

## An Evaluation Of The Cambridge English For Job Hunting Textbook Through The Lens Of Tomlinson's Theory: A Comprehensive Analysis Of Content And Effectiveness

Abdul Syahid <sup>1</sup>, Josilia Puspito Rahayu <sup>2</sup>, Muhamad Ario Setiawan <sup>3</sup>,

Rizki Novia Darma <sup>4</sup>, Syarif Hidayat <sup>5</sup>

<sup>1,2,3,4,5</sup> Institut Agama Islam Negeri Palangka Raya

Kompleks Islamic Centre, Jl. G.Obos, Menteng, Jekan Raya, Palangka Raya, Kalimantan Tengah

Korespondensi penulis: [abdul.syahid@iain-palangkaraya.ac.id](mailto:abdul.syahid@iain-palangkaraya.ac.id)

**Abstract** This study is aimed to investigate the compatibility of materials in the textbook entitled "Cambridge English for Job-hunting" based on Tomlinson's theory. The researcher used descriptive approach research as the type of the study. The data of the study were done by follows the process involved several stages, which are as follows: 1) The researcher selected an English textbook for analysis, 2) the researcher read the English textbook thoroughly, 3) the researcher carefully reviewed the content of the textbook, 4) the researcher gathered all the necessary materials from the textbook for analysis. The result of this study shows that the textbook substantially complies with Tomlinson's criteria for useful tools for language learning. It effectively engages students, builds confidence, offers appropriate information, uses actual speech, and accommodates a range of learning preferences and emotional conditions.

**Keywords:** Textbook, Tomlinson's Theory, Content Analysis.

**Abstrak** Penelitian ini bertujuan untuk menyelidiki kesesuaian materi yang terdapat dalam buku teks berjudul "Cambridge English for Job-hunting" berdasarkan teori Tomlinson. Peneliti menggunakan pendekatan penelitian deskriptif sebagai jenis penelitian pada studi ini. Data penelitian dilakukan dengan mengikuti proses yang melibatkan beberapa tahap, yang sebagai berikut: 1) Peneliti memilih sebuah buku teks bahasa Inggris untuk dianalisis, 2) peneliti membaca buku teks bahasa Inggris tersebut secara menyeluruh, 3) peneliti dengan cermat meninjau isi dari buku teks tersebut, 4) peneliti mengumpulkan semua bahan yang diperlukan dari buku teks untuk dianalisis. Hasil dari penelitian ini menunjukkan bahwa buku teks tersebut secara substansial sesuai dengan kriteria Tomlinson untuk alat yang berguna dalam pembelajaran bahasa. Buku tersebut efektif melibatkan siswa, membangun rasa percaya diri, menawarkan informasi yang sesuai, menggunakan pidato yang sesungguhnya, dan menyesuaikan berbagai preferensi belajar dan kondisi emosional.

**Kata kunci:** Buku pelajaran, Teori Tomlinson, Konten analisis.

### BACKGROUND

Textbooks are one of the most influential mediums for enhancing an individual's knowledge. Schools also consider books as the primary teaching materials for acquiring knowledge. Especially in some schools that lack adequate internet access and electricity, textbooks are the right solution to be used as teaching materials. (Kurnia et al., 2014) said textbooks are essential for achieving learning goals, regardless of whether they are in hard copy or soft copy format. Additionally, textbook is a standard source of information for formal study of a subject, used as an instrument for teaching and learning (Walker, 2011).

Similarly, (Richards, 2015) said textbooks can serve a variety of purposes in language learning. They may form the basis of the lessons, determine which skills are taught and how the students practice the language. Alternatively, textbooks may simply supplement the teacher's instruction. For learners, textbooks can be a primary source of contact with the

language, in addition to what is provided by the teacher. Textbooks can also be used as a form of teacher training, particularly for inexperienced teachers, by providing lesson planning ideas and formats for teaching.

Moreover, according to (Richards, 2015) argues that in the field of education, the use of commercial textbooks presents both advantages and disadvantages, dependent on their application and the contexts in which they are utilized. Among the principal advantages are their ability to provide structure and a syllabus for a program, which is essential for effective learning. In the absence of textbooks, programs may lack a central core, and students may not receive a syllabus that has been meticulously planned and developed to meet their educational needs. Another advantage of using textbooks is that they help standardize instruction. By using a textbook in a program, it becomes possible to ensure that students in different classes receive similar content and can be tested in the same manner. This standardization leads to a more efficient learning process, with students receiving a consistent message across different learning environments.

Furthermore, commercial textbooks maintain quality by exposing students to tried and tested materials that are based on sound learning principles and paced appropriately. They also provide a variety of learning resources that help to creating a rich and diverse resource for both teachers and learners. Another advantage of textbooks is that they are efficient, saving teachers' time and enabling them to focus on teaching rather than material production. Additionally, textbooks can provide effective language models and input, making them an excellent resource for supporting teachers whose first language is not English and who may not be able to generate accurate language input on their own.

Finally, textbooks can also serve as an effective medium of initial teacher training, especially for teachers with limited teaching experience. They come accompanied by teacher manuals and can train teachers to teach effectively, promoting better learning outcomes commercial textbooks are visually appealing, with high standards of design and production. This quality makes them appealing to learners and teachers alike, creating an environment that is conducive to learning.

According to (Margareth, 2017), selecting a textbook is a significant decision that should be made carefully. The textbook chosen must be suitable not only for the curriculum but also for the students' needs. In Indonesia, textbooks have become a controversial aspect of education. Numerous cases have been reported where textbooks contain inappropriate content or language for students. This has raised concerns among the society, particularly parents, who

are worried about their children's education. Additionally, teachers sometimes realize that the content is not suitable for their students when teaching in class.

Based on this case, The researcher is interested in conducting a study on a good English textbook using Tomlinson's criteria. The textbook is titled "Cambridge English for Job-hunting". The aims of this study to enhance standardized English textbooks and provide better contributions to teaching English, specifically in Indonesia.

There are two research questions in this study: 1) Are the materials in the textbook in line with Tomlinson's criteria? 2) Do the materials in the textbook support students' language skills in the English teaching and learning process?

Therefore, the objectives of this study are to: 1) Investigate the compatibility of materials in the textbook based on Tomlinson's criteria. 2) Determine whether the materials in the textbook support students' language skills in the English teaching and learning process or not.

## **THEORITICAL STUDY**

(Lailatul Mufidah, 2021) stated textbooks are an essential component of the learning process and must meet certain criteria to be suitable for use as a learning medium. Several experts, including Rowntree, have put forward criteria that good learning materials must meet. These include: (1) sparking students' interest, (2) reminding them of previous lessons, (3) informing them of what they will learn next, (4) explaining new learning content to them, (5) connecting these ideas with their previous learning, (6) making students think about new content, (7) providing feedback on their learning progress, (8) encouraging them to practice, (9) making sure they know what they are supposed to do, (10) enabling them to check their progress, and (11) helping them to improve.

According to (Margareth, 2017), Tomlinson has identified sixteen criteria that a good textbook should meet. According to him, the materials should have a significant impact on the learners and make them feel at ease while developing their confidence. The content should be perceived as relevant and useful, and should require self-investment from the learners. The learners must be ready to acquire the information being taught and the materials should expose them to language in authentic use. The learners' attention should be drawn to linguistic features of the input, and the materials should provide opportunities to use the target language to achieve communicative purposes.

Moreover, the positive effects of instruction are usually delayed, and learners differ in their learning styles and affective attitudes, so these should be taken into account. The

materials should permit a silent period at the beginning of instruction and maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, stimulating both right and left brains activities. They should not rely too much on controlled practice and should provide opportunities for outcome feedback.

## **RESEARCH METHOD**

The writer is conducting a descriptive approach research study to determine if the English textbook is in line with Tomlinson's theory. The textbook in question was published by Cambridge University Press in 2008 with the ISBN number 978-0-521-72215-5 for the Student's Book with Audio CD. The data for the study will be collected from the textbook entitled "Cambridge English for Job-hunting" and will cover all of the units included in the book.

Explanation of the analytical procedure used in this study. The process involved several stages of data collection, which are as follows: 1) The researcher selected an English textbook for analysis, 2) the researcher read the English textbook thoroughly, 3) the researcher carefully reviewed the content of the textbook, 4) the researcher gathered all the necessary materials from the textbook for analysis.

Subsequently, the gathered data was analyzed in several steps. Firstly, the researcher identified the criteria for analysis. Then, the data was subjected to both subjective and objective analyses. Finally, the data was matched with the identified criteria to draw meaningful conclusions.

## **RESULT AND DISCUSSION**

The goal of the Cambridge English for Job-hunting program is to help improve your English language and communication skills so that readers' can successfully land their desired job. This program is designed to accomodate to both experienced professionals and those who are new to the workforce. The program consists of six independent units that cover a wide range of topics and skills needed for job-hunting:

- Researching the market
- Preparing a CV
- Writing a cover letter
- Answering interview questions
- Answering competency based interview questions

- Turning negatives into positives
- Telephone interviews
- Negotiating terms and conditions of service

In this book has been included authentic materials such as real CVs and cover letters that you can use as helpful examples when crafting your own CV and cover letter. On the audio portion, you will hear numerous interview extracts from both strong candidates providing exemplary responses to interview questions, as well as weaker candidates making common mistakes. The book will accompany you through these examples, and outline successful techniques for handling challenging questions while also providing multiple opportunities to practice.

### **Unit 1: “*Research and Preparation*” and Unit 2: “*Writing an Impressive CV*”**

The analysis of units 1 and 2 of the "Cambridge English for Job-hunting" textbook, based on Tomlinson's criteria, provides insights into the effectiveness of the materials in preparing learners for the job application process. The evaluation focuses on various aspects, including relevance, impact, authenticity, attention to linguistic features, communicative opportunities, learner involvement, and feedback mechanisms.

The analysis of units 1 and 2 from the "Cambridge English for Job-Hunting" textbook, focusing on the initial stages of job application preparation and CV writing, revealed several insights in alignment with Tomlinson's theory of differentiated instruction.

### **Materials should achieve impact**

The textbook effectively uses a variety of activities, such as matching exercises, role plays, and real-life scenarios that are likely to engage learners. The presentation is enhanced by the inclusion of authentic texts and interactive exercises, thereby meeting this criterion. The textbook employs a range of dynamic and engaging activities designed to capture and retain learners' interest, crucial for effective learning. Activities like matching exercises involve learners in active sorting and decision-making, which enhances their engagement with the content. Role plays offer a hands-on experience where learners simulate job interviews or networking scenarios, allowing them to practice language skills in a controlled yet realistic setting. Real-life scenarios bridge the gap between theoretical knowledge and practical application, ensuring that learners can see the direct relevance of their studies to their daily lives and future career aspirations. The inclusion of authentic texts—such as actual job advertisements or real business communications—and interactive exercises further enriches

the learning experience, making the material not only more interesting but also more impactful in terms of real-world applicability.

#### **Material should help learners to feel at ease**

The textbook provides clear examples and structured templates for CV writing, which simplifies the process and can help learners feel more comfortable with the task. The textbook's clear examples and structured templates serve as essential tools for demystifying the process of CV writing and job application. By providing learners with concrete examples of well-written CVs and cover letters, the textbook offers a visual and conceptual guide that learners can emulate, reducing anxiety and uncertainty about how to proceed with their own documents. Structured templates act as a scaffold that learners can fill in with their own information, which simplifies the process and reduces the cognitive load, making the task more approachable and less daunting. This supportive approach helps learners feel more comfortable and confident in their ability to complete the tasks, fostering a learning environment that is conducive to exploration and growth.

#### **Material should help learners to develop confidence**

By providing step-by-step guidance and examples of successful CVs and job hunting strategies, the textbook builds learners' confidence in their ability to apply for jobs effectively. Step-by-step guidance is a fundamental feature of the textbook, providing learners with a roadmap to follow as they navigate the complexities of job applications and CV writing. This guidance breaks down complex tasks into manageable steps, making the process clearer and less intimidating. Examples of successful CVs and job hunting strategies serve as benchmarks for quality and effectiveness, offering learners models that demonstrate what success looks like. By following the guidance and models provided, learners can build their skills incrementally, gaining confidence with each step they master. This confidence is critical when they apply for jobs, as it enhances their ability to present themselves professionally and competently.

#### **What is being taught should be perceived by learners as relevant and useful**

The content is highly relevant, focusing on practical aspects of job hunting and CV writing, which are essential skills for learners entering the job market. The content of the textbook directly addresses the practical needs of learners entering the job market. By focusing on job hunting and CV writing, the material aligns with the immediate professional goals of the learners, which is to secure employment. This relevance is underscored by the practical nature of the tasks learners are asked to complete, such as drafting CVs, writing cover letters, and preparing for interviews, all of which are essential skills for job seekers. The usefulness of

these skills is evident in their direct application to real-life job application processes, making the learning both applicable and valuable.

**Materials should require and facilitate learner self-investment**

The tasks encourage learners to reflect on their own experiences and skills, fostering self-investment as they prepare their personal job application documents. The textbook encourages learners to engage deeply with the material through tasks that require them to reflect on their own experiences and skills. Activities such as drafting personal statements and identifying personal strengths and weaknesses not only involve learners in active learning but also require them to invest personally in the task. This self-investment is critical for adult learners, as it connects the learning material to their personal and professional aspirations, enhancing the intrinsic motivation to learn and apply the knowledge gained.

**Learners must be ready to acquire the points being taught**

The textbook prepares learners by starting with foundational concepts and gradually introducing more complex aspects of job applications and CV writing. By structuring the material to begin with foundational concepts before moving on to more complex topics, the textbook ensures that learners build their knowledge base systematically. Starting with basic principles of job hunting and elements of a CV, the textbook gradually introduces more nuanced aspects of tailoring applications to specific industries or roles. This pedagogical approach helps ensure that learners are not overwhelmed and are ready to assimilate and apply new information as it is introduced.

**Materials should expose the learners to language in authentic use**

The use of authentic job advertisements and real-life job application materials meets this criterion effectively. Utilizing authentic job advertisements and job application materials within the textbook serves to expose learners to the language and terminology that they will encounter in the job market. This exposure is invaluable as it ensures learners are not only able to comprehend the language used in these contexts but also able to use it appropriately in their own applications. The use of real-world materials reinforces the practical nature of the textbook and helps bridge the gap between classroom learning and real-world application, which is essential for effective language acquisition and practical readiness for the job market.

**The learners' attention should be drawn to linguistic features of the input**

The textbook highlights specific language structures and vocabulary relevant to job applications and CVs, aiding learners in understanding and applying these features in their writing. The textbook adeptly focuses on specific linguistic elements crucial for effective job applications and CV writing. By highlighting particular language structures and vocabulary,

such as action verbs used in CVs or formal language appropriate for cover letters, learners gain a deep understanding of how these features can be leveraged to enhance their written communication. This attention to linguistic detail not only aids learners in recognizing and understanding these features but also encourages them to use them effectively in their own job application documents, fostering a practical and applied learning experience.

**Materials should provide the learners with opportunities to use the target language to achieve communicative purposes**

Exercises such as drafting CVs and cover letters provide practical opportunities for learners to use language communicatively. Through practical exercises such as drafting CVs and writing cover letters, the textbook provides learners with authentic opportunities to use the target language in meaningful ways. These tasks simulate real-world communication scenarios, allowing learners to apply their language skills in contexts that mirror actual communicative demands they will encounter in the job market. This practical application is essential for developing the communicative competence necessary for successful job hunting and professional interaction in English.

**Materials should take into account that the positive effects of instruction are usually delayed**

The structured approach, starting from simple to more complex tasks, acknowledges that skills development is a gradual process. The textbook's structured approach, which progresses from simple to more complex tasks, is designed to accommodate the gradual nature of skill development. This pedagogical method acknowledges that learning, especially language learning, requires time for concepts to be absorbed and skills to be refined. By incrementally increasing the complexity of tasks, the textbook allows learners to build confidence and mastery step-by-step, ensuring that foundational skills are solid before advancing to more intricate aspects of language use and job application processes.

**Materials should take into account that learners differ in learning styles**

The textbook incorporates a range of activities that cater to different learning preferences, including visual, auditory, reading/writing, and kinesthetic. Recognizing the diversity in learner preferences and styles, the textbook incorporates a broad spectrum of activities designed to engage visual, auditory, reading/writing, and kinesthetic learners. This inclusivity ensures that all learners, regardless of their preferred learning mode, find entry points and methods that resonate with them, enhancing engagement and effectiveness. For instance, visual learners benefit from diagrams and templates, auditory learners from listening



exercises, reading/writing learners from text-based activities, and kinesthetic learners from role-playing and other interactive tasks.

**Materials should take into account that learners differ in affective attitudes**

By providing varied contexts and personalization options, the textbook allows learners to engage with content that reflects their individual attitudes and preferences. By offering varied contexts and personalization options, the textbook caters to diverse learner backgrounds and preferences, allowing them to connect with the content on a more personal level. This approach is crucial for engaging learners who may have different attitudes towards job hunting or who may be at different stages in their career paths. Personalization helps make the learning experience relevant to each learner's unique situation, thereby increasing motivation and engagement.

**Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement**

The inclusion of real-life scenarios and personal reflection exercises engages learners on multiple levels, stimulating both intellectual and emotional involvement. The textbook's inclusion of real-life scenarios and personal reflection exercises engages learners not just intellectually but also aesthetically and emotionally. These elements help to create a more holistic learning experience by encouraging learners to think critically, reflect on their personal experiences and aspirations, and engage emotionally with the tasks at hand. This multi-faceted engagement is key to deep learning and lasting retention of skills and knowledge.

**Materials should provide opportunities for outcome feedback**

The textbook includes review sections and model answers that allow learners to assess their understanding and progress, although explicit outcome feedback mechanisms such as reflective tasks could be enhanced. The textbook includes structured review sections and model answers, which play a crucial role in helping learners assess their own understanding and progress. These feedback mechanisms allow learners to identify areas of strength and weakness in their language use and understanding of job application processes. Although the textbook provides foundational feedback tools, enhancing these with more interactive and continuous feedback options, such as digital quizzes or peer review systems, could further improve learning outcomes by providing more immediate and actionable feedback.

The "Cambridge English for Job-Hunting" textbook effectively meets most of Tomlinson's criteria for differentiated instruction in the context of preparing for job applications and writing CVs. The textbook's comprehensive approach ensures that learners are engaged, supported, and adequately prepared to apply for jobs effectively. However,

enhancements could be made in providing more explicit outcome feedback and incorporating more authentic texts to further align with best practices in language teaching.

### **Unit 3 “Effective Cover Letters” and Unit 4: “Successful Interviews”**

The compatibility of materials in the “*Cambridge English for Job-Hunting*” textbook with Tomlinson’s theory:

#### **Materials should achieve impact**

The attainment of impact is contingent upon the novelty, diversity, and engaging presentation of content. The “*Cambridge English for Job-Hunting*” textbook exemplifies freshness through its delineation into six distinct units, each addressing varied themes such as 1) Research and Preparation (page 6), 2) Writing an Impressive CV (page 19), 3) Effective Cover Letters (page 34), 4) Successful Interviews (page 47), 5) Advanced Interview Techniques (page 59), and 6) Follow up (page 72). These thematic elements are intricately linked to strategies and methodologies pertinent to employment acquisition.

Within units 3 and 4, a plethora of activities showcasing versatility is apparent across writing, listening, and reading activities. Writing tasks are discernible on pages 37, 44, 45, 48, 50, 52, and 53, while listening exercises are prominently featured on pages 34, 37, 43, 50, 51, 52, and 53. Likewise, reading endeavors are perceptible on pages 35, 38, 39, 42, and 43, whereas speaking engagements are evident on pages 49, 51, 52, and 53. Moreover, the book's allure is augmented by the incorporation of visually captivating imagery tailored to facilitate the learning process. These aesthetically pleasing images can be found on pages 34, 39, 40, 45, 47, and 52, further enhancing the instructional experience for learners.

#### **Material should help learners to feel at ease**

The materials can aid students in feeling comfortable by providing images, grammar explanations, examples, and exercises. In units 3 and 4, grammar explanations can be found on pages 43 and 56. Images are visible on pages 34, 35, 39, 40, 45, 47, 48, and 52. Examples are evident on pages 34, 35, 36, 45, 49, 50, 51, and 52. Exercise questions can be found on pages 34, 35, 36, 37, 48, 49, 50, and 51. Therefore, this textbook fulfills this criterion, as depicted in the following illustration.

#### **Material should help learners to develop confidence**

Many students feel more confident when they perceive the learning materials they encounter as not overly challenging (Harsono, 2007). In units 3 and 4 of the “*Cambridge English for Job-Hunting*” textbook, there are various straightforward tasks and activities designed to engage students. Additionally, these tasks and activities aim to stimulate student

interest. The textbook employs easily understandable language to complete each task, thus fulfilling this criterion.

a. Stimulating task

In units 3 and 4 of the textbook, tasks are provided that can stimulate students' confidence. These confidence tasks are evident on pages 34 and 47.

b. Using simple language to accomplish every task

In units 3 and 4 of the textbook utilizes straightforward language in both vocabulary and pronunciation tasks. This utilization of simple language is demonstrable within the textbook, specifically on pages 43 and 49.

**What is being taught should be perceived by learners as relevant and useful**

The materials provided are deemed relevant and valuable for the advancement of students' careers and their personal lives. Specifically, the content presented in the "*Cambridge English for Job-Hunting*" textbook is directly correlated with pertinent topics crucial for professional development. In unit 3, the textbook systematically addresses a range of skills essential for effective CV structuring, including methods for avoiding common errors, emphasizing pertinent work experiences and educational qualifications, and proficiently presenting references. These competencies are directly applicable to the learners' aspirations within the job market, offering pragmatic strategies for navigating the employment-seeking process.

Similarly, in unit 4, the textbook focuses on preparing learners with indispensable skills for successful interviews. This includes strategies for making favorable initial impressions, adeptly handling interview questions, and demonstrating one's qualifications and preparedness through thorough research. These competencies are paramount for learners as they prepare to transition into professional roles and engage in meaningful career opportunities.

**Materials should require and facilitate learner self-investment**

According to Tomlinson's theory, a textbook will be beneficial for students if it can engage their interest, effort, and attention in learning activities. One method to facilitate students is by stimulating their interest in written and audio texts, then asking them to read and listen before answering questions. This aligns with the approach taken in the "*Cambridge English for Job-Hunting*" textbook, particularly in units 3 and 4, especially on pages 35 and 53.

**Learners must be ready to acquire the points being taught**

The materials create students' readiness by providing focused attention to identify features of cover letters as written in unit 3 page 34. In unit 4 page 47 also provides questions

related to experiences during interviews. Such prompting questions are good to be used to introduce initial material to the students.

**Materials should expose the learners to language in authentic use**

The materials should immerse learners in authentic language usage. However, in the “*Cambridge English for Job-Hunting*” textbook, especially in units 3 and 4, texts are not sourced from authentic origins.

**The learners’ attention should be drawn to linguistic features of the input**

This theory indicates that linguistic elements in English are related to sentence structure, syntax, and mechanical aspects of writing. In the textbook “*Cambridge English for Job-Hunting*” common vocabulary and phrases used in job-seeking situations are introduced and explained. It provides example sentences demonstrating the use of English in these contexts and offers exercises to aid learners in understanding and mastering these concepts. This is particularly evident in units 3 and 4 on pages 36 and 53.

**Materials should provide the learners with opportunities to use the target language to achieve communicative purposes**

Learning materials should be designed in such a way as to provide learners with opportunities to actively and meaningfully use the target language in communicative situations similar to those they will encounter in real life. For example, in unit 4, page 52, there is an exercise that makes learners feel like they are being interviewed. In that exercise, students learn to introduce themselves with several provided questions.

**Materials should take into account that the positive effects of instruction are usually delayed**

The textbook “*Cambridge English for Job-Hunting*” particularly in units 3 and 4, exhibits a commendable approach in structuring its materials, progressing from simple to complex levels. This is evident in the topics covered in each unit. For instance, in unit 3, the sequence begins with identifying the features of a cover letter, followed by the culmination of creating and practicing writing a cover letter.

**Materials should take into account that learners differ in learning styles**

In learning, each student has different learning styles. Examples of learning styles include visual, auditory, kinesthetic, studial, experiential, analytic, global, dependent, and independent. In this textbook, especially in units 3 and 4, several materials are provided with different learning styles. For example, for students with an auditory learning style, they will easily understand the material and questions by listening to the provided audio. For students

with a visual learning style, they will easily understand a lesson by looking at the text and examples provided.

**Materials should take into account that learners differ in affective attitudes.**

Affective pertains to the motivation of students and their positive emotions toward the language they are learning, their instructor, their classmates, and the learning materials. Concerning the twelfth principle, Tomlinson (2011) advocates for diversifying the materials used in teaching. The textbook *"Cambridge English for Job-Hunting"* in units 3 and 4, offers a variety of learning tasks that facilitate students in exploring their knowledge. Furthermore, it provides opportunities for students to express their thoughts.

**Materials should maximize learning potential which stimulates both right and left brain activities**

Tomlinson explained that the importance of students engaging both the left and right hemispheres of the brain during their learning journey. The left hemisphere predominantly hosts functions associated with logical reasoning, such as analysis, explanation, critique, argumentation, and evaluation. Conversely, the right hemisphere encompasses skills pertaining to motor activities like drawing, painting, singing, and other creative endeavors.

The textbook *"Cambridge English for Job-Hunting"* particularly in units 3 and 4, evidently aligns with these principles. This alignment is observable on various pages: page 34 for listening exercises, page 38 for reading exercises, page 51 for writing exercises, and page 52 for speaking exercises.

**Materials should provide for outcome feedback**

The textbook affords opportunities for assessing outcomes by integrating reflective segments within each chapter. Reflection serves as a means to evaluate learners' comprehension of the materials covered. Regrettably, the Cambridge English for Job-Hunting textbook units 3 and 4 do not include reflection sheets for the learners.

**Language skills in the materials of the textbook**

In the process of acquiring English proficiency, two primary categories of skills are recognized: receptive and productive skills. Receptive skills encompass listening and reading, while productive skills involve speaking and writing. It is noteworthy that these skill sets are interrelated: listening correlates with speaking, and reading aligns with writing.

In units 3 and 4 of the Cambridge English for Job-Hunting textbook, it is notable that all four essential language skills, namely writing, listening, and reading, are comprehensively addressed. The inclusion of these skills underscores the holistic approach adopted within the curriculum to equip learners with the requisite linguistic competencies crucial for navigating

professional settings adeptly. Each unit is structured to incorporate exercises that specifically target the development and enhancement of writing, listening, and reading proficiencies, thereby facilitating a well-rounded language learning experience. By encompassing these fundamental skills within the exercises, the textbook endeavors to provide learners with ample opportunities to engage with and reinforce their mastery of the English language, thereby enhancing their readiness for various employment opportunities and professional interactions.

### **Unit 5 "Advanced interview technique" and Unit 6 "Follow up "**

The compatibility of materials in the "*Cambridge English for Job-Hunting*" textbook with Tomlinson's theory: Unit 5 "Advanced Interview Technique"

#### **1. Introduction to the Course**

An explanation of the purpose and objectives of the course, including who it's designed for and what skills it aims to develop.

#### **2. Author's Note**

A brief introduction from the author or authors, discussing their qualifications and expertise in the field of job hunting and career development.

#### **3. Course Structure**

An overview of the course structure, including the number of units, topics covered, and any supplementary materials or resources provided.

#### **4. Learning Outcomes**

Clear statements outlining the specific skills and knowledge that learners can expect to gain from completing the course, such as improved interview techniques, enhanced resume writing abilities, and increased confidence in job-seeking endeavors.

#### **5. How to Use This Book**

Practical guidance on how to make the most of the course materials, including suggestions for study habits, recommended pacing, and tips for engaging with the content effectively.

#### **6. Acknowledgments**

Recognition of individuals or organizations who contributed to the development of the course, such as reviewers, advisors, or contributors.

### **Unit 6 "Follow Up "**

In the "Cambridge English for Job-Hunting" course, the "Follow-Up Unit" likely focuses on strategies for following up after job interviews and networking events.

#### **1. Importance of Follow-Up**

Explanation of why following up is crucial after job interviews and networking interactions, emphasizing its role in reinforcing your interest in the position and maintaining a professional relationship with interviewers and contacts.

## **2. Types of Follow-Up**

Guidance on different types of follow-up communication, including thank-you emails, handwritten notes, phone calls, and LinkedIn messages. This could include tips on when and how to use each method effectively.

## **3. Crafting Effective Follow-Up Messages**

Techniques for crafting personalized and impactful follow-up messages that highlight key points from the interview or conversation, express gratitude for the opportunity, and reiterate your interest and qualifications.

## **4. Timing and Frequency**

Recommendations on the timing and frequency of follow-up communications, striking a balance between demonstrating enthusiasm and avoiding coming across as overly pushy or impatient.

## **5. Handling Responses**

Strategies for handling responses to follow-up messages, including how to interpret various types of responses (e.g., positive, neutral, delayed) and how to proceed accordingly.

## **6. Long-Term Relationship Building**

Discussion on the importance of maintaining ongoing communication with contacts even after the immediate job search process, with tips on nurturing professional relationships for potential future opportunities.

Overall, the "Follow-Up Unit" aims to equip learners with the skills and confidence to effectively follow up after job interviews and networking interactions, maximizing their chances of success in securing employment opportunities and building valuable professional connections.

## **CONCLUSION**

Conclusively, this research has carried out a comprehensive examination of the English textbook "Cambridge English for Job-hunting" by applying Tomlinson's theoretical framework and standards for assessing instructional materials. According to the study, the textbook substantially complies with Tomlinson's criteria for useful tools for language learning. It effectively engages students, builds confidence, offers appropriate information, uses actual speech, and accommodates a range of learning preferences and emotional conditions.

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