

Student-Generated Daily Question Cards for ESP Speaking in Dental Nursing: A Qualitative Case Study

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ABSTRACT

This qualitative case study examined the implementation of Student-Generated Daily Question Cards in an ESP speaking class for dental nursing students at Poltekkes Kemenkes Makassar. The study involved 48 sixth-semester students and one English lecturer, with data gathered through six classroom observation meetings, semi-structured interviews with 25 purposively selected students and the lecturer, and supporting documentation. The data were analyzed thematically using Miles and Huberman's interactive model. The study was conducted to address the persistent difficulty many health-related EFL learners experience in speaking English meaningfully and to explore a practical, context-based strategy for improving ESP speaking instruction. The findings revealed four major themes: the cards increased classroom interaction and oral participation, supported students' willingness to speak more freely, fostered learner-centered engagement through student-generated questioning, and strengthened contextualized communication related to dental nursing practice, including patient education, oral hygiene, and clinical routines. Rather than functioning merely as a speaking prompt, the activity helped transform classroom discourse into a more interactive and profession-oriented learning process. The novelty of this study lies in showing how student-generated question cards can combine active learning, learner autonomy, and ESP relevance within instructional format. The study concludes that Student-Generated Daily Question Cards are an effective and practical tool for encouraging meaningful speaking practice in dental nursing education. The main implication is that ESP lecturers can adapt this strategy to promote student-generated, discipline-based oral tasks that connect language practice with future professional communication needs.

Keywords: English for Specific Purposes (ESP); Student-Generated Questioning; Speaking Instruction; Dental Nursing Education; Learner-Centered Learning

INTRODUCTION

English competence has become increasingly important in health-related higher education, particularly in programs where students are expected to access scientific literature, understand professional terminology, and communicate within academic and clinical environments (Suramto, Susmini, & Episiasi, 2021; Hutchinson & Waters, 2018). Among the four language skills, speaking occupies a central place because it reflects learners' ability to use language interactively and meaningfully

in real communication. Harmer (2017) describes speaking as a productive skill that requires not only linguistic knowledge but also spontaneous language use in social interaction.

For many English as a Foreign Language (EFL) learners, however, speaking remains one of the most challenging skills to develop. Oral communication requires the integration of pronunciation, grammar, vocabulary, fluency, and comprehension in real time (Brown & Lee, 2015). In addition, learners often need to manage anxiety, hesitation, and fear of making mistakes while speaking in front of others. Nunan (2015) emphasizes that speaking is fundamentally social because meaning is negotiated through interaction with others. As a result, students who lack confidence often participate less actively in classroom interaction even when they understand the lesson content.

The importance of oral communication skills is becoming increasingly significant in dental nursing education. Dental nursing students are expected to communicate effectively in both academic and professional contexts. In the academic setting, students are required to participate in class discussions, present case reports, attend seminars, and collaborate with colleagues using professional terminology. In the professional setting, dental nursing students communicate with patients, dentists, and members of the multidisciplinary healthcare team, as well as access international information related to oral health care. Therefore, oral communication skills are not only an academic requirement but also a crucial professional skill that supports patient-centered communication and effective healthcare delivery.

Despite its importance, speaking remains a challenging skill for many dental nursing students. Initial observations conducted in a sixth semester Dental Nursing class at the Poltekkes Kemenkes Makassar, involving 48 students, revealed several difficulties during speaking activities. Class participation was generally uneven, with only a small number of students actively contributing to discussions, while many others remained passive. Students often hesitated to express ideas orally due to low confidence, anxiety, limited vocabulary, uncertainty regarding sentence construction, and a lack of understanding of health-related English expressions. Pronunciation difficulties were also observed, particularly when students attempted to use dental nursing and medical terminology in oral communication. Furthermore, many students appeared reluctant to speak due to concerns about making grammatical and pronunciation errors in front of their peers and difficulties in asking questions. Consequently, speaking activities were often lecturer centered and provided limited opportunities for spontaneous interaction and meaningful communication.

Addressing these challenges requires instructional strategies that encourage active participation and provide students with opportunities to use English in meaningful and professionally relevant contexts. One potential strategy is the use of Student-Generated Daily Question Cards. In this activity, students create their own questions and use them as prompts for pair work, small-group discussions, and oral

interaction. The pedagogical value of learner-generated questioning lies in its ability to transform students from passive recipients of information into active participants in classroom communication. Chin and Osborne (2018) argue that student-generated questions stimulate cognitive engagement by encouraging learners to construct and negotiate meaning independently. Similarly, Bonwell and Eison (2018) emphasize that active learning becomes more effective when students participate directly in questioning, discussion, and collaborative interaction.

The use of Student-Generated Daily Question Cards is also consistent with learner-centered pedagogy. Lea, Stephenson, and Troy (2015) describe learner-centered learning as an approach that promotes learner autonomy, participation, and shared responsibility in the learning process. In speaking classrooms, this orientation is particularly important because oral proficiency develops through repeated opportunities for interaction. Furthermore, the activity aligns closely with the principles of English for Specific Purposes (ESP), which emphasize language instruction based on learners' academic and professional needs (Dudley-Evans & St John, 2016; Hutchinson & Waters, 2018; Basturkmen, 2019). Through student-generated questions, dental nursing students can discuss topics related to oral hygiene, patient education, clinical communication, and daily professional routines, making speaking practice more relevant to their disciplinary context.

Previous studies have found that communicative activities, student-centered approaches, and inquiry-based learning can enhance speaking participation and engagement in EFL classrooms (Putri & Refnaldi, 2020; Sari, Fitrawati, & Wahyuni, 2021; Alharbi, 2022). Other studies have emphasized the importance of ESP-oriented English instruction for health science students and highlighted the need for speaking activities that reflect professional communication demands (Marleni, Syarif, & Zainil, 2023; Rahmawati & Ertin, 2023). However, these studies primarily focused on general EFL speaking classes, general communicative activities, or broad ESP needs analysis. However, there is limited research on student-generated questions that can be used as speaking strategies in health-related ESP contexts. More specifically, there is a lack of research on how student-generated question cards can facilitate classroom interactions, support contextualized communication, and encourage active participation among dental nursing students whose speaking activities are expected to reflect professional communication practices.

Therefore, the novelty of this study lies not only in the use of question cards as a speaking medium, but also in the implementation of Student-Generated Daily Question Cards in a dental nursing ESP class. Unlike conventional question card activities where questions are prepared by lecturers or textbooks, this approach requires students to create their own questions based on academic and professional topics related to dental nursing. As a result, speaking practice becomes student-generated and professionally contextualized. By examining how students create, exchange, and discuss discipline-specific questions, this study provides new insights into the integration of student-centered learning, student-generated

questions, and ESP-oriented speaking instruction in health-related education. Therefore, this study aims to examine how the Student-Generated Daily Question Cards are implemented in English speaking activities for dental nursing students, how students respond to the activities, and how the strategy contributes to speaking participation in ESP (English for Specific Purposes) classes. These findings are expected to contribute to the development of practical, contextually relevant speaking strategies that support communicative competence in health-related professional education.

LITERATURE REVIEW

Speaking in English Language Learning

Speaking is widely recognized as a productive language skill through which learners express ideas, negotiate meaning, and maintain interaction with others. Brown and Lee (2015) explain that speaking requires the simultaneous use of pronunciation, vocabulary, grammar, fluency, and comprehension during communication. Unlike writing, speaking occurs in real time and therefore demands immediate language processing and spontaneous responses. Harmer (2017) further argues that successful speaking involves not only linguistic accuracy but also communicative appropriateness and interactional competence.

From a communicative perspective, speaking should be viewed as a social process rather than merely an individual linguistic performance. Nunan (2015) emphasizes that learners develop communicative competence through interaction, negotiation of meaning, and collaborative communication. This perspective suggests that speaking instruction should provide learners with frequent opportunities to initiate, respond to, and sustain interaction. For dental nursing students, such opportunities are particularly important because future professional communication involves interacting with patients, colleagues, and healthcare professionals in authentic situations.

The use of Student-Generated Daily Question Cards aligns with this communicative view of speaking because the activity encourages students to initiate questions, formulate responses, and engage in spontaneous oral interaction. Rather than functioning as passive recipients of teacher questions, learners become active participants in classroom discourse. Consequently, the activity supports the development of communicative competence through repeated interaction and meaningful language use.

Recent studies continue to emphasize the importance of interactive speaking activities in language learning. Alharbi (2022) found that student-centered speaking activities positively influenced students' participation and confidence in speaking, while Rahmawati and Ertin (2023) reported that health science students considered oral communication skills to be one of the most important competencies needed for future professional practice. Similarly, Al-Mwzaiji and Muhammed (2024, p. 87)

reported that speaking tasks involving student-generated questions fostered spontaneous language production and interactional competence. These findings suggest that speaking instruction should prioritize meaningful interaction and student engagement, and that Student-Generated Question Cards can provide a practical mechanism for enhancing authentic communication as students initiate, sustain, and negotiate meaning through their own questions.

English for Specific Purposes (ESP) in Health Education

English for Specific Purposes (ESP) is an approach to language teaching that focuses on learners' academic and professional communication needs. Hutchinson and Waters (2018) argue that ESP instruction should be designed according to the target situations in which learners are expected to use language. Similarly, Dudley-Evans and St John (2016) emphasize that ESP courses should reflect disciplinary contexts, communicative functions, and professional expectations. In health-related education, communication is a fundamental professional competency. Students are expected to communicate effectively with patients, colleagues, supervisors, and professional communities while also accessing scientific information written in English. Basturkmen (2019) notes that ESP instruction becomes more meaningful when learning activities are directly connected to learners' future professional responsibilities. Therefore, speaking activities in health education should not focus solely on general conversational English but should incorporate discipline-specific communication tasks.

For dental nursing students, speaking activities become more relevant when they involve topics such as patient interaction, oral health education, dental hygiene procedures, and clinical communication. Student-Generated Daily Question Cards support this objective because students can create and discuss questions directly related to their field of study. Through this process, learners practice both language skills and professional communication simultaneously. The activity therefore reflects a central principle of ESP, namely the integration of language learning with occupational and academic contexts.

Recent studies have reinforced the importance of contextualized ESP instruction in health education. Marleni, Syarif, and Zainil (2023) found that health science students preferred English learning activities that reflected their future professional needs, while Rahmawati and Ertin (2023) reported that speaking tasks connected to healthcare communication increased students' motivation and perceived relevance of English learning. Also, Rahman and Nur (2024, p. 55) found that nursing and allied health students showed higher motivation and speaking engagement when classroom tasks reflected authentic clinical situations. These findings are particularly relevant to Student-Generated Daily Question Cards because students formulate questions related to patient care, oral hygiene education, and dental procedures, thereby integrating language practice with professional communication needs.

Learner-Centered Learning and Active Participation

Learner-centered learning emphasizes students' active involvement in constructing knowledge through participation, collaboration, and reflection. According to Lea, Stephenson, and Troy (2015), learner-centered instruction encourages students to assume greater responsibility for their learning process. In speaking classrooms, this orientation is particularly important because oral proficiency develops through active language use rather than passive reception of information. Bonwell and Eison (2018) describe active learning as an instructional approach that engages students in questioning, discussion, problem-solving, and collaborative interaction. Active participation enables learners to practice communication skills while simultaneously developing confidence and autonomy. In contrast, teacher-dominated speaking activities often limit students' opportunities to use language meaningfully and independently.

Student-Generated Daily Question Cards operationalize learner-centered learning by transferring part of the interactional responsibility from the lecturer to the students. Instead of responding only to teacher-generated prompts, learners generate questions, initiate discussions, and guide classroom interaction. This shift increases learner autonomy while creating more opportunities for oral participation. Furthermore, because students formulate their own questions, they become cognitively engaged in both the content and the communication process. Recent research supports the effectiveness of learner-centered approaches in speaking instruction. Alharbi (2022) found that student-centered learning significantly improved classroom engagement and speaking participation among EFL learners. Similarly, recent studies on collaborative speaking activities indicate that students become more willing to communicate when they are given responsibility for managing interaction and discussion. These findings provide theoretical support for the use of Student-Generated Daily Question Cards as a learner-centered speaking strategy.

Student-Generated Questioning in Speaking Instruction

Student-generated questioning refers to instructional activities in which learners formulate questions independently as part of the learning process. Chin and Osborne (2018) argue that learner-generated questions promote cognitive engagement by encouraging students to construct, organize, and negotiate knowledge actively. Instead of functioning solely as respondents, students become contributors to classroom discourse. Yang, Newby, and Bill (2018) further explain that questioning activities strengthen critical thinking, interaction, and communicative participation. In speaking instruction, the value of student-generated questioning extends beyond cognitive development because it requires learners to initiate communication and respond spontaneously during interaction. This characteristic makes questioning particularly relevant for speaking classrooms, where opportunities for authentic communication are essential.

Student-Generated Daily Question Cards represent a practical application of learner-generated questioning in speaking instruction. The cards provide students with conversational prompts that facilitate interaction while reducing uncertainty about how to initiate communication. Because learners create the questions themselves, the activity also increases ownership of the learning process and encourages meaningful participation. Recent studies have highlighted the effectiveness of question-based learning activities in language classrooms. Sari, Fitrawati, and Wahyuni (2021) found that question-card activities increased classroom interaction and speaking participation among university students. More recent studies have similarly reported that learner-generated questioning promotes engagement, collaborative learning, and communicative confidence by encouraging students to initiate and sustain discussions. However, most of these studies have been conducted in general EFL contexts rather than in ESP-oriented health education settings.

Related Studies and Research Gap

A growing body of research has examined communicative speaking activities, learner-centered learning, and ESP instruction. Studies by Putri and Refnaldi (2020), Sari, Fitrawati, and Wahyuni (2021), and Alharbi (2022) demonstrated that interactive speaking activities contribute positively to participation, engagement, and speaking confidence. Other studies, including Marleni, Syarif, and Zainil (2023) and Rahmawati and Ertin (2023), emphasized the importance of contextualized ESP instruction for health science students. Although these studies provide valuable insights, several limitations remain. First, most previous studies have focused on general EFL classrooms rather than professionally oriented ESP environments. Second, existing studies often investigate speaking activities, learner-centered learning, and ESP instruction separately rather than examining how these elements interact within a single instructional strategy. Third, limited research has explored the pedagogical role of student-generated questioning in supporting discipline-specific speaking practice among dental nursing students.

Therefore, the present study addresses this gap by examining the implementation of Student-Generated Daily Question Cards in an ESP speaking classroom for dental nursing students. The novelty of the study lies in its focus on learner-generated questioning as a contextualized speaking strategy that integrates active participation, learner-centered learning, and professional communication within an ESP speaking classroom. By exploring how students create, exchange, and discuss discipline-specific questions, this study contributes to the growing literature on health-related ESP by demonstrating how student-generated questioning can be used to support contextualized speaking practice in dental nursing education.

METHOD

Design and Sample

This study employed a qualitative approach using a case study design. A qualitative design was selected because the study aimed to explore classroom interaction, student experiences, and the pedagogical meaning of Student-Generated Daily Question Cards within their natural instructional setting rather than to measure statistical relationships. The case study design was considered appropriate because the research focused on one specific educational context, namely an English for Specific Purposes (ESP) speaking class for sixth-semester dental nursing students at Poltekkes Kemenkes Makassar.

This study was conducted in a sixth-semester Dental Nursing class consisting of 48 students. All 48 students participated in class activities and classroom observation sessions because they were directly involved in the implementation of Student-Generated Daily Question Cards during speaking lessons. For the interview phase, 25 students were purposively selected based on their direct participation in the activities and their willingness to share their learning experiences. To obtain diverse perspectives, the selected students represented various levels of class participation, including highly active, moderately active, and less active students. In addition, one English lecturer who implemented the activity participated as a key informant to provide pedagogical insights regarding teaching procedures, classroom interaction, and student engagement. Purposive sampling was used because qualitative research requires information-rich participants who can provide detailed and relevant insights into the phenomenon under investigation. The selected students were those who had experienced the activity directly and could describe its effects on speaking participation, confidence, classroom interaction, and the relevance of the activity to dental nursing communication.

Instruments and Procedures

The instruments used in this study consisted of classroom observation, semi-structured interviews, and documentation. Classroom observation was used to examine how Student-Generated Daily Question Cards were implemented in ESP speaking activities and how students participated during the learning process. Semi-structured interviews were used to explore students' and the lecturer's perceptions of the activity. Documentation was used as supporting data to strengthen the findings and provide contextual evidence of the teaching and learning process.

Classroom observations were conducted over six meetings. Each meeting lasted approximately 90 minutes and focused on the implementation of Student-Generated Daily Question Cards in ESP speaking activities. The observations focused on student participation during speaking tasks, the process of creating and using question cards, peer interaction, willingness to speak, responses to questions, and the overall classroom atmosphere. The classroom situation was mostly organized

through pair work and small group discussions. At the beginning of each meeting, the lecturer introduced the topic and guided students through short English questions related to the theme. The topics were connected to the dental nursing context, such as oral hygiene, patient communication, clinical routines, and daily academic activities. After preparing the questions, students used them as prompts for oral interaction. During the observations, the researcher acted as a non-participant observer and recorded naturally occurring classroom behaviors without disrupting the learning process. Field notes were used to document interaction patterns, student responses, significant classroom events, and the general learning atmosphere.

Semi-structured interviews were conducted with 25 students and one lecturer after the observation sessions were completed. The interviews aimed to explore participants' perceptions and experiences regarding the use of Student-Generated Daily Question Cards in speaking instruction. The student interview indicators included perceptions of speaking activities, class participation, English speaking confidence, difficulties encountered during oral communication, perceived benefits of the question card activity, and the relevance of the activity to dental nursing communication. The lecturer interview focused on learning objectives, implementation procedures, observed student responses, class participation, and the pedagogical value of the activity. Each interview lasted approximately 3 to 5 minutes. All interviews were audio-recorded to ensure data accuracy and completeness. The recordings were then transcribed verbatim for analysis.

Documentation was also collected to support the observation and interview data. The documents included lesson plans, examples of student-generated question cards, class photos, teaching materials or modules, and observation notes. These documents were used to strengthen data triangulation and provide additional evidence of how the activity was implemented in the classroom. Ethical principles were maintained throughout the study. Before data collection, all participants were informed about the purpose of the study, the procedures involved, and their rights as participants. Participation was voluntary, and informed consent was obtained from all students and the lecturer before observations and interviews were conducted. Confidentiality was maintained by using pseudonyms and removing identifying information from transcripts and reports. Participants were also informed that they could withdraw from the study at any time without penalty. All audio recordings, transcripts, and documents were stored securely and used only for research purposes.

Data Analysis

The data were analyzed thematically by following the interactive model of Miles and Huberman, which consists of data reduction, data display, and drawing conclusions. This model was used because it allowed the researcher to organize, interpret, and explain the data systematically based on recurring patterns found in observations, interviews, and documentation. First, the researcher familiarized

herself with the data by repeatedly reading the observation notes, interview transcripts, and supporting documents. At this stage, meaningful statements related to classroom interaction, speaking participation, student experiences, and the use of question cards were identified. This process helped the researcher gain an overall understanding of the data before coding.

Second, the data were coded. Open codes were assigned to meaningful data segments. The codes included active participation, speaking hesitation, vocabulary limitations, pronunciation difficulties, peer interaction, learner autonomy, self-confidence development, and contextual communication. For example, statements describing students' willingness to answer peers' questions were coded as active participation, while statements describing fear of making mistakes were coded as speaking anxiety. Third, the codes were grouped into broader categories and developed into themes. The researcher examined how the categories were connected and how they formed interpretive themes that explained the implementation and educational impact of Student-Generated Daily Question Cards in ESP speaking classes. The themes were then interpreted in relation to the research objectives, classroom observation data, interview responses, and documentation. Finally, conclusions were drawn by comparing data from different sources to ensure consistency and credibility of the findings.

RESULT AND DISCUSSION

Analysis of six meetings classroom observations, interviews with 25 students and one lecturer, and supporting documentation revealed four main themes related to the implementation of Student-Created Daily Question Cards in an English for Specific Purposes (ESP) speaking class. First, the activity increased student participation in classroom speaking activities by encouraging them to initiate and interact with peers. Second, the activity contributed to increased confidence and reduced speaking anxiety among students who were previously reluctant to speak English. Third, the cards created learner-centered interactions, enabling students to generate, prepare, and discuss their own questions. Finally, the activity strengthened contextualized ESP communication by allowing students to practice English through topics directly related to dental nursing, patient care, and clinical communication. Overall, these findings indicate that the Student-Created Daily Question Cards function not only as a speaking medium but also as a learner-centered strategy that supports profession-oriented communication in dental nursing education.

Table 1. Summary of Themes, Data Sources, and Representative Evidence

Theme	Data Sources	Representative Evidence
Increased classroom participation	Observation, student interviews, lecturer interview	Students became more active during pair work and group discussions

Improved confidence and reduced anxiety	Student interviews, lecturer interview	Students reported feeling less afraid of making mistakes
Learner-centered interaction	Observation, interviews	Students generated and prepared their own questions
Contextualized ESP communication	Documentation, interviews, observation	Questions reflected dental nursing communication and patient care

Increased Classroom Participation

One of the most interesting findings was increased student participation during speaking activities. Classroom observations showed that students became more actively involved in pair and small group discussions. These activities led to more concrete speaking and interaction among students. Interview findings confirmed this observation. Several students mentioned that they had previously participated minimally in speaking activities because they were unsure of what to say or afraid of making mistakes. However, the question cards encouraged them to communicate. Like what they said

S1 (Student 1) *“Previously, I rarely participated in class discussions, but after using the cards, I felt more confident speaking in groups and pairs.”*

S7 *“The cards greatly influenced my participation and enthusiasm to speak with my partner.”*

The lecturer also observed increased participation: *“Students were very enthusiastic and motivated during the activity.”*

These findings suggest that these cards can increase participation by providing clear conversational prompts and reducing students' reliance on instructor-led interactions. These findings align with Bonwell and Eison's (2018) argument that active learning occurs when students engage directly in discussions and communication rather than serving as passive recipients of information.

Improved Confidence and Reduced Speaking Anxiety

Another significant finding concerned students' confidence in speaking English. Before using the cards, many students described feelings of fear, embarrassment, and lack of confidence when required to speak English in front of classmates.

Several students reported:

S5. *“I felt shy and afraid of making mistakes.”*

S9. *“I was afraid of being wrong and lacked confidence.”*

S15. *“I was still embarrassed to speak in front of my friends.”*

After participating in the activity, students consistently reported improvements in confidence.

S20. *“My confidence increased because I had already prepared the questions beforehand.”*

S21. *“My confidence increased many times over, especially when asking questions to friends acting as patients or dentists.”*

The lecturer similarly observed: *“They became more confident and were no longer embarrassed or afraid of making mistakes.”*

Although students experienced difficulties with vocabulary and grammar, they remained willing to communicate despite their limitations. These findings suggest that the activity reduced psychological barriers such as confidence and anxiety, allowing participants to participate, and created a supportive environment for speaking practice. These findings align with Harmer (2017), who argued that self-confidence plays a crucial role in successful oral communication.

Learner-Centered Interaction Through Student-Generated Questions

The findings also indicate that Student-Generated Daily Question Cards promoted learner-centered learning. Rather than relying entirely on lecturer generated questions, students became responsible for creating, preparing, and discussing their own questions.

Several students emphasized the value of generating questions independently.

S3. *“Making questions every day helped me practice English every day.”*

S7. *“The activity encouraged me to prepare questions and practice the answers myself.”*

S9. *“At first it felt like a burden, but later I realized it was very beneficial for practicing English.”*

The lecturer highlighted the scaffolding role of the activity: *“Students can speak more easily because they have guidance, and eventually they can speak without the cards.”* These findings also support Lea, Stephenson, and Troy's (2015) student-centered learning concept, which emphasizes student autonomy, responsibility, and active engagement. The cards serve not only as conversational prompts but also as tools that can help students learn independently in the learning process.

Contextualized ESP Communication in Dental Nursing

One of the most important findings was the relevance of the activity to ESP (English for Specific Purposes). Students consistently stated that the topics used in the cards were directly related to dental nursing, patient communication, and clinical practice.

S13. *“The materials were highly relevant because they focused on ESP for dental nursing.”*

S12. *“The topics were relevant to dental nursing because we created questions for patients.”*

Students also provided examples of communication scenarios included in the activity, such as patient registration, patient education, sterilization procedures, chairside communication, and interaction with dentists.

Examples of Student Dental Nursing Questions

Example	ESP Function
How do we register a new patient at the dental clinic?	Patient registration
How do we explain oral hygiene instructions to patients?	Patient education
How do we sterilize dental instruments correctly?	Clinical procedures
What should a dental nurse say before treatment begins?	Clinical communication
How do we communicate with a nervous patient?	Patient interaction

The lecturer also emphasized the professional value of the activity: *“This activity strongly supports students’ future professional competence because it helps them communicate in English effectively.”* This finding is similar to Hutchinson and Waters (2018) who stated that ESP teaching should reflect the communicative needs of students so that students are more enthusiastic about learning. By practicing English through topics related to dental nursing, students are encouraged to speak directly through dental nursing practices in accordance with their major.

The Findings indicate that the implementation of the Student-Generated Daily Question Cards positively contributed to speaking participation, confidence development, self-directed learning, and contextualized ESP communication. This activity transformed speaking practice from a lecturer-dominated process to a more interactive, learner-centered experience. By generating their own questions, students became active contributors to the class, rather than passive responders. This study also provides an overview of previous research on communicative activities and question-based learning (Putri & Refnaldi, 2020; Sari et al., 2021) by demonstrating how student-generated questions can be integrated with health-related ESP. Unlike previous studies conducted primarily in general EFL contexts, this study focuses on speaking activities with professional communication needs in dental nursing education.

Therefore, the novelty of this study lies in the use of Student Question Cards as an English-based speaking strategy related to dental nursing, generated by students and contextualized professionally. Through this method, students practice speaking while developing communication skills relevant to patient care, oral health education, and future professional responsibilities. Consequently, this activity is a practical and pedagogically meaningful strategy for enhancing communicative competence in health-related classrooms.

CONCLUSION

This study demonstrates that Student-Generated Daily Question Cards can serve as an effective strategy to support dental nursing-based English speaking instruction.

Findings indicate that the implementation of the cards led to increased class participation, increased student confidence in speaking English as a response, and more meaningful interactions through peer discussions and student-generated communication. Furthermore, the activity enabled students to contribute more effectively to speaking practice on professional topics related to dental nursing, including patient communication, oral health education, and clinical routines. The main contribution of this study lies in how student-generated questions can be implemented into ESP speaking through practical instructional media. Unlike conventional speaking activities that rely primarily on teacher-generated prompts, the Student-Generated Daily Question Cards encourage students to generate, exchange, and discuss questions relevant to their disciplinary context. These professionally contextualized, student-generated questions support communicative participation and professional language development.

These findings also have practical implications for lecturers teaching English courses, as these activities can provide students with regular opportunities to engage in speaking practice related to dental nursing. Lecturers can tailor questions to specific professional contexts, enabling students to develop communication skills aligned with future workplace demands. Future studies may investigate the implementation of Student-Generated Daily Question Cards in different ESP settings, compare the strategy with other speaking activities, or explore the integration of digital technologies and artificial intelligence to support student-generated questioning in professional language learning environments. Future research on the implementation of Student-Generated Daily Question Cards in various ESP environments by exploring the integration of digital technology and artificial intelligence to support student-generated questions in professional language learning environments.

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