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QUALIFICATION WORK

on theme "English for Specific Purposes within the Vocational Education System"

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INTRODUCTION

Topicality of the research. It is beyond doubt that the English language has become the center of communication all over the world. In fact, it is one of the reasons why English is taught as a foreign language in many countries. As a matter of the fact, it has already become a medium of communication in many educational settings such as public schools as well. It has been taught so as to help learners to keep up with the recent advances and developments of the time in science and technology. At present Uzbekistan is also paying great attention to the teaching of English language as a means of communication with the outer world in order to establish foreign economic and social relations.

In terms of reforming the system of learning foreign language in Uzbekistan the ministries and governing bodies, decision makers are paying special attention to the English for Specific Purposes area of English language teaching. The main problem nowadays in developing the quality system of ESP in our country is about the materials design for ESP courses in vocational education institutions to nonphilological higher education institutions.

It can be argued that with the rapid developments in the above mentioned fields, learners are becoming more sophisticated and conscious, particularly through the unavoidable influence of television and computer. Due to this fact, learners expect high standards of production and presentation in which different instructional materials such as slides, films, audiotape recordings, computerized materials can be used to communicate the subject in a context applicable to the learners. Among those teaching and learning materials, textbooks or coursebooks play a crucial part. To many professionals, ELT textbooks are basic elements in ELT teaching and they are the most extensively used instructional materials in schools at present.

The aim of the qualification work is to study the specific features of selecting materials for English for Specific Course and to analyze the available materials in teaching English in vocational education system of Uzbekistan.

According to the main aim of the research we set the following **tasks of the research:**

- to review relevant literature on the characteristics of ESP;
- to define the English for Specific Purposes as a separate branch of English language teaching;
- to study the system of vocational education in Uzbekistan;
- to analyze literature and materials on the principles of selecting, designing and evaluating teaching materials for ESP courses;
- to evaluate available coursebooks and materials for ESP in Uzbekistan.

Scientific scrutiny of the research problem. The notion of ESP is not new to the world of English language teaching, however, the overall concept of ESP and ways of organizing ESP courses in the system of continuing education of Uzbekistan is relatively new and not fully discovered. The ESP has been the object of study for many scholars in Western countries, especially among the language teaching specialists of Great Britain and United States. Among such scholars who studied the essential principles of ESP and organizing ESP courses we may mention R. Bolitho, Hutchinson, T. and Waters, A. and Strevens, P. The problems of designing materials for ESP courses were studied by scholars as Anthony, L., Dudley- Evans, T., ST John, M., Harding, K. and Tomlinson, B.

The object of study is the selection and evaluation of materials for ESP courses in the context of Uzbekistan vocational education system.

The subject of study is the vocational education of Uzbekistan.

Novelty of the research is in the comprehensive analysis of principles of ESP and materials selection, design and evaluation for ESP courses for the context of Uzbekistan's vocational education system. Moreover, the study presents

evaluation results of the available materials for the ESP courses in vocational education of Uzbekistan.

The practical and theoretical value of the work. The results of investigation can be applied in teaching PRESETT students the coursebook selection and design course, Teaching English for Specific Purposes course. Besides, the theoretical part of the research can be used by the practicing teachers who work in vocational colleges and academic lyceums in selecting, designing and evaluating materials for ESP courses.

The structure of the work. The paper consists of introduction, three chapters, conclusion and the list of literature used.

The first chapter presents the review of literature on the ESP and defines the notion of ESP within ELT and gives brief outline of vocational education of Uzbekistan.

The second chapter also presents the review of literature on the principles of selecting, designing, and evaluating materials for ESP.

The third chapter, the practical part of the paper, introduces the results of evaluation of the coursebook available for English language teaching at vocational colleges and academic lyceums of our country.

CHAPTER I: LITERATURE REVIEW. ENGLISH FOR SPECIFIC PURPOSES AND VOCATIONAL EDUCATION

1.1 Defining ESP

As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the filed of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters[1] define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core.

Strevens'[2] definition of ESP makes a distinction between 1) absolute characteristics (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English) and 2) two variable characteristics (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology).

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[1] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press
[2] Strevens, P. (1977). New Orientations in the Teaching of English. Oxford: Oxford University Press

Robinson's[3] definition of ESP is based on two criteria: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.

Each of these definitions have validity but also weaknesses. Considering Hutchinson and Water's definition, Anthony[4] noted that it is not clear where ESP courses end and General English courses begin because numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on analysis of learner needs and their own specialist personal knowledge of English for real communication. Strevens' definition, by referring to content in the second absolute characteristic, may confirm the impression held by many teachers that ESP is always and necessarily related to subject content. Robinson's mention of homogenous classes as a characteristic of ESP may lead to the same conclusion. However, much of ESP work is based on the idea of a common-core of language and skills belonging to all academic disciplines or cutting across the whole activity of business. ESP teaching should always reflect the underlying concepts and activities of the discipline. Having all these on mind, Dudley-Evans and St John modified Strevens' definition of ESP

1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

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[3] Robinson, Pauline C, ed. Hywel Coleman. Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts. New York: Mouton de Gruyter, 1989. 1 May 2007 http://books.google.com/books?lr=&q=Hywel+Coleman&btnG=Search+Books&as_br
[4] ANTHONY, Laurence. Defining English for Specific Purposes and the Role of the ESP Practitioner. 1997. Journal Papers. 1 May 2007 < http://iteslj.org/Articles/Gatehouse-ESP.html

2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

ESP is a field that English language learners need to study when learning English for economics, computer science, medicine, politics and other disciplines. It does not study general English but extends to special vocabulary use where students may face many problems when learning. ESP is the solution for this problem. In fact, ESP is an unstructured discipline as Hutchinson and Waters[5] note. It has not been emerged for this reason but as a result of different other reasons: the demands of Brave New World, a revolution in linguistics, and the focus on the learner.

In 1945, technology and commerce have taken greater interest and have witnessed more progress. The end of Second World War brought new perspectives of changes and, consequently, international new developments. This led many people to learn English since it became the language of technology and commerce, especially after the developments resulted from Oil crises of the early 1970s. Another reason is variation; linguistics is regarded as a description of English rules usage (grammar description) but this view has been shifted to description of language use according to the context. The idea of variation between different contexts led to having courses for specific groups of learners. Finally, in order to keep learners motivated, courses should be designed on the basis of their needs, interests and area of study. This idea was very helpful in starting thinking seriously of a discipline that respects these qualities.

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[5] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

The growth of ESP, then, was brought about by a combination of three important factors: the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology. All three factors seemed to point towards the need for increased specialization in language learning[6].

Thus, to make such needs and exchanges successful, there was an increasing demand which became during time an urgent necessity for learning and mastering languages for different purposes. In fact, language learning has been oriented towards necessity and efficiency for different ESP learners. ESP has emerged in the sixteenth century where the production of specialized vocabularies and phrase books for diplomats, businessmen and others has taken place[7].

ESP has been defined by many theorists in different ways, but what has been emphasized by most of them is that it is a discipline based on learners' needs according to the situation that they face and their specialty. In Oxford Dictionary ESP is defined as "The teaching of English for scientific, technical, etc. purposes to people whose first language is not English."[8]

According to Hutchinson and Waters, ESP is an approach to language learning that takes into account learners' needs when designing courses. It is not solely based on vocabulary but also on learners' knowledge of language and abilities that help them to communicate. ESP is not the study of 'specialized varieties', but the use of language in different contexts among learners of different specialism.

Dudely-Evans and ST John[9] define ESP according to three absolute characteristics and four variable ones. On the one hand, absolute characteristics are: meeting specific needs of the learner; emphasizing the methodology and

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[6] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

[7] Strevens, P. (1977). New Orientations in the Teaching of English. Oxford: Oxford University Press

[8] Oxford Advanced Learners' Dictionary. Oxford University Press. 2012.

[9] Dudley- Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press

activities for different fields; and being based on the language (grammar, lexis, register), skills, discourse and genres that fits the given activities. On the other hand, variable characteristics are: being related to specific disciplines, using different methodologies for different situations; being designed for adult learners; and also can be relevant for beginners, not only for intermediate or advanced students.

Strevens maintains that ESP is designed to meet specific needs of the learner. It is related in content (themes and topics) to particular disciplines or occupations as it is based on the language that is appropriate to those activities in syntax, lexis, discourse and so on.

According to Harding[10], the sense of ESP is related more with two elements: purpose and vocation. He says that "… ESP is the coal-face of International English: it is its practical application. And it's not just the coal-face: it's the production line, the operating theatre, the reception desk, and the building site". ESP is a very important field of teaching; it is the practical implementation of English language teaching.

Tomlinson[11] points out that "… English for Specific Purposes (ESP) is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason". ESP is concerned with different areas based on academic or professional fields where English of specialism is needed such as business, medicine, law, engineering, history, art, etc.

ESP was influenced by different exchanges in both linguistics and psychology. In fact, it is really interesting to know that ESP has witnessed a host of developments since 1960s. Each of which has paved the way for other crucial ones that are separated from other disciplines of English language teaching. The current studies concerning ESP are more related to communication. Dudley Evans and ST John maintain that approaches were based on ELT courses and reading strategies

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[10] Harding, K. (2007). English for Specific Purposes: Resource Books for Teachers. Oxford: Oxford University Press
[11] Tomlinson, B. (2003). Developing Materials for Language Teaching. London: Continuum

were not well developed, but nowadays many improvements have been done in the field, such as the work on register analysis, discourse and rhetorical analysis, skills based approaches and the learning based approaches. ESP has been developed in different levels all over the world. "From its beginnings in the 1960s ESP has undergone three main phases of development. It is now in a fourth phase with a fifth phase starting to emerge."[12]. The developments starts from register analysis then move to discourse analysis, target situation analysis, skills and strategies, then to a learning-centered approach.

Organizing the ESP course is very important step to achieve a satisfying goal in the course. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness.

The term ´specific´ in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what Hutchinson and Waters[13] describe as ´language description´. The ´language description´ involve questions, e.g. ´What topic areas will need to be covered?´ What does the student need to learn?´ ´What aspects of language will be needed and how will they be described?´[14]. Finding the right answers to these questions results from the setting exact goals and objectives of the course. Designing a syllabus analyses ´what´ the course is going to be about. Setting goals and objectives of the course in advance is inevitable.

Another feature of organizing course underlines the way the learning is achieved. Hutchinson and Waters speak about "´learning theory´ which provides the theoretical basis for the methodology, by helping us to understand how people learn". It is natural that learning strategies vary and corresponds with learners´ groups, their age, level or reason they study. The way adults acquire language is

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[12] Dudley- Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press
[13] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press
[14] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

differ from children, the group of advanced expects different attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners´ needs and expectations successfully.

Hutchinson and Waters point out another aspect affecting the ESP course as well. It relates to learner´s surrounding and discusses the questions of ´who´, ´why´, ´where´ and ´when´ connected with the nature of particular target and learning situation. They describe them as ´needs analysis´.

To organize the ESP course effectively and consequently achieve a satisfactory goal, having respect for all three factors is evident.

1.2 Typology of ESP

ESP is traditionally been divided into two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/inservice and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated). Pre-experience or pre-study course will omit any specific work related to the actual discipline or work as students will not yet have the needed familiarity with the content; the opportunity for specific or integrated work will be provided during inservice or in-study courses.

Another division of ESP divides EAP and EOP according to discipline or professional area in the following way: 1) EAP involves English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for Management, Finance and Economics; 2) EOP includes English for Professional Purposes (English for Medical Purposes, English for Business Purposes – EBP) and English for Vocational Purposes (Pre-vocational English and Vocational English); in EAP, EST has been the main area, but EMP and ELP have always had their place.

Recently the academic study of business, finance, banking, economics has become increasingly important especially Masters in Business Administration (MBA) courses; and 2) EOP refers to English for professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work (language of training for specific trades or occupations) or pre-work situations (concerned with finding a job and interview skills).

The classification of ESP courses creates numerous problems by failing to capture fluid nature of the various types of ESP teaching and the degree of overlap between "common-core" EAP and EBP and General English - e.g. Business English can be seen as mediating language between the technicalities of particular business and the language of the general public, which puts it in a position between English for General Purposes (EGP) and specialist English. Therefore, some authors suggest[15] the presentation of the whole of ELT should be on a continuum that runs from General English courses to very specific ESP courses as illustrated in Table 1.

Regarding positions 2 and 3, it is only the overall context of the program that decides whether a particular course is classified as ESP or not. At position 4, the work is specified in terms of the skills (it is important to choose appropriate skills to focus on - e.g., some doctors will need to read some medical journal, others will need oral skills to talk with their patients) taught, but the groups are not homogenous from one discipline or profession (scientists, engineers, lawyers, doctors), so the individual members can need texts dealing with their specific profession. Teaching materials prepared need contexts acceptable and understandable to all branches. At position 5 the course becomes really specific – the key feature of such courses is that teaching is flexible and tailored to individual or group needs.

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[15] Dudley- Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press

ESP has emerged to satisfy learners' needs. According to Kennedy and Bolitho[16], some of those needs are important for their studies, whereas others are crucial for their work and profession. The former is called English for academic purposes (EAP) and the later is referred to as English for occupational purposes (EOP). EAP and EOP are the main common parts that can be subsumed under the field of ESP. Each of which has its own characteristics. They are explained in the following graph.

English for Academic Purposes (EAP)

Jordan[17] points out that the term 'English for academic purposes' appears in 1974. EAP is also called EEP (English for Educational Purposes).

"EAP is a field open to self-scrutiny and change, and for these reasons it offers language teachers an ethical, reflective, and fruitful field of research and professional practice and offers students a way of understanding their chosen courses and disciplines."

EAP is taught generally within educational settings for students who need English in their studies in order to succeed. It is helpful for students when specializing or intending to be specialized. EAP is taught not only in technical streams, it also takes a great interest in non-technical ones. Tomlinson (op.cit) says that EAP is helpful for learners to get appropriate skills in order to achieve a certain level.

English for Occupational Purposes (EOP)

EOP is also labeled EVP (English for Vocational Purposes) or EPP (English for Professional Purposes) as Jordan maintains. EOP is taught for learners whose need is related to their profession. They need English to talk and respond in their domains and to read technical manuals. Their learning depends on the time of training. That is to say before, during or after working. Tomlinson (op.cit) mentions that EOP is helpful for learners to function in English in their job.

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[16] Kennedy, C. and Bolitho, R. (1984). English for Specific Purposes. Hong Kong: Macmillan Publichers Limited

[17] Jordan, R. (1997). English for Academic Purposes: A guide Resourse Book for Teachers. Cambridge: Cambridge University Press

"English for specific purposes (ESP) has tended to be a practical affair, most interested in investigating needs, preparing teaching materials, and devising appropriate teaching methodologies".[18]

In the preceding chapter the origin of ESP has been already explained and put in the relation with other areas of English language teaching (ELT). In this chapter it will be summarized what the principles in ESP according to which this discipline works are.

The number one principle that distinguishes ESP from ELT is the purpose for learning the language. Harding[19] assumes that it is the language for getting things done. "The sense of purpose gives the language work an immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the 'General English' variety."

In addition, Harding suggests that the type of learners who come to ESP are often demotivated by courses of general English. These learners have entered ESP courses because they expected that language-based work would not owe to practical or manual skills in lessons.

Robinson[20] develops further the topic of learners of ESP from the point of view of the age of learners. It is not, though, only the age, but also the mastery of the language that distinguishes the group of learners of ESP from general English learners. To answer the first difference, the age of the learners of ESP is adulthood or early adulthood. Moreover, it is hoped that the learners have reached a reasonable competence in all areas of the language. If not, it is believed that remedial English will be of more purposeful kind than it was before at school and that a young adult wishes to extend or adapt competence in English to their particular field of work.

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[18] Dudley- Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press

[19] Harding, K. (2007). English for Specific Purposes: Resource Books for Teachers. Oxford: Oxford University Press

[20] Robinson, Pauline C, ed. Hywel Coleman. Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts. New York: Mouton de Gruyter, 1989. 1 May 2007
http://books.google.com/books?lr=&q=Hywel+Coleman&btnG=Search+Books&as_b

Another principle of ESP pointed out by Fitzjohn introduces the factor of time into ESP and discriminates between long-term, whole-life ongoing process of learning general English and short-term periods in ESP:

"The very concept for 'special purposes' implies that foreign language study is a subsidiary contribution to another, main, interest, and that there will normally be pressure to achieve the required level of linguistic competence in the minimum of time."[21]

Last but not least, the principle of narrowing the language contents represented by Strevens (as quoted in Robinson, 12 - 13) introduced into ESP restriction in the selection of skills that the learners will need; selection of the items of vocabulary, patterns of grammar and functions of language; themes and topics narrowing in order to include only the themes, topics and discourse needed; practice of purposeful communicative needs.

After all, there is a question whether to use special language means the same as to use restricted language. According to Strevens it is recommended to narrow the language that is considered broad in General English. Robinson restricts language for doctors to reading skills and that for secretaries to speaking in her work within ESP. However, different professions and vocations need different language in order to perform appropriately, but the requirements will overlap from one area to other.

"English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general." There is a specific reason for which English is learned.

Pauline C. Robinson describes ESP as a type of ELT (English Language Teaching) and defines it as: "Goal-oriented language learning." that means student has a specific goal that is going to be attained.

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[21] Robinson, Pauline C, ed. Hywel Coleman. Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts. New York: Mouton de Gruyter, 1989. 1 May 2007
http://books.google.com/books?lr=&q=Hywel+Coleman&btnG=Search+Books&as_br

The origin of ESP and its development is closely linked with learners´ interest in various specific disciplines e.g. ´Law English´, ´English for Hotel Industry´ or ´English for Tourist Management´, as I present in my work. Students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. That is why English language is not seen as the main goal in the process of learning, but rather a vehicle for its acquirement. "Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies."[22].

The fact that "learners know specifically why they are learning a language" is a great advantage on both sides of the process.

The group of ESP learners is going to achieve the same goal in the field of studying branch, so learners´ motivation, in a form of the same aim, enables teacher to meet learners´ needs and expectations easier. Learner and the way of learning (´acquiring language´) are considered to be the main factors in the whole process. Hutchinson and Waters[23] emphasise ESP to be an approach not product that means language learning not language use is highlighted. They draw the attention to a ´learning-centred approach´ "in which all decisions as to content and method are based on the learner´s reason for learning".

Tony Dudley-Evans and Maggie Jo St John divided characteristic features of ESP in two groups according its ´absolute´ and ´variable´ attributes.

Concerning the absolute characteristics (according to Dudley-Evans and St John):

- ESP is defined to meet specific needs of the learner;

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[22] ROBINSON, Pauline C, ed. Hywel Coleman. Working with Language: A Multidisciplinary Consideration of Language Use in Work Contexts. New York: Mouton de Gruyter, 1989. 1 May 2007 http://books.google.com/books?lr=&q=Hywel+Coleman&btnG=Search+Books&as_br
[23] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

- ESP makes use of the underlying methodology and activities of the discipline it serves;

- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities;

- The variable characteristics are seen in five points;

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation;

- ESP is generally designed for intermediate or advanced students.

Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners[24].

Hutchinson and Waters do not emphasise any concrete limits of students´ level or age, they emphasize learners´ individual needs and specialist knowledge of using English for specific purposes. Although there exist several aims and different purposes why learning English, the way of learning may be same.

"Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner.[25]" They add that ESP methodology "could just as well have been used in the learning of any kind of English.".

1.3 Vocational Education and ESP in Uzbekistan

In 1997 Uzbekistan embarked on the globally unprecedented National Professional Training Programme (NPTP) that envisaged a gradual transition to

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[24] Dudley- Evans, T. & ST John, M. (1998). Developments in English for Specific Purposes: A multi-Disciplinary Approach. Cambridge: Cambridge University Press

[25] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

compulsory universal vocational education for all (9 years of secondary school + 3 years compulsory vocational education at college or lyceum) by 2009. In a country with a population of 26.5 million, the physical infrastructure that enabled the development of the vocational secondary education sector was built in a record-breaking time. After the NPTP was adopted, public budget resources, allocated to the education sector, began to be redistributed in favour of the secondary specialized vocational education system. Public budget spending for the secondary specialized vocational education was fairly stable with the share of some 7.5% of total budget per year. The vast majority of this spending for the system of secondary specialized vocational education was centralized investments in the construction and reconstruction of the educational establishments within this system (64% and 61% of total spending for the system of secondary specialized vocational education in 2004 and 2005 respectively). In addition to prioritized state-run financing, significant donor funds were invested in the system of secondary specialized vocational education, totaling to at least USD$300 million. As a result, by the beginning of 2006-2007 academic year, 957 vocational colleges and 99 academic lyceums were constructed and reconstructed and a lot of work was done to change the appropriate state standards, curricula and retraining of teaching staff.

Apart from problems typical of any vocational education system (quality of training, professional-skill imbalance, etc.), the implementation process of this unique program encountered certain specific problems:

Scarce funding made it impossible to meet the planned student space: between 1998-2005 the program for operationalizing new buildings for vocational education was met by not more than 55%. Nearly 550,000 school students graduate from the basic secondary school (9 forms) every year in Uzbekistan. In the 2005-2006 academic year, 56% of adolescents within the respective age group (788,000 people) were covered by the system of secondary specialized vocational education, while the rest of them either continued to obtain education in the 10th and 11th

forms, or quit school education after graduating from the 9th form. Thus, to ensure 100% coverage of the school students with vocational education, the capacity of the secondary specialized vocational education system (i.e., student space) has to be doubled within the next three years (in numerical terms, 1,700 colleges and lyceums are required in total). To achieve the aforementioned value, centralized investment in comparable prices should be 5 times higher than the current level of investment.

A new concept of education effectively does not envisage training of specialists that belong to groups VII and VIII of the ISCO-88, that is, the specialists of working professions. With the 3-year vocational training, the graduates obtain higher skills than the existing jobs require. This situation is ineffective not only in terms of financial resources spent for training such specialists, but also it causes a gap between the job-related expectations of these graduates and the status that will be offered to them in the labour market. However, some vocational college graduates who have certain professions (e.g., teachers, legal professionals, health professionals, etc.) cannot find jobs because the national legislation provides for certain restrictions as regards employing professionals without higher education.

Another major problem is the ineffective sectoral and geographical distribution of colleges. In many rayons (administrative districts) there are no colleges providing training in such important sectors as transport, telecommunication, and the energy industry. Whereas 27% of the total number of college graduates obtain medical and teaching qualifications. Given the low mobility of labour resources, this situation makes the imbalance, that currently exist in occupational labour markets, notably larger.

The current system of vocational education causes contradiction between the principle of universality of education and the right to free choice of profession in consistence with one's likings and understanding of occupational demand in the labour market. At present, specialised colleges are training students in more than

300 occupational areas. Given the uneven geographic distribution of colleges, young people living in some rayons have access to training in 50 occupational areas. Entering colleges in other localities is usually difficult (college administrations first of all must ensure coverage of youth with training in their respective rayons, the number of hostels for college students is reduced every year, and high expenditures for transport and living needs also constrain the opportunity of obtaining education far from home).

As regards the timeframe for putting the planned number of colleges into operation (consequently, transition to universal vocational education), this problem will be solved, even though with certain delays. Addressing other specific problems in the Uzbekistani vocational education system, some fundamental changes are being discussed, specifically:

Aggregating the number of occupational areas for training from 300 to a maximum of 10-20 and developing new state standards and curricula;

Grouping related professions within each occupational area of training and developing training modules for professions so that students could obtain 3-4 professions, corresponding to VII-VIII groups of ISCO-88, or 1-2 professions, corresponding to III group, within 3 years;

Transition to the system of multi-area colleges, i.e., the system, in which every college or most of the colleges will provide vocational training in all 10-20 occupational areas.

The British Council in partnership with the Centre for Secondary and Specialised Education have launched the English for Tourism project. The project aims to improve the English language level of graduates from 11 tourism colleges to enable them to meet the modern requirements of employers in the tourism sector.

As part of the project a contemporary English language course for students of tourism colleges has been developed. The course is based on the British Council "Learn English for Tourism" it was supplemented with extension activities

designed by a team of local experts together with a UK consultant to tailor the materials for Uzbekistan context. The course focuses on listening, speaking and writing skills and also includes material on team working, communication and e-mail skills. The piloting of the new course starts in February 2014.

The project also provides teacher training opportunities for English language teachers in tourism colleges.

CHAPTER II: MATERIALS SELECTION FOR ESP COURSES

2.1 Role of Teaching Materials in ESP

Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help teacher in organizing the course or what is more it can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection, "they should truly reflect what you think and feel about the learning process[26]."

Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. "Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the course."[27]

Teachers should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves. Materials should also function as a link between already learnt (´existing knowledge´) and new information.

Concerning the selection of ´General English´ material and ´ESP´ material some criteria must be matched as well. Language teacher is responsible for selecting an appropriate text that contributes to students´ effectiveness that means he or she should pay attention to suitable criteria for its choice. Wallace[28] suggests those main criteria:

- Adequacy - should be at the appropriate language, age level;

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[26] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

[27] Graves, K. (1991). Teachers as Course Developers. Cambridge: Cambridge University Press

[28] Wallace, C. (1992). Language Teaching: A Scheme for Teacher Education. Oxford: Oxford University Press

- Motivation - should present content which is interesting and motivating for students work. It goads into students effectiveness, interest and pleasure of work;

- Sequence - it is important if there is some relation to previous texts, activities, topics not to miss the sense of a lesson;

- Diversity - should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies;

- Acceptability - it should accept different cultural customs or taboos.

Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners´ needs and expectations are not met due to wrong choice of material. "Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn."[29]

Hutchinson and Waters, recalling the importance of reading skills for specific target language use areas, associated the stage of finding appropriate materials with searching for a suitable text.

English for Science and Technology has two distinct areas: lexis and grammar that the text should reflect. Hutchinson and Waters found out that some forms typical for scientific texts were not covered in materials of General English. Those forms were: compound nouns, passives, conditionals. Today, the situation is different. The forms listed above form part of the curriculum of general English.

Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future business life.

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[29] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

One of the most important issues regarding ESP materials selection and/or writing is whether the materials selected should be solely or primarily subject specific and what the most appropriate ratio of general materials to subject-specific materials is.

General materials focus on one's general ability to communicate more effectively, while subject-specific materials focus on a particular job or industry[30]. When carefully selected, both general and subject-specific materials will equip the students with the necessary skills and knowledge, but subject-specific materials nevertheless better cater for ESP learners' specific needs. Consequently, ESP learners will very often feel more affinity for materials that they find relevant to their area of specialism. The use of subject-specific textbooks is also more in line with the realization that students are individuals with different needs, styles, and interests and with some central traits of cognitive theory, which, as Skela points out, are the following:

It focuses on purposeful learning;

The learner is seen as an active processor of information;

Learning is the process by which the learner tries to make sense of the information by imposing a meaningful interpretation or pattern on it;

One of the basic teaching techniques is problem-solving;

Recently it has been associated with a focus on deliberate acquisition of a language as a logical system;

The importance of carefully selected rules, which can provide an important shortcut in learning process.

According to Prabhu[31], another important issue regarding materials is that they should be used as sources: "The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be a strength for any form of teaching".

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[30] Ellis, M. & Johnson, C. (1994). Teaching Business English. Oxford: Oxford University Press

[31] Prabhu, N.S. (1994). Second Language Pedagogy. Hong Kong: Oxford University Press.

2.2 Typology of ESP Materials

ESP materials can be done for different reasons and can be presented in different forms. Kennedy and Bolitho points out that ESP materials are helpful in making students read then get the meaning, read then write such as summarizing or paraphrasing, listen when teachers read from them, speak when the teacher motivates his students to communicate, or do different tasks when the teacher integrates different skills. Activities are very useful means in language teaching. They are of different forms: reading, listening, speaking and writing. Each specialty is based on some skills according to students' needs and the form of the present lesson.

Materials for Reading

Materials for reading are the texts given to learners to practise them in order to achieve a specific aim or various ones. In Oxford Dictionary, activity is defined as "a thing that you do for interest or pleasure, or in order to achieve a particular aim". According to Kennedy and Bolitho[32], materials for reading play the role of activities; students are asked to read and try to comprehend as they are allowed to use dictionaries to learn new structures and vocabulary. Students have to skim, scan, relate graphs to text, relate diagrams to text, predict and sequence the structure of a text, and understand elliptical writing-telexes. Such activities are means of joy as well as of teaching and learning. They help students in using and practising their available language recourses as to develop their own skills, strategies and level of comprehension; they are the practical contribution of theoretical lessons. Each material for reading is given to students in order to make them master specific points which themselves are helpful for their studies.

Materials for Writing

When students are given a text and after reading it, they are asked to write something. Here, the aim of the material is to serve the skill of writing. Since students are not English ones, they are not asked to write using great styles.

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[32] Kennedy, C. and Bolitho, R. (1984). English for Specific Purposes. Hong Kong: Macmillan Publichers Limited

Instead, they have to write correct grammar and simple wording. Kennedy and Bolitho insist on the importance of being coherent when writing.

Some adult ESP students do not experience too many problems with coherence as there is classroom evidence to suggest that the ability to organize writing coherently is largely transferable from the mother tongue. Conversely, an absence of this ability in English in an adult student is bad news for the ESP teacher as it may signal lack of practice in writing coherently in any language[33].

When implementing written activities, students also must have a purpose. There is no activity without one aim or more as their answers should be relevant to them. ESP students are asked to write reports, take notes, summarize a text, write descriptions of processes and systems, and write letters and telegrams.

Materials for Listening

According to Kennedy and Bolitho, materials for listening might be the most difficult choice. They have to be selected in an appropriate way in order to motivate students and make them listen without getting bored. ESP students may listen to lectures, instructions, seminars, meetings, and committees. Then they have to get key words, main ideas, speakers' attitude, and switches of register. The teacher's role here is to be attentive concerning students' reactions and to the atmosphere of each lesson so that to attract students' attention and satisfy their needs in an appropriate way without making them get bored or confused.

Materials for Speaking

Though those activities need more work for teachers but it is worth using them. They make the speaking process seems easier and more active as they help in making the students' involvements more obvious. So, the use of speaking activities would highly improve students' retention. Such activities add variety to range of learning situations, maintain motivation, refresh learners during formal learning, encourage students' interest, help in making teacher-student distance less

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[33] Kennedy, C. and Bolitho, R. (1984). English for Specific Purposes. Hong Kong: Macmillan Publichers Limited

marginal, and provide more student-student communication. The more students get motivated, the more students get comfortable and can speak confidently[34].

<div align="center">Materials for Integrated Skills Activities</div>

Materials for integrated skills are those integrating two skills or more:

speaking, listening, writing, and reading on the same activity. The use of activities should help in making the lesson well prepared and organized. Moreover, the teacher has to confirm the presence of all available facilities. Teachers must confirm that activities are simple and can provide the instructions that are intended to do. Philips[35] emphasizes that "the activities should be simple enough to understand what is expected of them.", but some activities may require the four skills and they have a considerable value. Simulation, games and information gap activities, and project work are integrated skills activities.

Teaching an ESP classroom means to have certain qualities in order to help students in satisfying their needs. ESP students need to know the basic foundations of their specialism. They need to learn the common vocabulary and master different grammar rules in order to achieve the ultimate aims of teaching and learning process. ESP materials are useful when doing so since they provide helpfulness through appropriate selection of materials that teach vocabulary content and grammar rules.

<div align="center">Teaching Vocabulary content</div>

Vocabulary is the backbone of ESP classroom teaching. Ur[36] defines vocabulary as "… the words we teach in a foreign language." Thornbury states that vocabulary and lexis in English are frequently used interchangeably. However, words are the building blocks in a language. One cannot develop his knowledge of a specific specialty unless he gets a rich background of its lexical items. English learners may face big problems when learning vocabulary and even when moving from one level to a higher one. Macaro spots the light on vocabulary when learning

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[34] (Kennedy and Bolitho, ibid, p.86-87).
[35] Philips, S. (1993). Young Learners. Oxford: Oxford University Press
[36] Ur, P. (1991). A course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press

a foreign language, especially if it deals with different disciplines where sub-technical vocabulary exists and which are considered as the most crucial type of vocabulary to be learned in order to enhance the teaching and learning process within an ESP classroom.

When selecting ESP materials, a great consideration must be given to vocabulary content since it presents the main concern of students' needs. In ESP, "specialized texts of any sort, whatever written or spoken, exhibit various characteristic lexical features."[37]. Technical abbreviations, symbols and formulae, highly technical vocabulary, and subtechnical vocabulary are the lexical features of ESP texts. Kennedy and Bolitho (ibid) maintain that teaching vocabulary to ESP students starts from word formation (prefixes and suffixes and identification of word classes) then moves to word relationships (synonymy, contextual clues, selection from alternatives, building up sets, and collocations[38]. ESP materials are of different forms and contain different vocabulary content; the selection depends on the needs of the course, intended language and the degree of authenticity, and the students' level and specialty.

Words do not exist as isolated items in language. They are integrated in a complex system in which different levels of a lexical item is produced in order to supply a suitable understanding in receptive skills and provide an adequate production of ideas in productive ones. Richards and Renandya say that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write."

Teaching Grammar Rules

It has been remarked that vocabulary takes a great part within ESP classrooms. But knowing vocabulary without mastering grammar rules does not help students in their studies since grammar has its importance as well. Though discourse can be understandable with wrong grammar rules' use, but it would not

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[37] Kennedy, C. and Bolitho, R. (1984). English for Specific Purposes. Hong Kong: Macmillan Publichers Limited
[38] Thornbury. S. (1997). About Language. Cambridge: Cambridge University Press

be coherent and appropriate, and the meaning of the discourse would not be accurate. Ur defines grammar as "… a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language"

Grammar can be taught through two different approaches as Harmer[39] states. "There are basically two ways in which a learner can achieve understanding of a rule, the deductive (rule-driven) path and the inductive (rule-discovery) path". Deductive approach is based on teaching grammar from rules; students are asked to retain the definitions, the rules, the examples, and the exceptions. It is very helpful for students to gain more time in practicing excercises. Inductive approach is based on teaching grammar from examples and students are asked to discover the organizational principles and formulate a set of rules. Inductive learning can be an effective means of teaching grammar. Learning inductively means studying examples of language in use, and exploring underlying patterns and rules. This approach is very helpful in making learners more active through giving more chance to interaction and discussion when giving them the opportunity to extract rules from the examples.

Macaro proposes two ways that teachers may use when wanting to provide helpfulness to their learners in order to get better memorization and understanding of grammar rules. First, practice might be a good solution. It is controlled, contextualized or communicative. It contains series of stages based on activities that are helpful to transfer the information from short to long memory. Second, consciousness-raising is the other solution. It is an attempt to motivate learners in grammar rules understanding so that their knowledge can be discovered.

The ESP materials that are used to teach grammar rules should respect two principles: efficiency-factor and appropriacy-factor. On the one hand, to be efficient is very crucial. According to Harmer, "when considering an activity for

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[39] Harmer, J. (2002). How to Teach English: An Introduction to the Practice of English Language Teaching. Malaysia: Addison Wesely Longman

the presentation or practice of grammar the first question to ask is: how efficient is it?"[40]. Efficiency might be measured according to three elements: economy, ease, and efficacy. On the other hand, appropriacy is the second crucial principle of grammar teaching. Learners are different concerning their interests, level, needs, and goals, beliefs, values, attitudes, age, materials and resource, experience and expectations, cultural factors, group size, educational context, and the constitution of the group. These variations must be taken into account when wanting to be appropriate. These factors are interrelated and cannot be taken separately.

2.3 Materials Selection in Teaching ESP Courses

Some teachers may use the same ESP material for different classes ignoring the variation among different classrooms. Also, some of them may use the same material in all lectures. In this situation, students will get bored and may hate this class. That is why appropriate ESP materials selection would be important and can play a crucial role in ESP lesson planning. Ellis and Johnson[41] distinguish between two levels of materials selection. The first one occurs at the beginning of the course when teachers suggest their coursebooks and materials. The second level occurs when the teacher is going to select items from the chosen coursebook.

As Ellis and Johnson emphasize, the choice of materials has a major impact on what happens in the course. This impact is demonstrated on the following three levels:

- It "determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions";

- It "has implications for the methods and techniques by which the learners will learn";

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[40] Harmer, J. (2002). How to Teach English: An Introduction to the Practice of English Language Teaching. Malaysia: Addison Wesely Longman
[41] Ellis, M. & Johnson, C. (1994). Teaching Business English. Oxford: Oxford University Press

- Last but not least, "the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation".

The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include "tasks and activities that practise the target skills areas"[42]. Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs.

ESP is predominantly student-centred, and consequently students' considerations should be at the top of the list of selection criteria. According to Lewis and Hill, students' considerations include the following:

- Will the materials be useful to the students?

- Do they stimulate students' curiosity?

- Are the materials relevant to the students and their needs?

- Are they fun to do?

- Will the students find the tasks and activities worth doing?

To sum up, after analyzing learner needs and setting objectives for the course, the ESP teacher has to select materials that will help the students achieve the course objectives. These materials should also relate closely to the learners' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners' motivation Readily available textbooks vs. tailor-made materials The decision on whether to use a readily available textbook or tailor-made materials is primarily based on the learners' subject area. If their subject area is more general, the likelihood of finding suitable published materials is much higher. Accordingly, ESP teachers will most often select suitable materials from existing printed materials. In the case of more specific subject areas, the most widely accepted view is that ESP teachers should

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[42] Ellis, M. & Johnson, C. (1994). Teaching Business English. Oxford: Oxford University Press

also first "question whether the learners' needs are significantly different from those of other groups" and, if possible, select from existing printed materials and resort to writing materials "when all other possibilities of providing materials have been exhausted"[43]. If the institution encourages teachers to develop tailor-made materials and if there are several teachers of foreign languages for specific purposes, the institutions are more likely to provide their students with tailor-made materials. These writers also point out that the number of tailor-made materials for LSP in Slovenian higher education institutions is relatively high, due mainly to the fact that teachers here strive to cater for the specific needs of the professional language they teach. To meet this end, they either adapt commercial textbooks to the specific needs of the specific subject area and to the level of students' language knowledge or prepare in-house materials if no suitable printed materials are available in the market.

If a teacher resorts to using a readily available textbook, the selection of structures, vocabulary, skills, functions, and so on is conditioned by the textbook to a large extent and can be extended into other areas teachers find relevant to their students. Tailor-made materials, on the other hand, provide the teacher with the opportunity to decide on combinations of vocabulary, functions and structures and to develop materials that will introduce most relevant vocabulary and related functions and structures.

A final but significant factor is that psychologically a textbook represents something concrete and thus gives a measure of progress and achievement throughout the course. Consequently, when designing materials teachers should bear this in mind and prepare materials that present a logical whole and in which the sequence of units is logical and enables the students to see and evaluate their progress.

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[43] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

Although learners can undoubtedly learn most of the needed skills, functions and to a great extent also general terminology from general business textbooks, they will undoubtedly gain even more when using tailor-made materials or a combination of a general business textbook and tailor-made materials because these two options are more likely to provide them with directly applicable knowledge.

2.4 Criteria for Materials Selection in ESP

Authentic texts are very important in showing real language use though it is sometimes difficult to find appropriate ones. In fact, most teachers prefer to use them. "Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching."[44] Authentic materials are those taken as they are in the original or natural sources. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic."[45] Many people prefer such classroom resources because of their natural language use and explanations, as stated in Longman Dictionary of Language Teaching and Applied Linguistics.

In language teaching, the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

On the one hand, using authentic materials is very helpful because they have a positive impact on learners' motivation, satisfy learners' needs, and supply

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[44] Ellis, M. & Johnson, C. (1994). Teaching Business English. Oxford: Oxford University Press
[45] Widdowson, H.G. (1990). Aspects of Language Teaching. Oxford: Oxford University Press

authentic cultural information and exposure to real language. On the other hand, using authentic materials may contain difficult language, difficult vocabulary items and complex language structures as they can be too culturally[46].

Some interesting texts may go beyond students' level and current abilities. This would not make problems only for students, it may also struggle teachers. Simplified materials are materials used by teachers to facilitate the learning process. When using authentic materials may not be very helpful and it is difficult for students to understand them since the language and the use of words may be highly complex, thus, the use of simplified ones would be the solution. Simplified materials use understandable language, provide clear objectives, and focus on specific items of the lecture.

It seems that most, if not all, ESP lessons include the use of an ESP material or series of materials. Not all students enjoy them and not all lessons provide appropriate ESP materials selection. There is no rule for selecting or adapting them but some said that following specific criteria may make it easier for them. Paul proposes a division of the lesson into two parts: educational and fun sections. Selecting materials for ESP students does not resemble the same as selecting for general English students which need only print, audio, and video materials as Ellis and Johnson point out. For ESP teachers, the selection extends the use of what is available. Sometimes, they need to adapt or look for over the shelf materials in order to help ESP students achieve their aims. When doing so, they need to respect certain criteria.

Ellis and Johnson explain the criteria for selecting ESP materials: types of learners and their language level, relevance, learners' age and cultural background, and appropriateness of methodology or style. Moreover, they emphasize the distinction between different types of learners and their language level; pre-experience learners and job-experienced learners. Relevance of language and skills is the second key element that must be respected when selecting materials. Another

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46 Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. New Zealand: Palgrave Macmillan

important criterion is to respect learners' age and cultural background. In other words, types of activities differ among groups of different age, background knowledge and cultural features. The last element is the appropriateness of methodology or style for learners. In other words, "the trainer should experiment to find out an approach to use with a particular group and then select activities accordingly."[47]

Wallace[48] suggests the following criteria when selecting ESP materials.

• Adequacy: the selected materials should contain appropriate language and information about the course.

• Motivation: They should present interesting content in order to help students be active and work hard in order to understand better. This criterion should be respected in order to make students' work more effective.

• Sequence: It is important to have materials that are related to the lecture. There must be a relation to previous texts, activities, topics not to miss the sense of a lesson.

• Diversity: The selected material should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.

• Acceptability: It should contain acceptable cultural customs and language.

Characteristics of Motivating ESP Materials

ESP materials are not selected solely to transform information from teacher to learners. In fact, they must be selected for educational purposes as well as for fun and motivation. If the teacher does not think of this side, learners would not be satisfied and happy concerning what they are learning. Thus, the teacher should focus on what attracts his students for the learning process. It is therefore helpful for teachers to follow the factors that might help in motivating learners. Ellis and Johnson (op.cit) suggest three perspectives: credibility; to use materials which

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[47] Ellis, M. & Johnson, C. (1994). Teaching Business English. Oxford: Oxford University Press
[48] Wallace, C. (1992). Language Teaching: A Scheme for Teacher Education. Oxford: Oxford University Press

have enough knowledge about the subject and the specialism, up-to-date materials; to use novice materials because old ones are old-fashioned ideas and language, and attractive materials; to use materials which contain acceptable layout, good visuals, and easy access.

Materials evaluation is a means based on examining learning materials in order to establish their value. Tomlinson[49] defines materials evaluation as "a process that involves measuring the value (or potential value) of a set of learning materials". Evaluation focuses on the students' satisfaction of their needs. "in language teaching, the process of measuring the value and effectiveness of learning materials" (Longman Dictionary of Language Teaching and Applied Linguistics). In other words, evaluation of ESP materials is the judgment of the appropriateness of materials for an ESP classroom. ESP materials evaluation can be done through four stages as explained in the following graph.

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[49] Tomlinson, B. (2003). Developing Materials for Language Teaching. London: Continuum

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│                    ┌─────────────────────────┐                   │
│                    │     DEFINE CRITERIA     │                   │
│                    │                         │                   │
│                    │ On   what   bases  will │                   │
│                    │ teachers judge materials?│                  │
│                    │ Which  criteria  will be │                  │
│                    │ more important?         │                   │
│                    └─────────────────────────┘                   │
│                       ↙                   ↘                       │
│   ┌─────────────────────────┐   ┌─────────────────────────┐      │
│   │   SUBJECTIVE ANALYSIS   │   │    OBJECTIVE ANALYSIS   │      │
│   │                         │   │                         │      │
│   │ What realisations of the│   │ How  does  the material │      │
│   │ criteria do teachers want│  │ being evaluated realize the│   │
│   │ in their course?        │   │ criteria?               │      │
│   └─────────────────────────┘   └─────────────────────────┘      │
│                       ↘                   ↙                       │
│                    ┌─────────────────────────┐                   │
│                    │        MATCHING         │                   │
│                    │                         │                   │
│                    │ How far does the material│                  │
│                    │ match their need?       │                   │
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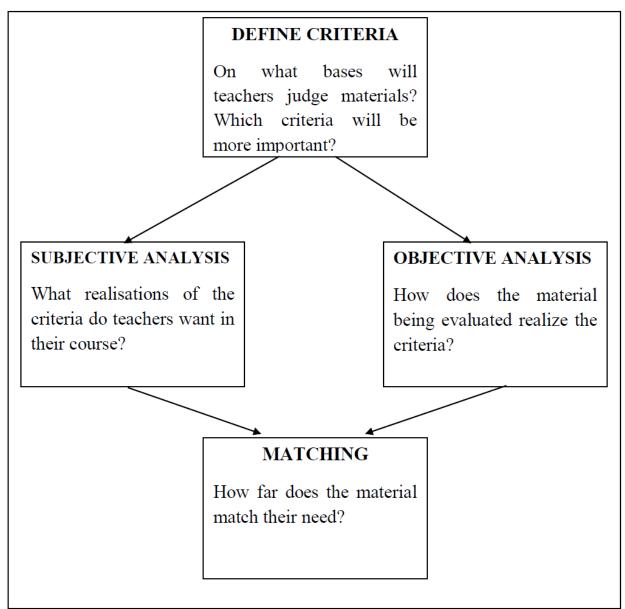
Figure 02: The Materials Evaluation Process (adapted from Hutchinson and Waters 1987)

ESP materials evaluation is a matching process: "matching your own analysed needs with available solutions"[50]. Moreover, this process is helpful to match solutions for problems that occur on the level of materials. Hutchinson and waters (ibid) divide evaluation into four stages as shown in graph (01). In the first stage; defining criteria, the teacher has to set his goals for a specific material. The next

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[50] Hutchinson,T. and Waters, A. (1987). English for Specific Purposes: a Learning Centred Approach. Cambridge: Cambridge University Press

stage is subjective analysis where developing and testing the course in terms of materials requirements. The third phase is objective analysis where the teacher focuses on the aims of the material itself. The last stage is matching. It occurs when investigating the problems on the level of both subjective and objective analysis and trying to remedy them through adapting content or methodology. ESP materials evaluation is considered as a crucial part in ESP materials selection since it provides testing them and knowing what is useful and what is not in order to avoid it when selecting for another time.

<center>Factors Influencing ESP Materials Selection</center>

ESP lectures must be well implemented in order to satisfy students' needs. Some factors may influence such implementation positively or negatively. Even when teachers are not the responsible for doing so but they have to take into account such factors affecting their course so that they avoid them or try to find solutions if possible. Kennedy and Bolitho[51] suggest that the following factors must be taken into consideration whether the teacher is the course designer and materials provider or even when he is going only to select from what is available. Those factors are the use of English (whether within a community or an institution); available administrative facilities and available materials; learners' age, level, motivation, and attitudes and prior views towards learning an ESP course; and teacher' knowledge about vocabulary, specific forms and functions, and how to interrelate functions in order to get coherent texts.

It should be stated that ESP is very helpful in teaching English to students of different disciplines. In this chapter, it has been focused on ESP as a discipline and emphasizes the importance of materials selection within ESP classrooms. First, ESP is defined as an approach to teaching English and that is based on students' needs as we stated the developments that ESP has witnessed such as: register analysis and discourse analysis. Next, the role of ESP materials was explored in teaching the four skills, then in teaching vocabulary content and grammar rules.

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[51] Kennedy, C. and Bolitho, R. (1984). English for Specific Purposes. Hong Kong: Macmillan Publichers Limited

After that, the difference between authenticity and simplicity was established. Moreover, authentic materials are taken as they are in their original form, whereas simplified ones are modified in order to meet specific needs. Finally, the criteria of selecting appropriate materials were identified (accuracy, appropriacy, range, flexibility, and size), the characteristics of a motivating material were explained (credibility, up-to-date materials, and attractive materials), the method of evaluating materials (defining criteria, subjective analysis, objective analysis, and matching), the factors that may influence ESP materials selection (such as: the role of English, resources and administrative Constraints, the learner, and linguistic aspects, so that to take them into account) were described.

CHAPTER III: PRACTICAL PART. EVALUATION OF COURSEBOOK "ENGLISH B1" FOR VOCATIONAL EDUCATION

3.1 Design of the Study and Research Questions

The purpose of this study was to evaluate the effectiveness of an English textbook titled "English B1" by Bakieva G., Irisqulov A., Rashidova F., and others from the perspectives of students and teachers. The textbook was prepared by the Ministry of Higher and Secondary Specialized Education for the 1st year students of academic lyceums and vocational colleges and implemented in 2013–2014 academic year.

The sample of this survey study consisted of 1st year students and teachers from a total of one academic lyceum and three vocational colleges. The mentioned lyceums and colleges were the ones where the coursebook was being taught during the 2014–2015 academic year.

The survey and interview techniques were used in this study. Students were presented with a self-administered questionnaire in which they were asked to answer questions related to characteristics of coursebook they studied. The questionnaire was developed by the researcher. Survey data were analyzed using descriptive statistical techniques. Interviews were conducted with teachers to collect information regarding their opinions about the textbook they used.

Research Questions

The specific research questions are listed below:

1. To what extent is the textbook effective according to the selection and organization of content in the textbook?

2. To what extent is the coursebook effective according to the level of the learners?

3. To what extent is the coursebook effective according to the physical appearance?

4. To what extent is the coursebook effective according to the content?

5. To what extent is the coursebook effective according to the exercises and activities?

6. To what extent is the coursebook effective according to the vocabulary and grammar?

7. To what extent is the coursebook effective according to the clarity of instructions?

8. To what extent is the coursebook effective according to the supporting sources?

9. To what extent is the coursebook effective according to the development of learner autonomy?

10. To what extent is the coursebook effective according to the consideration of learning style differences?

11. To what extent is the coursebook content relevant to the specialty of students or ESP oriented?

3.2 Methods and Procedure of the Research

This study employed one questionnaire (Appendix 1) and one interview schedule (Appendix 2) to collect data on the points of views of students and teachers about the mentioned textbook. The questionnaires were used to obtain quantitative data and the interviews were used to obtain qualitative data that supported and enriched the quantitative data.

Questionnaire

The questionnaire was developed by the researcher. For the purpose of developing the questionnaire, the literature related to materials evaluation was reviewed. The review of literature revealed that there were some commonly used criteria in textbook and material evaluation process. Two focus group interviews with 12 students were conducted to elicit students' perceptions of the effectiveness

of the coursebook in relation to the criteria determined on the basis of the related literature. It especially enabled the researchers to get insights into the students expectations from a textbook, which further helped to determine what items could go under the pre-determined criteria. On the basis of responses students and the related literature, the statements were presented in the form of items for subjects to endorse on a five point Likert-type scale from "strongly disagree" to strongly agree".

In the section, students were also asked to state the reason of learning English as a second language and whether they like to learn English or not.

This study was conducted at three vocational colleges and one academic lyceum. A total of 336 students and 8 teachers participated in the study.

Two English language teachers who used the textbook in their classes were selected from each educational institution. One of the eight teachers was male, the others were females. Their teaching experiences ranged from 6 to 20 years.

Data Collection Procedures

In this study both quantitative and qualitative data were obtained through student questionnaires and teacher interviews for the macro level evaluation of the textbook. Data collection procedures were carried out between March and April 2015. Prior to the implementation of the instruments the course teachers were informed about the textbook evaluation study and data collection procedures by means of the questionnaires. They were given the necessary information about the administration procedures and administration dates were planned according to the teachers' weekly lesson program. The data collection took place at the end of 2014-2015 academic year because the textbook was used in academic lyceums and colleges for the first time. The questionnaires were administered to students either by their teachers of English or by the researcher during the class time.

Teachers were interviewed by the researcher using the interview schedule. The interviews were conducted with 8 teachers between 2nd April and 9th April. The interviews took approximately 30 minutes individually and the interviews

were tape- recorded by the researcher. A tape recorder was used in the interviews in order to have precise information.

Data Analyses Procedures

This study produced both qualitative and quantitative data through questionnaires and interviews. Frequencies, percentages, means and standard deviations were calculated for each item to describe the overall picture of how the students rated the textbook in terms of ten criteria.

Data collected through interviews were transcribed, content- analyzed and grouped according to 11 criteria used in this study for the evaluation of the particular textbook

3.3 Discussion of the Results

A total number of the students participated in this study was 336. The female students (61%) involved in the study were more than the male students (37%).

As for the teachers, the total number of the teachers participated in this study was 8, one of whom was a male. Their years of experience ranged from 6 to 20.

For presenting the results of the study, means, standard deviations and percentages of each item were calculated to describe and summarize the responses of students. The results of items related to each evaluation criteria were presented in tables and explanations were provided accordingly. Students were also asked to state if they have any additional comments on their textbook. The frequencies of the additional comments for related criteria were calculated and presented as part of students' responses. Lastly the teachers' opinions that were drawn from the interviews were presented.

The first research question, 'To what extent is the textbook effective according to Selection and Organization in the Textbook?' was measured through three items in the students' questionnaire and the responses are presented in Table 1

Table 1: Percentages of the items on the Selection and organization of

content in the textbook

Item no	Item	1(%)	2(%)	3(%)	4(%)	5(%)
1	The task and activities are organized from simple to complex.	14.88	14.29	36.31	25.00	9.52
2	I can follow the units in the textbook easily.	16.07	17.26	35.12	25.30	6.25
3	The reading passages in the units and listening, writing and speaking activities coming after wards are presented in an integrated way.	18.20	15.20	22.90	31.50	12.20

1=Strongly Disagree 2=Disagree 3=Somewhat Agree 4=Agree 5=Strongly Agree

As table 1 indicated, more than one third of the students (34.5 % agreeing or strongly agreeing with the related item) stated that task and activities were organized as moving from simple to complex. More than one third of the students (36.3 %) stated that they somewhat agreed with the statement. However, the additional comments the students made in relation to the selection and organization of content in the textbook revealed that 42 students out of 240 stated that the tasks and activities were not organized as moving from simple to complex. One third of the students (31.5 % agreeing or strongly agreeing with the related item) stated that they could still follow the units in the textbook easily and more than one third of the students (35.1 %) somewhat agreed with the statement. As for the integration of the activities nearly half of the students (43.7 % agreeing or strongly agreeing

with the related item) believed that the reading passages in the units and listening, writing and speaking activities coming afterwards were presented in an integrated way.

The interview results with the teachers revealed that 6 teachers out of 8 agreed with students expressing that the reading passages in the units and listening, writing and speaking activities coming afterwards were presented in an integrated way in the textbook. However, all the teachers stated that the task and activities were not organized as moving from simple to complex. They mentioned that the difficulty level of the task and activities in the first units were not much more different from the ones in the last units.

In summary, the results revealed that both students and teachers felt positive about the integration of writing, listening and speaking activities coming after the reading passages. On the other hand, while students felt unsure about organization of tasks as moving from simple to complex, teachers highlighted that the tasks and activities were not sequenced properly.

The second research question, 'To what extent is the textbook effective in terms of Level?' was measured through five items in the students' questionnaire and the responses are presented in Table 2.

Table 2:   Means, Standard deviations and Percentages of the items on the Level of the textbook

Item	Item	1 (%)	2(%)	3(%)	4(%)	5(%)
1	The textbook is above the level of ninth grades students.	19.00	18.20	16.70	25.60	20.50
2	The reading passages in the textbook are difficult for the ninth grades students.	11.30	18.50	24.10	25.00	21.10

3	The writing activities in the textbook are difficult for the ninth grades students.	22.90	25.30	28.60	14.30	8.90
4	The listening activities in the textbook are difficult for the ninth grades students.	14.60	14.90	14.00	40.50	16.10
5	The speaking activities in the textbook are difficult for the ninth grades students.	25.60	38.40	18.50	11.00	6.50

1=Strongly Agree 2=Agree 3=Somewhat disagree 4=Disagree 5=Strongly disagree

As table 2 indicated, nearly half of the students (46.1 % agreeing or strongly disagreeing with the related item) stated that the textbook was above their level. Less than one quarter of the students (16.7 %) somewhat agreed with the statement. The additional comment the students made in the questionnaire in relation to the level of the textbook revealed that 52 students out of 240 stated the textbook as being above their level. Almost half of the students (46.1 % agreeing or strongly agreeing with the related item) believed that the reading passages in the textbook were difficult for the ninth grades students. Their comments also supported these findings in that 82 students out of 240 highlighted that the reading passages were difficult for them.

As for the writing activities, 48.2 % of the respondents disagreed or strongly disagreed with the next item "the writing activities in the textbook are difficult for the ninth grades students." Less than one quarter of the students (23.4%) found writing activities difficult. On the other hand, more than half of the students

(56.6% agreeing or strongly agreeing) stated that the listening activities were difficult for the ninth grades students. However for the last item "the speaking activities are difficult for the ninth grades students", 64 % of the respondents disagreed or strongly disagreed with the related item.

The interview results with the teachers indicated that 7 teachers out of 8 believed that the textbook was above the level of their students. Sharing the same views with the students, those teachers mentioned that reading passages were difficult for the ninth grade students in terms of vocabulary and sentence structures. Similar to the opinions of the students, the teachers felt positive concerning the level of writing and speaking activities. As for the listening, most teachers stated that due to the CDs being not understandable in terms of sound clarity, they had to skip listening activities.

In summary, results suggested that while students were not much negative about the difficulty level of the textbook, teachers reported that the textbook is well above the level of the 1st year students. On the other hand, both groups believed that the reading passages in the textbook were difficult for the 1st year students. Both students and teachers perceived writing and speaking activities as being appropriate to the level of the students.

Physical Appearance of the Textbook

The third research question, 'To what extent is the textbook effective in terms of Physical Appearance?' was measured through ten items in the students' questionnaire and the responses are presented in Table 3.

Item No.	Item	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
9	The cover of the textbook is attractive	62.20	16.70	9.50	7.40	4.20
10	The layout of a page is quite attractive	31.50	16.10	26.80	16.40	9.20

11	I can follow the layout of a page easily.	36.70	31.30	8.00	14.50	9.50
12	The layout in the textbook encourages the students to do the activities.	33.00	25.00	22.30	13.40	6.30
13	The textbook is durable in terms of use.	16.70	10.10	19.30	30.10	23.80
14	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is up-to-date.	11.60	10.50	24.70	34.20	19.00
15	The artwork (pictures, illustrations, graphs, tables etc.) in the textbook is helpful to me to understand the lesson.	9.80	10.70	30.70	28.00	20.80
16	The font type in the textbook helps me to follow the units easily.	13.40	18.80	34.50	24.10	9.20
17	The font size in the textbook helps me to follow the units easily.	13.40	16.00	28.00	30.70	11.90
18	The colours in the textbook look attractive.	20.50	12.80	22.60	27.70	16.40

As table 3 indicated, the majority of the students (78.9% disagreeing or

strongly disagreeing) did not think that the cover of the textbook is attractive. Only 11.6 % of the students had positive attitudes towards the cover of the textbook and 9.5% somewhat agreed with the item. Almost half of the students (47.6% disagreeing or strongly disagreeing) perceived the layout unattractive. While 25.6 % thought that the layout of a page was quite attractive, slightly more than one quarter of the respondents (26.8%) somewhat agreed with the related item. Furthermore, more than half of the students (68% disagreeing or strongly disagreeing) did not believe that they could follow the layout of a page easily. Moreover, more than half of the students (58%) did not think that the layout in the textbook encouraged students to do the tasks and activities.

The additional comments that students made seemed to support the above findings. 73 students out of 240 highlighted the unattractiveness of the layout and complained that the pages of the textbook seemed very crowded. Over 50 students suggested that the textbook include more pictures, illustrations, and authentic photographs so that they could get interested in the lesson.

The above findings revealed the negative attitudes of the respondents to the physical appearance of the textbook. However, there are some other aspects of the textbook concerning physical appearance that the respondents felt positive about. To begin with, more than half of the students (53.9% agreeing or strongly agreeing) reported that the textbook was durable in terms of use. Similarly, more than half of the students (53.2% agreeing or strongly agreeing) believed the artwork (pictures, illustrations, graphs, tables etc.) were up-to-date. Nearly half of the students (48.8% agreeing or strongly agreeing) stated that the artwork was helpful to the students to understand the lesson. It should be noted that 30.7% of the students somewhat agreed with the statement above. Slightly more than one third of the students (33% agreeing or strongly agreeing) pointed out that the font type in the textbook helped them to follow the units easily. More than one thirds of the students 34.5% somewhat agreed with the item, while 32.2% of the students did not think that the font type helped them to follow the content easily. It can be

noted here that the respondents seemed not very sure whether the font type was helpful to them or not in following the content easily. On the other hand, nearly half of the students (42.6% agreeing or strongly agreeing) believed that the font size in the textbook helped them to follow the content easily and 28% of the students somewhat agreed with the item. Almost half of the students (44.1% agreeing or strongly agreeing) thought that the use of colour in the textbook looked attractive and 27.7% of the students somewhat agreed with the related item.

Content in the Textbook

The fourth research question, 'To what extent is the textbook effective according to Content in the Textbook?' was measured through 13 items in the students' questionnaire and the responses are presented in Table 4.

As table 4 indicated overall, the students were not satisfied with the content of the textbook. They had also some expectations in relation to the content. While almost half of the students (43.2 % disagreeing or strongly disagreeing) did not think that the topics of the units were interesting for them, only less than one third of the students (30.1% agreeing or strongly agreeing) thought that the topics in the textbook were interesting. The additional comments that the students made with regard to the related item highly supported the above findings. That is 115 students out of 240 stated that the topics of the units were not interesting for them. The students also highlighted that they did not like the textbook "English B1" Most of the students also expressed that they did not want to open even a page in the textbook. Compared to the above findings, more than 40% of the students agreed or strongly agreed that reading passages and examples in the textbook were related to their daily lives. Slightly more that one quarter of the students (25.5%) somewhat agreed with the statement that, "the reading passages and examples in the textbook are related to our daily lives". Students, on the other hand, felt negative about the length of the reading passages. That is 50% of the students agreed or strongly agreed that the reading passages in the textbook were too long.

Slightly more than 20% of the students (22%) of the respondents somewhat agreed that the reading passages in the textbook were too long. The additional comments that the students made also supported the above findings. That is 81 students out of 240 expressed that not only the reading passages but also the units in the textbook were too long. Furthermore, they highlighted that the reading passages did not appeal to their interest as well.

Table 4: Percentages of the items content in the textbook

Item no	Item	1(%)	2(%)	3(%)	4(%)	5(%)
19	The topics of the units are interesting for the students.	25.00	18.20	26.70	17.30	12.80
20	Reading passages and examples in the textbook are related to our daily lives.	14.30	16.40	25.50	29.50	14.30
21	The reading passages in the textbook are quite long.	10.10	18.80	21.70	25.30	24.10
22	The units in the textbook provide sufficient coverage of skills (speaking reading etc.).	26.50	16.10	26.50	21.40	9.50

The fifth research question, 'To what extent is the textbook effective according to Exercises and Activities in the Textbook?' was measured through 12 items in the students' questionnaire and the responses are presented in Table 5.

As table 5 indicated, more than half of the students (52.4 % disagreeing or strongly disagreeing) did not believe that the exercises and activities in the textbook were interesting. Only 18. 2 % (agreeing or strongly agreeing) found the exercises and activities interesting and Slightly more than 40% of the students

(40.1 % disagreeing or strongly disagreeing) did not think that the activities and exercises in the textbook were appropriate for their level while only 30.9 % (agreeing or strongly agreeing) pointed out that they were appropriate. More than half of the students (58 % disagreeing or strongly disagreeing) expressed that the activities and exercises in the textbook did not increase their desire to learn English. While only 21.8% of the students agreed that the activities and exercises in the textbook increased their desire to learn English, slightly more than 20% of the respondents (20.2 %) somewhat agreed with the item. Almost half of the students (48.2 % disagreeing or strongly disagreeing) did not think that the activities and the exercises in the textbook increased their participation to the lesson.

The additional comments the students made in relation to the effectiveness of exercises and activities supported the above findings. Seventy-six students out of 240 emphasized that they really got bored while doing the tasks, exercises and activities and as a result, they did not want to participate the lesson. Fifty-five students out of 240 wrote that the textbook itself did not encourage them to take part in the learning process.

As for the interaction patterns made use of in conducting the tasks/activities, almost half of the students (48.8 % disagreeing or strongly disagreeing) did not agree that the tasks and activities in the textbook encouraged pair or group work. Less than one third of the students (21.1 % agreeing, 8.6 % strongly agreeing) and slightly more than 20 % somewhat agreed that the reading activities and exercises in the textbook helped them improve their reading skills. This implies that most of the students do not perceive the reading sections in the textbook as useful to improve their reading skills.

Fewer (16.1 % agreeing, 6.8 % strongly agreeing) expressed that the tasks and activities in the textbook helped them improve their writing skills which may indicate that most of the students do not perceive the writing sections in the textbook as useful to improve their writing skills.

Nearly half of the students (48.5 % disagreeing or strongly disagreeing) did not believe that the speaking activities in the textbook encouraged them to use English in the classroom. Similarly almost half of them (48.2 % disagreeing or strongly disagreeing) did not think that the speaking activities in the textbook helped them use English outside the classroom in daily life as well.

Vocabularies and Grammar in the Textbook

The sixth research question, 'To what extent is the textbook effective according to Vocabulary and Grammar?' was measured through 4 items in the students' questionnaire and the responses are presented.

As table 6 indicated, more than 69 % of the respondents agreed or strongly agreed that the reading passages consisted of too many unknown vocabulary items. The additional comments that the students made supported the above findings. Surprisingly the vast majority of the students (160 out of 240 respondents) expressed that the reading passages consisted of too many unknown vocabulary items, which made reading passages difficult to comprehend. It should be stated that students perceived this as a highly de-motivating factor in improving their reading skills.

More than 63 % of the students disagreed or strongly disagreed that the textbook included adequate number of exercises and activities to revise the new vocabulary. More than half of the respondents (54.5 % disagreeing or strongly disagreeing with the related item) did not believe that the vocabulary exercises in the textbook made vocabulary learning easier for them.

Most of the students (64.6 % disagreeing or strongly disagreeing with the related item) did not think that the grammar points in the textbook were presented in a clear and understandable way. The additional comments of the students supported the above results on the presentation and clarity of grammar. That is 92 students out of 240 expressed a desire for a more clear and comprehensible grammar presentation in the textbook.

The interview analyses showed that all the teachers overwhelmingly agreed

that the reading passages included lots of unknown words. They stated that the vocabulary items were inappropriate to the students' level as well. Due to the reasons mentioned above, those teachers stated that the vocabulary exercises in the textbook did not facilitate vocabulary learning for the students. Those teachers stated that vocabulary load was not reasonable for the student of that level. Two teachers highlighted that when they once counted the number of unknown words in a reading passage, they found out that there were about 80 words that the students had never heard before. They indicated that due to the redundancy of the vocabulary items, looking up the meanings the words took much more time than doing the reading tasks. Five teachers mentioned that the textbook did not equip the students with strategies for handling the unknown words as well. They complained that the vocabulary items were not practiced and recycled in other units as well.

Clarity of Instructions

The seventh research question, 'To what extent is the textbook effective according to Clarity of Instructions?' was measured through only one item in the students' questionnaire and the responses are presented in Table 7.

As table 7 indicated, 46.1 % of the students agreed or strongly agreed that they understood the instructions in the textbook easily.

Only 23.2 % of the students disagreed or strongly disagreed the instructions in the textbook were comprehensible. Slightly more than 30 % of the students somewhat agreed with the related item. This might indicate that the students seemed not very sure about the clarity of the instructions in the textbook.

In contrast to the views of the students, all the interviewees expressed that even though their students understood the instructions, they still felt a need for the guidance of the teacher concerning the instructions.

Consideration of Learning Style Differences in the Textbook

The tenth research question, 'To what extent is the textbook effective according to the Consideration of Learning Style Differences?' was measured through three items in the students' questionnaire and the responses are presented in Table 10.

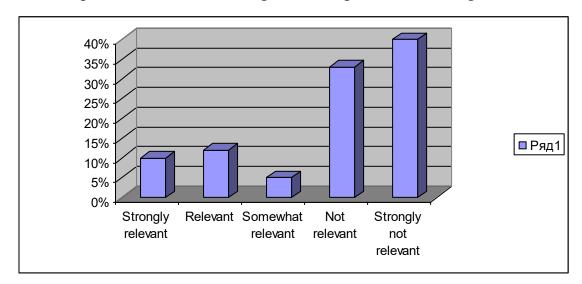**Table 10: Percentages of the items on consideration of learning style differences in the textbook**

No.	Item	1(%)	2(%)	3(%)	4(%)	5(%)
1	The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).	24.70	19.10	23.50	20.20	12.50
2	The units in the textbook include sufficient number of activities that allow us learn through listening.	42.30	21.70	18.40	13.70	3.90
3	The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom.	40.50	19.90	17.60	13.40	8.60

As table 10 indicated, nearly half of the students (43.8 % disagreeing or strongly disagreeing) did not believe that the units in the textbook included sufficient number of visuals. While 32.7 of the students agreed with this statement, 23.5 % of the students somewhat agreed with the related item. Most of the students (64 % disagreeing or strongly disagreeing) did not believe that the units in the textbook included sufficient number of activities that allowed them to learn through listening. Similarly, most of the students (60.4 % disagreeing or strongly

disagreeing) did not think that the units in the textbook consisted of sufficient number of activities that allowed them to learn through moving in the classroom. The additional comments the students made in relation to above item verified the above finding that 54 students out of 240 expressed a desire to have various activities such as games that would allow them to have both fun and be physically involved in the lesson.

Relation of Content to ESP

The eleventh research question, 'To what extent is the textbook's content relevant to the specialty you are studying?' was measured through three items in the students' questionnaire and the responses are presented in Graph 11.

As the graph suggests 40% of students consider the content of the coursebook strongly not relevant to their specialty. Only 10% of the respondents think that the content and materials presented on the coursebook are relevant to their specialty.

CONCLUSION

In my qualification work I concerned with ′English for Specific Purposes′ (ESP). In the theoretical part I introduced the theoretical background concerning ESP and mentioned some characteristic features closely connected with process of ESP learning. I drew the special attention to organizing ESP course and selecting material as an important phase to fulfill its demands and to achieve satisfying goals in ESP process of learning. I also pointed out some differences between the role of ′ESP′ and ′General English′ teacher and stressed the importance and possible ways of evaluation. I mentioned ′learning centred approach′ based on learners′ needs, expectations and learners′ way of learning language. They are mainly learners′ needs that must be met rather than teachers′ ones and it depends on learning strategies and teachers′ attitude to ESP course that is why a motivation was emphasized as a necessary part of a learning process as well.

Based on a brief overview of some basic characteristics of ESP and different writers' views on materials selection and/or writing in ESP, it can be concluded that there are no absolute criteria to rely on when selecting teaching/learning materials and deciding whether to use commercial textbooks or in-house produced materials. Commercial materials, according to Ellis and Johnson, are books aiming "to provide material for use at each stage of the lesson", whereas in-house produced materials serve the same purpose but are prepared by ESP teachers themselves. A commonly accepted view on the decision about materials is that ESP teachers should primarily strive to provide students with materials that will equip them with the English language knowledge they will need in their working environment. To meet this end they should preferably select suitable materials from the existing printed textbooks and resort to writing materials only when they have no other options. In the case of well-established disciplines, such as business, banking, accounting, and so on, ESP teachers most often can act in line with this commonly accepted view because there is a rich bank of commercial general business and subject-specific textbooks. This is not the case with some younger

subject areas such as logistics, for which there are only a few or no subject specific textbooks available. To provide students with the materials that will cater for their specific needs, many ESP teachers are thus faced with the challenge of writing tailor-made materials.

In the third chapter of the work I aimed at evaluating the available coursebook in the vocational education of Uzbekistan. I looked through the "English B1" coursebook designed by group of specialists for the colleges and academic lyceums of Uzbekistan.

According to our research findings "English B1" coursebook is a new exemplary ready made material for the education system of our country. The coursebook is a pioneer of ESP materials so far and thus there are some flaws and drawbacks in it. Among the most mentioned flaws of the coursebook we may mentioned the fact that there are few or almost no content that is relevant to the specialties taught at vocational colleges in Uzbekistan. However, as the results of the study suggest the coursebook has its own achievements in terms of skills integration, design, layout and content. Based on the evaluation of the coursebook we may conclude that no matter what coursebooks are available for ESP teachers there are still a lot of things to do for them in order to prepare tailor made materials.

In conclusion, it should be stressed that, regardless of the amount of suitable quality readily available textbooks, ESP teachers can always opt for designing tailor-made, subject-specific materials, which can be used in combination with readily available textbooks or on their own. In both cases, when prepared well, tailor-made subjectspecific materials will best fit the students' needs and specific subject areas, and thus enhance their motivation for learning. At the same time, although it is very demanding and time-consuming, writing materials also allows the teacher to be actively involved in developing and teaching courses.

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