Evaluation of Newly Developed EAP Textbooks for the Students of Medicine Published by SAMT

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Abstract

EAP textbooks have been one of the most important materials commonly used in any EAP program and attracted many researchers' attention due to their crucial contributions to foreign/second language acquisition. Despite the plethora of research on EAP textbooks, especially EAP textbooks published by SAMT, the Organization for Researching and Composing University Textbooks in the Humanities, there seems to be a paucity of research on newly developed SAMT EAP textbooks. At the same time, although EAP textbooks are based on criteria to meet particular students' needs in specific disciplines, there have been only a few evaluative studies on EAP textbooks taking students' and teachers' viewpoints into account. Therefore, the present study attempted to evaluate a newly developed SAMT EAP textbook for the students of Medicine, as a sample from SAMT publications, from the students' and teachers' perspectives. The study used a questionnaire and the results revealed that students and teachers were satisfied with the theoretical considerations, the organizational features and practical considerations, the vocabulary, and the grammatical structure of the current textbook. However, the students were not satisfied with the content and the language skills and the teachers were not satisfied with the content of the textbook. In addition, no significant difference between the students' and teachers' viewpoints with regard to the necessity condition of EAP textbooks was found. However, their responses to the questions related to the present condition of the current textbook were significantly different. Such findings can have some implications for EAP teachers, material developers, and textbook designers.

Keywords: ESP/EAP; ESP/EAP textbooks; materials evaluation; textbooks evaluation; newly developed SAMT EAP textbooks

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1. Introduction

English for Specific Purposes (ESP), an approach aiming at meeting the needs of particular learners, is now well established as an important and distinctive part of English Language Teaching (ELT). Hutchinson and Waters (1987, p.19) define ESP as an approach, rather than a product, to language teaching in which all decisions as to content and method are based on the learners' reason for learning. However, the main difference between ESP and general English courses is not the existence of a need but rather an awareness of the need. That is probably why Dudley-Evans and John (1998) argue that needs analysis is the most important and distinguishing element of ESP and it is actually the first step prior to a course. Needs analysis is the basis of ESP and causes the course to be purposeful and meaningful.

Moreover, Dudley-Evans and St John (1998) hold that ESP is mostly known as a material-led movement which aims to provide and develop textbooks to satisfy the learners' needs and interests as well as the program's objectives. In fact, central to any educational program in general, and EAP program in particular, are materials. Researchers (e.g., Hyland, 2006; Tomlinson, 2012) argue that materials refer to anything that can effectively facilitate language learning, including audio and visual aids, computer mediated resources, real objects, performance, etc. Among these, however, the most commonly used materials in any ELT program all around the world are the textbooks. They even receive much more importance in EAP courses where English is taught as a foreign language because the learners have little access to target discourse community to extract new information about the type of discourse used frequently in their specialized field (Ellis, 1994).

Hutchinson and Torres (1994) claim that the textbook is a universal element of ELT playing a very crucial role and without it no teaching-learning situation is complete. Razmjoo (2010) also mentions that among the four important factors in the educational contexts (i.e., teachers, learners, textbooks and contexts), textbooks play an important role in English as a Foreign Language (EFL) classrooms because they provide the primary source of linguistic input. Haycroft (1998) argues that textbooks are psychologically essential for students since their progress and achievement can be measured concretely when teachers use them. On the other side, O'Neill (1982) asserts that textbooks are generally sensitive to students' needs, even if they are not designed specifically for them, they are efficient in terms of time and money and can and should allow for adaptation and improvisation. O'Neill proposes that teachers should modify or change textbooks to meet the learners' needs. Likewise, O'Neill (1982) and Sheldon (1988) suggest that textbooks yield a respectable return on investment and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective.

Textbooks, therefore, can reduce potential occupational overload and allow teachers to spend their time undertaking more worthwhile pursuits. Elsewhere, Cunningsworth (1995) holds that a textbook is a reference source for students and supports less experienced teachers who have not gained confidence yet. Kirkgöz (2009) also suggests that textbooks may provide some kind of teacher training in that they may include ideas on how to approach lessons, especially in their introduction section or throughout the instructions. Finally, Azizifar, Koosha, and Lotfi (2010) argue that textbooks can be seen as a good assistant of the teachers which help students learn different subject matters. They are the building blocks of school instruction (p. 36).

2. Literature Review
2.1. Disadnavntages of EAP Textbooks
Some other researchers cast doubt on the advantages of textbooks. Allwright (1981), for instance, criticizes that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Ansari and Babayi (2002) also believe that no single textbook can be perfect for different groups of students with various learning needs and learning styles because topics in a textbook may not be relevant for and interesting to all students. Textbooks may limit teachers in the sense that they inhibit teachers' creativity. Another criticism against textbooks has been raised by some proponents of authentic classroom language models because they believe that textbooks are too contrived and artificial in their presentation of the target language. They maintain that it is essential to provide learners with authentic real life examples of both spoken and written discourse (Razmjoo & Raisssi, 2010). Although the limitations of textbooks existing in literature appear to be somewhat true, there are far more convincing arguments in favor of using textbooks. Many researchers (e.g., Dudley-Evans & St John, 1998) assert that textbooks play a key role in all learning situations despite their limitations.

On the other hand, Dudley-Evans and St John (1998) consider materials evaluation as an integral part of any ESP courses, providing students with materials that will help them to handle their future occupation life. Ellis and Johnson (1994) claim that materials evaluation has a major impact on determining language that the learners will be exposed to, methods and techniques by which the learners will learn, and subject and content. Despite the popularity of textbooks in educational programs in general, and in EAP programs in particular, little attention has been paid to textbooks evaluation. Cunningsworth (1984) believes that there is a need to ensure careful selection of textbook so that it reflects the needs of the learners and the aims, methods, and values of the teaching program. Developing a wide variety of relevant and contextually appropriate criteria for the textbook evaluation must be of utmost importance to the EAP practitioners. Elsewhere, Sheldon (1988) suggests that

the selection of EAP textbooks is an important administrative and educational decision. It helps the teachers get helpful information about the particular merits and demerits of textbooks and find the solution to never ending problem of choosing among abundant alternatives on the market. Sheldon (1988) defines textbook evaluation as a tool in recognizing the weaknesses and strengths of textbooks.

In fact, it is necessary to evaluate the existing textbooks on the market to select the best one. This task is an important administrative and educational decision in which there is considerable professional, financial, or even political investment (Sheldon, 1988). Teachers and researchers must establish and apply appropriate frameworks to evaluate the textbooks used in the language classrooms so that they acquire practical, systematic, helpful, accurate and contextual insights into the nature of textbooks and avoid imprecise, subjective, and impressionistic assessments (Ellis, 1997). A careful evaluation allows teachers and decision makers to have a careful textbook selection in which the selected textbook reflects the students' needs and the teaching program's aims, methods, and values (Cunningsworth, 1995).

At the same time, in many countries where English is a foreign language, ESP has increasingly expanded so that recently EAP is considered as an integral part of curricula for all academic fields at universities (Atai & Tahririan, 2003). EAP is an obligatory course in many universities around the world like Iranian universities. Generally, it aims to increase students' English knowledge to satisfy their academic and occupational needs. In this EFL context, EAP textbooks are the main source of input and contact that students have with the language. As a major university editorial, SAMT, the Organization for Researching and Composing University Textbooks in the Humanities, has published EAP textbooks for different majors.

Among basic language skills, reading skill has turned to have a priority over the others through the history of university EAP instruction. In other words, the main objective of the current EAP programs, as Attai and Tahririan (2003) assert, is to fill in the gap between the students' general English competence and their ability to read discipline-specific texts. As a consequence, the purpose of all books published for EAP students is "to enable the students to study their specific academic reference materials and textbooks to get familiar with scientific and technological advances in their field of study" (Soleimani, 2006, p.216). This approach can be reasonably justified in preliminary receptive stage of any educational trend to communicate with the available literature, more specifically reading English sources for the students of various academic fields (Baggali & Kuhi, 2015). Hence, the majority of EAP textbooks published by various publishers, like SAMT, have mainly focused on these perceived needs related to the target situation.

A closer look at EAP textbooks developed in these years suggests that in spite of great global breakthroughs in this area (McDonough & Shaw, 2003),

the locally developed EAP textbooks suffer from some limitations which have been long reported in a plethora of evaluative research studies on EAP textbooks (e.g., Ebadi & Naderifarjad, 2015; Razmjoo & Raisssi, 2010; Tajeddin, 2005; Vosoughi, Davoudi Sharifabad, & Raftari, 2013, to name only a few). Moreover, EAP is a highly situation-sensitive academic field, and the stakeholders cannot be sure about their success without successive evaluations (Baggali & Kuhi, 2015). One of the most important requirements in any EAP education system is that a textbook must be appropriate to learner's needs. However, only a few, if any, EAP courses in Iran were based or designed on logical systematic needs analysis, so the needs of the students have been hardly met and the aims of the course designers have been hardly reached (Eslami-Rasekh, 2010).

Particularly, SAMT, as a major university editorial publishing EAP textbooks for different majors, invited prominent English teachers from various universities and academic institutions to decide on the best channels for the Iranian students to develop their English language knowledge through considering the most recent EAP approaches at the time. SAMT handed by collaboration of English teachers took the initiative of devising subject-specific EAP textbooks, and after Islamic Revolution of Iran, numerous EAP textbooks have been published with titles like "English for the Students of Physics". However, due to the important role of EAP textbooks in any EAP courses in Iran on the one hand, as well as the need to rethink and redesign the current EAP textbooks on the other hand, SAMT has recently published EAP textbooks to try to meet most criteria of textbook material development. In addition, it has attempted to make use of its previous strengths and improve its weaknesses reported in relevant literature.

Although during the recent years some critical studies on EAP textbooks previously prepared by SAMT have been conducted (see, for example, Ebadi & Naderifarjad, 2015; Ramzjoo & Raissi, 2012; Vosoughi et al., 2013), lack of evaluative studies on newly developed SAMT EAP textbooks, as a new trend in SAMT organization to solve previous limitations, in relevant literature is obvious. In addition, it seems that there has been only a few studies on EAP textbooks evaluation taking both students' and teachers' viewpoints into consideration especially in Iranian context. EAP textbooks in Iranian higher education have several serious drawbacks (Atai & Tahririan, 2003), but a paucity of comprehensive research has been done to evaluate them on the basis of the leaners' needs from both their own and their teachers' perspectives. Therefore, the present study aims to bridge part of the existing gap in the realm of EAP textbooks development. It attempts to evaluate a newly developed SAMT EAP textbook for the students of Medicine, as a sample from the EAP textbooks published by SAMT publications and commonly used in EAP courses in many Iranian universities, to see whether it can meet Medical students' needs on the basis of both students' and teachers' opinions.

2.2. Studies on EAP Textbooks

Since EAP textbooks have been a concern of a great number of researchers across the world (Ebadi & Naderifarjad, 2015), there is a vast literature on textbooks evaluation. However, for reasons of space, the most relevant studies, focusing on SAMT EAP textbooks, will be presented as follows.

Tajeddin (2005) conducted a study to evaluate some of the EAP textbooks and found that those ones published by SAMT not only lack one integrated approach and lesson plan, but also do not follow any specific purpose regarding the selected reading passages, or activities designed for improving the learners' translation or comprehension ability, at all. He then suggested that the future planning requires a fundamental and basic revision of the textbooks.

Vosoughi et al. (2013) also evaluated SAMT EAP textbooks previously used in Iran universities for the students of medicine based on three criteria including, evaluating the objectives, reviewing the content, and evaluating the overall structure. They found that they could not satisfy the necessary requirements and concluded that there must be major changes in SAMT EAP textbooks for medical students to meet the specific needs of the target group.

Maleki and Kazemi's (2012) study was an attempt to compare Medical Terminology developed by Cohen (2008) and English for the Students of Medicine developed by SAMT. The results of analysis indicated that from the both teachers' and students' viewpoints, Medical Terminology was significantly better than the EAP textbook published by SAMT with respect to the categories of layout and design, activities, language type, subject and content.

Perhaps, the most similar study to the present one is that of Razmjoo and Raisi (2010), who evaluated previously published SAMT EAP textbooks for the students of medicine. They examined the theoretical consideration, the organizational feature, the practical consideration, the content, the language skill, the vocabulary, and the structure from the students' and teachers' viewpoints. Their results revealed students' dissatisfaction with all above criteria except the criteria of the organizational feature and the practical consideration, and the language skills. The results also indicated instructors' dissatisfaction with all above criteria except the criteria of the vocabulary, and the structure. Furthermore, no significant differences between the students' and instructors' opinions regarding the necessity condition of EAP textbooks were found, but a significant difference was found between their opinions in terms of the present condition.

Finally, since EAP is basically a student-centered program, students' needs, wants and opinions should be considered as the top priority in the list of selection criteria. In addition, the relevant literature indicates that the majority of the SAMT EAP textbooks evaluation studies have been done on the previously developed ones. However, SAMT has proposed a new template for

developing EAP textbooks since 2013. There seems to be only a few, if any, studies on the evaluation of newly developed EAP textbooks, particularly EAP textbooks for the students of Medicine published by SAMT. This study aims to fill part of the existing gap. It attempts to evaluate the newly developed SAMT EAP textbook for the students of Medicine, as a sample from SAMT publications, based on the students' and teachers' viewpoints.

The present study addresses the following research questions to fill the above mentioned gaps:

1. According to the students' and teachers' viewpoints, is the newly developed SAMT EAP textbook for the students of Medicine, as a sample from SAMT publications, appropriate with respect to the theoretical considerations, the organizational features and practical considerations, the content, the language skills, the vocabulary and the grammatical structure?

2. Is there any significant difference between the students' and teachers' viewpoints?

3. Method

3.1. Participants

Since the study aimed to evaluate SAMT EAP textbooks for the student of Medicine based on students' and teachers' views, the participants of the present study were 60 male and female Iranian students majoring in Medicine at Qom University of Medical Sciences; and Islamic Azad University, Qom Branch. They were obliged to pass two credit EAP courses and cover SAMT EAP textbooks for the students of Medicine. In addition, another group of the participants of the study included 15 male and female Iranian university teachers teaching the current book at Qom University of Medical Sciences; and Islamic Azad University, Qom Branch.

3.2. Data Collection Methods

The textbook under evaluation is entitled "English for the Students of Medicine" written by Atai, Shoja, Kafshgarsouteh, and Zolghadri and published by the Organization for Researching and Composing University Textbooks in the Humanities (SAMT) in 2013. As the authors claim, this textbook was designed as an EAP textbook for undergraduate university students of medical and paramedical science ranging from a pre-intermediate to upper-intermediate level of English proficiency. The book is recommended as the main source for the beginning EAP courses for medical and paramedical field including medicine. The book aims to help students consolidate general reading skills and strategies they have already acquired through general English courses and transfer these skills and strategies to their target academic tasks. The book focuses on reading and other language skills and components (i.e., vocabulary, grammar, discourse, and genre) to foster reading the reading skills and strategies. The book is organized in 12 units based on medical

themes and topics of maximum authenticity and relevance to the students of medical sciences. The core of each unit is two reading passages developing the same theme and all activities of each unit are geared to that theme. To this end, there is an efficient integration of relevant content and language with a good distribution of common genres in the field of medicine.

This study employed a five-point Likert-scale questionnaire used by Razmjoo and Raisi (2010), developed by Tahriri and Shahini which was originally based on Littlejohn's (1998) model. It has to be noted that since their textbook evaluation form has been designed for general English textbooks, some modification was deemed necessary to make it more appropriate for ESP materials. There are two columns in the questionnaire and six main items are measured in terms of necessity condition (NC) and present condition (PC). While NC indicates the ideal situation or the importance of item in material, PC refers to the given textbooks features. The first column which is indicative of NC ranges from 1 to 4 representing "not necessary" to "highly necessary" while the second column introduces the PC ranging from 1 to 5 which shows "totally lacking" to "excellent". For the sake of easy and informative comparison and contrast of the two conditions, 'good' and 'excellent' options have been merged in the PC; instead, 'very good' option has been used.

The questionnaire includes some general overview of physical aspects of the material such as the organizational features and practical considerations with respect to cover, size, or durability of the book which corresponds to the "publication" in Littlejohn's (1998) model while the other part relates to the thinking underlying the materials such as the theoretical considerations focusing on the methodological objectives of the textbook or the sequencing of the selected subjects, types of learning and teaching activities with respect to content, skills, vocabulary, and structure of the book which corresponds to the "design" in Littlejohn's (1998) model (Razmjoo & Raisi, 2010).

Furthermore, the questionnaire used in the study is appropriate in terms of reliability. Razmjoo and Raisi (2010) ran Chronbach alpha to measure the questionnaire's reliability and the obtained index turned out to be 0.92.

3.3. Data Analysis Procedures

The procedures of the study were as follows: first, 60 participants majoring in Medicine and covering the SAMT EAP textbooks for the students of Medicine at Qom University of Medical Sciences and Islamic Azad University, Qom Branch were selected and given the questionnaires and asked to fill them carefully to express their attitude toward their needs and wants, and the PC of the textbook at the end of their educational term. In the next stage, 15 participants teaching the same textbooks for their EAP courses in Medicine at the same universities were selected and given the same questionnaires to collect data about teachers' attitude toward the NC and PC of the textbook.

The data gathered through questionnaires, distributed among both EAP students and teachers, were analyzed both descriptively and inferentially. For each criterion of the questionnaire, Mean (M) and Standard Deviation (SD) were calculated and paired-sample t-tests were conducted to see whether there was a statistically significant difference between the NC and PC. Finally, independent sample t-tests were run to examine whether there was a significant difference between teachers' and students' viewpoints with respect to the NC and PC of SAMT EAP textbooks.

4. Results and Discussion

In order to answer the first research question, the study employed a questionnaire with a Likert-scale format containing the above criteria in terms of the NC and PC. The students' and teachers' ideas are presented in Sections 1 and 2, respectively.

Table 1
Descriptive Statistics for the Ssix Criteria of EAP Textbooks

	Mean		N		SD		Std. Error Mean	
	NC	PC	NC	PC	NC	PC	NC	PC
Theoretical Considerations	2.05	1.96	60	60	11.14	10.68	5.57	5.34
Organizational Features & Practical Considerations	1.81	1.80	60	60	18.78	13.28	5.66	5.00
Content	1.97	1.60	60	60	11.24	15.10	3.00	4.03
Skills	1.79	1.46	60	60	16.95	27.14	4.89	7.83
Vocabulary	1.92	1.88	60	60	10.01	8.20	3.54	2.90
Structure	2.01	1.96	60	60	25.79	26.28	10.53	10.72

4.1. Section 1: Students' Viewpoints on EAP Textbooks Regarding Six criteria

As indicated in Table 1, regarding the first criterion (i.e., the theoretical considerations), M and SD values for NC are 2.05 and 11.14, respectively. Also, the same values for PC are 1.96 and 10.68, respectively. With respect to the organizational features and practical considerations, M and SD values for NC are 1.81 and 18.78, respectively. The same values for PC are 1.80 and 13.28, respectively. In terms of the content, descriptive statistics demonstrates that M and SD values for NC are 1.97 and 11.24, respectively. Furthermore, the same values for PC are 1.60 and 15.10, respectively. As far as the criterion of skills is concerned, it can be seen that M and SD values for NC are 1.79 and 16.95, respectively. Moreover, the same values for PC are 1.46 and 27.14, respectively. The descriptive statistics for the criterion of vocabulary indicates that M and SD values for NC are 1.92 and 10.01, respectively. Furthermore, the same values for PC are 1.88 and 8.20, respectively. With regard to the structure of EAP textbooks, M and SD values for NC are 2.01 and 25.79, respectively. Also, the same values for PC are 1.96 and 26.28, respectively.

As Table 1 demonstrates, all Ms for NC and PC of EAP textbooks in terms of all six criteria were different. However, these differences must be

checked for statistical significance to see if the differences between Ms are real or by chance. Paired-samples t-tests were conducted to check the statistical significance (see Table 2).

Table 2
Paired-Samples t-tests between NC and PC of the Six Criteria

	Mean	SD	t	Df	Sig. (2-tailed)
	NC-PC	NC-PC	NC-PC	NC-PC	NC-PC
Theoretical considerations	9.00	5.77	3.118	3	.053
Organizational Features & Practical Considerations	1.00	8.71	.380	10	.712
Content	3.75	20.34	6.898	13	.000*
Skills	3.28	35.42	3.211	11	.008*
Vocabulary	3.62	10.88	.942	7	.378
Structure	4.83	10.06	1.176	5	.293

* Significant at .05

As indicated in Table 2, there was not any statistically significant difference in scores for NC and PC regarding the theoretical considerations ($p = 0.53 > 0.05$). This means that according to the students' viewpoints, the textbook is appropriate in terms of goals, methodology, objectives and appropriateness for curriculum.

Likewise, with respect to the second criterion, there was not any statistically significant difference in scores for NC and PC ($p=0.712>0.05$). This means that according to the students' viewpoints, the present EAP textbook is appropriate in terms of appealing cover, appropriate size, durability, clear layout, useful table of content, glossary, index, accurate appendices, references and resources, logical arrangement, clear and accurate diagrams, figures and pictures.

However, there was a statistically significant difference in scores for NC and PC in terms of the content ($p = 0.000 < 0.05$). This means that according to the students' viewpoints, the textbook is relatively not appropriate in terms of logical organization of the subject manner, topic covering of EAP texts, the curriculum and syllabus, authentic texts, interesting content, appropriate activities, up-to-date content, and correspondence between the content and student's discipline.

In addition, with regard to skills, there was a statistically significant difference in scores for NC and PC ($p = 0.008 < .05$). This demonstrates that based on the students' viewpoints, the present EAP textbook activities are not balanced among various skills, an adequate number of skill-building activities are not provided, each skill is not treated in every unit, a balance is not observed among the various skill-building activities, a match is not found between the activities and the required skills, skill-building strategies are not included in the texts, a logical development of the skills throughout the textbook is not noticed and also the activities activating students' background

knowledge are not included. However, this dissatisfaction cannot be seen as a problem of the present EAP textbook, but rather can be due to limitations of curriculum planning. As Rahimy (2008) argues, allocation of space to the four skills is not in line with curriculum objectives. He also believes that reading is the main objective of textbooks in EAP programs. Therefore, SAMT EAP Textbooks focus on reading at the expense of other skills.

Considering the criterion of vocabulary, there was not any statistically significant difference in scores for NC and PC ($p = 0.378 > 0.05$). This implies that according to the students' perspectives, the vocabulary used in the present EAP textbook is appropriate. Particularly, the vocabulary items are frequent and useful. The activities and tasks which require students to use new vocabulary are appealing and the contextualization of the vocabulary items is satisfactory.

Like the vocabulary, there was not any statistically significant difference in scores for NC and PC in terms of the structure ($p = 0.293 > 0.05$). This indicates that that according to the students' perspectives, the grammatical structure of the book is also appropriate. Particularly, based on the results, the number of grammatical items given in each lesson and the explanations given to clarify them are appropriate. Furthermore, the contextualization of the grammar is appealing to the participants. Grammar is also presented in a logical manner and in order of difficulty.

Table 3
Descriptive statistics for the six criteria of EAP textbooks

	Mean		N		SD		Std. Error Mean	
	NC	PC	NC	PC	NC	PC	NC	PC
Theoretical Considerations	52.75	50.00	15	15	4.11	1.82	2.05	.91
Organizational Features & Practical Considerations	45.18	43.81	15	15	3.18	3.37	.96	1.01
Content	49.42	43.07	15	15	2.44	4.84	.65	1.29
Skills	43.08	40.16	15	15	5.72	7.08	1.65	2.04
Vocabulary	52.62	51.50	15	15	3.06	3.07	1.08	1.08
Structure	52.66	50.83	15	15	4.41	4.79	1.80	1.95

4.2. Section 2: Teachers' Viewpoints on EAP Textbooks Regarding Six criteria.

As illustrated in Table 3, regarding the theoretical considerations, M and SD values for NC are 52.75 and 4.11, respectively, and the same values for PC are 50.00 and 1.82, respectively. With respect to the organizational features and practical considerations, M and SD values for NC are 45.18 and 3.18, respectively. Also, the same values for PC are 43.81 and 3.37, respectively. In terms of the content, descriptive statistics for the content indicates that M and SD values for NC are 49.42, and 2.44, respectively. Moreover, the same values

for PC are 43.07 and 7.84, respectively. With regard to the skills, M and SD values for NC are 43.08 and 5.72, respectively. Furthermore, the same values for PCs are 40.16 and 7.08, respectively. Considering the vocabulary, M and SD values for NC are 52.62 and 51.50, respectively. Furthermore, the same values for PC are 51.50 and 3.07, respectively. As far as the structure of EAP textbooks is concerned, M and SD values for NC are 52.66 and 4.41, respectively. Also, the same values for PC are 50.83 and 4.79, respectively.

Although there were differences in Ms for NC and PC, paired-samples t-tests had to be conducted to see whether the differences between scores on the NC and PC of the present EAP textbook were statistically significant or not (see Table 4).

Table 4
Paired-samples t-tests between NC and PC of the six criteria

	Mean	*SD*	*t*	*Df*	*Sig. (2-tailed)*
	NC-PC	*NC-PC*	*NC-PC*	*NC-PC*	*NC-PC*
Theoretical Considerations	2.75	2.75	1.997	3	.140
Organizational Features & Practical Considerations	1.36	2.20	2.053	10	.067
Content	6.35	4.93	4.815	13	.000*
Skills	2.91	5.19	1.945	11	.078
Vocabulary	1.12	5.08	.626	7	.551
Structure	1.83	4.53	.990	5	.368

* Significant at .05

As indicated in Table 4, there was not any statistically significant difference in scores for NC and PC with regard to the theoretical considerations (*p = 0.140 > 0.05*). This means that according to the teachers' viewpoints, the textbook is appropriate in terms of goals, methodology, objectives and appropriateness for curriculum.

In relation to the second criterion, there was not any statistically significant difference in scores for NC and PC (*p = 0.067 > 0.05*). This implies that according to the teachers' viewpoints, the present EAP textbook is appropriate in terms of appealing cover, appropriate size, durability, clear layout, useful table of content, glossary, index, accurate appendices, references and resources, logical arrangement, clear and accurate diagrams, figures and pictures.

However, in terms of the content, the difference between scores on the NC and PC of the present EAP textbook was statistically significant (*p = 0.000 < 0.05*). This shows that according to the teachers' opinions, the textbook is relatively not appropriate in terms of logical organization of the subject manner, topic covering of EAP texts, the curriculum and syllabus, authentic texts, interesting content, appropriate activities, up-to-date content, and correspondence between the content and student's discipline.

Unlike the students' perspectives, there was not any statistically significant difference in scores for NC and PC regarding the skills ($p = 0.078 >$ 0.05). This demonstrates that based on the teachers' perspectives, the present EAP textbook activities are balanced among various skills, an adequate number of skill-building activities are provided, each skill is treated in every unit, a balance is observed among the various skill-building activities, a match is found between the activities and the required skills, skill-building strategies are included in the texts, a logical development of the skills throughout the textbook is noticed and also the activities activating students' background knowledge are included. However, the results showed that there is a difference between the teachers' opinions and those of the students in terms of the skills of the present EAP textbooks. This difference can be due to a difference in their needs and wants. Students want their EAP programs to focus on all language skills. However, teachers think that focusing on all language skills in EAP programs are less practical. They believe that they should minimize their goals to make them possible to achieve during the relatively short and limited courses in universities. As a result, they consider reading as the main objective of EAP programs rather than other skills like speaking.

Considering the vocabulary, there was not any statistically significant difference in scores for NC and PC ($p = 0.378 >$ 0.05). This suggests that according to the teachers' perspectives, the vocabulary used in the present EAP textbook is appropriate. Particularly, the vocabulary items are frequent and useful. The activities and tasks which require students to use new vocabulary are appealing and the contextualization of the vocabulary items is satisfactory.

There was not any statistically significant difference in scores for NC and PC regarding the structure ($p = 0.368 >$ 0.05). This means that according to the teachers' opinions, the grammatical structure of the book is also appropriate. Particularly, based on the results, the number of grammatical items given in each lesson and the explanations given to clarify them are appropriate. Furthermore, the contextualization of the grammar is appealing to the participants. Grammar is also presented in a logical manner and in order of difficulty.

4.3. Comparison of Students' and Teachers' Viewpoints Regarding ESP textbooks.

Another concern of the present study is to see whether there was a statistically significant difference between the students' and teachers' viewpoints. Results showed that there were both similarities and differences between students' viewpoints and those of the teachers. However, the study conducted independent sample t-tests to determine whether the differences are statistically significant (see Table 5).

As Table 5 shows, there was no significant difference between students' and teachers' viewpoints in terms of the NC of EAP textbooks ($p = 0.409 >$

0.05). However, there was a significant difference between their viewpoints with respect to the present EAP textbook ($p = 0.037 < 0.05$). This reveals that both teachers' and students' expectations from EAP textbooks were quite similar whereas their views regarding the present EAP textbook were significantly different.

Table 5
Independent Samples t-test between Students' and Teachers' Viewpoints

Conditions	Participants	N	Mean	SD	t	Sig. (2-tailed)
NC	Students	60	1.7448	1.01571	-.831	.409
	Teachers	15	1.7693	1.11449		
PC	Students	60	1.5243	2.03264	-2.183	.037*
	Teachers	15	1.6253	1.47545		

* Significant at .05

One of the major differences between their viewpoints in terms of EAP textbooks can be traced back to the attitudes towards the importance of each language skill. Particularly, reading skill has turned to have priority over the other skills during the history of university EAP instruction in Iran. As Mazdayasna and Tahririan (2008) assert, the main objective of EAP classes at undergraduate level is to help students improve their technical vocabulary, reading, and translation skills. The reason can be probably sought in preliminary receptive stage of any educational trend to communicate with the available literature, more specifically reading English sources for the students of various academic fields in Iran. Especially, when the students are sophomores or juniors at the time of taking EAP courses, they will predominantly need to read English sources in their field of study to take the initial EAP steps rather than writing or speaking.

The widespread significance of English reading skill throughout Iran's EAP history is a reality that in widely evident in the design of available materials and further needs analysis investigations (Vosoughi et al., 2013). Therefore, main focus of the present EAP textbook is to improve the students' technical vocabulary, grammar, reading, and translation skills. Taking this focus into consideration, the present EAP textbook can be seen satisfactory on the basis of the teachers' and students' viewpoints since the results of the study suggest that it can meet the criteria of the theoretical considerations, the organizational features and practical considerations, the vocabulary and the grammatical structure. However, the students, unlike teachers, are not satisfied with the criteria of the language skills of the present textbook because they want their materials to integrate all the language skills to cater all of their needs for various situations in their future jobs.

The present textbook also cannot satisfy the criteria of the content. A closer look at the teachers' and students' responses to the questions related to the content shows that the content of the present EAP textbook did not meet the learner's specific needs. Moreover, the content was not according to the

students' knowledge level of their discipline. These problems can be seen as a result of inaccurate needs analysis or inappropriate application of the analyses. Materials developers need to decide based on a careful and in-depth needs analysis because needs analysis is the cornerstone of any ESP course. At the same time, the present EAP textbook did not take individuality, like the student's learning styles, strategies, abilities, and interests into consideration.

The results of this study corroborate those of studies that assert that SAMT EAP textbooks for the students of Medical Sciences meet the criteria of the theoretical considerations, the organizational features and practical considerations, the vocabulary and the grammatical structure according to both teachers' and students' viewpoints and the criteria of the skills according to only teachers' viewpoints. For example, the findings of the study support those of Razmjoo and Raisi (2010) who found that previously established SAMT EAP textbooks of Medical sciences met the criteria of the organizational features and practical considerations based on the students' viewpoints and the criteria of the vocabulary and the structure according to the teachers' viewpoints. On the other hand, they lend credence to their findings that the textbooks did not satisfy the content criterion from both teachers' and students' viewpoints.

At the same time, the findings of this study contradict those of Razmjoo and Raisi (2010) who reported that previously established SAMT EAP textbooks could not satisfy the criteria of theoretical considerations, the vocabulary, and the grammatical structure according to the students' viewpoints and the criteria of the theoretical considerations, the organizational features and practical considerations, and the skills according to the teachers' viewpoints. The findings are also inconsistent with those of Vosoughi et al. (2013) who claimed that the EAP textbooks currently taught in Iranian universities do not seem to satisfy the necessary requirements current in new enquires of EAP research. However, this contradiction might be due to the fact that SAMT organization has dramatically changed the previously developed EAP textbooks. It has made use of a new template for developing EAP textbooks since 2013 in order to satisfy as many criteria as possible. According to the results of the present study, it can be seen an improvement in developing EAP Textbooks in Iran although there is still room for improvement.

4. Conclusion and Implications

The present study attempted to evaluate the newly developed SAMT EAP textbook for the students of Medicine, as a sample from SAMT publications, on the basis of the students' and teachers' viewpoints. Their responses to the questionnaires indicated that they were satisfied with the theoretical considerations, organizational features and practical considerations, vocabulary, and grammatical structure of the current textbook. However, students believed that the textbook could not meet the criteria of the content

and language skills. The major deficiencies were in relation to the textbook's approach to language, lack of balance between language skills and insufficient inclusion of communicative activities. In addition, teachers were not satisfied with the criteria of the content of the textbook. The reason for this dissatisfaction could be related to inaccurate needs analysis or inappropriate application of the analyses.

In fact, the difference between students' viewpoints and those of teachers with respect to the language skills can be due to a difference in their needs, expectations, and wants. Most students want their EAP programs to focus on all language skills. They like to have chance to speak English and present medical articles orally in their classes although reading EAP texts is considered as a priority for the students of medicine. Furthermore, other stakeholders, due to practical limitations and curriculum expectations, think that focusing on all language skills in EAP programs is not necessary. They believe that they should minimize their goals to make them possible to achieve during the relatively short and limited courses in universities. As a result, they consider reading as the main objective of EAP programs rather than other skills like speaking. On the whole, stakeholders, including educational theorists, policy makers, curriculum developers, textbook publishers, authors, administrators, teachers, and students, are all and all involved in textbooks evaluation, development, and adaptation. It is natural that they have conflicting views about what a good textbook should contain.

The t-test results showed no significant difference between the students' and teachers' responses to the questionnaires regarding the NC of EAP textbooks. But, their responses to the questionnaires were significantly different with regard to the PC of SAMT EAP textbooks. It has been seen that the first and foremost skill taught in EAP books published by SAMT is mainly reading. Considering the fact that the majority of academic community members have introduced English reading skill as a prime need, the current textbook seems to be satisfactory as teachers and students are satisfied with the reading skill of the book. Nevertheless, students expect their EAP programs, and also their EAP textbooks, to go beyond uni-skill approaches, just reading, and move towards multi-skill approaches so as to focus on other skills at the same time. In fact, material developers have to develop materials which are in harmony with students' language needs and subject matters. Such information cannot be gained without doing a carefully detailed needs analysis and an evaluative study of materials. This implies that the first phase of curriculum and material development should be the description of the needs of the EAP students, based on a comprehensive needs analysis.

The findings of this study can have some pedagogical implications not only for EAP teachers, but also for material developers, textbook designers and publishers, including SAMT, and those who are decision makers for EAP courses. At first, the present study can provide some information about what

the students and teachers, especially those of Medicine, want from their EAP programs and textbooks. This study also provides material developers and textbook writers with the necessary information for developing a satisfactory textbook. It helps them get valuable insight from the strengths and weaknesses of the present EAP textbooks to develop new textbooks or modify the current textbook under investigation. Particularly, there are some good points for SAMT to boast the suitability of the current EAP textbooks with respect to the theoretical considerations, the organizational features and practical considerations, the vocabulary and the grammatical structure. This study also helps SAMT rethink, review, and solve the problems with regard to the content and the language skills of the present EAP textbooks. This study also provides EAP practitioners with opportunity to start conducting their own research on the basis of various evaluation models and accordingly select the best possible textbooks to use in their programs.

Since EAP is basically purpose-oriented English aiming to serve particular students' purposes in specific disciplines, needs analysis should be always at the heart of EAP in developing appropriate materials for learners in specific contexts. However, material developers do needs analysis before developing materials once and they do not do it again and consequently they fail to match materials to the students' new needs. They should also conduct evaluative studies before, during, and after using their materials in EAP programs to examine the effectiveness of their materials. Studies should be both cross-sectional and longitudinal, and both qualitative and quantitative. The present study evaluated the target textbooks from both students' and teachers' perspective. However, it would be better if other researchers evaluated and compared the textbook on the basis of larger number of participants. Moreover, this study evaluated the textbooks based on Littlejohn's (1998) model which focus on the students' and teachers' perspectives. It would be a great help to the field if the researchers evaluate the textbooks using other models or schemes. They can also add other instruments to collect data such as interview and observation. In the end, it has to be noted that while the present study was an attempt to focus on textbooks' qualities as possible causes of the problems in EAP in Iran, it is necessary that further studies be conducted to shed more light on other possible sources of the problems in EAP.

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