VNU Journal of Science: Education Research

Journal homepage: https://js.vnu.edu.vn/ER

Original Article

The Evaluation of ESP Textbook "Aviation English for ICAO Compliance" From Lectures' Perspectives at Vietnam Aviation Academy

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Abstract: The study aims to evaluate the ESP textbook entitled "Aviation English for ICAO Comliance" currently in use at Vietnam Aviation Academy for air traffic controllers. The evaluation is based on teachers' perspectives. To achieve this goal, an evaluation scale has been built to determine the standards of a good quality ESP textbook based on Bardi's scale (2013). The research sample included 15 lecturers from the Department of Foreign Languages at Vietnam Aviation Academy. A questionnaire of 32 closed-ended and one open-ended items was used, and descriptive statistics were performed for the data analysis. The questionnaire covers eight main areas: i) Student's needs; ii) The learning process; iii) The communication skills and strategies; iv) Grammar; v) Tasks and activities; vi) The authenticity of the texts; vii) The authenticity of tasks; and viii) Learning strategies. The results show that lecturers have a positive evaluation of the textbook in giving it a good rating.

Keywords: Air traffic controllers, Aviation English for ICAO, English for specific purposes.

1. Introduction

As English has become a professional and communication language in various domains in Vietnam, it is necessary to take into consideration a variety of English used in specific domains, which is called English for Specific Purposes (ESP). This study highlights the significance of ESP, particularly in the domain of Air Traffic Control (ATC) education, at a time when both students and educators require English proficiency to enhance their research and disseminate their findings in the field, keeping pace with the globalization process and meeting professional requirements. ESP has experienced steady growth since the 1960s and has eventually emerged as a crucial component of English language teaching. The International Civil Aviation Organization

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(ICAO) has introduced English language proficiency requirements due to the occurrence of numerous aircraft incidents and accidents resulting from language inaccuracies and misunderstandings between pilots and Air Traffic Control Officers (ATCOs).

Due to the increasing importance of English in Air Traffic Control (ATC) education, having suitable teaching materials has become more essential than ever. In constructing and evaluating materials, needs analysis holds a major position, and the significance of textbook evaluation is touched upon briefly. Next, in order to construct sourcebooks that support their evaluation, reference is made to the suggested principles for language learning and instruction. There isn't a single textbook that works perfectly for every school, every class, or every student in a class, despite the fact that textbooks are designed to accommodate a wide range of students in various teaching-learning environments [1]. When considering language learners as well as teachers, ESP textbook evaluation is crucial. It's important because a lot of students use the resources that are accessible to them, including textbooks, to learn the language appropriately, comprehend their subjects, build careers, and interact with other members of their discourse community in a productive way [2]. Furthermore, understanding the context and specificity of ESP is a necessity for any review of an ESP textbook. Keeping these factors in mind, the article concludes with details and illustrations of the two fundamental subjects of evaluation criteria and procedures, both of which are necessary for the evaluation of materials. While the focus of this article is on textbooks as a specific type of material that facilitates language learning and can be informative, instructional, experiential, eliciting, and exploratory, it is important to note that the term "materials" is used occasionally [3, 4].

These requirements emphasize the critical role of ESP in ensuring clear and precise communication in the aviation industry [5]. According to Ellis [6], a textbook evaluation would assist teachers in honing their skills and advancing their careers. Additionally, he contends that textbook evaluation aids educators in moving beyond impressionistic assessments and in gaining practical, precise, systematic, and contextual understandings of the general character of the textbook and subject matter. Therefore, how educators and teachers select a good textbook for students drives a trend known as textbook evaluation.

Tomlinson [7] argues that textbook evaluation has become a new trend in the process of language learning and teaching. It is worth spending much time taking into account the quality of the textbook in a procedural way so that teachers can choose an appropriate textbook for students. Thus, Litz [8] concludes that textbook evaluation is a particularly valuable way to perform action research as well as a way to empower and improve professionals. To have the expected results in evaluating a textbook, the evaluators will survey the users' perspectives.

The textbook "Aviation English for ICAO Compliance" (AEF ICAO) is meticulously structured to address crucial topics and scenarios essential for pilots and Air Traffic Controllers (ATCs) within their professional environments. Organized into twelve distinct units, each unit focuses on different subjects that pilots and ATCs routinely encounter during their work. These topics span communication protocols across various flight phases such as takeoff and landing, handling emergency situations, interpreting weather conditions, executing navigation procedures, and managing interactions with ground control.

Each unit within the textbook follows a well-defined structure aimed at facilitating comprehensive learning. Typically, a unit commences with an introductory section that establishes the context and outlines specific learning objectives. Following this, learners engage in vocabulary building exercises tailored to the aviation scenarios covered in that unit. The curriculum further incorporates listening exercises, speaking activities, and practical simulations, all designed to bolster

effective communication skills within the challenging operational contexts of aviation.

Regarding instructional time, the allocation of hours to cover the entire textbook can vary based on the educational institution's curriculum and teaching methodology. Generally, educators plan for each unit to span multiple sessions, integrating classroom instruction with ample opportunities for practice and interactive learning experiences. This approach ensures that learners attain a high level of proficiency in aviation English communication by meeting the rigorous standards set forth by the International Civil Aviation Organization (ICAO) for pilots and ATCs alike. To the best of the researchers' knowledge, no assessment of this textbook has been done. The goal of the textbook is to help pilots and ATCs improve their communication abilities. It is anticipated that students possess a reasonable level of expertise and experience in their field. The book's twelve units are arranged according to the various subjects that pilots and ATCs could come with while at the workplace.

In the field of aviation, effective communication is paramount to ensuring the safety and efficiency of air traffic control operations. The development and implementation of an English for Specific Purposes (ESP) textbook tailored to the unique needs of air traffic controller (ATC) trainees at the Vietnam Aviation Academy (VAA) is a critical undertaking. However, there exists a significant gap in understanding the specific linguistic and communicative requirements of these trainees within the context of their future roles as air traffic controllers. The core problem is the absence of a well-defined and systematically designed ESP textbook that takes into account the linguistic, communicative, and domain-specific needs of ATC students at the VAA. This gap not only hampers the overall effectiveness of language instruction but also has the potential to compromise the safety and efficiency of future air traffic control operations.

This study evaluates the ESP textbook "Aviation English for ICAO Compliance" (Macmillan, 2008), designed for ATC students aspiring to become air traffic controllers. The textbook, based on the ESP approach, aims to guide learners to achieve ICAO level 4 (A2-B1 on CEFR), the minimum language proficiency requirement for pilots and air traffic controllers since March 2008. It will be beneficial to evaluate this textbook since it is expected to improve the English proficiency of pilots and traffic controllers and thus improve the quality, safety, and efficiency of air traffic control operations in Vietnam. Moreover, a textbook is considered a necessary aspect of the classroom. Teachers usually follow the content and activities provided in the textbook, and ESP teachers often find it difficult to decide on a suitable one. As a result, a textbook evaluation is needed to match the teachers' and learners' needs for available solutions, improving the quality of ESP education. The study is guided by the following research question:

This study investigates the perspectives of lecturers at the Vietnam Aviation Academy regarding the textbook "Aviation English for ICAO Compliance." The choice to focus solely on lecturers' viewpoints stems from the recognition of their pivotal role in curriculum implementation and instructional practices within the aviation English context. So the research question is: What are the lectures' perspectives toward the textbook "Aviation English for ICAO Compliance" at Vietnam Aviation Academy?

2. Literature Review

2.1. Textbook Evaluation

A variety of motivations have been generated by the way that various individuals have evaluated textbooks in the context of education. Some perceive this procedure as an examination of how well a newly published textbook functions in a classroom setting. For some, it signifies the yearly evaluation of a language program for enhancement, while for others, it permits the choice of whether or not to embrace a specific book for use in the classroom. Cunningsworth [9], the author of the textbook evaluation concept, comes to the

conclusion that material assessment aids in the selection of textbooks, the formation of professional opinions, and the raising of knowledge regarding the teaching and learning process. Cunningsworth [9] offers four standards for reviewing textbooks, which highlight the need for doing so: i) Relevance to the Learners' Needs; ii) Syllabus Alignment; iii) Appropriate Methodology; and iv) Authenticity of Language.

For this reason, a teacher may consider a book's usefulness, flexibility, and adaptability.

2.2. Evaluation Criteria for an ESP English Textbook

Research on textbook analysis and evaluation has been conducted using a range of approaches. Rubdy [10] proposes a dynamic model of evaluation, emphasizing psychological validity, pedagogical validity, and process and content validity. These categories evaluate materials based on learners' needs, goals, educational requirements, teachers' abilities, skills, theories, and beliefs, and the textbook writers' educational philosophy and overall view of language learning. Chan [11] introduces a holistic evaluative framework for business English, which includes evaluating business meetings based on needs analysis, teaching approaches, spoken grammar and authenticity, and learner autonomy. This framework also considers the discourse features of business meetings. Azarnoosh and Ganji [12] evaluate a textbook on management using criteria such as content, vocabulary and grammar, exercises and activities, and the attractiveness of text and context. These frameworks and studies provide comprehensive approaches to evaluating ESP textbooks, ensuring they meet the specific needs of learners and the educational context.

Bardi [13] considers these components of communicative competence when designing and assessing ESP teaching materials. In creating and assessing an ESP textbook for a public administration course, Bardi (2013) suggests using the following criteria:

i) The type of syllabus and identification of students' needs;

ii) Student participation in the learning process;

iii) The development of communication skills and strategies;

iv) Integrating meaning and form in the study of grammar;

v) The types and range of learning tasks and activities;

vi) The authenticity of texts;

vii) The authenticity of tasks;

viii) The development of learning strategies.

Furthermore, Ghafar (2022) examines the literature on textbook evaluation checklists and finds that some checklists are either long or too short, and some of the criteria are imprecise, making them unable to satisfy the evaluation's precise needs. Based on the situations and expectations, each author develops unique evaluation criteria that are appropriate. The majority of the prior evaluation criteria were centered around language content, abilities, layout and design, and practical elements. The criteria put out by Bardi [13] were used in this study as the theoretical foundation for creating the questionnaire and semi-structured interview.

3. Methodology

3.1. Material

The study's source material is the aviation ESP textbook "Aviation English for ICAO Compliance" (AEF ICAO), written by Emery and Roberts [14]. Some prior knowledge is anticipated because this textbook is intended for both students and experts in the industry. It is free-standing, as the writers say, and is mostly meant to be used in the classroom or as self-study material.

3.2. Methods

The research was designed using a descriptive research design. The research method used in this study is a survey method. It was used to gather information needed by the

researcher from the participants. The data about the evaluation of the textbook from the English lectures' perspectives were drawn from a questionnaire of the Likert scale type with 24 closed-ended items and one closed-ended question. The questionnaire consisted of 32 closed-ended items and one open-ended question. Each item on the questionnaire was designed using a Likert scale, which is a widely used tool for measuring attitudes and opinions. They are frequently referred to as "opinionaires" and are used to gather views rather than facts [8].

There were three sections in the study's survey questionnaire. Except for the handwritten answers to the two closed-ended questions, all of the data would be coded and put into a database (SPSS 26.0) for statistical analysis. The purpose of the first section of the questionnaire was to gather background data on the teachers. Teachers were asked to rate elements from a list of textbook evaluation measures in the second section of the questionnaire based on their experiences with English for Aviation English for ICAO Compliance.

3.3. Participants

The participants in this study were 15 lecturers with master's degrees in English with different experiences who taught English to air traffic control students at the Vietnam Aviation Academy. These lecturers all use Vietnamese as their native language. The profile of the participants should also be more detailed as years of teaching experience may affect the findings. The participants in this study include 10 females and 5 males, with teaching experience distributed as follows: 33.3% have less than 5 years of experience, 46.7% have 5 to 10 years of experience, and 20% have over 10 years of experience.

4. Analysis and Discussion

Material

Based on the quantitative data collected from the learners through the questionnaire, the findings are presented as percentages and analyzed as follows:

Table 1. Descriptive statistics

Sample n = 15		Frequency	%
Gender	Male	3	20.0
	Female	12	80.0
Seniority	1-4 years	2	13.13
	5-8 years	3	20.0
	> 9 year	10	66.7

The Likert scale [15] was used to collect data on teachers' statements. Respondents were asked to rate how many of a given statement were "excellent", "good", "fair", "poor" and "lacking". "Excellent" could be worth five points, while "lacking" might be only one. The Likert scale, which is available in Appendix A, was used in the questionnaire. They are frequently referred to as "opinionaires" and are used to gather views rather than facts. An closed-ended question in the third section of the survey sought to learn about the lecturers' experiences and recommendations for utilizing the textbook in the classroom. Table 3 displays the six domains that were used to group the second half of the questionnaire.

i) A score of 90% or more is considered exceptional; ii) The evaluation degree of (80-89.9%) is good; iii) A moderate degree of evaluation is between 70 and 79.9% [16]; iv) The evaluation degree is low (60-69.9%); and v) A very low degree of appraisal is (less than 60%).

The first research question, "Type of Syllabus and Identification of Students' Needs?" was measured through four items in the questionnaire, and the responses are presented in Table 2 below.

The results of Table 2 show that the degrees of evaluation for Type of Syllabus and Identification of Students' Needs are moderate, where the percentages of response on these items were (80.0% and 73.3%). For the total score of attractiveness of the text and physical make-up, the degree was moderate, where the percentage of response was 73.97%. Therefore, this book can enhance their overall ATC awareness and experiences in ATC practice.

Table 2. Type of Syllabus and Identification of Students' Needs

Type of Syllabus and Identification of Students' Needs	Means	Percent (%)	Degree
The textbook clearly identifies the specific language needs and goals of the learners in their professional context.	3.88	80.0	Good
The textbook is aligned with the participants' field or area of specialization.	3.67	73.3	Moderate
The textbook covers relevant topics, vocabulary, and language skills that are applicable in the participants' field.	3.81	73.3	Moderate
The content is mapped differently for students and trainers to reflect the different ways in which they will use the textbook.	3.64	73.3	Moderate
The textbook clearly identifies the specific goals of the learners in their professional context.	3.64	73.3	Moderate

Table 3. Student Participation in the Learning Process

Student Participation in the Learning Process	Means	Percent (%)	Degree
The textbook provides knowledge and conceptual framework in order to understand specific input/perform specific tasks.	3.51	73.3	Moderate
The textbook provides opportunities for active student engagement and participation.	3.54	73.3	Moderate
The textbook includes interactive activities that promote student involvement in the learning process.	3.65	80.0	Good
The textbook encourages student collaboration and interaction.	3.86	73.3	Moderate

Based on Table 3 above, almost all of the participants believe that the contents of the textbook were relevant to their language needs. In addition, it assists Student Participation in the Learning Process in meeting their needs. Table 4 shows that 80.0% of participants rate this book highly "*include interactive activities that promote student involvement in the learning process*" and 73.3% of participants rate this book highly "*encourage student collaboration and interaction*".

Table 4. Skills and Strategies for Effective Communication

Development of Communication Skills and Strategies	Means	Percent (%)	Degree
The textbook focuses on developing all four language skills (reading, writing, listening, and speaking).	3.90	80.0	Good
The textbook provides sample opportunities for learners to practice and improve their communication skills.	3.70	73.3	Moderate
The textbook includes activities that help learners develop effective communication strategies in their professional context.	3.60	80.0	Good
The textbook includes task outcomes to engage students in realistic communication.	3.65	73.3	Moderate

In terms of evaluating the "developing [of] all four language skills (reading, writing, listening, and speaking)" 80.0% of the teachers agree that all four skills were adequately covered and were introduced in realistic contents. Also, 73.3% of the students were satisfied with the "ample opportunities for learners to practice and improve their communication skills" and thought that the keywords were efficiently repeated and recycled across the book. Furthermore, 73.3% also agreed that the "textbook include activities that help learners develop effective communication strategies in their professional context".

Table 5. Integrating Meaning and Forming in the Study of Grammar

Integrating Meaning and Forming in the Study of Grammar	Means	Percent (%)	Degree
The textbook integrates the study of grammar with meaningful and authentic contexts.	3.44	73.3	Moderate
The textbook provides explanations and examples that help learners understand the meaning and use of grammar structures.	3.70	73.3	Moderate
The textbook includes practice activities that reinforce the understanding and application of grammar in real-life situations.	3.66	73.3	Moderate

The results in Table 5 show that all proposed items got positive responses. These data revealed that the students are satisfied with the activities found in AEF ICAO. Using the "Integrating Meaning and Form in Grammar Study" table, we can evaluate the textbook's effectiveness in integrating grammar study into meaningful and authentic contexts. In addition to providing explanations and examples that help learners understand the meaning and use of grammar structures, the book includes practice activities that reinforce the understanding and application of grammar in real-life situations. Each item in this case was agreed upon by the majority of participants: grammar with meaningful and authentic contexts, 74% of participants agreed that examples would help learners better understand the meaning and use of grammar structures, and 70% agreed this textbook provided practice activities that reinforced their understanding of grammar in real-life situations.

Table 6. Tasks and activities used in learning

Tasks and activities used in learning	Means	Percent (%)	Degree
The textbook offers a variety of learning tasks and activities that cater to different learning styles and preferences.	3.80	76.0	Moderate
The textbook includes tasks that simulate real-life situations and tasks that learners are likely to encounter in their professional context.	3.59	72.0	Moderate
The textbook provides a range of activities that promote critical thinking, problem-solving, and creativity.	3.64	70.0	Moderate

According to the table, the majority of respondents (70.0 - 76.0%) rated the textbook as "Moderate" for offering various learning tasks and activities that cater to different learning styles and preferences. This indicates that the textbook is perceived to effectively cater to diverse learning needs and preferences, allowing for a more inclusive learning experience. This suggests that the textbook provides a range of activities that promote

critical thinking, problem-solving, and creativity, contributing to a more engaging and intellectually stimulating learning environment. Overall, the table indicates that the textbook generally performs well in providing a variety of learning tasks and activities, simulating real-life situations, and promoting critical thinking, problem-solving, and creativity.

Table 7. Text authenticity

Authenticity of Texts	Means	Percent (%)	Degree
The texts in the textbook reflect the language and communication styles used in the learners' professional context	3.53	70.0	Moderate
The texts are authentic and representative of the types of texts learners will encounter in their field	3.40	72.0	Moderate
The texts provide opportunities for learners to develop their reading and comprehension skills in their specific area of specialization	3.70	71.0	Moderate

Based on Table 7, the Authenticity and Representation of Texts criteria are rated with the percentage from (70.0 - 71.0%) showing a moderate rating. The results of this study suggest that while lecture perceive the texts as authentic and representative of the kinds of texts, they will encounter in their field of study, there is always room for improvement when it comes to assuring a higher level of authenticity and representation of those texts. There is a general consensus that the texts in the textbook do a good job of reflecting the language and communication styles of the learners' professional context, based on the analysis of the table.

Table 8. Authenticity of Tasks

Authenticity of Tasks	Means	Percent (%)	Degree
The tasks relevant target situation.	3.49	73.3	Moderate
The tasks relevant learning situation.	3.55	73.3	Moderate
The tasks are designed so that the requested output encourages communication.	3.67	60.0	Low
The tasks provide interaction patterns (individual, pair work, group work) proposed to match the purpose of the task.	3.67	60.0	Low
The tasks require the learner to produce realistic language.	3.49	80.0	Good
The tasks encourage the use of language as a resource for the expression of meaning.	3.55	80.0	Good

Based on the Mirroring of Real-Life Tasks and Activities criterion, there are ratings ranging from (70%). There is a significant percentage of respondents that indicate a "Good" rating (33.3%). The task descriptions in the textbook are therefore designed in a manner that is likely to be similar to real-life tasks and activities that the learners will encounter in their professional contexts. In spite of this, there is still room for improvement when it comes to this aspect. "Requirement to Use Authentic Languages" is distributed among three levels of ratings, with most (70%) of the respondents rated as "Moderate" for the requirement.

According to the results of this study, the textbook tasks encourage learners to use language in an authentic and meaningful way, which is a factor in ensuring that language usage within a learning environment is authentic. Looking at the percentage of rating ranges for "learners to develop their reading and comprehension skills in their specific area of specialization" is low, where the percentage of response on the item is 69.8%. Clearly, language learning tasks provide some opportunities for learners to exercise and utilize their language skills in real-life scenarios through the use of authentic materials and tasks, but there is still room for improvement.

Table 9. Development of Learning Strategies

Development of Learning Strategies	Means	Percent (%)	Degree
The textbook integrated learning strategies into the curriculum to enhance student understanding material.	3.55	80.0	Good
The textbook accommodates diverse adapts strategies to suit different learner needs.	3.70	73.3	Moderate
The textbook encourages the development of language learning strategies.	3.66	73.3	Moderate

The last table evaluates the development of learning strategies in the textbook, specifically focusing on how well the tasks mirror real-life tasks and activities, which require the learners to use language authentically and provide opportunities for students to practice and apply their language skills in realistic situations. Almost all of the textbook's tasks are drawn from real-life situations and received predominantly moderate ratings (70.0 - 75.2%). By doing so, learners will develop strategies that will be aligned with scenarios that they will encounter in real life. In this way, learners are given an opportunity to practice and apply their language skills in real-life situations in order to develop their abilities to apply their language skills in practical situations. Overall, according to the table, the tasks in the textbook are some of the best you can find for helping you learn effectively.

Research consistently emphasizes the importance of identifying students' specific language needs and providing learning activities related to their major areas. While research at the University of Las Palmas de Gran Canaria [17] focuses on reading comprehension skills and specialized medical vocabulary, research at the Vietnam Aviation Academy focuses on developing communication skills necessary for medical professionals as air traffic controllers. Research at the University of Las Palmas de Gran Canaria shows that modern textbooks are effective in providing communicative learning activities and encouraging student engagement. Similarly, research at the Vietnam Aviation Academy also shows that the textbook "Aviation English for ICAO Compliance" is highly appreciated for its ability to provide interactive learning activities and develop communication skills. Both studies emphasize the importance of using modern textbooks in teaching specialized English. These textbooks not only meet the specific language needs of learners but also encourage student participation through interactive and effective communicative learning activities. This comparison shows that evaluating textbooks based on criteria such as identifying language needs, authenticity of materials and tasks, and developing learning strategies is crucial to ensuring the effectiveness of ESP teaching in different specialized fields.

5. Conclusion

This article seeks to evaluate the textbook in the field of aviation currently in use at the

Vietnam Aviation Academy called "Aviation English for ICAO Compliance". The textbook follows a communicative syllabus based on functions and tasks and offers an enormously rich range of activities and opportunities for learning. The activities of this textbook aim to help students reach and maintain ICAO operational level four by emphasizing communication skills. Table 1 indicates that the "Aviation English for ICAO Compliance" textbook performs well in identifying the specific language needs and goals of the learners, aligning with their field or area of specialization, and covering relevant topics, vocabulary, and language skills applicable to their professional context.

The study's participants expressed general satisfaction with the English textbook for ATC students, as can be seen from the discussion section. Thus, the majority of respondents believe that English offers a moderately balanced range of domains to ATC students. The results indicate that the "Aviation English for ICAO Compliance" textbook performs well in providing opportunities for active student engagement and participation, as well as including interactive activities to promote student involvement in the learning process. However, there is room for improvement in further encouraging student collaboration and interaction. Table 4 shows that the "Aviation English for ICAO Compliance" textbook is effective in providing various learning tasks and activities that suit different learning styles and preferences, as well as simulate real-life situations, and encourage critical thinking, problem-solving, and creativity. Most ratings fall under the moderator categories, which reflect the efficiency of the tasks and activities utilized in the learning process. As activities in different language items and skills in the textbook indicate, priority is not given to grammatical accuracy but to fluency in using the language (fluency work has priority over accuracy). The potential for learners' participation is very high. There are a lot of pair- and group-work activities (tasks) during each lesson. The inclusion of varied activities in each section of the book motivates students to continue using colloquial language. Its strength lies in its integration of listening, speaking, functions, pronunciation, and vocabulary activities, avoiding dealing with them in isolation.

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