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PERCEPTION OF THE LANGUAGE SYSTEM IN ESP TEXTBOOKS BY STUDENTS OF IT AND PSYCHOLOGY: A COMPARATIVE PILOT STUDY

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Abstract. This study examines how IT and psychology students perceive the vocabulary and grammar components of their ESP textbooks, focusing on alignment with their professional and academic needs. By using a Likert scale evaluation checklist, data were collected from 96 students and analyzed in order to identify strengths and weaknesses of the textbooks. Results indicate that while vocabulary represents a strong point in both fields, grammar components, particularly for psychology students, require significant improvement in task variety and contextual relevance. The study highlights the need for tailored textbook design and suggests future research directions to enhance ESP material effectiveness.

³ This paper presents the results of preliminary research conducted in preparation for the doctoral dissertation entitled *Evaluation of University ESP Textbooks by Their Immediate Users in the Education Process*.

Introduction: ESP and ESP Textbooks

English for Specific Purposes (ESP)⁴ has always been learner-oriented and its purpose is to meet learners' needs (Hutchinson & Waters, 1987) in specific fields, so that learners can improve their knowledge of English for professional or academic purposes, but mainly for their future occupations. While ESP has always existed, it has not always been recognized as a distinct concept; rather, it was traditionally embedded within general English and taught in those classes. It was only a little more than half a century ago that ESP emerged as a separate branch of language teaching, independent from General English. After several decades of the rapid development of ESP in technology, medicine, and science, the need to communicate with professionals from different countries also emerged. It became clear that within certain professions it was necessary to standardize communication and use vocabulary familiar to all parties. In this way, one of the first and most important characteristics of ESP was established: that learners know why they are learning the language and what they need the language for (Hutchinson & Waters, 1987).

Throughout its development, ESP has gone through five main stages, as identified by Hutchinson and Waters: register analysis (recognizing that different language is used in different contexts); discourse analysis (focusing on specific language patterns used in particular professions); needs analysis; the development of abilities and strategies (skills and strategies approach) (Hutchinson & Waters, 1987, as cited in Šafranj, 2005), and a focus on the learning process. Genre analysis is the sixth stage in the development of ESP and represents a consolidation of all the previous stages.

One of the most essential stages in ESP development is needs analysis, since ESP revolves around it and it is the central component of every ESP course, especially given that a course should invariably start with a needs analysis and

⁴ ESP is a broad field—an umbrella concept that includes English for Academic Purposes and English for Occupational Purposes. Our research focuses on English for Occupational Purposes; however, for the sake of simplicity and consistency with terminology in Serbian literature, this paper uses the term ESP as a generic label.

be based on its results (Igrutinović, 2012, p. 129). As ESP is learner-oriented, learners' language needs must be taken into account when designing a course and selecting textbooks. Consequently, many authors believe that needs analysis is a prerequisite and the starting point for all stages of creating an ESP course, both for materials selection and development and class planning (Igrutinović, 2012). Thus, a theoretical justification for evaluating textbooks must be connected to needs analysis. In terms of ESP classes, needs analysis is where everything begins and ends.

ESP textbooks should be tailored to meet the language needs of learners and reflect the language of their profession, i.e., the language they will use in their future jobs. These textbooks are designed to provide relevant vocabulary, grammar, and language functions that students will need in their professional settings. While the content of ESP textbooks may vary depending on the target profession, one of the core challenges is ensuring that both the language system and the specialized vocabulary are appropriately introduced, practiced, and reinforced. Textbook evaluation plays a crucial role in achieving this.

Literature Review and Previous Research

English for Specific Purposes (ESP) has been extensively studied as a learner-centered approach that addresses specific linguistic needs in professional and academic contexts. Foundational works, such as those by Hutchinson and Waters (1987), highlight that ESP textbooks should focus on targeted language relevant to learners' professional fields. Dudley-Evans and St John (1998) expanded on this idea, advocating for a context-driven approach that integrates vocabulary and grammar instruction specific to particular disciplines.

The role of context in ESP is crucial. Nunan (2004) emphasized that the design of ESP textbooks should facilitate communicative competence and technical understanding, suggesting task-based activities as a means of linking language learning to real-world applications. This approach aligns with findings by Tomlinson (2003), who argued for the importance of engaging materials that connect with learners' professional aspirations. More recent research has underscored the evolving role of technology in ESP material design. Belcher (2009) highlighted the importance of flexibility and learner autonomy in ESP, suggesting that digital resources can enhance textbook content by making it more interactive and aligned with modern professional practices. This is particularly relevant in fields like IT, where digital literacy is integral to professional success.

In terms of evaluation, Cunningsworth (1995) proposed a comprehensive framework for assessing ESP textbooks, emphasizing the relevance of content, clarity of instructions, task variety, and learner engagement. Subsequent studies,

such as those by Atigh and Khabbazi (2021) and Harbi (2017), have reinforced the importance of aligning textbook content with learners' real-world needs. These evaluations often reveal gaps in task design, particularly in grammar instruction, where exercises may lack depth and contextual relevance. Anagnostopoulou et al. (2023) introduced, once again, the concept of task authenticity in online ESP learning, emphasizing that realistic and transferable tasks enhance learner motivation and the applicability of language skills. This finding resonates with Larsen-Freeman's (2015) assertion that grammar tasks should engage higher-order thinking skills, promoting both accuracy and fluency in professional communication. In the context of vocabulary instruction, Thornbury (2002) argued for a systematic approach that emphasizes contextually meaningful vocabulary introduction. This perspective aligns with findings by Litz (2005), who noted that clear and logical presentation of vocabulary improves learner satisfaction and retention.

With textbook evaluation being crucial for fulfilling the requirements mentioned above, leading authors and researchers, most notably Cunningsworth's (1995) framework, have developed criteria for evaluating ESP textbooks. These criteria serve as the foundation for the analysis conducted in this study, with some criteria added based on previous research in the field of needs analysis and ESP textbook evaluation (Atigh & Khabbazi, 2021; Harbi, 2017; Koltai, 2018; Litz, 2005; Sari & Sari, 2020) and applied to our statements within the evaluation scale. Previous research into ESP textbooks highlights the importance of aligning language instruction with the real-world needs of learners. According to Hutchinson and Waters (1987), ESP is driven by the specific needs of learners rather than a general focus on language learning. Dudley-Evans and St John (1998) expand on this, noting the importance of carefully selecting and sequencing vocabulary and grammar to match professional contexts.

Having in mind everything stated above, this study seeks to evaluate how IT and psychology students perceive the language system—specifically, vocabulary and grammar—within their ESP textbooks. By comparing perceptions across these two fields, we aim to identify common strengths and areas for improvement that could contribute to future textbook design and teaching practices in the area of grammar and vocabulary instruction.

Methodology

Research Context and Design

This research aimed to evaluate and compare psychology and information technology (IT) students' perceptions of the effectiveness of English for Specific Purposes (ESP) textbooks used in tertiary education. The study employed a comparative research design focusing on students' perception of the language system, in

particular grammar and vocabulary, as presented in two distinct ESP textbooks. The research was conducted in April 2023 at the University of Kragujevac and it involved two faculties: the Faculty of Science, where the psychology students were enrolled, and the Faculty of Technical Sciences, where the IT students studied. Participation in the study was anonymous and voluntary, with all respondents providing informed consent allowing their answers to be used and published for research purposes. A common evaluation instrument, a Likert scale assessment checklist, was utilized with both groups of students, enabling direct comparison of the results.

The study included a total of 96 students: 36 psychology students and 60 IT students. The age range was 19 to 32 years—19 to 22 for psychology students ($M = 20.5$, $SD = 1.50$), and 19 to 32 for IT students ($M = 19.74$, $SD = 1.50$). The gender distribution was as follows: among psychology students, 20 were male and 16 female; among IT students, 30 were male and 25 female. The sample selection was based on two criteria: (1) students must have attended an ESP course rather than a General English course, and (2) the author of the textbook must not have been their ESP instructor. These criteria aimed to ensure a more objective evaluation of the textbooks and reduce potential bias in students' perceptions. The psychology students used *English for Psychology in Higher Education Studies* (Short & Phillips, 2010), while the IT students used *Professional English in Use: ICT* (Remacha Esteras & Marco Fabre, 2007) in their respective ESP courses. Both textbooks were chosen because of their specialized focus on the language requirements of their respective fields, mainly the lexical aspect. They provide a variety of language activities—such as reading passages, listening exercises, and vocabulary-building tasks—that cater to the real-world needs of students preparing for careers in psychology and IT.

The research instrument employed in this study with both groups of students was an evaluation checklist featuring a 7-point Likert scale ranging from 1 (absolutely not true/present) to 7 (absolutely true/present). The original evaluation scale contained a total of 78 statements spread across the categories of physical appearance of the textbook, subjects and topics, language skills (subdivided into reading, listening, speaking, and writing), language system (grammar and vocabulary), activities and tasks, and motivational factors. For the purpose of this study, we conducted statistical analysis related to the language system only.

Data Collection and Analysis

Data were collected by distributing the evaluation checklist to the students at the end of their ESP classes and were analyzed using SPSS 21 (Statistical Package for the Social Sciences). Descriptive statistics (means, standard deviations, frequencies) were used to summarize the data, followed by independent samples *t*-tests

to examine potential gender differences in the evaluations. The Shapiro-Wilk test was applied to assess the normality of the data distribution. Cronbach's alpha coefficient was calculated to assess the reliability of the checklist, yielding high internal consistency in both groups: psychology students ($\alpha = 0.953$) and IT students ($\alpha = 0.957$). These results indicate that the evaluation instrument is a reliable and consistent tool for assessing the textbooks.

Results

Tables 1 and 2 present data on students' perceptions of grammar and vocabulary in their respective ESP textbooks. The tables include mean scores, number of participants, minimum and maximum values, and standard deviations.

Table 1. IT Students' Perceptions of Grammar and Vocabulary

Statement	N	Min	Max	Mean	Std. deviation
Vocabulary is listed at the end of each chapter/ the textbook.	59	1	7	4.98	1.757
New words are introduced in a logical and clear context.	60	2	7	5.48	1.308
New words and expressions are linked to the content.	59	1	7	5.80	1.256
Vocabulary tasks are interesting.	59	3	7	5.41	1.288
Professional vocabulary is clearly highlighted.	60	1	7	5.08	1.522
Vocabulary tasks have clear instructions.	60	2	7	5.60	1.196
Vocabulary is useful for my profession/field.	59	2	7	5.58	1.465
Grammar tasks are interesting.	60	1	7	4.67	1.559
Grammar is presented through clear examples.	59	2	7	5.78	1.146
Grammar is too easy.	60	1	7	4.83	1.638
Grammar is introduced in a logical context.	59	3	7	5.58	1.248
Grammar from previous lessons is revised.	58	2	7	5.19	1.331
Grammar task types are varied.	59	1	7	5.12	1.609
Grammar is useful for my profession/field.	60	2	7	5.58	1.253

N: number of respondents; M: mean value; SD: standard deviation; Min/Max: minimum/maximum values.

Table 2. Psychology Students’ Perceptions of Grammar and Vocabulary

Statement	N	Min	Max	Mean	Std. deviation
Vocabulary is listed at the end of each chapter/ the textbook.	35	1	7	4.89	2.026
New words are introduced in a logical and clear context.	35	2	7	5.94	1.349
New words and expressions are linked to the content.	35	3	7	6.31	0.963
Vocabulary tasks are interesting.	35	2	7	5.43	1.267
Professional vocabulary is clearly highlighted.	35	2	7	5.17	1.689
Vocabulary tasks have clear instructions.	35	4	7	6.11	0.993
Vocabulary is useful for my profession/field.	35	4	7	6.43	0.850
Grammar tasks are interesting.	35	1	7	3.26	2.077
Grammar is presented through clear examples.	35	1	7	4.11	2.336
Grammar is too easy.	35	1	7	3.34	1.955
Grammar is introduced in a logical context.	34	1	7	3.32	2.142
Grammar from previous lessons is revised.	35	1	7	3.46	2.077
Grammar task types are varied.	35	1	7	3.40	2.212
Grammar is useful for my profession/field.	35	1	7	4.06	2.496

N: number of respondents; M: mean value; SD: standard deviation; Min/Max: minimum/maximum values

Table 1 presents the values assigned by the IT students for both aspects analyzed—vocabulary and grammar—along with the full statements used in the evaluation scale. Corresponding ratings from the psychology students are given in Table 2. As shown in the tables, the perceptions of the two subsamples differ; however, the overall evaluation of these aspects is positive. Individual differences are evident in responses to certain statements, which are discussed further in the text below.

Vocabulary Perception

The analysis indicates that IT students generally view the vocabulary content in their ESP textbooks favorably (Table 1). High mean scores for items such as “New words and expressions are linked to the content covered” (M = 5.80, SD = 1.256) and “Vocabulary tasks have clear instructions” (M = 5.60, SD = 1.196) suggest that the textbook provides a meaningful and contextually relevant approach to vocabulary learning. This contextual approach aligns with the cognitive demands of IT students, who benefit from technical and practical applications of language.

However, IT students rated the interest level of vocabulary tasks only moderately (M = 5.41, SD = 1.288) compared to the previous items. This points to the need for potential improvements in task design, such as incorporating engaging,

real-world scenarios that reflect the IT field more dynamically in terms of lexis, as this has been identified as an important aspect by authors in the field (Anagnostopoulou et al., 2023; Nunan, 2004). The slightly lower score for “Professional vocabulary is clearly highlighted” ($M = 5.08$, $SD = 1.522$) suggests the need for more explicit emphasis on technical terminology, especially considering that the physical design of textbooks, particularly the clear emphasis on new words, is considered important by students. This is in accordance with previous research indicating that the physical aspects of textbooks contribute to overall student satisfaction (Cunningsworth, 1995; Litz, 2005).

On the other hand, psychology students demonstrated a strong positive perception of the vocabulary content in their ESP textbook (Table 2), with exceptionally high ratings for “New words and expressions are linked to the content” ($M = 6.31$, $SD = 0.963$) and “Vocabulary is useful for my field” ($M = 6.43$, $SD = 0.850$). These results highlight the effectiveness of the textbook in addressing the domain-specific terminology essential for psychology students. However, the item related to the clear emphasis on professional vocabulary received a lower score ($M = 5.17$, $SD = 1.689$), which indicates, once again, that students value having productive vocabulary clearly highlighted and separated from the rest of the content.

Grammar Perception

IT students generally perceive the grammar components of their ESP textbook positively. The scores for “Grammar is presented through clear examples” ($M = 5.78$, $SD = 1.146$) and “Grammar is introduced in a logical context” ($M = 5.58$, $SD = 1.248$) indicate satisfaction with the clarity and relevance of the grammar instruction. These findings suggest that the textbook effectively caters to IT students’ need for precise and systematic language learning. This aligns with the views of several authors in the field, who have reached a consensus that a clear and systematic presentation of grammar is essential for effective language instruction, facilitating better understanding and application by students (Dörnyei, 2009; Roach, 2025; Thornbury, 1999). Despite these strengths, the grammar tasks were rated less favorably, with “Grammar tasks are interesting” receiving a mean score of 4.67 ($SD = 1.559$). This suggests that while the presentation of grammar is well received, the exercises lack engagement potential and diversity, potentially affecting student motivation.

In contrast to IT students, psychology students reported significant dissatisfaction with the grammar components of their ESP textbook. The lower scores for items such as “Grammar tasks are interesting” ($M = 3.26$, $SD = 2.077$) and “Grammar task types are varied” ($M = 3.40$, $SD = 2.212$) highlight a lack of depth and diversity in grammar instruction, which may contribute to these tasks being perceived as less interesting. Additionally, a low rating for “Grammar is introduced in a logical context” ($M = 3.32$, $SD = 2.142$) suggests that the textbook

fails to align grammar explanations with the academic and professional needs of psychology students. Interestingly, the perception that “Grammar is too easy” ($M = 3.34$, $SD = 1.955$) further underscores the mismatch between the complexity of the grammar tasks and the proficiency levels of the students. These findings indicate a need to redesign the grammar exercises to better engage learners and address the specific linguistic demands of the psychology field.

While both groups expressed satisfaction with the vocabulary instruction, IT students rated the contextual and logical presentation of vocabulary slightly higher, reflecting the technical nature of their field. Conversely, psychology students gave higher ratings for the sufficiency and utility of professional vocabulary, indicating a stronger alignment between the textbook content and their academic needs. The grammar instruction ratings reveal a stark contrast between the two groups. IT students appreciated the clarity and systematic presentation of grammar but noted a lack of engaging tasks. Psychology students, on the other hand, expressed widespread dissatisfaction with all aspects of grammar instruction, highlighting deficiencies in task variety, contextual relevance, and the overall level of challenge.

Discussion

Based on our data, IT students generally report a positive perception of both vocabulary and grammar in their ESP textbooks, with higher scores for items such as “New words and expressions are linked to the content covered” ($M = 5.80$) and “Grammar is presented through clear examples” ($M = 5.78$). In contrast, their evaluation of the interest factor, particularly for the grammar tasks ($M = 4.67$), indicates the need for improvement in terms of engagement and task design.

Psychology students, on the other hand, report a mixed perception. Vocabulary instruction is perceived quite positively, particularly in terms of usefulness ($M = 6.43$) and connection to the covered content ($M = 6.31$). However, the grammar tasks in general received lower ratings, with items such as “Grammar tasks are interesting” ($M = 3.26$) and “Grammar task types are varied” ($M = 3.40$) receiving the most criticism, along with the item pertaining to the introduction of new grammar (“Grammar is introduced in a logical context”).

These findings suggest that while both groups are generally satisfied with the vocabulary coverage in their respective ESP textbooks, there is a notable gap in the quality and variety of grammar exercises, especially for psychology students. Both IT and psychology students gave high ratings to vocabulary-related items, indicating that vocabulary is one of the strengths of the textbooks. Among IT students, there is a strong emphasis on the logical and meaningful introduction of vocabulary in context, as seen in the high rating for “New words and expressions are linked to the content covered” ($M = 5.80$). This suggests that the contextual approach adopted by ESP textbooks aligns with students’ needs in the field of IT,

since it is important for the vocabulary they learn to be contextualized and relevant (Hutchinson & Waters, 1987). Moreover, the clear separation of professional vocabulary in the textbooks ($M = 5.08$) shows that IT students find the vocabulary both accessible and easily identifiable, which is clearly important for them.

In contrast, psychology students rated the presence of vocabulary from their field even more favorably, suggesting that their textbooks effectively cover the specialized terminology required for their studies. The fact that vocabulary is linked to the content in the textbook ($M = 6.31$) further supports the idea that vocabulary instruction in psychology ESP textbooks is systematic and allows for effective reinforcement. However, both groups expressed some level of (dis) interest in, or difficulty with, vocabulary tasks. IT students noted that vocabulary tasks were only moderately interesting ($M = 5.41$), and psychology students rated task difficulty as high, indicating that some tasks might not be fully adapted to the students' proficiency levels. Dissatisfaction with grammar tasks among psychology students aligns with Tomlinson's (2003) emphasis on the need for engaging and meaningful materials. Conversely, the positive reception of vocabulary tasks reflects the importance of context-driven vocabulary instruction, as advocated by Nunan (2004).

The divergence in grammar perception between IT and psychology students is particularly noteworthy. IT students gave relatively high ratings for grammar-related items, indicating satisfaction with the clarity and practicality of the grammar instruction in their textbook. The logical presentation of grammar aligns well with the systematic, rule-based thinking common in IT education. However, they also noted that grammar tasks were not particularly engaging, with lower ratings for "Grammar tasks are interesting" ($M = 4.67$). This suggests that while the technical presentation of grammar is appreciated, the textbook lacks creativity in its exercises, which may result in lower motivation among students.

In contrast, psychology students expressed dissatisfaction with almost all aspects of grammar in their textbook, indicating that the material does not offer enough variety or depth in grammar instruction. This could be due to the fact that psychology students, who deal with more abstract and nuanced language compared to IT students, require more sophisticated grammar explanations and task types that engage with the subtleties of academic and professional discourse in their field. Additionally, the perception that grammar tasks are "too easy" ($M = 3.34$) reflects a mismatch between the students' language proficiency levels and the complexity of the exercises provided. The low ratings across multiple grammar items suggest that psychology textbooks may not effectively address the grammar needs of students in this field, particularly in preparing them for academic writing and advanced discussions in psychology.

Both groups expressed dissatisfaction with the variety and engagement potential of tasks, especially those related to grammar. While generally positive about the presentation of grammar, IT students found the exercises less engaging

($M = 4.67$). Similarly, psychology students gave low ratings for the variety of both vocabulary and grammar tasks. This points to a broader issue in ESP textbook design, where tasks are often repetitive or do not adequately challenge students across different levels of language proficiency. Incorporating a wider range of task types, such as problem-solving activities, role-plays, or case studies, might increase engagement and make the learning process more dynamic. Given that ESP learners are preparing for specific professions, practical, task-based learning approaches, as advocated by Nunan (2004), could significantly enhance both motivation and the effectiveness of vocabulary and grammar instruction. In general, the benefits of incorporating engaging and meaningful tasks in vocabulary and grammar teaching have been highlighted in the literature (Larsen-Freeman, 2015; Thornbury, 2002). Such tasks foster learner motivation, improve retention, and encourage the practical application of grammar and vocabulary content.

Our data indicate notable differences in how IT and psychology students perceived the representation of the language system (grammar and vocabulary) in their ESP textbooks. Psychology students, using *English for Psychology in Higher Education Studies* (2010), emphasized vocabulary as the most critical language system for their academic and professional development. This aligns with previous research, which emphasizes the significance of specialized vocabulary in disciplines with unique terminologies and conceptual frameworks (Litz, 2005; McDonough & Shaw, 2003; Nunan, 2004). By contrast, IT students, using *Professional English in Use—ICT* (2007), identified grammar and discourse structures as essential for understanding technical manuals and participating in professional communication. Both student groups acknowledged the relevance of the textbooks to their fields of study, though the degree of satisfaction varied. Psychology students expressed a higher level of satisfaction with the practical applications of the vocabulary exercises, which facilitated connections to real-world scenarios in psychology. IT students, however, noted gaps in the integration of discourse structures, particularly in tasks related to collaborative problem-solving—a skill pivotal in IT project environments. Overall, based on a 7-point Likert scale checklist, both textbooks were rated above average in terms of fulfilling their stated aims, though psychology students were more critical, suggesting that the inclusion of interactive and technology-driven exercises could enhance the utility and relevance of their textbook.

Conclusion

The findings of this comparative study reveal significant differences in how IT and psychology students perceive the language system in their ESP textbooks. Generally speaking, vocabulary content appears to be a strength across both fields, with students expressing satisfaction with the relevance, clarity, and usefulness of

the specialized terminology covered in their textbooks. However, there is room for improvement, particularly in the engagement and difficulty levels of vocabulary tasks, as some students found the exercises either uninteresting or too challenging.

Grammar instruction, on the other hand, presents a more mixed picture. IT students are generally satisfied with the way grammar is presented and integrated in the textbook, although they express a desire for more engaging and varied tasks. Psychology students, in contrast, express significant dissatisfaction with the grammar components of their ESP textbooks, emphasizing the need for more sophisticated, challenging, and varied grammar exercises that align with their professional and academic needs.

These findings have several implications for the future design of ESP textbooks. First, textbook authors should consider offering more variety in both vocabulary and grammar tasks to cater to different learning preferences and proficiency levels. Incorporating real-world, field-specific tasks, such as simulations, case studies, or collaborative problem-solving exercises, could help bridge the gap between textbook learning and professional application.

For grammar instruction, especially in psychology textbooks, there is a clear need to develop more complex, context-driven exercises that reflect the abstract and academic language required in the field. Grammar tasks that engage students in higher-order thinking, such as critical analysis and synthesis of psychological theories, could make grammar learning more relevant and challenging.

The findings highlight the importance of tailoring ESP textbooks to the specific linguistic and contextual needs of students. The comparative analysis suggests that while both textbooks are effective to a degree, opportunities exist for refinement, especially in the field of enhanced vocabulary focus, interactive discourse practice (for example, IT students would benefit from exercises simulating real-world communication scenarios, such as coding team discussions or IT support dialogues), as well as in incorporating feedback. Vocabulary instruction emerged as a strength across both fields, while significant gaps in grammar instruction, particularly for psychology students, highlight areas for improvement. By addressing these issues, ESP textbook authors and educators can better support students in achieving their academic and professional aspirations. Future research should explore these findings longitudinally and across diverse disciplines to further refine ESP material development. Also, evaluation of textbooks as a whole is crucial; the focus should not solely be on the grammar and vocabulary aspects, which further research should accordingly focus on. Through evaluation of ESP textbooks, we can ensure that textbooks have the “quality and reliability necessary to ensure alignment with learning objectives, linguistic proficiency, content organization, and learner suitability” (Soto et al., 2024, p. 7).

Future research could expand on these findings by conducting longitudinal studies to examine how students’ perceptions of grammar and vocabulary instruction in ESP textbooks evolve over time. Additionally, it would be valuable

to explore how textbook design influences student outcomes in real-world professional contexts. This could involve tracking graduates from IT and psychology programs to assess whether the language skills developed through their ESP textbooks effectively support their communication needs in their respective careers. Furthermore, qualitative research, including interviews or focus groups with students, could provide deeper insights into the specific aspects of textbook content and design that facilitate or hinder language learning.

While this study provides valuable insights, it is limited by its sample size and scope. The analysis is confined to students from two fields at a single university, which may not fully represent the diversity of ESP learners. Future research could expand the sample size and incorporate additional methods, such as correlation analysis, and possibly include qualitative approaches for deeper insight. For educators and curriculum designers, the insights from this study suggest the need for regular evaluation of ESP materials to ensure alignment with current industry practices, greater collaboration between textbook authors and field professionals to create authentic and engaging content, and the integration of digital tools and platforms to enhance interactive learning, particularly for IT students. By adapting ESP materials to better reflect students' academic and professional goals, educators and authors can contribute significantly to their success. Addressing these considerations ensures ESP textbook development continues to support students in achieving their academic and professional aspirations effectively, at least when it comes to English for Specific Purposes.

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Перцепција језичког система у уџбеницима енглеског као језика струке од стране студената информационих технологија и психологије: компаративна пилот-студија

Резиме

Истраживање испитује како студенти информационих технологија и психологије перципирају лексикку и граматичке компоненте у својим уџбеницима за енглески као језик струке, фокусирајући се на усклађивање са њиховим професионалним и академским потребама. Коришћењем контролне листе за евалуацију у виду Ликертове скале прикупљени су и анализирани подаци од 96 студената како би се идентификовале предности и недостаци уџбеника када су у питању наведене категорије. Резултати показују да, иако лексика представља компоненту уџбеника која је добро процењена, граматички садржаји, посебно за студенте психологије, захтевају значајно побољшање у домену разноврсности задатака и контекстуалној релевантности. Резултати истраживања наглашавају потребу за прилагођеним дизајном уџбеника и предлажу будуће правце истраживања како би се побољшала ефикасност материјала за енглески као језик струке.

Кључне речи: енглески као језик струке; евалуација уџбеника енглеског као језика струке; перцепција лексике и граматике; анализа потреба.



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