

ESP Textbook: What the Users' Need?

Sitta Meinawati*

Department of English, Faculty of Letters
sitta.meinawati.1702218@um.ac.id*

*Corresponding author

ARTICLE INFO

Article history:

Received 30/01/2021

Approved 13/4/2021

Keywords:

ESP textbook
English for Specific Purpose
Need analysis

ABSTRACT

Abstract: This study was implemented in a private institution focusing on the ESP textbook employed in the class of management. There were 196 students, 9 ESP instructors, and one ESP expert who participated in this research. The aim was to know their perspectives toward the textbook used. It focused on five criteria applied. There were aims and approaches, skills and strategies, topics, practical considerations, and methodologies. The subjects agreed that from criteria of the aims and approaches, topics, and methodologies were good. In contrast, the other criteria, such as practical consideration and skills and strategies, slightly needed to be re-evaluated as some parts of them were inappropriate specifically to their level of comprehension.

INTRODUCTION

Yakhontova (2001) claimed that the value of the students' needs should be taken into account in a textbook. As textbook has been widely used as one of the common teaching aids in almost every educational level, then it is supposed to be important to think about how effective the textbook meets the needs of its users. The use of textbooks can be starting at the primary to the tertiary level of study. It is important to help language learners develop their linguistic and communicative skills (Sheldon, 1988) also a supportive teaching method (O'Neill, 1982; Ur, 1999). Thus, a textbook has played a great role in the educational field. Sheldon (1988) said that textbooks or published books are intended to help improve the communication skills and linguistic comprehension of language learners. O'Neill (1982) and Ur (1999) argued that textbooks are not only intended as a learning tool but also beneficial for teaching instruments. Mares (2003) added that the textbook is intended as a continuity of language teaching and its implementation by providing instruction, support, and relevant language-based exercises aimed at giving students classroom experience.

A textbook is a term used to refer to a module or coursebook that is used as one of the only content sources in the teaching and learning process by the students as well as the teacher. For the entire course, a textbook is generally used for a whole semester or sometimes used for the whole year, depending on the textbook itself. While textbooks are used as a framework for the teaching and learning process (O'Neill, 1982), not a single piece of a textbook can be useful for specific learning styles, differences between learners, as well as the needs of each classroom setting (Mares, 2003; Ur, 1999). Tomlinson (2010) said that textbooks would enable teachers to manage the progress of their teaching and to provide them with a teaching emphasis in accordance with the reference point. Textbooks can also be a form of map that can illustrate the progress of teaching (McGrath, 2002; Neil, 1982; Ur, 1999) and can provide feedback and suggestions about how lessons are delivered (Tomlinson, 2010). Textbooks are also useful for inexperienced or unconfident teachers in providing teaching materials communicatively (Edge & Wharton, 1998; Mares, 2003; Tomlinson, 2011; Ur, 1999). In addition, McDonough et al. (2013) claimed that in a situation where authentic materials that are interesting and inspiring are difficult to compile in a structured way, a good textbook could be a valuable device.

While the availability of English textbooks has spread out and provided for in most education fields, not all of them can fulfill both teachers' and learners' needs and priorities. Tomlinson (2011) criticized that in this world, there are a massive proportion of textbooks available, yet unfortunately, they do not really embrace the acquisition or the advancement of English as a second or a foreign language itself. It could be seen that the existing textbooks often concentrate much more on linguistic items than on facilitating learners to acquire and boost their target language skills (Wahyudi, 2017).

ESP was described in three ways by Gatehouse (2001). Firstly, ESP was designed deliberately to fulfill the unique needs of the learners. Secondly, ESP pays special attention exclusively to language practices such as grammar, language skills, language debate, and gender. Lastly, ESP is focused on specific disciplines, such as its methodology and activities. The requirement of the teaching and learning process is to achieve the educational objectives of the ESP students, such as the language system and the use of languages, successfully. The language system focuses on both a grammatical and vocabulary structure, while speech-acts, genres, social experiences, and particular word usage are concerned with language use (Agustina, 2014). The evaluation is, therefore, appropriate. However, the

ESP textbook the researcher employed in this study has already published five years ago without even getting its evaluation. Moreover, the total amount of students in management studies was the highest among other disciplines. Therefore, it is crucial to conduct a book evaluation of this textbook.

METHOD

The researcher conducted the research by employing two types of evaluators, namely etic and emic. Those evaluators were distinguished by their types of points of view. The etic was the outsider (non-user), while the emic (user) was the native point of view (Alfanani, 2017). While the emic was the sense of an entity based on their experiences acquired from the people or the surrounding society (Leuape, 2017). In addition, it will make it easier for the evaluator to verify the standard as quickly as possible (Soori et al., 2011). The questionnaire was then circulated to both users (emic) and non-users (etic) in order to determine their views about the textbook used in this research. The expert participant was the expert in ESP, and the emic was the students and the instructors of ESP of Management studies. There were 196 students, nine instructors, and one ESP expert who joined in this research as the research participants.

The instrument that utilised in this study was a questionnaire adopted from the expert checklist from several previous similar studies such as Danaye Tous & Haghighi (2014), Biocchi (2000), Cunningsworth (1995), and Harmer (2007). Also, the researcher conducted an interview with some of the participants to get further information. They are three students, five instructors, and one ESP expert. Those instruments have been validated by the experts from their field to make the data gained become reliable and doable.

FINDINGS

They were five criteria used in this study. They are aims and approaches, skills and strategies, topics, practical considerations, and methodology. Each of the criteria from the data findings will be jotted down into some tables as follows:

Table 1. First Criteria: Aims and Approaches

Criteria	Emic		Etic	Factual Reality
	Students	Instructors		
Aims and Approaches				
1. The coursebook correspond closely with the needs of the learners	Good	Good	Good	Each unit contains objectives that clearly explain what the learners are expected to gain from the materials presented. The objectives covered each skill, such as Reading, Writing, and Speaking.
2. The coursebook is comprehensible	Good	Good	Good	This textbook, in brief, provides authentic materials that have been selected by the authors of the book, aiming to achieve learners' understanding. Also, this textbook provides a vocabulary list in a context that enables the learners to get vivid comprehension to what they are learning.

According to the students' responses to the first question in the questionnaire, the textbook's goals were mainly related to their potential needs in their future job sector. The aim of this textbook, as published, was to meet the needs of students who wanted to learn English as a pre-requisite for job communication.

The instructors generally agreed that this textbook fulfilled the requirements for a good book, including vocabulary, vocational material text, grammar, realistic role, writing style, speaking prompt in a situational situation at an acceptable stage, and learning objectives. More than half of the teachers selected "good" for these requirements, according to these criteria. This indicated that the textbook met the requirements for a book that closely matched the needs of the students. It was also to provide an opportunity for students to improve their English skills in a more communicative and meaningful way. By checking the content list on the front page of the textbook, they were able to get a summary of what they needed to know for the whole two semesters.

According to the expert, the textbook has already met both the goals and approaches requirements, as shown by the questionnaire and interview sections. She mentioned that the textbook was both excellent and comprehensible in terms of matching the needs of the students. The textbook had approximately twenty-eight pages. In this way, she believed the book had covered a lot of ground in management studies.

On the second issue, this textbook succeeds in bridging the gap between the students and their difficulties in understanding the discussing content, based on the students' answers dealing with the comprehensibility of the book. The majority of students agreed that the textbook is easy to understand and that it aids them in comprehending the content.

Concerning comprehensibility, the teachers concluded that this textbook was simple to comprehend. The students and instructors agreed that the textbook was effective in providing well-organized materials, easy instruction, and complete with illustrations, but there were insufficient samples for theoretical materials. The features were created to assist students in effectively mastering the content.

From the perspective of an ESP expert dealing with the textbook's aims and approaches, the book already contained several vocabularies of words that the learners needed. The book also included text with vocational material, grammar, and practical tasks to complete. As a result, the textbook was successful in meeting the needs of the students.

Table 2. Second Criteria: Skills and Strategies

Criteria	Emic		Etic	Factual Reality
	Students	Instructors		
Skills and Strategies				
3. The four skills are adequately covered	Good	Fair	Fair	The textbook only covers Reading, Writing, and Speaking skills materials. There is no Listening skill tasks or materials provided.

As many as 44% of the instructors said fair dealing with the adequacy of covering all four skills, they said. Reading, writing, listening, and speaking were the four skills. Those percentages were based on the fact that no listening skills materials were given. The teachers stated that they would discover this information for themselves in order to prepare materials for their listening activities, such as handouts, articles, and other supported audio materials.

According to 57 percent of students, the textbook was successful in terms of covering all four skills. Reading, writing, and speaking skills were provided in the textbook, but not listening skills. Nonetheless, the textbook was well-written and easy to comprehend.

Based on the expert point of view, the four skills were not adequately covered since the textbook only included three of them. Reading, writing, and speaking were the only options. The textbook did not contain the listening materials. As a result, the teachers needed to look for potential outside resources to supplement their listening lessons.

Table 3 Third Criteria: Topics

Criteria	Emic		Etic	Factual Reality
	Students	Instructors		
Topics				
4. The topics help expand students' awareness and enrich their experience	Good	Good	Good	The topics presented in the textbook are remarkably necessary for their managerial knowledge as well as help them with understanding other courses in their majoring.

The question asked if the topics in the textbook could help learners broaden their knowledge and enrich their experience. In this case, both users believed that the book was effective in accomplishing this goal. They believe that the book's subject was very interesting and helpful to them in terms of gaining a lot of knowledge about management problems in their environment.

The expert claimed that text book's topics were able to broaden students' knowledge and enrich their perspectives in their future fields of work. The topics help students broaden their horizons and enrich their experiences. According to the expert, since the topics discussed in the textbook are diverse and insightful, students would have several opportunities to experience the topics by participating in numerous activities and discussions. This activities is essential in order to acclimate them to the situation in which the issues are being addressed. Several authentic tasks were included in the textbook. As a result, they will be able to visualize what their future work environment will be like.

Table 4. Fourth Criteria: Practical Consideration

Criteria	Emic		Etic	Factual Reality
	Students	Instructors		
Practical Consideration				
5. The book is easy to obtain	Excellent	Excellent	Excellent	The textbook was distributed and handed-in to the learners as well as instructors before the semester began.
6. The book is attractive in the appearance	Good	Fair	Good	The cover of the textbook is good; the content also provided the appropriate amount of pictures. However, the quality of the paper is not supported with good paper quality, which is using a grayscale/paperback version paper and black-and-white content printing.
7. The graphic illustration motivates learners to talk about the subject	Good	Fair	Good	The graphic illustration covers convenient materials such as authentic and relevant pictures, diagrams and charts, and clear screenshots of steps.

When it came to the readily available textbook, nearly all of the students decided that it was outstanding. This was the largest group of students who shared similar viewpoints. They could quickly obtain the textbook when they first began the semester. The institution had prepared for this situation long before the students started their first day of classes. In addition, the book they received was included in their tuition. The students did not have to pay for it again this way.

The instructors believed that this textbook was easy to obtain since it was distributed to both students and instructors prior to the beginning of the semester. As a result, there was no need to place a pre-order or order it online. This textbook had already been issued by the institution for students and teachers to use in their teaching and learning situations.

The textbook seemed to be in good condition. According to the distributed questionnaire, number six, 52 percent of the students agreed with this argument. The students concluded that the book's appearance was appealing. It was clear from the book's cover, which was vibrant and appealing.

When it came to the appearance of the textbook, both students and teachers agreed that it was appealing. The book's eye-catching color, as well as the graphic illustration of what management studies would cover, vividly represented them all. This could help visual learners learn more effectively because their visual engagement requirements were met to a large extent.

However, there were a few other aspects about this textbook that made it dull, such as the poor quality of the paper, the grayscale printing, and the lack of images. Some students claimed that having fewer pictures in the textbook was fine with them. It can be seen from this survey result in this study, which revealed that 52% of students thought it was fine, although 78 percent of the instructors said coping with an attractive appearance was a fair task.

The graphics and illustrations in the textbook, according to the students' point of view, were excellent. They aided students in better visualizing the tasks they were assigned. In addition, approximately 51% of students agreed that this textbook might inspire them to enthusiastically discuss this topic.

On the other hand, some visual learners found it difficult to comprehend materials that often consisted of full-length passages with no additional appealing elements for their visual needs. This problem caused students who were visual learners to become bored quickly on some particular occasions. As a result, they are unable to open the textbook and learn the materials contained inside it.

On the cover of the textbook, the expert said there were enough graphics and images. The illustration and color choices were not overpowering, and the book was still enjoyable to read. As a result, the textbook appearance had succeeded in attracting the attention of those who saw it. Unfortunately, the remarks made by the expert were only applicable to the book cover. This was due to the fact that the paperback edition of the book contained much of the book's material. As a result, the book's appearance was unappealing and needed to be improved, especially in terms of the paper quality. The greyscale paper made it difficult for visual learners to concentrate on the content, causing them to become bored quickly.

Table 5. Fifth Criteria: Methodology

Criteria	Emic		Etic	Factual Reality
	Students	Instructors		
Methodology				
8. The approaches presented in the textbook appropriate to the learning/teaching situation	Good	Good	Good	The coursebook contains various ways of approaches. Fortunately, it is the users who can decide to which ways suitable for them to apply
9. The textbook helps the learners' elevate their English level of understanding	Good	Fair	Fair	The students are exposed to authentic materials, but unfortunately, there are above their level of comprehension

It was discovered that 52% of students thought this textbook was useful for coping with the methods discussed in it and that it was suitable for the learning situation. The textbook was created to help students become professional language learners by allowing them to pick and choose what they want to read. This way, the students' confidence would be boosted as they would be able to accept the materials because the approach was tailored to their needs.

According to 67 percent of the teachers, the textbook's methods were sufficient for the learning situation. Based on the appropriateness approaches in the textbook, these findings indicate that the textbook only lacks a small element. They are; teachers were authorized to use whatever methods suited their needs, and students were taught how to become successful language learners and given the freedom to choose how they wanted to study.

It was mentioned that the textbook allows teachers to choose their own acceptable methods in their classes, which is a positive thing. However, according to the expert, it is also important if a manual is available at the start. This manual is useful for both teachers and students who want to learn how to use the book and which topics should be discussed first, how long should each skill and subject be applied for, where will the tasks be completed, such as in a class project or as a homework assignment, and so on.

Around 52% of the students confirmed that the textbook was able to assist them in improving their English comprehension. The authentic and up-to-date materials aided the students' comprehension. It can also broaden their horizons. As a result, the students would have an easier time learning the target language.

Because of the textbook's ability to help students' English levels improve, both students and instructors agreed that this book was adequate. These findings show that the proportion of both users was greater than half. This textbook was deemed successful by both students and instructors. The explanation for this was that the textbook contained almost all of the necessary information. However, there were some aspects of the textbook that were lacking, such as an element of introducing students to credible and up-to-date materials in both spoken and written form, stressing communicative abilities consolidation as well as structural and lexical skills, and providing students with an opportunity to focus on their study technique and ability growth.

Since one of the textbook's goals was to help learners gain a better understanding of English for management, the expert claimed that the textbook effectively helped learners improve. This can be seen in the way the textbook provided accurate and up-to-date materials to the students in written form. After all, it would be much easier if authentic materials were included in the oral materials to complete the listening and speaking skills.

DISCUSSION

The results showed that the textbook closely corresponds to the needs of the learners. It can be seen from the first question dealing with the requirements that the learners might be beneficial from this textbook. Ghalandari & Talabinejad (2012) said that the ESP textbook's compatibility with the needs of students is beneficial. All users, the students, and teachers, in this case, decided that this textbook meets the requirements of a good book for the category of aims and approaches. Those users accepted that with their main research, this textbook has already met their particular needs that importance. This can contribute to the conclusion that the goals of the textbook were effective in meeting the needs of the learners.

Concerning comprehensibility, the instructors concluded that this textbook was simple to comprehend. The students and instructors agreed that the textbook was effective in providing well-organized materials, easy instruction, and complete with illustrations, but there were insufficient samples for theoretical materials. The textbook had many features that made it easier for students to understand the content. The features were created to assist students in effectively mastering the content.

From the criteria of skills and strategies, specifically dealing with the skills coverage, the textbook includes three out of four abilities in it. Gatehouse (2001), Shahriari and Behjat (2014), and Pham and Ta (2016) argued that, even if the users do not need it, it is still crucial to include all language skills in the ESP course. The lack of complete four abilities offered will lead learners to obtain a missing gap of knowledge about their critical language learning. Consequently, they need to find it from somewhere else. This implies that the teachers have to make more effort to locate materials than to concentrate on the subject discussed.

There are some missing details that are not given in the textbook. As their teaching aids, they are the audio, even though the textbook claimed that the audio file was in a different textbook, but no one of the teachers or students knew where the book was. The lack of allocation of time for each subject, as the instructors were given to the authorities to optimize their teaching experience in their own ways. Nguyen and Nguyen (2017) argued that the inadequate course that includes the quality of the content, the learning aids such as audio as well as visual aids, the appropriate total course hours, the coursebook, and key terminology are a particular problem perceived by the students.

This distinct point of view of the two sides of the users could be triggered either by the viewpoint of the students who believe that they can solve the problem while the instructors believe that the students still need support because of their skills still below what they expected, or else by the different circumstance of them while fulfilling the questionnaire. It is also prominent to ensure that language production represents both the usage of the language and the selection of materials (Crawford, 2011). In addition, Bhatia et al.(2011) said that in the case of language and materials, sufficient quantities of glossaries are required to help the improvement of learners.

The use of appropriate topics in a textbook is of crucial for the students in elevating their awareness as well as enrich their experience. It is also important to provide sufficient, authentic materials that are appropriate for their level of understanding. Kitao and Kitao (in Diniah, 2013) said that the suitability of the needs, interest and skill of the learners is part of good criteria in a textbook. In addition, the textbook should give all the items and ensure that they relate to each other. Gatehouse (2001) said that the specific needs of learners, particularly in their field of discipline, should be addressed when it comes to learning ESP for learners. It would also be simpler for learners to comprehend the information. Also, the use of updated resources would make it easier for students to delve into the topics and then help them effectively compose.

The materials that prepare the learners for interaction with real life. Both of the users said that the book dealt with this problem well. Cooke et al. (2007) argued that language learners and instructors, curriculum designers, and authors of materials could benefit from an understanding of the problems and exposure in workplace experiences to social factors and realities. Their paper provides implications for language instruction, language learners and practitioners in the workplace, indicating that language teaching (e.g. teachers and curriculum developers) would benefit from the awareness of the above-mentioned concerns and provide insight to social realities in language courses. The students can quickly get to talk more about the topic being explored by using the authentic resources in the work field that the students understand.

Robinson (in Karimnia & Jafari, 2017) suggested the ESP textbook as an example of the need for language learners to learn English in the classroom. Bhatia et al.(2011) noted that the selection of the materials offered in the textbook is addressed in the classroom in the sense of ESP. Since it is an ESP textbook, it is used and utilized by freshmen students who have better qualifications than they ever required in their senior high school. Therefore, based on their particular major studies, the textbook should be able to make the learners interact effectively in English. In addition, in order to provide a learning context relevant to their field of study, it is crucial that the materials are given in the textbook be connected to their particular studies. In addition, the ESP textbook was supposed to be able to support language learners in their field of study to master English specifically.

Wen-Cheng et al. (2011) said that the curriculum and teaching materials should be readily accessible, up-to-date, relevant for learners, socially aware, adapted to the language and literacy needs of learners, and suitable for a variety of learning styles. This way, since they are familiar with the subjects, the students can participate more in the discussion.

Both teachers and students can be supported in many ways by the available resources in the textbook. Edge & Wharton (1998) claimed that textbooks provide teachers with resources that are ready-used to do the real teaching work that makes it easier for them to concentrate on it rather than spread their energy to prepare the teaching materials. Hutchinson & Torres (1994) argued that a blueprint on how to perform the lessons could be provided by the design and structure of the chapters in the textbooks. Allwright (1981), Lee (1997), Skierso (1991) indicated that textbooks would act not only as a motivational tool but also as a tool to promote language learning.

As a blueprint for the teaching and learning process, Hutchinson and Torres (1994) said that the design and layout of the chapters given in the textbook are crucial. Therefore, in a structural order, it is important to provide a vibrant sequence of materials to help promote the successful mastery of the materials by language learners.

The last question dealing with this criteria explores whether the graphic illustration presented by the textbook motivates students to speak about the subject. The finding showed that it was still fair, the instructors said, while the learner said it was fine. The teachers concentrate on the greyscale printed images and figures that make it difficult for visual users to get inspiration to continue reading the

textbook. In his research, Almekhlafy & Alqahtani (2020) discovered that the students are able to remember what they saw when he introduced the evolving reading text into figures and pictures. Moreover, this technique established the encouragement for learners to read. Therefore, as they become inspired by the presentation of the book, the use of proper images as well as figures may enable students to learn more and understand better.

The issue was discussing about the suitability of the reading passage and related practices to the level of competence of the learners. Knowledge of acceptable levels of fluency is critical for literacy educators, as it can be a new method for diagnosing possible reading problems and guidelines for targeted interventions (Rasinski et al., 2017). The students reported from the results that this textbook gave them sufficient reading materials at their level of competence. Although otherwise said by the teachers. The instructors felt that the reading materials included in the textbook made it possible for the students to understand further instruction, because the passages contained in it, especially the sophisticated terms used, are too difficult to understand.

CONCLUSION

Both emic and etic have particularly something in common from what they expected to exist in a textbook they are using. They are the needs of visual attractiveness, the match of the topics materials presented to the aims of the learning as well as what the future work field demands, suitability to the students' language proficiency, the appropriateness of the methodology with the current situational events, and its practical consideration that include the availability of the textbook. In particular, both students and instructors agreed that, at some point, the textbook has already met their needs. Specifically for the availability of the textbook, which is easy to obtain, and also succeeds in bringing the updated authentic materials to the learners. The textbook also able to meet the aims of the learning. However, the ESP expert claimed that the textbook still lacks the user manual at the very beginning of it, which enables it to be used for autonomous learning for the students at home.

REFERENCES

- Agustina, T. (2014). *English for Specific Purposes (ESP): An approach of English teaching for non-English department students*. 7(1), 37–63.
- Alfanani, R. J. (2017). Studi Komparasi Emik dan Etik Masyarakat Terhadap Menjamurnya Tayangan Drama Asing Di Indonesia: Kajian Antropologi Kontemporer. *Proceedings Education and Language International Conference, 1 No 1*.
- Allwright, R. L. (1981). What Do We Want Teaching Materials for? *ELT J*, 36(October), 5–18.
- Almekhlafy, S. S. A., & Alqahtani, A. A. J. (2020). The visual memory development technique: A remedial and pre-reading activity to enhance EFL learners' motivation. *Heliyon*, 6(3), e03627. <https://doi.org/10.1016/j.heliyon.2020.e03627>
- Bhatia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21 st Century: ESP Theory and Application Today. *Proceedings of the JACET 50th Commemorative International Convention (JACET 50), November 2014*.
- Biocchi, F. (2000). *Course Book Evaluation Checklist*. 2000. PDF file
- Cooke, D., Brown, T. P., & Zhu, Y. (2007). Beyond language: Workplace communication and the L2 worker. *Journal of Asian Pacific Communication*, 17(1), 83–103. <https://doi.org/10.1075/japc.17.1.06coo>
- Crawford, J. (2011). The Role of Materials in the Language Classroom: Finding the Balance. In *Methodology in Language Teaching*. <https://doi.org/10.1017/cbo9780511667190.013>
- Cunningsworth, A. (1995). *Choosing Your Coursebook Handbooks for the English Classroom*.
- Danaye Tous, M., & Haghghi, S. (2014). Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major. *International Journal of Research Studies in Language Learning*, 3(2), 55–68. <https://doi.org/10.5861/ijrsl.2013.469>
- Dinia, S. N. (2013). *Teachers' Perceptions Toward the Use of English Textbook in EFL Classrooms*. 1(1), 30–42.
- Edge, J., & Wharton, S. (1998). Autonomy and development: living in the materials world. In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 295–310). Cambridge University Press.
- Gatehouse, K. (2001). Key Issues in English for Specific Purposes (ESP) Curriculum Development. *The Internet TESL Journal*, VII No 10(October). <http://iteslj.org/Articles/Gatehouse-ESP.html>
- Ghalandari, S., & Talebinejad, M. R. (2012). Medical ESP Textbook Evaluation In Shiraz Medical College. *International Research Journals*, 2(January), 20–29.
- Harmer, J. (2007). The practice of English. In *Language* (p. 386). Pearson Longman.
- Hutchinson, T., & Torres, E. (1994). *The Textbook as Agent of Change*. 48(October), 315–328.
- Karimnia, A., & Jafari, M. (2017). Critical ESP Textbook Evaluation : The Case of Visual Arts Textbook Amin Karimnia Fasa Branch , Islamic Azad University , Iran Central Tehran Branch , Islamic Azad University , Iran Critical ESP Textbook Evaluation : The Case of Visual Arts Textbook. *Sustainable Multilingualism, January*. <https://doi.org/10.1515/sm-2017-0020>
- Lee, W. (1997). The Role of Materials in Classroom Language Use. In V. Berry;, B. Adamson, & W. Littlewood (Eds.), *Applying Linguistics: Insights into Language in Education* (pp. 69–82). The English Centre, The University of Hongkong.
- Leuape, E. S. (2017). Dialektika Etnografi Komunikasi Emik-Etik Communication Ethnography Emic-Ethics Dialectical in. *Jurnal Kajian Komunikasi*, 5(2), 147–158.
- Mares, C. (2003). Writing a Coursebook. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (1st ed., pp. 130–140). Bloomsbury Academic. <https://doi.org/10.5040/9781474211826>
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT Teacher's Guide* (3rd Edito).

- McGrath, I. (2002). *Materials Evaluation And Design For Language Teaching (2002, Edinburgh University Press)*. Edinburgh University Press Ltd.
- Neil, R. M. O. (1982). *View of the University Library*. September, 5–12.
- Nguyen, H., & Nguyen, T. (2017). *English for Specific Purposes (ESP): Perceptions of Students and Teachers of Learning Needs at A Vietnamese School*. 5(4), 793–803. <https://doi.org/10.21474/IJAR01/3877>
- O'Neill, R. (1982). Why Use Textbooks? *ELT Journal*, 36(2), 104–111.
- Pham, H. A., & Ta, B. T. (2016). Developing a Theoretical Framework for ESP Teacher Training in Vietnam. *Asian ESP Journal*, 12(1), 66–84.
- Rasinski, T. V., Chang, S. C., Edmondson, E., Nageldinger, J., Nigh, J., Remark, L., Kenney, K. S., Walsh-Moorman, E., Yildirim, K., Nichols, W. D., Paige, D. D., & Rupley, W. H. (2017). Reading Fluency and College Readiness. *Journal of Adolescent and Adult Literacy*, 60(4), 453–460. <https://doi.org/10.1002/jaal.559>
- Shahriari, M., & Behjat, F. (2014). Medical Science Graduates' Opinion About the ESP Materials Used in College and Their Language Needs at Workplace. *Modern Journal of Language Teaching Methods*. <https://www.semanticscholar.org/paper/Medical-Science-Graduates%27-Opinions-about-the-ESP-Shahriari-Behjat/c200744290e5d6ac0389e3921238511febd5edf0>
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237–246. <https://doi.org/10.1093/elt/42.4.237>
- Skierso, A. (1991). Textbook selection and evaluation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 432–453). Heinle & Heinle Publishers.
- Soori, A., Kafipour, R., & Soury, M. (2011). EFL textbook evaluation and graphic representation. *European Journal of Social Sciences*, 26(3), 481–493.
- Tomlinson, B. (2010). Principles of Effective Materials Development. In *English Language Teaching Materials: Theory and Practice*.
- Tomlinson, B. (2011). *Materials Development in Language Teaching* (2nd Editio). Cambridge University Press.
- Ur, P. (1999). A Course in Language Teaching. In M. Williams & T. Wright (Eds.), *Cambridge Teacher Training and Development* (Vol. 53, Issue 9). Cambridge University Press.
- Wahyudi, A. (2017). *ESP textbook evaluation: English for Law*.
- Wen-Cheng, W., Chien-Hung, L., & Chung-Chieh, L. (2011). Thinking of the Textbook in the ESL/EFL Classroom. *English Language Teaching*, 4(2), 91. <https://doi.org/10.5539/elt.v4n2p91>
- Yakhontova, T. (2001). Textbooks , contexts , and learners. *English for Specific Purposes*, 20, 397–415.