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EVALUATION OF AN ESP TEXTBOOK FROM PSYCHOLOGY STUDENTS' PERSPECTIVE – A PILOT STUDY[1]

Abstract: The paper explores the evaluation of an English for Specific Purposes (ESP) textbook, focusing on tertiary-level psychology students. The study emphasizes the importance of selecting appropriate materials that align with learners' professional needs. Using a Likert scale-based evaluation questionnaire, this study assesses *English for Psychology in Higher Education Studies*, analyzing criteria such as physical appearance, topics, language skills, activities, and motivation. The results show that students value the book's topical relevance and vocabulary but identify a lack of listening and writing tasks, as well as insufficient grammar exercises. The findings imply the need for better integration of interactive elements and a more balanced approach to language skills. Some implications and recommendations from the study focus on improvements in textbook content, including more independent learning features and contemporary teaching strategies to enhance student engagement and meet professional needs. The study acknowledges certain limitations, including the small sample size and the absence of activities targeting specific language skills, and offers recommendations for future improvements in textbook design. Given these constraints and the exploratory nature of the research, further studies are needed to gain more comprehensive insights into the evaluation of ESP textbooks in tertiary education.

Keywords: ESP, textbook evaluation, tertiary education, psychology students, ELT.

1. INTRODUCTION: ENGLISH FOR SPECIFIC PURPOSES

English for specific purposes (hereinafter: ESP) has been widely acknowledged as one of the most important areas of English teaching and learning, due to its practical aspect, specific use and demand. What differentiates ESP from General English (henceforth: GE) is mainly the curriculum that is targeted and

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[1] The pilot study was conducted within the pre-research process for the PhD paper *Evaluation of university ESP textbooks by immediate users in the education process.*

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oriented towards learners, i.e. towards their field of study or future professions, which influences the choice of topics and vocabulary, hence the materials used in these classes need to reflect that. ESP has numerous definitions, but they all can be summed up in one: ESP is a learner-oriented approach, focused on learners' needs and professional and academic contexts in which the language is to be used. Some of the most prominent authors in the field (Dudley-Evans & St. John, 1998; Robinson, 1991; Strevens, 1988) defined it as an approach to course design which starts with the question: "Why do these learners need to learn English" as well as with the statement "Tell me what you need English for and I will tell you the English that you need" (Hutchinson & Waters, 1987). ESP is an approach to language learning where all the materials, planning and teaching depend on the learners and their professional or academic needs. This is the reason why needs analysis represents a foundational component of any ESP course; it is a fundamental step and one of many features that distinguishes ESP from General English.[2] The process of needs analysis involves firstly identifying the specific language requirements of the learners, based on their current or future professional tasks or academic requirements. Needs analysis helps instructors to pinpoint not only the language demands of the learners but also the context in which they will use English (Igrutinović, 2012; Belcher, 2006; McGrath, 2013). The type of English required varies significantly between professions; for instance, IT professionals may need technical vocabulary and task-based language aligned with their daily responsibilities, while healthcare workers such as doctors and nurses must prioritize patient communication and understanding medical terminology. Conducting needs analysis helps ensure that learners are not exposed to unnecessary terminology or content irrelevant to their professional needs, which is crucial for ESP learners.

Some of the main characteristics of ESP can also be seen in the course requirements. To be precise, an ESP course should use authentic materials and task-based activities in order to ensure that the content of the course is as realistic for the future profession as possible (Anthony, 2018; Basturkmen, 2010; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Robinson, 1991). ESP is also different than GE regarding the role of the teacher: ESP instructor is more a collaborator than a teacher, since they do not have the knowledge of the scientific area in which they teach English, so collaboration with learners and professionals from the field is necessary to ensure the relevance, quality and accuracy of the content (Basta, 2012: 790; Dudley-Evans & St. John 1998: 5).

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[2] While needs analysis is often conducted in GE courses, it is considered essential and indispensable in ESP, as it forms the foundation for designing targeted content that reflects learners' goals. Unlike GE, where needs can be more general or loosely defined, ESP relies heavily on a thorough needs analysis to ensure relevance, specificity, and practical applicability of the course materials and tasks.

2. ESP MATERIALS AND THEIR EVALUATION

When it comes to an ESP course, the textbook is highly valued and appreciated and it is considered to be a universal element of the language teaching and learning process (Hutchinson, & Torres, 1994) and numerous studies show that most of the teachers prefer using textbooks in their classes, since it motivates learners and provides a tool for systematic presentation of the material (Allwright, 1981, Skierso, 1991; Ahmadi & Derakhshan, 2016; Mishan, 2022). Textbooks are also valuable for teachers, since they provide a possibility for adaptation and improvisation, so the advantages of using textbooks outnumber the disadvantages, if there are any (Mishan, 2022; O'Neill, 1982). However, having in mind the advantages in question, a key challenge remains: selecting the most appropriate textbook. One of the possible solutions is to implement textbook evaluation in order to find a textbook that is in alignment with students' needs and in accordance with the aims of the course.

Textbook evaluation refers to the process of assessing the quality of textbooks by using specific criteria, which may vary depending on the textbook's purpose and the academic discipline in which it is used. In the context of evaluating textbooks for ESP, this involves a systematic review of various aspects, aiming to determine the textbook's relevance to the needs of students in their current or future professions, as well as their linguistic appropriateness, teaching methodologies, and other modifiable components (Graves & Goodwin, 2011; Tomlinson, 2012). Overall, the objective of textbook evaluation is to assess the educational value and suitability of the textbook in relation to the specific needs of its users (Mohammadi & Abdi, 2014: 1148).

The theoretical framework for textbook evaluation is based on the characteristics of ESP and recommendations for books used within ESP classes. Some of the most prominent authors in the field (Cunningsworth, 1995; McDonough & Shaw, 2003; McGrath, 2002; Nunan, 1988; Richards, 2001; Sheldon, 1988) emphasize the following characteristics of ESP materials which need to be taken into account when evaluating them: authenticity of materials, relevance to learners' needs, task-based learning, integration of skills, feedback and assessment and, more recently, interactive approach. These are all the characteristics that shall be included in the evaluation scale used in this research.

While the previously mentioned recommendations from leading authors primarily address the general principles of ESP textbook design, additional guidelines specifically focus on the criteria to be included in the evaluation of such textbooks. The criteria in question imply physical characteristics of the book, including its organization and appearance, topics, language skills, language system, types of activities and some aspects of motivation. We included all the mentioned criteria in our scale, with certain modifications which will be explained in the following part of the paper.

3. PREVIOUS RESEARCH IN THE FIELD

Previous research in the field was mainly focused on the evaluation of text-books from either the students' perspective or teachers' perspective, rarely both, as well as on the use of existing checklists and scales (Atigh & Khabbazi, 2021; Harbi, 2017; Koltai, 2018; Litz, 2005; Sari & Sari, 2019). The findings suggest that although students were generally satisfied with the textbooks, some components were viewed as unnecessary; however, most studies emphasize the absence of key elements, such as writing tasks and listening activities, rather than the presence of irrelevant content. Research shows that ESP students place high value on authentic materials and prefer modern, contemporary topics (Takrousta, Behrouzi, & Kolahi, 2020) that align with the course duration and their future professional needs (Gu & Ren, 2019). Some studies have also explored textbook evaluations from both students' and teachers' perspectives, often motivated by students' lower performance in ESP courses. These studies have identified poor textbook organization and inappropriate content levels as significant weaknesses (Sari & Sari, 2020).

Many studies highlight that learners prefer materials tailored to their future professions, and textbooks that align with their career goals are viewed more favourably (Bytyqi, 2017; Litz, 2005). For example, Litz (2005) emphasizes the importance of *authenticity*, stating that textbooks with real-world materials and tasks are seen as more engaging and useful, as well as more motivating. More recently, a study by Hadi et al. (2015) evaluated an ESP medical university textbook. The findings revealed that when the textbook content and topics aligned with the learners' and instructors' needs, the textbook was deemed more effective and valuable (Hadi & Khadivar, 2015). Another more recent study analyzed ESP materials for sports sciences and psychology students in Spain (Lourido-Badía, 2023) and concluded that the relevance and usefulness of ESP materials heavily depend on the teacher's involvement and strategies in developing materials, implying that if the materials are perceived as relevant, they will be perceived as more useful as well.

Interestingly, what has proved to be the most problematic skill in previous and current studies is listening. While generally considered essential in language learning, some students, especially in ESP contexts, find listening less useful or relevant compared to other skills, such as reading and writing, particularly when the exercises are not well-aligned with their specific field (Harbi, 2017; Atigh & Khabbazi, 2021). Listening tasks might be too difficult or too easy for students, hence the listening skill has not been positively evaluated in numerous studies.

Textbooks need to be well-structured and match learners' proficiency level. Research, such as Mohammadi and Abdi (2014), shows that textbooks often fail to support effective learning when they are poorly organized or when their content level does not match the learners' abilities. Poor organization and mismatched content, that is either too difficult or too easy, can lead to confusion, hinder progression, and diminish learner engagement, motivation, and retention. Poor achieve-

ment in ESP courses has sometimes been attributed to these issues, as reflected in feedback by both students and teachers (Atigh & Khabbazi, 2021; Harbi, 2017).

All of the drawbacks of textbooks mentioned above are also evaluated in our study, in order to provide an additional perspective on these problematic areas.

Based on previous findings and the focus of this study, the following hypotheses were formulated to guide the analysis:

H1: Psychology students perceive vocabulary tasks in their ESP textbook more positively than grammar tasks.

H2: Psychology students perceive their ESP textbook as lacking in productive skills (particularly writing and speaking).

H3: Students' overall perception of their ESP textbook is positively influenced by the authenticity of the language, tasks, and context presented.

4. METHODOLOGY

The subject of this research was the evaluation of an ESP textbook at the tertiary education level, specifically in the field of psychology. The study was conducted in April 2023 at the Faculty of Science, University of Kragujevac. The textbook that was analyzed was *English for Psychology in Higher Education Studies*, by Jane Short, published by Garnet Education, 2010 edition. The research sample included 36 students of psychology, aged between 19 and 22 years (M = 20.5, SD = 1.496), with an unequal gender distribution (20 males, 16 females). The criteria for selecting this sample were based on the need to include psychology students enrolled in ESP courses who used a textbook whose author is not their ESP teacher, since the evaluation needed to be as objective as possible. The instrument used for data collection was an evaluation checklist that was specifically designed for the purposes of this study, a 7-point Likert scale ranging from 1 (*absolutely not true/present*) to 7 (*absolutely true/present*). The evaluation checklist included items aligned with the three research hypotheses, covering vocabulary and grammar perception (H1), presence of productive skills (H2), and perceived authenticity of tasks and language (H3). The evaluation criteria covered various aspects: the physical appearance of the book, subjects and topics, language skills (subdivided into reading, listening, speaking, and writing), the language system (grammar and vocabulary), activities and tasks, and motivational factors. A total of 78 statements were included in the evaluation instrument, each corresponding to one of the specified categories. The reliability of the scale was confirmed with a strong Cronbach's alpha value ($\alpha = 0.950$). Data was gathered by distributing the questionnaire to students after their ESP classes and was analyzed by using SPSS 21 (Statistical Package for the Social Sciences). The analysis included descriptive statistics (means, standard deviations, frequencies), independent samples t-tests for

gender differences, the Shapiro–Wilk test of normality, and Cronbach's alpha for scale reliability. The research was conducted anonymously, and participation was voluntary, with respondents consenting to the use of their responses for the study.

The scale consisted of the statements distributed within evaluation criteria, as follows: physical appearance of the book, topics, language skills (divided into reading, writing, listening and conversation), language system (divided into grammar and vocabulary), activities and tasks, and motivation. To elaborate further, each criterion had some common features, as well as some aspects that were specific to each category. The criterion of physical appearance was focused on illustrations, diagrams and graphs in the book, as well as its organization, fonts and the presence of a glossary or content. These aspects are considered important, since the physical appearance of the textbook has a positive effect on students' motivation and engagement (Cunningsworth, 1995). When it comes to the topics, this was a central part of the questionnaire, since the topics determine the lexical aspect of the book and, as many authors suggest (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987) lexis is the most important aspect of an ESP curriculum. We wanted to make sure that the topics were relevant and contemporary, without any elements of stereotypes or discrimination, as well as to check how interesting and useful they were to psychology students.

As for the category which dealt with language skills, the statements for each skill were aimed at checking their presence, usefulness, authenticity and how interesting the tasks within each skill were, along with their appropriate level (whether they were too easy or too difficult for an average student). The same statements were used for the language system, along with statements focusing on the interactive nature of the tasks and clear instructions. The category of activities and tasks was focused on the textbook in general, and it was aimed at checking how interesting the tasks were, as well as their authentic and interactive nature. This section of the questionnaire also examined whether the textbook provided a balanced coverage of all four language skills and an equal distribution of grammar and vocabulary in relation to reading, writing, speaking, and listening. Motivation was the last category in the scale, and it tested the students' motivation to continue studying English, to use this textbook, recommend it to other learners and the overall usefulness of the textbook for their future profession.

To assess the interactive nature of activities and tasks, the scale included a corresponding statement for each language skill and for every section of the textbook involving grammar or vocabulary-related tasks. The interactive nature of tasks is important not only for students' engagement, but it is also crucial when it comes to contemporary teaching (Grubor, 2023), which justifies its presence in the scale. Other statements were typical for investigating learners' perception, such as how interesting/useful/easy/difficult/diverse the topics were and whether they corresponded to students' professional needs.

5. RESULTS

The reliability of the scale was checked and it showed a good internal consistency α = .950, thus the scale was deemed reliable. The distribution of responses was examined using the Shapiro–Wilk test, which can be observed in Table 1.

Table 1. Tests of Normality

	Kolmogorov–Smirnova			Shapiro–Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
P_Skala_overall	.116	33	.200*	.968	33	.439

Lilliefors Significance Correction

*. This is a lower bound of the true significance.

As we can see, Table 1 represents the results of the tests of normality along with the Lilliefors Significance Correction. According to the Shapiro–Wilk test, a p-value greater than 0.05 (p > 0.05) represents the assumption that the data have been approximately normally distributed. Based on the Shapiro–Wilk test results, test scores were normally distributed ($W*(36) = .968$, $p = .439$). An independent samples t-test showed no difference between male and female respondents, $t(28) = -2.151$, $p = .040$).

The results of the students' evaluation are given in Table 2, distributed within categories. However, the book did not have listening activities, and writing activities were negligible, so these categories were not included in the table.

Table 2. Results of students' evaluation of their textbook by categories

Scientific field	Psychology	
Category	N	M
Physical appearance	36	5.46
Themes	36	6.01
Reading skill	36	5.38
Speaking skill	36	5.28
Language system: vocabulary	36	5.79
Language system: grammar	60	3.64
Activities and tasks	60	4.66
Motivation	60	4.95
Total score	60	5.15

Table 3. Scale, overall results

N	Valid	36
	Missing	3
Mean		5.2
Std. Error of Mean		.116
Std. Deviation		.665
Minimum		3.64
Maximum		6.39
Sum		171.6

As it can be observed from the table, the category that received the highest score was the category of Topics. The textbook is thematically aligned with the students' field of study, as all topics relate directly to psychology, which might explain why students rated this aspect highly. Topics determine the vocabulary, i.e. lexis, therefore this represents another category that received a high score from the students in our sample. The statements within these two categories were evaluated with scores ranging from 5 (*it is present*) to 6 (*it is very present*). Positive feedback regarding the variety and relevance of topics suggests that the textbook encompasses a broad selection of engaging and applicable themes that closely correspond with students' future careers in the field of psychology.

The next category that was relevant in terms of high scores on the scale was the category of physical appearance, where the mean value of respondents' answers implied that the characteristics of their textbook regarding physical appearance were mostly present. High scores for visual and textual balance indicate that the textbook effectively integrates images and text, which helps better comprehension, along with the fact that the textbook is well-organized, aiding in easier navigation and understanding for students, with content logically connected and progressing from easier to more difficult topics.

Reading and speaking were similarly evaluated, with mean values around 5, which shows that students positively evaluated reading and speaking activities in their textbook.

The motivation was the category that received a slightly lower score in total, with answers ranging from 5 (*it is present*) to 4 (*it is neither present nor absent*). The statements within these categories were related to the overall impression of the textbook.

The activities and tasks category evaluated the overall design, distribution, and interactivity of tasks in the textbook. However, this category was not evaluated as highly as others by our respondents, having in mind that the mean value of their answers shows that the criteria within the statements here were neither present nor absent.

Finally, the category that received the lowest score on our scale was grammar. The mean value of the respondents' answers within this category implies that grammar aspects given within the statements were only partially present and that the textbook does not have all the requirements in terms of grammar (presence of grammar activities, ways of introducing new grammar, how interesting grammar tasks are, etc.).

6. DISCUSSION

The findings support H1, as vocabulary-related items consistently received higher ratings than grammar-related ones, indicating stronger student satisfaction with the lexical aspects of the textbook. Regarding H2, the lack of speaking and writing tasks noted by students confirms that the textbook does not adequately support productive language skills. H3 is partially supported, as students positively evaluated items where vocabulary was clearly linked to professional content and context – an indicator of perceived authenticity. However, the absence of multimodal or scenario-based tasks and/or group and pair work limited the full realization of authentic interaction. To elaborate more on the results of students' evaluation, we shall focus on the statements which received the highest and lowest scores on the scale.

Two of the statements that were most highly rated by our respondents belong to the category of Topics (*Topics and texts following them do not contain any elements of discrimination (gender, racial, ethnic) or any stereotypes*) and from the category of Vocabulary (*The vocabulary in the textbook is useful for my future profession*). As regards the topics, it was expected that there were no elements of discrimination or any stereotypes, since the style of the book is neutral and academic. Since the topics covered in the textbook were from students' field of study, it was also expected that the vocabulary itself would be useful for future psychologists. This explains why these two statements (and these two categories as well) received the highest scores. This is in line with other research from the field which focused on topics and vocabulary within textbooks. Numerous studies have come to the same conclusion when it comes to the representation of elements such as vocabulary typical of the field of study as well as its importance for students, and texts related to their future profession (Ahmad, 2012; Anthony, 2018; Sari & Sari, 2020). This implies and once again proves that topics and vocabulary are among the most important elements of ESP textbooks.

As for the lowest scores, three of the categories had statements with scores significantly lower than others: Grammar (with the statement *Grammar tasks are interesting*), Activities and tasks (*The ratio of tasks that focus on grammar and vocabulary is even in relation to tasks that practice skills (writing, listening, speaking)* as well as the statement *The textbook contains different varieties of English, such as*

British English or American English) and Motivation (*The textbook contains tools for self-evaluation of the gained knowledge and skills*). The category of grammar, as previously mentioned, received the lowest score overall, probably due to the fact that the textbook does not have grammar activities that are presented separately or given in a grammar section or an equivalent, but rather integrated within texts or other tasks. Also, there are no different varieties of English in the textbook, or any forms of self-evaluation for students, so that explains why these statements received the lowest score on the scale. When it comes to grammar, it is one of the aspects of ESP textbooks that tends to receive negative criticism and is often negatively evaluated by both students and teachers, as has been reported in several earlier studies (Enesi, Vrapi, & Trifoni, 2021; Karimnia & Jafari, 2017). Within these studies it was concluded that grammar-related content is introduced in the same way in most textbooks; there is no gradation nor innovative approaches to grammar tasks, which is confirmed in our sample since grammar tasks were perceived as not interesting.

Since there are (almost) no writing or listening activities in the textbook, the ratio of the skills and language system elements is not even, which is also shown by students' responses. Respondents indicated that interactive activities and exercises were somewhat lacking, which is another aspect of the textbook that received lower scores. High scores for statements related to independent learning and overall impression of the textbook suggest that the textbook effectively supports independent learning, which is crucial for students who need to study outside the classroom (even more important for ESP students, since they are often adults with jobs and work-related obligations). Also, the statements that focus on the overall impression of the textbook show that the students would recommend it to their colleagues and that the textbook, observed as a whole, was positively evaluated. We can compare these results with studies from the field and identify some similarities, as well as differences. Firstly, interactivity is an aspect that has been constantly lacking in numerous textbooks, regardless of its importance (Basturkmen, 2010; Tomlinson, 2013) and has been identified as one of the key drawbacks of ESP textbooks (Ahmadi & Derakshan, 2016; Sari & Sari, 2020). On the other hand, collaborative learning, an important aspect of interactive nature of language tasks, has proven to be efficient in numerous studies. For example, Dobao's study compared pair and small group interactions during collaborative writing tasks. The research found that small groups produced more language-related episodes than pairs, leading to more accurate texts (Fernandez Dobao, 2014). This suggests that group work can enhance vocabulary learning through increased collaborative dialogue. There is also a study that examined the effectiveness of pair and group work activities in language learning (Tran et al., 2020) which concluded that both pair and group work positively impact students' oral interaction times and confidence, suggesting that incorporating such tasks in textbooks can enhance language acquisition.

An aspect that was not in line with previous research from the field refers to self-evaluation and independent learning. Namely, these features received high scores, whereas in previous studies they used to be negatively evaluated, i.e. textbooks were not perceived as having enough resources for independent learning and self-evaluation (Räisänen & Fortanet-Gomez, 2008).

Our study, however, has certain limitations. Firstly, there was an uneven distribution in terms of sample size and nature. Most of our respondents were female, and the sample size was relatively small, consisting of only 36 participants. Additionally, a significant limitation is the absence of listening and writing activities in the textbook, which restricts our understanding of the skills covered. This highlights an area for improvement for both the textbook and the evaluation scale. Furthermore, the research highlights the importance of continuously improving educational materials and refining evaluation methods to ensure their effectiveness and alignment with learners' specific needs. Additionally, one significant limitation of this research is that only one ESP textbook was analyzed, thus more ESP books should be included in the research in order to compare their effectiveness and students' perception and draw more general conclusions.

7. CONCLUSION

The respondents' evaluation offers valuable insights into their perspectives, highlighting both the strengths and weaknesses of the textbook. By incorporating direct student feedback, the research offers practical insights into how ESP materials can be aligned more effectively with the academic and professional goals of psychology students. Several implications can be drawn regarding the textbook's content, language variety, and the inclusion of all four language skills, as well as the integration of contemporary teaching and learning elements. Given that the textbook lacks a comprehensive coverage of all four language skills and aspects of the language system, adopting a more balanced approach to grammar, vocabulary, and skills practice could better cater to a wider range of learning objectives and proficiency levels. Furthermore, the textbook does not provide exposure to different varieties of English and integrating a variety of dialects and accents could better prepare students for real-world English usage, particularly in professional settings. This could be addressed by adding supplementary materials and activities, such as listening exercises, role plays and similar activities which would also help overcome other drawbacks of the book (lack of certain skills, lack of interactive tasks and similar). The findings support the initial hypotheses: students valued vocabulary instruction more than grammar; identified a lack of productive skills, and responded positively to authentic content, though noted a lack of interactive elements that would enhance authenticity. Hence, incorporating interactive ele-

ments could make learning more engaging and effective, enhancing the textbook's relevance and alignment with modern language learning approaches.

Overall, these insights indicate that while the textbook has many strengths, there are specific areas for enhancement to better meet the diverse needs of its users. Despite these limitations, the positive feedback regarding the textbook's overall impression suggests that it has the potential to be a valuable resource for students. Regular feedback and updates will ensure that the textbook remains a valuable resource for learners, as well as teachers. Despite the limitations of this pilot study, most notably the small sample size, a single-institution setting, and the textbook's lack of key skills, the results contribute meaningfully to the ongoing discourse on ESP material design. Future studies could expand this analysis across multiple fields and integrate teachers' and students' feedback to more comprehensively assess the effectiveness of ESP textbooks in preparing students for their professional environments.

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ЕВАЛУАЦИЈА УЏБЕНИКА ЗА ЕНГЛЕСКИ КАО ЈЕЗИК СТРУКЕ ИЗ ПЕРСПЕКТИВЕ СТУДЕНАТА ПСИХОЛОГИЈЕ – ПИЛОТ СТУДИЈА

Резиме: Рад се бави евалуацијом уџбеника за енглески као језик струке (ЕЈС), из перспективе студената психологије. Рад и студија спроведена у њему наглашавају важност одабира одговарајућих материјала који су у складу са професионалним потребама ученика. Користећи евалуацију засновану на Ликертовој скали као инстру-

менту, истраживање се бави евалуацијом уџбеника за енглески језик за психологију на терцијарном нивоу образовања, анализирајући критеријуме као што су физички изглед, теме, језичке вештине, активности и задаци и мотивација. Резултати показују да студенти позитивно перципирају релевантност тема и лексику у оквиру уџбеника, али и да препознају недостатак активности за слушање и писање, као и недовољно граматичких вежби. Добијени резултати указују и на потребу за бољом интеграцијом интерактивних елемената и уравнотеженијим приступом језичким вештинама. Неке од импликација и препорука из истраживања подразумевају измене у садржају уџбеника, укључујући имплементирање аспеката уџбеника који омогућавају самостално учење и савремене наставне стратегије како би се побољшала укљученост студената и задовољиле њихове професионалне потребе, будуће или тренутне. Наглашена су и ограничења истраживања, као што су величина узорка и одсуство све четири језичке вештине, заједно са предлозима за будуће измене када су у питању уџбеници за ЕЈС, како би се добио свеобухватнији увид у евалуацију уџбеника за ЕЈС на терцијарном нивоу образовања.

Кључне речи: ЕЈС, терцијарно образовање, студенти психологије, енглески као језик струке.