ENGLISH FOR SPECIFIC PURPOSES: AN EVALUATION OF 8TH CLASS TEXTBOOK OF ENGLISH

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Abstract
Material evaluation is a key concern of English for specific purposes program. This paper highlights the evaluation of Eight class textbooks of English to check its strengths and weaknesses. McDonough and Shaw (2012) framework has been used to evaluate the textbook for better assessment. The data analysis shows that the students are not satisfied with the representation of language, lesson topics, exercises, and content. They want more interesting material and exercises for follow-up. On the other hand, they are satisfied with the teaching style and the adopted methodology of the teacher. The internal evaluation shows that the language of the book is also boring and somehow complex and it is not according to the level of the students. The students are unable to understand the language and similarly, they are unable to comprehend it and use it for communicative purposes.
Keywords: Evaluation, Textbook, Internal Evaluation, External Evaluation, English

Introduction
English for specific purposes is a type of course which is designed for the students of specific needs and demands (Krell, Mathesius, Van-Driel, Vergara, & Krüger, 2020; Mirhosseini, Shirazizadeh, & Pakizehdel, 2020; Wang, 2020). It is a covered term which states that this type of English is used for multiple purposes and needs (Baleghizadeh & Amiri Shayesteh, 2020; Baleghizadeh & Rahimi, 2011; Farley, Yang, Min, & Ma, 2020). English for specific purposes is taken from the perspective of learners that how they express their needs and how they learner different needs by following different methods in ESP classrooms (Baker et al., 2021; Godbey & Melilli, 2021; Roo, Ardasheva, Newcomer, & Vidrio Magaña, 2020; Shoaib & Ullah, 2021a). In the simple process of ESP teaching, different types of materials are used; authentic material, notes by the teacher, worksheets, and textbooks (Carabelli, 2021; Domenach, Araki, & Agnello, 2021). Their importance cannot be denied especially in the field of ESP (Herath, 2020). Teaching materials provide a guideline to the teacher and also offer a specific way to teach specifically (Huang & Jun Zhang, 2020; McGrath, 2002; Xin et al., 2020). It also states that classroom material also guides the learners that how they will learn and in what way they will achieve their goal (H.-I. Kim, 2020; Shoaib & Ullah, 2021a). Similarly, textbooks are more fundamental tools of teaching as compared to others (Hong, Hwang, Liu, & Tai, 2020). It is always important to modify the textbooks according to the needs of the students by overcoming their weaknesses (Sungyoon Lee, Kuo, Xu, & Hu, 2020).

In ESP teaching, the process of textbook evaluation cannot be denied (Macaro & Han, 2020; Sah, 2020). It is also important to highlight the strengths and weaknesses of the textbook for needs analysis (Karabassova, 2021). It also provides the view of whether the book is suitable or not and it also examines the suitability of the material concerning needs (Van Orman, Ardasheva, Carbonneau, & Firestone, 2021). The importance of textbook evaluation can be measured by following the four steps by O'Neill (Malek, 2016). It fits the needs of the students in a specific way and a particular context (Shoaib & Ullah, 2019). It also provides a framework for assessment of the given material and guides the learners to follow the given patterns for further studies (Abbasian, Hadian, & Vaez-Dalili, 2020; Baleghizadeh & Rahimi, 2011). Concerning other materials, the textbook can be affordable for all the students and it is available to all (Van Orman et al., 2021). The most important guide is the material adaptation by the teacher (Shoaib & Ullah, 2021b). It helps the teachers to modify and adjust the teaching module accordingly (Gao & Bintz, 2019; M. Kim & Crossley, 2020). All the points are important for the better development of the teaching and learning process (Canilao, 2020; Zano, 2020). In this regard, the value of textbooks cannot be underestimated by anyone (Canale & Furtado, 2021). They also explain that textbook is a foremost source of language, impetus, back-up and it also provides authentic material which is easily quoted anywhere freely (Nguyen, Marlina, & Cao, 2020).

There is a direct relationship between the book and the students' needs. According to H. Zhang (2020), the textbooks provide topics and contents which enable the students and teachers to carry on the process of ESP learning activity. Self-directed learning is an emerging technique that shapes learners' learning activities (H. Liu, Zhang, & Fang, 2021). In the same way, textbooks raise and boost the process of self-directed learning (Boonsuk & Ambele,

2020). The books are one of those sources which encourage the learners to form motivation, a positive attitude, and better understanding (Ambele & Boonsuk, 2020; Chou, 2021; Wells & Moon, 2021).

Similarly, this study focuses on the evaluation of the textbook of class Eight (8) concerning their exam pattern. The basic focus of this work is to evaluate the strengths and weaknesses of the book to examine its suitability. This work tries to highlight the fitness of the book according to the needs of the students' exams. The final paper has a specific pattern which is divided into three subparts. These are grammatical portion, comprehension, and creative writings. In the first section, parts of speech, use of capitalization, use of active and passive voice, direct and indirect sentences, and translations are added. The second portion is related to comprehension which covers the reasoning and level of understanding of the students. The last part is very important which is linked to self-writing. It includes any unseen story, essay, letter, and application. The students have to utilize their creative ability and as well as understanding to complete this task with correct grammar and spellings. Keeping this view in mind, we try to bring to light whether the book focuses on student's needs concerning paper or not, and secondly, it tries to highlight the strengths and weakness of the material for a better view of the textbook.

Theoretical Framework

For this particular study, McDonough & Shaw's (2003) framework has been used to evaluate the textbook for better evaluation. The framework has been divided into two parts; external evaluation and internal evaluation. As far as external evaluation is concerned, it is more like a first glance evaluation where the content has been viewed by looking at its first page and content page. It is looking at the textbook from the outer side of the book as cover page and including topics. This first approach of evaluation can be conducted by the researcher and he/she can also examine with the help of group researchers or experts. This approach also focuses on the proficiency level of the learners, use of language concerning context, arrangement of teaching material, and the point of view of the publisher and the author.

After external evaluation, data have been put under the light of the internal approach. In this approach, evaluation is done deeply by looking at the material, language, teaching methodology, etc. In this second phase of close evaluation, evaluation of textbook has been made possible for making general categories of the whole data and content. After that, more specific categories are designed and at the final stage, these specific categories are divided into subcategories and topics based on similarities.

Research Questions

The main aim of this paper is to evaluate the textbook of class eight showing strengths and limitations. Further, the study also attempts to examine whether the book is according to the needs, wants, expectations, and demands of the learners and as well as the teachers. The study tries to answer the following questions;

- Whether the internal features of the textbook have been arranged according to the exam pattern or not?
- Does the book content and exercises cover the learners' needs?

Literature Review

Several studies have been conducted to provide insights on the assessment and evaluation of course to match with the needs of learners (Papen & Tusting, 2020; Sah & Li, 2020; Sibomana, 2020). The fitness of the course is evaluated by putting the course book and material under the light of evaluation (Skierso, 1991; Wells & Moon, 2021). In this way, the powers and limitations of the material have been considered and the course is also modified keeping these views in mind (Banegas, 2020; Teng, 2020). The learners and course both should be evaluated for proper feedback and material adaptation (Marav, Podorova, Yadamsuren, & Bishkhorloo, 2020). Learners' assessment shows the proficiency level of the learners and also provides feedback to the teachers so that they improve their teaching methodology (Nafissi & Shafiee, 2020). On the other hand, course assessment shows the direct link between learners' needs and the selected course (Korkmazgil & Seferoğlu, 2021). It also points to the weaknesses of the course material to be modified for a better learning environment (Irby et al., 2020). The study asserts that this type of evaluation is a process of putting the material and learners' requirements systematically (Quílez, 2021).

Studies have also revealed that the course evaluation allows the teachers and researchers to evaluate the material and provides better solutions (Ghalebi, Sadighi, & Bagheri, 2021; Li, 2020; J. Zhang, 2020). Keeping this in mind, Lall (2020) in "Myanmar" appraises the powers and limitations of course book. Thein (2006) collects the data with the help of class observations and by interviews with the teachers and students. The main objective behind his study is to collect information on whether the book is fulfilling the needs of the learners and the aims of the teachers regarding the ESP course. It is a simple attempt to examine the expectations of the learners and teachers. The results

show that the ESP book is not suitable for the target learners. It lacks communicative task which is necessary to this course.

In Iran, Mazdayasna and Tahririan (2008) compare the ESP program concerning other programs in the given discipline. They point out that there is strong supremacy of other subjects and English is being ignored. It is mistreated and no one is ready to give importance to ESP. This is the time to accept the value of ESP and they also state that it needs time to get flourished and established.

Several researchers have observed the classes and examined the teacher's and learner's attitude (Godbey & Melilli, 2021; Luevano & Collins, 2020; Xin et al., 2020). They also provide solutions and better options for the highlighted problems and issues (Baker et al., 2021; Wu, Leung, Yang, Hsieh, & Lin, 2020). It helps reshape any course concerning the specialized jargon of other fields (Carabelli, 2021). A framework of Hutchinson, Waters, and Swan (1987) has been used by Karimi et al. (2013) to evaluate the textbook of the rural and agricultural development program. They evaluated the course contents and checked the validity of the material by comparing and contrast. The results show that a lot of improvement is required to inculcate the agricultural terms and structure in the minds of the learners.

Several studies have been conducted to analyze the book through internal and external evaluation (Kwon & Lee, 2021; Seongyong Lee, 2020; Li, 2020; Y. Liu, Wang, & Zhao, 2020). It includes the physical look of the book and the contents in detail (Lin, 2020; H. Liu et al., 2021). The results show that the book is developed logically and systematically to gain learners' needs and to fulfill the expectations of the teachers (Luevano & Collins, 2020). Likewise, Sheldon (1988) finds that the selection of material is not purely dependent on learners' needs. Other external factors like sponsors, professional experts, and context are involved in the adaptation of any material. In the same way, it can be stated that material evaluation is purely an educational and professional activity that demands a lot of care and responsibility (McGrath, 2002). Many checklists, models, and frameworks have been developed for careful evaluation and to achieve systematic and accurate results (Macaro & Han, 2020; Marav et al., 2020; Nafissi & Shafiee, 2020). Hence, this study attempts to highlight the limitations of the textbook of standard Eight for its betterment.

Method and Data

The evaluation of the book has been done by following both quantitative and qualitative designs for this particular study. At the very first step, the researchers talked to the participants (learners, teachers, MEAs) and informed them about the process which they are going to follow. The researchers updated them on how to fill the questionnaire. After that, questionnaires were given to the participants, and required data were collected. In the next step, through qualitative design, the researchers evaluated the book by taking interviews with the teachers. They were asked to share their views about language skills, topics, lessons and exercises, and teaching methodology and strategies.

Respondents

For this particular evaluation, ten Public Elementary Schools of district Gujrat have been selected randomly. Seven (7) students from each school are chosen through a random selection technique. There are seventy students for internal evaluation of the textbook. All the students are of 8th standard and their age is almost 12- 14years.

For external evaluation, the researchers have selected 6 teachers of English from the same schools randomly. There are 76 respondents for this particular research.

Research Tools

The process of evaluation has been conducted by using different tools like observation, interview, test, checklists, and questionnaire (Sah & Li, 2020; Slapac, 2021). Besides all these, questions are used frequently and freely by the researchers. For this study, the questionnaire has been used to collect deeper information and internal evaluation.

Questionnaire

The second approach of the theoretical framework is analyzed with the help of a questionnaire. There are twenty (20) items of the questionnaire. The questionnaire has been divided into four (4) subparts as language skills, teaching methodology, lesson topics or headings, and lesson material, content, and exercises. The researcher takes help from the different checklists for the better selection of the questionnaire. For this particular evaluation, Sheldon (1988) evaluation-based questionnaire has been selected which is further adapted by Karimi et al. (2013). The applied questionnaire has more details of content and their subparts as well. The researchers also modified the question no. 2, 10, 11 and 13 according to the research design of this particular evaluation on the bases of McDonough and Shaw (2003) evaluation framework. All the 20 questions are managed on the five Likert scales of frequency where; 1 = strongly agree, 2= agree, 3 = undecided, 4 = disagree and 5 = strongly disagree.

For a better understanding of the questionnaire, the researcher reads the questionnaire for the participant and also translates it. The questionnaire is formed with five categories as; the personal information of the participants, language skills, teaching skills and methodology, lesson material, and exercise. The reliability of the questionnaire is collected by using Cronbach's alpha which is 0.86.

Interview

The first part of the theoretical framework is an external evaluation which is taken in the form of an interview. In the first step, the researcher thoroughly examines the book and tries to gather more suitable and valid findings with the help of interviews, the researcher adopts questions from Litz (2005) and uses them according to the situation.

Data Analysis

The data have been divided into two major parts; internal evaluation and external evaluation. These parts are further divided into four subcategories for better understanding and detailed results.

Internal Evaluation

According to McDonough and Shaw (2003), the material is first analyzed internally and after that, the researcher can move towards external evaluation. Internal evaluation is a surface-level evaluation that is made possible through the book's first page, course content, and the appearance of the book. For this analysis, the researchers conducted the interviews of the teachers and divided the data into four subcategories as; content presentation, authenticity, reading type, and suitability.

Content Presentation

The book has been divided into fourteen units which are grouped with four units. After four units, there is a review exercise that covers all the previous key points. In each group, there are three prose-type units and one is a poem. Exercises are managed based on the tense type and the unit also follows the same tense type. But few gaps are not touched as; use of grammatical items exercises for the practice of active and passive voice. The book also lacks creative writing portion.

Authenticity

In any English class, authentic material is a key for effectiveness. As far as this book is concerned, there are 50% authentic material lessons while the others are not. Different conversations, dialogues, and monologues are a part of it. The remaining portion is the traditional sets of lessons which are purely formed for educational purposes. The book should be revised and authentic material should be a part of it for accurate teaching and learning activity.

Reading Type

The course book should be according to the level, understanding, style, and stage of the learners. Sheldon (1988) states that better results can be achieved only by teaching the material according to the level of the learners. It should be a blend of easy and complex language types. A few chapters are composed in clear and easy language but others are too complex (Chapter 14) and the students face difficulty in reading. Reading is also very important because it is crucial for comprehension and clear understanding. If the learners can read any lesson, similarly they will be able to understand and comprehend it easily.

Suitability

Learners can perform their communicative tasks if they have suitable learning material. The material should be suitable in manner, level, objectives, and according to the expectations of the learners and the teachers. This book is appropriate in style as it is according to the level. The content of the exercises is not up to the mark. It lacks major portion of grammar and creative writing. Exam pattern-based grammatical features should be included in the book to enhance its suitability.

External Evaluation

External evaluation is a type of final step evaluation which allows the teachers and the learners to finalize their results and draw conclusions (McDonough & Shaw, 2003). The data has been collected through a questionnaire and also divided into four subcategories; language skills, teaching skills and methodology, lesson material, and exercise and awareness of topics. The questions are set in a specific order that shows the order of division as well.

Language Skills

The first and foremost important portion is the perception of language skills which highly influence the activity of learning. The first five questions reflect the language skills which are present in the book. Almost 39 percent of learners believe that language skills are depicted in a true sense. The remaining students have a contradictory view about it; they believe that these skills are not managed properly and in a sequence. All four language skills should be taught in a systematic way and books should also cover all these skills (McDonough & Shaw, 2003).

Table 1

Statistics of Variables

Statistics of learners' language skill					Percentile		
N	Mean	Standard deviation	Minimum	Maximum	20th	40th	60th
70	3.546	0.7650	1.100	6.000	3.000	4.000	4.000
Statistics of teaching skills and methodology							
70	2.243	0.8132	2.00	5.00	3.00	3.00	4.00
Statistics of lesson material and exercise							
70	1.876	0.9345	1.000	4.000	3.000	4.000	4.000
Statistics of awareness of topics							
70	2.6345	0.8657	2.000	5.000	3.000	3.000	4.000

Teaching Skills and Methodology

The teacher is the core of inculcating the sourcebook material into the minds of the learners. They are responsible for a better understanding and good grades of the learners. A good book does not help the learner unless or until it is supervised by a teacher. According to Baleghizadeh and Rahimi (2011), in ESP learners' centered classroom, no one can deny the supremacy of the teacher. The teacher always guides the learners to take responsibility for their acts and molds them towards self-directed learning. The next five questions deal with the teaching methodology and 60% of learners favor the teaching methodology by selecting strongly agree. Their response shows that teaching methodology is up to the mark which is sufficient for achieving targets.

Lesson material and Exercise

The course book is a combination of different units and these units also have exercises to check the proficiency of the students, these are also helpful for practice and drilling to comprehend the idea. It is the responsibility of the teacher to use and set the exercise material of different units according to the level of the learners and their style (Malek, 2016). For this section, 35% of students claim that the exercises are not well established. 18 percent of students favor the sequence of the exercises and the remains do not consider it worth noticing.

Awareness of Topics

Table 2

Mann-Whitney U Test

Categories	Language Skills	Teaching Skills and Methodology	Lesson's material and exercises	Awareness of the topics
Mann-Whitney U	345.450	545.600	467.400	232.100
Wilcoxon W	703.500	453.600	796.500	455.500
Asymp. Sig.	.018	.076	.769	.017
Z	-3.765	-1.567	-.1.675	-2.540

Interesting, motivated, and demanding material should be given to the learners so that they can learn in a fun way (Mazdayasna & Tahririan, 2008). They also make clear that this type of teaching material motivates the learners and also boosts their morale. According to Hutchinson et al. (1987), if the learner is happy with the course topics, they will defiantly produce good results. The four sub-categories highlight that students are satisfied with the teaching methodology but have issues in language skills and context where to use it. The results show that all four categories are different from each other based on results. The results favor the methodology and teaching skill of the teacher but at the same time, they are not interested in the given content. For them, the content is boring and does not something challenging. For a better understanding of the results, the Mann-Whitney U test has been applied to collect the mean and standard deviation of the scores. The results show that there are major differences among all the categories. The students are not satisfied with the exercises and lesson planning.

Conclusion

ESP is a wide field of study which involves the data and material of all types. Material evaluation is also very crucial and it invites the teachers and the researchers to evaluate the material and highlight their strengths and weaknesses for better material modification. No doubt, textbooks provide a better guideline for teaching and give better learning aid as well (Sheldon, 1988). For the better task of learning and teaching process, course evaluation as

well as material evaluation is necessary (Hutchinson et al., 1987). Every course book does not cover the whole syllabus of the target learner; it may have few lacks, as Curran (2021) explains that not a single book covers all the topics of a single class. The teacher has to take help from other sources or she or he has to modify the course book according to the target situation.

McDonough and Shaw (2003) framework has been used to evaluate the textbook for better evaluation. The framework has been divided into two parts; external evaluation and internal evaluation. The external evaluation has been divided into subcategories as language presentation, reading type, the authenticity of the material, and suitability while the external evaluation is a detailed type of evaluation and is divided into four subcategories; language skills, teaching skills and methodology, lesson material and exercise and awareness of topics. For further detailed results, the "Mann-Whitney U test" has also been applied to collect the mean, standard division, and percentile. The four categories results are, language methodology (U=345.9, p=.005<.01.1), content and exercises (U=355, p=.014<.06), topics (U=454,

p=.001<.011), and material (U=201, p=.001<.002).

The findings of the questionnaire show that there is a dire need to improve the language skills and content of exercises. There is a great need for improvement in the field of topics and lesson material. The lessons lack the activities of grammatical functions and creative writings. No doubt, more activities are required for better results and practice (Skierso, 1991). Teachers share their views and suggest that cover of the book is not eye-catching, it should be attractive and can enchant the learners, and language should be easy and up to the level of the students. There should be more authentic data that can help the students in relating real-life situations easily.

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