

AN EVALUATION OF THE MEDICAL ENGLISH MATERIAL FOR SECOND-YEAR STUDENTS AT HANOI MEDICAL UNIVERSITY

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ABSTRACT

The current ESP material has been used for second-year students at Hanoi Medical University for four years without any evaluation. Moreover, needs analysis had not been carried out thoroughly before the course started. It was, thus, necessary to conduct an evaluation on the textbook used for second-year students to see if it matched with the objectives of the course and with students' needs. Some principal criteria listed in Hutchinson and Water's model, such as the aims, the content and the methodology were the focus of the study. Data was collected by two instruments: document analysis and questionnaires. Documents were analyzed including the English curriculum, the English reading passages given by specialist lecturers and ex-students, and the textbook. The questionnaires were delivered to second year students, ex-students, ESP lecturers and specialist lecturers. The results of the study showed that the textbook properly matched with students' needs in terms of vocabulary. It provided students with a wide range of medical words which were practiced thoroughly through a variety of exercises. Although the textbook could provide students with grammatical structures frequently used in medical documents, there were few exercises for practicing. The textbook was weakest at providing students with reading skills. Despite some limitations, the findings of this study could provide a practical implication. Combined with the literature, it is recommended that Hanoi Medical University (HMU) should make some changes in the current curriculum and in the textbook so that the revised one could meet students' needs. Along with the existing curriculum, ESP lecturers should provide students with more grammar exercises in the form of extra handouts. Besides, reading sub-skills must also receive more attention by designing supplementary reading materials with some topics in the textbook and with some topics suggested by specialist lecturers and ex-students. Moreover, the study also provided information on the direction of making changes in the English curriculum in the future. The newly developed curriculum should take reading skill into consideration because medical students wanted to be equipped with reading skills.

Keywords: ESP material evaluation.

I. LITERATURE REVIEW

1. Evaluation model by Hutchinson and Waters (1987)

Hutchinson and Waters defined materials evaluation as “a master of judging the fitness of something for a particular purpose” (Hutchinson & Waters, 1987). In this view, they divided the materials evaluation process into four major steps. The first one was to define the criteria which

the evaluation was based on. The second one was to determine the subjective analysis. The third one was to determine the objective analysis and the last one was to compare the findings with the materials requirements to evaluate the match between the materials and the requirements of the course.

2. Evaluation model by Littlejohn (2011)

Littlejohn suggested a preliminary framework for materials analysis and evaluation as follows (Littlejohn, 2011). According to framework, there are four different stages for materials evaluation. Firstly, the materials are described and analyzed in detail in order to expose their internal nature and, at the same time, make the analyst's subjective interpretation more easily visible. Then the nature of the situation in which the materials would be used and the requirements placed on the materials are also analyzed and described independently. The next stage, matching and evaluation, helps the evaluator figure out precisely which aspects of the materials are appropriate or inappropriate and why. In the action stage, what can be done to improve the materials is recommended for the evaluator's option. Among four stages for materials evaluation, an emphasis is especially placed on the stage of material analysis.

3. Evaluation model by Ellis (1997) (A micro-evaluation)

A micro-evaluation is the evaluation of one of particular teaching tasks, which the evaluator has a special interest in (Ellis, 1997). In this model, a detailed empirical evaluation and evaluating tasks in language teaching are focused on. The aim of the model is to identify the match between task planned and task in use. According to Ellis, some dimensions used for macro-evaluation such as approach, purpose, focus, scope, evaluator, types of information can be applied in micro-evaluation process.

4. Evaluation model by Cunningsworth (1986)

Different from Hutchinson and Waters (1987), Cunningsworth (1986) suggested that teaching materials should be investigated from the following perspectives: language content; selection and grading of language items; presentation and practice of new language items; developing language skills and communication abilities; supporting materials; and motivation and the learners.

II. METHODOLOGY

In order to meet with the objectives, the research was conducted following Hutchinson and Waters' (1987) model. Some principal criteria listed in Hutchinson and Water's model, such as the aims, the content and the methodology were the focus of the study. The criteria of textbook price, of physical make-up and the textbook quantities were not included in the evaluation process. Data was collected by two instruments: document analysis and questionnaires. Documents were analyzed including the English curriculum, the English reading passages given by specialist lecturers and ex-students, and the textbook. The questionnaires were delivered to second year students, ex-students, ESP lecturers specialist lecturers.

Data was collected in the following procedures. Firstly, the English curriculum regulated by HMU was analyzed. Then questionnaires were delivered to specialist lecturers, ex-students, second-year students and ESP lecturers. The next phase involved in conducting analysis of collected reading passages to find out the language content in the documents students need to read for their study.

The next phase dealt with the analysis of the textbook. The final stage was the matching process. The information from the textbook analysis was compared with the objectives of the course analyzed from the ESP curriculum, the collected data from questionnaires for students, ex-students, specialist lecturers and ESP lecturers and the authentic reading passages. The study involved various sources of participants including 14 ESP lecturers working in the Department of Foreign Languages, 06 specialist lecturers of the Department of Medical Imaging, Department of Hematology and Institute of Public Health and Preventive Medicine, Department of Physiology, Department of Surgery and Infectious department: 155 second year student and 69 ex-students being post-graduate students at Hanoi Medical University.

The Statistical Analysis composed of the analysis of the questionnaire and of the textbook and authentic reading passages. Regarding to the questionnaires in the quantitative study, coded data was entered using EXCEL program, and then transferred into STATA 10.0 for analysis. The analytical process included cleaning, mining and analysis of data. In terms of analysis of the textbook and authentic reading passages, the evaluator selected units in the textbook and authentic reading passages and then examining the frequent occurrence of medical words, lexical formation (prefix, suffix) and grammar points by counting words and clauses containing grammar points.

III. RESULTS

1. Results from the questionnaires for students, ex-students and specialist lecturers

1.1 Vocabulary

Table 1: Difficulties in vocabulary as perceived by students and ex-students

Grammar structures	Students (N=155) n (%)	Ex-students (N=69) n (%)
Medical words	123 (79,35)	53 (76,81)
General words	93 (60)	31 (44,93)

Table 1 demonstrates students' and ex-students' opinion about the difficulty they met with vocabulary. The table shows that the majority of participants (79,35 % students and 76,81% of ex-students) indicated that medical words caused difficulties for them while reading. Moreover, 60% of students and 44,93% of ex-students reported that they had difficulty with general words. To sum up, students still had a lack of vocabulary, especially of medical words.

1.2 Grammar

Table 2 demonstrates students' and ex-students' opinion about the difficulty they met with some grammar structures. It can be clearly seen that the majority of students found *complex and compound sentences*, *compound words*, *comparison and word formation* difficult for them as reported by 83,87%, 76,77%, 72,76% and 71,61% of students respectively. Students' reports were somehow similar to ex-students' opinions when 66,67%, 66,67% and 63,77% of them stated that *comparison*, *complex and compound sentences and passive* were difficult for them, respectively. However, *verb form* was reported by the highest percentage of ex-students at 68,12%. *Modal verbs*

and imperatives were expressed to be the difficult grammar point by the lowest percentage of both group (24,52% and 44,52% of students; 44,93% and 42,03% of ex-students, respectively). In summary, students should be taught more some of the following grammar points: *passives, verb form, compound words, complex and compound sentences, and comparison.*

Table 2: Difficulties in grammar structures as perceived by students and ex-students

Grammar structures	Students (N=155) n (%)	Ex-students (N=69) n (%)
Passives	65 (41,94)	44 (63,77)
Tenses	56 (36,13)	38 (55,07)
Verb form	82 (52,9)	47 (68,12)
Modal verbs	38 (24,52)	31 (44,93)
Word formation	111 (71,61)	39 (56,52)
Compound words	119 (76,77)	44 (63,77)
Imperatives	69 (44,52)	29 (42,03)
Complex and compound sentences	130 (83,87)	46 (66,67)
Comparison	112 (72,76)	46 (66,67)

1.3 Reading skills

Current reading strategies

Table 3: Current reading strategies as perceived by students and ex-students

Current reading strategies	Students (N=155) (%)					Ex-students (N=69) (%)				
	Never	Rarely	Sometimes	Often	Very often	Never	Rarely	Sometimes	Often	Very often
1. I read slowly and try to understand every word to get the main content of the text	5,81	8,39	28,39	38,71	18,71	5,8	30,43	39,13	24,64	
2. I translate every word into Vietnamese to understand a sentence	1,94	20,65	17,42	45,16	14,84	27,54	30,43	30,43	10,14	1,45

3. I pay attention to finding keys words when seeking for needed information.	35,48	27,1	19,35	15,48	2,58	33,88	37,68	20,29	10,14	
4. I read the whole text carefully to locate specifically required information	0,65	15,48	30,32	42,58	10,97	5,8	23,19	43,48	27,54	
5. I just look into the paragraph or sentences containing the key words to locate specifically required information	14,84	32,9	32,9	15,48	3,87	20,29	27,54	13,04	31,88	7,25
6. When I meet a new word, I try to guess its meaning basing on the context.	5,16	36,13	37,42	15,48	5,81	2,9	13,04	23,19	33,33	27,54
7. I look up any new word I do not know.	6,45	12,26	37,42	31,61	12,26	33,33	7,25	28,99	21,74	8,7

The most striking result emerging from the table 3 is the difference of the reading strategies currently used by students and ex-students. Looking into the results obtained from the students' and ex-students' questionnaires, it can be clearly seen that ex-students applied more effective reading strategies than the second-year students; while the students were primarily using the ineffective reading strategies (Strategies number 1, 2, 4, 7). 38,71% and 18,71% of students, compared to 24,64% of ex-students, reported that they "often" and "very often", respectively, *read slowly and try to understand every word to get the main content of the text*. 45,16% and 14,84% of students, compared to 10,14% and 1,45% of ex-students, reported that they "often" and "very often", respectively, *translate every word into Vietnamese to understand a sentence*. 42,58% and 10,97% of students, compared to 27,54% of ex-students, reported that they "often" and "very

often", respectively, *read the whole text carefully to locate specifically required information*. And looking up any new words in dictionary was reported by 31,61% and 12,26% of students, compared to 21,74% and 8,7% of ex-students, with frequency from "often" and "very often", respectively. Whereas, of the study population, the percentage of students stated reading with effective strategies is smaller than the proportion of ex-students (strategies number 3, 5 and 6). 35,48% and 27,1% of students, compared to 33,88% and 37,68% of ex-students, reported that they "never" and "rarely", respectively, *pay attention to finding keys words when seeking for needed information*. 14,84% and 32,9% of students, compared to 20,29% and 27,54% of ex-students, reported that they "never" and "rarely", respectively, *just look into the paragraph or sentences containing the key words to locate specifically required information*. And 5,16% and 36,13% of students, compared to 2,9% and 13,04% of ex-students reported that they "never" and "rarely", respectively, *try to guess meaning of new words basing on the context*.

The results presented in table 3 show that students at HMU used ineffective reading strategies at relatively high level of frequency, whereas the effective ones were not often employed, which indicated that students needed to practice the useful reading strategies such as scanning, skimming, finding the key words and guessing the meaning of the new words.

Difficulties In Reading Sub-Skills

Table 4 demonstrates difficulties students and ex-students encountered when reading a medical text. Almost more than half of students reported they had all listed difficulties when reading a text. 78,06%, 70,97%, 67,1% and 66,45% stated that they encountered difficulties in *understanding the specialist terms, understanding the meaning of acronyms, reading diagrams, charts and tables and deducing the meaning of unfamiliar lexical items* respectively. Besides, more than half of them reported their difficulties in *reading for main ideas, reading for general ideas, reading for specific information, understanding the relations between parts of a text through reference items such as "it, they, this, etc."*.

Unlike students, the majority of ex-students (68,12%) reported that they had difficulty in *reading for specific information*. Ranking as the next position was the percentage reporting the difficulties in *guessing the meaning of new words* as indicated by 65,22%, *reading for main ideas* as reported by 65,22%. On the other hands, a few of ex-students (only 33,33%) found it difficult to *read diagrams, charts and tables* and 36,23% had trouble in *understanding specialist terms*.

To sum up, students needed to be given more practice in the reading strategies since they met with a lot of difficulties in *understanding the specialist terms, understanding the meaning of acronyms, reading diagrams, charts and tables and deducing the meaning of unfamiliar lexical items*.

Table 4: Difficulties in reading as perceived by students and ex-students

Difficulties in reading	Students (N=155) n (%)	Ex-students (N=69) n (%)
Reading for main ideas	89 (57,42)	45 (65,22)
Reading for general ideas	86 (55,48)	26 (37,68)
Reading for specific information	88 (56,77)	47 (68,12)
Understanding the specialist terms	121 (78,06)	25 (36,23)

Deducing the meaning of unfamiliar lexical items	103 (66,45)	34 (49,28)
Guessing the meaning of new words	71 (45,81)	45 (65,22)
Understanding the relations between parts of a text through reference items such as " <i>it, they, this, etc.</i> "	83 (53,55)	37 (53,62)
Reading diagrams, charts and tables	104 (67,1)	23 (33,33)
Understanding the meaning of acronyms	110 (70,97)	32 (46,38)

2. Results from the questionnaire for ESP lecturers

2.1 Vocabulary

86% ESP lecturers agreed and 7% of them strongly agreed that *the number of medical words in each unit is large*.

Table 5: ESP lecturers' opinions on the content of vocabulary

Statements	ESP lecturers (N=14) n (%)				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The number of medical words in each unit is large.	1 (7)	12 (86)	1 (7)		

2.2 Grammar

ESP lecturers confirmed that *there is no separated grammar section in the textbook* as reported by 28% strongly agree and 43% agree. Moreover, 64% of ESP lecturers disagreed that *grammatical points are presented and explained clearly and easily enough for students to understand*.

Table 6: ESP lecturers' opinions on the content of grammar structures

Statements	ESP lecturers (N=14) n (%)				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
There is no separated grammar section in the textbook.	4 (28)	6 (43)	4 (28)		
Grammatical points are presented and explained clearly and easily enough for students to understand.		4 (29)	1 (7)	7 (50)	2 (14)

2.3 Reading Text Length

86% of ESP lecturers stated that the reading texts were short. None of them considered the reading text in the textbook long.

Reading sub-skills

It can be clearly seen from the table 7 that only small percentages of ESP lecturers stated students improved their reading sub-skills after learning the textbook. Only 28%, 28%, 21% and 21% of ESP lecturers stated that students could improve the skill of *getting the main ideas*, *guessing the meaning of the new words from context*, *locating specific information* and *identifying the topic of passage* respectively. Even fewer ESP lecturers recognized students' improvement in skills of *guessing the meaning of new words through word formation* as reported by 14%, *guessing the meaning of new words through synonyms/antonyms* and *understanding relation between parts of the text through cohesion devices* as reported by only 7% of ESP lecturers.

Table 7: ESP lecturers' opinions on the reading sub-skills which students improve after learning the textbook

Reading sub-skills students improve after learning the textbook	ESP lecturers (N=14) n (%)
Reading to get the main ideas	4 (28)
Reading to locate specific information	3 (21)
Guessing the meaning of the new words from context	4 (28)
Guessing the meaning of new words through word formation	2 (14)
Guessing the meaning of new words through synonyms/antonyms	1 (7)
Identifying the topic of the passage	3 (21)
Understanding relation between parts of the text through cohesion devices	1 (7)

3. Results from the English reading passages

Passage	Topic	Text length	Source
1	Transmission of Schmallenberg Virus during Winter, Germany	737	Wernike K, Kohn M, Conraths FJ, Werner D, Kameke D, Hechinger S, et al (2013). <i>Transmission of Schmallenberg virus during winter, Germany</i> , 19 (10). Retrieved May, 13 th , 2013: http://dx.doi.org/10.3201/eid1910.130622

2	Evolution of Influenza A Virus H7 and N9 Subtypes, Eastern Asia	670	Lebarbenchon C, Brown JD, Stallknecht DE (2013). <i>Evolution of influenza A virus H7 and N9 subtypes, eastern Asia</i> . Retrieved May, 13 th , 2013: http://dx.doi.org/10.3201/eid1910.130609
3	Chapter 4: Transport of Substances Through the Cell Membrane	781	Arthur C. Guyton and John E. Hall (2006), <i>Textbook of Medical Physiology</i> : Elsevier Inc
4	Albendazole-induced granulomatous hepatitis: a case report	933	Juan, I. M. Z. & Andres, E. M. C. (2013), Albendazole-induced granulomatous hepatitis: a case report. <i>Journal of Medical Case Reports</i> , 7 (201). Retrieved http://www.jmedicalcasereports.com/content/7/1/201
5	Medical Procedures and Risk for Sporadic Creutzfeldt-Jakob Disease, Japan, 1999–2008	876	Hamaguchi T. & Noguchi-Shinohara M., Nozaki I, Nakamura Y, Sato T, Kitamoto Y, et al (2009). Medical procedures and risk for sporadic Creutzfeldt-Jakob disease, Japan, 1999–2008, 15(2). Retrieved May, 14th, 2013: http://wwwnc.cdc.gov/eid/article/15/2/08-0749.htm
6	New Technology for Detecting Multidrug-Resistant Pathogens in the Clinical Microbiology Laboratory	967	Lance R. Peterson & Gary A. Noskin (2001). <i>New Technology for Detecting Multidrug-Resistant Pathogens in the Clinical Microbiology Laboratory</i> , 7(2). Retrieved May, 14 th , 2013: http://wwwnc.cdc.gov/eid/article/7/2/70-0306.htm
7	Resistant hypercalcaemia in metastatic parathyroid carcinoma	914	Samantha E Bowyer, Alison M White, David T Ransom and John A Davidson (2013). Resistant hypercalcaemia in metastatic parathyroid carcinoma. <i>Medical Journal of Australia</i> , 198 (10): 559-561

Seven reading passages in which one passage was taken from physiology textbook, one taken from the Journal of Medical Case Reports, one taken from Medical Journal of Australia, four taken from a series of online article on website of Centers for Diseases Control and Prevention (CDC), America were analyzed with regards to topic, text length, vocabulary grammar and discourse structure.

3.1 Vocabulary

Table 8: The number of medical words in reading passages

Variable	Obs	Mean	Min	Max
medicalwords	7	88.71429	25	174
totalwords	7	839.7143	670	967

The table 8 shows that the number of medical words appears in each reading passage at high frequency (Mean=88,7). According to Table 8, the analyzed passages are relatively long (Mean=839 words). Passage of the research on *influenza A Virus H7 and N9 subtypes*, which was the shortest passage among others (670 words), had the least number of medical words (25 medical words); whereas a case report on *Albendazole-induced granulomatous hepatitis* with 933 words in

total contained the largest number of medical words (174 medical words). In short, on average of 100 words, there was about eleven medical words.

3.2 Grammar structures

The grammar points in the reading passages were analyzed by counting the clauses containing the grammar structures and the results are indicated in the following table.

Table 9: Analysis of grammar in the reading passages

Variable	Obs	Mean	Min	Max
passivevoice	7	9.571429	6	15
verbforms	7	15.42857	13	20
modals	7	3.428571	0	11
compoundwo~s	7	6.857143	1	15
imperatives	7	0	0	0
complexcom~e	7	13.57143	11	15
comparison	7	2.714286	0	5
conditional	7	.5714286	0	2

The results from the preliminary analysis of grammar of seven reading passages are shown in Table 9. It can be clearly seen that no analyzed passage contained *imperative* (Mean=0). The grammar structure with the lowest frequency of appearance was *conditional* (Mean=0,57). Whereas, the grammar points with the high frequency of appearance were verb forms (Mean=15,4), complex and compound sentences (Mean=13,5), passive voice (Mean=9,5) and compound words (Mean=6,8).

4. Results from the textbook analysis

4.1 Vocabulary

Table 10: The number of medical words in each unit

Variable	Obs	Mean	Min	Max
Medicalwords	14	56	34	73
Total words	14	317.0714	208	506

The table 10 shows that the average number of medical words in each unit was at 56. Unit 1 *Health and illness* had the least number of medical words (34 medical words); whereas unit 14 *Childhood* contained the largest number of medical words (73 medical words).

4.2 Grammar

There was neither separated grammar section nor exercises practicing grammar points in the textbook. The grammar of the textbook, therefore, was analyzed through the grammar structures extracted from clauses taken from each unit as follows:

Table 11: Analysis of grammar in the textbook

Variable	Obs	Mean	Min	Max
passivevoice	14	4.928571	0	10
verbforms	14	7.785714	4	19
modals	14	3.428571	0	7
compoundwo~s	14	1.357143	0	4
imperatives	14	.4285714	0	5
complexcom~e	14	9.571429	3	18
comparison	14	.9285714	0	4
Conditional	14	1.071429	0	5

The results obtained from the preliminary analysis of grammar of fourteen units in the textbook are provided in Table 11. It can be clearly seen that the grammar structures with the lowest frequency were imperatives (Mean=0,4), comparison (Mean=0,9). Whereas, the grammar points with the highest frequency of appearances were complex and compound sentences (Mean=9,5), verb forms (Mean=7,7) and passive voices (Mean=4,9).

4.3 Reading skills

Text Length

Table 12: The number of words in some texts taken from the textbook

Variable	Obs	Mean	Min	Max
onetext	14	122.2857	51	199
wholeunit	14	317.0714	208	506

The results obtained from the preliminary analysis of the length of 14 longest texts in the textbook are provided in Table 12, along with the analysis of the number of words in the whole unit. The average number of words of 14 texts was only 122 words. Among fourteen texts investigated, the longest text contained 199 words, whereas the shortest one had only 51 words.

Reading sub-skills

There was no separated section for reading skill practice. Reading passages in the textbook were short, 200 – 400 words and there was no introduction to necessary reading sub-skills such as skimming, scanning, and guessing meaning of the new words. The textbook certainly had no activities to practice the above sub-skills. The common reading sub-skill in the textbook was *reading for specific information*.

Table 13: Reading sub-skills in the textbook

Unit	Sub-skill introduction	Exercises for sub-skills
Unit 1	No introduction to reading sub-skills	No exercises for sub-skills
Unit 2	No introduction to reading sub-skills	No exercises for sub-skills
Unit 3	No introduction to reading sub-skills	No exercises for sub-skills

Unit 4	No introduction to reading sub-skills	No exercises for sub-skills
Unit 5	No introduction to reading sub-skills	1 exercise (gap-filling) for specific information
Unit 6	No introduction to reading sub-skills	1 exercise (gap-filling), 1 exercise (matching) and 1 exercise (True/False) for specific information
Unit 7	No introduction to reading sub-skills	1 exercise (gap-filling) for specific information
Unit 8	No introduction to reading sub-skills	1 exercise (gap-filling) for specific information
Unit 9	No introduction to reading sub-skills	No exercises for sub-skills
Unit 10	No introduction to reading sub-skills	1 exercise (gap-filling) for specific information
Unit 11	No introduction to reading sub-skills	No exercises for sub-skills
Unit 12	No introduction to reading sub-skills	No exercises for sub-skills
Unit 13	No introduction to reading sub-skills	No exercises for sub-skills
Unit 14	No introduction to reading sub-skills	No exercises for sub-skills

5. Matching the results and discussion

5.1 Vocabulary

The data obtained from the preliminary analysis of questionnaires, the textbook and English reading material revealed that the textbook perfectly responded to students' needs in terms of vocabulary. Particularly, the results obtained from the questionnaire demonstrated that students wanted to be equipped with medical words. Moreover, students still had a lack of vocabulary, especially of medical words. The analysis of English reading materials revealed that the number of medical words was relatively large (11 medical words per 100 words). While, the analysis of textbook showed that the medical words in each unit was also relatively high (18 medical words per 100 words).

5.2 Grammatical structures

The analyzed data obtained from the needs analysis showed that students should be taught more some of the following grammar points: *passives, verb form, compound words, complex and compound sentences, and comparison*. Moreover, the analysis of English reading materials revealed that grammar points which were used with high frequency in these analyzed passages were *verb forms, complex and compound sentences, passive voice and compound words*. While the analysis of textbook showed that the grammar points with the high frequency of appearances were *complex and compound sentences, verb forms and passive voices*. Moreover, the textbook did not contain the separated grammar section in which grammatical points are comprehensively taught one by one. Grammar points were just extracted from passages in the textbook for teaching,

which put focus on only passive, verb form. Hardly did learners find grammar points relating to comparison and compound word in the textbook.

To sum up, the textbook poorly matched with the students' needs in term of grammar structures.

5.3 Reading skills

Text length

According to the analysis of English reading materials, the average number of analyzed text was 839 words. The longest text had 967 words and the shortest passage contained 670 words. Whereas, according to the analysis of fourteen longest texts taken from the textbook, the average number of words of 14 texts was only 122 words. Among fourteen texts investigated, the longest text contained 199 words, and the shortest one had only 51 words. To sum up, the reading texts in the textbook were too short.

Reading sub-skills

The data obtained from the preliminary analysis of questionnaires, the textbook and English reading material revealed that the textbook poorly responded to students' needs in terms of reading skills. In particular, students needed to practice the useful reading strategies such as *scanning, skimming, finding the key words and guessing the meaning of the new words*. Moreover, students met with a lot of difficulties in *understanding the specialist terms, understanding the meaning of acronyms, reading diagrams, charts and tables and deducing the meaning of unfamiliar lexical items*; while, the textbook contained no separated section for reading skill practice. Reading passages in the textbook were too short. There was no introduction to necessary reading sub-skills such as skimming, scanning and guessing meaning of the new words. The textbook certainly had no activities to practice the above sub-skills.

CONCLUSION

The results of the study showed that the textbook properly matched with students' needs in terms of vocabulary. It provided students with a wide range of medical words which were practiced thoroughly through a variety of exercises. Although the textbook could provide students with grammatical structures frequently used in medical documents, there were few exercises for practicing. The textbook was weakest at providing students with reading skills. Despite some limitations, the findings of this study could provide a practical implication. Combined with the literature, it is recommended that HMU should make some changes in the current curriculum and also in the textbook so that the revised one could meet students' needs. Along with the existing curriculum, ESP lecturers should provide students with more grammar exercises in the form of extra handouts. Besides, reading sub-skills must also receive more attention by designing supplementary reading materials with some topics in the textbook and with some topics suggested by specialist lecturers and ex-students. Moreover, the study also provided information on the direction of making changes in the English curriculum in the future. The newly developed curriculum should take reading skill into consideration because medical students wanted to be equipped with reading skills.

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