

Evaluation Of English For Business ESP Textbooks: Content Analysis Approach

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Abstract. *This research evaluates an English for Business textbook written by Mary Ellen Guffey & Carolyn M. Seefer with a content analysis approach. This study focuses on exploring the structure, content, and learning features in textbooks to assess their suitability to learner needs and stated goals. The examination conducted to assess the textbooks in this research employed a qualitative descriptive approach using the Cunningsworth and Miekley checklist as its foundation. The assessment scale encompasses ratings ranging from 'very good' and 'good' to 'moderate' and 'poor'. The analysis revealed the textbook's effectiveness in facilitating learning through its structured layout, engaging examples, and interactive features. Additionally, contextualization in real business scenarios and sections that promote discussion increase its relevance and applicability. This study offers valuable insights for educators, curriculum developers, and policy makers in selecting and developing ESP textbooks tailored to the specific needs of learners in the business field.*

Keywords: *English for Business, ESP textbooks, content analysis, language learning*

Abstrak. Penelitian ini mengevaluasi buku teks English for Business karya Mary Ellen Guffey & Carolyn M. Seefer dengan pendekatan analisis konten. Penelitian ini berfokus pada eksplorasi struktur, isi, dan fitur pembelajaran dalam buku teks untuk menilai kesesuaiannya dengan kebutuhan pembelajar dan tujuan yang dinyatakan. Pengujian yang dilakukan untuk menilai buku teks dalam penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan checklist Cunningsworth dan Miekley sebagai landasannya. Skala penilaian mencakup penilaian mulai dari 'sangat baik' dan 'baik' hingga 'sedang' dan 'buruk'. Analisis tersebut mengungkap efektivitas buku teks dalam memfasilitasi pembelajaran melalui tata letak terstruktur, contoh menarik, dan fitur interaktif. Selain itu, kontekstualisasi dalam skenario bisnis nyata dan bagian yang mendorong diskusi meningkatkan relevansi dan penerapannya. Studi ini menawarkan wawasan berharga bagi para pendidik, pengembang kurikulum, dan pengambil kebijakan dalam memilih dan mengembangkan buku teks ESP yang disesuaikan dengan kebutuhan spesifik peserta didik di bidang bisnis.

Kata kunci: English for Business, buku teks ESP, analisis konten, pembelajaran bahasa

BACKGROUND

ESP is teaching that assists learners in studying or research in the particular variety of English they need, based on their future academic or occupational goals (Hyland, 2022). English for Specific Purposes is a pragmatic method of language instruction that highlights the importance of learners being aware of and accepting reality in order to reach their goals and develop strong language skills (Tuzlukova, 2022). ESP courses often include vocabulary, grammar, and communication strategies that are tailored to the needs of the learners' profession or discipline (Mohamed & Alani, 2022). In short, ESP courses are more focused on specific language needs.

In the realm of ESP, English for Business stands out as a critical domain, as effective communication within a business setting is paramount for success in today's interconnected global workforce. ESP textbooks play a crucial role in helping learners acquire the skills and knowledge they need. ESP textbooks assist learners in studying or research in the particular variety of English they need, focusing on learners' needs based on future academic or occupational goals (Hyland, 2022). Additionally, ESP textbooks instill awareness and acceptance of reality in language learners, encouraging goal-oriented learning and solid language skills (Tuzlukova, 2022).

Numerous scholarly investigations have been conducted regarding the evaluation of English for Specific Purposes (ESP) textbooks. Evaluation study of ESP textbooks for Civil Engineering and Engineering Faculty students at Muhammadiyah University of Malang using qualitative descriptive methods with the Cunningsworth and Miekley checklist. The results show that almost all categories meet the textbook evaluation criteria, with recommendations for improvement, especially material (Astuti, 2022). A study suggests English textbook makers to incorporate extended discourse, interactive linguistic activities, and engaging exercises that encourage creative and critical thinking skills to improve the quality of English learning materials (Alkhaldi & Kayapinar, 2022). Additionally, A study reveals significant implications for both materials developers and educators, particularly in their roles of selecting suitable content for ESP courses and evaluating corresponding textbooks (Takrousta et al., 2020).

In this study, we will focus on evaluating the English for Business textbook by Mary Ellen Guffey & Carolyn M. Seefer using a content analysis approach. This approach allows us to thoroughly explore the structure, content and learning features presented in the textbook, as well as to assess the extent to which the book meets the learner's needs and the stated learning objectives. The research findings aim to offer valuable guidance to teachers, curriculum developers, and policymakers in selecting and developing textbooks tailored to the needs of ESP learners in the business field.

REVIEW OF LITERATURE

As per Octaberlina (2021), English for Specific Purposes (ESP) is an instructional method centered around the particular requirements and objectives of the learners. The primary aim of ESP is to equip students with the language proficiency necessary for clear and effective communication within their respective fields, encompassing areas like

business, education, and technology. ESP is typically defined as a learning approach that is based on the learner's needs and expectations. English for Specific Purposes (ESP) primarily targets specialized occupations or distinct professional skill sets (Ruan, 2022). One of the ESP fields is English for business. ESP for business purposes, such as writing business emails, conducting meetings, or negotiating contracts (Lyu, 2023).

Textbooks play a crucial role in facilitating the educational journey. A textbook is an essential component in the learning process, helping achieve educational learning outcomes and developing social and cultural values (Huang et al., 2022). Textbooks play a significant role in education, providing detailed information on various subjects and serving as a primary resource for students to learn and understand complex concepts. The evaluation of textbooks holds paramount significance due to several pivotal reasons, including meeting specific needs and objectives, identifying strengths and weaknesses, professional growth, and regular evaluation (Bakhsheshi Atigh & Kazemipour Khabbazi, 2021). A study found that an Indonesian EFL textbook covered 12 out of 15 21st-century skills but lacked adequate content on information, communication, and technology (Rinekso, 2021). In addition, study examined the suitability and quality of a fourth-grade primary school English textbook in Indonesia, using the BSNP framework and the theory of Developing Criteria for Textbook Evaluation by David Williams (1983) (Rahmawati & Ambarwati, 2023). This textbook meets William's (1983) criteria, such as being designed with meaningful drills and learning activities, connecting to the student's age, interests, culture, and environment, having guidance for teachers and students, and graphically having good quality.

Besides that, several studies in the field of English for Business. a study evaluated two widely used global business English textbook series (English Business Result and Market Leader) in Iranian institutes, focusing on their task types according to Nunan's classification (Alemi et al., 2021). The findings showed linguistic tasks were the most common, while creative tasks were the least. Additionally, there were significant differences in task type frequency among the textbooks, with some focusing more on specific task types. A study evaluated the quality of the Business Result Second Edition (2017) textbook and its suitability for the needs of students majoring in Business Administration at the College of Business Studies in Kuwait, using an evaluation checklist to examine five factors (Al-Abdullah, 2022). That an evaluation of ESP textbooks for business purposes will show that the textbooks are effective in facilitating English language learning that is relevant to the business context. Thus, these studies provide valuable insights into the quality and suitability of English textbooks in various learning situations.

RESEARCH METHODOLOGY

This study employs a content analysis approach to assess an English for Business textbook. The analysis utilizes a checklist crafted by Cunningsworth (1995) and Miekley (2005), encompassing 11 criteria such as aims and approaches, design and organization, content, skills, topics, methodology, vocabulary and grammar, exercises and activities, attractiveness of the text and physical appearance, context, and practical considerations. The collected data will be interpreted using a rating scale ranging from very good (E), good (G), moderate (A), and poor.

Findings and Discussion

The results of textbook analysis based on Cunningsworth (1995) and Miekley (2005) are presented in the order listed in the previous section. The following is a description of the evaluation results from the Business The results of textbook analysis based on Cunningsworth (1995) and Miekley (2005) are presented in the order listed in the previous section. The following is a description of the evaluation results from the English for Business textbook:

Category	Rating Scale			
	Very Good	Good	Moderate	Poor
1. Aims and Approaches	√			
2. Design and organization		√		
3. Content	√			
4. Skill	√			
5. Topic	√			
6. Methodology		√		
7. Vocabulary and Grammar	√			
8. Exercises and Activities	√			
9. Attractiveness of the Text and Physical Make-up	√			
10. Context		√		

FINDING AND DISCUSSIONS

a. The aims and approaches

This book are to help students and business professionals refresh their overall knowledge of English grammar and usage in order to effectively communicate in the workplace through systematically explaining grammar concepts from the most basic to more advanced levels along with various real-life examples to reinforce readers' understanding.

b. Design and Organization

The book is divided into 18 chapters, each discussing one grammar topic in detail across three levels of difficulty, followed by a brief overview at the start of the chapter, clear explanations using examples, and end-of-chapter exercises to evaluate readers' learning. The authors have also focused on making digital resources easy to use with the book.

c. Content

The publication comprehensively addresses a diverse array of grammatical, punctuation, and usage principles essential for individuals pursuing careers in the realm of business or professions. Encompassing a pedagogical approach, it incorporates a variety of exercises, activities, and authentic illustrations drawn from real-life scenarios, aimed at fostering students' comprehension and adept application of these linguistic constructs.

d. Skill

The primary objective of the book is to enhance students' proficiency in grammar, punctuation, and usage through its interactive components and comprehensive exercises. Additionally, it furnishes students with supplementary resources conducive to deliberate practice and continuous skill refinement.

e. Focus

The book covers a variety of topics related to business English, including grammar, mechanics, and writing skills. It also includes chapters on specific topics such as email communication, memos, and reports.

f. Methodology

The book employs a diverse range of instructional methodologies, comprising self-help exercises, writer's workshops, and learning web ways, to facilitate students' comprehension and application of the concepts discussed. Furthermore, it integrates interactive resources such as online reinforcement exercises and chapter review quizzes, thereby fostering an engaging and dynamic learning environment conducive to effective skill acquisition and retention.

g. Vocabulary and Grammar

The book prioritizes the enhancement of students' vocabulary and grammar competencies by offering a plethora of meticulously crafted exercises and engaging activities. Additionally, it incorporates a glossary delineating key terminology and a dedicated section addressing frequently encountered queries, thereby providing comprehensive support and elucidation to facilitate a deeper understanding and mastery of the subject matter.

h. Exercises and Activities

Within its pages, the book encompasses a diverse array of exercises and activities designed to enable students to practice and proficiently apply the concepts elucidated. These encompass self-check exercises, intended to foster independent learning and self-assessment, alongside writing exercises tailored to hone students' practical application of the discussed principles. Moreover, the inclusion of online reinforcement exercises further bolsters students'

comprehension and retention of the material, thereby furnishing a multifaceted approach to skill development and mastery.

i. Attractiveness of the Text and Physical Make-up

The book is meticulously crafted with a discernible layout and compelling examples, rendering it highly conducive to effective learning. It integrates visual aids such as PowerPoint slides to augment comprehension and engagement, while chapter review quizzes serve as valuable tools for reinforcing understanding and gauging proficiency. This thoughtful design not only enhances accessibility but also fosters an immersive and enriching learning experience, thereby facilitating students' grasp and retention of the presented concepts.

j. Context

The book adeptly situates the covered concepts within relevant contexts by incorporating real-life examples and referencing contemporary business topics. Furthermore, it incorporates a unique feature titled "Chat About It," strategically designed to foster classroom discussion and cultivate online rapport among distance learners. This interactive component not only encourages active engagement but also facilitates a deeper understanding of the material by encouraging critical analysis and application of theoretical knowledge to real-world scenarios.

CONCLUSION

In conclusion, the evaluation of the English for Business textbook by Mary Ellen Guffey & Carolyn M. Seefer through a content analysis approach revealed several key findings. The textbook demonstrates a comprehensive coverage of grammar, punctuation, and usage guidelines essential for professional communication in the business domain. Its structured layout, engaging examples, and incorporation of interactive features such as online reinforcement exercises and chapter review quizzes contribute to its effectiveness in facilitating learning and skill development. Moreover, the contextualization of concepts within real-life business scenarios and the inclusion of discussion-promoting sections like "Chat About It" further enhance its relevance and applicability. The evaluation underscores the textbook's efficacy as a resource for English language learners in the business domain. The findings of this research provide invaluable insights for educators, curriculum developers, and policymakers regarding the selection and creation of ESP textbooks customized to meet the specific requirements of learners in the business domain.

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