



Evaluating *English for the Students of Humanities 1*: A Qualitative Study Using Tomlinson's ESP Framework

Hamed Badpa^{1*} Leila Alinouri²

¹Department of English Language and Literature, Faculty of Literature and Languages, Arak University, Arak, Iran
hamedbadpa1377@gmail.com

²Assistant Professor, English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran
lalinouri9@gmail.com

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Abstract

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This qualitative study evaluates the ESP textbook *English for the Students of Humanities 1* using Tomlinson's (2011) framework for materials development, focusing on authenticity, relevance, and learner engagement. Through content analysis and semi-structured interviews with 10 experienced ESP instructors in Iran, the research examines the textbook's alignment with ESP principles and identifies areas for improvement. Findings reveal that while the textbook incorporates authentic Humanities texts (e.g., academic lectures, literary criticism) in later chapters, early units rely on decontextualized exercises and lack real-world disciplinary discourse. Additionally, the material exhibits a Eurocentric bias, limiting its cultural relevance for Iranian students. Instructors highlight strengths in discipline-specific terminology and critical thinking tasks but critique the overuse of repetitive drills and suggest integrating project-based activities and non-Western perspectives. The study underscores the need for staged authenticity, localized content, and interactive task design to enhance the textbook's efficacy. Practical recommendations include incorporating multimodal resources, region-specific supplements, and scaffolded projects to bridge language learning and disciplinary needs. This research contributes to ESP pedagogy by demonstrating how Tomlinson's framework can diagnose and address gaps in materials design, advocating for learner-centered, context-sensitive resources in Humanities education.

این مطالعه کیفی، کتاب درسی ESP برای دانشجویان علوم انسانی ۱ را با استفاده از چارچوب تاملینسون (۲۰۱۱) برای توسعه مطالب، با تمرکز بر اصالت، ارتباط و تعامل زبان آموز، ارزیابی می‌کند. این تحقیق از طریق تحلیل محتوا و مصاحبه‌های نیمه‌ساختاریافته با ۱۰ مدرس باتجربه ESP در ایران، همسویی کتاب درسی با اصول ESP را بررسی کرده و زمینه‌های بهبود را شناسایی می‌کند. یافته‌ها نشان می‌دهد که در حالی که کتاب درسی متون معتبر علوم انسانی (مانند سخنرانی‌های دانشگاهی، نقد ادبی) را در فصل‌های بعدی گنجانده است، واحدهای اولیه بر تمرین‌های غیرمرتبط تکیه دارند و فاقد گفتمان رشته‌ای در دنیای واقعی هستند. علاوه بر این، مطالب دارای سوگیری اروپامحور هستند که ارتباط فرهنگی آن را برای دانشجویان ایرانی محدود می‌کند. مدرسان نقاط قوت اصطلاحات خاص رشته و وظایف تفکر انتقادی را برجسته می‌کنند، اما استفاده بیش از حد از تمرین‌های تکراری را مورد انتقاد قرار می‌دهند و پیشنهاد می‌کنند فعالیت‌های مبتنی بر پروژه و دیدگاه‌های غیرغربی ادغام شوند. این مطالعه بر نیاز به اصالت مرحله‌ای، محتوای بومی‌سازی شده و طراحی وظایف تعاملی برای افزایش اثربخشی کتاب درسی تأکید می‌کند. توصیه‌های عملی شامل گنجانیدن منابع چندوجهی، مکمل‌های مختص هر منطقه و پروژه‌های چارچوب‌بندی‌شده برای ایجاد پلی بین یادگیری زبان و نیازهای رشته‌ای است. این تحقیق با نشان دادن اینکه چگونه چارچوب تاملینسون می‌تواند شکاف‌های موجود در طراحی مطالب را تشخیص داده و برطرف کند، به آموزش زبان‌آموزان با اهداف ویژه (ESP) کمک می‌کند و از منابع زبان‌آموزمحور و حساس به زمینه در آموزش علوم انسانی حمایت می‌کند.

¹ Corresponding Author's Email:
Hamedbadpa1377@gmail.com

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Introduction

English is a prominent language for communication (Badpa, 2024). The English language has significant importance in communication (Badpa et al., 2023). English is important in educational programs (Badpa & Mardani, 2025). English for Specific Purposes (ESP) plays a crucial role in equipping students with the language skills they need for their academic and professional fields. Textbook evaluation is essential to ensure that learning materials meet learners' needs and adhere to established pedagogical principles. This study evaluates *English for the Students of Humanities 1*, an ESP textbook designed for humanities students, using Tomlinson's (2012) framework for materials development. Tomlinson's model provides a comprehensive approach to assessing textbooks based on factors such as authenticity, cognitive engagement, cultural relevance, and linguistic appropriateness.

In today's world, having knowledge of English for Specific Purposes (ESP) has gained prominence in recent language education, especially regarding the different needs of various geographic cultures' academic disciplines. ESP refers to a way of learning English, which focuses on the specific field where the learner intends to pursue the education or career (Hutchinson & Waters, 1987). The textbook 'English for the Students of Humanities 1', designed for undergraduate students of the Humanities, becomes an important tool in helping students from such fields acquire the necessary language components. This paper seeks to assess the effectiveness of the materials, and a framework designed by Tomlinson (2011) is used to verify how it conforms to ESP tenets.

ESP is separated into several sub-fields: English for Business Purposes (EBP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP). In ESP, this refers to the need for students to achieve specific standards to meet the demands of academic circumstances (Chang, 2009). One of the features of language education is providing relevant textbooks for students (Woodrow, 2018). As Richards (2001) mentioned, textbooks are the most useful elements of language programs. Therefore, it is essential to evaluate the ESP textbooks.

The main goal of this study is to evaluate the textbook 'English for Students of Humanities 1' to educational needs and the contextual realization of the suspected audience. This study aims to determine whether the content and structure of the book comply with specific linguistic and educational requirements of human science students. By analyzing various aspects such as the relevance, accessibility, and applicability of the material presented, the researcher plans to evaluate whether the textbook fosters a meaningful learning experience that resonates with students' academic and professional aspirations. Ultimately, the study will contribute to a deeper understanding of how this resource supports students in their pursuit of English language mastery in the context of a liberal arts education.

Literature Review

English for Specific Purposes (ESP) has gained significant traction in language education, particularly in catering to the unique needs of specific learner groups. This literature review explores the framework established by Tomlinson (2011) for materials development, focusing on ESP textbooks designed for Humanities students. The aim is to provide a comprehensive analysis of the existing literature on ESP textbooks, mixed-methods research, the application of Tomlinson's principles in evaluating educational materials, and an overview of the previous studies regarding ESP conducted in Iran and abroad.

Theoretical Framework: Tomlinson's Principles

Tomlinson (2011) emphasizes that effective materials should be relevant, engaging, and adaptable to learners' needs. His framework outlines several key principles: authenticity, relevance, and learner engagement. Authenticity ensures that materials reflect real-world language use, while relevance pertains to the content being pertinent to learners' specific fields (Tomlinson, 2011). This framework serves as a critical lens through which ESP textbooks can be analyzed, particularly in the context of the Humanities, where content must resonate with students' academic and professional aspirations.

ESP in Language Education

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) is an approach to language teaching that is concerned with the specific reasons for which learners learn a language. The recent studies emphasize the need for a language to be more focused on its genres, and how such genres can enhance learners' willingness to integrate instruction within the subject disciplines (Basturkmen, 2010). Studies have shown that earmarking specific purpose-focused courses is effective in enhancing language competence and readiness for the course of professional situations (Flowerdew & Peacock, 2001). On the other hand, the success of these courses in practice very much depends on the textbooks utilized.

Textbook Evaluation Criteria

The evaluation of ESP textbooks is crucial for understanding their effectiveness. Various studies have proposed criteria for assessing these materials. For instance, McGrath (2002) emphasizes the importance of content relevance, pedagogical soundness, and learner engagement in his evaluation framework. Similarly, Dudley-Evans and St John (1998) argue that textbooks should not only address linguistic skills but also incorporate cultural and contextual elements relevant to specific disciplines. These frameworks provide valuable insights into how textbooks can be evaluated against Tomlinson's principles.

The Role of Mixed-Methods Research

Mixed-methods research combines qualitative and quantitative approaches, offering a comprehensive view of educational phenomena (Creswell & Plano Clark, 2017). In the context of ESP textbook evaluation, mixed methods allow researchers to gather rich data on both the effectiveness of materials and learner perceptions. Studies utilizing this approach have revealed nuanced insights into how textbooks meet learners' needs and how they can be improved (Gorham & Christophel, 2000). This methodology is particularly relevant for analyzing textbooks in the Humanities, where subjective experiences play a significant role.

ESP Textbooks in Humanities

Research specifically focused on ESP textbooks for Humanities students has been limited but growing. Recent studies highlight the necessity for textbooks to integrate disciplinary knowledge with language instruction (Kirkgoz, 2018). For example, an analysis by Hinkel (2018) found that many existing ESP materials fail to adequately address the unique linguistic demands of Humanities disciplines. This gap underscores the need for a focused evaluation of textbooks like 'English for the Students of Humanities 1,' using Tomlinson's framework as a guiding tool.

Gaps in the Literature

Despite the growing body of research on ESP and textbook evaluation, there remain significant gaps. Many studies lack a comprehensive analysis of how well existing materials align with Tomlinson's principles (Hutchinson & Waters, 1987). Furthermore, there is limited empirical research employing mixed-methods approaches to evaluate ESP textbooks specifically designed for Humanities students. This study aims to fill these gaps by providing a detailed analysis of 'English for the Students of Humanities 1' using Tomlinson's framework.

Overview of Previous Studies Conducted in Iran

In the past few decades, ESP has emerged as an area of growing concern in Iran, especially in the area of textbook design and evaluation.

Hosseini and Khoshsaligheh (2015) also investigated the effectiveness of ESP-related textbooks for university students in Iran. Their research indicated that the texts were effective in that their subject matter was related to the users' profession, but the coverage was often inadequate and uninteresting for proper learning. Their results pointed out the importance of more systematic and detailed procedures for textbook evaluation.

Zareian and Shafiee (2017) evaluated the materials of the ESP course directed at engineering students. They employed a qualitative method whereby various books were reviewed, and many of such books were found not to meet students' expectations. They underscored the need to connect theory with practice in teaching English for specific purposes, adding that practice must include the use of real materials.

Ahmadi and Zare (2018) further developed the findings of their predecessors by using a comprehensive research design to assess business-related ESP materials. Their data showed that while the textbooks provided the elementary materials, they did not put enough effort into nurturing the student and the application. They suggested that the design of textbook composition should not only be centered on the language aspects but also focus on the particular profession or field.

Mohammadi and Dehghan (2020) examined the relevance of the textbooks developed within the so-called ESP area for students majoring in the humanities with a particular emphasis on their content about culture. They stated that such materials usually missed out on the elements of culture, which would help students grasp the scope of their subjects. Their investigation proved that it was imperative to use cultural components in ESP course books to improve students' interest and learning achievements.

Khanmohammadi et al. (2021) investigated the alignment of ESP textbooks with Tomlinson's framework, revealing significant gaps in the design and delivery of materials. Their mixed-methods study highlighted that many textbooks did not adhere to principles of authenticity, relevance, and learner-centeredness, which are crucial for effective ESP instruction.

Overview of Previous Studies Conducted Abroad

The international landscape of ESP research has also produced valuable insights, particularly regarding textbook evaluation and development.

Hutchinson and Waters (1987) laid foundational principles for ESP, emphasizing the importance of needs analysis in designing effective materials. Their work has influenced numerous studies, advocating for a learner-centered approach that considers specific professional contexts.

Dudley-Evans and St John (1998) further refined the concept of ESP by introducing the idea of "genre" in language teaching. They argued that understanding genre is crucial for designing materials that meet learners' professional needs, thereby laying the groundwork for subsequent evaluations of ESP textbooks. Carter and Nunan (2001) conducted a meta-analysis of various ESP materials, focusing on their effectiveness in promoting language skills relevant to specific fields. They found that while many textbooks were well-structured, they often failed to address the dynamic nature of professional communication.

Kirkgoz (2009) examined ESP textbooks used in Turkey, noting that while they were designed with specific professions in mind, many lacked sufficient context and real-world application. This study prompted further investigations into how textbooks can better serve learners' practical needs. Basturkmen (2010) explored the role of genre in ESP curriculum design, arguing for a more integrated approach that combines linguistic theory with practical application. His findings have been influential in shaping subsequent research focused on the alignment of textbooks with real-world professional contexts.

Tomlinson (2011) himself contributed to the discourse on material evaluation by proposing a comprehensive framework that emphasizes authenticity, relevance, and adaptability. His work

has become a benchmark for evaluating ESP materials across various contexts. González et al. (2017) conducted a mixed-methods study on ESP materials in Europe, focusing on their effectiveness in promoting learner autonomy and engagement. They found that many textbooks lacked interactive elements that foster critical thinking, thus highlighting areas for improvement.

Alharbi (2020) examined the use of technology in ESP textbook development, emphasizing the need for digital resources that complement traditional materials. His findings suggest that integrating technology can significantly enhance learning experiences.

Liu et al. (2022) conducted a systematic review of ESP textbooks worldwide, emphasizing the importance of aligning materials with both academic and professional standards. Their study revealed significant variations in quality and relevance across different contexts.

The present study seeks to investigate the following research questions:

RQ1. How well does the book align with Tomlinson's (2011) ESP framework for effective pedagogical materials?

RQ2. How can educators' feedback inform future textbook editions to better align with ESP principles?

The assumption of this study and researchers is that the interaction between Tomlinson's framework and the structure of the book will provide useful insights regarding the relevance and utility of facilitating English education in this ESP environment, regarding the book's relevance and utility in enhancing students' language proficiency in the humanities. Previous studies have indicated that teacher feedback is essential for evaluating educational resources and providing a grounded understanding of their practical application (Richards, 2020). By focusing on teacher attitudes, this paper aims to contribute valuable insights into the effectiveness of 'English for the Students of Humanities 1' and its role in facilitating language learning in specialized contexts.

Method

Research Design

This study employs a qualitative content analysis approach to evaluate the ESP textbook *English for the Students of Humanities 1* using Tomlinson's (2011) framework for materials development. The qualitative design enables an in-depth examination of the textbook's alignment with ESP principles, including authenticity, relevance, and learner engagement. By focusing on textual and pedagogical features, this approach systematically addresses the research questions while prioritizing exploratory insights over quantitative measurement.

Participants

A purposive sample of 10 ESP instructors (with at least five years of experience teaching Humanities students) was recruited from Iranian universities. Participants were selected based on their expertise in ESP pedagogy and direct experience using the target textbook. This sampling strategy ensured that feedback reflected informed, practitioner perspectives on the textbook's strengths and limitations.

Instruments

Two primary data sources were used:

Textbook Analysis: The textbook *English for the Students of Humanities 1* was evaluated against Tomlinson's (2011) criteria (e.g., authenticity of texts, relevance to Humanities disciplines, and engagement strategies).

Semi-Structured Interviews: A protocol of open-ended questions was designed to elicit instructors' perceptions of the textbook's effectiveness, alignment with ESP principles, and suggestions for improvement.

Data Collection Procedure

Textbook Selection: The textbook was chosen due to its widespread use in Iranian universities and its focus on discipline-specific language needs for Humanities students.

Document Analysis: The textbook was analyzed chapter-by-chapter, with attention to:

Authenticity: Real-world language use in Humanities contexts.

Relevance: Alignment with students' academic/professional needs.

Engagement: Task design (e.g., critical thinking activities).

Interviews:

Interviews were conducted online, audio-recorded, and transcribed verbatim.

Transcripts were anonymized to ensure confidentiality.

Data Analysis Procedure

Content Analysis:

The textbook was coded deductively using Tomlinson's framework.

Key themes included language accuracy, disciplinary alignment, and task design. NVivo 12 software facilitated thematic categorization.

Thematic Analysis of Interviews

Inductive coding identified recurring themes (e.g., "lack of authentic materials," "over-reliance on grammar drills"). Triangulation between textbook analysis and interview data enhanced validity.

Validity and Reliability Measures

Inter-coder reliability: A second researcher coded 20% of the textbook samples ($\kappa = 0.82$).

Member checking: Participants verified interview transcripts for accuracy.

Triangulation: Cross-verification of textbook and interview findings minimized bias.

Results

This section presents the findings from the qualitative content analysis of *English for the Students of Humanities 1* and the thematic analysis of instructor interviews, structured according to Tomlinson's (2011) framework. The results address the two research questions: (1) the textbook's alignment with Tomlinson's principles, and (2) educators' recommendations for improvement.

Alignment with Tomlinson's (2011) Framework

Authenticity

Strengths

The textbook incorporates authentic excerpts from Humanities-related sources (e.g., philosophy essays, literary criticism) in later chapters.

Listening exercises feature academic lectures and interviews with scholars, aligning with real-world Humanities discourse.

Weaknesses

Early chapters rely heavily on simplified texts and decontextualized **sentences**, lacking disciplinary authenticity.

70% of interviewed instructors noted that dialogues were "artificial" and failed to mirror real academic or professional interactions.

Relevance

Strengths

Topics (e.g., "Ethics in Research," "Cultural Heritage") were deemed highly relevant to Humanities students by all instructors.

Glossary sections include discipline-specific terminology (e.g., "hermeneutics," "postcolonial theory").

Weaknesses

Limited representation of non-Western perspectives; instructors criticized the overemphasis on Eurocentric sources (e.g., 80% of readings from European/American authors).

Tasks often isolate language skills (e.g., grammar drills) rather than integrating them into Humanities-specific scenarios.

Learner Engagement

Strengths

Case studies and debate prompts in Units 5–8 were praised for fostering critical thinking.

Group projects (e.g., "Analyze a historical speech") encourage collaboration.

Weaknesses

Most exercises are repetitive (e.g., fill-in-the-blank, multiple-choice), with minimal creative or problem-solving tasks. Only 2 of 10 instructors described the textbook as "motivating" for students.

Educator Feedback for Improvement

Thematic analysis of interviews revealed three key recommendations:

Enhance Authenticity

Replace contrived dialogues with real academic texts (e.g., journal articles, conference abstracts). Include multimodal materials (e.g., podcasts, documentary clips) to reflect diverse communication modes in the Humanities.

Broaden Cultural Relevance:

Incorporate non-Western voices (e.g., Middle Eastern, Asian scholars) to better resonate with Iranian students.

Add a "Local Context" appendix with examples from Iranian Humanities research.

Revise Task Design

Shift from rote exercises to project-based learning (e.g., "Design a museum exhibit label"). Integrate reflective journals to connect language learning to students' disciplinary interests.

Table 1

Summary of Key Findings

Tomlinson's Principle	Strengths	Weaknesses
Authenticity	Authentic texts in later chapters	Artificial dialogues: simplified early texts
Relevance	Discipline-specific topics & terms	Eurocentric bias, skill isolation
Engagement	Critical thinking tasks (Units 5–8)	Overuse of repetitive drills

Discussion

The findings of this study reveal both strengths and limitations in the *English for the Students of Humanities 1* textbook when evaluated against Tomlinson's (2011) framework. The analysis demonstrates partial alignment with ESP principles, particularly in later chapters, but also highlights critical gaps that hinder its effectiveness for Humanities students. This discussion

interprets these findings in light of existing literature, addresses the research questions, and proposes practical recommendations for textbook revision and ESP pedagogy.

Textbook Alignment with Tomlinson's Framework

Authenticity: A Gradual but Incomplete Shift

The textbook's inclusion of authentic Humanities texts (e.g., literary criticism, academic lectures) in later chapters aligns with Tomlinson's emphasis on real-world language use. This mirrors González et al.'s (2017) finding that discipline-specific texts enhance learner autonomy. However, the early chapters' reliance on decontextualized exercises contradicts ESP's core tenet of authenticity (Hutchinson & Waters, 1987). The artificial dialogues, criticized by 70% of instructors, echo Khanmohammadi et al.'s (2021) observation that many ESP textbooks fail to simulate genuine academic communication. This inconsistency suggests a need for restructuring, introducing authentic materials from Unit 1, as proposed by Dudley-Evans and St John (1998) in their genre-based approach.

Relevance: Disciplinary Strengths vs. Cultural Gaps

While the textbook succeeds in covering key Humanities themes (e.g., ethics, cultural heritage), its Eurocentric bias undermines relevance for Iranian students. This finding resonates with Mohammadi and Dehghan's (2020) critique of ESP materials neglecting local cultural contexts. The omission of non-Western scholars (e.g., Middle Eastern philosophers) misses an opportunity to leverage students' prior knowledge, a principle central to Tomlinson's relevance criterion. Future editions could adopt Ahmadi and Zare's (2018) recommendation to integrate regional examples, fostering deeper engagement.

Engagement: Critical Thinking Amidst Repetitive Tasks

The case studies and debates in later units reflect Tomlinson's learner engagement principle, supporting Kirkgoz's (2018) argument that Humanities ESP materials must prioritize critical thinking. However, the prevalence of rote drills in early units aligns with Hinkel's (2018) warning about ESP textbooks' overemphasis on isolated skills. Such tasks neglect the "whole-task" approach advocated by Basturkmen (2010), where language skills are integrated into discipline-specific projects.

Educator Feedback: Bridging Theory and Practice

Instructors' calls for **multimodal materials** (e.g., podcasts, documentaries) reflect Alharbi's (2020) push for technology-enhanced ESP resources. Their emphasis on **localizing content** parallels Zareian and Shafiee's (2017) findings on the importance of contextually relevant materials in Iran. Notably, their suggestion to replace grammar drills with **project-based tasks** (e.g., exhibit labels) aligns with Tomlinson's (2011) adaptability principle, offering a roadmap for revisions.

Implications for ESP Materials Development

Staged Authenticity: Introduce authentic texts progressively but consistently, ensuring early units include simplified yet genuine Humanities excerpts (e.g., annotated abstracts).

Cultural Inclusivity: Balance Western and non-Western sources, perhaps through a companion website with region-specific supplements, as proposed by Liu et al. (2022).

Task Integration: Replace drills with **scaffolded projects** (e.g., "Curate a digital archive of Persian literary translations"), addressing both language and disciplinary skills.

Conclusion

This study has systematically evaluated the *English for the Students of Humanities I* textbook using Tomlinson's (2011) framework, addressing its alignment with ESP principles and incorporating educator feedback to identify areas for improvement. The findings reveal that while the textbook demonstrates strengths in later chapters, particularly in its inclusion of authentic Humanities texts and discipline-specific terminology, it falls short in several critical areas that affect its overall efficacy for Iranian Humanities students.

Key Findings and Contributions

Partial Alignment with ESP Principles:

The textbook partially fulfills Tomlinson's criteria, with notable strengths in authenticity (e.g., academic lectures in later units) and **relevance** (e.g., Humanities-focused topics). However, its early chapters rely on decontextualized exercises and artificial dialogues, undermining the ESP tenet of real-world language use. This inconsistency echoes Khanmohammadi et al.'s (2021) findings on gaps in ESP materials, highlighting a need for structural revisions to ensure authenticity is embedded throughout.

Cultural Relevance as a Critical Gap:

The overrepresentation of Eurocentric perspectives neglects the cultural context of Iranian learners, a limitation also observed in Mohammadi and Dehghan's (2020) study. This omission alienates students from the material, suggesting that future editions must integrate local and non-Western voices (e.g., Middle Eastern scholars) to enhance relevance and engagement.

Task Design and Learner Engagement:

While later units foster critical thinking through case studies, the prevalence of repetitive drills in early chapters contradicts Tomlinson's emphasis on engagement. Educators' recommendations for project-based tasks (e.g., museum exhibit labels) align with Basturkmen's (2010) call for integrated, discipline-specific activities, offering a clear path for pedagogical improvement.

Theoretical and Practical Implications

For ESP Materials Development: This study underscores the importance of staged authenticity (introducing genuine texts early) and cultural inclusivity (balancing global and local content), as proposed by Liu et al. (2022). A companion website with supplementary regional materials could bridge gaps without overhauling the core textbook.

For Pedagogy: Instructors should adapt tasks to reflect real-world Humanities scenarios, such as collaborative research projects or reflective journals, to align with students' academic and professional aspirations.

Limitations and Future Directions

This study's reliance on instructor perspectives, though valuable, could be complemented by student feedback and classroom observations to assess the textbook's impact on learning outcomes. Future research might employ mixed methods (e.g., pre-/post-tests of revised materials) to measure efficacy, as suggested by Carter and Nunan (2001). Additionally, comparative studies of ESP textbooks across disciplines could identify broader trends in materials design.

Final Remarks

The *English for the Students of Humanities 1* textbook has potential as an ESP resource, but its effectiveness is hindered by uneven authenticity, cultural biases, and outdated task design. By addressing these gaps through the integration of localized content, authentic materials from Unit 1, and interactive projects, the textbook could better serve as a bridge between language learning and disciplinary mastery. This study contributes to the growing body of ESP research by demonstrating how Tomlinson's framework can diagnose and resolve pedagogical shortcomings, ultimately advocating for learner-centered, context-sensitive materials that empower Humanities students in Iran and beyond.

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