
Attitudes of Iraqi Medical Schools Teachers and Students towards the Textbook "New Headway Beginner Plus"

Submitted by

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Abstract :

Discovering the attitudes of instructors and learners towards a textbook is an essential step for a proper evaluation of that book and the success of the teaching process. The current study was conducted especially for students of medical colleges in Baghdad to be a model and a path to apply to other medical schools. It is to figure out the views and attitudes of teachers and learners about the curriculum of the series, "New Headway Beginner Plus".

Two questionnaires and an interview have been made. The result of the study showed that the teachers and learners consider the textbook level is below the level of Iraqi medical students and it does not meet the students' needs in learning and their occupational future. In fact, all med-students came from secondary schools without ESP background by which they can use medical language in context to communicate and convey meaning considering the doctor-patient or doctor-student relationships. Instructors (Doctors) and students need medical terms with general language to cope with the science of morphology depending on Greek or Latin origins of words to form new medical terms. All kinds of learning medical English language terms are very useful in communication and their future careers

Key Words: Textbook, ESP, Medical Teaching and Learning.

1. Introduction

Many doctors and healthcare professionals study and work in English speaking countries. English is the medium of instruction in a large number of medical schools all over the world by using English as language skills. It is the language of the main international conferences and journals. It is used in a majority of discussions, tutorials, presentations, dissertations, seminars, examinations, and workshops. Most medical textbooks are in English language, which is

the target language for teaching. Therefore, for a learner of medicine, to have a good grip on English is a necessity.

In Iraq, teaching general English (GE) begins from the third year of primary school as an obligatory subject and continues to the end of secondary school nearly 40 minutes/daily. At the university level, textbooks are taught for engineering, computer, and communication materials are written in English. In medical schools, nearly all materials' textbooks are written in English. The English language (EL) is taught in the first year for undergraduate students as a separate subject in most of the medical colleges. However, the type of English taught (EG or ESP) and the kind of textbook differs from one college to another.

The use of the EL in different kinds of colleges within different specialties open the door to thinking about another concept called English for specific purposes (ESP). This leads to putting the burden on teachers to think seriously about the curriculum that should be involved in teaching and learning.

In the process of teaching the textbook, and as a benefit of this use, a roadmap appears for teaching specific subjects to enlarge students' competencies. The textbook considers as a standard source of lore in terms of formal study and an instrument for teaching and learning (Graves 2000, 175).

"Materials development takes place on a continuum of decision-making and creativity which ranges from being given a textbook and a timetable in which to "cover it"--least responsibility and decision-making--to developing all the materials you will use in class "from scratch"--most responsibility and creativity. Neither extreme is desirable. When teachers are required to strictly adhere to a textbook and timetable there is little room for them to make decisions and to put to use what they have learned from experience, which, in effect, "deskills" the teacher. . . . On the other hand, the majority of teachers are not paid or do not have the time in their schedules to develop all the materials for every course they teach". (p. 149)

Choosing the right EL textbook for medical, dental, and pharmaceutical undergraduate students is an important mission. The choice of a suitable book depends on the philosophy of teaching and the needs of students.

The current study is a kind of survey to obtain teachers and learners attitudes towards the textbook titled (New Headway Beginners Plus), which is used as the main English language textbook for undergraduate learners of medicine, dentistry, and pharmacy in many colleges in Iraq.

In Iraq, the Ministry of Higher Education and Scientific Research decided for the medical students some textbooks called the 'Headway' series. However, they also should study medical curriculum and take courses to overcome learning problems. Considering these decisions, students must be subjected to experience 'Headway' style to apply in all Iraq Institutes including medical colleges.

2. Literature Review

Over time, an extensive literature has developed in this study. The researcher has put into consideration the definitions and distinctive features of ESP represented by absolute and variable characteristics, English for medical purposes (EMP) within ESP, in addition to the participants' attitudes towards the textbook.

In 1960, ESP has appeared, developed and moved forward strongly to play an essential in teaching English as a foreign language (TEFL). The grammatical analytical features were dominant in terms of the very beginning of ESP appearance and use in methodical texts. The most important ever factors that made ESP appear as the resort for many kinds of people, organizations or even Governments are the need for translation specifically in the Second World War, the huge scientific, and technology development with their impact on life.

Researchers are not in consensus about reaching one agreeable ESP definition. Many of them regard this issue as a challenging and hard task (Strevens 1987, p: 109).

We can look at the subject of teaching ESP for learners in terms of special academic or professional fields to benefit from in their future careers. If we compare the field of GE to that of ESP, we can clearly figure out that GE is concerned with general topics while ESP is concerned with specific topics and skills the learners need in their study or work.

Language in context is learning ESP depending on the kinds of learners and their targeted specialties and careers. Contrastively, learning General English (GE) is more flexible and free for all kinds of people. Dudley-Evans and John (1998: 1) state:

"It is often said that ESP lacks an underlying theory. We believe that a theory of ESP could be outlined based on either the specific nature of the texts that learners require knowledge of or on the basis of the needs-related nature of the teaching".

Famous researchers like Hutchinson and Waters (1987) considered ESP an approach rather than a product. According to (Flowerdew and Peacock, 2001; Strevens, 1987), learners should get what they need from ESP courses or ESP should meet learners' needs to communicate with confidence in their real-life settings.

Besides, it has its own methodology that is different from GE because it concentrates on certain activities in certain fields with its special discourse, semantics, syntax, etc.

Richard (2001) endeavored to show some features of ESP teaching. He deemed that ESP is designed to meet the needs of already fluent learners and immigrants to be able to behave and work appropriately in their workplace and to use the EL in varieties of careers. Accordingly, special instruction materials need to be devised in accordance with the learner's particular purposes to work and study in English medium academic and professional context.

Mackay and Mountford (1978, p: 2) called the targeted needs of ESP learners as "utilitarian purposes". By this, they meant that ESP learners want to get the benefit from the educational courses to get input necessary to be competent in using the language in their settings.

As stated by Robinson (1987), learners should have various scientific, occupational, and academic specific aims and objectives when learning EL in ESP courses. Researchers always try to concentrate on the most two important elements of teaching English as a course for specific purposes, for example, first, students of medical colleges should learn medical English. Second, instructors try to make their students learn how to use the target language in context or in other word in hospitals and clinics. According to Strevens (1988), ESP has mixed absolute and variable characteristic.

2.1 The Absolute Characteristics are Identified as Follows:

1. ESP is made to meet the specified needs of learners.
2. ESP is related in its content, in particular, this discipline, occupations, and activities.
3. ESP is centered on the language that is appropriate to those activities in syntax, lexis, and semantics, etc., and analysis of the discourse.
4. ESP is in contrast with general English.

2.2 The variable characteristics are identified as follows:

1. ESP may be restricted to the language skills to be learned (e.g. writing only)
2. ESP may not be taught according to any predetermined methodology.

While Dudley Evans (1997) rejects the idea that ESP is "in contrast with general English

and included his variable characteristics".

1. ESP may be related or designed for specific disciplines.
2. ESP may use in specific teaching situation a different methodology from general English.
3. ESP is likely to be designed for adult learners, either at the tertiary level institution or in a professional work situation. It could, however, teach learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language system.

Hutchinson and waters (1987) adopt the idea that ESP is an approach rather than a product. It cannot be considered as a type of language or method. All decisions about the content and methods of teaching of ESP are based on the reason for which the learners decided to take the course. Teachers can put their print to reach the achieving of objectives of learning the target language in question.

2.3 Teaching English for Medical Purposes

In terms of medicine and how do students deal with EL in conferences, meetings with their colleagues, the important scientific repertoire in such situation would be the urgent thing they have to retrieve to communicate with others. Otherwise, they will be

embarrassed when speaking and listening to their 'counterparts'. This will be problematic when students go abroad for studying and struggling to understand "idioms" which are always used in real life. Ramon Ribes & Pablo R. Ros 2006.

As a teacher of the Iraqi college of medicine, the researcher is not far away from what has just been said previously. He agrees 100% that learning English Language is the most crucial and amazing factor to enrich students' minds with too many terms to convey meaning whether scientifically or in terms of everyday using of vocabulary to communicate. Students should have their own dictionary to keep what they have learnt to be ready for applying in the future in their careers to fulfill the students' needs and to upgrade the level of output to be fruitful in their careers in the future.

Students of EMP come across many obstacles represented by unfamiliarity and oddness of how they use their EL materials in context. However, they also have defects in the EL system. As a result, students should be subjected to the real use of language not a course in a class, in order to make them able to communicate, and how to build sentences in performance in various activities and tasks. Allen and Widdowson (1974: 122).

Both (GE & ESP) are crucial for students to overcome countless skills confidently to utilize in the modern era. GE relates to learning skills, whereas ESP relates to how to satisfy and justify the learners' needs. As instructors and students, we should discriminate between the two types of EL learning; GE & ESP. <http://www.writeawriting.com/writers/what-is-the-difference-between-esp-and-general-english/>

Up to the researcher knowledge, papers investigating or evaluating ESP or EMP teaching process in the Arabic world are scarce. Much research is needed to overcome the gap in these fields. Mackay and Mountford (1978, p. 4) posited that:

“The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation”.Goonetilleke (1989, p. 45) has mentioned that it is not students are very lucky if they have an EL teacher who is qualified to teach GE and medical English (ME) in terms of medical colleges.

So each college needs a 'well-trained' teachers ('practitioners') to teach ESP, however, the case in Iraq would not be easy to provide with such kind of teachers for many reasons. Also, teachers have nothing about what the programs of teaching ESP to implement. (Chen, 2006).

During the second half of the 20th century, the use of English in medicine spread broadly. What we witness now is that many publications and journals deal with EL as the main means of communication. In addition to the global needs to utilize in conferences and media. Overseas instructors should have an awareness of everything about teaching EL when they go to "Anglophone" countries. Doctors should satisfy that EL is the most important thing to express their ideas and medical science. Since doctors need EL to write reports, patient examination, the real use of targeted language in context; hospitals or clinics.

To meet the wanted results and good outputs, some points should follow to upgrade the level of medical students in dealing with the target language:

1. Raising a subject for discussion allowed to access. This activity might develop the four skills of English language learning (ELL).
2. Teaching how to pronounce medical terms and concentrate on how to differentiate between words from Greek or Latin origins putting in mind general and medical expression in terms of medical terminology (MT).
3. Acting a play called "a patient and a doctor" to communicate considering linguistic errors and rules like "Q-A device".
4. Training them to take the same amount of time when reading English text or Romanian one.

Giving them a chance to make a mock patient general exam and patient medical history; since they are in the premedical stage (First stage).

2.4 Participants Attitudes towards the Textbook

During the second half of the 20th century, taking textbooks, as granted for teaching students and for learning in general, and because of the economy, trade, sciences, and technology strong appearances, EL has been accepted as the most crucial device to international communication and contacts. Consequently, a new branch of teaching EL has appeared and applied to teach specific purposes which led to

new trends to hold teaching ESP courses and create a new generation of learners with the ability to figure out why and for what they learn EL. The targeted learners and courses teachers are the most important factors to put in consideration when starting to create an ESP curriculum. To evaluate textbooks, as practitioners, we should consider the following questions:

1. To what extent has the textbook met the language and learning needs of students?
2. What are the learners' attitudes towards the textbook?

Textbook evaluation is to determine the value and usefulness of a textbook with regard to certain criteria or learners need. In most second/ foreign language classrooms, after teachers, textbooks are considered the second key component of the teaching process. its importance is augmented if we consider that in some countries the textbook is the only English Language material student is exposed to.

In Iraq, textbooks are considered the major language input source learners take their knowledge from and is the base for all learning activities, and the framework for all tasks. For any language classroom, teacher changes, policies changes, but textbooks are difficult to change. They control the teaching process from all faces.

The selection of a specific English Language textbook to be taught as the main source of material for ESP learners is a great challenge. It is one of the most difficult decisions a teacher has to take. It can never be random or to be rushed to. The attractive appearance and beautiful colored pages of modern textbooks should not deceive the teacher's searching eyes. Relevant guidelines or selection criteria are necessary to be determined. These instruments should be valid and reliable. Nunan (1991) advised teachers to use systematic materials evaluation procedures to guarantee that the materials are in agreement with the needs, benefits, and interests of the specified learner's group. This facilitated approach will also ensure that the materials will be congruous with the school ideologies about the nature of language and learning.

The modern method of teaching English is called the communicative approach. It is a learner-centered method. ESP teaching doesn't differ in this respect. Students needs is a priority. The materials must be beneficial and relevant to the students. The topics

and exercises should activate their spirit and mind, challenging, motivating. The textbook material should sometimes include some sense of humor, stimulating and informative.

Ghalandari and Talebinejad (2012) tried to make an assessment for the medical ESP textbook which is taught in Shiraz medical college. They used the Hutchinson and Waters (1987) framework as an instrument. They aimed to discover the degree of harmony between the textbook in general from one hand and the learner's requirements on the other hand. The results of the study indicate that that book is the optimum book for medical students, and fulfills their needs.

In another study, Amirian and Tavakoli (2009) evaluated ESP textbooks taught to engineering students in Iran. They found that those textbooks were very beneficial regarding the technical terms and teaching writing to students. Many professors point to textbooks as the main teaching resources in EFL classrooms. So many teachers adapt textbook for its content and activities that meet the classroom requirements. Byrd, P. (2001: 415) According to Richards and Rodgers (2006), "textbooks are designed in such a way that their tables of contents suggest a gradual development of language forms and functions, going from the most basic to the most complex"

3. Objective and significance of the study

In the last few years the book "Headway beginner plus" was assigned to be taught in Iraqi medical schools for the first year undergraduate medical, dental and pharmaceutical students.

The objective of the study is to have instructors and learners opinions about the appropriateness of this book for them, and subsequently whether to continue using it if it is useful or looking for more suitable one if it is not.

4. Questions of the study

This study aims to answer the following interrelated questions:

1. What are the instructors and learners' attitudes towards the textbook "New Headway Beginner Plus"?
2. Is the textbook "New Headway Beginner Plus" the right choice to be adopted as the principal textbook for teaching undergraduate medical students?

5. Methodology

The current study was performed in Baghdad in the spring of 2018. The researcher in this study is trying to figure out the output of students and teachers attitudes about the eligibility of the “Headway” textbook for the medical colleges in Iraq. This study is conducted on the following elements:

5.1 Participants:

For the purpose of the current study, five teachers of EMP who has taught the book “Headway Beginner Plus” in different Iraqi medical schools and 126 undergraduate med-students who nearly complete the first year have participated in this study. The instructors and the students were both males and females. The instructors had a long experience in teaching general English, EMP books and medical terminology for undergraduate medical students. They have an MA or Ph.D. in ELT and are familiar with their subjects and the needs of medical students. The students have studied general English for at least ten years before enrolling in their medical study. They have also begun to study basic medical sciences using English as the medium for instruction.

5.2 Instruments:

To conduct this study and collect data, the researcher applies two methods; including two questionnaires and an interview.

Attitudes, of why utilize many material items and class subjects are measured by implementing ideas of a questionnaire related to the target subject in question. In addition to the real field teachers' interviews that were implemented by the researcher with open written questions.

In this paper, the principal instruments for gaining information include two written questionnaires. The first one is for teachers whose major is the English language. The second one is for the first stage of Al-Nahrain College of Medicine and Pharmacy students. In designing these questionnaires, the researcher resorted to some famous international checklist that relates to the issue of the current paper. These are of Litz (2005), Ur (1996), Cunnigswort (1995), and Sheldone(1988). In order to make a questionnaire more realistic and representative for the current textbook in question, the researcher has modified some of the questions and added others.

The researcher has conducted a written interview with five teachers who are teaching EMP for a long period in Iraqi Medical Colleges. The open interview's questions that were given to the instructors to answer include the following:

1. In what contexts the students would use the English language?
2. What level of competence is expected to be achieved by students?
3. To what degree are the topics, content, and exercises relevant to the learner needs?
4. What do you suggest about the current use of this textbook in medical colleges?
5. What is your suggestion for a future textbook for med-students?
6. Is the assigned time fair enough for teaching to complete this textbook?
7. Do you think that the textbook should be continued to be taught or to be changed?

5.3 Data Analysis

Before conducting this questionnaire, I have made an explanation about the meaning of the items of these two questionnaires in question to be answered easily. However, the med-students are good enough to understand most of what they are involved in. According to my experience, the levels of competence of the medical students are higher than other colleges' students. After interpreting all what the researcher has put in these tables, the participants answered the questionnaires. After finishing the performance of questionnaires and interviews, the following tables were designed to discuss them. The questionnaires are put in categories for comprehensibility.

5.3.1 Questionnaire Part 1/ Descriptive Statistics of Medicine Instructors' Attitudes:

About the **relevance to medical items**, it can be seen that the majority of the instructors think that the contents of the textbook are not graded in terms of the needs and background knowledge of the learners. The textbook contents are also not beneficial for students to use in their medical study. All of the instructors agreed that the contents are irrelevant to future students' medical careers. Besides that, the textbook is overcrowded with irrelevant topics and these need to be changed.

| No. | Relevance to Medical Items | Strong agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|--------------|-------|-----------|----------|-------------------|
| 1 | The contents have been graded in terms of needs and background knowledge of the learners. | 0% | 0% | 20% | 60% | 20% |
| 2 | The topics are beneficial for students to use in their medical study. | 0% | 0% | 20% | 60% | 20% |
| 3 | The contents are relevant to the students' future medical career.. | 0% | 0% | 0% | 80% | 20% |
| 4 | Topics that are more relevant are needed in the textbook. | 40% | 60% | 0% | 0% | 0% |
| 5 | The book is overcrowded with irrelevant topics. | 40% | 60% | 0% | 0% | 0% |

Relevance to medical items (Table 1)

Regarding the **difficulty items**, most of the instructors think that textbook activities are convenient with different learning styles and abilities of the learners. All of them see that the topics are not difficult.

| No. | Difficulty Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1 | Activities are set to be convenient with different learning styles and abilities of learners. | 20% | 40% | 0% | 0% | 0% |
| 2 | Topics are too difficult for the students. | 0% | 0% | 0% | 80% | 20% |

Difficulty items Table (2)

Regarding the shape, **arrangement**, and **suitability** items, the instructors did not have the same idea about the resiliency of the textbook, but they think that the design and shape are unsuitable. The majority believe that grammar does not fulfill students' needs of in this textbook. In spite of that, they think that tasks have been graded according to their complexity, the book incorporates a diversity of

topics and all of them think that exercises and tasks include individual paired and group work.

| No. | Shape, Arrangement & Suitability Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1 | It is resilient and long lasting. | 0% | 20% | 40% | 40% | 0% |
| 2 | Its design and size are suitable enough. | 0% | 0% | 20% | 40% | 40% |
| 3 | All of the students' needs for grammar are fulfilled in this textbook. | 0% | 0% | 20% | 60% | 20% |
| 4 | The activities enclose Different methodologies and can be fully utilized. | 40% | 0% | 40% | 20% | 0% |
| 5 | Activities that promote higher level thinking skill are included. | 0% | 20% | 40% | 40% | 0% |
| 6 | The contents have been graded in terms of students' needs and background knowledge of the learners. | 0% | 20% | 40% | 20% | 20% |
| 7 | Tasks have been graded according to their complexity. | 0% | 80% | 20% | 0% | 0% |
| 8 | Exercises and tasks include individual, pair, and group work. | 0% | 100% | 0% | 0% | 0% |
| 9 | The book incorporates a diversity of topics. | 0% | 80% | 20% | 0% | 0% |
| 10 | The general arrangement and order of the topics are logically based. | 40% | 0% | 40% | 20% | 0% |

Shape, arrangement, and suitability items (Table 3)

The answers of the instructors about **motivation and acceptability** items show that most of the instructors feel that the textbook materials are not motivating, interesting or challenging. Neither the tasks nor the exercises are inspiring or purposeful.

However, the instructors did not share a clear idea of whether the contents trigger students' abilities to create and express themselves.

| No | Motivation and Acceptability Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The activates triggers students' ability to create and express them. | 0% | 40% | 40% | 20% | 0% |
| 2 | The materials are motivating, interesting and challenging. | 0% | 0% | 20% | 40% | 40% |
| 3 | Tasks and exercises are interesting and purposeful. | 0% | 0% | 20% | 60% | 20% |

Motivation and acceptability items (Table 4)

Concerning the **reality** items, some of the instructors believe that the contents and topics are realistic, while others were uncertain. Also, most of the instructors think that the contents are beneficial to enrich students' general knowledge and awareness. But about whether the activities promote effective communicative practice or not, most of the instructors were unsure.

| No | Reality Items | Strongly Agree | Agree | Uncertain | Disagree | Strongly disagree |
|----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The contents and topics are realistic. | 20% | 40% | 40% | 0% | 0% |
| 2 | Activities promote Effective communi-cative practice. | 0% | 20% | 60% | 20% | 0% |
| 3 | The contents are beneficial to enrich students' general knowledge and awareness. | 20% | 40% | 20% | 20% | 0% |

Reality items (Table 5)

Regarding the **difficulty** items, most of the instructors think that textbook activities are convenient with different learning styles and abilities of the learners. All of them see that the topics are not difficult

| No. | Difficulty Items | Strongly Agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1 | Activities are set to be convenient with different learning styles and abilities of learners. | 20% | 40% | 0% | 0% | 0% |
| 2 | Topics are too difficult for the students. | 0% | 0% | 0% | 80% | 20% |

Difficulty items (Table 6)

5.3.2 Questionnaire Part 2/ Descriptive Statistics/ Medicine & Pharmacy Colleges' Students

Regarding the **reality items**, the majority of the learners have a positive impression. They believe that the materials, subjects, and language used in the textbook are generally resemble real-life English. In addition, the grammar points and vocabulary items are introduced in a realistic context.

| No. | Reality Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The subject and content of the textbook is generally realistic | 23% | 58% | 10% | 5 % | 4% |
| 2 | The language used in the textbook is authentic - i.e. like real-life English. | 21% | 52% | 12% | 11% | 4% |
| 3 | The grammar points and vocabulary items are introduced in motivating and realistic contexts. | 11% | 41% | 32% | 8% | 8% |

Reality Items (Table 7)

If we look at the table below regarding the arrangement and comprehensiveness items, the researcher found that most of the learners agree that although the contents and materials are manifold, arranged in a logical fashion and sequenced in the light of their complexity, the grammar items were not in the right level for them.

| No. | Arrangement and Comprehensiveness Items | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The contents have been sequenced in the light of their complexity | 32 % | 56 % | 7 % | 3 % | 2 % |
| 2 | The course book covers the main grammar items appropriate to students' level | 5 % | 6 % | 13% | 66 % | 10 % |
| 3 | It covers a variety of topics from different fields | 36% | 42% | 12% | 5 % | 5 % |
| 4 | The ordering of material by topics is arranged in a logical fashion. | 32% | 37% | 18% | 8 % | 5 % |

Arrangement and Comprehensiveness items (Table 8)

Concerning the difficulty items, the learners showed that the contents of the textbook are compatible with their background knowledge. The grammar points were easy, the tasks objectives are achievable, information, directions are clear, and the topics are easy to follow. However, the learners said that the language used in the textbook does not suit the right level for their ability.

| No. | Difficulty Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1 | It is compatible with your background knowledge and level. | 21% | 44% | 23% | 8% | 4% |
| 2 | The language used is at the right level for my current English ability. | 8% | 10% | 29% | 41% | 12% |
| 3 | The grammar points present with brief and easy examples and explanations. | 28% | 43% | 21% | 5 % | 3% |
| 4 | Task objectives are achievable. | 36% | 42% | 9% | 8% | 5 % |
| 5 | Information and directions are clearly written and explained | 26% | 52% | 14% | 6% | 2% |
| 6 | The topics of the course book are difficult for the students to follow. | 6% | 6% | 10% | 46% | 32% |

Difficulty items (Table 9)

As far as the **attractiveness and acceptability** items are concerned, the learners were not sure whether the subjects, contents and activities included in their textbooks are interesting and challenging.

The same learners' attitude is noticed towards the suitability of the textbook for the different students' abilities, interests, and learning styles. Likewise, the inclusion of guiding questions that encourage the development of higher thinking in the textbook was not clearly noticed by learners. On the other hand, most of the learners agree that the content is culturally accessible and compatible with their socio-economic context. In addition to that, the researcher noticed that the idea of material increase the motivation and confidence of the learners were not supported.

| No. | Attractiveness and Acceptability Items | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1 | The subject and content of the materials are interesting and challenging. | 16% | 14% | 44% | 16% | 10% |
| 2 | It is compatible to the socio-economic context. | 26% | 34% | 22% | 10% | 8% |
| 3 | It is culturally accessible for you. | 22% | 37% | 18% | 20% | 3% |
| 4 | The activities promote creative, original, and independent responses. | 20% | 36% | 23% | 14% | 7% |
| 5 | The materials increase the motivation and confidence of the learners. | 4% | 14% | 24% | 36% | 22% |
| 6 | Activities apply to a diversity of student abilities, interests and learning styles | 16% | 23% | 34% | 16% | 11% |
| 7 | Activities include guiding questions, which encourage the development of higher level. | 4% | 9% | 48% | 27% | 12% |

Attractiveness and acceptability (Table 10)

In the "relevance items", the researcher can notice that the vast majority of learners believe that the subjects and contents of the textbook are not relevant to learners needs as a general English language GE user. Moreover, they are not compatible with the students need in their study and in a future career. The language functions for the learners seem away from those that might be used in the future, and the topics are irrelevant to the learner's medical study. The vast majority of the learners declared that the contents of the textbook should be revised to include topics that are more relevant.

| No. | Relevance Items | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|-----|---|----------------|-------|-----------|----------|-------------------|
| 1 | The subject and content of the textbook are relevant to learner needs as an English language learner. | 3% | 5 % | 12% | 52% | 28% |
| 2 | It is compatible with your needs as a student and your future career. | 2% | 4% | 10% | 50% | 34% |
| 3 | The language functions exemplify English that a learner will be likely to use in the future. | 3% | 4% | 21% | 46% | 26% |
| 4 | The topics of the course book are adequate in enabling a student to use them in his field of studies. | 20% | 23% | 23% | 16% | 18% |
| 5 | The topics in the course book are relevant to a student's medical studies. | 2% | 4% | 12% | 46% | 36% |
| 6 | The content of the course book should be revised to include more relevant topics | 46% | 48% | 4% | 1% | 1% |

Relevance items (Table 11)**5.3.3 Interview:****1. In what contexts the students would use the English language?**

All instructors embraced the idea that EL is very important for medical students because their curriculum and the entire educational system of the colleges are in English. It is also essential to use in hospitals, practical training, research papers, conferences, seminars, and tutorials.

2. What level of competence is expected to achieve by students?

The instructors believe that students of medical colleges had the highest scores in secondary schools; they expect them to perform excellently.

3. To what degree are the topics, content, exercises are relevant to the learner needs?

All of the instructors agreed that the book is below the standards of most of the medical students' level. Being top students in their high school stage made them well educated in the basics of the English language. While the current textbook mostly provides basic information in terms of using EL. It is not appropriate for them. It is very simple and not achieving students' requirements.

4. What do you suggest about the current use of this textbook in medical colleges?

The instructors do not recommend continuation of the use of the textbook in question since it does not fit the needs and requirements of the students. They suggest changing the textbook to a more specialized one.

5. Is the assigned time fair enough for teaching to complete this textbook?

The standard academic assigned time for teaching the current textbook is two hours per week. Some of the instructors claim that the time assigned for teaching is far less than the actual need, and it is almost impossible to cover all the required points in the book. Others think the opposite.

6. Do you think that the textbook should be continued to be taught or to be replaced?

All of them recommend stopping using this textbook and replace it with another one having all that students need in class and future careers.

7. What is your suggestion for a future textbook for med-students?

The instructors suggest a syllabus prepared and designed with different activities range that includes the actual need medical students have, containing all language expectations foreseen I the future of the six years of medical schools as well as the future career. Suggestion sway among the following choices of a textbook for med-students; the " Headway elementary level", Headway ' pre-intermediate level ", the Headway intermediate textbook, and Oxford English for Career: Medicine.

6. Results & Discussion:

As stated earlier, this study was conducted to answer the following questions:

1. What are the instructors and learners' attitudes towards the textbook?
2. Does the book "Headway beginner plus" is the right choice to be adopted as the principal textbook for teaching undergraduate medical students?

From the results seen in the questions, it is said that the learners looking at the textbook from different points feeling that the materials, subjects and language of the textbook are authentic. The grammar points and vocabulary items are also realistic. The arrangement of the contents is very good regarding the degree of complexity and has a logical fashion. A large number of topics were discussed, and the main grammatical items were covered. The learners believe that the contents of the textbook are not interesting enough, and it is compatible with the socio-economic context. The learners have no definite ideas about whether the textbook activities promote creative response, .or whether they can be applied to a diversity of students' abilities and learning styles. They do not think that the materials increase the motivation and the confidence of them. The learners feel that the textbook contents are in harmony with their background knowledge, the grammar items are easily understood, instructions and information are clear, the topics of the textbook are easy to follow. But the language used in the textbook is far below the level of med- students. As a main weak point, the majority of the students declared that the textbook in question is not in harmony with the student's needs in terms of medical study and future practice.

Even the language functions are different from those expected to use and the topics have no relationship to the learner's medical study. The learners demand to have a textbook with more relevant topics.

Concerning the results of the instructors' questionnaire, the mainstream is not satisfied with the contents of the textbook, which did not meet the needs and background knowledge. The contents are useless to be used in the learners' medical study and are irrelevant to the future student's medical settings. Learners find themselves overcrowded with unrelated topics. The instructors believe that the design and shape of the textbook are unsuitable; the student's needs for grammar are not fulfilled. However, the book tasks are well graded according to their complexity and incorporate a diversity of topics. Individual, paired and group work are taken into consideration. Besides that, most of the teachers admit that the textbook activities are not difficult and suitable for different learning styles in addition to learners' abilities. The majority of the chosen instructors agree with the idea that textbook materials lack motivating, interesting, and challenging factors. The exercises are not inspiring or fruitful. In the questionnaire, the teachers have no certain opinion about the reality of the contents and topics. The same applies to whether the textbook activities promote effective communicative practice or not. They think that the contents are beneficial to enrich students' general knowledge and awareness. The textbook activities are considered convenient with different learning styles, not difficult and appropriate for the different abilities of the learners.

The results of the interview with the instructors have shown that they were very conscious of their specialty and responsibility. They think that EMP is very crucial for medical students since the entire educational system of medical colleges is in English. The learners also will use EL in different settings such as hospitals, conferences, tutorials, seminars, practical training, etc. The instructors expect their students to absorb lessons and get high marks easily. The instructors believe that the level of the book is below that of most of the medical students.

Those students were at the top among their peers. The textbook in question is simple for them, and teaching it is time-consuming. It does not meet their educational medical needs. The instructors

recommend stopping teaching this book and replacing it with a more specialized one. The suggested textbooks might be as follows:

1. Intermediate Headway/ or Elementary Headway
2. [Oxford English for Careers: Medicine \(1+2\) Students Book by Sam Collins](#)
3. English in basic medical science / by Joan Maclean.

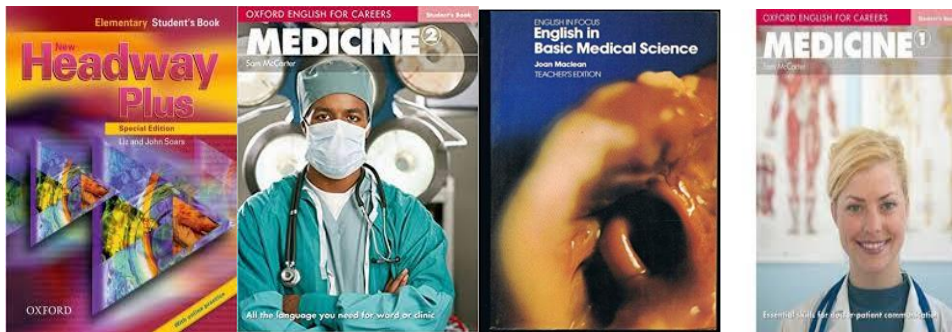


Figure B

7. Conclusion & Recommendation:

To sum up, learners and instructors feel that although the textbook in question is easily understood, suitable for all learning styles, the tasks are well graded according to their complexity and the book enrich students general knowledge but the textbook is not interesting enough, nor motivating. The language used is far below the level of medical students. The language functions are different from those expected. It does not fulfill the students' needs in terms of medical study and future career. Therefore, learners and instructors are not satisfied with the current textbook. The instructors suggest to replace it with more advanced one with more related to the medical study and career.

The instructors and learners' observations and recommendations are quite important to improve or change the textbook if necessary according to their needs because they are the persons in the field. Needs analysis studies are also very important to assign more specific and focus items in the curriculum and textbook.

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Tables

1. Relevance to medical items (Table 1)
2. Difficulty items (Table 2)
3. Shape, arrangement, and suitability items (Table 3)
4. Motivation and acceptability items (Table 4)
5. Reality items (Table 5)
6. Difficulty Items (Table 6)
7. Reality items (Table 7)
8. Arrangement and Comprehensiveness items (Table 8)
9. Difficulty items (Table 9)
10. Attractiveness and acceptability items (Table 10)
11. Relevance items (Table 11)

مواقف الاساتذة والطلبة في كليات الطب تجاه المنهج**م.م. نبراس عبد القادر بشير****جامعة النهرين****الخلاصة**

أن اكتشاف الآراء والمواقف من قبل المدرسين والطلاب حول المنهج المقرر هو خطوة جوهرية لتقييمه بالشكل الصحيح و لنجاح العملية التعليمية. أن الدراسة الحالية قد أجريت خصيصا لطلاب كليات الطب في بغداد ليكون نموذجا ومسارا لتطبيقه على كليات الطب الاخرى وهو مخصص لمعرفة آراء واتجاهات المدرسين والمتعلمين حول المنهج المقرر وهو من سلسلة "New Headway Beginner Plus".

ولقد استعمل الباحث نوعان من الاستبيان أحدهما لمدرسي اللغة الانكليزية، وبالذات هذا المنهج والآخر للطلاب الذين يدرسون هذا المنهج فعليا وكذلك تم اجراء مقابلات مع الاساتذة لجمع المعلومات لتأييد او دحض موضوع البحث. وأظهرت نتيجة الدراسة بان هذا المنهج هو أقل من المستوى المطلوب لطلاب كليات الطب، ولا يلبي حاجات الطلبة في التعلم والمهنة المستقبلية. في الحقيقة، كل طلاب الطب جاءوا من المدارس الثانوية بدون اي خلفية عن موضوع اللغة للأغراض الخاصة (ESP)، التي بواسطتها يستطيعون استعمال اللغة الطبية في محيطها للتواصل ونقل المعنى اخذين بنظر الاعتبار المحادثات بين الطبيب والمريض وبين الطبيب والطالب. ان الاساتذة (الأطباء) والطلاب يحتاجون المصطلحات الطبية بالإضافة الى اللغة العامة لسبر أغوار علم تشكيل الكلمات معتمدين على الاصل الاغريقي واللاتيني للحصول على مصطلحات طبية جديدة. تعلم المصطلحات الطبية في اللغة الانكليزية هو مفيد جدا في التواصل والمهنة المستقبلية.

الكلمات المفتاحية: المنهج ، الانكليزية للأغراض الخاصة ،التعليم والتعلم الطبي