

AN EVALUATION OF TWO ESP COURSEBOOKS USING REVISED BLOOM TAXONOMY

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ABSTRACT

The choice of teaching materials and a coursebook that will be used in a language classroom is one of the crucial factors that may create significant differences in teaching and learning process. Hence, the teacher should pay thorough attention to determine the most appropriate teaching materials and coursebook for the particular classroom. This paper reports an analysis of two English for Specific Purposes (ESP) coursebooks in terms of language skills and subskills as a cognitive ability to choose the most appropriate coursebook between two for the specific teaching context. The criterion in the evaluation of the coursebooks will be based on four knowledge dimensions (factual, conceptual, procedural and meta-cognitive knowledge) which overlap the cognitive processes (remembering, understanding, applying, analysing, evaluating and creating) of the Revised Bloom Taxonomy. The evaluation will be quasi systematic; however, it will also be influenced by non-systematic qualitative judgments made by the teacher. These are based on the knowledge and understanding of the teacher who knows the requirements of students in this course. The study would provide some implications based on the findings to teachers and/or material designers for effective teaching, material development and production.

Keywords: English for Specific Purposes (ESP), coursebook evaluation, Revised Bloom Taxonomy

1. INTRODUCTION

We are reminded by Fraidan (2012) that as teachers we are involved on a daily basis with the task of evaluating the materials that are used to teach students. However, he argues, the informal methods that we inevitably employ are not enough if we are to gain the maximum value for the students who we teach. It is therefore necessary to “conduct systematic evaluations.” One important point in considering which materials to evaluate is how relevant they are to the specific needs of the students, something it is argued that will be of particular pertinence for an English for Special Purposes (ESP) course. The choice, furthermore, will inevitably be limited because it would not only be impossible to give consideration to every possible book available but it would also not be financially viable. This puts even more pressure on the evaluation process.

However, while it is of necessary interest to justify the evaluation of course material in a systematic manner, it is also important to gain an understanding of how the process may begin. McDonough and Shaw (2003) make some relevant introductory, even basic, points about the initiation of the process. For example, it is pointed out that there are many different settings and motivations which underpin the teaching of English and these have never been as varied and wide-ranging as they now are. However, despite these wide variances, a “common core” can be identified which means that there are some facets to the teaching of English which are universal and McDonough and Shaw (2003) identify two, which are the setting in which the teaching will take place and the pedagogic principles which will guide the construction of the materials which are to be used. These latter principles will include the mother tongue of the students, their educational level and academic achievements and their attitude towards learning English. This is not to suggest that students may be unwilling to learn, or that they will be hostile; however, if the purpose is very specific, they may only be likely to be interested in perceived immediate benefits as related to that specific area; therefore, more abstract areas which may be important in order that they better understand the specifics may be misjudged.

These aspects will also be connected with factors such as “the role of English in the country” from which the students hail as well as the role of English plays within the school – its positioning in the curriculum (McDonough & Shaw, 2003, p. 7), which will be related to its role in the country. Consideration of these points in mind, a teacher can embark on a scanning of the book to see how well it is aligned with the setting and the pedagogic principles involved. The table of contents, for example, would be a good place to start, followed by a consideration of the content, obtained by quickly checking the text under some key headings, which will have been identified from the contents section. This will give the teacher a general feel for the book and can be seen as a screening process – it should enable him or her to establish

whether the book is at all suitable and, if it is not, he or she can reject it without wasting more time in further exploring it. This would then lead to the next stage with the selected book(s) and he or she can then conduct an “in-depth analysis of the materials” (Fraidan, 2012, p. 43). While this may be seen as a universal approach to a textbook evaluation, other methods can be applied but they may have some drawbacks. Nevertheless, they will be given consideration within this study. Having introduced the topic and given a broad indication of the approach(es) that will be taken, the aim of the study and ancillary issues can now be discussed.

2. AIM OF THE STUDY

The teaching context in which the chosen coursebook will be used is comprised of first-year learners of English who are studying in Management Department of a private university in Turkey. The learners are a group of mixed ability who are learning English because they perceive or their parents perceive that they will benefit from following an ESP course that focuses on English for business. However, a considerable amount of learners regards English as a course to pass and there will be no necessity in their future work. This places a number of constraints on the teacher and these include the fact that there are expectations from all of the students that they will pass the course but that this expectation extends, within some of them at least, to an assumption that this will be allowed regardless of their efforts. On the other hand, one strength of the course from a teaching perspective is that there are some very willing learners who have a good aptitude and attitude to the work. Taken as a whole, however, this puts the teacher in a position where a minimum standard must be reached, even by the indifferent learners regardless of their expectations, but at the same time this person feels a vocational compunction to take the others, those who could reach a high level by the end of the course to their full potential.

With regard to the institution, it can be said that it tries to face in two asymmetric directions. This is because there is a ‘traditional’ expectation that most if not all of the students, as paying customers, should pass their course, but on the other hand there is a realist view that this undermines and potentially de-motivates not only the teachers but is also likely, over the longer term, to undermine the perceived value of the institution as a serious place for learning. With regard to the design of teaching and learning, the institution and owners of it follow the principle that the teachers should design their own curriculum and that this should be tailored by these teachers to the course(s) that they are teaching. The philosophical approach of the institution and its owners towards learning is a little difficult to pin down but it is predominantly based in the fact that the teaching of English here at least is very much based in market economics – in other words in money and takings. This leads to a more refined statement of the problem.

2.1 Problem statement

The institution at which the teacher works is only moderately supportive of educational standards. Alongside this, the students on an ESP course that is focused on teaching Business for English have a wide range of attitudes and application. This means that there is a quandary about what the best methods are and the best materials that will allow those who have the ability and skills to reach the highest possible standard while optimising the limited potential within the less motivated group. It is also necessary that sufficient and proportional attention should be paid to those students who are between these two extremes.

2.2 Research Question

The choice of textbook has been narrowed down to two. This leads to the question that this essay will attempt to address, which is:

Given the situation that exists within the institution and the specific course discussed, which of two textbooks is the most suitable for using on a specific ESP course

3. METHOD

Although this section is described as being that which will introduce and discuss the method(s) that were used to analyse the two textbooks, it is taken in its widest context, which effectively means that the section will include discussions of how the methods were applied. Bearing in mind that the section which follows it is titled ‘Findings and Discussions,’ this is believed to be the appropriate way of addressing this, the method(s) section. The first part of this section therefore reviews and discusses some literature, paradigms and theories relevant to the evaluation that will subsequently be undertaken.

3.1 Review of literature, theories and paradigms

Littlejohn (2012) makes a number of salient points which can be used to guide the general process for a book evaluation as well provide some useful suggestions – pitfalls that should be avoided if possible. One main concern expressed is

that a scrutiny of texts can effectively mean “general, impressionistic judgments” which may be done at the expense of a more detailed examination, the result being a poor or inappropriate choice (p. 181). He (2012) also argues that typical for the teacher to make implicit judgments about the materials and what they “should look like” (p. 143) focuses to a great extent on the underlying rationale that leads to the creation of materials and how this may align with the needs of students of English. With the fact of the differing needs of students in mind (a very relevant point with regard to the identified needs of the students in question), Tomlinson (2012) suggests that ideally the materials should “aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from”. However, asymmetry with these needs may exist in practice because most materials in reality place emphasis on “providing explicit teaching and practice” (p. 143). This reality in turn is based in the fact that “most commercially produced materials focus on informing their users about language features and on guiding them to practise these features” (Tomlinson, 2012, p. 143).

A scrutiny of a range of literature regarding textbook evaluations and those conducted on books that are concerned with the teaching of English brought attention to the fact that one theoretical area that has been often used in evaluations is Bloom’s taxonomy as well as, more recently, the revised version of it. A more detailed study of this taxonomy revealed that it is not a theory that is unique to the teaching of English as a second language. Indeed, it has been applied in a number of disciplines. The question is what it is and how it may be useful? Razmjoo and Kazempourfard (2012) explain that the revised version of the taxonomy has a dual aspect to it, something that was lacking in the earlier version. This means, for example, that it is not just concerned with the knowledge learned but also with the kind of learning expected by students. This is, surely, a critical juncture for consideration and one which can only benefit a systematic evaluation of text books and other teaching materials if it is appropriately applied. The structure of the revised Bloom paradigm is that if we take a grid and along the x axis place the cognitive dimensions and along the y axis the knowledge dimensions, the point where they meet will be the area of attention from the perspective of both parameters. Along the cognitive dimension, for example, may be placed ‘remembering,’ ‘understanding,’ ‘applying,’ ‘analysing,’ ‘evaluating’ and ‘creating.’ Along the y axis may be placed, for example, the areas of knowledge such as factual knowledge, conceptual knowledge, procedural knowledge and meta-cognitive knowledge as seen in *Figure 1* below (Razmjoo & Kazempourfard, 2012, p. 174). Then the cognitive aspects of each knowledge area can in turn be assessed.

Knowledge dimension	Cognitive Process Dimension					
	Low order thinking skills			High order thinking skills		
	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyse</i>	<i>Evaluate</i>	<i>Create</i>
Factual knowledge						
Conceptual knowledge						
Procedural knowledge						
Meta-cognitive knowledge						

Figure 1. The structure of Bloom’s revised taxonomy by Anderson (2001)

A further useful point is made by Razmjoo and Kazempourfard (2012), is the usefulness of a coding scheme for each area, which they utilised for conducting an evaluation of two books within their study. Thus, as each area within the books was considered, a code was assigned which identified the parameter within which the particular aspect of teaching could be positioned. Thus, exercises or materials that focus on remembering within the four knowledge areas are respectively assigned A1, A2, A3 and A4. The exercises that focus on understanding within the four knowledge areas would be assigned B1, B2, B3 and B4 etc.

Soleimani and Ghaderi (2013) suggest that textbooks have come to be seen as extremely important in the teaching of English, taking on a status that almost goes beyond their practical use. This importance placed on them as a central part of the teaching and learning arena is despite the fact that, for some authors at least, they should be criticised and have a number of disadvantages as well as some advantages. It is also despite the fact that there is competition from “the

development of new technologies that allow for higher quality teacher-generated materials.” The criticisms include the fact that many textbooks are undoubtedly culturally as well as socially biased and, importantly, do not allow students to be a part of the process which designs curricula. By definition, furthermore, they assume to know the needs of every student on every course that is using the textbook when the reality is that this is an impossible task. On the other hand, if the teacher regards the book highly and has a good understanding of its underlying aims with regard to students, in other words is felt by the teacher to be aligned with his or her approach to teaching, a textbook can be seen as a starting point from which to explore with the students. Furthermore, while it may not always follow the requirements for a specific course, and may be seen as being outdated if it does, a textbook will probably be seen as a necessity by at least some students – a fall back for revision or even as a supplement that can be used to fill in gaps that they may have missed or may not fully have understood.

Whether a teacher is on one side of this argument or not, the likelihood is that a text book will be necessary and therefore the evaluation of any that may be used will be important. This importance swells considerably if the teacher believes that text books should be central to any course. For this reason, Soleimani and Ghaderi (2013) contend that a textbook evaluation is a key task that should be undertaken by teachers but the question that is posed is what the best approach to evaluation is? They note the two stage model proposed by McDonough (2003), as has been discussed within this paper as well as the notion of coding in order that the evaluation is appropriately systematic. Indeed, Soleimani and Ghaderi (2013) add to this the notion of a checklist so that aspects within all areas of the book are adequately evaluated.

Keshta and Seif (2013) discuss the existing literature with regard to course material evaluation and decide that a qualitative approach is the most likely to elicit the most accurate results. In order to achieve their goals, they first develop an analysis card which sets some criteria, or subjective opinion, of the material being considered and ask 16 teachers to give their opinion on this material as compared to the yardstick produced. In order to provide some validity to their yardstick, the content analysis card, the researchers asked two experts to provide an opinion on its value. Thus, the important focal point for the structured interviews with the selected respondents was developed and within this the researchers “included the needed items for evaluating the three higher cognitive skills” (Keshta & Seif, 2013, p. 58). Following this, the items were given to the experts for their opinion, as noted above. Interestingly, the materials were taken from a government produced set and thus are those that are commonly used in the education of students in the country in question, Palestine. The materials were split into two areas, Student Book (SB) and Workbook (WB), and each was considered separately by two experts. The results of their expressed opinions were statistically analysed and the results of this analysis showed that there were 66 points of agreement out of 69 from one of the two areas and 28 out of 28 points of agreement for the other. This meant correlation coefficients of 95.6 and 100 respectively. This, the authors posit, provided the required validity for the instrument (Keshta & Seif, 2013, p. 59).

The results of the structured interviews carried out with the teachers showed that “higher order cognitive skills in reading comprehension exercises are not well covered, not well treated nor well distributed. There is a lack of progression from the lower cognitive skills to the higher ones.” Furthermore, that while “some skills have a high rate of frequency, others have a very low rate of frequency. e.g., the sub skill 'predicting events or solutions related to the text' takes place 9 times whereas 'discuss to persuade' sub skill takes place only once.” This leads the authors to conclude that the “findings do not match the general objectives of teaching reading in English for Palestine stated by the Palestinian Ministry of Higher Education” (Keshta & Seif, 2013, p. 67). Several points can be made about this interesting and illuminating work. The first is that all studies within this area are subjective and must be based, in the final analysis at least, on the perceived value of work. Therefore regardless of how ‘structured’ or ‘systematic’ a work may claim to be, it must be based in a qualitative evaluation. It can be argued that the authors take this to its rational end by deepening the approach. This must be one strength and another is the fact that a range of professionals (teachers) were used as key respondents. Hence, the results are subjectively justified by professional opinion, especially as the instrument, the content analysis card, was verified by two experts. However, while the work has this undoubted strength, it relies on the opinion of those who deliver the content rather than those (the students) who were the recipients of it. The question is whether such a reliance on professional infallibility is epistemologically acceptable.

Viswanathan and Murthy (2011) focus their attention on the questions for students in textbooks and argue that these do not sufficiently stretch or even appropriately test the cognitive abilities and potential of the students who are following courses based in these books. In order to substantiate their claims, the authors extend the questions in a text book by supplementing some of their own (Viswanathan & Murthy, 2011, 189). The study thus had three aims, which were to analyse the content and questions within a computer textbook, to then extend these by adding questions developed by the authors and finally to test whether these added and more challenging questions could be adequately answered by students who were using that computer text book. One point that should be made is that in order to maintain some rigour in their study, Viswanathan and Murthy (2011) only exposed the students to questions that were of a higher order and that the questions had not been tackled before (the students had already completed the lower level questions in the book). This meant that the questions in terms of type and content were new challenges for the students. The results of

the study suggest that students are generally able to answer the higher level questions and that in order to answer “questions that involve skills of analysing, evaluating and creating. This alone should encourage teachers and curriculum designers to include questions that target higher cognitive levels in the revised Bloom's taxonomy” (Viswanathan & Murthy, 2011, 193). If these results are accepted, it may have a significant influence on the writer as the evaluation in this study proceeds. We can recall that one problem identified was how the students who were likely to be able to achieve a high level of success on the course could be consistently challenged while at the same time retaining the interest and maximising the potential of more mediocre as well as less motivated students.

The necessary review of existing work, which may have relatively little value for the work in hand, can be seen by the extent to which the final method that will be adopted by the teacher has been guided by some of the work even indirectly. While, for example, the necessity for a systematic approach is acknowledged, it is argued that this should not compromise the subjective opinion of the writer, based in the epistemological stance that this person has. We can recall that epistemology requires at least truth, belief and justification for knowledge to be acceptable as such and therefore the method used must be believed to be true by the teacher. The justification for the approach comes in the methods used but the underlying values are those that are within the mind of the teacher.

4. FINDINGS AND DISCUSSION

The subjective freedom that the teacher has allowed means that a strongly systematic approach is not necessary for the initial review of the contents pages of each of the books that are being evaluated. This is the starting point for this section.

4.1 The contents section

The initial parts of the method that will be used have been discussed above and these can be summarised. The contents page of the first textbook – Business Result Pre-intermediate Student's Book, by Grant, Hudson and McLarty (2009), sets out 16 sections and each has an accompanying video. This suggests a reasonable amount of interactivity, something which is confirmed by a perusal of the sub sections within each chapter. For example, the first part of the first chapter introduces some basic business words, then aspect of language and sentence structure (presumably using these words), followed by practical language (how to make polite requests), then socialising and using language in social situations. This is followed by a case study as well as activities which are centred on the making of contacts. The chapter rounds off a consideration of the outcomes of it – what the students should be able to do etc., effectively a review of the topics covered. A further example of the chapters can be given, this time the last one, which again has a video and, as it is the last chapter, focuses on careers, career paths, making decisions, strengths, weaknesses etc. It then moves on to grammar revision and a presentation by the individual student, how to appropriately say good bye in English, then a case study and activities that revolve around ‘ambition.’ The chapter and, indeed the book as a whole, draw to an end with a revision session of all of the topics covered in the chapter.

The second book – Market Leader Business English coursebook by Cotton, Falvey and Kent (2007) sets out the ‘Map of the Book’ and the immediate impression gained is that this book is set out in a different, perhaps more pragmatic and business-like manner, with a total of 12 units and several revision units interspersed within these. The contents of each unit have similar features to those of the book by Grant et al. (2009), for example, the first chapter begins with a discussion about careers and then moves on to a discussion about how a career can be built and includes listening skills in the form of two people having a conversation about how a career can be improved. The next part of the first chapter introduces words associated with careers and this leads to the last but one section, which is about telephoning and making contacts. The chapter comes to a conclusion with a case study of an applicant for a sales management vacancy. The following chapters follow the same format – discussion, texts, language work, skills and a case study and this leads to a focus on the final chapter. This begins by asking the students to have a discussion about their favourite products, followed by an article from the Financial Times about rain forests and listening to five people talking about a topic. Following this, there is a section about adjectives and passives and then the skills section, in which the topic is the presenting of a product. Finally, there is a case study and a report writing exercise.

This initial part of the book evaluation process suggests to the writer that each has its own strengths – the first, by Grant et al (2009), seems that it may have more tools in the form, for example, of a dedicated video that accompanies each chapter and it seems almost as if it is aimed at a moderate, perhaps less serious learner. The book by Cotton et al (2007), on the other hand, gives the appearance of being more serious, more dedicated to a diligent student who is eager to learn, with case studies and reports from the Financial Times etc. The contents of both books have similarities but when the writer pictures the classroom setting and the requirements of the course against the points made, there is a feeling of leaning towards the book by Cotton et al (2007), although there is nothing decisive yet. There is enough, for example, judging by the contents in the book by Grant et al (2009), to suggest that it certainly should not be rejected at this stage. We proceed, therefore, to a more in depth look inside each textbook.

3.3 Factual and conceptual knowledge

The book by Grant et al (2009) has a significant level of factual knowledge content within it – for example, approximately 30 per cent of the first chapter. Of this 30 per cent, much is in terms of applying, for example in choosing companies from a list and inserting them in some given sentences as well as listening to a conversation and then inserting appropriate words from the listening exercise into sentences. Chapter 2 has a lesser percentage of content within this area and it is predominantly understanding, for example in reading three brief job descriptions and being able to categorise the script as a specific occupation from the information given. The third chapter again has less knowledge within this category and that which there is can be considered as being understanding and applying, for example in listening to a recording, a narrative, and from that answering some specific questions. The following 6 chapters (Chapters 4 – 9 inclusive) follow similar patterns although the expectations in terms of interpreting the knowledge become progressively slightly more challenging. For example, Chapter 9 asks the students to match pictures with words that they have to select from a list and they have to identify modal verbs from a script. By the time the students get to the fifteenth chapter, the intervening ones having followed a similar pattern to the earlier chapters described above, the level at which students are expected to gain and demonstrate that they have gained factual knowledge is at a higher level but it is suggested that this is not as high as having worked through so many previous chapters would imply. For example, they are still doing exercises where they choose words from one list to match them with words in another list.

The other book, by Cotton et al (2007), devotes a similar percentage of the first chapter to factual knowledge, although it is spread more around it. It is more about the cognitive area of understanding than in merely inserting names from a list, for example by asking the students to rearrange sentences so that they form a question and modal verbs are introduced earlier in the book than in the one by Grant et al (2009). More consideration is demanded of the students in this area, for example as early as Chapter 2 the students are asked to give opinions about a number of questions and to compare values such as what is advantageous with shopping online and what is advantageous with shopping offline. The narratives and articles that are used are not only more complex and demanding but also more concise, which means that students of different levels of ability would be able to read into each what they were able to understand. For example, in Chapter 2 there is an article taken from the Financial Times about the rise of online shopping and worries about how this may affect traditional ways of going about this activity. The questions asked about this article are for the students to give two reasons:

- i. why online shopping makes markets very competitive,
- ii. why operating in both markets is difficult for a single retailer,
- iii. why dual pricing is only a short term solution and the ways in which retailers can take advantage of both the online and offline markets.

Although the chapters follow a similar pattern as that which is described above, in this book there is a subjective ‘feel’ that the topics are more focused and more appealing – they provide relevant and focused attention on what, in the opinion of the researcher, fundamentally more pertinent areas for teaching the subject while retaining interest. For example, in Chapter 5 the theme is that of stress. The case studies are also more comprehensive and detailed, one example being from Unit 12 (products) and the case study is on the German company Minerva. Once the details of the company have been given, the students are asked to consider which of four products based in different technologies the company should buy. The students are asked to work in small groups and to prepare a presentation for one of them. The teacher can picture the groups that the students will self-select themselves into and that there will be varying ranges of interest. However, if this were set as an assignment which would contribute towards their final mark, the students with lower levels of motivation would be likely to see an opportunity for this to contribute towards the passing of the course and would therefore put in a serious effort, as those with higher levels of ability and motivation would also do.

3.4 Procedural and meta-cognitive knowledge

There is less evidence of conceptual knowledge in the book by Grant et al (2009) and that which is given would probably not adequately challenge the most able students. For example, in Unit 2, the students are given the following challenge: “Sang Chun is talking about his job in a software company. Listen and tick (✓) the people that he works with and the jobs that he does” (Grant et al 2009, p. 13). Even by Chapter 12, the expected progress of the students cannot be seen as being very high because we still have similar questions being posed, for example: Read about the history of Dubai’s economy and answer the questions. 1 What is Dubai trying to do? 2 Has it been successful? How do you know?

This information is to be taken from a mini case study that contains 100 words and where the information that the students are supposed to write down, the answers to the questions, are staring out at them, they are too easy to find. Towards the end of the book, there is a section which contains a ‘practice file’ and a glance at this brings back to mind the points made by Viswanathan and Murthy (2011) concerning the extent to which questions should challenge students

because they are likely to be able to answer them. One can only guess what these authors would make of questions that are at such a stage in a book which challenge students by asking, for example, that they choose from a list of five words to complete a sentence such as: ‘My company *holds* a corporate event every June.’

In view of the point made above concerning the perceived lack of expected progress of students across the textbook by Grant et al (2009), this section can draw to a close by making a direct comparison with the expected progress of students in the other book that is being evaluated, by Cotton et al (2007). The point can be made that it doesn’t really matter the level at which each text book is aimed, it is rather the extent to which the authors of the book and the materials in the book are likely to challenge the students and therefore enable them to make good progress. In the first unit of the book by Cotton et al (2007) the following is an example from a task that is given to students and its similarity with that given towards the end of the book by Grant et al (2009) (see above) will be noticed by the reader. The student is again asked to choose a word from a list of five to complete a sentence: ‘Employees in large multinationals *have* excellent career opportunities if they are prepared to travel.’ However, while this is one of the opening exercises in the book by Cotton et al (2007), by the time the book proceeds to the revision questions towards the end of it, the students are asked to fill missing words into a larger number of more complex sentences without the comfort zone of being given options. Once they have completed this, they must take one shaded letters from each of their answers to complete another sentence. Thus, if they do not have a valid and meaningful word, they have to go back over what they have done until all of the words enable the final word in the final sentence to make sense.

A further aspect of the textbook by Cotton et al (2007) can be brought to attention with regard to the knowledge. This is that rather than have a general revision section, there is a dedicated one for each section of the book and which extends the student beyond the actual knowledge that is contained within it. For example, the seventh unit is concerned with marketing and the unit content is moderately challenging and informative, for example in introducing and using various approaches to learn around this and other themes. The revision section for this unit then extends this and asks the student to develop the themes through the construction of more challenging and complex sentences within the subject of marketing.

Knowledge dimension		Cognitive Process Dimension											
		Low order thinking skills						High order thinking skills					
		Remember		Understand		Apply		Analyse		Evaluate		Create	
		BR	ML	BR	ML	BR	ML	BR	ML	BR	ML	BR	ML
Abstract Concrete	Factual knowledge			X	X	X	X				X		X
	Conceptual knowledge	X	X		X								
	Procedural knowledge	X			X	X	X				X		
	Meta-cognitive knowledge								X				X

Table 1. Short summary of the evaluation of the books *BR- Business Result **ML-Market Leader

5. CONCLUSION

The approach used for the book evaluation has attempted to take aspects of various studies in order to produce as an accurate evaluation as possible within the inevitable constraints that exist in teaching context. In order to be able to do this, it was necessary to consider and review work that has already been undertaken on the grounds. In the study, the wider consideration of the existing literature is because of avoiding to be seen as a reductionist for coursebook evaluation.

This leads to the books in question and as the evaluation progressed, it became increasingly clear that the book by Grant et al (2009) had a degree of shallowness about it because if followed closely by students, their progress would be slow. While this may be suitable for mediocre students who do not have a deep interest in learning business English, it was not capable of motivating the students who are keen to make progress. The book by Cotton et al (2007), on the other hand, did have the potential to enable such progress by those who were capable and willing to develop themselves and their English abilities. This left the question of whether this textbook could also be used by weaker students so that they would be able to reach their full potential, even if this is at a relatively and comparably low level. The fact that this potential exists was highlighted above (see the previous section) when the example of one case study was brought to attention. In this, students were asked to put themselves into small groups and make presentations based on a specific case study. The point is that exercises such as these allow the most able and motivated students to work towards their potential while at the same time not disabling more mediocre students to fulfil theirs. It could be argued that one example does not prove the point but the counter argument would be. There are numerous such examples that while it is possible for a teacher to ameliorate the most challenging aspects of a challenging book, it is not so possible to enhance those of one that does not challenge students. Therefore, the book – Market Leader Pre-intermediate (2007) is chosen for the particular teaching context as the teacher believes the students will benefit more from this book for their studies.

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