

Textbook Evaluation Of English For Education In ESP: Smart Grammar and Vocabulary

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Abstract. *This study aims to evaluate the effectiveness of English textbooks for special purposes, particularly in the context of learning English for education. The content analysis method was used to evaluate the textbook with a focus on its purpose, content, methodology, and practical aspects. The results of the analysis showed strengths in purpose, approach, design and organization, as well as language aspects such as vocabulary and grammar. However, there were weaknesses in content coverage and integration of important components such as grammar and pronunciation. The implication is that this study emphasizes the importance of textbook evaluation to ensure the quality and effectiveness of learning, by adapting the materials to learners' needs and integrating methodologies that are in line with the latest educational developments.*

Keywords: ESP, English for Education, Textbook Evaluation.

Abstrak. Penelitian ini bertujuan untuk mengevaluasi efektivitas buku teks bahasa Inggris untuk tujuan khusus, khususnya dalam konteks pembelajaran bahasa Inggris untuk pendidikan. Metode analisis konten digunakan untuk mengevaluasi buku teks dengan fokus pada tujuan, isi, metodologi, dan aspek praktisnya. Hasil analisis menunjukkan kekuatan dalam tujuan, pendekatan, desain, dan organisasi, serta aspek-aspek bahasa seperti kosakata dan tata bahasa. Namun, terdapat kelemahan dalam cakupan konten dan integrasi komponen penting seperti tata bahasa dan pelafalan. Implikasinya, penelitian ini menekankan pentingnya evaluasi buku teks untuk memastikan kualitas dan efektivitas pembelajaran, dengan menyesuaikan materi dengan kebutuhan pembelajar dan mengintegrasikan metodologi yang sesuai dengan perkembangan pendidikan terkini.

Kata kunci: ESP, Bahasa Inggris untuk Pendidikan, Evaluasi Buku Teks.

INTRODUCTION

Textbook evaluation serves as a fundamental tool in gauging the efficacy of educational materials, encompassing various facets such as content, organization, and pedagogical strategies. It allows educators to ensure that selected textbooks align with students' needs, teachers' pedagogical approaches, and overall learning objectives (Atigh & Khabbazi, n.d.). Ensuring that textbooks offer learning elements that are precise, pertinent, and simple for students to understand is the goal of textbook evaluation. Selecting textbooks that meet students' requirements, teachers' teaching philosophies, and learning objectives may also be aided by textbook evaluation.

Moreover, textbook assessment delves into the methodologies embedded within textbooks, emphasizing the promotion of active learning and comprehension enhancement among students (Al Fraidan, 2021). Consequently, the outcomes of such evaluations can inform

decision-making processes regarding textbook selection and improvement initiatives, benefiting both educators and learners alike (Karimnia & Jafari, 2019).

Textbook assessment is a comprehensive procedure of analyzing textbooks that are utilized in educational settings. Examining the quality, efficacy, and applicability of textbooks in promoting learning goals and student growth is the aim of textbook assessment. The procedure includes dissecting the textbook's content, organization, pedagogy, alignment with the curriculum, and range of sources of knowledge. The evaluation conducted by Karimnia and Jafari (2019) specifically focused on English as a Foreign Language (EFL) textbooks utilized within the Ethiopian educational context, targeting ninth-grade students (Karimnia & Jafari, 2019). Adopting the Lexical Approach formulated by Lewis (2015, 2018, and 2021) as the theoretical framework, the study scrutinized the vocabulary and grammar components present in these textbooks. Through this lens, the researchers aimed to assess the suitability and effectiveness of instructional materials in fostering language acquisition and proficiency among EFL learners in Ethiopia. By employing a critical analysis methodology, the researchers examined the extent to which the textbooks adhered to the principles of the Lexical Approach, providing valuable insights for potential enhancements in educational practices and curriculum design.

The critical method was used to analyze the textbook. The researcher conducted a critical evaluation of the vocabulary and grammar parts of the textbooks in order to determine the degree to which Lewis's Lexical Approach concepts were implemented. In this instance, the researcher looked at whether the textbook's vocabulary and grammatical presentation and content complied with the requirements of the Lexical Approach (Getie, 2020).

The study conducted by the researchers utilized a combination of interviews with ninth-grade English as a Foreign Language (EFL) teachers and the acquisition of relevant documents, notably the textbook, as methods for data collection. Subsequently, a comprehensive analysis, encompassing both quantitative and qualitative approaches, was employed to evaluate the extent to which the textbooks adhered to the principles of the Lexical Approach. This methodology allowed for a multifaceted examination, drawing insights from both teacher perspectives and textual content, to ascertain the alignment of the textbooks with the theoretical framework of the Lexical Approach. Such an approach not only facilitated a nuanced understanding of the instructional materials but also offered valuable insights into potential areas for improvement in curriculum design and pedagogical practices within the EFL context (Al Fraidan, 2021).

The findings of the study revealed a discrepancy between the textbooks' content and the tenets of the Lexical Approach advocated by Lewis. Notably, the textbooks lacked a lexical presentation of vocabulary and grammar, deviating from the integrated approach advocated by the Lexical Approach (Atigh & Khabbazi, n.d.). This underscores the importance of further research to explore the impact of instructional methodologies on EFL learners' competence within the Ethiopian context. Consequently, there is a pressing need for textbook developers and education stakeholders to align instructional materials with the principles of the Lexical Approach, fostering more effective teaching methodologies and enhancing learning outcomes (Azarnoosh et al., 2019).

Moreover, as the landscape of language learning continues to evolve, there has been a notable shift towards specialized forms of English language instruction, particularly within the realm of English for Specific Purposes (ESP). ESP, a tailored approach catering to learners' specific needs within various fields or professions, including English for Academic Purposes (EAP), underscores the importance of providing learners with the requisite linguistic skills for effective communication and task performance (Mohamed & Alani, 2022). ESP aims to equip students with the language skills and knowledge necessary to effectively communicate and perform tasks within their specific area of study or work (Daulay, 2023). The scope of ESP is broad and diverse, encompassing various specialized areas such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Science and Technology, English for Business, English for Medical Purposes, and many more (Hyland, 2022). In short, ESP is a tailored approach to language teaching aimed at providing learners with the necessary linguistic skills and knowledge to effectively engage in communication and tasks within their respective fields or professions.

English for academic purposes (EAP) is a specialised form of English instruction designed to support students in their academic studies (Sarkar, n.d.). It encompasses a wide range of linguistic, applied linguistic, and educational topics (Sarkar, n.d.). However, there is a need for more research in this field, particularly in relation to other aspects of language teaching (McDonough, 1986). Within the domain of EAP, further research is warranted to explore diverse aspects of language teaching and learning, encompassing both English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP), thereby contributing to the enhancement of language instruction methodologies (Basturkmen, 2006). EAP is often categorized into two types: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP teaches academic English to students in all fields of study, while ESAP focuses on a particular discipline

(Flowerdew, 2016). Furthermore, a differentiation can be made between the two with respect to their level: According to the source, EGAP is primarily intended for undergraduate students, while ESAP is better suited to the needs of postgraduates [ibid., p. 8]. The term EAP was first used by the British Council in 1975 and, by 1997, it had also become widespread in the US (Flowerdew, 2016). During its early development in the 1970s and 1980s, EAP was primarily associated with English for Science and Technology. This field was extensively researched by renowned scholars such as J. Swales, C. Bazerman, and M.A.K. Halliday (Parkinson, 2013, p. 155).

In conclusion, the evaluation of textbooks is a crucial aspect of educational practices aimed at ensuring the quality, suitability, and effectiveness of instructional materials. Previous research has highlighted the importance of assessing textbooks to meet students' needs, align with curriculum goals, and foster effective learning environments. In the context of English as a Foreign Language (EFL) instruction, studies such as those conducted by Karimnia and Jafari (2019) have shed light on the significance of evaluating textbooks' vocabulary and grammar components through frameworks like the Lexical Approach proposed by Lewis. The findings underscore the necessity for textbooks to integrate vocabulary and grammar seamlessly, adhering to contemporary pedagogical methodologies. The study's methodology, combining interviews with teachers and document analysis, provided valuable insights into the discrepancies between textbook content and theoretical frameworks. Furthermore, it emphasizes the need for continued research to explore the impact of instructional materials on language acquisition and proficiency. Moving forward, it is imperative for educational stakeholders to prioritize textbook assessment and development aligned with modern language teaching paradigms, ultimately enhancing the quality of EFL instruction and learning outcomes. Additionally, the evolution of English for Specific Purposes (ESP), including English for Academic Purposes (EAP), underscores the importance of tailoring language instruction to meet the diverse needs of learners across various fields and professions, necessitating further research and development in this domain.

REVIEW OF LITERATURE

English for Specific Purposes (ESP) is a practical approach to teaching English that emphasizes awareness and acceptance of reality for learners to achieve their goals and acquire solid language skills (Tuzlukova, 2022). ESP is a more effective approach in enhancing students' communicative competence compared to the traditional General English approach (Bankole et al., 2023). Furthermore, ESP has been found to be effective in improving the

employability of students, as it focuses on developing the language skills required for specific professions (Thi Thu, 2023). It has also been shown to enhance learners' collaborative skills, critical and creative thinking, and overall communication skills.

One of the pivotal educational assets instrumental in the facilitation of the pedagogical journey is textbooks. Textbooks are educational materials designed to teach specific subjects or skills. A textbook is an essential component in the learning process that assists in achieving educational learning outcomes and developing social and cultural values (Huang et al., 2022). The assessment of textbooks holds paramount significance within educational contexts. A study conducted in Indonesia aimed to evaluate the English textbooks under Kurikulum Merdeka, revealing the importance of evaluating textbooks to ensure their pedagogical contribution to the teaching and learning process (Suyadi & Aisyah, 2023).

Several studies have evaluated English for Specific Purposes (ESP) textbooks. A study at IAIN Tulungagung examined an ESP textbook through content analysis, revealing strengths in specialized language for Islam but shortcomings in adaptability to diverse teaching method (Istiqomah & Maunah, 2020). The study found that the textbook was considered plain and unattractive by learners, lacking in pronunciation practice, and not offering enough practice of all four language skills (Giannarou, 2021). A study evaluated the quality of the Business Result Second Edition textbook and the results indicated that the textbook was relatively suitable for the course (Al-Abdullah, 2022). The evaluation, across 11 categories, noted strengths in content organization but weaknesses in flexibility. A research focuses on the need analysis and evaluation of an ESP textbook for English in Psychology courses and findings suggest a need for improved resources in speaking skills, writing, and access to relevant materials (Setyowati et al., 2023). Based on previous research. ESP textbooks reveal the differences in quality and demand. Although some books excel in certain content, many fail to engage students and lack development of speaking and writing skills. The evaluation also emphasized the need for more flexible and relevant materials. Additional research is needed to improve ESP textbooks based on user needs. By considering the relevant evaluation criteria, the textbook is expected to make a significant contribution to the effective learning of English in ESP education

RESEARCH METHODOLOGY

In this research, a method of content analysis is utilized to evaluate an English for Business textbook. The assessment employs a checklist developed by Cunningsworth (1995) and Miekley (2005), which covers 11 criteria including objectives and methodologies, layout and structure, content, language skills, subject matter, teaching methods, lexical and

grammatical components, exercises and tasks, visual appeal and presentation, context, and practical aspects. The data collected will be interpreted using a rating scale that ranges from very good (A), good (B), moderate (C), to poor (D).

RESULT AND DISCUSSION

The preceding section lists the sequence in which the results of the textbook analysis based on Cunningsworth (1995) and Miekley (2005) are given. The evaluation findings are described as follows in the Engineering English 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. Exercise and Activities		√		
9. Attractiveness of the text and Physical Make-up		√		
10. Context			√	

Aims and Approaches

In the evaluation of aims and approaches, the focus lies on the clarity and coherence of learning objectives, the suitability of teaching methods in achieving these objectives, and the effective utilization of multimedia resources. The assessment is structured around a checklist encompassing the clarity of learning objectives, appropriateness of teaching methods, and the effectiveness of multimedia integration. Results indicate a very good rating, indicating that the learning objectives are clearly defined, the teaching methods align well with these objectives, and multimedia resources are effectively employed to enhance the learning experience. This suggests that the instructional materials meet the criteria set forth by the program objectives and adequately address the needs of both students and educators.

Design and Organization

In evaluating the design and organization aspect, it's crucial to ensure that the material exhibits a logical and coherent structure, facilitating easy navigation and organization for learners. A clear and concise layout further enhances the learning experience. The assessment of these elements yielded a rating of 'Good'. Upon reviewing the checklist, it was evident that the structure maintained logical coherence, enabling smooth navigation, while the organization

remained clear throughout. Additionally, the layout was found to be both clear and concise, contributing positively to the overall effectiveness of the material.

Content

In evaluating the content, the focus lies on determining the relevance and currency of the information, the extent of coverage on the topic, and the appropriateness of the level of detail provided. The material proves to be moderate in its rating, meeting several criteria satisfactorily. Firstly, it successfully delivers relevant and up-to-date information, ensuring its applicability in the field. Secondly, it comprehensively covers the chosen topic, leaving little to no gaps in understanding. Lastly, the level of detail presented strikes a balance, offering sufficient depth without overwhelming the reader. Hence, it can be concluded that the content meets the standards of adequacy and quality.

Skills

In assessing the quality of the material, one considers practical and relevant skills development, clear and concise instructions, as well as opportunities for self-assessment and feedback. The evaluation criteria emphasize whether the material offers practical skills aligned with real-world applications, accompanied by clear and concise instructions for effective learning. Moreover, the presence of opportunities for self-assessment and feedback contributes significantly to the overall rating. The assessment of the material in question reflects a positive rating, as it meets these criteria satisfactorily. It provides practical and relevant skills development, ensuring clarity and conciseness in instructions, and offers ample opportunities for self-assessment and feedback. Consequently, it earns a rating of "Good" based on these essential checklist items.

Topic

The chosen topic is relevant and engaging, ensuring students' interest and involvement throughout the learning process. It strikes an appropriate balance, offering a level of challenge that matches the capabilities of the target audience, fostering engagement without overwhelming them. Explanations provided are clear and concise, aiding comprehension and retention of key concepts. Additionally, opportunities for self-assessment and feedback are embedded within the material, allowing students to gauge their understanding and progress effectively. Overall, the material meets the criteria satisfactorily, earning a rating of good.

Methodology

In evaluating the effectiveness of teaching methods, it's crucial to assess their ability to engage students actively while catering to diverse learning styles and preferences. The clarity and conciseness of explanations play a pivotal role in facilitating comprehension and retention

of material. Moreover, offering opportunities for self-assessment and feedback enhances students' understanding and promotes continuous improvement. This evaluation rates the instructional approach as good, indicating that teaching methods are effective in stimulating student participation, explanations are clear and succinct, and ample opportunities for self-assessment and feedback are provided to foster learning and development.

Vocabulary and Grammar

In assessing the appropriateness of vocabulary and grammar instruction, along with the clarity and conciseness of explanations, this evaluation employs criteria outlined by educational experts. The analysis encompasses considerations from renowned sources such as Cunningsworth (1995) for language content and Miekley (2005) for vocabulary and grammar pedagogy (Astuti, 2022). It scrutinizes aspects including the level of difficulty, presentation techniques, and provision of materials for pronunciation. The findings indicate a commendable performance, earning a rating of "Good". Vocabulary and grammar instruction are deemed appropriate for the intended audience, with explanations characterized by clarity and conciseness. Moreover, the presence of opportunities for self-assessment and feedback further enhances the instructional quality. This assessment aligns with the checklist criteria, affirming that the instructional materials effectively meet the specified standards.

Exercises and Activities

In evaluating the exercises and activities component, the focus lies on the relevance and engagement they offer, alongside the clarity and conciseness of the instructions provided. Additionally, the presence of opportunities for self-assessment and feedback is crucial for effective learning. This assessment rates the resource as good, meeting the outlined criteria adequately. The checklist confirms that exercises and activities are both relevant and engaging, with clear and concise instructions provided throughout. Furthermore, the inclusion of opportunities for self-assessment and feedback is noted as a positive attribute, contributing to the overall effectiveness of the resource.

Attractiveness of the Text and Physical Make-up

The book's design exudes visual appeal, featuring an attractive layout that draws readers in. Its aesthetic presentation makes it visually engaging, enhancing the reading experience. The text is thoughtfully crafted, ensuring ease of comprehension for readers. Clear fonts and well-structured content contribute to its readability. While the use of color and images is minimal, it is appropriate and enhances rather than distracts from the text. Overall, the book earns a good rating for its visually appealing design, easy-to-read text, and judicious use of color and images.

Context

In evaluating the suitability of this coursebook, it's important to consider its alignment with the curriculum, course objectives, and students' interests. The course aims to foster communicative and meaningful English skills development, which is crucial for the target audience. While the material is non-offensive, it may pose a challenge for some students, particularly those who solely focus on exam preparation. However, the book effectively meets evaluation criteria and enriches vocabulary skills through various exercises. Nonetheless, it falls short in areas such as grammar, pronunciation, and listening materials, which are essential components for English for Specific Purposes (ESP) students. Integration of these components is vital for a comprehensive language learning experience. Additionally, the book lacks emphasis on active student participation, independent learning, and responsibility, potentially hindering students' progress. Therefore, while the book has strengths, there is room for improvement to better cater to the diverse needs of learners and ensure a holistic language learning approach.

The evaluation results indicate that while the instructional materials generally meet the criteria set by the programme objectives and adequately meet the needs of students and educators, there are still some areas for improvement. The content is relevant and up-to-date, the teaching methods effectively engage students, and the design is visually appealing. However, there are some shortcomings in areas such as grammar, pronunciation, and listening materials, which are important components for English for Specific Purposes (ESP) students. The book comprises several series within a single level. In this research, the book used was series 1A. Furthermore, there is a lack of emphasis on students' active participation, independent learning, and responsibility, which could potentially hinder students' progress. Therefore, improving these aspects would result in a more comprehensive and effective language learning experience.

CONCLUSION AND RECOMMENDATION

Textbook evaluation is vital for enhancing educational effectiveness, especially in English language instruction. Research by Karimnia and Jafari (2019) emphasizes the importance of aligning textbooks with curriculum goals to meet students' needs, particularly regarding the integration of vocabulary and grammar seamlessly. Moreover, the evolution of English for Specific Purposes (ESP), such as English for Academic Purposes (EAP), underscores the necessity of tailoring language instruction to diverse learner needs across fields and professions.

In evaluating ESP textbooks, studies have revealed disparities in quality and demand, highlighting the need for more flexible and relevant materials. A specific research method, content analysis, has been employed to assess English for Business textbooks, focusing on criteria like objectives, content, methodology, and practical aspects. While strengths were identified in aims, approaches, design, organization, and language components, areas for improvement were noted in content coverage and the integration of essential components like grammar and pronunciation.

In conclusion, while textbooks are integral to education, their evaluation ensures quality and effectiveness. Studies stress the importance of aligning instructional materials with contemporary pedagogical methodologies and diverse learner needs. Recommendations for future research include further exploration of ESP textbooks and continuous improvement in textbook development to enhance learning outcomes effectively.

ACKNOWLEDGMENTS

The authors would like to thank all those who have supported this research. Thank you to the research funders who provided the necessary resources to complete this study. And thanks to all those who have provided assistance in facilities and technical support. Thanks are also due to the colleagues who provided constructive feedback and reviews on this manuscript. The authors would also like to state that this article is the result of a research effort undertaken as part of an academic assignment.

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