Evaluation of EAP Textbooks: A Comparison between SAMT English for Medical Students and Oxford English for Career

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Abstract

English language teaching textbooks in general and English for Specific purposes (ESP) ones in particular are among the most central elements in any educational system. The present paper is an attempt to evaluate a newly developed ESP textbook *Oxford English for Careers: medicine* and to discover whether or not it can be used instead of *English for medical students* published by SAMT based on students 'viewpoints. Using availability sampling, sixty- six students of medicine, who were taking English for Academic purposes (EAP) course at Alborz University of Medical Sciences, were recruited as participants. The researcher used a questionnaire which contained 55 specific items measuring six constructs of theoretical consideration, the organizational features and practical considerations, the content, the language skill, the vocabulary, the grammatical structure. Results indicated that *Oxford English for Careers: medicine* appeals to majority of the participants. Findings also indicated that, regarding theoretical considerations, the participants who had covered SAMT textbook were significantly less satisfied with their textbook than the participants who had covered *Oxford English for Careers: medicine*. The findings have implications for ESP material developers and course designers.

Keywords: ESP, EAP, text book evaluation, SAMT materials

INTRODUCTION

English for specific purpose (ESP) is an umbrella term that refers to the teaching of English to the students who are learning the language for a particular work or study related reason. (Tomlinson, 2003). According to Hutchinson and Waters **(**1994) ESP is divided into two main strands: English for academic purposes (EAP) and English for occupational purposes (EOP). EAP, is usually defined as teaching English with the aim of assisting learners' study or research in that language (Jordan, 1997, p. 1).

Central to any educational program in general, and EAP program in particular, are materials. Materials refer to anything that can greatly facilitate the learning of language, they can include audio and visual aids, computer mediated resources, real objects, or performance (Hyland, 2006; Tomlinson, 2012).Materials are used to stimulate and support EAP instruction while, as Ellis and Johnson (1994, p.115) emphasize, the choice of materials has a major impact on what happens in the course. However, the most predominant material is the paper based ones or textbooks.

Chang (1996) states that material evaluation started in 1970s and much of the early literature on materials development attempted to help teachers and materials developers to develop criteria for evaluating and selecting materials(e.g. Chang ,1996; Littlejhon, 1998). However, the research on textbook evaluation is more focused on social and cultural biases (Renner**,** 1997), the use of the target language culture as a vehicle for teaching the language in textbooks (Prodromou, 1988), and sociocultural and ideological components (Gray, 2000)**.**

The selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market (Sheldon, 1988).

As another reason for the importance of Textbook evaluation, countless students around the world must gain fluency in the conventions of English-language academic discourses to understand their disciplines, to establish their careers, or to successfully navigate their learning through the available materials, which include textbooks (Hyland: 2006).This may also be a reasonable justification for the expansion of ESP research in the field of material development and text book evaluation.

REVIEW OF THE RELATED LITERATURE

ESP text books have been a concern of a great number of researchers in Iran and overseas. They have evaluated and analyzed the textbooks qualitatively and quantitatively based on the available frameworks and checklists.

Tayebpour (2005) criticized read-only approach, inefficiency and narrowness   of ESP Material in Iran in terms of teachers 'competence and the design. Farhady (2005) discussed ESP parameters, namely needs, materials, method, learner, teacher, and context. He began with a brief history of materials development SAMT and concluded by a series of suggestions to ameliorate ESP in Iran, such as carrying out thorough need analyses, changing the design and concepts of the materials, training qualified teachers, and reforming the testing procedures. Tajeddin (2005) evaluated some of the ESP textbooks regarding three aspects of linguistic input, linguistic output and their relationship to each other with respect to the applied methodology based on three approaches of bottom-up, top-down and interactional processing. He concluded that ESP

textbooks published by SAMT not only lack one integrated approach and lesson plan, but also do not follow any specific purpose regarding the selected reading passages, or activities designed for improving the learners' translation or comprehension ability, at all. He then suggested that the future planning requires a fundamental and basic revision of the textbooks.

Zangani (2009) evaluated ESP textbooks in Humanities used in undergraduate programs at Iranian universities.   He made use of checklists such as Skierso's checklist (1991), Sheldon's checklist (1988), and Grant's questionnaire (1987) to develop the study's questionnaires and to elicit the attitudes of both the instructors and students. The results of both descriptive and inferential analyses of data indicated that from the students' point of view, word formation and vocabulary exercises, vocabulary study through examples, reading comprehension and comprehension questions were inappropriate; whereas, pronunciation practice and vocabulary study through definition, the grammar and translation exercise were appropriate. The results also indicated that from the instructors' point of view word formation exercises, grammatical exercises and translation practice were inappropriate; whereas, pronunciation practice, vocabulary study through definition, reading comprehension texts and vocabulary exercises were appropriate. Concerning the incorporation of new goals for language learning and teaching in the textbooks, the respondents' perceptions indicated that the textbooks had not incorporated new goals. In other words, they had not been properly designed so as to enhance linguistic and communicative competence. Concerning the inclusion and consideration of language and learning needs of students, the respondents' attitudes indicated that the objectives and materials of the textbooks were not in line with students' language and professional needs. Baleghizadeh and Rahimi (2011) tried to evaluate *English for students of Sociology* taught at Tehran university considering factors like "practical concern, skills, Strategies, variety of tasks and activates, and the lay out" based on Sheldon (1998) model of evaluation. The findings of the study indicated that the book was not suitable "despite having merits" as they themselves state.

The evaluation of text books for medical students has also been prevalent among national and international researchers. Rahimy (2008), for example, evaluated *Medical Terminology*. He studied the extent to which the grammatical point, lexicon, pronunciation practice, Illustrations and each of the four language skills had been covered in the textbook on the one hand and the objectives of the Iranian curriculum for medical sciences on the other hand. He then investigated the compatibility of the book with the Iranian curriculum for medical sciences. It was concluded that the book titled "Medical Terminology" is not a completely appropriate book for the purpose of medical English in Iranian universities, but its advantages where the content and the curriculum objectives are compatible cannot be ignored. Razmjoo and Raisi (2010**)**evaluated ESP text books for students of medical universities published by SAMT organization they aimed at examining following features from the students and teachers point of view the theoretical consideration, The organizational feature and the practical consideration, the content, the language skill, the vocabulary, structure, the result revealed participants

dissatisfactions. Maleki and kazemi (2012) compared medical terminology and SAMT. The result indicated that both groups' teachers and students were not satisfied with SAMT and Medical terminology was better with respect to the categories of layout and design, activities, language type, subject and content.

Ghalandari and Talebnejad (2012) evaluated ESP textbooks of Medical students in shiraz medical school based on Hutchinson and Waters' (1987) framework, Finally, the compatibility of the content of these textbooks with the students' needs has been discussed. Considering the result of evaluation on ESP textbooks, it was found that ESP textbooks in medicine are appropriate books for the purpose of medical English for Iranian physicians and compatible to student's needs and achievement.

Vosoughi et al. (2013) in their critical analysis of SAMT publications based on three criteria including: evaluating the objectives, reviewing the content and evaluating the overall structure state that EAP books which are currently used in Iran universities don't seem to satisfy the necessary requirements current in new enquires of EAP research. Hessami and Rahimi (2014) made an attempt to investigate the perception of EFL instructors and medical students of their EAP textbook. The study was also an endeavor to investigate about the challenges they may have in their teaching and learning contexts. The results of quantitative analyses showed that there was no significant difference between the students' and EFL instructors' perceptions of their EAP textbook. However, there was considerable diversity between their perceptions of six different aspects of the textbook. Moreover, the qualitative data showed that overcrowded classes, lack of appropriate materials to the learners' needs, lack of clear objectives in the EAP context, and shortage of time were the major challenges instructors and students are faced with. In conclusion, although there were positive perceptions of the textbook they use, most of the instructors did not think that it was enough for an EAP course. Besides, they believed that the number of the students in their classes should be reduced, there should be clear objectives for EAP courses, and based on such objectives, relevant materials should be designed and developed. The results of data revealed that, generally speaking, both the instructors and students had positive perceptions of the textbook. However, the instructors were more satisfied with the textbook than the students. The findings were inconsistent with Rahimy's (2008) study, who found that MT textbook is not suitable for Iranian universities.

Reviewing the previous literature highlighted the significance of textbook evaluation in language teaching and learning. Riazi (2003) believes that textbook evaluation lets us select a newly started language program while evaluation of books already in use in language program is very important to identify the strengths and weaknesses of the books. He also believes that a book can be evaluated after a course of instruction with the purpose of retaining, updating or substituting the books.

Although there is an extensive literature and crucial importance given the evaluation of EAP textbooks, some gaps are still remaining. Many EAP materials suffer from lack of

rationale and are developed based on teachers' intuition rather than systematic research; this situation is changing, though. Today more interesting and innovative EAP courses which are based on current pedagogic approaches_ such as consciousness raising, genre analysis, and linked EAP modules_ are being developed (Benesch, 2001; Johns, 1997; Swales & Feak, 1994, 2000).

In any educational context different textbooks or materials may be used; However , textbook evaluators hardly have attended to the comparative study of the textbooks in the same educational context. On the other hand the researchers have paid little attention to incorporating student's views into evaluation models. As Ellis and Johnson (1994, p.115) emphasize, the choice of materials has a major impact on what happens in the course. ESP is predominantly student-centered, and consequently students' considerations should be at the top of the list of selection criteria. The other existing gap is more related to Iranian context. Although the book *Oxford English for careers: Medicine,* is getting more and more prevalent in Iranian educational context, it has not been evaluated or compared with any other existing textbooks.

To fill the gaps in the literature, this study tries to compare two different textbooks based on students' views to investigate the points of weakness and strength of the book *Oxford English for careers: Medicine* and compare it to its SAMT counterpart. The following questions guided this study:

RQ1. Is *oxford English for Career: Medicine* appropriate from students' viewpoints in terms of theoretical consideration, the organizational feature and practical consideration, the content, language skills, the vocabulary, and the structure?

RQ2. Do students have different views of appropriateness regarding theoretical consideration of *Oxford English for Careers: Medicine* and SAMT's textbook for medical sciences students?

METHOD

Context of the study

Medical students in Iran are duly obliged to pass 3credit course for their general English and 2 credit course for their ESP course. SAMT book is currently used for general course and Medical Terminology written by Cohen for their ESP which is mainly about medical suffixes and prefixes as its name indicate. Based on the numerous evaluation and analysis mentioned in section 2, these two books cannot meet the specific requirement of ESP. Thus, teachers in many cases resort to in house or tailor- made materials, while using existing material is preferred.

Participants

The participants of this study were 66 medicine students in two classes who were obliged to pass three credit English courses at Alborz University of Medical Sciences. In the first

class there were 36 students who had *Oxford English for Career: Medicine* as their course material and in the second class there were 30 students who were covering SAMT text book for students of medical sciences. The age range of participants was between 19 and 29. They were asked to fill the questionnaire and express their attitude toward the book at the end of their educational term.

Material

The evaluated textbooks are *Oxford English for careers: Medicine* written by Sam McCarter, published by oxford university press in 2010 and *English for the students of Medicine I* written by Tahririan, Ameri, and Tahririan, and published by SAMT publications. The first book is comprised of 12 units. Each unit contains the following sections:

"Checkup": It usually consists of pictures around the topic of the course. This is designed as a warm up activity.

"It's my job": This section is based on authentic interviews and resources according to the writer.

"Patient care": The focus of this section is on communications between professionals, patients and their families.

"Sign and symptoms": The focus is on common diseases that are particular to unit.

*"Vocabulary"***:** Students encounter large amount of vocabulary during the course.

"Language spot": The focus is on grammar.

"Listening, reading, speaking, and writing": All these skills are presented.

*"Pronunciation"***:** This practices aspect of pronunciation.

"Project": This encourages students to take an active role both in terms of English language the subject of medicine.

"Checklists": This section is for checking students' progress.

"Keywords": These are the main items of medical vocabulary introduced in the unit

"Useful references": This section provides students with useful references to key medical handbooks for further information on the topics.

"Reading bank": This section is located in the middle of the book for specific skills practice.

"Speaking activities": This section contains on or more parts of the information gap activities from the main unit.

"Grammar reference": Further information on grammar is presented at the end of the book.

"Listening script": There is a complete transcript of all recordings.

"Glossary": This an alphabetical list of keywords followed by their pronunciation in phonetic script.

And the last but not the least part of the book is its *online interactive exercises.*

Regarding the second book(i.e., English for the students of medicine) it included 16 units which were similar in terms of the organization of materials. The sub-sections of each unit were:

Part 1.Pre-reading

      A. *Pronunciation practice*

      B. *Word study: definition of words.*

      C. *Grammatical points.*

Part 2. Reading passage

      A. *Comprehension questions*: including multiple choice questions, True/False questions, and open ended questions.

Part 3. Homework

      A. *Vocabulary exercise*: including matching tasks, multiple choice tasks, and   gap filling tasks.

      B. *Grammatical exercises*: mainly multiple choice questions

      C. *Reading comprehension exercise*: a short text, followed by questions

      D. *Translation practice*: students are required to write the Persian translation of a text

      E. *Translation tasks*: students are required to write the Persian equivalents of some English words.

It needs to be added that this book does not have any illustrations and it is generally plain text. The instrument of this study is a questionnaire with a Likert scale format used by Razmjoo and Raisi (2010), developed by Tahriri and Shahini which was originally based on Littlejohn's (1998) scheme. Razmjoo and Raisi (2010) modified it and made it appropriate for ESP course. There are two columns in the questionnaire and 6 main items are measured in terms of necessity and present condition. The necessity indicates the ideal situation or the importance of item in material, and present condition refers to the given textbooks features *Oxford English for careers: Medicine.*

As Razmjoo and Raisi (2010) state, Factor analysis was run on both sections of scales of questionnaire .The results of both parts showed there are six factors loaded on each part of the questionnaire. Regarding reliability Cronbach alpha was run and the index turned out to be 0.92. The first column which is indicative of necessity condition ranges from 1 to 4 representing "not necessary" to "highly necessary" while the second column introduces the present condition ranging from 1 to 5 which shows "totally lacking" to

"excellent" (See Appendix A).Good and excellent have been merged for the sake of comparison in inferential statistics.

According to Razmjoo and Raisi (2010), the questionnaire includes some general overview of physical aspects of the material such as the organizational features and practical considerations with respect to cover, size, or durability of the book which corresponds to the "publication" in Littlejohn's (1998) scheme while the other part relates to the thinking underlying the materials such as the theoretical considerations focusing on the methodological objectives of the textbook or the sequencing of the selected subjects, types of learning and teaching activities with respect to content, skills, vocabulary, and structure of the book which corresponds to the "design" in Littlejohn's (1998) scheme.

Data Collection and Procedure

This study was designed to evaluate "oxford English for career" for medicine. To answer the research questions, the researcher administered the questionnaire among the participants and tried to measure their perception of the book. After gathering the data, using independent samples t-test, the results of the two classes were compared to see which book is more appealing to the participants. Before the main phase of the study, the questionnaire was piloted on a similar sample to check its compatibility to our context. Then, it was distributed among the 60 participant students who studied medicine to collect their viewpoints on 6 different sections. The questionnaire was filled under the teacher supervision to clarify ambiguities whenever necessary. All the data gathered through questionnaires were analyzed both descriptively and inferentially as presented in the next section. Finally using independent samples t-test the obtained results from the two classes were compared to see if their views of the textbooks differ significantly or not.

RESULTS AND DISCUSSION

This section presents the results of the analyses of participants' response to the questionnaire, followed by the related discussion. In order to answer the first research question, six sections corresponding to the six sub-scales of the questionnaire addressed the analysis. Regarding the statistical procedure, paired-samples t-test was applied for each subscale in each section.

Section1: Students' viewpoints on the theoretical considerations

Table 1. Descriptive statistics for the theoretical considerations

Theoretical considerations	Mean	N	Std. Deviation	Std. Error Mean
Necessity	13.00	36	2.31	.38
Present conditions	13.36	36	1.80	.30

Table 1 indicates that the mean and standard deviation values for necessity are 13.00 and 2.31 respectively. Also, the same values for present conditions are 13.36 and 1.80 respectively. As it was observed, the means for necessity and present condition were different. However, this difference must be checked for statistical significance to see if the difference between means is real or by chance. A paired samples t-test was conducted to check the statistical significance (Table 2).

Table 2. Theoretical considerations: Paired-sample t-test between necessity and present Conditions

Theoretical considerations	Mean	SD	t	df	Sig. (2-tailed)
Necessity- Present Conditions	-.36	2.67	-.81	35	.423

As shown in Table 2, there was not any statistically significant difference in scores for necessity (M=13.00, SD=2.31) and present conditions [M=13.36, SD=1.80, t(35)=-.81, $p=0.423$>0.05]. This means that according to the students' viewpoints, the textbook is appropriate in terms of goals, methodology, objectives and appropriateness for curriculum.

In Littlejohn's (1998) model, theoretical considerations focuses on the methodological objectives of the textbook or the sequencing of the selected subjects, types of learning and teaching activities with respect to content, skills, vocabulary, and structure of the book. It almost corresponds to the "design" of textbooks.

Regarding the theoretical considerations, the students believed that the textbook fits the course objective. The students also believed that the goals of the textbook are clearly defined and the content of the book is consistent with the theoretical and methodological objectives. The value of these criteria is well stated by (Brown, 1995) who states that textbooks are perceived as the most important resources in achieving aims and objectives that have already been set in terms of learners' needs. Findings of this study contradict Razmjoo and Raisi (2010) who evaluated EAP materials in Iran. They found students' dissatisfaction with the design and consistency of objectives in the materials in Iran.

Section 2: Students' viewpoints on the organizational features and practical considerations

Regarding the organizational features and practical considerations, descriptive statistics of Table 3 indicates that the mean and standard deviation values for necessity are 39.05 and 4.79 respectively. Also, the same values for present conditions are 38.05 and 4.89 respectively.

Table 3. Descriptive statistics for the organizational features and practical considerations

organizational features and practical considerations	Mean	N	Std. Deviation	Std. Error Mean

Necessity	39.05	36	4.79	.799
Present conditions	38.05	36	4.89	.816

However, this difference must be checked for statistical significance to see if the difference between means is real or by chance. A paired-samples t-test was conducted to evaluate the difference between scores on the necessity and the present conditions of *Oxford English for careers*: *Medicine* organizational features and practical considerations. As shown in Table 4, there was not any statistically significant difference in scores for necessity (*M*=39.05, *SD*=4.79) and present conditions [*M*=38.05, *SD*=4.89, *t* (35) =1.59, *p=0.121>*0.05].

Table 4. Organizational features and practical considerations: paired-sample t-test between necessity and present conditions

organizational features and practical considerations	Mean	SD	t	df	Sig. (2-tailed)
Necessity- Present Conditions	1.00	3.77	1.59	35	.121

This means that according to the students' viewpoints, the textbook is appropriate in terms of appealing cover, appropriate size, durability, clear layout, useful table of content, glossary, index, accurate appendices, references and resources, logical arrangement, clear and accurate diagrams, figures and pictures.

As for the second criteria, the students expressed their satisfaction with organizational features including: cover, size, and illustrations of the textbook. The students were also satisfied with the arrangement and length of the units. In the literature, physical appearance of a textbook is very important. McDonough and Show (2003) believed that clarity of layout is an important criterion for textbook evaluation. This finding, however, is not in line with Tayebpour (2005) who claimed that EAP materials in Iran are not well designed. However, he had evaluated EAP in general, not case by case. So it cannot be claimed that present study contradicts his claim. Baleghizadeh and Rahimi (2011) also had investigated the Iranian ESP materials layout. Their findings contradict the present study. They, similar to Tayebpour (2005) found teachers' and students' dissatisfaction with the materials layout.

Section 3: Students' viewpoints on the content. Regarding the content, descriptive statistics of Table 5 indicates that the mean and standard deviation values for necessity are 52.38, and 4.54 respectively. Also, the same values for present conditions are 50.77 and 6.15 respectively.

Table 5. Descriptive statistics for the content

Content	Mean	N	SD	Std. Error Mean
Necessity	52.38	36	4.54	.75
Present conditions	50.77	36	6.15	1.02

A paired-samples t-test was conducted to check if the difference between scores on the necessity and the present conditions of "oxford English for career's content is statistically significant or not. Table 6 indicates the t-test results:

Table 6. Content: paired-sample t-test between necessity and present conditions

Content	Mean	SD	T	Df	Sig. (2-tailed)
Necessity- Present Conditions	1.61	5.64	1.71	35	.096

As shown in table 6, there was not any statistically significant difference in scores for necessity (*M*=52.38, *SD*=4.54) and present conditions [*M*=50.77, *SD*=6.15, *t*(35)=1.71, *p=0.096*>0.05]. This means that according to the students' viewpoints, the textbook is appropriate in terms of logical organization of the subject manner, topic covering of ESP texts, the curriculum and syllabus, authentic texts, interesting content, appropriate activities, up-to-date content, and correspondence between the content and student's discipline.

According to Hutchinson and Waters (1994), the learners must be given materials which have the right kind of content and integrated in the right way. The results show that the participants of this study believe that the topical content, comprehensiveness, and the authenticity of the selected texts were acceptable. The participants also believed that the texts were up-to-date, interesting, and well integrated into the other parts of the book. Hutchinson and Waters' (1987) comment supports the evaluated text book where they claim that: good EAP materials are those that suit the needs of teachers, learners and sponsors. They should encourage learners to learn, should contain interesting texts and activities which involve learners in thinking, should provide opportunity for learner to use their existing knowledge and skill, and should have content that both teachers and learners can cope with. Regarding the content of *Oxford English for Careers: medicine*, the findings in this study contradict Razmjoo and Raissi (2010) who had evaluated SAMT textbooks for medicine students. Similar to this study, they had used Littlejohn's (1998) model; however, their study indicated that there is significant difference between ideal expectations and existing conditions of the textbook. This means that teachers and students were not satisfied with the content of the textbook.

Section 4: Students' viewpoints on the skills. Regarding this criteria descriptive statistics are provided in table 7. Table 7 indicates that the mean and standard deviation values for necessity are 43.69 and 3.59 respectively. Also, the same values for present conditions are 42.91 and 5.84 respectively.

Table 7. *Descriptive statistics for the skills*

Skills	Mean	N	SD	Std. Error Mean
Necessity	43.69	36	3.59	.59
Present conditions	42.91	36	5.84	.97

A paired-samples t-test was conducted to evaluate the difference between scores on the necessity and the present conditions of Oxford English for career's skills. Test results are reported in table 8.

Table 8. *Skills: paired-sample t-test between necessity and present conditions*

Skills	Mean	SD	t	df	Sig. (2-tailed)
Necessity- Present Conditions	.77	5.63	.82	35	.413

As shown in Table 8, there was not any statistically significant difference in scores for necessity (*M*=43.69, *SD*=3.59) and present conditions [*M*=42.91, *SD*=5.84, *t*(35)=0.82, *p=0.413*>0.05]. This indicates that according to the students' viewpoints, the textbook activities are balanced among various skills, an adequate number of skill-building activities are provided, each skill is treated in every unit, a balance is observed among the various skill-building activities, a match is found between the activities and the required skills, skill-building strategies are included in the texts, a logical development of the skills throughout the textbook is noticed and also the activities activating students' background knowledge are included.

Regarding the fourth criterion, skills, the participants expressed their satisfaction with the balanced activities for various skills. They believed that all skills are covered in each unit and activities match the required skills that the learners need in target situation. However, Rahimy (2008) perceives this point as the downside of the textbook by claiming that allocation of space to the four skills is not in line with curriculum objectives. He believes that reading is the main objective of textbooks in EAP programs.

Section 5: Students' viewpoints on the vocabulary. Regarding vocabulary criteria, the descriptive statistics in Table 9 indicates that the mean and standard deviation values for necessity are 30.22 and 2.73 respectively. Also, the same values for present conditions are 29.08 and 3.44 respectively.

Table 9. Descriptive statistics for the vocabulary

Vocabulary	Mean	N	SD	Std. Error Mean
Necessity	30.22	36	2.73	.45
Present conditions	29.08	36	3.44	.57

Although the means of the necessity and present conditions were different, there was need to check if this difference has been by sheer chance or not. A paired-samples t-test was conducted to evaluate the difference between scores on the necessity and the present condition for *Oxford English for careers: medicine* skills (Table 10).

Table 10. Vocabulary: paired-sample t-test between necessity and present conditions

Vocabulary	Mean	SD	T	Df	Sig. (2-tailed)
Necessity- Present Conditions	1.13	3.46	1.97	35	.057

As shown in Table 10, there was not any statistically significant difference in scores for necessity (*M*=30.22, *SD*=2.73) and present conditions [*M*=29.08, *SD*=3.44, *t*(35)=1.97, *p=0.057*>0.05]. This indicates that according to the students' viewpoints, the vocabulary used in the textbook is appropriate.

Vocabularies are central to any EAP program. So it is necessary for textbook writers to incorporate useful vocabularies of the field to the texts (Hutchinson and Waters, 1987). Participants of the present study perceived the existing vocabularies as frequent and useful. They also found the activities and tasks which require students to use new vocabulary appealing and expressed their satisfaction with the contextualization of the vocabularies. However, this point contradicts Zangani (2009) who after analyzing the EAP textbooks found that vocabulary practice through definitions is much more appealing to students than vocabulary practice through contextual clues.

Section 6: Students' viewpoints on the structure. Regarding the structure of the textbook, there was a difference in mean scores on necessity conditions and present conditions. Table 11 indicates that the mean and standard deviation values for necessity are 22.33 and 2.31 respectively. Also, the same values for present conditions are 21.22 and 2.89 respectively.

Table 11. Descriptive statistics for the structure

Structure	Mean	N	SD	Std. Error Mean
Necessity	22.33	36	2.31	.38
Present conditions	21.22	36	2.89	.48

However, to check the statistical significance of mean differences a paired-samples t-test was conducted to evaluate the difference between scores on the necessity and the present conditions. The results are reported in table 12.

Table 12. Structure: paired-sample t-test between necessity and present conditions

Structure	Mean	SD	T	df	Sig. (2-tailed)
Necessity- Present Conditions	1.11	3.55	1.87	35	.069

As shown in Table 12, there was not any statistically significant difference in scores for necessity (*M*=22.33, *SD*=2.31) and present conditions [*M*=21.22, *SD*=2.89, *t*(35)=1.87, *p=0.069*>0.05]. This indicates that that according to the students' viewpoints, the grammatical structure of the book is also appropriate.

Based on the result, the participants expressed their satisfaction with the doses of grammar which is given in each unit and the explanations which were given to clarify them. The contextualization of the grammar was also appealing to the participants. The participants also believed that grammar was presented in a logical manner and in order of difficulty. This finding is in line with Azarnoosh and Ganji (2014). After analyzing EAP textbooks in Iran, they found that grammar rules were presented in a good manner and

order and were graded according to their difficulty level from the easiest to the most difficult.

As for the second research question, which was supposed to investigate appropriateness regarding theoretical consideration of *Oxford English for Careers: Medicine* and SAMT's textbook for medical sciences students, both groups' views _ those who had covered SAMT and those who had covered Oxford's book_ regarding the present condition of their textbooks were compared. Table 13 indicates the descriptive result of the two groups.

Table 13. Descriptive statistics for the theoretical considerations of the two books

Theoretical considerations	Mean	N	Std. Deviation	Std. Error Mean
SAMT	9.89	30	2.51	.4
Oxford	13.36	36	2.1	.33

As Table 13 indicates the mean answer to the first four items of the questionnaire_ theoretical considerations_ for SAMT students equaled *9.89* while the mean answer of Oxford's students equaled *13.36*. This means that the students who had covered *Oxford English for Careers: medicines were* more satisfied with the theoretical considerations than the students who had covered *English for medical students.* However the results might have been by chance. To check the statistical significance of mean differences an independent t-test was conducted. The results are indicated in table14.

Table 14. Independent samples T-test for significance of mean differences

Oxford & SAMT	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Theoretical	5.489	.025	-.859	36	.0396	-1.61667	1.88120

As the t-test results indicate, the difference of mean between the two groups   has not been by chance. In other word, since sig. *(2-tailed) at p<0.05* is less than *0.05* (equaled *0.039*), the mean difference between the two groups has not been by chance. These results mean that students of the two groups had a significantly different views regarding theoretical consideration of their covered textbooks. In other words, *Oxford English for Careers: medicine* was more appealing to the participants than *English for medical students* in terms of theoretical consideration.

The students' dissatisfaction with SAMT's EAP textbooks was previously confirmed and corroborated by Razmjoo and Raissi (2010). They indicated that teachers and students are not dissatisfied with the theoretical consideration of SAMT EAP textbooks. Teachers' dissatisfaction with theoretical considerations of SAMT textbook may be the result of imperfect needs analysis, design, or concept of materials.

CONCLUSION

Since ESP is mainly learner-centered, this study evaluated and compared ESP textbooks from learners' perspective. The results showed that the current book can be used as an

acceptable textbook for students who are studying medicine. The findings of the six sections revealed that according to the participants' viewpoints *Oxford English for Careers: Medicine* is appropriate in terms of each of the components measured by the textbook evaluation form and there is not any significant difference between what students expect from the book and what the present conditions of the book indicates.

Accordingly, *Oxford English for Careers: Medicine* recommended as a valuable and reliable source for medicine students. The characteristics of the book were mainly analyzed in six dimensions concerning the theoretical considerations, Organizational features and practical consideration, the content, skills, vocabulary, structure.   The students were satisfied with all six dimensions and their overall impression of the book was quite satisfactory.

The study also showed that *English for medical students,* published by SAMT, was not very appealing to students and they were not satisfied with the theoretical considerations of ESP Medicine textbooks. However, Cunningsworth (1988) states that no textbook is completely suited to a particular instructional context. She believes that the instructor is responsible for finding his own way of using and adapting the textbook if necessary. So, teachers must not search for a perfect textbook which meets all the needs and requirements, but rather for the best possible way to use the materials as he likes. In other words, teachers should manage and modify the textbooks to fit their teaching context.

The result indicates that published materials can lead to considerable success but, the instructors must be fully aware of "one-size-fits-all" approach which is potentially vulnerable to the mere demands of specific teaching context and the urgent need of particular learners (cited in Hyland 2006). Parallel to Tomlinson (2012) SAMT textbooks should develop more flexible courses designed to be localized, personalized and energized by teachers and learners. Material developers should use the Tomlinson's (2012) idea of textbook flexibility to provide opportunities for teachers and students involvement and provide globally accepted material. This study can also provide material developers and textbook writers with the necessary information, one needs for a fully-fledged textbook. Textbook designers could mind the weaknesses of the textbook under analysis to develop and design new textbooks.

The findings of this research can also be both theoretically and practically valuable for teachers. Iranian instructors, especially, EAP teachers can take advantage of this evaluation in order to conceptualize new ideas about the nature of the textbooks they teach.

Based on the results and the findings reported above, future lines of research are open to interested parties: First, present study evaluated the target textbooks from students' perspective. However, it would be insightful if other researchers evaluate and compare the textbook from teachers' perspective. Second, this study evaluated the textbooks based on Littlejohn's (1998) model. It would be a great help to the field if the researchers

take another perspective and evaluate the textbooks based on other models (e.g. McDonough and Shaw's (2003) internal and external evaluation). Finally, qualitative evaluation of the textbooks, using other instruments such as interview can result in more insightful themes.

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