinguistic competence that they need. They do not have any information about the needed linguistic competence, but this is because they are ESP adult learners and all of them possess basic grammatical structures.

**Correction for content principle.** The speaking tasks evaluate students on their communicative efficacy in relation to the communicative goal of the pyramid discussion which is to reach three common choices that will help them best resolve the case. As a result, strategic competence can receive the most emphasis, but sociolinguistic, linguistic, and semantic competence can also be assessed.

## CONCLUSION

When it comes to the practicality of using a foreign language, speaking, and listening comprehension are crucial, thus they should receive extra attention from ESL teachers. Specifically, teachers should focus more on "learn to listen" and "learn to speak". ESL lesson plans also need to address communicative competency because it combines all the components needed to help students achieve their communication goals. Additionally, critical reflection on teaching methods and activity evaluation based on widely accepted criteria from the ESL literature will support teachers' professional development while, more crucially, assisting students in achieving a suitable level of communication in their foreign language.

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