

Evaluation of an ESP Textbook Used at the College of Business Studies in Kuwait from the Learners' Perspective Regarding Their Future Career Needs

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[Doi:10.19044/esj.2024.v20n35p44](https://doi.org/10.19044/esj.2024.v20n35p44)

Submitted: 21 November 2024
Accepted: 22 December 2024
Published: 31 December 2024

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Cite As:

Haidar N.H. (2024). *Evaluation of an ESP Textbook Used at the College of Business Studies in Kuwait from the Learners' Perspective Regarding Their Future Career Needs*. European Scientific Journal, ESJ, 20 (35), 44. <https://doi.org/10.19044/esj.2024.v20n35p44>

Abstract

This study evaluates an English for Specific Purposes textbook used for teaching at the College of Business Studies in Kuwait to assess learners' perceptions and effectiveness in preparing them for future careers in the business world. The study involved 122 learners enrolled at the college, and ten English language instructors employed there. These objectives were accomplished by using quantitative methods for data collection and analysis. A checklist is prepared for learners to analyze their perspectives on the textbook. This checklist is used in the interviews and the questionnaire to ascertain their points of view. The findings supported the hypothesis that the learners' perspectives on the textbook were varied. Most learners regarded the textbook as helpful in fulfilling their requirements and preparing them for future employment. However, a minority of learners believed the textbook was unsuitable for their English proficiency. The textbook was particularly beneficial in the reading, listening, and speaking skills. However, it did not adequately focus on developing the writing skills. It provided professional tasks and viewpoints, including expert speakers and real company case studies.

Keywords: English for Specific Purposes, English as a Foreign Language, English Language Teaching, checklist, Assessment

Introduction

A key aspect of teaching and learning English is evaluating the materials used in the classroom. It is regarded as a cornerstone in the field of English for Specific Purposes (ESP). One of the most well-known subfields of English language teaching (ELT) since the late 1960s is ESP. In the field of teaching English as a second or foreign language (ESL/EFL), ESP has drawn a lot of attention (Knight (2022) Liu & Hu (2021)). ESP is a learner-centered method of teaching ESL that emphasizes improving proficiency in specific subject areas. According to Anthony (2018), ESP is a method of teaching languages that focuses on the language and skills that students will need for their future academic or professional aims. It helps students meet these needs using general and discipline-specific teaching resources and techniques. The most practical way to reveal the language abilities needed by the teaching-learning system in general and ESP in particular is through textbooks and resources (Hutchinson & Torres, 1994).

ELT and ESP in Kuwait

English Language in the Educational Framework in Kuwait

According to Dehrab (2002), specific colleges, such as the College of Technological Studies, the College of Health Studies, and the College of Nursing, which operate under the Public Authority of Applied Education and Training (PAAET), use English as their primary medium of instruction. Generally, public colleges and universities that do not focus on science and technology use Arabic as their primary language of instruction. Nevertheless, they offer a limited number of EFL courses. Learners are only required to enroll in ESP courses that are significant to their fields of study.

ESP in Kuwait

Before the development of ESP, students studied English in General English (GE) classes that only touched on commerce, science, technology, medicine, and other fields. This naturally did not satisfy or meet the needs of the learners. Thus, courses and modules teaching business English, nursing English, engineering English, and so forth became necessary. Since ESP first surfaced in the 1960s, it has evolved into a significant component of ELT. In the early 1980s, Kuwait's colleges and institutions strongly embraced ESP by offering courses to college students in response to the growing demand for specialized English in specific fields. Learning English would help learners understand other English modules relevant to their subject of study. The aim was to prepare them for their academic life and future employment, as Dehrab (2002) stated.

Context of the study

The study evaluates the textbook Business Results, used by students in the College of Business Studies (CBS) in Kuwait. Accounting, Banking, Management Information Systems, Logistics Management, HR Management, Marketing, Financial Management, Computer, and Applied Statistics are the programs that are offered at CBS. Each program lasts for two academic years. All programs in that college require students to pass an entry exam known as a placement test. If they pass the exam by correctly acquiring 60% (or more) of the exam questions, they enroll in GE 1, the first credited English language module. If they fail the exam, they must enroll in two GE modules, the E 099 (preliminary English course) and E 101 (General English 1). Two ESP modules, ESP 201, 'Writing for Business,' and ESP 154 (English 2), precede the advanced module ESP 204. This research focused only on the learners' views on the textbook used for that advanced course.

CBS's curriculum designers aim to provide learners with the required level of English proficiency for future employment in business-related fields. Therefore, it is crucial to ensure that learners can compete in the labor market and have a sufficiently high level of English proficiency. The current study is conducted from the perspectives of business students in ESP 204 to determine whether the current textbook meets the pedagogical requirements and adequately prepares them for their future employment.

Literature Review

The Role of Textbooks in the ESP Classroom

One of the most recognized subfields of English language teaching (ELT) since the late 1960s was English for Specific Purposes (ESP). It had drawn a lot of attention. Scholars claimed that ESP was a learner-centered method focused on improving proficiency in certain subject areas (Knight, 2022; Liu & Hu, 2021). According to Anthony (2018), ESP is a method of teaching languages that focuses on the language and skills that students would need for their future academic or professional aims. It would also help students meet those needs using general and discipline-specific teaching resources and techniques.

According to Dehrab (2002), textbooks and other teaching resources that language teachers frequently employ are essential components in EFL classrooms. She asserted that the best ELT/EFL textbooks were the ones that offer flexibility, creativity, and efficiency. They should also meet the learners' needs. Nevertheless, she claimed that some institutes had criticized previous ELT/EFL textbooks for their social and cultural biases, such as stereotyping, sexism, and gender discrimination. She added that some instructors contended that the artificial construction of those textbooks prevented them from adequately preparing students for real-world language usage (Dehrab, 2002).

Some researchers claimed that textbooks allowed learners to assess their learning outcomes and plan for future coursework. They also claimed that suitable textbooks enabled teachers to improvise and modify their lessons to suit their students' needs. (Cunningsworth (1995), Dudley-Evans and St. John (1998), Fajardo-Dack (2016), Knight (2022), and Richards (2017)).

Furthermore, Cunningsworth (1995) highlighted the various functions textbooks would fulfill in the ESP curriculum. He claimed that textbooks served as a syllabus that reflected pre-assigned learning objectives, presented the spoken and written material, encouraged communicative interaction, sparked ideas for classroom activities, served as a language reference for learners, allowed for self-directed learning, and assisted less experienced teachers. He listed four reasons why textbooks should be used in ESP classrooms as follows:

1. Their purpose was to teach English as a foreign language.
2. ESP textbooks support learning by stimulating cognitive processes in specific situations.
3. They motivated students by promoting enjoyment and creativity.
4. They provided ESP learners with opportunities for self-study or reference.

Nevertheless, several scholars (e.g., Cunningsworth (1995), Fajardo-Dack (2016), Knight (2022), and Richards (2017)) contended that although textbooks play a vital role in the classroom, they should not be the exclusive source of instructional materials. According to Cunningsworth (1995), some ESP program textbooks could not meet the wide range of needs of all their users. He also argued that a firm reliance on a single textbook limited teachers' flexibility and creativity, limiting their ability to contribute to the learning process. While Richards (2017) asserted that most textbooks significantly influenced the subjects taught in the classroom, he acknowledged that some teachers felt constrained by their textbooks regarding what they could teach to their students. To solve that problem, he suggested ESP teachers could supplement the textbooks to foster the development of new ideas tailored to the specific needs of their students.

Many scholars have considered the role of supplementary materials, which were considered beneficial additions. Dudley-Evans and St. John (1998) noted that when students used supplementary materials for their learning practice, they could increase their exposure to the language. Despite differing opinions, the general consensus was that textbooks were valuable in teaching and learning. Textbooks should align with the needs and interests of learners. Additionally, they should accurately reflect the context of specific fields. According to many researchers, we should carefully choose textbooks to meet the unique needs of learners and to align with the institution's

philosophies (Knoch & Macqueen (2022), Macalister & Nation(2020), Mishan (2005), Tomlinson (2012) and Viana, Bocorny, & Sarmento, (2019)).

Textbook evaluation

Richards (2017) defined evaluation as judging the effectiveness of materials and textbooks in achieving desired teaching and learning outcomes. Therefore, textbook evaluation is essential for learning and teaching, making it the most crucial part of any program.

According to Ellis (1997), textbook evaluation assisted educators and curriculum designers in problem-solving, identifying strengths and weaknesses, and helping them make well-informed decisions because it gave them valuable insights into the subject matter. He asserted that evaluation should be an ongoing process that would encourage educational initiatives, assess accomplishments, and enhance efficacy. He claimed that material evaluation significantly impacted what students would learn, making it the primary focus of any curriculum. According to several scholars, despite the limitations of using "textbooks," they were still essential. Teachers had to evaluate textbooks to decide whether they were appropriate for their teaching and learning situations. (Byrd (2001), Ellis, Skehan, Li, Shintani, & Lambert (2020), and Siegel, (2021)).

Cunningsworth (1995) asserted that developing ESP for specific fields of study necessitated textbooks that aligned with the context, learners' interests, and the demands of their future careers. He stated that ESP textbooks were typically considered distinct from other standard English language teaching textbooks since they placed more value on the subject matter. Consequently, when choosing a new textbook, it was essential to evaluate it to ensure that it suited and fulfilled specific learner requirements.

Sheldon (1988) recommended evaluating textbooks to determine their suitability. This would assist educators in making key decisions regarding education and administration. He claimed that evaluating textbooks would help them assess the benefits and drawbacks of available textbooks and find solutions to the challenges of selecting from a wide variety of options.

Checklists to Evaluate

McGrath (2016) suggested that checklists could be a helpful evaluation tool for assessing the suitability of an ESP textbook and identifying areas for improvement. They should be organized to allow for the consideration and checking of all important review points. They should also facilitate the comparison of different sets of textbook information, making it easier to make decisions. According to him, teachers preferred checklists due to their ease of use and flexibility, allowing them to customize them by adding or removing assessment items.

Some researchers (Ellis et al. (2020), Mukundan (2007), and Mukundan & Kalajahi, 2013)) suggested that using checklists to evaluate materials both before and after use could be beneficial. For example, Ellis (1997) stated that checklists could help teachers determine which textbooks would work best for their needs before using them. After using a guide, they could use checklists to assess their strengths and weaknesses. However, McGrath (2016) recommended a "cyclical" process for textbook evaluation, ensuring that any evaluation should constantly check the textbook's pedagogical worth and usefulness. Ellis (1997) asserted that any evaluation must continuously check the textbook's pedagogical worth and usefulness.

Methodology

The objectives of this study were to evaluate the validity of the textbook Business Results and determine whether it met the course's curricular requirements from the learners' perspectives. I used quantitative methods for data collection and analysis to accomplish those objectives.

Research questions

1. What impressions of the textbook "Business Results" did learners have?
2. To what degree did the textbook equip the learners for their prospective careers?

Participants

The study involved 122 students enrolled at CBS. The students were all enrolled in module ESP 204. The backgrounds of the participants were similar to each other. All participants were native speakers of Arabic. As part of their formal schooling in Kuwait, they all spent 12 years studying English for 45 minutes daily. The level of English proficiency of most of the students was intermediate, as they all finished the required GE module E 101 and ESP module E 154 as prerequisites to the ESP module E 204. The ESP (204) learners were required to use the same textbook, Business Results. This study also involved 10 English language instructors employed at CBS. The language instructors held a Master of Arts degree in TESOL, TESL, or TEFL, and teaching experience in ESP ranging from 5 to 30 years. The aim of involving the instructors' views was to further validate the responses to the learners' questionnaire.

Instruments

Checklist

In this study, a checklist was developed by including a number of elements from a range of checklists that had been published in the past. Cunningsworth (1955: 3-4, 61, 80), Sheldon (1988: 242-245), and

Straszniczky (2010: 48-49) wrote these checklists. It was divided into two sections: first, general information about the textbook, and second, a pre-use evaluation of the textbook in general. The first half had six items, while the second contained 19 items, which required the students to provide responses ranging from 1 to 3, number (1) YES, number (2) TO SOME EXTENT, and number (3) NO, as shown in figure no. 1.

The Checklist

1. General information about the textbook

- Title of textbook _____
- Author _____
- Publisher and date of publication _____
- Stated level _____
- Additional materials _____

Answer the questions by writing the appropriate number in the box:

1 = Yes 2 = To some extent 3 = No

2. Pre-use evaluation of the textbook: general aspects

<p>1. Is the textbook available to students and easy to obtain? <input type="checkbox"/></p> <p>2. Is the textbook cost effective (students can easily afford it)? <input type="checkbox"/></p> <p>3. Does the textbook come as part of a package? <input type="checkbox"/></p> <p>4. Does the package consist of</p> <ul style="list-style-type: none"> - Student's book <input type="checkbox"/> - Workbook <input type="checkbox"/> - Teacher's book <input type="checkbox"/> <p>5. Is the workbook helpful for students? <input type="checkbox"/></p> <p>6. Does the workbook provide exercises that deal with the four language skills (reading, listening, speaking, and writing)? <input type="checkbox"/></p>	<p>7. Does the workbook recycle language points taught? <input type="checkbox"/></p> <p>8. Is the teachers guide helpful for teachers? <input type="checkbox"/></p> <p>9. Are keys to exercises given in the teachers' guide? <input type="checkbox"/></p> <p>10. Is the cover of the textbook attractive and appealing? <input type="checkbox"/></p> <p>11. Is the table of content clearly organized? <input type="checkbox"/></p> <p>12. Are the pictures attractive and intriguing? <input type="checkbox"/></p> <p>13. Does the textbook cover all language skills equally? <input type="checkbox"/></p> <p>14. Are the topics in the textbook related to business? <input type="checkbox"/></p> <p>15. Are the topics divers and varied? <input type="checkbox"/></p> <p>16. Is the textbook culturally acceptable to the context in mind? <input type="checkbox"/></p> <p>17. Is there a list of vocabulary items in the textbook? <input type="checkbox"/></p> <p>18. Are grammar items covered sufficiently? <input type="checkbox"/></p> <p>19. Are new language items recycled through the textbook? <input type="checkbox"/></p>
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Figure 1: Checklist

Questionnaire

I distributed a questionnaire to 122 English-learning students. I translated the learners' questionnaire into Arabic, considering that some learners might struggle to respond satisfactorily due to the language barrier. The questionnaire questions are displayed in the results section.

Interviews

I interviewed the instructors (5 questions) and learners (9 questions) throughout the study to collect data. I utilized a pre-prepared list of questions as a guide. Nevertheless, the interviews were informal and open-ended. While conducting the learners' interviews, both questions and responses were in Arabic. The aim was to avoid any misinterpretation of the questions by the learners and to allow them more freedom to express themselves. Involving the instructors' opinions validates the learners' responses in their interviews.

Although both the learners' and instructors' interviews were open-ended, as an interviewer, I focused on the following aspects, as mentioned in Figure 2.

Interview Questions for the Students

1. What is your major?
2. Where are you hoping to apply for work?
3. Do you have any idea about the English language requirements you need to meet for your future job?
4. What do you think your professional needs are?
5. What are your language needs?
6. To what extent do you think that the textbook met your professional needs?
7. To what extent do you think that the textbook met your learning needs?
8. What is your opinion of the textbook?
9. What are the shortcomings of the textbook if any from your perspective as a student of business?

Interview questions with the learners

1. Could you briefly define the learners' professional needs from this ESP course?
2. Could you briefly define the learners' learning needs?
3. Do you think that the textbook meets students' professional needs?
4. Do you think that this textbook meets students' learning needs?
5. Could you briefly provide me with your opinion of the textbook in general?

Figure 2: Interview questions

Data Collection and Analysis

The learners were presented with a questionnaire generated in Microsoft Forms that was distributed to them. The questionnaire contained several questions, and the participants were required to rate each question using a Likert scale with five points. Additionally, I utilized Microsoft Forms to calculate and display the relevant percentage for each scale point, along with the average responses for the items.

Later, I interviewed the instructors and learners to validate the questionnaire responses further.

Results

The data collected from the questionnaire intended for the ESP learners cross-referenced to their responses in the interviews, were analyzed to gain insight into whether the textbook used was beneficial to their learning of the required ESP skills and their future careers.

Research Question 1

The first research question was to investigate learners' perceptions of the textbook.

RQ 1: What are learners' impressions of the textbook "Business Results"?

The price of the textbook is reasonable:

In terms of the pricing of the textbook, 56% of the learners found it convenient, with 38% agreeing and 18% strongly agreeing. On the other hand, 35% of the learners were neutral, and 9% of them did not find it convenient. Sheldon (1988) proposes that all students should have access to and afford a copy of textbooks, ensuring efficient learning and a comprehensive understanding of the subject matter.



Figure 3: The price of the textbook is reasonable

The layout and design are appropriate and clear:

Many of the learners said that the layout and design were appropriate and clear, whereas a minority of the students did not agree with this evaluation. This demonstrates that learners appreciated the value of having more color, visuals, and fewer items on the page altogether.



Figure 4: The layout and design are appropriate and clear

The textbook offered a suitable balance of the four language skills:

Most learners agreed that the textbook offered a suitable balance of the four language skills. Only 25% of the learners expressed neutrality, while a minority of the students disagreed.

● Strongly agree	30
● Agree	50
● Neutral	28
● Disagree	1
● Strongly disagree	2

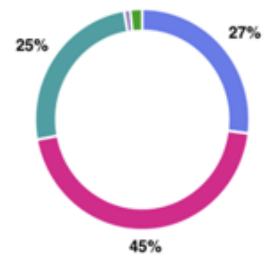


Figure 5: The materials provided an appropriate balance of the four language skills

The language used is at the right level for my current English ability:

Even though 46% of the learners agreed that the language used was suitable for their current English proficiency, 27% strongly agreed. The Likert scale showed that only a small percentage of the students thought it was challenging.

● Strongly agree	29
● Agree	50
● Neutral	25
● Disagree	2
● Strongly disagree	3

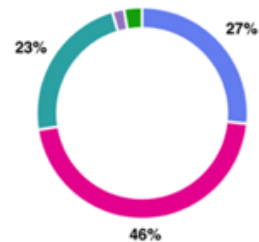


Figure 6: The language used is at the right level for my current English ability

The subject and content of the materials are interesting, challenging, and motivating:

The majority of learners considered the subject matter and content of the materials interesting, challenging, and motivating. They also considered the topics and content engaging, demanding, and inspirational. However, 4% did not agree, and 26% chose to remain neutral.

● Strongly agree	26
● Agree	53
● Neutral	29
● Disagree	3
● Strongly disagree	1

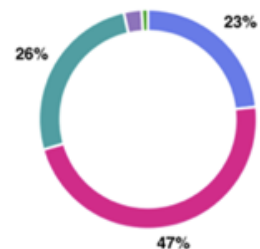


Figure 7: The subject and content of the materials are interesting, challenging, and motivating

There is sufficient variety in the subject and content of the textbook:

A significant proportion of learners believed that the textbook offered adequate content and subject matter diversity. On the other hand, one-quarter of the participants believed the textbook did not provide them with various subjects and content.



Figure 8: There is sufficient variety in the subject and content of the textbook

The subject and content of the textbook are relevant to my future needs as an English language learner:

Regarding the textbook's subject matter and content and its relevance to the future requirements of English language learners, the majority of respondents expressed that the textbook's subject matter and content, along with its significance, aligned with their future needs and met their expectations. On the other hand, 23% of the participants maintained neutrality, and 5% believed that it did not fulfill their future requirements.



Figure 9: The subject and content of the textbook is relevant to my future needs as an English language learner

Research Question 2

RQ 2: To what degree does the textbook equip the learners for their prospective careers?

To provide a more comprehensive understanding of Research Question 2, one must consider the perspectives of both instructors and learners. This includes evaluating the textbook's alignment with the learners' career preparation requirements and any potential deficiencies.

The perspective of the Instructor:

The instructors' objectives were focused on making sure that their learners would develop the required skills for their future careers, which is reflected in their priorities for the textbook:

- **Be familiar with business vocabulary and terminology:** Instructors emphasized the importance of students learning the business-specific language for efficient, professional communication, such as business terminologies and standard vocabulary used in meetings, reports, emails, and presentations.
- **Master the art of composing business letters, memos, and emails:** The instructors expected students to develop clear and professional written communication skills essential for day-to-day business operations.
- **Demonstrate proficiency in reading a variety of documents:** The instructors expected their students to be able to read and comprehend all kinds of papers they encountered in a business environment, including emails, contracts, proposals, and reports. They viewed this as an essential ability for workers in any business.
- **Have the ability to manage business phone calls and receive messages:** Instructors intended for their learners to be confident in handling business phone conversations, including receiving and distributing messages. According to the instructors, basic soft skills required for job duties involving customer service, administrative work, or interdepartmental communication should be taught to their students so that they can perform those tasks in their prospective careers.
- **Have a strong oral command of the English language:** Instructors thought effective verbal communication was essential in many business environments, and it was necessary to possess strong spoken English. This involved a wide range of tasks, such as engaging in phone conversations, making presentations, participating in meetings, and engaging in casual conversations with colleagues or clients.

According to the instructors, learners needed to familiarise themselves with business terminology. They should also be able to write, read, listen, and speak effectively to perform diverse tasks at their workplace. They thought the textbook understudy was good enough to prepare their students to achieve that end.

Perspective of the Learner

The learners' feedback was more diverse, indicating that although some found the textbook helpful, others thought it did not fully satisfy their needs, particularly regarding job preparation.

- *ST1: I believe it needs more business vocabulary.*

This implied that the textbook did not provide sufficient specialized terminology or exposure to the language required for success in some learners' chosen fields.

- *ST6: I need to work on my business English more. I'm going to take some extra classes. The book was good, but it didn't focus enough on writing.*

ST6 acknowledged the textbook's usefulness but deemed it was inadequate in developing her writing skills, particularly in business contexts, possibly due to a lack of professional writing formats.

- *ST4: I think it really met my speaking needs and helped me communicate...*

ST4 found the textbook effective in enhancing her speaking skills, indicating that it prepared her for verbal communication in business contexts, such as phone calls and meetings.

- *ST26: It doesn't help us get ready for future jobs.*

The learner criticized the textbook for lacking career-focused preparation, stating it lacked a direct connection to practical tasks in specific business roles despite covering general language skills.

Learners' opinions on the textbook varied. While ST3 found the textbook helpful in improving her speaking skills, ST4 and ST26 felt it didn't adequately prepare them for future careers, leading ST4 to consider additional English courses.

Discussion

The majority of learners believed the textbook focused on their future needs by delivering practical tasks related to the business world. These included activities like answering the phone, writing notes, and reading emails, all representative of real-world scenarios that learners would experience in their professional lives. This was consistent with Laborda's (2005) results, which indicated that students preferred materials relevant to work-related scenarios since those activities boosted the perceived value of the textbook in preparing them for future employment.

However, a few learners (e.g., ST4 and ST24) had differing opinions, indicating that not all students believed the textbook sufficiently addressed all relevant abilities.

- *ST 4: I liked the textbook, but it did not focus on the writing skills.*
- *ST 24: Speaking was neglected.*

ST4 explicitly stated that the textbook did not concentrate on writing skills, whilst ST24 believed that speaking abilities were overlooked. Those opposing viewpoints highlighted the complexities of textbook design and the difficulty of providing a single resource that would meet the distinct needs of all learners.

The feedback from ST4 and ST24 revealed that, while the textbook effectively addressed listening and reading comprehension and speaking activities through exercises and discussions, it failed to balance these abilities with an acceptable emphasis on writing skills. Writing, particularly in a business setting (e.g., memos, reports, and professional emails), would be considered an essential skill for professional advancement. The fact that writing abilities were under-represented in the textbook indicated a gap that might prevent learners from developing a well-rounded skill essential for their future employment.

According to Cunningsworth (1995), supplemental materials are necessary when textbooks fail to adequately address specific topics. The study showed that additional resources might be employed to close the writing gap by providing more targeted practices. Those might include exercises designed specifically for business writing, case studies involving written communication, or resources such as writing workshops.

Another major point from ST24's feedback on the neglect of speaking practice was the instructor's role in promoting the development of specific skills. The textbook might have provided exercises and discussion topics to encourage speaking activities. Nevertheless, the instructor is responsible for providing chances for students to engage in meaningful, real-life discussions. This would emphasize the instructor's critical role in creating a communication situation, primarily when the textbook's design did not provide sufficient specific skill areas (such as speaking).

The observation that speaking was underemphasized in some classrooms might not be a drawback of the textbook itself but rather a problem with how it was applied. This emphasizes that textbooks should serve as adaptable tools rather than inflexible guides. Teachers could supplement textbook materials with role-playing, conversations, and real-world simulations to further address speaking abilities.

The study had some limitations. The sample size of the learners was limited since the number of students who participated in the study was only 10% of the total number of students enrolled in all E 204 classes at the time of the study. As a researcher, I would have liked to include all 122 students, but

that was not feasible. The second limitation was that the feedback was based on a single textbook, Business Results. Because the study concentrated on just one textbook, the findings might not apply to other ESP materials. Consequently, that would be important when evaluating any textbook or instructional materials in ESP contexts. I also concluded that because of the variety of learners' requirements, professional fields, and expectations, additional supplementary materials could be employed with the textbook to make it more suitable for learners in a different setting or discipline.

A large-scale study would be more appropriate to understand the effectiveness of any ESP textbook better. That kind of study may also involve evaluating other ESP textbooks used for different programs at the College of Business Studies (CBS) or other colleges associated with the Public Authority for Applied Education and Training (PAAET). Educators who examine a broader range of materials may obtain a deeper understanding of how different textbooks serve learners' individual needs and how they align with job market expectations.

One of the challenges encountered during the research was that the questionnaire was conducted using Microsoft Forms, which required an internet connection for the students to open. Many students were initially unable to access the app due to poor internet connectivity, and some were unable to access it at all. Those who eventually managed to access it experienced significant delays, which disrupted the classroom and created a noisy environment, as the students had to complete the questionnaire during the first part of their session.

Another challenge was conducting both the questionnaire and the learners' interviews in English. Since the goal was to avoid any misunderstanding of the questions by the learners and to provide them more flexibility to express themselves, I decided that both questions and answers should be in Arabic.

As pointed out during the discussion, no "ideal" textbook exists. Every textbook has advantages and disadvantages; what is effective for one group of learners may not be effective for another. Textbooks are tools; like any tool, they must be appropriately utilized. They should not be treated as static materials but as part of a dynamic teaching method involving active learning, real-world applications, and a balance of all language abilities. The necessity for additional resources recognizes that textbooks can only cover to some extent, and instructors must adjust their teaching methodologies to ensure that all relevant skills are covered.

Conclusion

The research aimed to explore the learners' perspectives on the textbook Business Results, which is used in teaching module ESP 204 at the

College of Business Studies for women in Kuwait. The goal was to gauge its effectiveness in preparing the learners for their future careers.

Learners' perspectives regarding the textbook in this study varied. Some students found the textbook to be quite engaging and thought that it addressed topics that were relevant to their prospective careers. Additionally, they also felt the textbook was visually appealing and offered them a variety of graphs, tables, and images that aided in their understanding. Furthermore, the textbook was generally well-received by the majority of students due to its ability to provide a balanced approach to three of the four language skills: reading, speaking, and listening. However, it did not prioritize the fourth skill, which is writing. To solve that drawback, the study suggests that the instructors should provide their students with additional practice and materials to emphasize the writing skill, which is as significant as the other three language skills. That is due to its great importance in performing various tasks in a wide range of professional settings.

On the other hand, a small number of students expressed some dislike for the textbook. They believed that it was beyond their current level of English proficiency. Furthermore, some students disagreed with the textbook, believing it failed to address topics relevant to their future requirements. Weighing both favorable and unfavorable views of the textbook understudy indicates that the textbook can help students prepare for their future careers to some extent if accompanied by supplementary materials.

Siegel (2021) stated that textbook evaluation was considered significant because the results might be used to decide the future of textbooks. Textbooks for ESP programs and ELT should be evaluated to develop and improve a curriculum. This work has contributed to ESP, particularly by underlining the importance of textbooks in ESP programs. It also relied on previous research showing the significance of evaluating ESP textbooks to confirm whether they fit learners' needs, thereby achieving program objectives.

However, this might serve as a starting point for future study. Studies could investigate this to determine the students' perspectives and degree of satisfaction with the textbook. Their perspectives would provide insight into possible shortcomings in any textbook. Finally, more research should be conducted to see how textbooks are used in classrooms and how well they achieve learners' future requirements.

Conflict of Interest: The author reported no conflict of interest.

Data Availability: All data are included in the paper's content.

Funding Statement: The author did not obtain any funding for this research.

Declaration for Human Participants: This study was approved by the Dean of the College of Business Studies in Kuwait. It adhered to ethical guidelines and was conducted in accordance with the relevant institutional review board (IRB) standards. All participants gave informed consent, and all procedures followed ethical principles to protect their rights and privacy.

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