

THE EVALUATION OF ESP TEXTBOOKS FOR ENGINEERING STUDENTS

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Abstract: this article reveals the evaluation of the English language textbook used for university students who specialized in engineering and this research shows that the textbook is indorsed to teach English to the university students of engineering colleges that analysis the textbook to recognize whether it suits the engineering students.

Keywords: english for specific purposes, general english, english language course, textbook, engineering, textbook evaluation

University preparation for highly skilled specialists who can compete in the labor market is their main responsibility. It is widely known that in current age of globalization, specialist individuals like engineers from all over the world wish to contact regularly and without boundaries in their line of work. They require a common medium of communication since they must communicate information. The English language, which has become one of the most commonly spoken languages in the world, is the most appropriate choice. However, because it does not satisfy their needs for technical information, learning general English is insufficient for engineering students. As a result, there is a rising need for instructors of English for Specific Purposes. The majority of English for Specific Purpose curricula are created in a constrained way, with content that are exclusively pertinent to the students' area of concentration. Limiting the demands of the learners to only certain applications of the target language, however, is not always advisable. Engineering students should be prepared with an authentic communication of the general language rather

than being bound by the specific communication of this profession. Textbook evaluation is an attempt to measure the potential value of textbooks. It involves making judgments about the effects of textbooks on people that are learners, instructors and administrators who use them. These effects may be measured through such features as the: credibility, validity, flexibility, etc. of the textbook. As the means by which we can gain a better understanding of what's effective, what's less effective and what appears to be no use at all. It is considered textbook evaluation to involve a systematic analysis of all relevant information necessary to improve the textbook. In this study, textbook evaluation can be defined as the process of collecting information about a textbook and analyzing this data to find out what works well, and what needs complementing, balancing or eliminating for a particular course of instruction. In what follows, some of the empirical studies on textbook evaluation in general, and ESP textbook evaluation in particular, are described.

The evaluation of textbooks is a very complex process because this process goes through a system that involves input from supervisors and colleagues, and does not emphasize the individual teacher making a personal decision that yet few teachers use textbooks that they have themselves designed or selected through a process that has focused simply on their interests and the needs of the students. Developing of checklists built around numerous aspects of teaching and student-teacher interactions is the best way for evaluating a textbook. Making a comprehensive yet reasonable checklist for evaluation of textbooks is a tough challenge that requires different lists for different types of courses in different settings. Any evaluation checklist should be organized under the following criteria: Aims and approaches, design and organization, language content, skills, topics, methodology, teachers' books and practical considerations.

Finding the best evaluation techniques for textbooks is essential, as is establishing the standards by which this evaluation will be judged. It is vital for researchers to identify the most appropriate assessment approaches that best serve

their objectives because there are numerous criteria that should be relevant to various cases of textbook evaluation. In this regard, evaluation checklists are frequently ranked as one of the most effective methods for assessing the characteristics of a textbook, including elements like its usability, simplicity, logic, accessibility, layout, and so forth. For qualitative evaluation, these characteristics are typically appraised semantically or using a Likert scale. A checklist is a tool by which means a textbook is assessed against certain criteria. Through the use of a checklist, it would be possible to make comparison among a wide set of materials. In fact, by using a checklist, one can easily compare, identify, or even verify obtained information about a particular textbook. A checklist, therefore, specifies a set of qualities that are essential for any effective learning/ teaching materials. In this case, the evaluators can be the instructors, the researchers, or even the learners who can rate the quality of the given material according to the set criteria. A checklist, as a practical textbook evaluation tool, is not only systematic and comprehensive, but it is also cost and time effective and the results are easy to understand, easy to replicate and easy to compare.

University students enrolled in ESP courses must also be aware that there are many different aspects of English that cannot be covered in a single ESP textbook. The tastes, interests, likes, and dislikes of the students may vary. They are recommended to explore for and find ESP materials that can meet their English-language demands, spark and maintain their interest in English, in addition to reading the required texts and doing the corresponding tasks in the books.

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