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Midwifery Students' Perspectives on Medical Daily Conversations in Ahmad Izzan's English for Professionals

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Abstract: *This study explores midwifery students' perceptions of Ahmad Izzan's textbook, "English for Medical Professionals," in enhancing their medical English communication skills. Using a descriptive quantitative approach, the research employed a structured questionnaire comprising both open-ended and close-ended questions to gather in-depth insights. The survey focused on aspects such as the textbook's relevance, clarity, practicality, and its perceived effectiveness in clinical communication. Results indicate that students generally regard the textbook as beneficial, particularly in improving their comprehension and application of medical English in practical settings. However, the small sample size limits the generalizability of the findings. Expanding the study with a larger participant pool is suggested to provide more comprehensive insights into the textbook's impact. These findings aim to inform curriculum design and teaching methods that better prepare midwifery students with the communication skills essential for their professional development.*

INTRODUCTION

English language proficiency, especially in medical settings, has become an essential skill for healthcare professionals, including midwives, in today's interconnected healthcare landscape (Byrne, A., 2024). Communication in English is not merely a supplementary ability but a vital requirement, especially for midwives who play critical roles in maternal and neonatal care (World Health Organization., 2016). Clear and accurate communication ensures that midwives can deliver high-quality healthcare services, handle sensitive patient interactions, and collaborate seamlessly with multidisciplinary healthcare teams from diverse linguistic backgrounds (Anthony, V. J., 2023). This is particularly crucial in addressing global healthcare challenges, such as reducing maternal and neonatal mortality rates, where international collaboration often plays a significant role. In Indonesia, the healthcare sector is increasingly focused on meeting global standards, driven by initiatives to improve healthcare services and align them with international best practices (Sujana, I., et al., 2019). For midwives, the ability to communicate effectively in English is not only essential for patient care but also for professional growth, as it opens opportunities for participating in international conferences, accessing global research, and collaborating on cross-border healthcare projects. However, acquiring these language skills requires more than general

English proficiency; it demands specialized training aligned with midwifery's unique communicative needs (Koller, M. Z., et al., 2024). Therefore, integrating targeted English language resources into midwifery education programs is paramount to ensuring that students are adequately prepared for their professional roles in an increasingly globalized healthcare environment.

The emergence and development of English for Specific Purposes (ESP) as a specialized field of language instruction offer significant opportunities to address these professional demands (Widodo, H. P., 2016). Unlike general English courses, ESP focuses on equipping learners with language skills that are tailored to the specific requirements of their professional or academic fields. This approach is particularly valuable in midwifery education, where the complexity of tasks demands both technical expertise and compassionate communication skills (Hernon, O., et al 2023). For instance, midwives often encounter scenarios that require them to provide detailed medical explanations, offer emotional support to patients, and collaborate with healthcare teams in high-pressure situations. These tasks necessitate a command of English that goes beyond conversational fluency, encompassing the ability to use medical terminology accurately and appropriately while maintaining sensitivity to the patient's emotional and cultural context (Renfrew, M. J., et al., 2021). Textbooks such as Ahmad Izzan's *English for Medical Professionals* represent a step forward in providing practical learning materials tailored to these needs. The textbook emphasizes real-world scenarios, such as patient consultations, giving medical instructions, and engaging in interdisciplinary collaboration, making it a vital tool for preparing midwifery students for the communicative demands of their profession. However, the effectiveness of such materials depends largely on their alignment with students' specific needs, their accessibility, and their ability to facilitate both language acquisition and professional development.

Despite the promising potential of ESP, research into its application in midwifery education remains relatively limited. Most studies on ESP in medical contexts have focused on broader healthcare fields, such as nursing, medicine, and pharmacy, leaving a significant gap in understanding its impact on midwifery students (Basturkmen, 2010; Hwang & Lin, 2010). These studies have demonstrated the benefits of ESP in improving language proficiency, enhancing professional readiness, and increasing confidence in using English in workplace settings (Candrasari, R., et al., 2024). However, the unique challenges and demands of midwifery require a more targeted approach. For example, midwifery involves mastering not only technical medical terminology but also interpersonal communication skills necessary for building trust with patients and addressing sensitive issues. Resources that fail to reflect this dual emphasis on technical accuracy and compassionate communication may fall short of preparing midwifery students for their professional roles (Jackson, J., (2023). Additionally, the lack of tailored materials may contribute to student frustration, as they may find general medical English resources either too broad to be relevant or too advanced to be accessible. Addressing these gaps through focused research and the development of midwifery-specific ESP materials is essential for ensuring that language instruction meets the needs of this unique professional group.

One of the most critical aspects of ESP in midwifery education is the development of speaking skills, as effective communication lies at the heart of the profession (Bard, S., 2021). Midwives are often required to explain complex medical procedures, address patient concerns, and provide emotional support in a manner that is both clear and empathetic. These communication tasks often occur in high-stakes environments, such as during childbirth or in cases of medical emergencies, where linguistic clarity and confidence are paramount. Speaking skills in this context are not merely about linguistic accuracy but also about the ability to convey information confidently and sensitively, adapting to the needs of diverse patients and colleagues (Vang, D., 2024). Resources like Ahmad Izzan's textbook aim to address these needs by offering structured

activities that simulate medical conversations. These include role-playing exercises, patient interviews, and collaborative problem-solving tasks, which are designed to build students' confidence and fluency in real-world medical scenarios. However, the effectiveness of these materials depends on various factors, including their relevance to the specific challenges faced by midwives (Daemers, D. O., et al., 2017). Their comprehensibility for students at different proficiency levels, and their adaptability for use in both classroom and independent learning contexts. Research into students' experiences with these materials can provide valuable insights into how they influence speaking skills development and what improvements might be needed to maximize their effectiveness.

The role of learning materials in shaping educational outcomes cannot be overstated, particularly in fields like midwifery, where language learning is closely tied to professional training (Selorm, J. M. S., 2024). Exploring students' perceptions of these materials is crucial for understanding their strengths and limitations, as well as for identifying opportunities for improvement. For example, materials that are too generalized may fail to address the unique communicative demands of midwifery, while those that are overly technical may overwhelm students who are still developing their foundational language skills (Goshomi, U., et al., 2021). Striking the right balance between technical depth and accessibility is key to ensuring that ESP instruction supports both linguistic and professional development. Feedback from students can also highlight gaps in existing resources, such as the need for more interactive or context-specific learning activities, and inform the development of new materials that better meet their needs. By examining how students perceive the clarity, relevance, and usability of ESP materials, this study aims to contribute to the ongoing improvement of language instruction in midwifery education (Bustamante-Mora, A., et al., 2023).

This qualitative study focuses on exploring midwifery students' perceptions of medical daily conversation materials derived from Ahmad Izzan's textbook. Specifically, it seeks to understand how students perceive the relevance of these materials to their professional roles and whether they find the content engaging and comprehensible. Additionally, the study investigates the extent to which these materials contribute to enhancing students' speaking skills in medical contexts, with a particular focus on their ability to handle real-world communication challenges. By delving into students' experiences and feedback, the research aims to provide a nuanced understanding of the interplay between language learning and professional development in midwifery education. The guiding research question is:

1. How do midwifery students perceive the relevance and effectiveness of the medical daily conversation materials for their professional development?

The findings of this research are expected to make a significant contribution to the growing body of literature on English for Specific Purposes (ESP) in healthcare education, particularly in the field of midwifery. By focusing on the specific needs, preferences, and challenges of midwifery students, this study aims to offer practical insights that can improve the design, implementation, and relevance of ESP materials (Koller, M. Z., et al., 2024). These findings will help ensure that learning resources and teaching strategies align with the professional realities faced by midwifery students, such as communicating effectively with patients, explaining procedures, and collaborating with multidisciplinary healthcare teams. Furthermore, the study will emphasize the importance of tailoring English materials to reflect the everyday tasks and culturally sensitive interactions that are integral to midwifery practice in Indonesia (Johnston, J., et al., 2022). The practical implications of this study extend beyond Indonesia to other non-English-speaking countries that face similar challenges in preparing their healthcare professionals for global engagement (Kawaguchi-Suzuki., et al., 2019). Many countries in Asia, Africa, and Latin America

share the challenge of balancing local healthcare needs with the demand for international standards of communication.

By exploring how midwifery students perceive and utilize ESP materials, this research could serve as a model for developing contextually relevant language programs that address specific professional and cultural requirements (Huang, Q., & Yu, Q. J. 2023). For example, it might highlight the importance of incorporating patient scenarios, team-based communication, or culturally appropriate counseling language into ESP curricula. Ultimately, this research seeks to empower midwifery students by equipping them with the confidence and skills to succeed in their professional roles (Ball, K. L., et al., 2022). For midwives, English proficiency is not only a practical skill but also a gateway to accessing global medical knowledge, improving patient safety, and contributing to better maternal and neonatal health outcomes (Bogren, M., et al., 2022). Clear and empathetic communication is essential for building trust with patients, particularly in sensitive situations such as labor, childbirth, and postpartum care. By understanding how students perceive the relevance and accessibility of current materials, this study hopes to provide actionable recommendations for improving the connection between language learning and real-world application. Integrating effective ESP instruction into midwifery education is key to ensuring that graduates are prepared to navigate the increasingly interconnected and globalized healthcare landscape (Bahroun, Z., et al., 2023). A core component of professional development, ultimately contributing to a healthcare workforce that is both competent and confident in its ability to meet the challenges of modern healthcare. In doing so, this study aspires to support midwifery students in becoming global healthcare professionals who are capable of making meaningful contributions to maternal and neonatal health worldwide (Gessesse, D. N., et al., 2024).

METHOD

This study adopted a qualitative descriptive approach to investigate midwifery students' perceptions of the English for Medical Professionals textbook by Ahmad Izzan, particularly in the context of daily medical conversations. A survey design was employed, utilizing a structured questionnaire comprising both open-ended and close-ended questions to collect detailed qualitative data. Open-ended questions allowed participants to provide in-depth responses about their experiences and opinions, while close-ended questions facilitated the quantification of specific aspects such as relevance, clarity, and practicality of the textbook. The participants, selected through purposive sampling, included 30 midwifery students who had previously used the textbook as part of their coursework. Purposive sampling was chosen to ensure that the participants had direct experience with the textbook, allowing for meaningful insights. These students were identified and recruited through academic networks and relationships within the midwifery program, ensuring their relevance to the study's objectives.

The questionnaire was divided into two sections: the first focused on demographic details such as age, academic semester, and prior exposure to medical English, while the second addressed the textbook's relevance, clarity, and impact on the students' speaking abilities in medical scenarios. The questionnaires were distributed online via Google Forms, providing participants with flexibility to complete them within a two-week timeframe. The responses were analyzed thematically to uncover significant patterns and insights from the students' perspectives. This method enabled a nuanced understanding of how the textbook supports learning, particularly regarding its alignment with clinical needs and its effectiveness in developing medical English proficiency. The findings aim to contribute to the enhancement of English learning resources tailored to the professional requirements of midwifery students, providing valuable input for curriculum development and instructional strategies.

RESULT AND DISSCUSSION

The textbook *English for Medical Professionals* was reported by the majority of midwifery students to effectively address their educational needs. Students consistently found the content instrumental in improving their understanding of key medical concepts and enhancing communication skills in clinical settings. Many respondents emphasized the relevance of the material to real-world scenarios, such as patient interactions. For instance, one participant remarked, "The book is very helpful and supports our communication needs in the healthcare field." This feedback highlights the textbook's ability to bridge academic knowledge with professional practice. However, certain areas for improvement were identified, particularly regarding the inclusion of visual aids. Respondents suggested that diagrams and images could simplify complex topics and make the content more engaging, aligning with findings from Subaveerapandiyan et al. (2024) who emphasize the value of infographics in enhancing understanding.

These findings align with research on the role of specialized educational resources in professional development. Basturkmen (2015) emphasized that textbooks designed for specific professions can significantly boost practical skills. This is particularly effective when the materials address real-world applications, as demonstrated in the textbook's focus on practical communication in healthcare settings. Similarly, Hwang and Lin (2010) found that integrating both theory and practice in learning materials enhances students' ability to communicate effectively in professional contexts. The positive reception of scenario-based activities in this study further supports these findings. Guan and Asavisanu (2023) also advocate for interactive learning methods, such as role-playing, to improve engagement and competence. The textbook's integration of these methods makes it a valuable resource for midwifery students, enhancing both engagement and practical skill development.

Despite its strengths, the study's findings point to a need for improvement in visual representation, a suggestion supported by existing literature. Subaveerapandiyan et al. (2024) found that visual aids, including infographics, improve comprehension, especially in fields like medicine where complex concepts must be understood quickly. Students in this study echoed this sentiment, noting that visuals could significantly improve their understanding of medical concepts. However, Buja (2019) cautions that excessive reliance on visuals might oversimplify content, potentially diminishing deeper cognitive engagement. While this perspective is valid, this study highlights the complementary role of visuals. Their inclusion can support diverse learning styles without compromising content depth. Therefore, visuals should be strategically used to complement the textbook's already rich theoretical content, enhancing the overall learning experience.

Another recommendation is to update the textbook's content to reflect the latest advancements in midwifery practices. Tekin and Uysal (2023) argue that educational resources must evolve to stay relevant to contemporary practices. Midwifery students expressed the need for case studies that address emerging challenges such as telemedicine and culturally sensitive communication, which have become more prominent in healthcare education. Incorporating contemporary topics would ensure that the textbook remains aligned with the latest healthcare standards, providing students with up-to-date knowledge and tools. These updates could also make the textbook more applicable to modern clinical environments, as students noted the importance of learning to interact with technology and diverse patient populations. The integration of such content would better prepare students for real-world clinical challenges and strengthen their professional competence. This would further solidify the textbook's role as a comprehensive learning tool.

The inclusion of practical exercises was widely praised by students, particularly for improving communication skills in clinical settings. Scenario-based activities, including role-

playing and simulations, were highlighted as effective tools for bridging theory and practice, confirming the findings of Guan and Asavisanu (2023), who noted the effectiveness of interactive learning methods in fostering student engagement. Expanding these activities to include more diverse clinical scenarios could further enhance the learning experience. For example, incorporating patient-centered interactions or interdisciplinary collaborations could better simulate real-world challenges and improve students' ability to navigate complex healthcare environments. These types of exercises provide students with valuable opportunities to apply theoretical knowledge in practical situations, ultimately boosting their confidence and competence in professional settings. Expanding the range of scenarios would enhance the scope of training, making it even more relevant to the varied challenges faced by midwives.

The potential of this textbook extends beyond individual learning to broader curriculum development in midwifery education. Integrating updated, comprehensive, and interactive materials can ensure that students develop the necessary linguistic and professional skills for successful careers in healthcare. Hidayati and Meisani (2023) argue that tailored resources are critical for addressing the specific needs of professional learners, and this textbook aligns with that approach. Educational institutions that use such materials can better equip students to meet the demands of modern healthcare environments. Moreover, improving communication standards in healthcare through such resources can have far-reaching benefits, both for students and for the patients they will serve. By equipping students with the necessary linguistic skills, the textbook supports effective communication, which is key to enhancing patient outcomes and safety. This broader applicability positions the textbook as a cornerstone of professional development in midwifery education.

In conclusion, this study reinforces the importance of specialized textbooks in midwifery education, particularly in enhancing communication skills essential for clinical practice. While the textbook is already a valuable resource, incorporating updates, visual aids, and more interactive exercises could further enhance its educational impact. Such improvements would ensure the textbook remains a dynamic and adaptable tool, capable of meeting the evolving needs of midwifery students and healthcare systems. Addressing these areas would enhance the textbook's relevance, helping it remain aligned with current clinical practices and pedagogical strategies. Additionally, updates would ensure the textbook continues to support diverse learning styles and professional development. Ultimately, by refining the textbook in these areas, it can remain a fundamental resource, contributing to the advancement of medical English education and clinical practice in healthcare.

CONCLUSION

This study emphasizes the effectiveness of the *English for Medical Professionals* textbook in enhancing midwifery students' communication skills and understanding of key medical concepts. Most students found the textbook relevant and beneficial in connecting theoretical knowledge with practical application in healthcare settings. However, the study highlighted areas for improvement, such as incorporating visual aids to simplify complex content and updating case studies to address current issues like telemedicine and cultural sensitivity.

The findings align with existing research, which underscores the importance of integrating interactive and visual elements in educational materials to boost student engagement and comprehension. To further enhance its impact, the textbook should include more diverse clinical scenarios and be updated to reflect advancements in midwifery practices. In conclusion, while the textbook is a valuable resource, further improvements will ensure it remains effective and relevant for future healthcare professionals.

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