Promoting the Use of Critical Discourse Analysis (CDA) to Evaluate ESP Textbooks

Seswanto
State University of Surabaya, Indonesia
24020956019@mhs.unesa.ac.id

Ahmad Munir
State University of Surabaya, Indonesia
ahmadmunir@unesa.ac.id

Abstract: Since English has become a professional and communication language in various domains in Indonesia, it is necessary to take into consideration a variety of English used in specific domains, which is called English for Specific Purposes (ESP). To accommodate the instructional material, ELT textbooks have a vital role due to their authority to strengthen teachers' identity. By employing critical discourse analysis (CDA), teachers can critically evaluate ESP textbooks to ensure they are not just linguistically correct but also culturally sensitive, professionally relevant, and ideologically sound, thereby improving the overall efficacy of ESP instruction. Thus, it is believed that ESP textbook evaluation using CDA is an important thing to do. This article aims at promoting CDA to evaluate textbooks especially ESP. This approach fosters continuous improvement in teaching practices and curriculum development, ultimately enhancing the educational experience for learners in specialized fields. This paper provides the readers with detail explanations about the importance of textbook evaluation, the basic concepts of CDA, the roles of CDA in evaluating ESP textbooks and steps in evaluating ESP textbooks using CDA. In this paper, suggestions and recommendations are also offered to the ESP teachers, students, stakeholders, policymakers, and curriculum developers to use CDA to evaluate ESP textbooks.

Keywords: Critical Discourse Analysis (CDA), English for Specific Purposes (ESP), Textbook Evaluation

1. INTRODUCTION

Since English has become a professional and communication language in various domains in Indonesia, it is necessary to take into consideration a variety of English used in specific domains, which is called English for Specific Purposes (ESP). ESP refers to a branch of English language teaching that is tailored to the particular needs of learners who are using English in specific contexts, such as business, law, science, health, aviation, or technology. It recognizes that the English required in these fields differs significantly from general English in terms of vocabulary, structure, and style. ESP teaching is conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Hutchinson & Waters (1987) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. In line with this, Robinson (1991) view ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and

students' specialist area of interest. Furthermore, Richards & Rodger (2001) see that ESP is as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own shake. Similarly, Strevens (1998) also defines that ESP is as a particular case of general category of special purpose language teaching. Knight (2022); Liu & Hu (2021) state that ESP is a learner-centered approach to teaching English as an additional language thatfocuses on developing English skills in specific disciplines. In addition, Anthony (2018) mentions that ESP is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language and skills and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods.

In terms of English Language Teaching (ELT) material, it should be localized, targeted, and global to assist students in developing their own identities while enhancing their understanding of the identities of others and their intercultural competency (Cortazzi & Jin, 1999; Victor, 1999). To accommodate the instructional material, ELT textbooks have a vital role due to their authority to strengthen teachers' identity (Nilsson & Horvat, 2018). Textbooks contain material and activities or tasks to guide teachers while conveying their lessons (Arslan, 2016) and organizing in-class and out-class activities (Setyono & Widodo, 2019). Textbooks and materials are the most convenient means of providing the necessary language skills required by the teaching-learning system, in general, and ESP, in particular (Hutchinson & Torres, 1994). Textbooks play a pivotal role in language teaching and learning, particularly in EFL/ESL teaching and learning. They are considered important linguistic resources teachers use to assist students in achieving specific learning objectives. In line with this, Hutchinson and Torres (1994) argue that textbooks have a vital and positive role in teaching and learning English. They indicate that textbooks provide the necessary input into classroom lessons through different texts, activities, and explanations. Therefore, no teaching-learning situation, they argue, is complete without its relevant textbook. Similarly, Sheldon (1988) suggests that textbooks not only offer considerable advantages for both students and teachers when they are used in ESL/EFL classrooms but also represent the visible heart of any ELT program.

Furthermore, Noor (2024) points out that a textbook is a comprehensive and authoritative source of information that serves as a reference or instructional material for a particular academic discipline or subject area. Textbooks are frequently employed as a pedagogical resource to facilitate student learning by providing content aligned with the prescribed curriculum. The textbook has a crucial role, particularly for educators and learners, within the context of the instructional process. Textbooks are well-recognized and widely used as a prominent form of instructional material in the field of language education (Brown, 1994). This statement suggests that the textbook is the primary resource utilized in facilitating the teaching and learning process regularly. Every textbook must align with the curriculum. It can facilitate the implementation of the provided curriculum and support students in understanding the content that aligns with the curriculum. Next, textbooks may function as intermediary roles and potential agents for change during educational innovation due to a number of reasons; first textbooks act as a vehicle for teacher and learner training; second textbooks provide a picture of what the change will look like; and third, they provide the psychological support to teachers (Kirkgoz, 2009). As remarked by Richards (2001), good textbooks serve to turn the guidelines in the official government syllabus into a rich source of content.

However, in spite of the significant roles of textbooks in ELT as previously mentioned, Salamah (2014) reveals that teachers frequently utilize textbooks without critically scrutinizing their content, provides one of the many textbook definitions offered by education specialists.

Not only do they consider the instructional materials, but they also rely on the school-supplied textbooks. Before they decide to use a certain textbook as a learning material, there should be a justification that the teachers need to do. O'Neill (1982) provides four justifications for using textbooks. Firstly, most parts of textbook materials can fit students' needs, even if they are not specifically tailored for them. Secondly, textbooks allow students to review their learning progress and make plans in terms of future learning. Also, textbooks are equipped with good material, which is available to students at affordable prices. Finally, appropriate textbooks allow for adaptation and improvisation by the teachers to meet students' needs. Furthermore, Cunningsworth (1995) emphasizes the multiple roles of textbooks serve in the ELT curriculum, such as textbooks present the spoken and written material, promote communicative interaction, stimulate ideas for classroom activities, serve as a language reference for learners, offer self-directed learning, support less experienced teachers, and serve as a syllabus where they reflect pre-assigned learning objectives. Similarly, Dudley- Evans and St. John (1998) indicate that coursebooks or textbooks expose learners to the English language. They provide four reasons for using textbooks in ESP classrooms: as a source of English language, especially in situations where English is a foreign language; as learning support, where they stimulate cognitive processes; for motivation, where they encourage fun and creativity; and for self-study or reference purposes.

Another point is that there is still a lack within the quality of the ESP textbooks. According to several previous studies (e.g., Cunningsworth, 1995; Fajardo-Dack, 2016; Knight, 2022; Richards, 2017), they argue that textbooks should not be the only source of teaching material. In ESP programs, for example, textbooks cannot satisfy the diverse and broad needs of all its users (Cunningsworth (1995). Heavy independence on a single textbook, he further argues, reduces teachers' creativity, limiting their flexibility and contributions to the learning process. Similarly, Fajardo-Dack (2016) also claims that textbooks remove power and initiative from teachers because they are requested to follow prescribed curricula and use textbooks that may not fit students' needs. In addition, Richards (2017) indicates that textbooks largely determine what topics are taught in the classroom, and teachers, confined by a textbook, feel limited or restricted in what they present to students. Thus, it is strongly believed that textbook evaluation, specifically ESP textbooks, is an important thing to do. It is essential to evaluate textbook materials, such as the vocabulary that is taught, the illustrations, the activities, and any social or cultural aspects, such as the concept of culture.

The main aim of textbook evaluation is to assess and analyze the suitability, effectiveness, and relevance of textbooks designed for specialized English courses since ESP textbooks are created to cater to the language needs of learners who are studying English for a particular field or profession, such as business, medicine, aviation, health, engineering, law, etc. Evaluating textbooks is highly crucial to ensure they meet the objectives of the specific course, align with the learners' needs, and support effective language acquisition. ESP textbook evaluation ensures that the textbook serves the specific needs of the learners, is pedagogically sound, and provides effective learning tools. A well-evaluated ESP textbook plays a crucial role in the success of language learning, particularly for learners whose goals are tied to professional and academic contexts. Based on the conditions above, this paper aims at promoting critical discourse analysis (CDA) to evaluate textbooks, especially ESP textbook. This paper presents why textbooks need to be evaluated, the basic concepts of critical discourse analysis (CDA), the roles of CDA in evaluating ESP textbook, and steps on how to evaluate ESP textbook by employing CDA. In the end, this paper also offers suggestions and recommendations to the ESP educators/teachers, students, stakeholders, policymakers, and curriculum developers to use CDA to evaluate ESP textbooks.

2. THEORETICAL OVERVIEW

2.1 Textbook Evaluation

While textbooks play an important role in the teaching and learning process, they should not determine the aims themselves or become the aims, but rather they should be at the service of teachers and learners (Cunningsworth, 1995). Mukundan and Kalajahi (2013) indicate that textbooks can best be seen as an important resource in achieving aims and objectives that have already been established in terms of students' needs and language learning outcomes. Textbooks in the nature of ESP, are designed for specific disciplines; textbooks need to serve these disciplines by reflecting their context and being compatible with the needs and interests of the learners. According to Cunningsworth (1995), it is argued that ESP textbooks tend to be viewed as distinct from other general ELT textbooks because of the emphasis on the content. He maintains that "it is crucial importance that careful selection is made and that the materials selected closely reflect the aims, methods, and values of the teaching program."

Accordingly, in selecting a new textbook, it is essential to conduct an evaluation to ensure that it is suitable and meets the specific needs of learners and that it is in line with institutional ideologies on the nature of language and learning (Nunan, 1991). Furthermore, Sheldon (1988) offers justifications for evaluating textbooks. He argues that evaluation helps teachers and curriculum developers make important educational and administrative decisions. They will be able to identify the merits and demerits of available textbooks and find a solution to endless problems of choosing among ample alternatives. Textbook evaluation, therefore, can potentially serve as a way of 'conducting research' as well as a form of 'professional empowerment and improvement' (Ellis, 1997).

2.2 Critical Discourse Analysis (CDA)

To effectively use Critical Discourse Analysis (CDA) for evaluating English for Specific Purposes (ESP) textbooks, it is better to know the basic concept of CDA and the structured approach based on established CDA frameworks.

Critical discourse analysis (CDA) is a method that examines the relationship between language and power in texts. It focuses on how discourse shapes and is shaped by social contexts, ideologies, and power dynamics. The primary aim is to uncover hidden meanings and biases in language use. In the use of CDA, there are three key issues in critical pedagogy of learning materials, such as language and power (Fairclough, 1989), hegemony (Gramsci, 1971), and identity (Kress, 1993). When it comes to application to pedagogy, Flowerdew (2013) mentions that the issue is specific to raising general awareness to the role of language in society, as well as how power is implicitly there inside the syntactical chains of a text (Fairclough, 1989). In analysing the language and power of the text, Fairclough (2010) recommends description, interpretation, and explanation steps of analysis. Description is a linguistic layer that analyses a text based on its diction, unity of some diction, until syntactical chain that forms a clause. Interpretation analyses the situational and cultural context of the text. Explanation concerns with the ideology that is related to shared-knowledge between the author(s) and the readers.

In the pedagogical context, CDA promotes learners' critical language awareness. Practically, EFL teachers can make use of CDA techniques and asks learners to analyse a text and figure out the hidden meaning and explore the association among discourse, ideology, and power (Rahimi & Sharififar, 2015). More specifically in text-based teaching where genre plays a significant role, Fairclough's insights for raising language and power relations would give strategic guidance for the improvement of discourse production through the identification of discourse patterns, clause relations, and genres (Dudley-Evans, 2001). According to Kincheloe

(2008), this effort is meant to confront the power of difference and diversity by pushing the critical theory and critical pedagogy to a more intellectually rigorous and powerful position in the education context.

Since CDA has become widely known, some related researches have been done in the past, such as those by Nasution S., S., et al. (2020), Tallapessy et al. (2020), Ali (2011), and Al Ghazali (2017). According to these researches, CDA is mostly used to evaluate texts to see whether the writers have any hidden agendas or to determine whether the authors are using language and power in a way that is relevant to their political stance in order to influence readers. By contrasting the text setting with the students' actual situation, CDA is frequently used in pedagogy to increase students' language awareness generally (Boston, 2002). There is still little usage of Critical Discourse Analysis (CDA) to analyze a genre-based book's complete aspect, allowing students to critically comprehend the linguistic, cultural, and ideological values that are present in the text. Such studies are much more uncommon when applied to EFL students. Thus, it is crucial to incorporate CDA into the discussion text instruction of EFL students since it enables them to interact with and investigate language more critically by revealing to them how language is employed and often abused in the exercise of power.

2.3 Role of Critical Discourse Analysis (CDA) in ESP Textbook Evaluation

Through the viewpoint of Critical Discourse Analysis (CDA), teachers can evaluate ESP textbooks critically and go beyond their superficial content. For this assessment, CDA provides a useful framework that enables teachers to look at the underlying ideologies, power dynamics, and social circumstances or contexts that affect language instruction and learning in addition to the material found in textbooks. The following are the significances of ESP textbook evaluation using CDA:

1. Uncovering Ideologies and Bias

CDA is essential in ensuring that textbooks promote inclusivity and diversity and avoiding stereotypes in language education. Textbooks often reflect particular ideological frameworks or power relations. CDA helps in identifying how certain values, perspectives, and ideologies are embedded in the text. For example, an ESP textbook for medical English might perpetuate certain cultural norms about healthcare that are not universally applicable. By using CDA, one can critically examine how these ideologies are conveyed through language choices, framing, and the selection of examples. This allows educators to question whether the materials might marginalize certain groups, such as non-Western medical practices or non-English speaking professionals.

Further, another significant issue that CDA helps uncover in textbooks is the potential for gender, racial, or cultural stereotyping. ESP textbooks may inadvertently reinforce stereotypes in their portrayal of different professions, genders, or cultural norms. For example, in business English textbooks, male leaders may be depicted more frequently than female leaders, or certain ethnic groups might be underrepresented. Through CDA, these biases can be highlighted, helping educators select or develop textbooks that are more inclusive, balanced, and representative of diverse learners and perspectives.

2. Analyzing Language Use

Through CDA, teachers or evaluators can analyze the language used in textbooks to determine their appropriateness for the target audience. This includes examining vocabulary complexity, discourse styles, and the representation of professional contexts.

3. Enhancing Reflective Practice

Incorporating CDA into textbook evaluation encourages reflective teaching practices among educators. It prompts them to consider how their teaching materials align with broader social and educational goals, fostering a more critical approach to language instruction.

4. Revealing Power Dynamics

ESP textbooks often reflect the power dynamics present within the target profession. For instance, in a textbook designed for legal English, the language may implicitly reflect hierarchical structures, such as the authority of the legal system, judges, or lawyers.

CDA allows for a deeper analysis of how power is represented in the discourse; Are certain professional roles given more prominence or authority than others? Are lower-status roles or non-expert voices marginalized? Understanding these dynamics can help ensure that the textbook offers a balanced, non-discriminatory representation of various roles within a specific professional domain.

5. Identifying Language that Reinforces Social Norms

Language in textbooks doesn't just convey information, but it also reinforces social norms. CDA is valuable in revealing how ESP textbooks might perpetuate certain behaviours or expectations within a profession. For example, a textbook aimed at teaching English for tourism might focus on how service workers should be polite or subservient to tourists. In contrast, it might overlook the complexities of workers' rights or the ways in which tourists might be expected to behave. CDA can uncover how textbooks reflect social norms and whether they promote more critical thinking about these norms.

6. Analyzing the Representation of Authority and Expertise

In many ESP domains, textbooks must communicate specific expertise, whether it's medical, legal, or technical knowledge. CDA helps assess how expertise is represented in the textbook. Does the textbook use authoritative language that may exclude learners from marginalized backgrounds? Does it assume that all learners have the same level of access to knowledge and resources? By evaluating the discourse through CDA, one can identify whether there is an over-reliance on a narrow definition of expertise or if alternative viewpoints are included.

7. Highlighting the Social Context of Professional Communication

In ESP, communication often takes place in highly specific social contexts. CDA can help evaluate how textbooks address the relationship between language and context in professional communication. For example, in an ESP textbook for business English, the analysis might reveal whether the textbook discusses the context of workplace power dynamics, cross- cultural communication, or ethical business practices. Without this critical lens, textbooks might present communication as neutral or universal, ignoring the social, cultural, and historical factors that shape language use in specific professional environments.

8. Encouraging Critical Reflection in Learners

CDA not only benefits textbook evaluation but also helps cultivate a more reflective and critical approach to learning. By exposing students to discourse that highlights social issues, inequalities, and power structures, ESP textbooks can foster a more critical engagement with professional language. For example, medical English textbooks might challenge students to think critically about how medical language can sometimes alienate patients or how language shapes patient care. In this way, using CDA in textbook evaluation can encourage ESP learners

to consider the broader implications of the language they use in their professional lives.

9. Ensuring Relevance and Appropriateness of Content

Using CDA can help ensure that the content of ESP textbooks is not only relevant to learners' professional needs but also appropriate in terms of social and cultural contexts. For instance, an ESP textbook for legal English should not only teach vocabulary but also address how legal discourse varies across cultures or legal systems. CDA can be used to evaluate whether textbooks appropriately consider the global or local contexts in which learners will operate, avoiding oversimplification or cultural bias in the content.

10. Evaluating the Ethical Implications of Language Use

CDA provides an opportunity to evaluate the ethical dimensions of language use in ESP textbooks. For example, in a textbook designed for medical English, the language used might shape how students view their responsibilities to patients. Are issues like patient autonomy, informed consent, and privacy discussed critically? Or is the focus only on medical procedures and technical vocabulary, neglecting the ethical implications of medical practice? CDA helps ensure that textbooks engage with the ethical challenges inherent in specific professional fields.

2.4 Steps to Evaluate ESP Coursebooks Using CDA

A systematic methodology that combines qualitative and quantitative techniques to evaluate different ESP textbook topics is covered by CDA evaluation. It involves a methodical or systematic process that blends knowledge of social contexts with linguistic analysis. By doing the following actions, teachers or evaluators can more accurately evaluate the usefulness, effectiveness, and applicability or relevance of course materials, which will ultimately improve students' engagement and critical thinking abilities in their disciplines. The suggested procedures for ESP textbook evaluation using CDA are listed below.

Step 1: Define Evaluation Objectives

Evaluation objectives encompass two primary points: identifying the purpose and involving stakeholders.
a. Purpose identification: Clearly outline the purpose of the evaluation, whether it is to assess the effectiveness of the ESP textbook in meeting educational goals or to analyze its content and pedagogical approaches.
b. Stakeholder involvement: Engage stakeholders such as teachers, students, and curriculum developers to gather insights on what aspects are most important for evaluation.

Step 2: Identify and select the theoretical framework

When evaluating textbooks using CDA, it is important to remember that CDA has multiple approaches, so the teachers or evaluators need to choose the one that best fits their analyses. The following are some of the most influential approaches included in CDA along with their focuses:
a. Fairclough's Approach: Focuses on the relationships between text, discursive practices, and social practices.
b. Van Dijk's Approach: Focuses on cognition, social contexts, and the role of discourse in shaping mental models.
c. Wodak's Discourse-Historical Approach: Focuses on how discourse shapes and is shaped by historical contexts.

Step 3: Identify the purpose

There are two main activities in this step that the teachers or evaluators can do: First, determine the specific goals or purposes of the ESP textbooks, and second, understand the target audience. In the context of evaluating an ESP textbook, identifying the purpose of evaluating ESP textbooks involves understanding the main goals which the textbook aims to achieve and who the intended learners are. This step is crucial because it provides insight into how relevant the content, structure, and approach of the textbook are for its target audience. Here's a breakdown of the two components involved:

a. Determining the specific goals of the ESP textbooks:
   1. What is the textbook designed to do? Is it meant to help learners acquire English skills for a particular profession, academic field, or specific situation (e.g., medical English, business English, or English for aviation)?
   2. The goals could include developing specific language skills such as reading, writing, listening, and speaking in contexts like the workplace, university, or industry. It could also focus on specialized vocabulary, grammar, or communication strategies.

b. Understanding the target audience:
   1. To whom is the textbook designed? The target audience could be students, professionals, or workers in a specific field who require English for their work or studies. For example, the audience could be engineers, doctors, or business executives.
   2. Knowing the target audience helps evaluate if the book's content is appropriate in terms of language level, topics covered, and the cultural or professional context.

Step 4: Develop Evaluation Criteria

To develop evaluation criteria for ESP textbooks using CDA, it's crucial to integrate both pedagogical and linguistic considerations. It involves structured criteria based on the literature reviewed, emphasizing the importance of context, learner needs, and the effectiveness of the materials.

Table 1. Evaluation Criteria for ESP Textbooks Using CDA

No	Criteria	Focus	What to do
1	Contextual Relevance	Cultural Appropriateness	Evaluate whether the content reflects the cultural contexts of the learners and their specific professional fields.
		Authenticity	Assess if the materials include authentic texts and tasks relevant to real-world applications in the learners' fields (e.g., business, engineering
2	Linguistic Features	Language Use	Analyze the language complexity and appropriateness for the learners' proficiency levels. This includes vocabulary, grammar structures, and discourse patterns relevant to specific fields
		Discourse Types	Examine the types of discourse included (e.g., written, spoken) and their relevance to the target professional contexts
3	Pedagogical Effectiveness	Learning Objectives Alignment	Ensure that textbook content aligns with specific learning outcomes relevant to ESP courses, focusing on skills needed in professional settings.
		Engagement Strategies	Evaluate how well the textbook engages learners through interactive activities that promote critical thinking and practical application of language skills.
4	Material Design and Organization	Structure and Sequencing	Assess how content is organized within units and across the textbook, ensuring a logical progression from simpler to more complex topics.
		Visual Layout	Analyze the layout for clarity and ease of use, including

5	Assessment and Feedback Mechanism	Formative Assessment Tools	Evaluate the inclusion of assessment tools that provide feedback on learners' progress, helping them understand their strengths and areas for improvement.
		Reflection Opportunities	Check if there are opportunities for self-assessment or reflection that encourage learners to consider their learning process critically.
6	Inclusivity and Accessibility	Diversity of Content	Ensure that materials reflect diverse perspectives within the field to cater to a wide range of learners.
		Accessibility Features	Assess whether materials are accessible to all learners, including those with different learning needs or backgrounds.

Step 5: Create a Checklist

The teachers or evaluators can utilize a detailed checklist to perform a thorough evaluation. This checklist should be comprehensive, which include items that assess both formal aspects (e.g., layout, organization) and functional aspects (e.g., language use, task relevance) of the textbook. The checklist should, at least, include the following categories such as:

a. Physical Attributes: Layout, organization, binding quality, font size.
b. Learning Activities: Types of exercises and their alignment with learning objectives.
c. Skill Coverage: Inclusion of listening, speaking, reading, and writing activities
d. Supplementary Materials: Availability and quality of additional resources that support learning.

Step 6: Select and conduct textual analysis

Choose relevant sections of the textbook that are representative of its content. This could include dialogues, reading passages, exercises, and any other instructional materials. Selecting texts for analysis in the context of ESP textbook evaluation refers to the process of choosing appropriate reading materials or texts that will be used in the evaluation of an ESP textbook. This is an important step because the quality and relevance of the texts in the textbook play a crucial role in the effectiveness of the material for language learners.

In ESP, the texts selected for analysis should align with the specific needs and goals of the learners, who usually learn English for particular professional or academic purposes (e.g., business, medicine, engineering, law, etc.). These texts typically include real-world materials such as:

a. Articles or research papers in the specific field of study.
b. Reports, case studies, or white papers.
c. Professional documents like emails, contracts, or manuals.
d. Technical texts, such as instructions, specifications, or guidelines.

When evaluating ESP textbooks, to select texts for analysis, the teachers or evaluators must also consider some factors such as:

1. Relevance: Are the texts aligned with the learner's professional or academic field? Do they reflect real-world language use in that specific context?
2. Authenticity: Are the texts taken from genuine sources (e.g., professional publications, online resources) or are they artificially created for the textbook?
3. Difficulty level: Are the texts appropriate for the learners' current language proficiency level while still providing a challenge that promotes learning?
4. Variety: Do the texts cover a range of text types and genres that students might encounter in their target field?

5. Language skills focus: Do the texts provide opportunities for developing key skills like reading comprehension, vocabulary acquisition, and specialized terminology relevant to the field?

In summary, selecting texts for analysis is about choosing texts that will be analyzed to determine if they meet the criteria of relevance, authenticity, and suitability for the ESP context, in order to evaluate the textbook's effectiveness in meeting learners' needs.

Step 7: Identify the key features and examine the discourse structures

Identifying key features refers to examining and analyzing the main elements, characteristics, or attributes of the ESP textbook that contribute to its overall content, structure, and message. This step involves assessing how well the content aligns with the actual linguistic needs of students within their specific professional or academic domains. It ensures that the language teaching is not just grammatically correct but contextually appropriate and functional for real- world communication in the target discipline. There are several elements to essentially consider and look at by the teachers or evaluators as follows:

1. Language Use: Examine whether the textbook teaches the appropriate:
    a. Register/Formality: Examine whether the textbook teaches the appropriate register, the level of formality or informality. In other words, it analyzes whether the language used in the ESP textbook is formal, semi-formal, or informal.
    b. Style: Examine whether the textbook teaches the appropriate language style; academic, professional, technical, etc. needed for specific situations within the field.
    c. Specialized Vocabulary: Identify the technical or discipline-specific language used in the textbook. How is it tailored to the target audience, such as learners in a particular profession (e.g., medicine, engineering, business)?
    d. Tone: Analyze how the language used aligns with the purpose of the textbook.
    e. Lexical Choices: Look for word choices that indicate bias, stereotypes, or power relations. For example, is there an overrepresentation of certain groups (gender, race, class) and underrepresentation of others? Does the book use gender-neutral language or perpetuate gender roles? Example: Words like "doctor" may be mostly followed by male pronouns, while "nurse" is followed by female pronouns.
    f. Sentence Structure and Syntax: Examine how sentences are structured. Are the texts in the coursebook simple or complex? Are there dominant and subordinate clauses? Complex, technical language might be used to position the ESP learners as inferior or less knowledgeable, while simpler language may imply a more inclusive approach.
    g. Repetition: Repeated themes or vocabulary in a coursebook can reinforce certain ideologies. For instance, if a coursebook is focused on business English, does it repeatedly emphasize competition over collaboration?

2. Discourse Structure:
    a. Organization and Layout: Examine how the textbook structures content, including chapters, headings, and exercises. It sees how the textbook structures different types of texts (e.g., reports, emails, academic papers, technical manuals, etc.) relevant to the specific field. Does it include authentic examples of these genres, and are the structures of these texts (e.g., introduction-body-conclusion, or cause-effect) presented clearly? CDA can reveal how the structure might reflect or reinforce dominant ways of thinking in a particular field.
    b. Text Type and Genre: Identify the types of texts used in the textbook (e.g., dialogues,

case studies, articles). How do these genres relate to the specific professional domain and help shape students' understanding of the subject?

c. Coherence and Cohesion: How well the textbook helps learners understand and use the logical flow and connections between ideas in professional or academic discourse. This could involve linking words (e.g., furthermore, however), paragraph organization, and overall flow of ideas in the types of texts students are likely to encounter.

d. Language Functions and Communication Strategies: How the textbook addresses the practical language functions needed in specific contexts, such as making requests, giving instructions, summarizing information, or negotiating. Are the communication strategies (like how to make a polite request in a business email) adequately represented?

e. Authenticity: Are the texts and examples in the textbook authentic to real-world discourse in the target profession or academic field? This includes examining whether the vocabulary, sentence structures, and communication practices align with what learners would encounter in their specific careers or studies.

3. Ideology and Power Relations:

a. Implicit Biases: CDA helps to identify any ideological biases in the textbook. This could include the representation of certain groups, perspectives, or cultural norms. For example, in a business ESP textbook, is there an emphasis on Western capitalism, or do the materials represent global perspectives?

b. Representation of Authority: Analyze how power dynamics are portrayed, such as whether the textbook positions certain groups or knowledge systems as more authoritative (e.g., male vs. female voices, native vs. non- native English speakers).

4. Cultural Assumptions:

a. Cultural References: What cultural assumptions are embedded in the textbook? Are there any references to specific cultural practices, values, or ideologies? How might this influence learners from different backgrounds?

b. Target Audience Considerations: Does the textbook take into account the cultural diversity of its audience, or does it reflect a narrow, culturally specific worldview?

5. Learner-Centered Approaches:

a. Engagement Strategies: How does the textbook engage learners? CDA might analyze whether the textbook assumes a traditional, teacher-centered approach or whether it encourages learner autonomy, critical thinking, and engagement with the material.

b. Task and Activity Design: Are the tasks and activities designed to help learners actively use the language in real-world professional contexts, or do they merely reinforce passive language learning?

6. Visual and Multimodal Elements:

a. Illustrations and Graphics: Look at how visuals (photos, charts, diagrams, etc.) are used and what kind of messages they convey. Do the visuals reinforce the text's message, or do they present alternative or contradictory ideas?

b. Layout and Design: CDA also examines how design elements (e.g., font size, color, and image placement) contribute to the text's meanings and its ideological positioning.

By identifying these features through CDA, the teachers or educators can gain a deeper

understanding of how the ESP textbook not only conveys knowledge specific to a field, but also how it reflects and influences broader societal and ideological structures. This helps uncover any hidden biases, power relations, and cultural assumptions embedded in the text, which is essential for creating more inclusive and equitable learning materials

Step 8: Make Data Collection Methods
Utilize multiple data collection methods:
   a. Surveys and Questionnaires: Gather quantitative data from users regarding their experiences with the textbook.
   b. Interviews: Conduct qualitative interviews with educators and students for deeper insights into their perceptions.
   c. Content Analysis: Analyze specific sections of the textbook for thematic patterns related to language use and instructional strategies.

Step 9: Data Analysis
Apply both qualitative and quantitative analysis techniques:
   a. Use descriptive statistics for survey data to identify trends and patterns.
   b. Conduct thematic analysis on qualitative data to uncover recurring themes and insights related to the effectiveness of the textbook.

Step 10: Match the Findings
Compare the analysis results against the established criteria. Identify strengths and weaknesses in the textbook's content, structure, and pedagogical alignment. This step may involve thematic analysis of qualitative data collected through surveys or interviews with users of the textbook (students and instructors/teachers) to measure their perceptions and experiences in using the ESP textbooks.

Step 11: Final Evaluation
Prepare by synthesizing and summarizing the results or findings into a detail and comprehensive evaluation report that highlights key insights about the textbook's suitability for its intended audience. In this step, teachers or evaluators can also make recommendations for stakeholders, including teachers, curriculum developers, and policymakers, on how to enhance ESP education through better textbook selection and design, with potential improvements or modifications based on the analysis in the report.
   a. Combine insights from both qualitative and quantitative analyses to form a comprehensive view of the textbook's strengths and weaknesses.
   b. Identify areas for improvement based on feedback from stakeholders.

3. CONCLUSION

Using CDA in evaluating ESP textbooks allows teachers or evaluators to critically assess not only the linguistic aspects but also how these materials function within specific sociocultural contexts. By applying these criteria systematically, the teachers or evaluators can ensure that textbooks not only meet educational standards but also effectively prepare learners for their professional environments. CDA focuses on understanding how language reflects and reinforces social power, ideologies, and cultural assumptions. It sees how the content is organized and presented in the textbook, particularly in relation to the communication patterns and language used in specific professional or academic contexts and how language functions in various communicative settings as well as how this reflects the actual needs of learners in specific fields, such as business, medicine, engineering, aviation, etc. In summary, evaluating

ESP textbooks through Critical Discourse Analysis provides a strong framework for ensuring that educational materials are effective, relevant, and aligned with learner needs. This approach fosters continuous improvement in teaching practices and curriculum development, ultimately enhancing the educational experience for learners in specialized fields. By following these steps on how to evaluate ESP textbooks using CDA, the teachers or evaluators can effectively utilize CDA to assess ESP textbooks, ensuring they meet educational standards and serve the specific needs of learners in their respective fields.

In terms of the advantages of Critical Discourse Analysis (CDA), a powerful tool for examining how language in textbooks, including ESP textbooks, shaping and reflecting power dynamics, ideologies, and social practices, this paper suggests and recommends the ESP educators/teachers, students, stakeholders, policymakers, and curriculum developers to use CDA to evaluate textbook, which can provide a means of evaluating the ways in which textbooks can either reinforce or challenge societal norms, values, and structures.

For the educators/teachers/evaluators, they can use CDA to critically evaluate ESP textbooks to ensure that the materials they are using are socially responsible, inclusive, and conducive to the development of students' critical thinking skills. For the students, they can engage with CDA as part of their own learning process to understand how language influences their professional and social views. The next, stakeholders, including administrators, academic leaders, and educational organizations, have an important role in ensuring that textbooks used in ESP programs are fair, inclusive, and representative. Employing CDA is beneficial for them. With CDA, stakeholders are suggested to work collaboratively among teachers, students, policymakers, and textbook developers since CDA is essential for ensuring that ESP textbooks remain relevant, equitable, and inclusive. Moreover, stakeholders, in general, are also recommended to use CDA to promote social justice, in which CDA is not just as a tool of critique but as a way to push for social change. Another recommendation is for policymakers who have power to influence textbook adoption and curriculum standards. By using CDA to evaluate ESP textbooks, they can examine policy implications, establish guidelines for fair representation, meaning that the textbooks do not marginalize underrepresented group, promote critical pedagogy, and monitor commercial interests, and last suggestion is for ESP curriculum developers, who are responsible for selecting, adapting, and creating textbooks and resources for educational programs. CDA is helpful to review textbooks for linguistic bias, evaluate professional representation, integrate multimodal discourse analysis, foster critical engagement, and update and diversify content.

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