

**WHAT MAKES SECOND YEAR STUDENTS OF MEDICINE
DISREGARD THE ENGLISH CLASSES?
A CASE STUDY AT THE COLLEGE OF MEDICINE, JAZAN UNIVERSITY,
KINGDOM OF SAUDI ARABIA**

Abbar Ghalem
MA English language Lecturer
Jazan University, College of Medicine
KINGDOM OF SAUDI ARABIA
abbar.ghalem1967@gmail.com

ABSTRACT

Teaching English for Medical Purposes (EMP) is an approach which provides opportunities to students of medicine to acquire English naturally, by working with language in a context that they comprehend and find interesting. This course is usually delivered through the use of some selected textbooks, which constitute the most visible parts of EMP teaching program. They serve as the basis for much of the language input second year students of medicine receive and the language practice that takes place in the classroom. This study intends to highlight the causes behind students' reluctance to attend the EMP course. A classroom observation checklist was adopted for the purpose to explore second year students' attitudes and behaviours during the formal class sessions. It was found that second year students of medicine were not really motivated to attend the English class. Their attitudes toward the English class are very alarming. This study comes to the conclusion that the assigned course textbooks for teaching EMP to second year students of medicine decrease students' motivation for learning. Students show more interest when they find the materials real, authentic and new. They may learn more and at a faster rate when they are stimulated enough.

Keywords: EMP (English for Medical Purposes), ESP (English for Specific Purposes), Course textbooks, motivation, attitudes.

INTRODUCTION

English has a strong presence in the Saudi educational system due to a range of considerations. It is used as a medium of instruction in most colleges of Jazan University. It is the main and sole foreign language taught in the college of medicine as a major field of study. The English curriculum *English for Medical Purposes*, known as '*Intermediate Medical English*' (ENG 3-201) is offered in the second year of specialization to medical students. Second year Saudi students of medicine, as a matter of fact, are required to take English for Medical Purposes (EMP) as a subject for study completion. They need special instruction materials to meet their particular technical purposes when working and studying in English-medium academic and professional contexts. The main goal of the EMP course, in such a situation, is to develop their fluency and confidence in using English in medical contexts rather than developing their medical knowledge. It helps them communicate in English with patients and their relatives, with medical colleagues, and with paramedical staff. It is also designed to increase EFL medical students' familiarity with medical written language and discourse in different medical contexts.

The curriculum is set up according to some assigned medical textbooks that are regarded as references in teaching Medical English. Different textbooks have been used since 2002 in order to develop medical students' English language learning. This inconsistency in the use of textbooks is a clear feature of the failure of the curriculum to satisfy students' learning needs. The teacher is regarded as a dispenser of information in 50-minute lectures and the student as a passive receiver, container, and repeater of the transmitted information. The classic teacher-centered approach with ready-made lectures has limited opportunities for more effective student-centered learning opportunities. In the college of medicine these problems have been shown to have a negative impact on students' academic achievement and the educational environment. They regard the English classes as a waste of time. Most of them come to class only to avoid being marked absents and deprived from attending the exams.

It is believed that the problem that lies behind such a failure is the use of the course EMP textbooks. Medical textbooks can develop medical students' abilities to define, interpret, and procedures, oncology, and pharmacology. They may help them to gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body, but they can never develop students' English learning skills. Simply put, medical textbooks can never satisfy second year students' English learning needs. The course is a teacher-centered rather than learner centered activities. This raises the truth that students of medicine are not highly motivated to develop English language. There is more emphasis on rote learning.

This study, as the title implies, aims at exploring the causes behind students' reluctance to attend English classes. It is assumed that the selection of appropriate EMP textbooks and materials do not meet medical students' needs. Textbooks are designed to facilitate the teacher's tasks rather than develop medical students' English language learning. Needs, wants and desires are inter-related in a language learning classroom and they are the driving force to acquire the knowledge of English. More than this, students are urged to learn by heart every medical term. The course is directly followed by heavily drills to make students absorb what they have learnt. They have no say in the selection of teaching materials, texts or tasks. On the other hand, the student's role was restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction.

LITERATURE REVIEW

Teaching English is a coin with double faces. The first face is mostly known as General English (GE). It lies in the learners and their purposes for learning English. The other face is known as English for Specific Purposes (ESP). The needs to understand the requirements of other professions and willingness to adapt to these requirements make a specific group of learners prepare differently from those learning general English, because they need English for specific purposes rather than using it in daily life. Thus, the ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job related functions. ESP concentrates more on language in context than on teaching grammar and language structures. Its focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

Both General English, either English as a Second Language (ESL) or English as a Foreign Language (EFL), and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines the learners' appropriate program according to their field of study. Purposeful learning is of paramount importance. It draws the attention to the practical needs of learners. For example: the needs of medical personnel to write patients' case histories in English; the patient's need for a 'survival vocabulary' in medical situations such as ante-natal care. All researchers give strong emphasis on analyzing the learners' need in order to arrive at a proper ESP curriculum. Mackey (1978) points out that informal, intuitively employed approach to analysis of learners' requirements will inevitably lead to vagueness, confusion and even erroneous outcomes. He underlines that teachers, therefore, should first identify the learners' specific objectives, and then should translate these requirements into linguistic and pedagogic notions in order to develop and run an effective course. As it is explained by Brown (1995) it is *'the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation'*. Similarly, Richards (1984, cited in Nunan, 1988) maintains that analyzing students' needs enables teaching practitioners to gain insights into the content, design and implementation of a language program, to develop goals and objectives, materials, and content, and to provide data for assessing the existing program.

If we admit that EMP is a branch of ESP we should consider that it is also characterized by ESP features. It is generally designed for intermediate or advanced students. Most EMP courses assume basic knowledge of the language system. Thus, in order to help non-native English speaking medical students acquire English medical jargon, information about medical register and discourse should be combined with the pedagogical skills of a language teacher. Maher (1986) reminds us that *"EMP courses-like all kinds of ESP-should be tailor-made to the learners' purposes and needs, that is by first thinking about who these medical learners are and what their purposes are"*. Therefore, in order to design such specific courses for medical learners, several examples of course textbooks have been put forward. These teaching materials have been regarded as an important aspect in EMP courses to bring real life communication into classroom. There are many reasons why English teachers choose to use EMP course books in the classroom. Sometimes it is based on their impressions and expectations of what teaching materials should look like. Other reasons might be that the course books are visually appealing, easy for the teacher to prepare, and the activities fits well into the timetable. However, all course textbooks should be chosen based on their educational values and whether or not they meet the program objectives.

Several advantages of using textbook have been suggested by researchers. Richard (2005) asserts that textbooks *"help to standardize instruction and assessment. That is, by giving students in different classes the same textbook, teachers can teach and test them in the same way"*. In addition, some benefits have been highlighted by some teachers. According to them, there are several advantages for basing the curriculum on a series of ESP course books. First, the course books have a clearly identified set of achievement objectives which include what the learners are expected to be able to do and what to expect next. These ready-made syllabi, according to Kayapinar (2009) contain carefully planned and balanced selection of language content that can be easily followed by teachers and students. Second, when the teachers are teaching each unit in the course books, there is a consistency in the topics and genres in the four skills area (listening, speaking, reading, and writing). This allows for greater autonomy in the learning process. In addition, many inexperienced teachers may find ESP course books

to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare. In many of the EMP course books, the designers even have prepared achievement tests for each units of study and a teacher's manual to guide the teacher in their instruction. Finally, ESP course books, as regarded by Kayapinar (2009) "*are the cheapest and most convenient ways of providing learning materials to each student*". All of these reasons make using course books a very popular choice in the English learning curriculum. Students, according to Sheldon (1988) also "*often expect to use a textbook in their learning program*".

However, if the course textbooks are regarded as beneficial to both teachers and students, there are potential problems that we have to bring to light. Williams (1983) stated that "*those teachers who rely most heavily on the textbooks are the ones least qualified to interpret its intentions or evaluate its content and method.*" He believed that any answer to the question depends on the teachers' own teaching style, the resources available to them, the accepted standards of teaching in every language school, etc. However, there seems to exist in three options open to teachers as regards the use or nonuse of a particular textbook in a language classroom: teachers' need of a textbook, teachers' lack of need to a textbook and teachers' supplemented materials for their selected textbook. Accordingly, No textbook is perfect, thus, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. Ansary and Babayi (2002) argued that the main objectives for using a textbook are:

- a) a textbook is a framework which regulates and times the programs,
- b) in the eyes of learners, no textbook means no purpose,
- c) without a textbook, learners think their learning is not taken seriously,
- d) in many situations, a textbook can serve as a syllabus,
- e) a textbook provides ready-made teaching texts and learning tasks,
- f) a textbook is a cheap way of providing learning materials,
- g) a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
- h) for novice teachers a textbook means security, guidance, and support.

In spite of the aforementioned positive view of textbooks use, however, there have also been certain reservations about this use. Allwright (1982) stated that "*one of the most cited concerns is that textbooks are often implicitly prescriptive and thus might control the methods, process and procedures of classroom practice and 'deskill' teachers*". Some well-founded reservations pointed out by him for instance, suggest that textbooks are inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent. They are often cultural artifacts because it is impossible to teach a language without embedding it in its cultural base. However, in many instances this might alienate learners if they are forced to express themselves within a culture they have hardly had any experience with and been prepared for.

In addition, recent appraisals of commercially produced textbooks have also suggested that many textbooks tend to offer classroom learners little opportunity for learning how to properly communicate intentions such as requesting, disagreeing, complaining, and so on in the second language. This is firstly because many textbook either do not present or they present communicative function (i.e. speech acts) unrealistically. Boxer and Pickering (1995), for example, found that textbooks generally do not contain indirect complaints (i.e. complaining about oneself or someone/ something that is not present in the conversation) as a solidarity-establishing strategy. They stated that:

“the reason for the unrealistic description of communicative functions in many textbooks is textbooks are often based largely on the Native intuition about how communicative functions are linguistically expressed instead of making use of authentic speech”.

Secondly, what also adds to the difficulty in learning how to communicate intentions via textbooks is many textbooks seem unhelpful in teaching appropriate rules of using different communicative functions. In order to use a communicative function appropriately, learners need to know not only linguistic resources to express it but also the rules of use. However, a study conducted by Crandall and Basturkmen (2004) indicated that textbooks generally provide insufficient information regarding when and for what purpose it is appropriate to make use of a communicative function and which expressions would be appropriate in a particular situation (i.e. meta-pragmatic information). Teacher’s manuals, as believed by Vallenga (2004) unfortunately, rarely supplement this information.

Richards (2005) brought to light another concern is that since textbooks are often written for global markets, they may not suit all classrooms and might require adaptation to better meet students’ true needs. Non-authenticity is also the most limited feature of almost text books. Due to teaching purpose, both content and language are presented in idealized and standardized ways rather than they are in real life. Furthermore, there are a number of issues to consider when using ESP textbooks.

First, most course books contain a lot of activities where students do "questions and answers". After few lessons, many students may find the learning process boring and uninteresting. In addition, Kayapinar (2009) stated that *“the reading selections in the ESP course books are often quite short and they often fail to present appropriate and realistic language models as well as fostering cultural understanding.”* He believed that the lack of challenging reading materials could also slow the students’ language development creating a plateau effect.

The second issue that teachers should consider is students’ motivation. Students expect their English courses to be something different. So when we give them course books that are similarly designed as their past learning materials, the students may quickly lose their interest and motivation to study. This is because the similarities in the ESP course books may cause the students to feel bored due to the “sameness” or “repetitiveness” of the lessons and activities. According to Harmer (2007):

“Although motivation can be sustained through varied class activities, if the content of the course book is uninteresting and repetitive, then sustaining the motivation will be problematic for the teacher no matter how hard they try”.

These textbooks, as noted by Brumfit (1980) are “*masses of rubbish skillfully marketed*”. Furthermore, having reviewed different views on textbook-based materials, Su (2007) concludes that “*textbook based materials are far from reflecting real language use and they are teacher-centered rather than learner-centered*”. Learners, according to him, are poorly motivated working with such materials. In the same vein, Berardo (2006) believes that for teaching reading skills such materials are not suitable. He regards these course textbooks as non-authentic materials. Authentic materials offer the opportunity for teachers to bring the outside world into the classroom. In doing so, students can begin creating those connections. This will empower them to transfer their knowledge and skills learned at school into their everyday lives, thus making the value of learning much more important to them. Different researchers such as Lee (1995), Fei and Yu-feng (2008), and Gulikers, et.al (2005) claim that authentic materials have a motivating effect. This is because they see authentic materials as being more interesting and stimulating. Taking affective factors such as motivation as important, Lin (2004) maintains that “*since authentic materials are real they give the learners a sense of coping with a living entity and he concludes that in order to promote motivation they can be used*”.

Furthermore, Oguz and Bahar (2008) contend that if learners’ interaction with authentic materials is established with interest and without difficulty they can participate actively in learning and in the same way their motivation levels may raise. To support this view they refer to the research carried out by Akar and Yildirim, 2000 (cited in Oguz and Bahar (2008) who found out that with a constructivist approach to learning and using authentic materials students’ motivation and their reading skills developed.

Finally, although most EMP course books are well organized with many different kinds of activities, however, they do not help students to develop their English language learning. They are imposed rather than disposed to facilitate and develop students’ English language learning. The selection of course materials, thus, should depend on the students’ needs. We should combine English for professional learning *routines* with students’ interests and needs.

METHODOLOGY

Observation as a method of data collection for research purposes is a fundamental way of picking up detailed information about second year students’ English language learning. In the contexts observed, unstructured observation, mainly participant observation, was more likely to be carried from an ‘interpretive’ or ‘critical’ perspective in order to clearly define the participants’ actions. It is more than just looking or listening to the participants. It is, according to Stenhouse (1975), “*systematic enquiry made public*”. All what was seen and heard was carefully recorded in some way to allow the information to be analysed and interpreted.

The use of classroom observation checklist in observing second year students’ English language learning could facilitate observations and make analysis more reliable or in some cases possible.

This method had been adopted for the purpose to explore second year students’ attitudes and behaviours during the formal class sessions. Eighty nine students were observed and assessed during eight weeks (from November 8th, 2016 to January 2nd, 2013). An observation checklist (Appendix) was adopted as a classroom assessing procedure in order to report second year students’ behavioural and learning outcome during teaching classes.

RESULTS

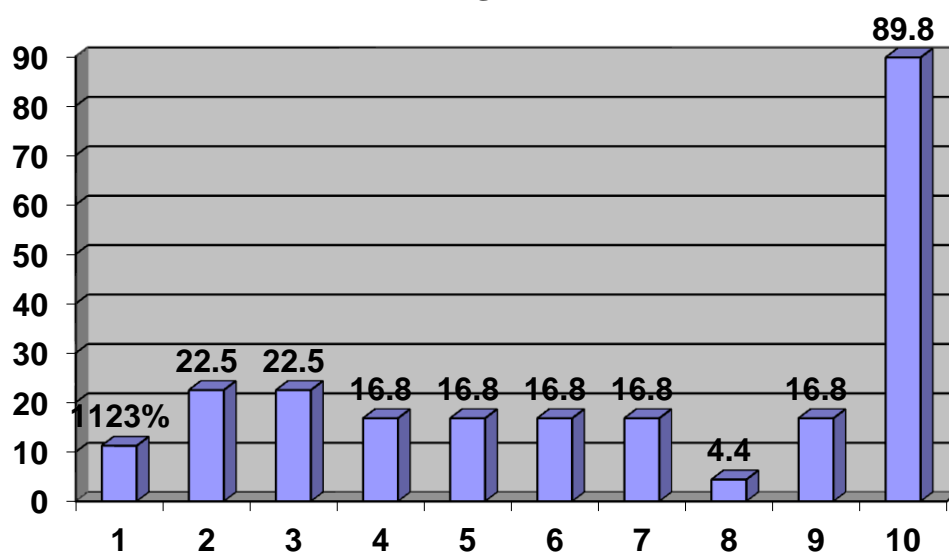
The main findings of this observation are summarized in (table 1).

Table 1- Classroom observation findings

Statements	Reported answers	Rate
1. Students arrive to class on time	Never	%11.23
2. Students listen to teacher	Rarely	%22.5
3. Students follow the directions	Rarely	%22.5
4. Students are engaged and active	Rarely	%16.8
5. Lessons involve a variety of students	Rarely	%16.8
6. Students appear motivated and attentive, and they seem enjoying the class.	Rarely	%16.8
7. Most of students are really keen on working and had positive attitude towards the lesson and the teacher	Rarely	%16.8
8. Students asks the teacher questions outside one-on-one situations	Rarely	%4.4
9. Students are taking notes on content.	Rarely	%16.8
10. Students bring course books with them	Most of the time	%89.8

The observation findings, as demonstrated in (Figure 1), vividly explain second year students' behaviour during the formal class sessions.

Figure 1- Classroom observation findings



DISCUSSION

The ten issues that were developed as a classroom observation checklist can be discussed as follows:

1. It was found that most students never arrived to class on time. It is reported that only 10 students had been reported to attend the class at the assigned time. The rest of the students, more precisely 79 students, were always late. This tardiness was observed during the two months of observation. The class started at 8 a.m but 88.7% of the students came from 20 to 30 minutes late. Such a problem has been viewed as students coming late, not attending lecture on time, missing out initial time from the first period and primarily not being

present in the time set (Malik et al., n.d.). Similar definition is given by Weade (2004) that is being late for any measurable length of time past the stated or scheduled start time for school. There are a few researchers which directly enquire some respondents regarding the tardiness of students. Weade (2004), for example, found that the irrelevant course content caused students to become not interested in attending the courses. Moreover, it is also reported that frequently absent students have a fear of teachers or specific subjects. School climate and organizational characteristics of the school have also been suggested as predictive factors in student tardiness. This latter, as a matter of fact, is a behaviour which is individually symptomatic of an unfavourable adjustment between the learner and the educational and social environment in which he/she is functioning. It can be judged as students' deliberate ignorance of the assigned course or the class. It is as noted by Torres (2016) "*a lack of subject interest, lack of personal interest in studies...*" The effects of tardiness show that it hurts both students' academic achievement and the school, where it can cause time loss and morale problems.

2. Students rarely listen to the teacher. This problem is rated 22.5%. The teacher's observation during the two months showed that only twenty students who attended the class either on time or late gave some attention to the course. The rest of the students were really disconnected from learning atmosphere. Not only they chatted with each other but also they played with their smart phones in the class. The question which might be asked is what are the causes beyond this behaviour? There are three reasons beyond students' carelessness:

a- Students see little value in the course or its content. Regardless of the objective value of an activity or topic, if students do not recognize its value, they may not be motivated to expend effort. However, if students clearly see how coursework connects to their goals, interests, and concerns, they will be more likely to value it, and thus more motivated to invest time and effort. Students will be more motivated to work hard if they see the value of what they are learning to their overall course of study. They are more likely to exert effort in a course if they anticipate an eventual payoff in terms of their future professional lives.

b- Students do not perceive the classroom climate as supportive. If students perceive the environment as supportive and feel included and heard, their motivation will likely be enhanced. On the other hand, if students perceive the environment as unsupportive or feel marginalized by the classroom climate or the course content, it may erode their motivation to engage with the material or even continue in the field.

c- Students have other priorities that compete for their time and attention. When a number of different goals are at work simultaneously, an individual's motivation to pursue some goals may affect both their motivation and ability to pursue others. This is certainly true for medical college students who regard Learning English as a minor subject, which has nothing to do with their professional career.

Lack of interest in listening to the teacher is an alarming issue, but it becomes even more so when the subjects are medical students. Such negligence is unlikely to be encountered in medical classes.

3. Students rarely follow the directions. It is reported that 22.5% of students demonstrated a positive attitude to follow the teacher's directions. The same students who continuously listened to the teacher paid more attention to his directions. There is a reason to believe that the English class is rather a boring learning subject. The disconnect between giving directions and students actually following them is a very frustrating matter. It was not possible to urge sixty nine students to follow what they really do not know. These students are rather discouraged from the beginning to be engaged in the course session.

4. No one can deny that active classroom participation plays an important role in the success of language. In the context of English as a Foreign/Second Language (EF/SL) teaching and learning, students' engagement is essentially important in the classrooms. It is believed that when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the 'negotiation of meaning', that is to express and clarify their intentions, thoughts and opinions. Operating from the belief that classroom participation is associated with learning, students are always encouraged by their teachers to contribute to the classroom discourse, and their participation is often evaluated according to the amount and quality of their talk. This practice has also become an evaluative benchmark for EF/SL teachers to reflect if they have conducted a good lesson or elicited sufficient responses from their students. Generally speaking, with teachers' encouragement and efforts, students are always expected to be able to fully contribute in the classroom discourse. Nonetheless, the EF/SL classroom may be a frustrating place when most students remain silent in class, and only a small proportion of them actually participate.

Following the fourth issue, second year students seemed unmotivated to learn English. According to the teacher's observation second year students are rarely engaged in any discussion. Only 15 students, representing 16.8% of the majority, were determined to be active and engaged in any course discussion. The overwhelming majority of the student, who represent 81.1%, showed no interest to care about what they were learning. In such a situation the students are said to remain non-participatory, quiet or behave passively. In the field of second language acquisition, this is a situation typically termed as 'reticence'. For EF/SL instructors, this is a kind of uncomfortable feeling as it reflects negatively on their instructional practice.

5. Students attitudes in points five, six, seven and nine showed no interest to the assigned course. Only 16.8% of the students appeared motivated and attentive, and they seemed enjoying the class. They were even observed taking notes on contents. The same 15 students were really keen on working and had positive attitude towards the lesson and the teacher. It seemed that the rest of students had lost motivation on learning. This, according to Iakovos, Tand Areti, K (2010) is due to three different factors: a) teacher-student relationships, b) the general classroom atmosphere, and c) the use of authentic teaching materials and activities. All these three issues are not really present in any class session. A teacher, as a matter of fact, is a messenger of knowledge which may be acknowledged by some students and ignored by some others. At the planning stage, he is a learner who is constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. His role, as noted by Zeiger is "*to design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs*". This is, however, not the case with second year students. All the materials are ready made. The most common role a teacher plays in the classroom, in such a situation, is to teach knowledge to students of medicine. He is given a curriculum he must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students.

6. It is believed that classroom questions are the most real kind of classroom communication. More than this, explanations in response to questions are likely to be more understandable and memorable for students. However, being not motivated to come on time or to take part in any class discussion is a clear picture of students' reticence. Only four or five students were observed to ask questions. Alex Case (2012) noted that there are three reasons behind students' reluctance to ask questions shyness, language problems, relevance, and the teacher's

and students' role. None of these problems, as a matter of fact, are said to answer second year students' reticence. A large part of this, according to VanLang (2012) is *"because of the design and the purpose of most lectures in the academic sphere"*. Furthermore, according to Salil Sethi (2010), this is because students *"Do not care enough: Lot of students take classes because they have to - it is part of their curriculum"*. Disengaged or unmotivated students always find a shuttle in keeping silence. The possibility to motivate them to love the assigned course might be rated 0%. According to a study conducted by Yazzie-Mintz (2007), *two of three high school students are bored every day in class—typically, they say, because the work isn't interesting, challenging, or relevant for them*. The nine preceding issues in the observation checklist clearly show the major characteristics of disengaged or unmotivated students. These characteristics could be compared with the characteristics of motivated students. According to Keith B et all (1995) , *"Teachers perceived motivated students to believe school is important, work hard in school, love school and love learning, have positive attitudes about school, and have high educational aspirations"*.

7. The last point of the observation checklist is very staggering. According to the classroom teacher most of the students brought their textbooks during the class sessions. It was reported that 80 students representing 89.8% of the total number of the students, who always came late, brought their course books with theme. Books are often regarded as heady load. Why, then, do students bring their textbooks with them to the college? This is because using textbooks in the English class is compulsory. The college policy is very strict in this matter. Anyone who comes to the class without his/her textbook should be prevented from attending the class and marked absent. Moreover, student who absents himself/herself for more than 35% of the course will be barred from sitting the final examination. This is the only reason why do students bring their textbooks to the class. Moreover, textbooks are available in the library. They are expensive but they do not represent any financial impediment to the student.

CONCLUSION

To conclude with, there is a reason to believe that second year students of medicine are not really motivated to attend the English class. Their attitudes toward the English class are very alarming. Students need such a course in order to develop their English language skills in order to conveniently access the information contained in medical textbooks or journals. However, regarding the auxiliary role of English in ESP classes in an EFL (English as a Foreign Language) context, where students enter the university with a limited English background, the motivation of students for learning the language is not as high as foreign students studying in an English speaking country where English is the medium of instruction. There is a need to promote students' motivation in terms of attending ESP classes regularly, participating in class activities more fully, and eventually changing their attitudes toward language learning. This study comes to the conclusion that the assigned course textbooks for teaching EMP to second year students of medicine decrease students' motivation for learning. Students show more interest when they find the materials real, authentic and new. They may learn more and at a faster rate when they are stimulated enough.

REFERENCES

- Alex Case (2012). Students who are reluctant to ask questions. Web.October 17. Retrieved from: <https://www.usingenglish.com/articles/students-who-are-reluctant-to-ask-questions.html>
- Allwright, R.(1982). *'What Do We Want Teaching Materials For ?'* ELT Journal (36) 1, 8-12.

- Ansary H, Babayi E (2002). Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation, *The Internet TESL J.*, 8/2.
- Berardo, S. A., 2006. The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrox*, 6(2). Available at:
<http://www.readingmatrix.com/articles/berardo/article.pdf> [Accessed 15 January 2016].
- Boxer, D., & Pickering, L. (1995). *Problem in the presentation of speech acts in ELT Materials: the case of complaints*. *ELT Journal* 49 (1), 44-58.
- Brown, J. (1995). *The Elements of Language Curriculum. A systematic approach to Program Development*. Boston: Heinle & Heinle.
- Brumfit, C. J. (1980). Seven Last Slogans. *Modern Language Journal* , 7 (1): 30-31.
- Crandall, E. & Basturmen, H. (2004). *Evaluating pragmatics-focused materials*. *ELT Journal* 58 (1), 38-49.
- Fei, L. & Yu-feng, J. (2008). Application of authentic materials in extensive reading class in Chinese universities. *US- China foreign language*, 6(3). 11-14.
- Gulikers, J. T. M. & Bastiaens, T. J. & Martens, R. L. (2005). The surplus value of an authentic learning environment. *Computers in Human Behavior*. 21. Pp 509–521.
- Harmer, J. (2007). *How to Teach English*. Essex, England: Pearson Education Limited.
- Iakovos, Tand Areti, K. (2010). Promoting Positive Attitudes in ESL/EFL Classes. *The Internet TESL Journal*, Vol. XVI, No. 1, January 2010. Web October 2016 Retrieved from <http://iteslj.org/Techniques/Tsiplakides-PositiveAttitudes.html>
- Kayapinar, U. (2009). Course book evaluations by English teachers. *Inonu University Journal of the Faculty of Education*, 10 (1), 69 – 78.
- Keith, Patricia B.; Wetherbee, Michael J.; Kindzia, Debora L. (1995). Identifying Unmotivated Students: Planning School-Wide Interventions. Web. October 2016. Retrieved from: <http://eric.ed.gov/?id=ED414543>
- Lee, W. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT Journal* 49(4), 323–328.
- Lin, Y. (2004). The effect of authentic materials on motivation and reading achievement of EFL learners in Taiwan. Unpublished PhD dissertation. La Siera University.
- Mackay, R. & Mountford, A. (1978): *English for Specific Purposes: A Case Study Approach*. London: Longman.
- Maher, J. (1986). The development of English as the International language of medicine. *Applied Linguistics*, 7, 206-218.
- Malik, T. A., Ladhani, S., & Bhamani, S. (n.d.). Decreasing student tardiness through strategic reward system: An action research report. *Abhinav National Monthly Refereed Journal of Research In Arts & Education* , 2(2), 19-26. Retrieved July 8, 2013 from:
http://www.abhinavjournal.com/images/Arts_%26_Education/Feb13/2.pdf
- Nunan. D. (1988). *The learner-centered curriculum*. New York: Cambridge University Press.
- Oguz, A. & Bahar, H. O. (2008). The importance of using authentic materials in prospective foreign language teacher training. *Pakistan Journal of social sciences*, 5(4), 328-336.
- Richards, J. (2005). *The Role of Textbooks in a Language Program*. Retrieved from the WWW Nov 2007 at: <http://www.professorjackrichards.com/work.htm>
- Salil, S. (2010). Why don't college students ask questions in class? Web. October 17, 2016. Retrieved from: <https://www.quora.com/Why-dont-college-students-ask-questions-in-class>
- Sheldon, L.E. (1988). *Evaluating ELT textbooks and Materils*. *ELT Journal* 42 (4)
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London:

Heinemann.

- Su, Sh. (2007). Attitudes of students and instructors toward textbook-based language skills and authentic materials in selected adult English as a second language programs. PhD thesis. Spalding University.
- Torres, G.A (2016). Causes of Absenteeism and Tardiness among Students. Retrieved from:<http://udyong.net/teachers-corner/7995-a-literature-based-approach-in-teaching>
- VanLang, C. (2012). Why don't college students ask questions in class? Web. October 17, 2016. Retrieved from: <https://www.quora.com/Why-dont-college-students-ask-questions-in-class>
- Vellenga, H. (2004). *Learning Pragmatics from ESL & EFL Textbooks: How Likely ?* TESL-EJ 8 (2). Retrieved June 27, 2004, at: <http://www-writing.berkeley.edu/TESL-EJ/ej30/a3.html>.
- Weade, B. L. (2004, May). *School and work tardiness in high school students in rural Wisconsin* Retrieved July 8, 2013 from: <http://www2.uwstout.edu/content/lib/thesis/2004/2004weadeb.pdf>
- Williams, D. (1983). Developing Criteria for Textbook Evaluation. *ELT Journal*, 37(2), 251-255.
- Zeiger, S. (n.d). What Is the Role of Teachers in Education? Web. October 17, 2016. Retrieved from: <http://work.chron.com/role-teachers-education-8807.html>
- Yazzie-Mintz, E. (2007). *Voices of students on engagement: A report on the 2006 High School Survey of Student Engagement*. Retrieved from Indiana University Center for Evaluation & Education Policy website: http://ceep.indiana.edu/hssse/pdf/HSSSE_2006_Report.pdf

APPENDIX: Classroom observation checklist**Classroom observation checklist**

Time: _____ **Date:** _____ **Class observed:** _____
Number of Students: _____

	Never	Rarely	Most of the time	Always
1. Students arrive to class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students Listen to the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students Follow the directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are engaged and active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lessons involve a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students appear motivated and attentive, and they seem enjoying the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Most of students are really keen on working and had positive attitude towards the lesson and the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students asks the teacher questions outside one-on-one situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students are taking notes on content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students bring course books with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>