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Стручни рад

ESP teachers' perception of textbooks: evaluation and possibilities for innovation[2]

Summary: This article examines university teachers' perspectives on English for Specific Purposes (ESP) textbooks, focusing on their perceptions based on structured interviews and evaluation scales. Conducted at the University of Kragujevac, the study involved five ESP instructors teaching ESP courses across various fields, including technical, medical, natural, and social sciences. Key findings reveal a dichotomy between subjective evaluations and objective measures, emphasizing the importance of tailoring textbooks to address specific learning contexts, enhance motivation, and incorporate all language skills. Additionally, the paper explores the potential of integrating emerging technologies, blending print and digital mediums, and adopting innovative ways of testing students as avenues for advancing ESP textbook design. The results underline the necessity for comprehensive evaluation criteria and active teacher involvement in textbook selection and development.

Key words: English for Specific Purposes (ESP), textbook evaluation, needs analysis, English as a Foreign Language (EFL)

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Introduction

English for Specific Purposes (ESP) is a branch of English language teaching (ELT) fundamentally centred on learners, aiming to address their specific needs in various fields (Hutchinson & Waters, 1987). Its primary goal is to enhance learners' English proficiency for academic or professional purposes, particularly to prepare them for their future careers. In ESP, as in any other learning context, the textbook is usually considered a universal element of the language learning and teaching process (Hutchinson, & Torres, 1994, p. 315) and hardly any language course takes place without a textbook as a starting point. Although there are some authors who believe that textbooks have more disadvantages than advantages (Allwright, 1981; Bhatia, 2002), the majority of authors justify the use of textbooks during the course (O'Neill, 1982; Gogolin, 2017; Mishan, 2022). O'Neill argues that the role of the textbook in the classroom is justified by presenting material systematically, enabling students to review past lessons and prepare for future ones, while also allowing teachers to adapt and improvise (O'Neill, 1982, as cited in: Ahmadi & Derakhshan, 2016). Previous research also highlights that textbooks are valuable tools for motivating and stimulating learners, supporting both teachers and students by tracking progress and guiding the course (Allwright, 1981; Mishan, 2022). Although studies on textbook use in language teaching are limited, data suggest that the majority of language teachers consistently rely on textbooks as a foundational resource (Tomlinson, 2010; Mishan, 2022). Textbooks have been a constant in language courses and are widely regarded as essential by both teachers and learners and there seems to be no reason for that to change.

Having in mind everything stated above, the pivotal role of textbooks in English for specific purposes instruction cannot be overstated. Textbooks serve as primary instructional tools that influence the effectiveness of teaching and learning outcomes. They act as a bridge between language acquisition and domain-specific knowledge, allowing learners to develop proficiency in professional and academic settings.

Despite their clear significance, the evaluation of ESP textbooks often excludes the perspectives of their immediate users, i.e., teachers and students. Teachers, as facilitators and curriculum implementers, provide critical insights into the usability, relevance, and pedagogical value of textbooks. This study seeks to fill this gap by exploring teachers' perceptions of ESP textbooks, with a particular focus on how these materials align with learners' needs and teaching goals. Additionally, the paper examines how innovations, such as digital integration and modern assessment techniques, can address the identified gaps and enhance learning outcomes. By focusing on teachers' evaluations, the study potentially contributes to a deeper understanding of the challenges and opportunities in textbook design, paving the way for more inclusive and effective educational resources.

Literature Review

An effective ESP textbook evaluation requires a comprehensive framework that accounts for linguistic, cultural, and pedagogical dimensions. Current research highlights that textbooks must meet multi-dimensional criteria, including linguistic accuracy, relevance to the specific field, and the integration of all language skills. For example, Hutchinson and Torres (Hutchinson and Torres, 1994) emphasize the transformative potential of textbooks when they are aligned with learners' goals (this might be understood as an obvious (pre)condition, but it is not always the case in practice). Other studies, such as those by Dudley-Evans and St. John (1998), underline the need for materials that incorporate authentic language use, enabling students to navigate real-world professional scenarios. However, the literature often prioritizes student feedback, with a limited emphasis on teachers' perspec-

tives. Teachers, who mediate between textbooks and learners, offer valuable insights into the practical applicability and limitations of these resources.

The systematic evaluation of textbooks for English as a Foreign Language (EFL) began in the 1970s with Tucker (Tucker, 1978), who emphasized the need for teachers to assess teaching materials and highlighted the lack of systematic evaluation methods. By the 1980s, foundational theories on textbook evaluation emerged, with criteria focusing on alignment with curricula and students' needs (Sheldon, 1988). Research on ESP textbooks in Serbia is limited; however, some studies, such as those using Littlejohn's evaluation scale, have analyzed university-level materials for alignment with course objectives (Stojković, 2012). On a global level, textbook evaluations have primarily focused on General English (GE) resources, emphasizing criteria such as the balance of language skills, interactive activities, and authentic content. Some studies have identified gaps, such as an insufficient focus on listening and speaking skills, outdated topics, and the need for textbooks to reflect students' specific fields of study (Gu et al., 2019; Karimnia & Jafari, 2017). Recent analyses have underlined the importance of the systematic evaluation of textbooks to ensure they meet modern pedagogical goals and address learners' diverse needs effectively.

An emerging area of interest is the integration of digital media with traditional print textbooks. Studies suggest that hybrid models, such as combining printed materials with interactive digital tools, enhance learner engagement and provide access to multimedia resources that cater to diverse learning styles. Additionally, innovative assessment techniques, such as adaptive testing and real-time analytics, are gaining traction for their ability to evaluate students' progress more effectively. This research builds on these foundations by incorporating teachers' evaluations through structured interviews and quantitative scales, offering a balanced understanding of textbook efficacy from an educator's standpoint.

Methodology

Participants and instruments

The study involved five university teachers who specialize in teaching ESP across diverse disciplines: medical sciences, technical sciences, natural sciences, and humanities. Their backgrounds provided a diverse range of perspectives, enhancing the validity and applicability of the findings across multiple fields. Participants were selected through purposive sampling to ensure representation from different academic domains.

Data collection was carried out by using two primary instruments:

1. Semi-structured interview: the interview was designed to capture qualitative insights into teachers' perceptions of textbook content, usability, and alignment with course objectives. The interview consisted of 10 structured questions as a starting point, but allowed participants to elaborate on specific aspects of textbook utility and limitations, hence the semi-structured nature of it. Questions addressed topics such as thematic relevance, linguistic accuracy, and adaptability to students' needs, as well as potential for innovation regarding ESP materials.

2. Evaluation scale: the scale represented a quantitative tool that measured textbook quality based on criteria such as linguistic appropriateness, content relevance, and integration of language skills. Each criterion was rated on a Likert scale, facilitating the statistical analysis of trends and correlations. Hence, the instrument used for data collection was an evaluation checklist, i.e., a 7-point Likert scale, with values ranging from 1 (absolutely not true/present) to 7 (absolutely true/present).

The collected data were analyzed by using SPSS 21 (Statistical Package for the Social Sciences).

Descriptive statistics, including means, standard deviations, and frequencies, were employed to summarize the data. Independent samples t-tests were performed to examine potential gender differences in the evaluations. The Shapiro-Wilk test was used to verify whether the data followed a normal distribution.

The assessment scale for the evaluation of ESP textbooks was intended to measure the teachers' perception of textbooks and teaching materials. The final scale consists of 81 statements, distributed within the five categories (thematic units (topics), language system, language skills, motivation and learning outcomes, and activities and tasks (overall impression), with a value range from 1 (completely absent) to 7 (completely present). The reliability of the evaluation scale was assessed through the Cronbach's alpha coefficient, which indicated excellent reliability ($\alpha=0.948$), which was also the case with the pilot study conducted in the pre-research phase.

Procedure

The research followed a mixed-method approach. Interviews were conducted in person and transcribed for thematic analysis. Evaluation scale data were statistically analyzed by using SPSS to identify trends and correlations in teachers' assessments. The dual approach facilitated a comprehensive understanding of teachers' perceptions, combining subjective insights with objective metrics. To explore the potential for innovation, participants were also asked to provide an input on how technology and hybrid models could improve ESP materials. This inclusion enriched the analysis by linking traditional evaluation methods with forward-thinking pedagogical strategies.

Teacher Evaluation of Textbooks: Semi-Structured Interview

Recognizing the limitation posed by the small number of teachers included in the research, semi-structured interviews were employed to gain deeper insights into teachers' perspectives on the materials used for teaching English for Specific Purposes (ESP). The interviews, structured around ten core questions with varying sub-questions based on the flow of the conversation, lasted approximately 50 minutes each.

The initial question focused on the selection of materials and textbooks, aiming to identify the criteria teachers consider essential for high-quality resources. This inquiry sought to uncover the factors influencing teachers' decisions when choosing textbooks for their courses. Subsequently, the discussion explored whether available textbooks adequately supported teaching needs or required teachers to independently adapt or supplement materials. This line of questioning aimed to assess the extent of flexibility and resource availability and to understand how teachers addressed potential gaps. Further questions examined the advantages and disadvantages of the textbooks in use, providing insights into what features ESP teachers associate with quality resources and what they perceive as shortcomings. This was followed by an exploration of student reactions to the textbooks, as perceived by the teachers. To be more precise, teachers were asked to provide specific examples of content that, in their view, prompted particularly positive or negative responses from students, i.e., what content and tasks improved their engagement and motivation.

The interview also delved into the effectiveness of textbooks and additional materials in fostering language acquisition. Additional questions investigated how well textbooks supported learning outcomes, focusing on their ability to develop language skills and sustain students' motivation for continued learning. The diversity of task types and topics in the textbooks was another key area of dis-

cussion, as this is an important attribute of ESP materials.

A section of the interview was dedicated to understanding the contemporary aspect or modernity of the textbooks. Since definitions of modern teaching materials can vary, teachers were encouraged to give their own interpretations and how they perceive the integration of modern approaches within their instructional materials.

Language skills, a cornerstone of contemporary teaching methodologies, were examined to understand how well textbooks supported their development. Teachers discussed the balance between language skills and the linguistic system, particularly in cases where certain elements, such as vocabulary, were prioritized over skills such as writing or listening. The final question addressed the authenticity of content, a critical factor in selecting ESP textbooks. Teachers provided their perspectives on the presence and significance of authentic materials in the textbooks, discussing their role in preparing students for real-world professional contexts.

To summarize, the semi-structured interview included ten primary questions and additional subquestions tailored to the flow of the conversation. These allowed for clarification, elaboration, and the exploration of aspects not initially anticipated during the design of the interviews. While content analysis of the responses offered valuable insights, the qualitative nature of the analysis remains a limitation due to its inherent subjectivity (Grubor, 2015).

Results

Strengths and perceived limitations of ESP Textbooks

The interviews revealed that teachers identified several notable strengths in the ESP textbooks currently in use in their ESP classes. A key advantage was the comprehensive coverage of technical or professional vocabulary, which equips learners with essential terminology relevant to their specific fields. Additionally, the materials were aligned with professional discourse, enhancing their relevance to students' future careers by providing contextually appropriate language. Teachers also highlighted the emerging potential for integrating digital elements, such as QR codes linking to videos or interactive activities, which could further enrich the learning experience.

Despite these strengths, teachers noted several limitations in the textbooks they use. A significant drawback was an insufficient emphasis on speaking and writing skills, particularly those required for interactive and practical scenarios. Furthermore, the textbooks lacked contextualized examples tailored to local industries, reducing their real-world applicability. Teachers also pointed out the minimal incorporation of digital resources or multimedia tools, which, if included, could improve student engagement and interactivity in learning activities.

This nuanced feedback underscores the dual nature of ESP textbooks, which effectively address certain pedagogical needs while leaving room for improvement in areas critical to practical language use and modern teaching methodologies.

Evaluation Scale Analysis

Quantitative results supported the qualitative findings, highlighting high ratings for lexical and grammatical accuracy, affirming the foundational quality of the textbooks. Moderate scores were given for the presence of interactive and motivational content, indicating room for improvement in engaging learners. Specific weaknesses included insufficient activities for collaborative learning and limited integration of multimedia resources.

Perceived Evaluation of ESP Textbooks: Insights from Teacher Interviews

To better understand teachers' perceptions of the quality and content of ESP textbooks and teaching materials and to gain a more detailed insight

into their experience with these resources, their answers are given withing the following key themes and findings:

1. *Criteria for material selection:* teachers prioritize materials with topics relevant to students' professional fields and terminology essential for their future careers. Contemporary and up-to-date content, along with balanced representation of all language skills, were highlighted as critical factors in textbook choice.

2. *Adaptation of materials:* most teachers adapt textbooks by supplementing content with current topics, reducing irrelevant sections, and adding domain-specific vocabulary. Limited availability of suitable textbooks, particularly in scientific fields, forces ESP teachers and instructors to create additional materials or manuscripts to address gaps.

3. *Strengths and weaknesses of textbooks:* strengths include professional vocabulary and opportunities for stimulating discussion. Weaknesses encompass a lack of all four language skills, outdated texts, and visually unappealing layouts. Teachers emphasized the need for continuous improvement and adaptation of resources, especially in the field of medical and technical sciences where everything changes rapidly.

4. *Students' reactions to materials:* students respond positively to materials tailored to their needs, particularly to conversational activities, podcasts, and interactive projects. Professional texts and written discourse in general are well-received when paired with contemporary topics, highlighting the importance of diverse and adaptable resources.

5. *Effectiveness and learning outcomes:* teachers find textbooks only partially effective,

often relying on supplementary materials to cover the missing elements.

6. *Variety and modernity:* while topics are generally diverse, task types lack variety, requiring additional materials to enrich classroom activities. Modern teaching methods, such as interactivity and the use of technology, are often unsupported by textbooks, prompting teachers to modify activities to include these elements.

7. *Development of language skills:* there is an evident imbalance in the representation of skills, with writing and listening receiving minimal focus. However, teachers believe writing is less critical and often treat it as supplementary rather than core activity.

8. *Authenticity of content:* authentic materials, such as professional publications and TED Talks, enhance the learning experience by exposing students to the real-world language use. Teachers emphasize the need for textbooks to include more authentic content to motivate students and prepare them for professional environments.

The interviews revealed significant gaps in the existing textbooks, particularly in skills representation, diversity of tasks, and inclusion of modern teaching methodologies. Teachers consistently adapt materials to bridge these gaps, underscoring their critical role in optimizing ESP instruction. While textbooks provide a foundation, supplementary resources are essential for addressing specific needs and fostering engagement. It might also be interesting to mention that the authors and publishers of the textbooks analyzed in the paper are mostly foreign, with an exception in medical sciences, where the author (and publisher) is a local one and 3 out of 4 textbooks were published in 2006/2007, whereas the textbook in NS field was published in 2019.

Teachers' subjective evaluations differed significantly from the objective measures provided by

the evaluation scales. While objective criteria rated the textbooks as adequate, teachers emphasized unmet learner needs, particularly in fostering active engagement and practical application. For instance, several participants noted the absence of tasks that simulate real-world professional interactions. These findings underline the need for textbooks to incorporate elements such as gamified tasks, adaptive quizzes, and digital supplements to bridge the gap between traditional and modern learning environments, which in turn provide innovation in teaching and higher motivation among students.

Perceived Teacher Evaluation of ESP Textbooks

Given the small sample size (one teacher per field, except for two in natural sciences), these findings serve mainly for comparative analysis alongside the results from the interview. Table 1 below provides an overview of average scores across evaluated categories.

The results presented in the table highlight notable differences in the evaluation of ESP textbooks across academic fields. Concerning *physical appearance of textbooks*, it can be observed that technical sciences (T) rated the physical appearance of textbooks highest (6), while natural sciences (NS) and medical sciences (T) rated it lowest (3.2 and 4,

respectively). The overall mean (4.2) indicates a general need for improvement in the design and visual appeal of textbooks to enhance their usability and engagement for students. Regarding the thematic units, i.e., the topics in the books, this category continued to receive strong ratings, with the humanities (H) assigning the highest score (6.87) and technical sciences (M) slightly lower at 5.25. Despite this, the overall mean of 6.22 demonstrates that thematic units remain the key strength of the ESP textbooks in our research, providing relevance and alignment with students' academic and professional fields. Reading skill ratings were generally favourable, with an overall mean of 5.72. Humanities (H) rated this aspect highly (6.37), whereas technical sciences (T) scored it lower at 5. This suggests that while textbooks support reading comprehension adequately, there may be variations in how well they address field-specific needs. Concerning the speaking skill/ conversation, a significant disparity emerged in the evaluation. Technical sciences (T) rated this category exceptionally low (1.62), contrasting with high scores in humanities (6.37). This discrepancy underscores the lack of adequate conversational activities tailored to specific disciplines, particularly in technical sciences, i.e. in the IT field, to be precise.

Writing and listening skills, although acknowledged by teachers as valuable components of ESP instruction, were only marginally represented

Table 1. Mean scores of the values assigned by teachers by category

Field	H	NS		T	M	Total
Category	M	M	Min/Max	M	M	M
Physical appearance	4,8	3,2	3/3,4	6	4	4,2
Thematic units	6,87	6	6/6	5,25	7	6,22
Reading skill	6,37	5,5	5,38/5,63	5	6,25	5,72
Speaking skill	6,37	5,94	5,75/6,13	1,62	6,25	5,22
Language system: lexis	6	5,32	5,27/5,36	6,27	5,73	5,73
Language system: grammar	6,7	5,3	5,2/5,4	1,7	5,5	4,9
Activities and tasks	3,71	5,64	5,57/5,71	2	5,57	4,51
Motivation and learning outcomes	6,1	5,5	5,3/5,7	4,3	5,2	5,32

H: humanities, NS: natural sciences, T: technical sciences, M: medical sciences
M: mean value, *Min/Max*: minimum/maximum values

in the analysed textbooks. Consequently, they were not incorporated into the present analysis which focused on the skills most prominently featured in the materials.

The language system was positively evaluated, when taking into account the vocabulary aspect. Lexical content received consistently strong evaluation scores (mean of 5.73), emphasizing the effectiveness of textbooks in providing domain-specific vocabulary. However, grammar ratings varied widely, with technical sciences (T) assigning a low score of 1.7, suggesting significant gaps in grammar-focused content in certain fields.

Activities and tasks were rated lowest, overall (4.51), with natural sciences (NS) scoring considerably higher (5.57/5.71) compared to humanities (3.71) and technical sciences (2). These results indicate a need to diversify and enhance interactive and practical exercises across all fields. The overall score for motivation and outcomes (5.32) suggests moderate effectiveness. However, the variation across fields, particularly the low score from technical sciences (4.3), highlights an opportunity to incorporate more motivational elements into ESP materials. In this study, the concepts of motivation and learning outcomes refer to the textbook's ability to stimulate learners' motivation for language use and continued learning, and to support their professional needs (Paltridge, 2012), since modern language learners have both intrinsic and extrinsic motivation (Sinadinović & Tošić, 2025). This criterion covers the textbook's relevance to real-life workplace communication, potential for independent learning, contribution to overall language development, the use of contemporary teaching principles, and effectiveness in achieving the stated learning goals.

Overall, the findings suggest that while ESP textbooks effectively address thematic relevance, vocabulary, and reading skills, there are clear gaps in their design, activities, and support for conversational skills. Future textbook development should focus on improving the physical appearance, diver-

sifying tasks, and incorporating interactive field-specific elements to better meet the needs in all disciplines.

Discussion

The findings of this study underscore the critical role of teachers' perspectives in the evaluation and improvement of ESP textbooks. Teachers observed that while these textbooks excel in their coverage of domain-specific vocabulary/lexis and in alignment with professional discourse, significant gaps remain in addressing all four language skills. Particularly, speaking and writing skills were found to be underrepresented, highlighting a disconnection between textbook content and the practical demands of professional communication. This aligns with previous studies emphasizing the importance of balancing linguistic accuracy with interactive and real-world applications of language skills (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998).

Another notable limitation was the lack of contextualized examples relevant to local industries. Teachers consistently expressed the need for localized content, such as case studies or projects, tailored to their students' professional environments. For instance, integrating industry-relevant tasks like software discussions in IT or medical case analyses in healthcare can bridge the gap between academic learning and workplace applicability.

The study also revealed the growing potential for blending traditional textbooks with digital tools. Teachers suggested the integration of QR codes linking to supplementary multimedia resources, gamified learning elements, and adaptive assessments. These innovative approaches could address the motivational and engagement challenges reported in this research. Modern technological solutions provide opportunities to simulate interactive environments, enhancing student engagement while fostering autonomous learning.

Lastly, the analysis of the evaluation scales indicated a disparity between objective textbook features and teachers' subjective experiences. While textbooks were rated as adequate in areas such ash lexical and grammatical accuracy, their limited interactivity and diversity of tasks were seen as barriers to effective learning. These results highlight the need for collaborative textbook design processes that incorporate direct input from educators and students, ensuring that materials are not only pedagogically sound but also user-focused.

Conclusion

Teachers' perspectives offer valuable contributions to the evaluation and development of ESP textbooks. It is important to include both teachers and learners in the process of textbook evaluation and both sides are ready to work on their skills: recent research that was conducted on data collected from 1,590 students and 92 foreign language teachers from the University of Belgrade revealed that both teachers and students expressed readiness to further develop their skills (Janković et al., 2019). The results of the research in our study demonstrate the necessity of aligning textbook content with both pedagogical objectives and the practical needs of learners. While the textbooks demonstrated strengths in vocabulary coverage and professional relevance, significant improvements are needed in fostering conversational and writing skills, incorporating field-specific contextual examples, and diversifying task types. Teachers' feedback also emphasized the importance of adapting textbooks to increase their practical applicability. The findings indicate that speaking skills require more systematic integration into ESP textbooks, both in terms of frequency and task quality. While writing and listening were recognised by teachers as important for learners' professional communication, their limited presence in the analyzed materials precluded a detailed evaluation in this study. This suggests a need for future textbook development to ensure balanced representation of all the three skills: speaking, writing, and listening, so that classroom practice can better align with professional communicative demands. Furthermore, the integration of emerging technologies, such as digital supplements and adaptive assessments, provides innovative pathways to enhance engagement and learning outcomes. By fostering greater collaboration between educators, researchers, and publishers, the quality and relevance of ESP textbooks can be significantly improved.

Innovations such as the integration of digital resources and gamified elements emerged as promising solutions for addressing these gaps. By blending print and digital media, textbooks can better meet the diverse needs of ESP learners while enhancing engagement and motivation. Digital media have the potential to serve as cognitive tools that accompany, support, and enhance the learning process (Krželj et al., 2021), which justifies incorporating them in ESP classes. Furthermore, adaptive assessments and interactive tools can provide more personalized learning experiences, catering to the varied skill levels and goals of students.

Future research should focus on expanding the sample size to include diverse educational contexts and examining the long-term impact of teacher-informed textbook innovations, i.e., by incorporating larger, more diverse samples and by exploring the longitudinal impact of textbook development based on teachers' insights. Collaborative efforts among educators, researchers, and publishers are crucial for creating dynamic and effective ESP resources. Ultimately, these advancements can significantly improve the quality of language education and better prepare students for the professional challenges of their specific fields.

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НАСТАВНИЧКА ПЕРЦЕПЦИЈА УЏБЕНИКА ЕНГЛЕСКОГ ЈЕЗИКА СТРУКЕ: ЕВАЛУАЦИЈА И МОГУЋНОСТИ ЗА ИНОВАЦИЈЕ

Рад истражује перцепције универзитетских наставника у вези са уџбеницима за енглески као језик струке (ЕЈС), са посебним нагласком на њихову евалуацију кроз интервјуе и процену на основу скале за евалуацију. Циљ истраживања је стицање увида у перспективу наставника ЕЈС у вези са предностима и манама уџбеника који се користе у настави језика струке на терцијарном нивоу образовања, као и потенцијалне могућности за иновацију које се тичу наставних материјала и, последично, наставног процеса. Истраживање је спроведено на Универзитету у Крагујевцу и обухватило је пет наставника енглеског језика струке из различитих академских области: техничких, медицинских, природних и друштвених наука. Коришћени инструменти су подразумевали полуструктурисани интервју и скалу процене, а резултати су обрађивани путем анализе садржаја (за интервју) и статистичким програмом (SPSS) за анализу одговора испитаника у оквиру скале процене. Резултати показују да уџбеници имају значајне предности, попут широког обухвата стручне терминологије и усклађености са професионалним дискурсом, што их чини релевантним за будуће каријере студената. Међутим, истакнути су и бројни недостаци, укључујући недовољну заступљеност конверзацијске вештине, као и вештине писања, мањак контекстуализованих примера који су специфични за локалне индустрије и минималну интеграцију дигиталних ресурса. Један од кључних закључака је потреба за модернизацијом уџбеника кроз комбиновање штампаног материјала и дигиталних алата. Наставници су истакли потенцијал за коришћење QR кодова који би повезивали материјале са интерактивним садржајима, осавремењивање наставног процеса коришћењем дигиталних алата и савременим евалуационим средствима (квизови, видео-игре и сл.). Овакве иновације могле би значајно унапредити мотивацију и ангажовање студената, док би истовремено омогућиле и већу аутономију у учењу. Квалитативна анализа интервјуа показала је да наставници сматрају да су уџбеници корисни, али да постоји потреба за њиховим прилагођавањем специфичним потребама студената и локалном контексту. Квантитативни резултати евалуационе скале указали су на позитивну перцепцију лексичких и тематских садржаја у уџбеницима, али и на недостатке у разноврсности задатака и интерактивним аспектима. Ове разлике између објективних процена и субјективних искустава наглашавају потребу за сарадњом између наставника, истраживача и издавача у процесу развоја уџбеника.

Закључак указује на значај укључивања наставника у процес евалуације уџбеника и развој уџбеника за ЕЈС. Будући уџбеници треба да буду усклађени са савременим педагошким методама, да интегришу дигиталне ресурсе и да обухвате разноврсне активности које подстичу конверзацију и практичну примену језика. Истраживање пружа основу за даљи развој иновативних и прилагођених наставних материјала који ће боље задовољити потребе студената и олакшати њихову припрему за професионалне изазове.

__Кључне речи:__ енглески као језик струке (ЕЈС), евалуација уџбеника, анализа потреба, енглески као страни језик (ЕСЈ)