

A Critical Analysis of an ESP Textbook for Vocational Schools from Students' Perspectives: A Case Study in Diyala Governorate, Iraq

Assist. Prof. Dr. Ghazwan Adnan Mohammed

University of Diyala College of Education for Humanities

Email: ghazwan.en.hum@uodiyala.edu.iq

Abstract

This study is a students' perspective based on an analysis of the ESP textbook series English for Schools of Applied Arts, which is targeted at Iraqi vocational school students. The study adopts a survey methodology and the sample consists of 83 students of 6th grade attending two vocational schools. Content equivalence, the integrated-skills text, the organization of the text and the become-a-reader package were among the features analyzed. The instrument for this study is a questionnaire comprising 44 items covering six dimensions. To analyze satisfaction of the students and the educational value and usability of the series of textbooks (Book I, II. and III), rating scales analysis and descriptive statistics including weighted mean and percentage were conducted. Results suggest that overall the vocabulary and grammar parts are positively evaluated but in the listening and speaking skills and the support material parts are found not satisfactory. To sum up, the findings imply that, although the textbook contains useful vocabulary and relevant topics for vocational studies, it fails to satisfy the students' learning needs in fields of learning skill, task design and supplementary materials and workbooks. According to these results, some recommendations are given to enhance curriculum developing and ESP textbook designing.

Keywords: ESP Textbooks, Vocational Schools, Students' Perspectives

تحليل نقدي لكتاب اللغة الإنجليزية لأغراض خاصة (ESP) في المدارس المهنية من وجهة نظر الطلبة:

دراسة حالة في محافظة ديالى، العراق

الأستاذ المساعد الدكتور غزوان عدنان محمد

جامعة ديالى كلية التربية للعلوم الإنسانية

: ghazwan.en.hum@uodiyala.edu.iq

المستخلص

تركز هذه الدراسة على وجهة نظر الطلبة من خلال تحليل سلسلة كتب اللغة الإنجليزية للأغراض الخاصة (ESP) بعنوان "تحليل نقدي لكتاب اللغة الإنجليزية لأغراض خاصة (ESP) في المدارس المهنية من وجهة نظر الطلبة: دراسة حالة في محافظة ديالى، العراق"، والموجهة لطلبة المدارس المهنية في العراق. اعتمدت الدراسة المنهج المسحي، وتكونت عينة الدراسة من 83 طالباً من الصف السادس في مدرستين مهنتين. وتم تحليل عدد من الجوانب، منها ملاءمة المحتوى، وتكامل المهارات اللغوية، وتنظيم النص، وحزمة دعم القراءة

وغيرها. تمثلت أداة البحث في استبانة تتكوّن من 44 فقرة موزعة على ستة مجالات. وتحليل مستوى رضا الطلبة والقيمة التربوية وقابلية استخدام سلسلة الكتب الدراسية (الكتاب الأول والثاني والثالث)، تم استخدام مقياس التقدير والتحليل الإحصائي الوصفي، بما في ذلك المتوسط المرجح والنسبة المئوية. أظهرت النتائج أن أقسام المفردات والقواعد قد حظيت بتقييم إيجابي بشكل عام، في حين أن مهارات الاستماع والتحدث ومواد الدعم التعليمية جاءت بدرجة غير مرضية. وتشير النتائج في مجملها إلى أنه على الرغم من أن الكتاب يتضمن مفردات مفيدة وموضوعات مرتبطة بالدراسة المهنية، إلا أنه لا يلبي بشكل كافٍ احتياجات الطلبة التعليمية في مجالات تنمية المهارات اللغوية، وتصميم الأنشطة، والمواد التكميلية العملية. وبناءً على هذه النتائج، تقدم الدراسة عدداً من التوصيات من أجل تحسين تطوير المناهج وتصميم كتب اللغة الإنكليزية للأغراض الخاصة (ESP).

الكلمات المفتاحية: كتب اللغة الإنكليزية لأغراض خاصة (ESP)، المدارس المهنية، وجهات نظر الطلبة.

1.1 Problem and Significance of the Research

ESP (English for Specific Purposes) has evolved as a result of learners having specific needs in academic, professional or occupational domains. ESP is an essential component of the vocational education in Iraq, since it enables students to communicate in real life situations in their specializations such as applied des, engineering or trade. Nonetheless, there is a dearth of evidence-based research on to what extent those textbooks really meet the needs of the users. The focus of this paper is the ESP textbook used by students in vocational schools and how effectively the students feel it assists them in developing their language skills and their work related vocations.

1.2 Research Question

This research aims at analyzing the ESP textbook for vocational schools from the perspectives of students by addressing the following research question:

1. How well does the textbook meet students' English learning needs, and how appropriate are the activities it presents?

1.3 Research aim

The research is aim to:

1. Analyze the ESP textbook for vocational schools from the students' perspectives.

1.4 Scope of the Study

This present research is limited to:

- 1- Students of 6th grade in two vocational preparatory schools in Diyala Government for the academic year (2025- 2026).
- 2- The analysis is limited to the series of books (Book I, II. and III) which are devoted to students in Applied Arts Branch.

2.1 Theoretical Background

Textbooks play a central role in language teaching programs because they function as the main source of linguistic input and structured knowledge for learners. English for Specific Purposes (ESP) is a branch of the broader field known as Language for Specific Purposes (LSP) (Dudley-Evans & St. John, 1998). Unlike General English, ESP specifically caters to the needs of certain group(s) of learners who have to use English in specific academic or occupational domain(s) (Hutchinson & Waters, 1987).

Global expansion of various professions and disciplines along with technical and scientific progress has inspired practitioners and researchers for new modes of teaching and learning. These developments are intended to bring language teaching into line with changing requirements in technological and industrial areas. In this context, ESP has become a unique and largest subfield of ELT focusing on the needs of the learners and on the functional use of language to accomplish real-life purposes (Ibid: 1987). In recent years, ESP has been the subject of intense concern in ELT. Scholars have sought to determine its theoretical bases and definitional features in varied professional contexts including medicine, engineering, tourism, and vocational training. A basic principle of ESP is that it is strongly need-based. Particular importance is attached to the choice of teaching materials and the design of the course to simulate real professional situations learners may have to face, during or after training (Dudley-Evans, 2000).

2.2 Defining ESP

Dudley-Evans (2000) sees ESP as one that ‘relates the language forms with the functions in which they occur’. Similarly, Crystal (1995) considers ESP as “the course constructed with reference to the learner’s need and interest”. Anthony (in Lamri, 2016) considers ESP as the teaching of English that is focused on the students achieving particular academic or career objectives. Hutchinson and Waters (1987) contend that ESP is not a separate entity or sub-variety of English, but in fact a way of considering what, how and why English should be taught, which is dictated by the learners’ reasons for learning.

Needs analysis is a cornerstone in ESP. Massouleh and Jooneghani (2012) define it as a process of necessity analysis and an investigation into the needs of learners. It tackles fundamental questions such as why learners need English and how the course will assist them in their future career. Munby (1978) stresses that ESP syllabuses and materials are to be developed as a result of the analysis of the specific communicative requirements of the learners. Strevens (1988) identifies two types of characteristics to describe ESP. These absolute features relate to the following: an

emphasis on course design that caters for the specific needs of learners; and a concentration on particular linguistic characteristics, including lexis, syntax, discourse and semantics. Variable features are also identified, such as the range to confine knowledge teaching to particular skills (writing alone, for instance) and a methodological flexibility. Basturkmen (2003) defines ESP as an approach to language teaching that is directed by what learners do in their particular fields. Johns and Salmani (2015) stress further that ESP is generally believed to be focused on adult learners in professional and academic settings.

So, ESP is basically is based on the concept of needs. The design, content and objectives of ESP are determined by clearly defined needs of the learners, and these needs should be the foundation for any ESP course.

2.3 Collective Scholarly Insight on ESP Characteristics

The research in English for Specific Purposes (ESP) has continually pointed out that ESP is different from General English owing to its relation of needs-based, discipline-specific and context-dependent. Core theorist such as Dudley-Evans & St John (1998), Hutchinson & Waters (1987), Strevens (1988) and Basturkmen (2010) consider that ESP is more than just a set of particular teaching materials but involves a coherent relationship among learner need, professional/academic environment, discourse practises, and pedagogy. There are arguably two key principles which underpin the literature:

1. ESP is by its nature needs analysis driven, and outcome oriented.
2. ESP courses are different depending on the learner's discipline and their professional community. Dudley-Evans & St John differentiate between absolute and variable attributes and Basturkmen reconceptualises these as ESP constants and ESP variability, highlighting the dynamic but rule-governed basis of ESP. English for Specific Purposes (ESP) is treated as a sub-discipline of English Language Teaching (ELT) which has its own distinctive features that set it apart from General English. Dudley-Evans and St John (1998) identify two sorts of features which distinguish ESP courses: absolute features and variable features.

A. Absolute Characteristics

1. ESP meets the particular requirements of the learners.
2. It is focused on the methodologies and activities of the discipline.
3. ESP deals with language such as grammar, vocabulary, register and skills (including discourse and genre) that are field specific.

B. Variable Characteristics

1. ESP may be linked to, or developed around, certain academic or occupational disciplines.
2. It may in some instances use different teaching methods than those used in the General English teaching.
3. Adults in higher education or professional contexts are most often targeted by ESP providers, but it can also be used with secondary school students.
4. Creating ESP courses usually involves planning for learners with at least intermediate or advanced proficiency since it is assumed that learners already possess the knowledge of the basic language systems and that they need to be exposed to specific language systems that are related to their work, although conditions vary depending on the situation.

Basturkmen (2010) states that in contrast to EAP, ESP courses are very often oriented towards more general and wider topics as a result of having tightly focused aims. She divided ESP into three categories:

- **English for Academic Purposes (EAP)**
- **English for Professional Purposes (EPP)**
- **English for Occupational Purposes (EOP)**

Similar to Dudley-Evans and St John (1998), Basturkmen recognizes both stable and flexible aspects of ESP. However, she refers to them as ESP variability and ESP constants.

A. ESP Variability

1. The content of ESP courses is determined according to the needs of the learners, and what is taught must be related to language skills. That is, ESP moves from general needs to statement-of-need and course-need.
2. The course structure mirrors changing identities as learners move closer to and further away from their professional communities of practice and their target disciplines.
3. Different views of what constitute the barriers of vocational needs and language requirements of workplace discourse among ESP practitioners.

B. ESP Constants

1. All choices in designing an ESP course are based on the needs of the learners with respect to what is most relevant to them in their profession and work.

2. ESP is a process of selecting and narrowing down the focus of what language and what skills to teach.
3. The courses are based on real-life texts and on realistic descriptions of communication behaviours within real or simulated work-related situations in well-defined professional or academic communities.

In ESP, materials are designed in contexts bounded by specified needs and ends. Therefore, the identification of needs of the learners is an essential component for development of effective ESP course books and materials.

2.4 Collective Scholarly Insight on ESP Syllabus Design in Vocational Education

A common concern revolving around ESP in vocational and applied arts settings in the recent literature is that good syllabus design should be based on analysis of needs, vocational relevance, development of communicative competence, and real-world assessment. Research has indicated that ESP textbooks for vocational schools should (i) be coherent in terms of language skills and content related to the subject matter of discipline; (ii) include sequences of activities in a well-structured manner (such as vocabulary-skills-grammar-writing); and (iii) involve equal attention in oral and written test (Dewi, 2015; Kaya, 2021; Mao & Zhou, 2024; Santika et al., 2022).

In addition, scholars contend that applied art and vocational ESP textbooks should:

1. Be language objectives driven by professional competencies and workplace needs
2. Foster communicative performance and not insular grammar learning
3. Focus on authentic tasks representing workplace discourse
4. Use testing techniques that measure both oral fluency and written precision.

The current textbooks below embody many of these tenets, most notably its skills integration, communicative orientation and systematized testing routine.

2.6 Aims and Syllabus Design of the Textbook

The English for Schools of Applied Arts (Book 1, 2 and 3) series is designed to develop the core four language skills of listening, speaking, reading and writing, in the students. The series recognizes learners' previous English knowledge and learning experiences and takes learners' needs into account by presenting more subject-related content through integration with other subjects of the vocational curriculum. The whole-course objective the students are required to accomplish is



to use English effectively and communicatively in their later learning and professional fields. Every book maintains the same instructional flow: vocabulary, speaking, reading, pronunciation, grammar, and writing.

This formatted arrangement of the module contents serves communicative learning goals and active student involvement. Listening is subconsciously trained by exposure to teacher modeling and class interaction. The vocational school ESP course is aimed at the Applied Arts Department students. The English for Applied Arts course (three levels) has an approach based on the four skills and it is more focused and orientated towards career than the general English course.

2.7 The Aspects of the Textbook

1. Subject and Content

The assessment of topic and content is a core element of ESP textbook evaluation. Materials need to mirror learners' academic or professional lives and be compatible with the requirements of the discipline course (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). In ESP, content is the medium through which language is taught, and the discourse and communicative patterns of the professional community.

• Relevance of Subject Matter

Materials ought to be relevant to the needs, interests and future use of the learners' language (Cunningsworth, 1995). In vocational training, the content should be specific to the students' area of expertise, e.g. fine arts, technical drawing, practical arts, etc. Sheldon (1988) further recommends that content needs to be appropriate to learners' age, cultural background, and professional/planning goals. ESP materials should be developed on the basis of a thorough needs analysis (Hutchinson and Waters, 1987) and they should incorporate discipline-specific genres (Dudley-Evans and St John, 1998).

• Authenticity and Professional Orientation

Authenticity is essential in ESP materials. First, Hyland (2006) argues that quality teaching materials should be grounded in actual communication in academic or occupational settings. Meaningful and Life like content foster interest and learning (Tomlinson, 2011). Vocational ESP for students is enhanced with genuine dialogues, technical literature, and case reports. The significance of appropriate and well-structured content in textbooks as it is summarized by Azizifar and Koosha (2011).

• Organization and Progression

The organization of content should be predictable and progressive (McDonough, Shaw, & Masuhara, 2013). Cunningsworth (1995) suggests a progression from

known to unknown themes. Littlejohn (2011) stresses the necessity to look at what has been included, and at what has been left out, as omissions could theoretically render the practicality of a course.

• Cultural and Contextual Appropriateness

The content needs to be culturally appropriate and context-sensitive to the learner (Sheldon, 1988; Richards, 2001). In the applied arts units, courses must address creative industries and professional practice in local and global contexts.

2. The Skills and Subskills

1. Vocabulary

The units begin with vocabulary activities to introduce new words. These tasks serve as warmup activities and prepare students to come across the words in the following reading passages. Teachers are advised to support learners to do these tasks in pairs/ group.

2. Speaking

There is a speaking section in each unit, in the form of a conversation, usually. These conversations expose learners to practical phrases that they can use in their daily lives and in the professional field via which they will work. This attribute contributes to both fluency and security.

3. Reading

Each unit has a main reading passage with pre-reading questions and predictions. These exercises stimulate learners' prior knowledge and interest. Follow up exercises also help strengthen vocabulary learning and reading comprehension.

4. Pronunciation

The Pronunciation module offers systematic instructions for pronunciation and refers to the English sounds with relevant examples. Teachers can add more activities to these drills to provide further practice.

5. Grammar

The structures are presented in context and usually come from the reading passages. Practice exercises support the focus structures, and revision chapters offer consolidation activities.

6. Writing

Development of writing skills is achieved through guided and controlled teaching of specific writing elements. Step-by-step instructions are provided to support learners when new writing formats are introduced.

3. Tasks / Activities / Exercises

Tasks are determinative for learning in ESP and should be relevant to the learner, authentic and communicative in nature. Cunningsworth (1995) maintains that tasks have to be relevant to the needs of the learner and facilitate meaningful language use. McDonough, Shaw and Masuhara (2013) advise a move from controlled to more open ended activities. ESP tasks, therefore, should be modeled on actual professional communication and be based on target discourses (Hutchinson & Waters, 1987). Logical sequencing is emphasized by Sheldon (1988) while cognitive and emotional involvement is emphasized by Tomlinson (2011).

4. Motivation

In the text of analysis, motivation is the most important. Material needs to stimulate learner interest and relate to their objectives (Cunningsworth, 1995). Motivation in ESP is also frequently associated with material rewards (Hutchinson & Waters, 1987). Meaningful and attainable tasks are stressed by Tomlinson (2011) and the rationale of producing a wide variety of relevant material is endorsed by Sheldon (1988). Authentic work-related situations boost confidence and usefulness perceptions (Al-Abdullah, 2022).

5. Layout and Physical Make-up

The design of a textbook has an impact on its useability and the willingness of readers to interact with it. Good organization and uniform presentation are required (McDonough et al., 2013). (1995) problematize the issue of inadequate layout undermining otherwise good content. Importance of print quality and visual harmony among different sample groups and the entire book content (Davari et al., 2013). An excellent ESP book would have clear headings, clean fonts, well presented illustrations and good quality production.

6. Practical Considerations

Practicality describes the degree to which a textbook is suitable for a particular teaching situation. McDonough et al. (2013) emphasize practicality and adaptability while Cunningsworth (1995) discusses appropriateness to the curriculum focus and timing. Sheldon (1988) argues that it has to take into account local constraints like size of the class and resources. In ESP, relevance to the subject needs on which students' future work depends is imperative (Hutchinson & Waters, 1987). A textbook can have a theoretically sound background but if it is not practically feasible it would not be able to fulfil its aim.

3.1 The Population , Sample and Pilot study

The participants of the study are students who are studying in vocational schools at two locations in Diyala Governorate: Baquba, and Al_khalis city.

The sample of the students that selected from two vocational schools is limited to 83 students (all are females) who are studying in 6th grade in Applied Arts Branch, distributed into two schools; Baqubah Vocational School for Girls in Baquba city, and Al-Tahadi Vocational Schools which is located in Al- Khalis city. To participate in the pilot study of the questionnaire, fourteen students are randomly chosen from both schools as explained in table (1).

Table (1)

Sample of the students

The total number	Baqubah Vocational Preparatory School	Al-Tahadi Vocational Preparatory School	Total
Population	49	51	100
Sample	39	44	83
Pilot Study	6	8	14

3.2 The Instrument

The instrument used is a questionnaire given to students to analysis their responses toward the selected textbooks.

3.2.1 The Description of Students' Questionnaire

The instrument is a questionnaire that is given to the students. The items of the questionnaire is taken from different researchers: Litz (2005), Tekir & Arikan (2007), Razmjoo (2010), Lawrence (2011), Rahimpour & Hashemi (2011), Wen-Cheng et al. (2011) . The students asked to respond according to (Yes-No) scale.

Since the students are not qualified to respond in English language, the questionnaire items are translated into Arabic language. Objective explanation for each item in the questionnaire also provided by the researcher to ensure fully understanding from the part of the students.

The questionnaire consists of 44 questions covers the following domains: **Subject and contents** includes items (1), **Skills and sub- skills** which include subscales: **Reading** items (6-7), **Listening** items (8-9), **Speaking** items (10-12), **Writing** items (13-14), **Vocabulary** items (15-17), **Grammar** items (18-20), **Pronunciation** items (21-22), **Tasks/Activities/Exercises** items (23-28) , **Motivation** items (29-32),



Layout and Physical make up items (33-36) , and **Practical considerations** items (37-44). In addition, the questionnaire includes an additional part to add further commentary and critics. (see table 2)

Table (2)

Description of the Major Aspects of the Students' Questionnaire

Aspects	The Subscales	No. of Items of Subscale	Total No. of Items
Subject and contents		1-5	5
Skill and sub-skills	Reading	6-7	17
	Listening	8-9	
	Speaking	10-12	
	Writing	13-14	
	Vocabulary	15-17	
	Grammar	18-20	
	Pronunciation	21-22	
Tasks/activities/exercises		23-28	6
Motivation		29-32	4
Layout and physical make up		33-36	4
Practical considerations		37-44	8
Total			44

Clarity was one of the first considerations in collecting the items. Loaded words were avoided and items were “written in simple sentences rather than compound or complex sentences” (Dörnyei & Taguchi, 2010, p. 41). Tomlinson (2003) suggests avoiding large, vague, and dogmatic questions that might be interpreted differently by different evaluators.

3.2.2 The Validity of the Instrument

Test validity refers to the extent to which a test measures what it is intended to measure. It also concerns the degree to which the interpretations, conclusions, and decisions based on test results are accurate and meaningful (Slavin, 1992: 97–104).

One aspect of validity is face validity, which relates to whether the test appears to measure what it is supposed to measure (Celce-Murcia, 2001: 526). In other words, a test demonstrates face validity if it seems appropriate and relevant to its stated objectives.

In this research, the face validity of the research instrument was established by presenting the questionnaires to a panel of experts (jury members) specializing in Methodology and Linguistics. These experts were drawn from two colleges at Diyala University: the College of Humanities and the College of Basic Education.

4.1 Analysis and Discussion of the Results

In order to achieve the current aim that is stated previously which is designed for students in Applied Arts branch, a questionnaire is designed and descriptive statistics are used to present data gathering.

4.1.2 Results Related to the present Aim

Two statistical methods, weighted mean and weighted percentile, are applied in order to obtain the results related to students' questionnaire. *The theoretical mean for the students' questionnaire is (1.5) in weighted mean, while the percentage in weighted percentile is (75 %), i.e. to separate the scores as achieved and unachieved, (1.5) is considered to be the criterion. The item which has weighted mean (1.5) and weighted percentile (75%) and above is achieved but the item that has weighted mean less than (1.5) and weighted percentile less than (75%) is unachieved.

It is found that weighted mean and weighted percentile for all the items of the questionnaire are received (W.M= 1.5) and (W. P= 77%). (see table 4)

The questionnaire items are ranked within each domain descending from higher weighted mean and weighted percentile to less weighted mean and weighted percentile. The achieved items are arranged according to their weighted means; (4, 5,7,15, 39, 23, 17,2, 3, 18, 19, 28, 29, 34, 36, 31, 33, 43, 21, 42, 22, 35, 10, 6).

The *theoretical mean for the students' questionnaire is (1.5) in weighted mean, while the percentage in weighted percentile is (75 %) i.e., the item is achieved at level (1.5) and percentage (75%) and above. So, it is found that weighted mean

and weighted percentile for all the items of the questionnaire are received (W.M= 1.5) and (W. P= 77%).

The item gains the highest rating is number (4) which says “Is there sufficient variety in the subject and content of the textbook?” with weighted mean (1.963855422) and weighted percentile (98.192%). The lowest rating item is number (9) which says “Is the listening material well recorded, as authentic as possible?” with weighted mean (1.012048193), and weighted percentile (50.602%). See the table (3).

*Theoretical mean = $\frac{\text{The summation of the frequencies}}{\text{The number of the frequencies}}$

The number of the frequencies

Table (3)
Weighted mean, Weighted percentile, and Rank for the items of the students' questionnaire

N	Items	Rank	Weighted Mean	Weighted Percentile
4	Is there sufficient variety in the subject and content of the textbook?	1	1.963855422	98.192%
5	Is there a relationship between the content of the textbook and real-life situations(society)?	2	1.963855422	98.192%
7	Is there is a wide range of different reading texts with different subject content?	3	1.963855422	98.192%
15	Does the vocabulary load (i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level?	4	1.963855422	98.192%
39	Does the textbook have a recent publication?	5	1.939759036	96.987%
23	Are the tasks conducive to the internalization of newly introduced language?	6	1.927710843	96.385%
17	Is the new vocabulary integrated in varying contexts and situations?	7	1.915662651	95.783%
2	Are the subject and content of the textbook interesting?	8	1.903614458	95.180%
3	Are the subject and content of the textbook motivating?	9	1.891566265	94.578%



18	Are the grammar points presented with brief and easy examples and explanations?	10	1.8433734 94	92.168%
19	Do the structures gradually increase in complexity to suit the growing reading ability of students?	10	1.8433734 94	92.168%
28	Is there adequate review sections and exercises being included?	11	1.8313253 01	91.566%
29	Is the textbook very helpful to facilitate my future studies in the vocational field.?	12	1.8072289 16	90.361%
34	Does the textbook reflect learners' preferences in terms of layout, design, and organization?	12	1.8072289 16	90.361%
36	Do the size and weight of the textbook seem convenient for students to handle?	12	1.8072289 16	90.361%
31	Does the textbook make the difficult technical terminologies easier to define and understand?	13	1.7951807 23	89.759%
33	Is the printing quality high?	14	1.7710843 37	88.554%
43	Does the textbook include a detailed overview of the functions and structures that will be taught in each unit?	14	1.7710843 37	88.554%
21	Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds?	15	1.7590361 45	87.951%
42	Is / are the type/s of syllabus design used in the book appropriate for learners?	16	1.6144578 31	80.722%
22	Are the pronunciation points repeated and reinforced in subsequent lessons?	17	1.5542168 67	77.710%
35	Are the illustrations informative and functional?	17	1.5542168 67	77.710%
10	Does the textbook include speech situations relevant to students' background?	18	1.5301204 82	76.506%
6	Are there adequate and appropriate exercises and tasks for improving reading comprehension?	19	1.5060240 96	75.301%
14	Is the practice provided in controlled and guided composition in the early stages?	20	1.4939759 04	74.698%
13	Do the tasks have achievable goals and take into consideration learner capabilities?	21	1.4216867 47	71.084%



24	Does the textbook provide a balance of activities?	22	1.3734939 76	68.674%
27	Do the activities promote creative, original and independent responses?	23	1.3012048 19	65.060%
1	Does the content serve as a window into learning about the target language culture (American, British etc)	24	1.2650602 41	63.253%
11	Are the speaking activities developed to initiate meaningful communication?	25	1.2409638 55	62.048%
38	Is the textbook affordable?	25	1.2409638 55	62.048%
30	Is the textbook encouraging the active participation in using English language?	26	1.2168674 7	60.843%
16	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?	26	1.2048192 77	60.240%
32	Does the textbook improve oral presentations required in vocational projects?	27	1.1204819 28	56.024%
25	Do the activities encourage sufficient communicative and meaningful practice?	28	1.0843373 49	54.216%
37	Is the textbook easily accessible?	28	1.0843373 49	54.216%
12	Does the textbook include adequate individual and group speaking activities?	29	1.0602409 64	53.012%
26	Do the activities incorporate individual, pair and group work?	29	1.0602409 64	53.012%
20	Are the grammar points recycled in the following units?	30	1.0361445 78	51.807%
44	Does the textbook cover other sub-skills like note- taking, skimming, scanning, inferring meaning, listening for gist, etc.?	31	1.0240963 86	51.204%
8	Does the textbook have appropriate listening tasks with well-defined goals?	31	1.0240963 86	51.204%
40	Does the textbook have supporting online materials/tests and e-format?	31	1.0240963 86	51.204%
41	Does the textbook have supplementary materials (tapes, visuals etc.)?	31	1.0240963 86	51.204%



9	Is the listening material well recorded, as authentic as possible?	31	1.0120481 93	50.602%
---	--	----	-----------------	---------

Regarding the results above, the six aspects of the questionnaire have gained weighted mean and percentile mean as shown in the table (4).

Table (4)

Weighted Mean and Weighted Percentile for the two Aspects of the Students' Questionnaire

Aspects	The Subscales	W.M	W.P	Total No. of Items
Subject and contents		1.903614	95.180%	5
Skill and sub-skills	Reading	1.024096	51.204%	17
	Listening	1.018072	50.903%	
	Speaking	1.240964	62.048%	
	Writing	1.457831	72.891%	
	Vocabulary	1.915663	95.783%	
	Grammar	1.843373	92.168%	
	Pronunciation	1.656627	82.831%	
Tasks/activities/exercises		1.337349	66.867%	6
Motivation		1.506024	75.301%	4
Layout and physical make up		1.789157	89.457%	4
Practical considerations		1.240964	62.048%	8
Total		1.542169	77.108%	44

4.1.2.1 Results Discussion

Regarding to the results above, the following discussions are below clarified:

1- The aspect of **Subject and Contents** has achieved W.M (1.903614) and W.P (95.180%). According to this aspect, the subject and the content of the book is interesting, motivating, and there is relation between the real-life situations due to student's perspectives.

2- Regarding the second aspect which is investigating the **Skills and the sub-skills** the following subscales gain the following results:

- **Reading:** the results revealed that the book has failed to achieve this skill with W.M (1.457831) and W.P (51.204%). The students believe that the book does not contain the appropriate or adequate exercises to improve reading comprehension, also it lacks the diversity in relation to the subjects of the texts content.

- **Listening:** the results revealed that the student's perspectives show that the book has failed to achieve this subscale with W.M (1.018072), and W.P (50.903%) which means that the book does not contain any listening tasks, nor are recorded audio materials provided.

- **Speaking:** the results shown due to student's perspectives, the book has failed to achieve this subscale with W.M (1.240964) and W.P (62.048%). This means that the book does not introduce speech situations relevant to students' background and it failed to introduce activities that help in developing or initiating meaningful communication, in addition, it does not introduce any group, or individual activities related to speaking skill.

- **Writing:** the results revealed that the book has failed to achieve this subscale with W.M (1.457831), and W.P (72.891%). This means that the book neither introduce achievable tasks that take into consideration students' capabilities, nor presenting adequate practice for the controlled and guided composition.

- **Vocabulary:** the results revealed that the book has achieved vocabulary subscale with W.M (1.915663), and W.P (95.783%) which means that the students think that the vocabulary words are presented in an understandable way and the words are related to the vocational study field. The words are repeated in the subsequent lessons and are integrated in varying contexts and situations.

- **Grammar:** the results revealed that the book has achieved this subscale with W.M(1.843373), and (92.168%). From the students' point of view, the grammar is presented in brief with easy examples and explanations. The structures increase in complexity to suit the growing ability of the students.

- **Pronunciation:** the results revealed, according to students' perspectives, that the book has achieved this subscale with W.M (1.656627), and W.P (82.831%). This means that the book contains sufficient explanations and examples that enable the students to easy recognize the individual sounds and stress patterns. The pronunciation points are also repeated and reinforced in subsequent lessons.

3- Regarding the third aspect **Tasks/activities/exercises**, the book has failed to achieve this aspect by gaining W.M (1.337349), and W.P (66.867%). That means the book does not introduce adequate tasks, exercises, and activities. The activities are unbalanced through the units of the book. The activities and tasks cannot promote creativity or independent response on the part of the students, although the book contains enough review sections.

4- Regarding the fourth aspect **Motivation**, the book has barely achieved this aspect with W.M (1.506024), and W.P (75.301%). According to this scale the book is helpful in the students' future studies. The book also helps in understanding some technical terminologies related to the students' specialty in Applied Arts branch. Although the students see that the book is not helping in developing the oral presentation required in vocational projects, neither encouraging the active participation in using English language.

5- Regarding the fifth aspect **Layout and physical make up**, the book is considered to achieve this aspect with W.M (1.789157), and W.P (89.457%). The printing quality is high, and it reflects the learners' preferences in term of layout, design, and organization. The book also contains useful illustrations and is convenient in size and weight.

6- Regarding the sixth aspect **Practical Considerations**, the book has failed to achieve this aspect with W.M(1.240964), and W.P (62.048%). The book is not available. The students have to buy a copy which is unaffordable. The book also is not supported with online materials/ tests or e-format.

Based on the presented results and statistical analysis, and in response to the research question, "How well does the textbook meet students' English learning needs, and how appropriate are the activities it presents?", the findings indicate that the current textbook effectively addresses students' English learning needs. The results also suggest that it supports and facilitates students' future studies within the vocational field. This conclusion is reflected in the obtained Weighted Mean (W.M.) of 1.807229 and Weighted Percentage (W.P.) of 90.36145, which demonstrate a high level of agreement regarding the textbook's effectiveness and suitability.

4.2 Conclusion

Based on the statistical analysis of the students' questionnaire, several conclusions can be drawn regarding the ESP textbook *English for Schools of Applied Arts*. Overall, the findings indicate that the textbook shows both strengths and weaknesses in meeting students' learning needs.

Firstly, the content and subject matter of the textbook were praised by the students. The units were relevant, real-life and linked to vocational situations, so the contents and topics were a bit interesting and useful for their field of work in Applied Art.

Yet, the four language skills are not well promoted in the textbook. The findings show that there are deficiencies in reading, speaking, writing and listening in particular. There are no listening activities, and listening is not supported by any audio material. In addition, practice is provided through pair and group activities, but the limited opportunities for meaningful communication suggested do not really



engage with as a group. Writing is not sufficiently scaffolded for a gradual move from controlled to be guided writing.

The study also shows that in terms of tasks, activities and exercises, there are not enough and they are not evenly scattered within the Units. All of them and most of the activities don't encourage students to be creative, think independently or to use language for communication.

With respect to motivation, the textbook motivates the students solely to some extent. Although it provides students with some basic technical vocabulary in relation to their area of study (field), it does not seem to inspire them to actively participate or to talk in English.

Meanwhile, the layout and physical design of the textbook were positively commented on. The students also found the book to be well balanced and clear in its layout and the size of the book, quality of printing and illustrations were suitable. Finally, the practical issues were raised, namely that the text was hardly accessible. The students said the book was not given to them at school, but they had to buy it, which was difficult financially. Moreover, the text does not include additional material, such as audio files, digital material or online activities.

Overall, the textbooks are good sources of vocabulary and content related to professional vocational training; however, it falls short of addressing the needs of the students in terms of skill development, type of activities, and material to support the students.

4.3 Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. It is necessary to revise the content of the textbooks so as to better meet the learning needs of students and to bring about a closer fit with the aims of ESP courses in vocational education.
2. More attention is needed balance the four skills especially to incorporate more listening activities with support of audio materials and more speaking tasks that facilitate real communication.
3. More diversified and communicative exercises promoting creativity, solvability and students' active participation are highly required for the textbooks.
4. Writing activities need to be revised so that practice is sequential from controlled to be guided and to free writing.
5. Provide any additional information, such as: relevant audio recordings and visual aids to support whole class teaching and facilitate the delivery of the course or relevant digital learning resource specifically designed for this title.

6. The activities should be distributed in each unit more evenly and not to overcrowd students in some parts of the books.
7. The textbooks should be made accessible without cost to the students in the schools – either by the Ministry of Education, or through the General Directorate of Vocational Education.
8. Based on students' feedback and perspectives - as these provide a window through with to view analogous teaching materials and curriculum design.

References

Al-Abdullah, A. (2022). **Motivation in ESP learning environments: The role of vocational relevance in language learning.** *Journal of English for Specific Purposes Studies*, 8(2), 45–60.

Anthony, L. (2016). **Introducing English for Specific Purposes.** Routledge.

Azizifar, A., & Koosha, M. (2011). **Textbook evaluation: A case study.** *Theory and Practice in Language Studies*, 1(5), 547–556.
<https://doi.org/10.4304/tpls.1.5.547-556>

Basturkmen, H. (2003). **Specificity and ESP course design.** *RELC Journal*, 34(1), 48–63. <https://doi.org/10.1177/003368820303400104>

Basturkmen, H. (2010). **Developing courses in English for specific purposes.** Palgrave Macmillan.

Celce-Murcia, M. (2001). **Teaching English as a second or foreign language** (3rd ed.). Heinle & Heinle.

Crystal, D. (1995). **The Cambridge encyclopedia of the English language.** Cambridge University Press.

Cunningsworth, A. (1995). **Choosing your coursebook.** Heinemann.

Davari, H., Iranmehr, A., & Erfani, S. (2013). **An evaluation of English textbooks used in Iranian high schools.** *English Language Teaching*, 6(7), 69–78.

Dewi, R. (2015). **Developing ESP syllabus for vocational school students.** *Indonesian Journal of Applied Linguistics*, 5(1), 1–10.

- Dörnyei, Z., & Taguchi, T. (2010). **Questionnaires in second language research: Construction, administration, and processing** (2nd ed.). Routledge.
- Dudley-Evans, T. (2000). **English for specific purposes**. In M. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 131–136). Cambridge University Press.
- Dudley-Evans, T., & St. John, M. J. (1998). **Developments in English for specific purposes: A multi-disciplinary approach**. Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). **English for specific purposes: A learning-centred approach**. Cambridge University Press.
- Hyland, K. (2006). **English for academic purposes: An advanced resource book**. Routledge.
- Johns, A. M., & Salmani, N. (2015). **English for specific purposes: International perspectives**. Routledge.
- Kaya, S. (2021). **ESP course design for vocational education: Needs analysis and curriculum development**. *Journal of Language and Linguistic Studies*, 17(3), 1503–1517.
- Lamri, C. (2016). **English for specific purposes: A review of definitions and characteristics**. *International Journal of English Language Studies*, 4(2), 22–30.
- Lawrence, W. (2011). **Textbook evaluation: A framework for evaluating ESL/EFL materials**. *TESOL Journal*, 2(1), 1–8.
- Littlejohn, A. (2011). **The analysis of language teaching materials: Inside the Trojan horse**. In B. Tomlinson (Ed.), *Materials development in language teaching* (2nd ed., pp. 179–211). Cambridge University Press.
- Litz, D. (2005). **Textbook evaluation and ELT management: A South Korean case study**. *Asian EFL Journal*, 48, 1–53.
- Mao, Z., & Zhou, Y. (2024). **Designing ESP curriculum for vocational students in applied disciplines**. *Journal of English for Academic and Professional Purposes*, 3(1), 21–34.

- Massouleh, N. S., & Jooneghani, R. B. (2012). **Needs analysis in ESP courses: The case of Iranian students.** *International Journal of Linguistics*, 4(3), 299–315.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). **Materials and methods in ELT: A teacher's guide** (3rd ed.). Wiley-Blackwell.
- Munby, J. (1978). **Communicative syllabus design.** Cambridge University Press.
- Rahimpour, M., & Hashemi, R. (2011). **Textbook selection and evaluation in EFL context.** *World Journal of Education*, 1(2), 62–68.
- Razmjoo, S. A. (2010). **Developing a textbook evaluation scheme for the expanding circle.** *Iranian Journal of Applied Linguistics*, 13(1), 121–136.
- Richards, J. C. (2001). **Curriculum development in language teaching.** Cambridge University Press.
- Santika, D., Widodo, H. P., & Lestari, S. (2022). **Vocational ESP textbook design and communicative competence development.** *TESOL International Journal*, 17(2), 90–108.
- Sheldon, L. E. (1988). **Evaluating ELT textbooks and materials.** *ELT Journal*, 42(4), 237–246. <https://doi.org/10.1093/elt/42.4.237>
- Slavin, R. E. (1992). **Educational psychology: Theory and practice** (4th ed.). Allyn & Bacon.
- Stevens, P. (1988). **ESP after twenty years: A re-appraisal.** In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1–13). SEAMEO Regional Language Centre.
- Tekir, S., & Arikan, A. (2007). **An evaluation of textbook evaluation checklists used in ELT.** *Journal of Language and Linguistic Studies*, 3(1), 45–60.
- Tomlinson, B. (2003). **Developing materials for language teaching.** Continuum.
- Tomlinson, B. (2011). **Materials development in language teaching** (2nd ed.). Cambridge University Press.
- Wen-Cheng, W., Chien-Hsin, C., & Chung-Chi, L. (2011). **A study on the evaluation of English textbooks for vocational high schools.** *Asian EFL Journal*, 13(4), 120–145.