

Evaluation of an E.S.P. Textbook from Teachers' and Students' Points of View: A Case Study of Nursing One for Premedical Students at a Saudi University

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Abstract

This research aims to evaluate Nursing One; a textbook endorsed to teach medical English to premedical students at Umm-Al-Qura University. The study is quite significant as it attempts to check the suitability of this book for premedical students who are assumed to be taught the proper language that qualifies them to study medicine through an English medium. So, the study's central question asks about the appropriateness of Nursing One for the target students in terms of its subject, content, and layout. The researcher obtained data via a checklist given to (25) teachers and a series of interviews arranged with (12) students. The collected data are analyzed quantitatively, and the results reveal that the participants (teachers and students) are pretty satisfied with most aspects of Nursing One. More specifically, it is revealed that most subjects acknowledge that the content, layout, design, and presentation of Nursing One are appropriate. They admit that the book is adequately organized, and its topics are selected carefully to cater to the students' academic and professional needs. These results have led the researcher to conclude that Nursing One is a suitable textbook for premedical students at Umm-Al-Qura University. The research recommends that all E.S.P. textbooks be rigorously assessed and evaluated before being endorsed to be taught in classrooms.

Keywords: assessment procedures, checklist, English for specific purposes, Nursing One, textbook evaluation

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Introduction

A language teaching program is commonly based on several pillars, but an essential one is a textbook. A textbook is crucial in any language teaching program since it represents the primary source of the required linguistic information to be taught to language learners. Umar & Eterji (2020) confirm the importance of a textbook, saying that it is the milestone of any teaching-learning procedure. Hutchinson and Torres (1994) add that "The teaching-learning process would remain incomplete without a relevant textbook." (p. 316).

Using a textbook has many advantages; for example, it helps establish a reference or a framework for the language program and helps to unify the instructional processes. Crawford (2002) claims that textbooks are reliable learning resources and can provide a perfect language model that can quickly be adopted in the classroom. Umar (2016) adds that books can also be used to train beginner teachers.

However, textbooks are not always perfect, and in many cases, they appear with severe defects. According to Crawford (2002), the defects may include but are not limited to the following:

1. They may include inauthentic language.
2. They may not cover the learners' specific needs.
3. They may minimize teachers' roles.
4. The books could be pretty expensive.

An ideal textbook must attempt to meet the specific objectives of a particular course and cater to the academic and socio-cultural needs of the target students (Shannon, 2010). Textbook evaluation helps to identify the points of strength and weaknesses in the textbook. This type of evaluation assists textbook writers in revising and modifying or improving their subsequent editions.

Quite recently, textbook evaluation practice has begun to occupy a more expansive space in the realm of English Language Teaching literature. The primary goal of this practice is to set criteria that allow a textbook to be systematically analyzed to ensure its usefulness and practicality (Salih, 2017). These criteria could appear as a checklist built on several factors such as the book's capacity to help students achieve linguistic proficiency, meet the learners' academic and social needs, cater to individual differences, and many other contextual features. A textbook must fulfill several conditions and have specific thematic elements that must appear in every aspect of the textbook fabric (Tomlinson, 2001). These aspects must be carefully considered and well covered in each textbook. This current research aims to evaluate a book titled **Nursing One**. The researchers have endorsed this E.S.P. textbook for teaching Medical English to premedical students at Umm-Al-Qura University (U.Q.U.) since 2014.

Introduction

Nursing One was developed by Oxford University Press (O.U.P.) and intended for those students who want to study English for medicine and nursing. The book comes within a series of books entitled Oxford English for Careers. This series aims to prepare the students to learn their medical courses through an English medium of instruction. The author of this book (Tony

Grice,2014) says, “*Nursing One seeks to develop the language and skills students need to prepare for their future medical study in English.*”(p.2.) He explains this further, saying **Nursing One** gives the language, information, and skills the learners need to start their medical study or career.

This research helps to check the capacity of **Nursing One** to cater to the students' linguistic and professional needs. Furthermore, it is expected to attract the students and raise their motivation for learning.

Purpose of study

A textbook is not always expected to be a perfect product (Mukundan,2007). Hence, this research aims to allow teachers and other partners to identify the strengths and weaknesses in **Nursing One** and try to enhance the points of strength and cater to the deficiencies with adequate supplementary materials. This current evaluation program plans to help all partners, particularly the book's authors, review and fill the gaps in their future editions. For that purpose, this research will try to choose and implement a set of adequate criteria for assessing this textbook. Another objective of this study is to ensure that the book, i.e., **Nursing One** is a successful selection, that it will meet the needs of the learners, and that its content does not conflict with the learners' values.

Significance of study

Textbook evaluation is an important activity for both instructors and textbook writers. Indeed, it can act as an instrument for selecting adequate learning materials for students at a specific academic level or specialization. But unfortunately, textbook evaluation is not always given due attention, and scientific criteria are not adopted when choosing a textbook to teach a particular language course (Hutchison & Torres, 1994).

Hence, this research aims to assess **Nursing One**, a book assigned to a group of premedical students taking an E.S.P. course in the preparatory college at Umm-Al-Qura University.

The Specific goal of the research

This investigation aims to assess **Nursing One** from the instructors' and students' views. The results of this evaluation can provide decision-makers at the English Language Centre (E.L.C.) with accurate data to decide upon the level of appropriateness of that book for premedical students in the preparatory college.

The research questions

This research project attempts to answer the following questions:

1. Is the design of **Nursing One** appropriate?
2. Are the activities in **Nursing One** sufficient and well presented?
3. Does **Nursing One** teach the appropriate language skills?
4. What type of language does **Nursing One** introduce?
5. Is **Nursing One** effective in terms of its subjects and content?
6. Does **Nursing One** use effective assessment procedures?

Literature Review

Textbook evaluation and its functions

Educators conduct textbook evaluations for different objectives. For Tomlinson (2003), textbook assessment is a process that aims to measure the value of the material taught to a specific group of learners. For instance, it shows a textbook's value and suitability for a particular group of learners.

Littlejohn (1998) points out that text evaluation enables the evaluator to see 'inside' the materials to control their design and implementation more. Cunningsworth (1995) asserts that textbook evaluation helps choose a new textbook or find particular strengths and pitfalls in coursebooks already in use. Such evaluation may also help publishers decide on publication and help researchers and authors prepare their books and write reviews for journal publication.

Textbook evaluation procedures

The significance of textbooks makes it necessary to seek an adequate assessment procedure and identify the principles to follow in their assessment. Litz (2001) claims that there are several textbook evaluation procedures, making it necessary for researchers to look for the best assessment procedures that fit their evaluation objectives. For this purpose, checklists are among the most practical and effective techniques for measuring the appropriateness of the textbook features. The textbook features that need evaluation include the book's suitability, its accessibility, and its layout. Such features are commonly evaluated qualitatively on the Likert scale (e.g., Strongly Agree, Agree, Neutral, Strongly Disagree, and Agree).

For Cakit (2006), a checklist is an instrument to evaluate a textbook on specific criteria. This instrument states the main features that are necessary for effective educational materials. It allows for comparison between different sets of subjects. Actually, through a checklist, a researcher can specify, verify or compare information about a particular book. The researchers, the instructors, and students can participate in the evaluation process. These participants try to specify the value of each textbook feature according to the set criteria (Soori et al., 2011).

McGrath (2002) says the checklist is systematic and comprehensive, and its results are usually precise. Furthermore, a researcher could easily modify the checklist to match a specific situation.

Two types of evaluation (Predictive & Retrospective evaluation)

The standard classification of textbook assessment techniques is entitled predictive vs. retrospective evaluation. Predictive or pre-use evaluation helps to decide which materials best suit the set objectives (Ellis, 1997). It helps to explore a textbook's future or potential before adopting it.

A retrospective textbook assessment checks predictive evaluation's reliability to improve its suitability for future use (Ellis, 1997). Concerning the nature of this form of evaluation, i.e., retrospective assessment, it is usually done through a wide-scale framework. This framework provides a more accurate assessment by analyzing the data obtained via varied instruments formed of a reflective report and a checklist (Cunningsworth, 1995). This assessment form may continue for the semester (Byrd, 2001).

Relevant to the above classification is macro-and micro-evaluation. While in micro-evaluation, the evaluator selects a specific teaching task and subjects it to a detailed evaluation, macro-evaluation endorses a comprehensive assessment procedure to check if the whole textbook meets the specific educational objectives. Planning and collecting data for macro-evaluation is quite a tiring procedure; however, a micro-evaluation sequence could serve as a rich source for macro-evaluation. Tucker (1995) reports that micro-assessment can be an effective tool for valid wide-range, macro-textbook evaluation. This current research adopts the macro-evaluation approach to evaluate Nursing One.

Previous studies

There are numerous studies related to EFL/ESL textbook evaluation. These evaluations generally use teachers' and students' perspectives. The ultimate objective of most of these evaluation studies is to check the efficacy and suitability of the target textbooks (Richards & Renandya, 2002). However, one could observe that most of these studies come from the West. Such studies are needed to check the suitability of the (EFL) textbooks for a typical conservative society like that of Saudi Arabia. Fortunately, and quite recently, some researchers conducted studies in the Kingdom and other Middle-Eastern countries. These studies have revealed some interesting and valuable results that will benefit the researchers in this current research project.

One of the most relevant studies conducted in Saudi Arabia was done by Alsheheri (2016). This study aims to evaluate an English language textbook titled Cutting Edge. This book is taught to first-year students at King Khalid University. To judge this textbook, the researcher relies on the perception of 12 teachers who provide their views via a checklist constructed by Litz (2001). The checklist has six domains covering the book activities, layout, language type, and content. The results reveal that the teachers are satisfied with Cutting Edge and acknowledge that this book serves its purpose to some extent. However, some teachers reserve that the textbook does not pay enough attention to the practical aspects of language teaching and that the book does not give enough time to handle the writing skill.

Another relevant research conducted in The Kingdom is by Al-Harbi (2016). This study uses two checklists instead of one to evaluate a textbook series taught in Taif secondary schools. The study aims to see if the series can achieve its set objectives. The first checklist by Keban et al. (2012) shows that the evaluators are generally quite satisfied with the series. Still, some of these evaluators express dissatisfaction with the review sections and the quality of the textbook paper. The second checklist used in this study was designed by Williams (2006). This checklist has also revealed both strengths and weaknesses in the language content. It is revealed that the vocabulary and reading skills are positively evaluated, whereas speaking, grammar, and writing are negatively rated.

A third relevant study in this region was done by Faruk (2014). That study analyses three textbooks published and used over the last three decades to teach English to secondary school students. The three books are 1- Saudi Arabian English, 2- English for Saudi Students, and 3- Traveller 111. The researcher noticed that Traveller 111, currently used in Saudi schools, differs significantly from the other two textbooks. This series stands in sharp contrast with them. The researcher (Faruk, 2014) highlights this contrast by saying from nineteen-eighty-two to two-

thousand-twelve, English was taught within the traditional Saudi cultural context, and there was total avoidance of western cultural issues. However, the English language material in Traveller 111 is contextualized in terms of western culture.

Quite recently, Salih (2020) checked the appropriateness of a series of textbooks called Pacesetter (Strange & Hall, 2015). This series is taught to premedical students at a Sudanese university. The researcher collected data from a sample of 24 EFL instructors. The results reveal the appropriateness of the series for the target students. However, some participants reserve that the book does not give enough time for speaking. In this study, a checklist helped to get the instructors' perceptions of the textbook.

In Turkey, Tunç (2010) conducted a unique study. The researcher assessed the first-year English program taught at Ankara University. The researchers obtained instructors' and students' points of view via questionnaires. The study used the (CIPP) evaluation model, developed in 1991 and has been used since then. The study sample involved 406 students who joined the university in 2008. The sample of study also involved 12 English language instructors from Ankara University. The instructors and their students provided the required data via questionnaires. The findings showed that the textbooks assigned to the first-year students serve their purpose to a certain extent. The study ends up with some suggestions to improve the content of these books and to pay more attention to the exercises and drills to make them more enticing and practical.

In South Korea, Litz (2001) developed a checklist and used it with students and teachers at a tertiary level. The checklist aimed to measure the efficacy of an EFL textbook called English First-hand taught at Sung Kwan University, South Korea. The checklist includes various criteria that cover the physical characteristics of the textbook, its methodology, its aims, and its teaching approaches. The researcher analyzed the generated data focused on the linguistic components and further expanded to include the students' backgrounds, needs, and interests. The criteria for this analysis are established on the theoretical model of communicative competence, which is adopted to build this evaluation checklist. The study findings obtained via systematic in-depth analysis reveal that the target textbook has many positive features and shortcomings. But "*Its positive attributes far out-weight the negative characteristics*" Litz (2001, p.34).

Ruben (2010) analyzed the content of textbooks used in Dutch early childhood teacher education. This analysis showed a lack of consistency in the content of the curriculum.

From the literature reviewed above, one can simply conclude that textbook evaluation has become a significant issue, widely considered by many linguists and curriculum specialists. Faruk (2014) confirms that textbook assessment has been an indispensable tool for deciding the appropriateness of a textbook for any particular school setting.

Evaluating textbooks for any educational program can be of utmost importance. However, a proper evaluation should consider all aspects of the book, including its layout and design, its content and language type, and the skills and activities used to enhance these skills. In practice, the researchers acknowledged that English textbooks could lead to better achievement in language skills if they are well developed; otherwise, they only become a waste of time.

Method

Participants

Text evaluation is the responsibility of the teachers who teach the target textbook, but Chambers (1997) proposes that the evaluation may be more reliable if it is collectively performed by all those who participate in the teaching-learning process.

For this study, 25 teachers and 12 students involved in teaching or learning **Nursing One** in the preparatory college at Umm-Al-Qura University have participated in the investigation. The sample of the teachers has engaged highly qualified staff members who belong to different nationalities, and most of them have relatively long teaching experiences varying from four to twenty years. They report that they have taught other EFL /ESP textbooks and are well acquainted with **Nursing One**, which is the subject of this study. The students' sample is selected randomly from the premedical groups studying in the preparatory college. The ages of these students vary between 17 and 19 years. The study took place during the second term of 2021-22.

Instruments

The researchers used a checklist to collect data for this study. Litz (2001) developed this list at Sung Kwan University in South Korea. That checklist was modified and used as an essential tool to collect data from the teachers. Litz's checklist adopts Likert scales. Hence, the subjects are requested to select from "Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree" to give their views on the items included in the checklist. The modified checklist consists of 32 items that cover six domains. Each of these domains explores one aspect of the textbook. The six fields cover: 1-The layout of the book, 2-The activities, 3- The skills, 4- The language patterns, 5- The content of the book, and the evaluation procedures. The checklist ends up with open-ended questions to allow the participants to express their views and elaborate on different issues in the survey if they like. Cronbach's alpha (α) is adopted to check the reliability of the checklist. This procedure revealed that the checklist has a high-reliability index of (0.81).

The second tool used in this study is a series of interviews with the student sample. The researchers conducted the interviews with 12 students randomly selected from the premedical students. The researchers prepared the interview questions, and two highly qualified instructors validated the instrument.

The Material of (Nursing One)

Nursing One, the subject of this study, was prepared by Oxford University Press in 2014. The author (Tony Grice) reports that **Nursing One** aims to help students succeed in their future careers and prepare them to pursue their study of nursing and medicine through an English medium of instruction.

Nursing One gives the language information and the skills the students need to begin their careers as doctors or nurses. **Nursing One includes** fifteen units. Each unit starts with a scrub-up and vocabulary, followed by reading and grammar, then teaches listening and grammar in context. Later on, the unit introduces process writing. The review section also involves vocabulary and an assessment of the learning outcomes.

Additionally, the book includes the Reading Bank, which provides practice in reading for nursing and medicine. Then the book presents facts, figures, and quotations about nursing and therapy. The book also offers online interactive exercises to review and recycle language. These exercises are accessible @ www.oup.com/elt/oefc.

Procedure

The researchers held interviews with 12 students randomly selected from premedical students at the preparatory college. The researchers distributed copies of the checklist to 25 English language teachers from the English Language Centre, who returned all documents on time.

The teachers evaluate the different items in the checklist on a 5-point Likert scale. This procedure would help the teachers show their satisfaction with each item on the checklist. In the same checklist, the teachers expressed their views freely through open-ended questions. The researcher arranged the teachers' responses into tables and analyzed them quantitatively to answer the research questions. The researchers used Students' answers to the interview questions to verify the instructors' points of view.

Results

This part of the study presents the findings, which aims to evaluate **Nursing One** and check its suitability for premedical students. It concentrated on six dimensions, which include: the layout, the activities, the skills, the language content, the subject, and finally, the assessment procedures adopted in this textbook. The evaluation is based on the teachers' and students' points of view.

The book's layout

The book's layout simply refers to the design, form, and structure of language sections in the book. The format also covers how the textbook appears to its customers (Inal, 2006). The package of **Nursing One** includes a Student's Book, a Workbook, and an i-Tools USB. The package consists of The Teacher's Resource Book, which helps the teacher prepare students to work in their fields of specialization.

To check the suitability of the layout and design of this textbook, the researcher resorted to the teachers' responses obtained through a checklist and a series of interviews with the students. **Table 1** provides the details of the teachers' responses.

Teachers' views concerning the layout and design of Nursing One.'

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | In Nursing One , the goals are clearly stated at the beginning of each unit. | 39 | 46 | 10 | 03 | 02 |
| 2 | Nursing One specifies the skills and structures taught in each unit. | 37 | 45 | 08 | 08 | 02 |
| 3 | The layout and design of the book are pretty suitable and attractive. | 35 | 44 | 8 | 01 | 02 |
| 4 | The lessons are supported with pictures, figures, mind-maps, and other e-learning materials that back up their learning. | 40 | 44 | 06 | 05 | 05 |

| | | | | | | |
|---|---|----|----|----|----|----|
| 5 | A good vocabulary list or glossary is included at the end of each book unit. | 38 | 40 | 12 | 06 | 04 |
| 6 | Nursing One includes relevant review sections and exercises. | 42 | 30 | 20 | 16 | 12 |
| 7 | Nursing One includes quizzes and unit-by-unit tests. | 37 | 44 | 08 | 4 | 07 |
| 8 | The Teacher's Recourse Book contains guidelines and directions on using the textbook to realize its utmost benefit. | 42 | 38 | 10 | 06 | 04 |

The responses in **Table 1** reveal that the teachers are pretty satisfied with the layout and design of **Nursing One**. The answers show that a percentage of (85%) of the instructors acknowledge that the book clearly states each lesson's goals at the beginning of each unit. In response to the second statement, (82 %) of the sample acknowledged that the book includes a list of all skills and items the teacher must teach in each lesson. Furthermore, (79%) of the teachers point out that the design of **Nursing One** is appropriate and attractive. In response to the fourth statement of the checklist, (84%) of the instructors hold that the material in this textbook is well organized and well presented. They also acknowledge that the lessons are supported with pictures, figures, mind-maps, and other e-learning materials that facilitate and support the learning activities. In response to the fifth statement on the checklist, more than three-quarters of the teachers, i.e., (78%) admit that a relevant vocabulary list is given at the end of each unit. Then (72%) of the teachers agree with the statement that the book includes good exercises and review sections. In response to the seventh statement, the teachers admit that the book contains quizzes and tests supporting learning processes. Finally, and in response to the eighth statement, (80%) of the instructors acknowledge that the Teacher's Resource Book is well-designed and contains clear directions on how the textbook helps realize the maximum benefit for the students.

The interviews with the students revealed that most admitted that **Nursing One** is well-organized and its topics are well-graded to meet their needs and cater to their interests. The students also commend the review sections and say they find these captions interesting, including fruitful exercises and valuable revisions. The students add that the book's colors and pictures are attractive, and the font is easy to read. The students also admit that the book's cover is durable and that the book's size is just reasonable. They add that the book is light and easy to carry.

From the above responses of both teachers and their students, one can easily conclude that the design and layout of **Nursing One** are appropriate as more than (80%) of the participants agree with most of the statements in the above table. The researchers can report these findings to answer the research's first question, which inquires about the suitability of **Nursing One** in terms of its layout and design.

Activities in Nursing One

The second research question inquires about the effectiveness and suitability of **Nursing One** in terms of its activities. The researchers measure the textbook's suitability through the participants' responses to six statements in this section. The teachers' responses are reported in Table 2 ;

Table 2. Instructors' reactions regarding the activities of Nursing One

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | Nursing One provides activities catering to the learners' different needs and language learning requirements. | % 36 | % 44 | % 10 | % 4 | % 6 |
| 2 | The activities in Nursing One provide good communicative and meaningful practice. | 34 | 40 | 14 | 6 | 6 |
| 3 | The activities include individual, pair, and group work | 38 | 48 | 10 | 2 | 2 |
| 4 | The grammar points and vocabulary items are introduced in proper context. | 32 | 38 | 20 | 15 | 5 |
| 5 | The activities in Nursing One encourage creative and independent responses. | 27 | 40 | 13 | 12 | 08 |
| 6 | Teachers can easily modify the Nursing One activities to fit the students' different levels. | 36 | 48 | 6 | 4 | 6 |

Table 2 shows that (80%) of the teachers think **Nursing One** provides a balanced set of activities that cater to the different needs of the learners and the diverse language learning requirements. In the open-ended section of the checklist, one of the teachers acknowledges the balance in the distribution of exercises. The balance is between exercises that concentrate on fluency and the ones that focus on accurate production. Furthermore, this instructor adds that “*the course activities focus on topics relevant to the medical field, such as Hospital Admissions, Accidents & Emergencies, Pain, Nutrition and Obesity, Symptoms, Medication, and Alternative Treatment.*”

In response to the second statement in this section, (74%) of the teachers hold that the activities in **Nursing One** provide communicative and meaningful practices. In response to the third statement, (86 %) of the teachers acknowledge that the actions contained in **Nursing One** incorporate individual, pair, and group work.

In response to the fourth statement in this section, (70 %) of the teachers hold that **Nursing One** presents grammar and vocabulary in proper contexts. Then in response to the fifth statement in the checklist, more than two-thirds, i.e., (67%) of the teachers, claim that activities in the textbook promote creative, original, and independent responses.

The teachers are then requested to give their view about the flexibility of the activities in **Nursing One** and how they could be modified or reformulated to match students' different abilities. In response to this question, an overwhelming majority of (84%) claim that the material is designed and arranged flexibly and that such material can be easily modified or amended to fit the particular context. In the open-ended section, one of the teachers supports this claim saying that “*Activities in Nursing One can easily be modified, supplemented, or even changed to fit the particular level of the students.*”

In the same section of the checklist, one teacher comments on the additional components and activities of **Nursing One**. He says that "*reviews and tests offered regularly are used as activities to allow practicing what is known as formative evaluation that gives the students the chance to check the level of their performance before it is too late.*"

At another level, the student sample interviewed in this study has confirmed the appropriateness of **Nursing One** activities for premedical students. These interviews revealed that the students are satisfied with the activities found in **Nursing One**. They ensure that the book is rich with exciting and valuable activities. Another student comments on the Role Play activity endorsed in the book, claiming that it is a creative method for teaching speaking as it helps the students to assimilate the language patterns used in hospital or clinic settings. A third student commends the flexibility of the learning styles adopted by **Nursing One**. He says that **Nursing One** offers the students the chance to practice various learning activities individually, in pairs, and as groups. He then claims that this variety in learning style has made their learning practice enjoyable.

This variety in presenting language activities has qualified **Nursing One** to appeal to many language learners who adopt different learning styles. **Nursing One** authors have endorsed individual differences as a common principle when designing this textbook.

The researcher can cite the above statements to answer the second question of this research. This question asks if the exercises and activities of **Nursing One** are suitable for premedical students. In response to the above question, most teachers and their students agree that the activities in this book are adequate and ideal for teaching different language skills and preparing students to resume their medical studies through English instruction.

Skills in Nursing One

The third research question asks if **Nursing One** provides adequate language Skills. The level of adequacy of these skills is checked via four statements in this questionnaire and presented in Table 3.

Table 3. Instructors' view regarding the adequacy of skills in **Nursing One**

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | Nursing One stresses the language skills that the students need in their academic life or their future profession. | 34 | 42 | 14 | 4 | 6 |
| 2 | Nursing One provides the four language skills in a balanced manner. | 32 | 34 | 10 | 14 | 10 |
| 3 | Nursing One pays particular consideration to study skills, such as listening, note-taking, skimming, and scanning. | 35 | 38 | 12 | 5 | 10 |
| 4 | Nursing One encourages practicing proper pronunciation that includes stress and intonation. | 35 | 45 | 10 | 6 | 4 |

Table 3 reveals that (76 %) of the teachers admit that Nursing One focuses on the language skills students need to use in their current academic life and future careers. Furthermore, two-thirds of these participants acknowledge that Nursing One keeps the balance between the four language skills and teaches them integrative. One of the teachers in the open-ended section describes **Nursing One** as a comprehensive textbook covering all language skills. He says, "Nursing One is a multi-skill textbook that manages to integrate productive and receptive skills." McDonough and Shaw (1997) strongly recommend an integrated multi-skill syllabus as it incorporates receptive and productive skills.

However, in the same open-ended questions section, one of the participant's reserves that Nursing One does not allocate enough time to speaking. He says there are sufficient reading exercises but not enough dialogues or speaking activities.

In response to the third statement in the checklist, (73%) of the teachers think that Nursing One pays considerable attention to sub-skills such as note-taking, scanning, skimming for information, etc. Concerning the book's attention to these sub-skills, one of the teachers points out that Nursing One considers the sub-skills such as making predictions, scanning for details, and skimming for general information. This teacher adds, "*Adequate implementation of these sub-skills can enhance teaching the major skills by definition.*"

Concerning pronunciation, the teachers claim that the method adopted by Nursing One to teach pronunciation is one of the book's strong points. Furthermore, (80%) of the teachers acknowledge that this book encourages the learners to practice natural pronunciation (that involves stress and intonation). The researcher observed that many units in this book contain exercises that deal with word stress and intonation, and new words are commonly transcribed phonetically in the Glossary section.

For the students' sample, Nursing One is a comprehensive textbook. They acknowledge that it includes all the language components they need for their academic specialization and future careers as medical doctors. They admit that Nursing One provides models for successfully practicing these language skills. The students add that teaching these language skills is enhanced through innovative techniques adopted in the book. Moreover, some of the students interviewed reflect their admiration of the British accent officially endorsed in Nursing One, claiming that it is more transparent, precise, straightforward, and clear. The supporting electronic materials are found on C.D.s and used to teach listening and speaking skills together with materials on the book electronic site @ www.oup.com/elt/oefc. seem to acquaint the students and familiarize them with the native British accent.

Generally speaking, **Nursing One** authors have tried their best to cater to the learners' needs. This book has attempted to develop a multi-skill syllabus covering receptive and productive skills. This type of syllabus aligns with Hammer's (1996) approach, which endorses an integrated, multi-skills syllabus to teach English to EFL and E.S.P. students.

Language type in the textbook

The fourth question of this study enquires about the suitability of language type in Nursing One. This question is answered through the teachers' responses to four statements in this part of the checklist. Responses to these statements are recorded in Table 4.

Table 4. Teachers' view of language type in Nursing One

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|---------|---------|----------|-------------------|
| 1 | The language used in Nursing One is authentic. | % 35 | % 46 | % 11 | % 2 | % 6 |
| 2 | The language used in Nursing One is at the right level for students | 35 | 36 | 13 | 6 | 10 |
| 3 | The explanation and presentation of grammar points are just appropriate | 37 | 48 | 10 | 3 | 2 |
| 4 | The vocabulary items are presented with brief and accessible examples and simple explanations | 34 | 41 | 13 | 7 | 3 |

Table:4 shows that (81%) of the teachers admit that the language used in **Nursing One** is authentic. One of the teachers in the open-ended section says, "The adoption of such authentic language reflects a non-traditional trend in language teaching." This trend comes in line with the 'Communicative Approach' to language teaching that calls for giving attention to language authenticity (Litz,2001). It is pretty clear that Nursing One author seems to be fully aware of the 'Communicative Approach' principles and reflects this awareness in using authentic language when designing this textbook. According to Turkistany (2017), original material makes the book more exciting and allows learners to set these materials as their speaking and writing models.

Concerning the second statement in this section, it is revealed that (71%) of the teachers confirm that the language used in Nursing One is just at the right level for the students. Furthermore, a vast majority of (85%) of the respondents state that the presentation of grammar items is entirely appropriate.

On the other side, students view the language type and components in **Nursing One** as appropriate. They admit that this book uses a language relevant to their specialization. However, some students reserve that this textbook is heavily loaded with new vocabulary items. The researchers observe that some lessons in the book include numerous new vocabulary items, and some of these words need more explanation. However, apart from this reservation, most teachers and their students seem entirely satisfied with the type of language used in **Nursing One**.

The responses of the teachers and their students provide answers to the fifth question of this research. It is documented that the language used in this book is authentic and relevant to the students' levels and specializations. It is also reported that the grammar points and vocabulary items are appropriate and well explained.

Subject and content of Nursing One

It is generally believed language is strongly related to the culture of the people who speak it. Hence, language cannot be separated from the culture of its speakers, and this fact makes it impossible for the students to study an EFL or E.S.P. textbook without being exposed to the target language culture (McDonough & Shaw, 1997). Therefore, textbook writers must be careful when selecting materials for EFL/ESL learners and ensure that the book does not contain culturally inappropriate topics.

The fifth research question asks about the relevance of the subjects and content of **Nursing One** to the students' academic needs and culture. The teachers' responses to these questions are in Table 5

Table 5. Teachers' views towards the subjects and content of Nursing One

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | The content of Nursing One is relevant to students' academic needs and caters to their future medical careers. | 40 | 44 | 06 | 4 | 6 |
| 2 | The topics in Nursing One are relevant & realistic. | 35 | 42 | 08 | 13 | 02 |
| 3 | The subjects of Nursing One are interesting. | 37 | 46 | 07 | 02 | 08 |
| 4 | The subjects in Nursing One are varied and colorful. | 32 | 48 | 10 | 2 | 8 |
| 5 | The materials in Nursing One do not portray any negative stereotypes or culturally inappropriate issues. | 38 | 46 | 10 | 02 | 04 |

Table 5 reveals that a vast majority of (84%) of the teachers agree or even strongly agree that the content of **Nursing One** is relevant to students' academic needs. Furthermore, (77%) of these participants hold that the material in this book is quite realistic. One teacher in the open-ended section reports, "*All of the topics in this book are related to the medical profession and deal with health and medical issues.*" Another teacher in the same open-ended question section of the checklist confirms that "*the content of Nursing One is scientific, useful and informative.*"

At another level, (83%) of the teachers confirm that the content and subjects of *Nursing One* are motivating and engaging. Scholars, such as Ruben (2010), recommend that an ideal textbook for teaching English for Specific purposes should include authentic, engaging, entertaining, and up-to-date materials relevant to the student's specialization. Other scholars suggest that a good textbook must cover a variety of topics and cater to individual differences (Lives,1999)

When asked about the cultural relevance of the material in **Nursing One** for premedical students, the majority of the instructors, i.e. (84%) confirmed that the contents of this book are neither culturally biased nor show negative stereotypes and that they do not include any culturally problematic issues. In terms of subject variety of the academic content, the teachers report that

Nursing One has covered a wide range of medical and health topics. One of the instructors noticed that “*all the topics in Nursing One are taken from reliable resources, and some are directly scripted from scientific medical articles.*”

One of the teachers reports that “*Nursing One frequently presents patients, doctors and other medical staff, interacting and discussing causes, and possible treatments in a real hospital or clinic settings.*” Then this teacher adds, “*The presentation of such events in a real setting seems to strengthen Nursing One’s authenticity and puts it up to the learners’ expectations.*”

Regarding the students’ perception of the content suitability, it is revealed that they carry a similar view to that of their teachers. One of the students claims that **Nursing One** includes interesting, challenging, motivating materials and discusses various academic, medical, and health issues that the students need most in their study of medicine. Another student assumes this book can enhance their overall medical awareness and experiences by exposing them to hospital and clinic settings. However, some of these students reserve that they need more time to cover all of the materials included in **Nursing One**.

Assessment and evaluation

Over the last few decades, educators have changed their view of assessment and geared the evaluation process to enhance learning (Umar, 2020). Educators believe in formative evaluation, which uses assessment results as feedback to improve the teaching-learning processes. So, the final question of this research enquires about the appropriateness of the evaluation methods adopted in **Nursing One**.

Table 6. Teachers’ perception of assessment tasks in Nursing One

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | Assessment tasks in Nursing One focus on the language used in the classroom and real-life situations. | 34 | 38 | 18 | 8 | 2 |
| 2 | Assessment tasks in Nursing One focus on developing student’s thinking & cognition | 25 | 45 | 10 | 06 | 04 |
| 3 | Nursing One provides various test types (objective vs. subjective tests etc.). | 32 | 38 | 14 | 12 | 04 |
| 4 | Assessment tasks in Nursing One focus on developing students' linguistic and professional abilities. | 28 | 38 | 14 | 14 | 06 |
| 5 | Nursing One adopts non-traditional assessment techniques such as formative assessment. | 32 | 40 | 18 | 08 | 02 |

Table 6 shows that (72%) of teachers agree that the assessment practice focuses on language use in the classroom. Furthermore, (80%) of the teachers admit that the evaluation tasks in **Nursing One** develop students’ thinking and cognition. The third question in this section inquires about test types found in **Nursing One**. In response to this question, (70%) of the teachers acknowledge that the tests in **Nursing One** are varied and colorful. These tests include both

objective and subjective tests. However, one of the instructors reserves that “ *the objective tests in this book might give the learners a false impression about the level of their performance.*”

The fourth question in this part asks if the assessment tasks in **Nursing One** focus on developing the linguistic and professional skills of the students. In response to this question, about two-thirds of the teachers agree that the evaluation procedures followed in this book could enhance the linguistic and professional development of the students.

The last question asks if **Nursing One** adopts modern evaluation techniques such as formative assessment. In response to this question, (72%) of the teachers agree that this book uses modern evaluation techniques. One of the teachers says, “ *the set of short tests administered regularly after every one or two units to check students' level of understanding of the learners and to determine what needs to relearn before it is too late.*” Indeed, these are some of the significant features of modern evaluation approaches as represented by formative assessment. One of the teachers comments on this practice, saying, “ *The short tests administered after every one or two units, represent one of the basic characteristics of formative evaluation, which stands as one of the most modern and effective assessment techniques.*” Yet, it must be clear that the efficacy of such evaluation procedures can increase if the results of these tests provide feedback to improve or modify the teaching-learning processes (Umar & Eterji 2020). From the above results, it becomes clear that **Nursing One** adopts some modern approaches to assessment that aim to enhance teaching and learning procedures.

Discussion

Researchers generally believe that E.S.P. textbooks are the essential sources for teaching English. E.S.P. textbooks impart specialized linguistic knowledge, including scientific terminology and expressions pertinent to the specific field of the learners' specialization. These E.S.P. books enhance students' communicative and academic abilities and serve as a guide for learners and their teachers. An E.S.P. textbook is not just a collection of topics but a pillar for any educational or academic process.

The researchers launched a large-scale assessment scheme to check **Nursing One's** suitability for a group of premedical students studying an E.S.P. course at Umm-AL-Qura University. It is essential, therefore, to evaluate the E.S.P. textbooks to ensure that the material in this book is attractive for the learners and capable of realizing the intended objectives. A group of competent teachers with distinguished academic qualifications does the evaluation task and has taught this textbook. A comprehensive checklist, initially developed by Litz (2001), is modified and used to collect data from the teachers. Students' views towards this textbook are obtained via a series of interviews.

The results obtained through the checklist and interviews revealed that most teachers and the learners approve of the activities and the topics taught in **Nursing One**. These teachers report that **Nursing One** includes exciting and relevant activities and lessons that motivate the students and keep them engaged in learning the book's content. Furthermore, most participants admit that this book has catered to all students' academic and linguistic needs. This optimistic view towards

Nursing One is realized through the provision of different innovative learning activities and the selection of relevant medical topics that acquaint the students with their future specializations.

Most of the lessons in this book focus on medical and health issues and present doctors and other medical staff interacting with each other and patients in hospitals and clinics. The researchers observed that most teachers who participated in this study acknowledge that **Nursing One** manages to introduce authentic language. This language is bound to help learners understand English in real-life situations.

Nursing One is a multi-skill textbook that offers many opportunities for students to practice the different language skills and allows them to practice these skills as individuals, in pairs, and in groups. This variety in language learning activities qualifies this book to appeal to a broader range of E.S.P. learners.

Furthermore, the participants acknowledge that the size and format of the print in the book are appropriate for students and easy to read. They also claim that the various activities in each unit support understanding of the main topics. Moreover, the learners can easily access **Nursing One** e-Site @www.oup.com/elt/oe/c and download relevant files. The researchers believe such materials can promote learners' autonomy.

At another level, one of the teachers described **Nursing One** as attractive, durable, and easy to use. Furthermore, the participants express their satisfaction with the book for using innovative techniques such as Role-Play and Mind-Maps to facilitate learning new concepts and ideas.

However, one of the most crucial findings in this study is that most participants acknowledge that the content of this book is not culturally biased and does not portray any negative stereotypes.

On the other side, some participants have expressed reservations about specific issues in **Nursing One**. For instance, some students complain that the text is full of new vocabulary items and that the time assigned for teaching this book is insufficient. However, the writer can resolve such a problem if he (Tony Grice) reduces the number of new vocabulary items in each unit and cuts down on the number of units in the book. Alternatively, the researchers recommended that the students be allowed enough time to cover all the materials included in **Nursing One**.

Another relevant complaint appeared when one of the instructors who participated in the study claimed that **Nursing One** does not allocate enough time to speaking. This case represents a critical issue, but a teacher can solve this problem by encouraging group discussions and teamwork. The teacher must give the students enough time to practice oral activities inside the class and arrange seminars and dialogues outside the classroom. Other scholars suggest enhancing speaking skills through loud reading (Harmer, 1996).

Some participants raised some reservations about the capability of the evaluation procedures adopted in this book to develop students' thinking abilities and cognition. Furthermore, some of the teachers complain that the textbook does not provide enough variety of test types claiming that most of the tests in this book are objective tests, and these types of tests do not motivate the students to practice deep learning. Anyway, instructors can resolve this problem by using essay-type

questions and the results of these tests to provide feedback to improve or modify the teaching-learning processes (Tunç, 2010).

Under all conditions, the researchers suggest that all E.S.P. textbooks should be rigorously assessed and evaluated before being taught in classrooms.

Conclusion

Regardless of the minor shortcomings mentioned by some participants, the main findings indicate that most instructors and students are quite satisfied with almost all aspects of this textbook. The participants, teachers, and their students have shown a high level of satisfaction with **Nursing One** in terms of its content, layout, language type, activities, and attempt to cater to the academic and professional needs of the learners. The participants also expressed their admiration of **Nursing One** adoption of advanced language assessment techniques, and they admire the book's avoidance of all negative stereotypes or culturally inappropriate issues. These findings have led the researcher to conclude that **Nursing One**, with all these advantages and qualities, is a suitable textbook for premedical students studying in the Preparatory College at U.Q.U. and will benefit other students elsewhere in learning English for medical purposes. It will, without a doubt, remain for quite a while as a textbook that many instructors will recommend for their students and many other specialists and language learners will be eager to use.

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