

A COMPARATIVE ANALYSIS OF THE DEEP CONTENT-BASED ESP TEXTBOOK TO BALANCED ESP: THE CASE OF BUSINESS ENGLISH

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Abstract. *This article will discuss the significant importance of ESP textbooks evaluation used in tertiary level of studies. Particularly, there is a dilemma to what degree should disciplinary content-based materials dominate the classroom language? Another follow-up question related to the first one is - How does deep disciplinary-tailored books impact the language performance and attitude of undergraduate students? In order to seek for a convincing and feasible answer to such questions, this paper will conduct a comparative analysis of the Business English undergraduate course offered to students of Faculty of Economics and Business at the English speaking international university – EPOKA University in Tirana, Albania. The paper will be carried out by utilizing a mixed research method of content textual analysis with the observation and survey findings through the comparative case study of two ESP textbooks taught at Epoka University. The paper will also rely on comparison of the results by the students' survey regarding their attitudes and feedback to the course in terms of usefulness of class textbooks. This article aims to demonstrate that deep integration of the very sophisticated and technical business content does not motivate learners, does not improve and/or accelerate their Business English potentials. Instead, it turns to be tiring, inefficient and disincentive to students' learning process; whereas the flexibility and the user-friendliness of the ESP business English book driven by the goal of building communicative business English and functional linguistic skills turns to be the most successful and inspiring textbook approach.*

Key words: *ESP textbook evaluation, Business English*

1. INTRODUCTION

Nowadays, we are all witnessing the overwhelming flow of information; the numerous scientific publications, endless English language scholastic books, several electronic sources and visuals which have accelerated the speed and efficiency of English language acquisition at global scale. Likewise, technology itself, some textbook might become obsolete and, therefore linguistic scholars struggle hard to compile books durable coping with the rapid alterations of the teaching environments and the new educational objectives in accordance with socio- economic developments. To researchers and academicians dealing with university teaching issues among other numerous components, the class materials continue to be of primary importance associated with significant variety due to

abundance of the ELT book publications. Even more complicated and challenging turns to be the textbook evaluation process determined by the evaluation criteria: appropriate questions and interpreting the answers.¹ Despite professional efforts and academic vigilance to update and adjust course books to the most contemporary aims and objectives places in the teaching program, “yet no course book designed for a general market will be absolutely ideal for your particular group of learners”.²

This research paper will tackle exactly the textbook evaluation of ESP books in a case study of Business English course offered to students of first year undergraduate program at the international speaking university, Epoka University in Tirana, Albania. It is significant to highlight that English for Specific and Academic Purposes is not even an academic program at the English Departments of any foreign language faculty in the country. The English departments curricula offers only general secondary and high school English teaching and translation studies to a very broad spectra of courses; ESP track is not established even at the state university of Tirana to be considered as the most renowned academic corpus in Albania.³ Consequently, lecturers who offer such academic courses lack the relevant trainings in terms of teaching approaches, teaching aims and tools and, certainly the class material selection is based on ad hoc individual initiatives given the fact that there is no official ESP body of researchers in the country, yet.

Being inspired by this gap of textbook evaluation analysis in the academic debates in Albania, this article will shed light on the strengths and weaknesses of two major textbooks used in Business English course; the first book by Ian MacKenzie, *English for Business Studies* by Cambridge University Press 2008, used as a major course book in academic year 2015 -2016 Spring semester for the Business English course and, the other one by Carolyn Walker with Paul Harvey *English for Business Studies in Higher Education Studies ESAP Series*, Garnet Publication 2009 being used in Spring 2016-2017 for Business English course at Epoka university, first year undergraduate program. With regard to methodology, this paper will be conducted through a mixed research method by utilizing textual content analysis of the theoretical literature on main ESP, precisely on ESP textbooks evaluation literature; the case study of Business English textbooks for the Business English courses offered at undergraduate programs at Faculty of Economics at Epoka university in Tirana, Albania. Moreover, to these mixed methods will be added the findings by the researcher-made questionnaire as well as the students survey officially conducted by the university authorities to check quality and progress of the course. The findings of the questionnaire will add more original values and credibility to the concluding remarks on the selection criteria and effectiveness of the used Business English textbooks at Epoka University.

Structurally, firstly, the research will depict the most representative literature concerned with significance and challenges about the university textbook selection, its compatibility with the course designs and objectives, and the interdependent relationship between the teacher and the book in the English language learning and acquisition process. Then, the descriptive portrait will be narrowed to the situation of the ESP textbooks by making an original identification in the unexplored area of the deep ESP

¹ Alan Cunningsworth, *Choosing your course book*, Cambridge University Press, 1995, p 6

² Ibid, p 5

³ University of Tirana, Faculty of Foreign Languages <http://www.euni.de/tools/jobpopup.php?lang=en&option=showJobs&jobid=18970&jobtyp=7&university=University+of+Tirana&country=AL&sid=34>

and traditional ESP books distinguishing the features per each accordingly. Thirdly, the focus of the analysis will be shifted totally to the SWOT analysis of the case study; two ESP textbooks used by the author of this paper in her lecturing experience of the Business English course at the undergraduate study program of Faculty of Economics and Administrative Sciences at Epoka university in Tirana.

The argument made is that deep-content ESP book does not result motivating and productive into accelerating the business English acquisition of students; instead - the *EASP GARNET* publication - the more communicative, task-based language prone for real professional environment turns to be more inspiring, productive and more student-centered driven. In order to support this premise, the findings of the research will refer to both textual SWOT analysis of the ESP textbooks aforementioned, and to the feedback of students taking the course in the respective academic years 2015-2016 and the current 2016-2017. The students' perception and evaluation of the textbooks will be extracted by the university survey of the 2015-2016 academic year, and to the current survey questionnaire delivered to the ongoing students by their lecturer (the author of this article) during this ongoing spring semester.

Finally, this research makes a unique contribution to evaluation analysis of ESP textbooks used in the tertiary level of studies in Albania given the fact that ESP track does not exist yet at any English language department in the country. There is no qualitative research on the effectiveness of teaching approach, aims and objectives, language-content of any ESP book used in tertiary studies in public or private universities in Albania. As a result, this modest yet, original research will pave the way to other comparative evaluation analysis on the compatibility criteria of the ESP class materials to the learners' needs.

2. DESCRIPTIVE REVIEW OF THE LITERATURE ON THE EFL AND ESP BOOKS

Swales is among the first scholars to have identified as a problem the issue of ESP textbooks in his earliest article in 1980 though the ESP books had been in circulation from early 1960s⁴. With regard to attributes paid to publishing materials in general, according to Swales, even publishing materials have a discernible shape; a beginning, a middle and end⁵. What he calls a problem is the fact that – to him - the ESP textbooks have been rejected as complete courses, although they have proved useful for staff reference or as sources for occasional or organized photocopying.

Hutchinson and Torres emphasize that textbooks not only survive the changes but they thrive since they satisfy certain needs.⁶ Despite many other digital tools and means of material provision in today high-tech worlds, the above authors argue that books still remain the most essential source of teaching and learning process. A most precise definition on what materials consist is given by Tomlinson who claims that 'materials comprise anything which can be used to facilitate the learning of a language. They can be

⁴ John Swales, "ESP: The Textbook Problem", in *The ESP Journal*, Vol 1, No 1, Fall 1980, p 1

⁵ *Ibid*, p18

⁶ Hutchinson, T and Torres, "The textbook as agent of change", in *ELT Journal* 48 (4), 1994, p. 316

linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through life performance or display, or on a cassette, CD-ROM, DVD or the internet".⁷

Interestingly, Wisniewska puts an explicit question in her article, - what is the future of a textbook? Will it be replaced by interactive multimedia? Likewise, the methodology and scope of this paper, she examines the usefulness of various types of didactic materials in % accordingly for language textbooks; English academic and professional textbooks; internet; TV and Press. This empirical research was conducted based on the findings of a survey undertaken in 2009 at a leading university in Poland. It was carried out to 250 undergraduates, graduates and postgraduate students of business related subjects who were asked to give their opinions on usefulness of learning/teaching materials. All participants of the survey were adult students of at least B2 Level of English fluency. The findings in % are given in the following table:⁸

Materials	Very useful	Useful	Less than useful	Useless
Language textbooks	55	41	2	2
English academic and professional textbooks	48	47	5	0
Internet	45	48	6	1
TV	26	50	18	5
Press	26	57	16	2

This Polish case study demonstrated that 55% of all respondents regarded language textbooks as very useful in learning EFL and the other 41% found them useful. In brief, this Polish reliable case proved that there is no question on the leading role of textbooks in teaching and learning process from the students' perspective themselves.

Furthermore, adding up to these supportive findings on the necessity of textbooks for language teaching and learning, Wisniewska provides insightful highlights on the pros of book usage in an English academic course. For instance, books develop communicative competence whose possession is equal to brilliant qualification in order to be successful in the today's competitive climate. Moreover, they are designed in such a manner that can be customized and personalized to different learners' linguistic level and learning styles.⁹ Most importantly, books guarantee uniformity in terms of course content at course level but even further to university level, they serve as a coherent tool to arrange cohesion and coherence among overlapping courses of cross disciplinary nature. Yet, as Cunningsworth put it long time before, there is no perfect ideal book to offer a permanent satisfaction for both teachers and learners.¹⁰

Narrowing the research focus of this article to the ESP textbook factor, Dudley-Evans & St John maintain that ESP materials in particular need to have consistency and 'recognizable patterns' in order to gain popularity and familiarity with all students¹¹.

⁷ B. Tomlinson. *Materials Development in Language Teaching* (w:) Carter. R, Nunan, D (red.), The Cambridge Guide to Teaching English to Speakers of Other Languages, CUP, 2001, P 66-71

⁸ Halina Wisniewska, "Modern Teaching materials: SWOT analysis of an ESP textbook", presented at the International Conference on the future of Education, 2015, Kozminski University, Warsaw Poland.

⁹ Ibid, p3

¹⁰ Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*, London: Heinemann, 1984, p 4

¹¹ T. Dudley- Evans & St John, M. J, *Developments in English for Specific Purposes: multi-disciplinary approach*, Cambridge University Press, 1998, p 17

Moreover, O'Neil enumerates four reasons to advocate the usage of course books: their appropriateness to students' needs; future learning planning; affordability in prices in exchange for high quality materials; adaptability aiming natural interaction to happen.¹² Hutchinson and Waters among several arguments bring up the determining conditions of successful language learning process as a result of correct understanding of human thought processes, - the structure and processes in the mind.¹³ Moreover, the authors define evaluation as a matching process between the needs of learners and solutions provided to them¹⁴.

Issues of selection criteria for class materials are further discussed by Haghghi and Danaye Tous in their evaluation analysis of the ESP textbook on *English for the students of computer engineering* taught at Payame Noor University in Astane (Guilan province, Iran) where according to authors, the key determinant variable in textbook selection should be the students because ESP as a teaching approach most predominantly targeted at student-centered learning needs.¹⁵ The findings out of this Iranian case study revealed that ESP material developers specifically dealing with English for Computer engineering had to take into account the following points in the revised book edition¹⁶:

1. To foster individual learning,
2. To cover all four skills adequately to meet students' needs,
3. To give more priority to reading passages and associative activities,
4. To reconsider the lack of emphasis on interesting listening materials,
5. To emphasize the listening of authentic materials,
6. To provide materials that facilitate real-life interaction,
7. To provide textbooks with writing activities suitable in amount of guidance and control,
8. To provide graphic illustrations that aim to motivate learners talk about the subjects,
9. To focus much more attention on attractive appearance.¹⁷

Dudley –Evans & St. John point out that ESP is a remarkable and distinctive part of ELT, which above all was firstly established as a material-led movement aiming to develop textbooks that comply with the learners' professional interests and tailored linguistic needs. Although their main contribution is in needs analysis for business English purposes, they offer a very clear general introduction towards understanding ESP as a multi-disciplinary approach and activities by merging the perspective of ESP theoretician and practitioners as teacher, researcher, evaluator, course designer, and collaborator.¹⁸

Nevertheless, a most concise picture on the reasons for evaluation of ESP materials is drawn by Tomlinson as the following¹⁹:

¹² R. O'Neil, "Why use textbooks? *ELT Journal*, 36, 1982, pp 104-111

¹³ Tom Hutchinson & Alan Waters, *English For Specific Purposes*, Cambridge University Press, 1987, p 95-96

¹⁴ *Ibid*, p 97-98

¹⁵ Maryam Danaye Tous & Sara Haghghi, "Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major", *International Journal of Research Studies in Language Learning*, Vol 3, No 2, 2014, pp5 5-68

¹⁶ *Ibid*, p 66

¹⁷ Tony Dudley-Evans and Maggie Jo St. John, *Developments in English for Specific Purposes: A multi-disciplinary approach*, Cambridge University Press, 1998.

¹⁸ *Ibid*, cited in *IBERICA*, No 2, p 85-86

¹⁹ Bernard Tomlinson, "Developing criteria for materials evaluation", *IATEFL Issues*, 147, pp 10-13

- To select a textbook for a course.
- To select materials to supplement a course book.
- To select materials from different sources in an eclectic manner.
- As a basis for adaptation of materials in order to make them more suitable for a particular course.
- As a basis for improving materials (trialing or piloting materials).
- In order to edit materials produced by others.
- In order to review published materials for a journal.
- In order to help teachers or trainee teachers develop their understanding of methodology and materials writing.
- In order to recommend a course book for an institution or ministry of education.
- As part of research experiment.”

Despite these abovementioned efforts and academic evidence, Basturkmen justifies her book on ESP courses stemming primary from the lack of theoretical analysis on the ESP courses design. Because of this gap identification thus, arguing the need for more elaborative theoretical input to ESP curriculum designers, she analyses salient issues of needs analyses as a determining component to content language syllabus by curriculum designers.²⁰ She discusses the notion of a common core of a general language that is drawn on in all areas of life. Basturkmen uses the visual graphic provided by Pitt Corder (1993) to visually demonstrate the relationship between ESP and the basic general English as the common core. This figure is used by the researcher too in the following where the inner highlighted section constitutes the general pool of language of highly predominant items used in all varieties of languages.

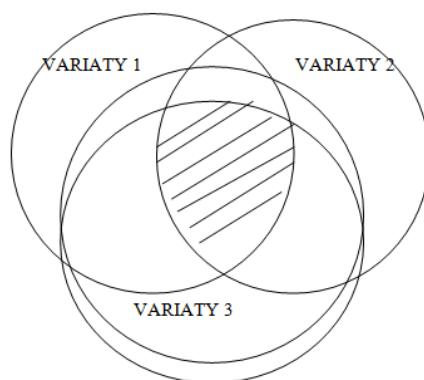


Fig 1. Common Core review. From *Introduction to Applied Linguistics* (p 66) by S. Pit Corder, 1993, Harmondsworth: Penguin. (Extracted from Helen Basturkmen, 2008, p 16)

By contrast, in her 2010 book on *Developing Courses in English for Specific Purposes*, Basturkmen aims at making the ESP course development accessible to ESP practitioners and

²⁰ Helen Basturkmen, *Ideas and Options in English for Specific Purposes, ESL & Applied Linguistics Professional Series*, New Jersey: Lawrence Erlbaum Associates. Inc. 2008, p 15

other interested audience having a most practical-targeted approach in discussing content and other organization issues of the ESP courses²¹. Note highlighting through her analysis is her quotation of Tudor (1997, p 91) on one of the most distinctive characteristics of ESP is that it deals with “domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with”.²² What this statement implies is that the language content of ESP materials exceeds the normal communicative potentials of the educated native speakers of English.

Advocates of communicative language teaching put on the spot light the emergence of needs analysis as a major differentiating indicator of ESP courses. For instance, Richards deciphers his understanding of “needs analysis - the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings in order to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and language features of particular settings”.²³ Despite original argumentation and attitudes, as ascertained from the afore depicted theoretical review, most ESP scholars and practitioners do share the same main impetus driving their ESP materials debates - the need to observe, monitor and remedy class materials for the ultimate scope of ESP language learning successful process.

3. COMPARATIVE CASE STUDY OF TWO ESP TEXRBOOKS

3.1 SWOT analysis of *English for Business Studies* by Ian Mackenzie, Cambridge University Press

English for Business Studies, first edition was published in 1997, then the second edition in 2002 and the most updated third edition published in 2010 by Ian Mackenzie by the world renowned Cambridge University Press. The author has revised and updated his original book considering comments and feedback made by other scholars, researchers and students interested in the field of Professional English. This book due to its worldwide popularity, credibility and usage to students of Business and Economics, has been used in Albania too by the researcher of this article. Prior to evaluating its input into the class performance of Business English course to undergraduate first year students of the respective majors of study, a descriptive section will be provided highlighting the aims, unit structure and teaching approach, and the rationale of the constituent elements of the book. In order to accomplish this descriptive picture, we will refer strictly to the teacher’s book instruction pages.²⁴

- a. The aim of *English for Business Studies* from upper-intermediate to advanced learning level are:
 - To present students with the terminology and language found in authentic materials (newspapers and magazine articles related to business and economics fields);

²¹ Helen Basturkmen, *Developing Courses in English for Specific Purposes*, Palgrave Macmillan, 2010, p X-XI

²² Ibid, p. 8

²³ Jack C. Richards, *Communicative Language Teaching Today*, Cambridge University Press, 2006, p. 12

²⁴ Ian Mackenzie, *English for Business Studies - A Course for Business Studies and Economics Students*, Cambridge Professional English, Cambridge University Press, 2005, pp. viii- ix

- To develop reading skills and give practice in the comprehension of business and economics texts;
 - To provide listening practice in the respective domains;
 - To provide learners with opportunities to express concepts themselves, by reformulating them in their own words thus utilizing synthesis, summary, analyses, criticism and discussion.²⁵
- b. Unit structure organization is comprised of three main components:
1. A theoretical, disciplinary-content driven informative reading which is preceded by a warming up class discussion relevant to the reading theme.
 2. Listening consists either of an authentic interview with a business person or economist, or listening exercises related to theoretical component of the unit.
 3. Lastly, the previous steps are followed up by an additional case study, role play, discussion activity or writing exercise.
As far the rationale of the book is concerned, the key word of the author Mackenzie is the exposure to abundant of authentic business and economics language to students either by native speakers as they appear in real business life plenty of jargon, idiomatic language and slow or fast flow of speech.²⁶ To illustrate the authentic factors, the interviews include British and American native speakers, as well as non-native speakers from Germany, Italy, Switzerland, India and Malaysia, while working as a company director, accountant, manager, bond dealer, financial journalist or even member of the British Parliament.
- c. The content and units title of the book are given in the beneath table to demonstrate the very deep disciplinary driven topics of the course syllabus and class language.²⁷
1. The three sectors of economy
 2. Management
 3. Company structure
 4. Work and motivation
 5. Management and cultural diversity
 6. Recruitment
 7. Labor relations
Test 1: Management
 8. Production
 9. Marketing
 10. Advertising
 11. Promotional Tools
Test 2: Production and Marketing
 12. Accounting and Financial statements
 13. Banking
 14. Stocks and shares
 15. Bonds
 16. Futures and derivates

²⁵ Ibid, p. ix

²⁶ Ibid, p ix

²⁷ Ibid, p V

17. Market structure and competition
18. Takeovers, mergers and buyouts
Test 3: Finance
19. Efficiency and employment
20. Business ethics
21. The role of government
22. Central banking, money and taxation
23. Exchange rates
24. The business cycle
25. Keynesianism and monetarism
26. International trade
27. Economics and ecology
28. Information technology and electronic commerce
29. Entrepreneurs and venture capital
Test 4: Economics

Relying on observation and usage of the course book by the researcher of this paper, it is obvious that the very theoretical thematic reading passages with a very significant dominance of technical terminology for each professional topic, turns to be the most conspicuous feature and scope of the book- exposure to abundance of technical real –business vocabulary to undergraduate students prior to genuine professional confrontation with the business world. The emphasis on professional vocabulary learning is demonstrated by the 1.c Comprehension Exercise (in every unit is pursued this procedure) and 1 d. Vocabulary Exercise on eliciting definitions or matching for the new words in the reading passage. Typically, these comprehensive tasks reinforce the reading styles of English language students by making them read either for specific details or induce the meaning of unknown words by contextual analysis of the given reading assignment.

On the contrary, the communicative aspect of the book is confined only to discussion prior to reading passage or otherwise, feedback and attitude questions and some role play situations.²⁸ Thus, speaking environment though is guided by reference to authentic listening interviews or practitioners experience-sharing, yet the speaking is limited to rehearsals or semi-real professional communication tasks. In other words, unlike the natural interaction expected to occur in business deals, business discussions, presentations, forums or negotiations, students are asked within a situational space to give an improvised role play tasks where they are predominantly expected to use the key vocabulary just placed in the reading passages. Putting it differently, students are required to follow a linguistic plan and recipe rather than given free space to construct naturally their working environment, their presentations, or to exceed the linguistic potential of the given thematic unit.

Writing, which is a most fundamental component of business correspondence and real economic and business life, which takes plenty of time to drill and be acquired professionally is sufficed with solely one ‘homework task’. For instance, Unit 11 on Advertising puts as a homework requirement to write a script of 20 –second commercial to be played on a radio station²⁹. Definitely given the energy, creativity and experimental spirit of the eager undergraduate students, this basic writing requirement could be accompanied by other

²⁸ MacKenzie, p. 57 Exercise 2c. Role Play – Production Quality- Should we recall this product?

²⁹ Ian MacKenzie, *English for Business Studies*, Unit 11, Exercise 2 E, p 73

demanding subcomponent stages, such as to search into the current market for the most popular commercials; examine what elements have made them successful; analyze their production and assess their professional quality; and finally ask students in business plans and teams make their TV commercial of your perspective business. By extending the writing assignment into a more complex and multi-layered task students will gain independent research skills into various literature data, analyze and apply system - thinking on that information and, undoubtedly students will gain more lively exposure to plenty of technical and professional vocabulary surpassing the target concepts of that respective unit.

3.2. Empirical findings from Epoka University Survey on *Business English* course evaluation

It was only in the academic year 2015-2016 that pursuing the curricula adjustments and requirements, the course of Business English offered to first year, spring semester undergraduate students of the Faculty of Economics and Administrative was conducted having a main course book material apart from other supplementary materials. Given the world prestige and reputation of the Ian MacKenzie's book, *English for Business Studies* was used by the course instructor to students of the respective departments, - Business Administration and Marketing Logistics (42 students), Business Informatics (49 students), Banking and Finance (96 students).

The university survey is aimed at several assessing components of the course; however, for the narrow scope of this research, I will be referring only to the score on the statement related to textbook and class materials evaluation.³⁰ The average signifies the average of all points given to a lecturer within the interval 0-3. The general averages of questions are officially calculated by the digital computing system of the IT office of Epoka university and, thus the followings rely on the official statement released by the said office.

Questions of Survey	Average	Standard deviation
The outline and objectives of the course were presented clearly in the syllabus.	3.44	0.99
The textbook and/or reading materials were helpful for understanding the subject matter.	3.37	1.03
The course increased my knowledge and interest in the subject matter.	3.34	1.06
The instructor made appropriate use of course materials to subject matter	3.38	1.03

Despite optimistic statistical findings, the students are allowed to add comments to further evaluate the course performance. Certainly, the relative objectivity and subjectivity variables make the survey results credible to relative degree. However, it is worth bringing up the comments of some students made to the course book, which is the target to this article.

³⁰ The complete survey is placed at the Appendix section of this research titled officially 2015-2016 Spring Semester, Student Evaluation Report by EPOKA University. www.epoka.edu.al

There were three comments made in the survey section by students of Business Informatics major. The opinion of one them is literally quoted “In my opinion, the use of the textbook and reading in class takes us back in high school. It is the same method we used there and I think that it is inappropriate. I would like power point better. The other student’s opinion, in quote “The course is very interesting, but in my opinion the textbook is inappropriate and incoherent. Students should talk more rather than read”. As a conclusion, students did not appreciate and feel motivate by the in-depth professional terminology of the simplified theoretical units of the book which covered predominantly the content and the reading task of the classroom. As a consequence driven by the lack of inspiration put my too much reading emphasis of a conglomerate of business, financial and economic theoretical notions offered by Mackenzie’s textbook, the instructor of Business English course (at the same time the writer of this article), selected another business English book form the series of English for Specific and Academic Purposes (ESAP) published by Garnet Education - another UK brand publication.

3.3. SWOT Analysis of the book *English for Business Studies* by Carolyn Walker with Paul Harvey, ESAP by GARNET Education

The principle aim of English for Business Studies in Higher Education Studies, published in 2008 , is to teach students to cope with input texts, i.e listening and reading in the discipline. The syllabus concentrates on key vocabulary for the discipline and on words and phrase commonly used in academic and technical English³¹. Its ultimate scope is to prepare students in advance fro their tailored academic studies, therefore, having the focus on the study of the discipline rather than real work field has made the book designed on skills scaffolding which a business students will need for advanced further studies. The titles of the units of this book are provided below:

- Unit 1. The Business of business
- Unit 2. The organization of work
- Unit 3. Getting the work done
- Unit 4. The world of technology
- Unit 5. People and markets
- Unit 6. Products and strategies
- Unit 7. Operations: producing the goods
- Unit 8. Operations: efficiency, costs and quality
- Unit 9. Managing financial accounts
- Unit 10. Funding company activities
- Unit 11. External influences
- Unit 12. Strategy and change

Each unit consists of four sub-lessons as following:

Lesson 1: vocabulary for discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension,

³¹ Carolyn Walker with Paul Harvey, *English for Business Studies in Higher Education Studies*, ESAP Series, Garnet Publication, UK. 2008, pp 6-8

Lesson 4: a parallel listening or reading text to that presented in the lesson 2, where students have to use their new skills to decode, in addition written or spoken work is further practiced.

Given its skills development focus, the authors pursue the strategy of elaborative skill development per each linguistic dimension. Examples of specific skills practiced in the course include³²:

Listening

- Predicting lecture content and organization from the introduction
- Following signposts to lecture organization
- Choosing an appropriate form of lecture notes
- Recognizing the lecturer's stance and level of confidence/tentativeness

Reading

- Using research questions to focus on relevant information
- Using topic sentences to get an overview of the text
- Recognizing the writer's stance and level of confidence/tentativeness
- Using the Internet effectively

Speaking

- Making effective contributions to a seminar
- Asking for clarification- formulating questions
- Speaking from notes
- Summarizing

Writing

- Writing notes
- Paraphrasing
- Reporting findings from other sources – how to avoid plagiarism.

The author is driven by teaching the “text-attack” skill practice – that is listening and reading strategies which enable students to extract communicative value at a single listening or reading.³³ Therefore, the listening materials such as lectures, interviews or students' seminar contributions are listened only ones, thus squeezing attentive listening skills to the maximum as in real course lectures given in English through native or non-native professors. Moreover, to the same degree of importance is prioritized the academic writing outputs such as reports, essays and oral presentation and defense of the written work conforming to English academic writing regulations- thus guaranteeing the same success for international students coming from different cultural background and schools.

3.4. Empirical findings from Epoka University Survey on *Business English* course book by Carolyn Walker

The business English course ongoing this spring semester has not been completed and hence, the official survey by the university on course evaluation has not been conducted yet. Given these circumstances, the researchers compiled a questionnaire and aimed to deliver to students of her Business English course the last week prior to course finalization. The

³² Carolyn Walker with Paul Harvey, *English for Business Studies in Higher Education Studies*, ESAP Series, Garnet Publication, UK. 2008, p 7

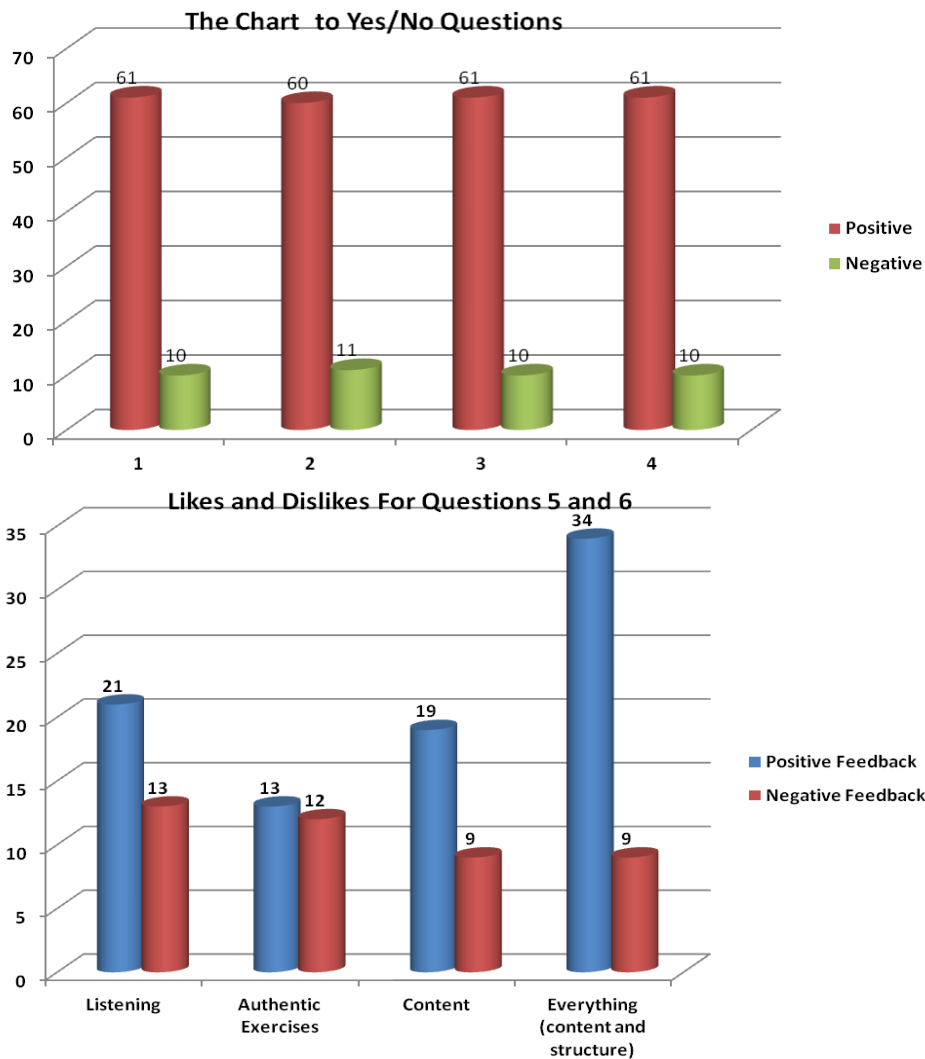
³³ Ibid.

questionnaire had four closed questions and two open questions. In particular challenging but significant to the research findings are the explanations given on the open questions and what they (students) liked about the course book and what they did not like about the textbook?

The following table will provide in number the answers given by the respondents who participated in the survey, in total 71 students. The bar charts comprise a visual demonstration of the respondents' feedback positive one as compared to the negative one. Convincingly, as visually shown in bar charts accordingly for the closed and open questions, students have graded the book on ESAP series with very optimistic and high assessment appreciating the well- balanced skill progress performance; they have found the listening lectures very useful for real educational purposes.

Questions	Yes	No
1. Is there evidence that the book is influenced by communicative activities, use of authentic mater	61 students	10 students
2. Are specific communicative aims or objectives indicated, either generally or in connection with individual units?	60 students	11 students
3. Do realistic activities the learning of skills transferable to professional communication?	61 students	10 students
4. Are there clear objectives per each unit/lesson?	61 students	10 students
5. What did you like mostly about this course book? Why?	The key concepts in their positive response were: very helpful listening exercises, authentic illustrations in exercises through coherent and updated content language, realistic coverage, or the version- everything about the book	
6. What didn't you like about this course book? Why?	The key skill or dimension of the book to have a negative feedback was the listening for being too long, too detailed and even boring. Some students recommend more reading to a high degree of linguistic difficulty.	

This chart shows visually the students' feedback to the closed questions.



This bar chart demonstrates the open feedback provided by students on assessing the whole book - incorporating the whole elements as they freely expressed themselves related either to listening, thematic content, realistic and authentic case studies through exercises, altogether content and structure and the balance between all the linguistic dimension. These open questions could have been guided by a list of components of the book, but the author did not to bias the answers of students or pressuring their subjective choice with regard to their most satisfying or/and dissatisfying structural and thematic components of the textbook. In addition, it is worth mentioning that 9 (nine) students explaining their dislikes towards the textbook, they were satisfied by overall book but complained about little space provided for reading passages or otherwise those reading ones were not challenging enough for university students.

4. CONCLUDING REMARKS

This article aimed at making an original contribution to the literature on ESP textbook evaluation in higher education courses in Albania. The research made attempt to explore and find original solution to the question on more quality and successful language learning process by two types of ESP books; the deep-disciplinary integrated content ESP versus the balanced traditional ESP equally focused on the four linguistic dimensions. The study was among the very first ones to deal with comparative evaluative case study analysis in the country where the discipline of ESP within ELT is not established and almost does not exist in academia; thus, the debate is confined to sporadic and individual academic initiatives of some researchers interested to establish the ESP track and body of literature out of this huge vacuum.

Searching for the most persuasive and scientifically supported answer, the research was conducted through mixed research methods by utilizing content textual analysis of the existing ESP textbook evaluation literature, the selection criteria and prominence of ESP relevance to students' needs; the observation tool and the findings revealed by two students' surveys on the comparison of two Business English textbooks used in tertiary studies; *English for Business Studies* by Ian Mackenzie, Cambridge University Press, third edition and, *English for Business Studies* by Carolyn Walker with Paul Harvey, ESAP by GARNET Education, UK (2009).

Both books claim in their coverage to be used by students of business and economics aiming to tailor their linguistic needs for both academic challenges and perspective professional role soon after graduation. Therefore, the article tended to expound the representative theoretical literature review on the uncontested pillars that characterize the good quality ESP book: their compatibility and primary objective to fulfill the learners' special needs; its authentic materials approaching the student with real business life environments; its unique focus and commitment to student-dominated class tasks and language. As a result, the theoretical review was followed by two original and credible students' surveys through filling a questionnaire as the only original tool of research given the complete lack of any previous contribution and comparative case study on effectiveness of ESP textbooks used in Albanian higher education studies before, particularly for the Business English course offered to undergraduate program.

Since the Mackenzie book was used at Epoka university as the main textbook for the Business English course offered in Spring semester of academic year 2015-2016, the writer of the paper had to rely on the official survey conducted anonymously by the university with regard to course teaching quality. The survey tackles other issue not related to textbook and class materials used by the lecturer, therefore for the narrow purpose of this article, there were extracted of this survey only the statement and students' perceptions to those statements. The statistical findings and comments, most importantly are all calculated by the digital program of the university IT office for the purpose of quality teaching and performance measurement. By contrast, the current ongoing business English course using the ESP book by Carolyn Walker is still in process till June, therefore prior to the official survey by university, the writer of the paper conducted itself the questionnaire to be delivered to current students of Business English. The value of this self-designed questionnaire lies on the variety of questions put to students - both close and open questions aiming to unfold their objective and unbiased feedback on the quality and usefulness of the textbook to their professional knowledge, academic skills development and overall English linguistic competence.

Regarding the findings of both surveys, for the Mackenzie book there were comments and low score as well with the overdose, cognitive and linguistic complexity of the reading passages much overloaded with technical terms mainly to be memorized in vocabulary matching exercises rather than communicative tasks to brush them up in natural student-constructed settings. On the other hand, despite the high positive grades the other Business English book by Carolyn Walker had as a main weakness - from students' perceptions - the lack of reading theoretical part. It offered plenty of long listening but the counterbalance with reading content-based passages was poor. However, based on the SWOT analysis of the two books, they turn to have been very useful to students' performance and progress in business concepts understanding and business English vocabulary enrichment.

It is truly hard to find an ideal textbook to equally satisfy the needs of the all our diverse students having to cope with several course books in the increasingly cramped university curricula. It seems that Cunningsworth's statement that there is no perfect ideal book to offer a permanent satisfaction for both teachers and learners, hold ground even today. Yet, passionate English language researchers and academicians will continue to explore the undiscovered field in search of better solutions for their students!

APPENDIX

Questionnaire checklist of Alan Cunningsworth (1995, p 118)

1. Is there evidence that the design of the course book is influenced by communicative considerations (eg emphasis given to communicative activities, use of authentic materials and realistic tasks)? Yes No
2. Are specific communicative aims or objectives indicated, either generally or in connection with individual units? Yes No
3. Do realistic activities promote the learning of communicative skills and strategies which are transferable to professional real-life communication?
4. Are there clear objectives for each unit/lesson?
5. What did you like mostly about this course book? Why (designed by the author)
6. What didn't you like about this course book? Why (designed by the author)

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