

English for Specific Purpose Textbook in EFL Milieu: An Instructor's Perspective Evaluation

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Received: April 29, 2012 Accepted: May 14, 2012 Published: September 1, 2012

doi:10.5296/ijl.v4i3.1732 URL: <http://dx.doi.org/10.5296/ijl.v4i3.1732>

Abstract

This paper reports a study carried out to evaluate *First Class: English for Tourism*, as an English for Specific Purposes (ESP) textbook taught to the sophomore students of Tourism and Archaeology at King Saud University, Riyadh, Saudi Arabia. The data were gathered from the questionnaire results of twenty teachers who took part in this evaluation. The study tried to draw out the opinions of the teachers on the textbook regarding its components, its practicality, its activities, the language type, the subject, the content, and the four basic language skills incorporated in the book, the sub-skills of grammar and vocabulary, and how they are offered. It also investigated the appropriateness of the book regarding the learners' level and their needs. The results revealed that there was a consensus among the teachers on the suitability of the textbook. The results also revealed that the textbook corresponds to the teachers' expectations and meet the needs of the students in the Saudi Arabian context.

Keywords: Evaluation, Textbook Evaluation, Textbook Selection, ESP textbooks

1. Introduction

ESP has witnessed substantial developments over the past five decades. These developments are related directly to the developments in various disciplines with reference to specific language needs. In tracing the origins of ESP, Dudley-Evans and St. John (1998:1) believed that, "The study of languages for specific purposes has had a long and interesting history going back, some would say, as far as the Roman and Greek Empires." However, they acknowledge its more recent developments as a full-fledged discipline saying that, "since the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language movement."

ESP has witnessed an increasing interest all over the world. Universities, higher institutions, and vocational institutions find it an essential practice to create ESP programmes for their students. In this regard, many theorists have defined ESP variously. Richards and Schmidt (2010: 198) defined ESP as "the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners." Thus, ESP is a unique domain of teaching and learning English in the sense that materials and methods are set in accordance with the learner's needs. In this regard, ESP is seen as a more focussed domain of teaching English, and as McDonough (1984) suggests, "ESP closely matching teaching content to learner requirements seems to be the ideal answer in language teaching to the charge of educational irrelevance and inappropriacy." Strevens (1988: 84) says that ESP is "designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centred on the language appropriate to those activities, in syntax, lexis, discourse, semantics".

Dudley-Evans and St. John (1998) discussed ESP characteristics intensively and distinguished between two types of ESP characteristics; absolute and variable characteristics. In Anthony's (1997) view, the number of universities offering ESP programmes and courses to EFL learners in English speaking countries is increasing.

This research paper focuses only on one aspect of ESP; namely, textbook analysis. Designing textbooks is essential in ESP since it focuses on relevant topics and functions of language that are needed for skills in the workplace. Hutchinson and Waters (1987) asserted that "course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge." Moreover, Jordan (1997) cited in Tsou (2009: 7) referred to ESP textbooks saying that most subject-specific books are organized around themes or topics, with integrated practice in the functions and skills. Most learners would agree that these textbooks are more interesting because the content is up to date and related to issues that concern them; moreover, the texts are often written by specialists in the field.

2. Statement of the Problem

First Class: English for Tourism by Trish Stott and Roger Holt, (1991), Oxford University Press, is prescribed for teaching English to King Saud University (KSU) students at the College of Tourism and Archaeology. It has been taught for a long time to these students at

KSU and it has not yet been evaluated. This study is the first to evaluate such a book since its approval as a prescribed textbook as an ESP course for sophomore students at this institution.

3. Purpose of the Study

The study investigates the opinions of the teachers of *First Class: English for Tourism* as a textbook prescribed for the male sophomore students at the College of Tourism and Archaeology at KSU. *First Class: English for Tourism* is specially designed to motivate and involve students in active learning. The course provided systematic preparation for all skills required for communication in both written and spoken form. The general purpose of the study is to elicit a consensus on the textbook regarding its subject and content, the skills incorporated in the textbook, the activities, the language of the textbook, the layout and design and the practicality of the textbook. The investigation is aimed at evaluating the textbook as the main material at hand accompanied by other related materials serving as supplementary educational materials to the activities and the skills of the course such as the CDs. The study also aims at achieving a tolerable view about the effectiveness of the textbook and how it is related to the main aim of teaching English to tourism and archaeology students at KSU. It also investigates to what extent the textbook helps students learn the four language skills and practice them confidently as well preparing them for the workplace. The study tries to find suitable answers to the following research questions:

- 1) What do the instructors think of the textbook regarding its components?
- 2) Is *First Class: English for Tourism* appropriate to the students' level of this course?
- 3) To what extent does the textbook meet the students' needs?

4. Review of Literature: Textbook Evaluation

Textbooks evaluation is an essential aspect in EFL teaching. Ellis (1997) says that evaluation is of two types: predictive and retrospective. The former takes place before the course implementation while the later takes place after the implementation. He explicitly states that "teachers are often faced with the task of choosing what teaching materials to use. In effect, they are required to carry out a predictive evaluation of the materials available to them in order to determine which are best suited to their purposes. Then, once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have 'worked' for them. This constitutes a retrospective evaluation" (Ellis 1997:36). This paper, therefore, is mainly concerned with retrospective evaluation. Since materials in Saudi universities are not produced by the university teachers themselves, especially in ELT, the teachers have to select their own textbooks. Accordingly, there are several textbooks produced annually across the globe and this wide range of textbooks designed mainly for ESL/EFL situations. This variation leads to some confusion among teachers, especially those with little or no experience. Even experienced teachers might find it a daunting task to select a textbook for their target groups. Chambers (1997) says, "selection of materials to be used jointly in an ELT class should be selected by as wide range of users as possible. This is likely to increase the sense of ownership of the decision". Therefore, selection and evaluation of textbooks are interrelated and considered to be a real problem for teachers and curriculum

developers as well. Those who are working in textbook selection should bear in mind the target learners' needs and level as well, and a collective decision should be reached before prescribing a textbook. Selection, as we have noted above, involves evaluation in the first instance. Teachers are to go through the textbook and some checklists have to be satisfied regarding the students' needs, the objectives of the course, and the context in which the textbook is to be taught. Whether evaluation takes place at the time of selecting the textbook or in a later stage, that is, after teaching it for a long time, it is a time-consuming task and it has to be done carefully and patiently. By the end of the day, the main purpose of selection and evaluation is to enhance the conditions of ELT. Although this study, to some extent, sheds light on textbook selection, it is mainly concerned with the evaluation of a textbook that has been selected and widely used in Saudi Arabian universities. Evaluation and selection are closely related and they are part of an ongoing process in education.

Worthen and Sanders (1973:19) proposed a restricted definition for the term, saying "Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging objectives, or the potential utility of alternative approaches designed to attain specified objectives". Brown (1995:24) defined evaluation as "the systematic collection and analysis of relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of a particular institution involved". Moreover, Richards (2001: 286) states that "curriculum evaluation focuses on collecting information about different aspects of a language programme in order to understand how the program works, enabling different kinds of decisions to be made about the programme such as whether the programme responds to student needs, whether further teacher training is required for teachers working in the program or whether students are learning sufficiently from it".

Scholars like Ellis (1997), Williams (1983) and Sheldon (1988) suggest criteria for materials evaluation, and many of the aspects discussed in their criteria have something in common and might overlap in some cases. Additionally, they give a considerable attention to certain elements of the materials that should be taken care of while doing the evaluation. McDonough and Shaw (1993:63) declare that "the ability to evaluate effectively is a very important professional activity for all ELT teachers". Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks in the market.

As for ESP textbooks evaluation, in particular, there are several studies which focused on textbook analysis and evaluation in different contexts around the world. In this study some of these works have been consulted and reported as in the following lines. In his work, Bouzidi (2009) evaluated *International Express (2003)* as an ESP textbook for business in Morocco. He said that "although International Express may be perfectly appropriate for a different ESP course, it does not entirely satisfy the communicative needs of the hospitality industry

because there is insufficient presentation and practice of many of the specific language features” (p.14). Rahimy (2008) evaluated a medical textbook in Iranian context and found that there is a close compatibility between reading and writing skills with the Iranian curriculum in that situation, although it seems that the Iranian curriculum does not focus more on listening and speaking. Therefore, he concluded that “the book titled Medical Terminology is not a completely appropriate book for the purpose of medical English in Iranian universities, but its advantages where the content and the curriculum objectives are compatible cannot be ignored”.(p. 15). Amirian and Tavakoli (2009) reassessed the textbooks offered to engineering students in Iran. The study revealed that “ESP courses proposed at universities can make the grounds for the subjects’ future job purposes but they are not sufficient to account for the specific job requirements of individual engineers. In other words, in-service ESP courses based on on-going analysis of the employees’ needs should be administered in order to account for their specific job requirements.” (p. 1). Ghalandari and Talebinejad (2012) evaluated medical ESP textbooks taught in Shiraz Medical College . The compatibility of the content of these textbooks with the students’ needs has been discussed. Considering the result of evaluation on ESP textbooks, we found that ESP textbooks in medicine are appropriate books for the purpose of medical English for Iranian physicians and compatible to student's needs and achievement. Baleghzadeh and Rahimi (2011) evaluated ESP textbooks for students of sociology. They found that the book, despite having merits, was not very suitable for the course and some improvements should be taken care of. Thomson (2011) evaluated university level English for tourism programme in Payap University in Thailand. The results revealed that “there were negative responses towards textbooks and outside reading; the learners viewed these as non-essential towards their goals.” (p. iii)

English has a significant position in Saudi universities either as a language of instruction, as in the faculty of medicine and some other colleges, or as a library language for higher studies. In the undergraduate studies, it is taught as a course that has a considerable weight in the teaching plan with credit hours approximately ranging from two to three hours per week. Rather than teaching English for general purposes (EGP), there are some colleges which offer three or four courses of English language to their students. Courses like listening, ESP, writing and grammar are offered in the college of Tourism and Archaeology at King Saud University, which give clear evidence in this regard, that English is essential for undergraduate studies. Students of medicine, in the same university, have to take some courses offered in English related to their prospective field of study. They are exposed to listening comprehension, writing skills and English for medical sciences, which are all carefully designed as ESP courses. The same thing, as done for the other fields of studies college-wise at King Saud University, might apply to other universities in the kingdom. King Fahd University of Petroleum and Minerals (KFUPM), for instance, is a leading institution in the kingdom in terms of using English as the medium of instruction. According to undergrad bulletin of the KFUPM (2003-2005 page 12), instruction is in English and the resources of the technical library are predominantly, though not exclusively, printed in English.

Regarding textbook evaluation in Saudi Arabia as an EFL context, a number of studies have been conducted in different stages of ELT. In his investigation, Al-Jaser (1989) focused on the comparison between boys' and girls' First Secondary-level English Textbooks. According to him, these textbooks can be revised according to the students' gender, level, needs and further responsibilities. Ereksoussy (1993) evaluated the girls' First Grade Intermediate English Textbook. Her study focused on evaluating the objectives, the content selection, gradation and recycling, presentation forms, practice activities, assessment models. Another important study was carried out by Al-Hajailan (1999). He evaluated *English for Saudi Arabia*, (the third grade secondary school textbook). There is a consensus on the book's appearance, accompanying materials, academic content, cultural content and evaluation techniques. Furthermore, Madkhali's (2005) study was on syllabus design, which focused on general English, rather than ESP at the Institute of Public Administration (IPA) in Riyadh. It depends on a needs analysis of the students of that institute. Al-Saif (2005) evaluated English language textbooks *English for Saudi Arabia*, 6th grade of Saudi elementary schools. The study focused on examining the textbooks' suitability to teachers, young students and social context. Al-Saif (2005:7) says, "while textbooks are central to how EFL teaching is done in Saudi Arabia, there is much need for an evaluation of their content and to investigate their role in teaching practice and methodology." Moreover, Al-Yousef (2007) investigated the third grade intermediate *English Course Book* in Saudi Arabia implemented in 2005 by the Ministry of Education. He argues that the results of the study revealed that both the teachers-supervisors and the students perceived the course book as moderately adequate. The study concludes with suggestions and recommendations for the improvement of the 2005 *English Course Book*.

Finally, all of the above-discussed studies focused on EGP textbooks in general and had nothing to do with ESP in Saudi context. The present study would be one of the earliest attempts to handle such a topic.

5. The Present Study

5.1 Participants

Twenty teachers of English language at the Language Unit in the Faculty of Languages and Translation at KSU, who are in charge of teaching English to the students of the College of Tourism and Archaeology, took part in this study. The teachers who took part in this study have filled out this special form of questionnaire designed to fit the purpose of *First Class: English for Tourism* textbook evaluation.

5.2 Instruments and Data Collection Procedure

A questionnaire employed a five-points Likert-scale ranging from "strongly agree" to "strongly disagree" was used. The questionnaire items were drawn from Litz's (2005) dissertation and have been modified to meet the aims of this study of evaluating *First Class: English for Tourism* textbook taught at KSU. The questionnaire has seven main categories each with a number of items. They are:

- 1) Practical consideration of the textbook

- 2) Layout and design
- 3) Activities
- 4) Skills
- 5) Language
- 6) Subject and content
- 7) An overall assessment

The data had been collected over ten days in the second term of the academic year 2008/2009. The teachers' forms had been distributed over one week time according to the availability of the teachers and they were filled and returned back. Twenty teachers completed the questionnaire forms and all of them were included in the study.

6. Results and Discussion

In the results presented in this study, both "Agree" and "Strongly Agree" were considered as positive responses in favour of the item or statement given in the questionnaire and then have been calculated together, meanwhile the responses "Disagree" and "Strongly disagree" were considered negative responses and then have been dealt with likewise.

6.1 Practicality

Table 1 below displays teachers' responses in percentages to the questionnaire items related to the practical considerations of the textbook. In response to item (1), nearly half of the teachers say that the price of the book is reasonable, so 50% of them are in favour of its recent price, whereas 30% are not decided about the item and 20% disagree with it. They probably do not know the actual price of the book and how much a student has to pay to get the book, because they are supplied with free textbooks by the college. According to Litz (2005:12) "... most ESL/EFL books are published and manufactured in wealthy-speaking nations such as England and the United States but used in many less-developed nations", which means that even though Saudi Arabia is considered to be a rich country the book might be still expensive for many students. More than half of the teachers (66.6%) approve of the easy accessibility of the textbook. This is true since one of the biggest publishing and distributing companies in Riyadh is providing the KSU with this particular book, along with other great bookshops, and makes the book available in the market.

More than half of the teachers (55%) considered the textbook as a recent publication and the availability of the accompanying materials such as teachers' guide, workbook, and audio-tapes was supported by about two thirds of them, (65%). Regarding the concurrence of the authors' views on the language and methodology with the teachers' views, 70% of the teachers agreed with the statement and considered the book suitable for teaching as far as the practice is considered.

Table 1. Teachers' views on the practical consideration of the textbook

Statement	SD %	DA %	ND %	AG %	SA %
1. The price of the textbook is reasonable	0	20	30	45	5
2. The textbook is easily accessible	10	10	15	40	25
3. The textbook is a recent publication.	5	30	10	10	45
4. A teacher's guide, workbook, and audio-tapes accompany the textbook.	5	0	30	30	35
5. The author's views on language and methodology are comparable to mine (Note: Refer to the 'blurb' on the back of the textbook).	0	10	5	35	35

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

6.2 Textbook Design

Table 2 shows the percentages of the teachers' responses in rating the items related to the textbook layout and design. It is clear that the majority of the teachers (85%) believe that the textbook includes a detailed overview of the functions, structure and vocabulary that will be taught in each unit. In item 7, table 2, the teachers are almost completely (95%) with the item regarding the appropriateness and clarity of the layout and design. Almost 80 % of the teachers think that the textbook is organized effectively. Again we find that 90% of them think that an adequate vocabulary list or glossary is included in the textbook.

75 % of the teachers believe that adequate review sections and exercises are included in the textbook, while 85% of them agree that an adequate set of evaluation quizzes or testing suggestions is included. We also find that three quarters of the teachers (75%) believe that the teacher's book contains guidance about how the textbook can be used to the utmost advantage. The materials objectives are about to be agreed upon, (90%), in terms of being apparent to the teachers.

In having a look at the internal organization and layout of each unit, one can perceive that the objectives are set out clearly and each unit focuses on the four basic skills, structures and communication tasks presented in certain topics like people in tourism, flight reservation, changes and cancelations, rail enquiries, timetables, travel requirements, giving directions, tourist information, methods of payment, hotel facilities, etc., and highlight specific functions as stated in the table of contents at the beginning of the book. Each unit follows a certain order in its presentation of class activities over the basic skills and sub-skills. The unit begins with 'listening' task followed by 'language study', which contains serial numbered 'practices', 'reading' task, 'activity', 'writing' task, 'summary' of the main language functions of the unit, and finally a list of the 'new words' presented in the unit.

Table 2. Teachers' views on the layout and design of the textbook

Statement	SD %	DA %	ND %	AG %	SA %
6. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	0	10	5	35	50
7. The layout and design is appropriate and clear.	0	5	0	40	55
8. The textbook is organised effectively.	0	20	0	45	35
9. An adequate vocabulary list or glossary is included.	0	5	5	40	50
10. Adequate review sections and exercises are included.	15	0	10	30	45
11. An adequate set of evaluation quizzes or testing suggestions is included.	5	5	5	75	10
12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.	0	5	20	20	55
13. The objectives are apparent to both the teacher and student.	0	5	5	55	35

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

6.3 Textbook Activities

The majority of the teachers (90%) believe, as in item 14 table 3, that the textbook provides a balance of activities. About 60% of the teachers believe that the activities encourage sufficient communicative and meaningful practice.

However, nearly 65% of the teachers agree that the activities incorporate individual, pair and group work. We also found that more than 90% of the teachers believe that the grammar points and vocabulary items are introduced in motivating and realistic contexts.

Generally speaking, *First Class: English for Tourism* contains a wide range of activities for the students to practice such as acting out dialogues, open-ended discussion questions, eliciting information from tables and make dialogues, listening to activities and then personalise them in talking about themselves. These activities, along with drilling in pronunciation, ordering, sorting, comparing, filling gaps and matching items are set to booster the students' communicative and non-communicative abilities in acquiring English.

Table 3. Teachers' views on the activities practised in the textbook

Statement	SD %	DA %	ND %	AG %	SA %
14. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	0	5	5	60	30
15. The activities encourage sufficient communicative and meaningful practice.	0	10	30	15	45
16. The activities incorporate individual, pair and group work.	0	15	20	55	10
17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	0	10	0	65	25
18. The activities promote creative, original and independent responses.	0	5	25	60	10
19. The tasks are conducive to the internalisation of newly introduced language.	0	10	45	35	10
20. The textbook's activities can be modified or supplemented easily.	10	5	20	60	5

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

Finally, two more items, regarding activities, have been asked for the teachers. They are no. 19 and 20 in table 3. However, more than 45% of the teachers believe that the tasks are conducive to the internalisation of the newly introduced language, whereas 65% of them believe that the textbook activities can be modified or supplemented easily, which shows flexibility in the textbook.

6. 4 Skills Integrated in the Textbook

Table 4 below presents the percentages of the teachers in rating the skills incorporated in the textbook. We found that about 85% of the teachers, as in item 21, believe that the materials include and focus on the skills that the teacher and his student need to practice. As for the materials and providing appropriate balance of the four language skills, the majority of the teachers(90 %) believe that there is a balance. About 60% of the teachers believe that the textbook pays attention to sub-skills, i.e. listening for jest, note-taking, skimming for information, etc.

Regarding the pronunciation, 60% of the teachers believe that the textbook highlights and practices natural pronunciation (i.e. stress and intonation), whereas 70 % of them think that the practice of individual skills integrated into the practice of other skills. However, *First Class: English for Tourism* is a syllabus which incorporates and integrates the four basic language skills, both productively and receptively. There is a balance among all these four basic language skills. Scholars like Swan (1985), Harmer (1996) and McDonough and Shaw (1993) advocate such an integration in ELT syllabus. As for the receptive skills, the book employed both bottom-up and top-down processing in dealing with materials used for listening and reading such as extracts from newspapers and magazines, everyday

conversations, postcards, personal letters, interviews, radio programmes...etc. These materials make the text more authentic in its presentation through both spoken and written language. The productive skills, on the other hand, are also practiced through different techniques. Speaking, for instance, is practiced in dialogues, role plays, group work and pair work. Some activities are done through acting out some dialogues or reading out the dialogue again after filling some gaps that have been left for listening activity. Writing skill is also presented in the form of advertisements, postcards, personal letters for different occasions and short descriptions of places or activities. These activities focus on both product-orient and process-orient approaches in practicing writing skill. Whereas the former focuses on the end-result of writing process, the later focuses on the actual writing process.

Table 4. Teachers' views on the skills incorporated in the textbook

Statement	SD %	DA %	ND %	AG %	SA %
21. The materials include and focus on the skills that I/my students need to practice.	0	0	15	50	35
22. The materials provide an appropriate balance of the four language skills.	5	5	0	45	45
23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.	5	10	25	40	20
24. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).	20	10	10	20	40
25. The practice of individual skills is integrated into the practice of other skills.	5	15	10	55	15

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

6. 5 The Textbook Language

Tables 5 below shows the responses of the teachers to the statements related to the language of the textbook. About 90 % of the teachers believe that the language of the textbook is authentic, i.e. like real-life English. The level of language is considered by the majority (85%) of the teachers to be at the right level for the current ability of their students.

Table 5. Teachers' views on the language of the textbook

Statement	SD %	DA %	ND %	AG %	SA %
26. The language used in the textbook is authentic - i.e. like real-life English.	0	10	0	35	55
27. The language used is at the right level for my students' current English ability.	5	0	10	70	15
28. The progression of grammar points and vocabulary items is appropriate.	0	0	0	55	45
29. The grammar points are presented with brief and easy examples and explanations.	0	15	5	35	45
30. The language functions exemplify English that I/my students will be likely to use.	5	0	15	45	35
31. The language represents a diverse range of registers and accents.	5	10	30	25	30

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

All the teachers, (100%), agree that the progression of the grammar points and vocabulary items is appropriate. 80% of them believe that the grammar points are presented with brief and easy examples and explanations. 80% of the teachers believe that the language functions exemplify English that I/my students will be likely to use. As for the register and accent of the textbook, more than half (55 %) of the teachers agree that the language presents a diverse range of registers and accents.

As for the authenticity of materials presented in ELT textbooks, Cathcart (1989) and Lee (1995), quoted in Litz (2005), emphasised the importance of presenting these authentic materials and they think the models of language are representative for real-life situations, which may play a great role in motivating EFL classroom. Vocabulary, for instance, is presented both passively and actively in *First Class: English for Tourism* through both productive and receptive skills. Grammar is also represented through repetition and recycling of structures and functions as well. The textbook focuses thoroughly on grammatical items appropriate to the pre-intermediate to intermediate level.

6.6 Subject and Content of the Textbook

Table 6 shows the responses of the teachers to statements related to the subject and content of the textbook. A great number of the teachers (85%) believe that the subject and content of the textbook are relevant to their students needs as English language foreign students.

95% of the teachers think that the subject and content of the textbook are generally realistic. Most of the teachers (95%) believe that the textbook is interesting, challenging and motivating. We find that a great number of the teachers (95%) are in favour of items 35, table 6, and say that there is sufficient variety in the subject and content of the textbook.

Table 6. Teachers' views on the subject and content of the textbook

Statement	SD %	DA %	ND %	AG %	SA %
32. The subject and content of the textbook is relevant to my (students') needs as an English language student(s).	0	5	10	50	35
33. The subject and content of the textbook is generally realistic.	0	5	0	65	30
34. The subject and content of the textbook is interesting, challenging and motivating.	0	5	0	55	40
35. There is sufficient variety in the subject and content of the textbook.	0	0	5	55	40
36. The materials are not culturally biased and they do not portray any negative stereotypes.	0	5	5	35	55

SD= strongly disagree, DA= disagree, ND= not decided, AG= Agree, and SA=strongly agree

Finally, 90 % of the teachers believe that the materials are not culturally biased and they do not portray any negative stereotypes.

6. 7 General Appraisal of the Textbook

Tables 7 displays the teachers' responses related to their opinions about the textbook evaluation in general. Anyway, 90% of the teachers believe that the textbook is appropriate

for the language-learning aims of their institution. 85 % of the teachers think that the textbook is suitable for small-medium, homogeneous, mixed classes of university students. 60 % of the teachers believe that the textbook raises their students' interest in further English language study. Finally, 90% of the teachers think that they would choose to teach this textbook if given the chance to do.

Table 7. Teachers' general views on the textbook

Statement	SD %	DA %	ND %	AG %	SA %
37. The textbook is appropriate for the language-learning aims of my institution.	0	10	0	80	10
38. The textbook is suitable for small-medium, homogeneous, mixed classes of university students.	0	5	10	50	35
39. The textbook raises my (students') interest in further English language study.	5	0	35	45	15
40. I would choose to teach this textbook again.	5	0	5	55	35

7. Conclusion

In a short paper like this, it is impossible to investigate all the potential criteria by which an ESP textbook could be analysed. However, I have tried to evaluate *First Class: English for Tourism* as a textbook taught to the sophomore students of the college of Tourism and Archaeology at King Saud University, Riyadh. In this paper an attempt is made to answer the questions related to the opinions of the teachers about the components of the textbook and to what extent it fits into both the level and needs of the students. It also tried to examine the practicality of the textbook and its design, content, subject and the activities incorporated in it. The study focused on the four basic language skills and grammar and vocabulary as sub-skills offered in the textbook, how they are presented and in what way they are practiced. The study followed the retrospective approach in evaluating this text, which, in fact, provides an insight into organizational principles and this makes it possible for materials adaptation as well.

First Class: English for Tourism has followed the multi-syllabus approach which enabled the students to have access to both language use focusing on functions, context and language skills and language structure focusing on vocabulary and grammar (McDonough and Shaw 1993). Evaluating *First Class: English for Tourism* through the analysis of the data gave a thorough understanding of its components. I believe that this textbook meets the needs of the students at such a level. As for its presentation, it is attractive with its pictures, layout and design. It takes into account the needs of its students through developing their receptive and productive skills in context. Moreover, the textbook provides the students with a good amount of knowledge about the target culture. Students' autonomy is stressed throughout the textbook and the use of communicative activities is very obvious. The book offers a good balance between accuracy and fluency.

It is apparent that there is a consensus among the teachers on the suitability of the textbook. In general, the results reveal that the textbook represents the teachers' expectations and meets the needs of the students in teaching and learning English in this particular stage and institute. To conclude, this book remains good for the purpose for which it has been chosen and there

is a compatibility between the textbook and the curriculum of teaching English at the above-mentioned institution. As Cunningsworth (1984 p. 4) said, “there is no perfect textbook which meets all the requirements of teachers and students. Instead, it is the responsibility of the teacher to explore his own way of using or adapting the coursebook.”

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