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An Analysis Of The ESP Textbook 'English For Specific Purposes For Meetings' Based Tomlinson's Theory

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Abstract. *This study evaluates the effectiveness of the "English for Specific Purposes for Meetings" textbook authored by Kenneth Thompson, published by OXFORD University Press, through a descriptive analysis method. Drawing on Tomlinson's theoretical criteria, the evaluation highlights the textbook's alignment with learner needs and its efficacy in fostering engagement and confidence in professional communication settings. Findings indicate that the textbook effectively integrates contemporary topics and diverse learning activities to support authentic language use and active learning. However, a notable area for improvement is the need for outcome feedback opportunities. Overall, while the "English for Meetings" textbook demonstrates substantial effectiveness in addressing learner needs within professional contexts, areas for enhancement exist, suggesting avenues for future research to inform improved language teaching practices for ESP learners.*

Keywords: English for Specific Purposes (ESP), Textbook evaluation, Tomlinson's criteria.

INTRODUCTION

Nowadays, having a thorough knowledge of English for Specific Purposes (ESP) has become important. With the rise of globalization, the ability to communicate effectively in English has become increasingly important, particularly for success in numerous professions. Hutchinson and Waters (1987) argued that the relevance of ESP stems from new learning needs, demands in the global labor market, and developments in languages. In this setting, ESP becomes a successful teaching strategy since it is tailored to the individual requirements of the learners.

ESP is separated into several sub-fields: English for Business Purposes (EBP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP). ESP programs, particularly EOP, must emphasize the development of communicative skills relevant to specific job requirements and contexts, such as aviation, business, or tourism.

In ESP, this refers to the necessity for students to achieve particular and relevant standards in order to respond to demands in occupational or academic circumstances (Chang, 2009). According to Woodrow (2018), one of the components of effective language education is offering relevant textbooks for learners, which must be designed to correspond to what is taught and what is learnt. Furthermore, Hutchinson and Waters (1987) noted that any textbook plays a vital and beneficial function in teaching and

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mastering the English language. Its job is to give the class with the necessary input via different processes, lectures, and explanations. Furthermore, according to Richards (2001), textbooks are the most important component of most language programs. Their quality is critical to the success or failure of a course and its participants. As a result, it is critical to evaluate ESP textbooks to see whether the skills addressed, the sorts of exercises offered, and the themes presented are acceptable.

The book "English for Specific Purposes for Meetings" by Kenneth Thompson, published by OXFORD University Press, provides useful answers for students. This book aims to help beginners understand and apply English in complex scenarios, such as commercial operations, agreements, and meetings, which are common in management settings. This book can help students and instructors improve their English skills using the alphabet, familiar words, and practical activities. In our research, we chose the book "English for Meetings" because of its focus on English for Specific Purposes (ESP) in the context of business meetings, its good standing and reputation in the field of English language teaching, the availability of easily accessible materials, and its reliable book sources. This book will provide valuable insights into effective communication in business environments and cross-cultural meetings and support the achievement of our research objectives.

METHOD

This research uses a descriptive study with a focus on library research. The textbook "English for Specific Meeting Purposes" was thoroughly examined to collect data, and data analysis included reading, reducing, displaying, and verifying data (Sugiono, 2015).

The researcher used a checklist to match the material in the textbook with Tomlinson's theoretical standards. Jusuf (2018) states, "The use of this method aims to describe two things, namely checklist method to evaluate book text and some models of checklist method. In addition, researchers used various data collection techniques. These techniques include looking for references in notes or documents such as articles, books, journals, and previous theses. This paper uses inductive analysis, and qualitative research findings emphasize meaning over-generalizations.

This research aims to determine whether Thomlinson's theory is consistent with the textbook "English for Specific Purposes for Meetings" published by OXFORD

University Press. Because the research results are in words, not numbers, this research method is descriptive based on this objective. Tomlinson theory in textbook evaluation offers 16 criteria that determine a good textbook, the criteria for textbook evaluation ¹ 1) Materials should achieve impact, 2) Materials should help learners to feel at ease, 3) Materials should help learners to develop confidence, 4) What is being taught should be perceived by learners as relevant and useful, 5) Materials should require and facilitate learner self-investment, 6) Learners must be ready to acquire the points being taught, 7) Materials should expose the learners to language in authentic use, 8) The learners' attention should be drawn to linguistic features of the input, 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes, 10) Materials should take into account that the positive effects of instruction are usually delayed, 11) Materials should take into account that learners differ in learning styles, 12) Materials should take into account that learners differ in affective attitudes, 13) Materials should permit a silent period at the beginning of instructions, 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and leftbrain activities, 15) Materials should not rely too much on controlled practice, and 16) Materials should provide opportunities for outcome feedback. Meanwhile, the textbook does not fulfill one criterion.

An analysis accompanies this to show how ² the textbook aligns with Tomlinson's theory. This research's data sources are divided into primary and secondary data. The textbook English for Specific Purposes for Meetings, published by OXFORD University Press in 2007, is the primary data source in this research. Secondary data sources ² in this research are documents from books, articles, and journals related to Tomlinson's theory and textbooks. Apart from that, the author also investigated previous thesis sources to use as references.

RESULT AND DISCUSSION

The book "English for Meetings," published by OXFORD University Press and written by Kenneth Thompson in 2007, is a potentially rich source for research using Tomlinson's Theory, which involves the 16 criteria in the textbook. Thompson offers a practical guide to communicating effectively in a business meeting environment, covering essential communication vocabulary, phrases, and practices frequently encountered in professional meeting situations. By considering aspects such as text

structure, clarity of message, and level of difficulty of the material, our research will explore how this book meets the criteria set by Tomlinson in teaching English for specific purposes.

Researchers have evaluated the book "English for Meetings" using the 16 criteria suggested by Tomlinson. This involves assessing characteristics such as learning aim clarity, content alignment with target learner needs, and presentation of attractive and varied material.

1	Materials should achieve an impact	When fresh content is introduced, a variety of effects can be produced with engaging presentation. The six distinct themes of the textbook "English for Meeting" demonstrate its originality. .When fresh content is introduced, a variety of effects can be produced with engaging presentation. The six distinct themes of the textbook "English for Meeting" demonstrate its originality. The chapters are as follows: 1) Could we meet next week?, 2) Can we start now?, 3) Can I make a point here?, 4) I'm not sure I agree, 5) It's a deal, and 6) I believe we are done for now.All of these issues are relevant to coming to meetings with confidence.	✓
2	Materials should help learners to feel at ease	This book's material offers a variety of assignment types, including group projects, listening exercises, dialogues, and monologues. This diversity allows learners to choose activities that suit their learning styles, ultimately making them feel more comfortable and engaged in the learning process.	✓
3	Materials should help the learners to develop confidence	In "English for meeting" textbook it's have a section for a piece of advice to help learners gains more confident, for example at page 39, it is show that this book offers an advise for resolving conflict that happens in the meeting.	✓
4	What is being taught should be perceived by learners as relevant and useful	Even though the "English for Meetings" textbook was released in 2007, its content remains relevant to today's challenges. For example, Unit 3 on page 31 focuses on digital	✓

		meetings, a crucial topic as many companies now rely on this technology to facilitate communication. Another example at unit 4 about giving an opinion, agreeing and disagreeing. It is given a lesson about how to be confident in giving an opinion in a meeting which is related to these days problem that is lack of confidence, where a lot of people often shut their mouth and say nothing about their opinion. And that's why the material in "English for meeting" is relevant to these days problem and also useful for learners.	
1 5	Materials should require and facilitate learner self-investment	These criteria can be achieved by giving learners of various types of learning style, for example each unit in "English for meeting" have various types of learning style such as listening, writing and also speaking. It's help learners to develop self studying or self investment.	✓
6	Learners must be ready to acquire the points being taught	The material in the book "English for Meetings" helps participants prepare by focusing on language features or grammar that are important in the industry of business meetings. A review of grammar is an integral part of the book, helping participants to understand and master the language skills necessary to communicate effectively with clients, colleagues, and others in business meeting situations	✓
2 7	Materials should expose the learners to language in authentic use	The book "English for Meetings" presents dialogues and texts that reflect communication situations in the world of meetings and business meetings. The included writing assignments help readers to apply language in practical contexts. Apart from that, this book also emphasizes the importance of grammatical aspects in learning. Thus, the material presented helps participants to understand and use English effectively in meeting environments and business meetings.	✓

<p>2 8</p>	<p>The learners' attention should be drawn to the linguistic features of the input</p>	<p>The book "English for Meetings" displays essential elements of language learning. The dialogues presented allow speaking practice in the context of business meetings, while the texts help in analyzing sentence structure and vocabulary. Through writing exercises tailored to specific situations, readers can strengthen their writing skills, while the grammar section provides an essential foundation for language use in the context of business meetings. With an emphasis on linguistic features, real-life situation-based exercises, and integrated grammar instruction, this book is a practical learning resource for those who wish to deepen their understanding of the world of business meetings.</p>	<p>✓</p>
<p>2 9</p>	<p>Materials should provide the learners With opportunities to use the target language to achieve the communicative purpose</p>	<p>In the book "English for Meetings," the material is prepared with the aim of strengthening students' interaction and communication skills. This is seen through the inclusion of dialogues in Units 1, 2, 4, 5, and Unit 6, as well as providing opportunities for students to explain things in Unit 3. The book description also emphasizes that "English for Meetings" is designed to increase the fluency and confidence of students in using English to communicate in the business meeting industry.</p>	<p>✓</p>
<p>1 10</p>	<p>Materials should take into account that the positive effect of instruction is usually delayed</p>	<p>The material in the book "English for Meetings" takes into account that the positive impact of instruction usually occurs with delays by providing readers with opportunities to revise and strengthen the skills taught on an ongoing basis. Additionally, the book provides periodic reviews and exercises that allow readers to maintain and improve their understanding over time.</p>	<p>✓</p>
<p>6 11</p>	<p>Materials should take into account that learners differ in learning styles</p>	<p>The book provides a wide range of learning materials, such as practice dialogues, analytical texts, writing tasks, and grammar lessons, to</p>	<p>✓</p>

		cater to different learning styles. These diverse resources enable learners to interact with the content according to their preferences and requirements, in line with the idea of accommodating various ² learning styles	
¹²	Materials should take into account that learners differ in affective attitudes	The materials are for English for meetings, therefore, the materials should be about communicating with colleagues in meeting situations. Every material should be able to be used in daily life. In Unit 1, it is about ⁵ arranging a meeting, confirming a meeting by email, and rescheduling a meeting. It has to be done by asking for a meeting, suggesting a meeting, saying that you are not able to attend, saying that you can attend, and confirming the day and time. It has an example from the book: "Perhaps we could meet and go over the details in person. Could we meet next week? I'm sorry, i afraid that I have another appointment."	✓
⁷ ¹³	Materials should permit a silent period at the beginning of instruction	This book uses several learning methods. The teamwork analytical method involves breaking down complex concepts, problems, or situations into smaller components for deeper understanding and examination. Students might analyze a text by examining its themes, characters, plot structure, and literary devices to gain insight into its meaning and significance. Role-playing method: The role-playing method is a learning approach designed to make students play a role. It is usually practiced through conversation. Case study method: This method is used where students should be able to explain, using English, meeting details, background information, and facilities by reading the text. Demonstration method: This method is used in Unit 1, Exercises 6 and 9. Students should be able to compose an email confirming the date and time of a meeting.	✓

<p>7 14</p>	<p>Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and leftbrain activities</p>	<p>This book that not only cover language skills but also incorporate activities that engage both the analytical and creative aspects of the brain. Look for materials that include role-plays, case studies, discussions, and perhaps even elements of storytelling to encourage emotional involvement and critical thinking. This book with multimedia components such as audio recordings can enhance the learning experience. This book does provide pictures, pictures in a textbook are crucial "While at indicators 7 stating that concrete things accompanied tangible objects and images made it easier to implement the learning process" the writers state that in a book that they studied is using images made the lesson easier to implement the learning process.</p>	<p>✓</p>
<p>15</p>	<p>13 Materials should not rely too much on controlled practice</p>	<p>The book offers a variety of activities, including dialogues, text analysis, writing tasks, and grammar lessons. It doesn't emphasize structured exercises heavily. Instead, it encourages students to practice English in real-life scenarios, such as initiating conversations in class. This approach facilitates a more natural and effective learning experience.</p>	<p>✓</p>
<p>2 16</p>	<p>Materials should provide opportunities for outcome feedback</p>	<p>This book does not provide for outcome feedback, Outcome feedback in materials means giving participants a chance to evaluate how well they've understood and applied what they've learned in meetings or training sessions. It helps them improve and reinforces their learning.</p>	<p>✗</p>

The table outlines various criteria based on Tomlinson's theory for evaluating the effectiveness of instructional materials, focusing on the "English for Meetings" textbook authored by Kenneth Thompson. The first criterion emphasizes the necessity for materials to achieve impact, highlighting the originality and relevance of the textbook's content, particularly its division into six themes related to meetings and negotiations, fostering confidence among learners. Furthermore, the textbook's incorporation of diverse

assignment types, including group projects and listening exercises, addresses the second criterion by promoting learners' comfort and engagement.

Moving forward, the relevance and usefulness of the material are evidenced by its coverage of contemporary topics like digital meetings and strategies for expressing opinions confidently, aligning with the third and fourth criteria. Additionally, the textbook's provision of various learning styles, such as listening, writing, and speaking activities, supports self-investment among learners, fulfilling the fifth criterion.

Moreover, the textbook adequately prepares learners to acquire language points essential for business meetings, as indicated by its focus on grammar and language features relevant to the industry, thus meeting the sixth and seventh criteria. Furthermore, the textbook exposes learners to authentic language use through dialogues and practical writing assignments, facilitating communicative purposes, as required by the eighth and ninth criteria.

Considering ⁸ that learners differ in learning styles and affective attitudes, the textbook caters to these diversities by offering a range of materials and scenarios relevant to daily communication, addressing the eleventh and twelfth criteria. Additionally, various learning methods, such as teamwork analytical, role-playing, case study, demonstration methods, and multimedia components, engage learners intellectually and emotionally, stimulating ¹⁹ both right- and left-brain activities, aligning with the thirteenth and fourteenth criteria.

Furthermore, in comparison to Nur Meani Yuliana's research on the "A Content Analysis of Students' English Textbook Based on Tomlinson's Theory", which found the fulfillment of fourteen out of sixteen criteria outlined by Tomlinson, the evaluation of the "English for Meetings" textbook presents a different perspective. While Yuliana's study identified shortcomings in linguistic feature attention and aesthetic and emotional involvement, the assessment of the "English for Meetings" textbook highlights its effectiveness in meeting a broader range of criteria. Despite both studies utilizing Tomlinson's criteria for evaluation, the "English for Meetings" textbook demonstrates strengths in fostering learner engagement, comfort, and confidence within professional contexts. However, similar to Yuliana's findings, the current research identifies the absence of outcome feedback opportunities as a potential area for improvement. Overall, both studies offer valuable insights into the strengths and weaknesses of instructional

materials, providing educators and curriculum developers with guidance for enhancing language learning experiences.

CONCLUSION AND RECOMMENDATION

The evaluation of the "English for Meetings" textbook against Tomlinson's criteria reveals its substantial effectiveness in meeting the diverse needs of learners aiming to enhance their English proficiency within professional contexts. Through its original themes, diverse assignment types, and contemporary topic coverage, the textbook significantly fosters learner engagement, comfort, and confidence. Its relevance to modern challenges, such as digital meetings and practical opinion expression, underscores its practicality and usefulness for learners seeking to navigate real-world business scenarios with proficiency.

Moving forward, while the research on the "English for Meetings" textbook has contributed valuable insights into its effectiveness, there are areas for improvement and future research. One area for improvement of this study is its sole focus on evaluating a single textbook, potentially limiting the generalizability of findings. Future research could consider expanding the scope to include a broader range of instructional materials or conducting comparative studies to assess the relative effectiveness of different resources. Additionally, addressing the identified shortcomings, such as the absence of outcome feedback opportunities, could enhance the overall efficacy of instructional materials for English language learners in professional contexts. Overall, continued research in this area holds the potential to inform further and improve language teaching and learning practices.

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