

Evaluation of ESP textbooks using a checklist method: The case of English for air traffic control at Vietnam Aviation Academy

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ABSTRACT

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Textbook evaluation aids educators in selecting appropriate teaching materials. This study focuses on the checklist method for evaluating ESP course books, specifically “Aviation English for ICAO Compliance” (Emery et al., 2008) at the Vietnam Aviation Academy to assess its suitability for Air Traffic Control students and their English proficiency requirements. The research underscores the necessity of rigorous textbook evaluation to ensure high-quality English instruction in ESP classrooms. While “Aviation English for ICAO Compliance” (Emery et al., 2008) excels in vocabulary and practical applications, the findings indicate a need for enhanced cultural content and more interactive exercises. These insights stress the importance of ongoing evaluation and adaptation of teaching materials to meet educational needs effectively. The detailed analysis reveals that continuous improvement in these areas will better prepare students for real-world Air Traffic Control scenarios, ultimately contributing to safer and more efficient aviation operations.

1. Introduction

Providing learners with essential linguistic information is one of the main functions of textbooks in language teaching programs. As emphasized by Umar and Ameen (2022), the concept plays a pivotal role in the teaching-learning process and is considered a milestone. Hutchinson and Waters (2010) assert that a relevant textbook is indispensable for a comprehensive teaching-learning process, making it a vital component in language education. Using textbooks offers various advantages, such as establishing a reference framework for language programs and unifying instructional processes. Crawford (2002) contends that as reliable learning resources, textbooks provide a practical language model adaptable to the classroom. Even so, textbooks are not immune to imperfections, as Crawford (2002) has pointed out in his work. These flaws may include inauthentic language, inadequate coverage of learners’ specific needs, the potential to diminish teachers’ roles, and cost-related issues. An ideal textbook should align with a particular course’s objectives and address the target students’ academic and socio-cultural needs (Shannon, 2010). Textbook evaluation is critical in identifying strengths and weaknesses, aiding writers in revising subsequent editions for

improvement. Despite the wealth of literature informing general ESP practices, a dedicated examination of ESP materials for Aviation English remains noticeably scarce. This study addresses this gap by conducting a detailed case study on English for Aviation. The research aspires to unearth the issues affecting the selection and evaluation of ESP teaching materials in this distinctive context.

In recent years, textbook evaluation has gained prominence in English Language Teaching. This practice establishes criteria for systematically analyzing textbooks to ensure their utility and practicality (Salih, 2017). These criteria often manifest as checklists, encompassing factors such as the book's capacity to foster linguistic proficiency, address learners' academic and social needs, accommodate individual differences, and consider contextual features. Tomlinson (2012) underscores that a textbook must consistently fulfill specific conditions and incorporate thematic elements.

To assess whether the design and content of "Aviation English for ICAO Compliance" (Emery et al., 2008) effectively meet the linguistic and educational requirements for Air Traffic Control students in the aviation context. This includes examining the textbook's structure, layout, and the relevance of its content to real-world aviation scenarios. The focus of the present research is the evaluation of the textbook titled "*Aviation English for ICAO Compliance*" (Emery et al., 2008) endorsed for teaching Air Traffic Control (ATC) students at the Vietnam Aviation Academy. This investigation seeks to critically examine the textbook's adherence to established criteria, aiming to provide valuable insights for potential improvements and enhance its effectiveness in meeting the specialized needs of learners in the field of aviation.

Acknowledging the inherent imperfections of textbooks (Mukundan, 2010), this research aspires to empower educators and stakeholders to discern the strengths and weaknesses inherent in "*Aviation English for ICAO Compliance*" (Emery et al., 2008). The primary objective is to pinpoint areas of strength for reinforcement while rectifying deficiencies by integrating supplementary materials. This evaluation program aims to orchestrate a comprehensive review for all stakeholders, particularly the authors of this textbook, with the explicit aim of refining subsequent editions. The research will establish and apply rigorous criteria for scrutinizing the textbook to achieve this. Furthermore, the study seeks to ensure that "*Aviation English for ICAO Compliance*" (Emery et al., 2008) stands as a judicious selection, catering to learners' needs and aligning with their values.

This investigation targets explicitly the assessment of "*Aviation English for ICAO Compliance*" (Emery et al., 2008) from the perspectives of both instructors and students. The anticipated outcomes of this evaluation are poised to furnish decision-makers at the Vietnam Aviation Academy with precise data, facilitating informed decisions regarding the suitability of "*Aviation English for ICAO Compliance*" (Emery et al., 2008) for ATC students in the Vietnam Aviation Academy.

The research project endeavors to address the following pivotal questions:

1. Does the design and content of "Aviation English for ICAO Compliance" (Emery et al., 2008) effectively meet Air Traffic Control students' linguistic and educational requirements in the aviation context?

2. Are the activities and assessment procedures employed by "Aviation English for ICAO Compliance" sufficient in imparting aviation students' necessary language skills and knowledge?

Through systematically exploring these questions, the research aims to provide a comprehensive understanding of the strengths and areas for improvement within “*Aviation English for ICAO Compliance*” (Emery et al., 2008), thereby ensuring its appropriateness for the targeted demographic of aviation learners.

2. Literature review

Since the 1970s, humanistic approaches to language learning and teaching have promoted learner-centered instruction, with textbooks becoming paramount in achieving this goal. Textbooks, serving as readily available resources, wield significant influence, and their meticulous selection and evaluation are pivotal in determining the success of educational programs. However, textbooks should not dictate objectives or become ultimate aims; instead, they should serve teachers and learners (Brown, 1995). This principle extends to ESP (English for Specific Purposes) textbooks, which, despite notable improvements, still pose challenges in selection based on established criteria.

Cunningsworth (1984) asserts that carefully selecting ESP textbooks is crucial to align with learners’ needs and the teaching program’s broader objectives, methods, and values. Developing a diverse set of relevant and contextually appropriate criteria for textbook evaluation is particularly significant in ESP. Sheldon (1988) emphasizes that selecting ESP textbooks is a critical administrative and educational decision, helping educators discern the merits and drawbacks of various books and addressing the perpetual challenge of choosing from numerous alternatives. Thus, thorough and informed textbook evaluation is indispensable in ESP practitioners’ decision-making processes.

2.1. Characteristics of ESP courses

English for Specific Purposes (ESP) courses exhibit distinctive characteristics that set them apart from general language instruction. A fundamental aspect is the emphasis on needs analysis, ensuring the customization of language content to learners’ specific professional or academic requirements (Hutchinson & Waters, 2010). This learner-centered approach emphasizes the practical application of language skills in real-world scenarios relevant to learners’ fields (Dudley-Evans & John, 1998a). Authentic materials, such as industry-specific texts and documents, are hallmarks of ESP courses, exposing learners to genuine language use in their professional domain (Paltridge & Starfield, 2014). Specialized vocabulary instruction, highlighted by Swales (2015), is crucial for effective communication within specific fields. As Willis and Willis (2013) proposed, task-based learning integrates language acquisition with authentic tasks, fostering practical language application.

Additionally, ESP courses leverage technology to simulate real-world communication scenarios and provide access to online resources (Hockly & Clandfield, 2010). Aligning assessments with professional goals ensures evaluations accurately reflect the practical language proficiency required in specialized contexts. These characteristics collectively contribute to the effectiveness of ESP courses in addressing learners’ unique language needs in specific domains.

2.2. Evaluation of ESP coursebooks

Recognizing that textbook evaluation is inherently subjective is essential, and a universally applicable set of criteria cannot be uniformly applied across all educational contexts without significant customization. The use of checklists for textbook evaluation necessitates a foundation in robust standards. Brown (1995) advocates for evaluation

checklists that encompass criteria related to the physical characteristics of textbooks, encompassing layout, organizational structure, and logistical features. Additional criteria should extend to the textbook's aims, approaches, methodology, and alignment with the curriculum. Moreover, criteria should delve into the textbooks' formal, functional, and cultural contents.

Dudley-Evans and John (1998b) distinguish between formative and summative evaluation, with the former being an ongoing process and the latter conducted at the end of the course. They express a preference for formative assessment. Amerian and Khaivar (2014) introduce another type of evaluation, illuminative, which seeks to understand how different aspects of the program function or are implemented. McDonough and Shaw (2012) propose a three-tiered model of textbook evaluation: external evaluation, examining the organization of materials; internal evaluation, investigating aspects such as presentation of skills, grading, sequence, authenticity, and appropriateness of materials; and overall evaluation, focusing on usability, generalizability, adaptability, and flexibility.

Recent developments in Vietnam are noteworthy in ESP textbook development and evaluation. Over the years, the organization has introduced ESP textbooks nationwide, sparking interest among teachers and researchers. The satisfaction or dissatisfaction with these materials has prompted extensive content evaluations based on specific criteria to determine their applicability and acceptability in the academic context of Vietnam.

To analyze "Aviation English for ICAO Compliance," this study employs a detailed checklist method rooted in established criteria from previous research. This checklist includes criteria such as alignment with aviation requirements, content adequacy, language skill impartation, effectiveness in the aviation context, and assessment procedures. Drawing from studies like those by Brown (1995), Cunningsworth (1984), and Sheldon (1988), the checklist provides a structured approach to evaluate the textbook comprehensively.

Previous studies have demonstrated the effectiveness of using checklists for textbook evaluation in various contexts. For instance, Cunningsworth's (1984) criteria have been successfully applied in evaluating ESP textbooks in fields such as business English and technical English, revealing strengths and areas for improvement. Similarly, Sheldon's (1988) framework has been utilized to assess textbooks in medical English, underscoring the importance of contextually relevant and functionally effective materials.

By applying this robust, research-backed checklist, the current study aims to evaluate "Aviation English for ICAO Compliance thoroughly," ensuring its suitability for Air Traffic Control students at the Vietnam Aviation Academy. This framework facilitates a detailed analysis and contributes to the ongoing improvement of ESP materials to meet the evolving needs of specialized language learners.

3. Methods

The research design adopts quantitative research, allowing an in-depth exploration of the challenges faced in selecting and evaluating ESP teaching materials for English in the aviation domain. Quantitative methods are chosen to capture the rich and contextualized insights of students and teachers involved in the ESP learning process.

3.1. Context

The material of this study is the ESP textbook in the field of aviation called "*Aviation English for ICAO Compliance*" (AEF ICAO) by Emery et al. (2008). This textbook is aimed

at professionals already working in the field and students of the subject, so some prior knowledge is assumed. As the authors claim, it is free-standing and primarily intended as self-study material or for classroom use. As far as the researchers know, no evaluation of this textbook has been conducted. The textbook is aimed at developing communication skills for pilots and ATCs. Students are expected to have a fair degree of professional knowledge and experience. The book contains 12 units ordered based on different topics ATCs and pilots may encounter at the workplace.

The focus of scrutiny in this study is “*Aviation English for ICAO Compliance*,” a pedagogical resource crafted by Emery et al. (2008). The textbook aspires to equip students for success in their future aviation careers, facilitating their transition to English-medium aviation studies. Geared towards aspiring flight attendants and pilots, “*Aviation English for ICAO Compliance*” comprises a set number of units, each commencing with a review of essential vocabulary, followed by segments on reading, grammar, contextualized listening exercises, and culminating in process writing. A comprehensive review section encompasses vocabulary reinforcement and assessment of learning outcomes. Notably, the textbook integrates a Reading Bank, offering targeted practice in aviation-related reading skills, and provides supplementary information on aviation facts, figures, and quotations. Interactive exercises are strategically embedded to foster language review and consolidation.

3.2. Participants

While the responsibility for textbook evaluation typically falls on the shoulders of the teachers instructing the target material, Chambers (1997) suggests that a more reliable assessment can be achieved through a collective effort involving all participants in the teaching-learning process. In this study, 20 teachers engaged in teaching or learning “*Aviation English for ICAO Compliance*” at the Vietnam Aviation Academy, and 80 Air Traffic Control students were involved in the investigation. The teacher sample comprises highly qualified staff members from various regions, boasting considerable teaching experience ranging from four to ten years. These educators report familiarity with both general EFL/ESP textbooks and the specific focus of this study. The student sample consists of individuals currently enrolled in Air Traffic Control courses who represent diverse backgrounds and levels of familiarity. Their insights are critical, as they are the primary beneficiaries of the educational material and can provide direct feedback on its effectiveness and applicability to their needs.

3.3. Instruments

For data collection, the researchers utilized a checklist developed by Litz (2005) at Sung Kwan University in South Korea, which was subsequently modified for this study. The checklist, incorporating Likert scales, consists of 32 items distributed across six domains, each exploring a different aspect of the textbook: 1) The layout of the book, 2) The activities, 3) The skills, 4) The language patterns, 5) The content of the book, and 6) Evaluation procedures. Participants were prompted to indicate their views on the checklist items using responses ranging from “Strongly Agree” to “Strongly Disagree.” To address the research objectives, the researcher organized the teachers’ comments into tables and performed a quantitative analysis.

3.4. Data collection and analysis

To evaluate the effectiveness and suitability of “*Aviation English for ICAO Compliance*,” researchers interviewed 20 English language teachers and 80 students at the Vietnam Aviation Academy. Participants completed checklists, which were returned within

the stipulated timeframe. Using a 5-point Likert scale, teachers evaluated various aspects outlined in the checklist, expressing their satisfaction levels for each item.

The checklist also included open-ended questions to gather qualitative data on teachers' perspectives. These questions aimed to uncover detailed insights into the strengths and weaknesses of the textbook, the relevance of its content to real-world aviation scenarios, and suggestions for improvement. Examples of open-ended questions include:

“What do you think are the strengths of ‘Aviation English for ICAO Compliance’ in meeting aviation language requirements?”

“Can you identify any areas where the textbook could be improved to better suit the needs of Air Traffic Control students?”

“How effectively do you believe the textbook integrates practical aviation communication scenarios into its lessons?”

The researchers methodically organized and quantitatively analyzed the teachers' Likert scale responses, juxtaposing them with the qualitative data obtained from the open-ended questions and the students' perspectives from interviews. Participants used the Likert scale to indicate their views on various checklist items, with responses ranging from “Strongly Agree” to “Strongly Disagree.” The data analysis revealed strong overall agreement with the evaluation criteria, indicating that participants generally found the objectives and content of the English for Aviation course to be clear and comprehensive. These findings provide valuable feedback for refining and improving the course materials to meet the needs of students at the Vietnam Aviation Academy.

A table assessment checklist was also created, listing ESP textbooks in the first column and assigning a merit score, represented as a percentage, in the second column. As Weir (1994) justified, this approach provides a practical means of validating an instrument in the development process before it is used. Expert consultation on the checklist's language and structure allowed researchers to identify and address crucial issues missed during its creation, ensuring a more robust evaluation tool.

4. Results

This section unveils the study's findings, designed to assess the suitability of “*Aviation English for ICAO Compliance*” for ATC students across six dimensions: layout, activities, skills, language content, subject matter, and assessment procedures. Grounded in the perspectives of both educators and learners, this evaluation strives to offer a comprehensive understanding of the textbook's efficacy.

4.1. Evaluation of design and content

Layout Assessment

The term “layout” encompasses the design, form, and structure of language sections within the textbook and its visual appeal to users (Lege, 2023). The “*Aviation English for ICAO Compliance*” package includes a Student's Book, a Workbook, and an Audio component, supplemented by The Teacher's Resource Book, intended to aid educators in preparing students for specialized fields. To gauge the suitability of the textbook's layout and design, the researchers employed teacher feedback through checklists and student insights from interviews. Details about the participant responses can be found in Table 1.

Table 1*Layout and Design*

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The objectives of this textbook are explicitly stated at the commencement of each unit.	40%	40%	10%	5%	5%
2	This textbook delineates the skills covered in each unit.	40%	40%	10%	10%	5%
3	The format of the textbook exhibits appropriateness and visual appeal.	35%	40%	10%	10%	5%
4	Lessons incorporate visual aids such as pictures, figures, mind maps, and e-learning materials to enhance comprehension.	40%	40%	10%	5%	5%
5	Each unit of this textbook incorporates a comprehensive vocabulary list or glossary.	40%	40%	5%	5%	5%
6	Relevant review sections are integrated into this textbook.	40%	40%	5%	5%	5%
7	English for Aviation includes quizzes and unit-specific assessments.	40%	40%	5%	5%	5%
8	The Teacher's Resource this textbook offers clear guidelines for optimizing the use of the textbook.	40%	40%	5%	5%	5%

Note. Data analysis result of the research

The data presented in Table 1 underscores the participant's notable contentment with the structure and aesthetics of “*Aviation English for ICAO Compliance*.” A substantial majority, comprising 80% of the participants, acknowledges that the book meticulously outlines the objectives of each lesson at the commencement of every unit. In response to the second assertion, an impressive 80% of the sampled participants recognize the inclusion of a comprehensive list detailing all the skills and elements to be imparted in each lesson. Moreover, 80% of participants affirm that the design of “*Aviation English for ICAO Compliance*” is both fitting and visually appealing. Pertinently, 80% of the participants concur that the material within the textbook is impeccably organized and presented, with lessons thoughtfully augmented by visual aids such as pictures, figures, and mind maps to bolster the learning experience. Addressing the fifth statement in the checklist, 80% of participants attest to providing a pertinent vocabulary list after each unit.

Furthermore, 80% of teachers endorse the quality of exercises and review sections embedded within the book. Regarding quizzes and tests, as per the seventh statement, teachers acknowledge their presence, supporting the learning process. Finally, 80% of participants affirm that the Teacher's Resource Book is thoughtfully designed and furnishes clear directives on maximizing the textbook's benefits for students.

Concurrently, insights gathered through participants' interviews resonate with the positive sentiment. Participants widely acclaim “*Aviation English for ICAO Compliance*” for its systematic organization, well-sequenced topics tailored to their needs, and engaging review sections featuring stimulating exercises and valuable revisions. The participants also laud the book’s visually appealing color scheme, attractive illustrations, and easily readable font. Furthermore, they praise the book’s durable cover and optimal size, highlighting its portability and user-friendly characteristics. The amalgamated responses from teachers and students decisively support the notion that the design and layout of “*Aviation English for ICAO Compliance*” are apt, with over 80% of participants concurring with the statements presented in the table above. This collective affirmation provides a robust foundation for the researchers to conclude that “*Aviation English for ICAO Compliance*” is well-received in terms of its layout and design, aligning seamlessly with the objectives of the research inquiry.

4.2. Evaluation of language type

The type of language used in the textbook is crucial for ensuring it meets the specific needs of Air Traffic Control students. Participants’ responses to the appropriateness of language type are summarized in Table 2.

Table 2

Language Type

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The language used in this textbook is authentic.	35%	45%	10%	5%	5%
2	The language used in this textbook is at the right level for students.	30%	40%	10%	10%	10%
3	The explanation and presentation of grammar points are just appropriate.	40%	45%	5%	5%	5%
4	Vocabulary items are presented with brief and accessible examples and simple explanations.	35%	40%	10%	10%	5%

Note. Data analysis result of the research

Table 2 illustrates the participant’s perspective on the language type in “*Aviation English for ICAO Compliance*.” The data indicates that 80% of the participants acknowledge the authenticity of the language used in the textbook. In the open-ended section, one teacher emphasizes, “The adoption of such authentic language reflects a non-traditional trend in language teaching.” This trend aligns with the principles of the ‘Communicative Approach,’ emphasizing language authenticity (Litz, 2005). The author of *English for Aviation* appears to be well-versed in the principles of the ‘Communicative Approach,’ incorporating authentic language into the design of this textbook.

Regarding the second statement, 70% of the participants asserted that the language used in *English for Aviation* is appropriately leveled for the students. Additionally, a significant majority, 88% of respondents, affirm that presenting grammar items is entirely suitable. Conversely, students perceive the language type and components in “*Aviation*

English for ICAO Compliance” as fitting. They acknowledge that the book employs language relevant to their specialization. However, some students express reservations about the textbook’s heavy load of new vocabulary items. The researchers note that specific lessons include numerous new vocabulary items, some of which may require further explanation. Despite this concern, most teachers and students are satisfied with the language type used in *English for Aviation*. These responses address the fifth question of this research, confirming that the language in the book is authentic, tailored to the students’ levels and specializations, and effectively explains grammar points and vocabulary items.

4.3. Relevance of subjects and content

The relevance of the subjects and content in the textbook is essential for ensuring that students are learning material pertinent to their field. Participants’ responses to the relevance of subjects and content are summarized in Table 3.

Table 3

Relevance of Subjects and Content

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The content of this textbook aligns with students’ academic needs and supports their future medical careers.	35%	45%	10%	5%	5%
2	The topics covered in this textbook are pertinent and realistic.	35%	40%	10%	10%	5%
3	The subjects addressed in this textbook are captivating.	40%	40%	10%	5%	5%
4	The materials presented in this textbook avoid harmful stereotypes and culturally inappropriate issues.	35%	35%	10%	10%	10%

Note. Data analysis result of the research

Table 3 illustrates a strong consensus among teachers and students, with 80% agreeing or strongly agreeing that *English for Aviation* aligns with students’ academic needs. Additionally, most (75%) perceive the material as highly realistic. In the open-ended responses, participants emphasized the direct relevance of the topics to the aviation profession, with one teacher stating, “All of the topics in this book are related to the aviation profession and deal with aviation issues.” Another teacher affirmed that “the content is scientifically useful and informative”.

Furthermore, 80% of participants attest to the motivating and engaging nature of the content and subjects in this textbook. Ngo (2023) advocates for *English for Specific Purposes* books that incorporate authentic, engaging, entertaining, and up-to-date materials tailored to students’ specializations.

When evaluating the cultural relevance, 70% of participants confirmed that this textbook avoids cultural bias, negative stereotypes, and problematic issues. Participants

reported that the academic content covers a broad spectrum of aviation topics, with one instructor noting that all the problems in this book are taken from reliable resources, and some are directly scripted from scientific aviation articles.

4.4. Evaluation of English skills

The first research query explores whether “*Aviation English for ICAO Compliance*” (Emery et al., 2008) furnishes proficient language skills. The extent of adequacy concerning these skills is assessed through four statements within this questionnaire, and the results are encapsulated in Table 3.

Table 4

The Adequacy of English Skills

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	This textbook emphasizes the language skills essential for students’ academic and professional pursuits.	35%	35%	15%	10%	5%
2	This textbook delivers the four language skills in a well-proportioned manner.	40%	35%	10%	10%	5%
3	This textbook emphasizes study skills, encompassing listening, note-taking, skimming, and scanning.	40%	35%	10%	5%	5%
4	This textbook fosters the practice of proper pronunciation, encompassing stress and intonation.	40%	35%	10%	10%	5%

Note. Data analysis result of the research

Table 4 unveils that a considerable majority of participants (70%) acknowledge that “*Aviation English for ICAO Compliance*” (Emery et al., 2008) directs its focus toward the language skills crucial for students in both their current academic endeavors and future professional pursuits. Additionally, about two-thirds of these respondents affirm that the textbook adeptly maintains equilibrium among the four language skills, teaching them in an integrated manner. A teacher in the qualitative section highly regards “*Aviation English for ICAO Compliance*” (Emery et al., 2008) as a comprehensive textbook that effectively combines productive and receptive skills, supporting (McDonough & Shaw, 2012) recommendation for an integrated multi-skill syllabus.

Nevertheless, a participant raises a concern in the same open-ended section, noting that “*the textbook may not allocate sufficient time to speaking activities, with an emphasis on the need for more dialogues.*” This observation suggests a potential area for improvement in the book’s coverage.

Regarding the third statement, 75% of participants affirm that “*Aviation English for ICAO Compliance*” (Emery et al., 2008) emphasizes sub-skills such as note-taking, scanning, and skimming for information. One teacher explicitly highlights the consideration of sub-skills like making predictions, scanning for details, and skimming for general information, asserting that their adequate implementation enhances the teaching of major language skills.

Teachers collectively assert that the method employed by “*Aviation English for ICAO Compliance*” (Emery et al., 2008) to teach pronunciation stands out as a strong point. Furthermore, 78% of participants recognize that the book encourages learners to practice natural pronunciation, encompassing stress and intonation. The researcher notes that many units incorporate exercises addressing word stress and intonation, with new words often phonetically transcribed in the Glossary section.

In summary, the authors of “*Aviation English for ICAO Compliance*” (Emery et al., 2008) have diligently strived to address learners’ needs, developing a multi-skill syllabus covering receptive and productive skills. This approach aligns with Ulfa’s (2019) perspective, endorsing an integrated, multi-skills syllabus for teaching English to both EFL and ESP students.

4.5. Evaluation of activities

The second research query delves into the efficacy and appropriateness of the activities featured in “*Aviation English for ICAO Compliance*” (Emery et al., 2008). To gauge the textbook’s effectiveness in this regard, the researchers assess its suitability based on the responses to six distinct statements provided by the participants. The insights gleaned from educators are meticulously documented in Table 5.

Table 5

A Review of the Activities in English

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	This textbook caters to diverse learner needs and language learning requirements.	35%	45%	10%	5%	5%
2	Activities within this textbook for Aviation facilitate effective communication and meaningful practice.	35%	45%	10%	5%	5%
3	The activities encompass individual, pair, and group work.	40%	40%	10%	5%	5%
4	Grammar points and vocabulary items are introduced in a contextually appropriate manner.	35%	45%	10%	5%	5%
5	These textbook activities encourage creative and independent responses.	35%	45%	10%	5%	5%
6	Teachers can readily adapt these textbook activities to suit students’ proficiency levels.	40%	40%	10%	5%	5%

Note. Data analysis result of the research

Table 5 illustrates that a significant majority of responders (80%) affirm that “*Aviation English for ICAO Compliance*” (Emery et al., 2008) presents a well-rounded array of activities adeptly addressing diverse learner needs and varied language learning requisites. In the qualitative section of the checklist, one teacher underscores the equilibrium achieved in exercise distribution, emphasizing a blend of fluency-oriented tasks and those emphasizing precision. Notably, the instructor emphasizes that the course activities are intricately linked to pertinent Aviation topics, encompassing Flight Attendant responsibilities, Pilot technology, and problem-solving skills with customers.

Regarding the second statement, 80% of responders concur that the activities within “*Aviation English for ICAO Compliance*” (Emery et al., 2008) foster communicative practices with substantive meaning. Furthermore, in response to the third statement, 80% of educators acknowledge incorporating individual, pair, and group work within “*Aviation English for ICAO Compliance*” (Emery et al., 2008). Regarding the fourth statement, 80% of responders affirm that the textbook aptly introduces grammar points and vocabulary in context. Addressing the fifth statement, a robust majority of teachers (86%) contend that the activities within the textbook actively encourage creative, original, and independent responses from learners. Responders are then prompted to express their views on the flexibility of the activities in “*Aviation English for ICAO Compliance*” (Emery et al., 2008) and their adaptability to accommodate diverse student abilities. A resounding 80% assert that the material demonstrates adaptability and can be effortlessly modified to suit specific contexts. One teacher expands on this, noting that “the activities can be easily adjusted, supplemented, or altered to align with students’ proficiency levels.” Additionally, a teacher highlights the regular reviews and tests as formative evaluation tools, providing students with opportunities to assess their performance.

In conclusion, the collective testimony from responders validates the adequacy and suitability of the activities in “*Aviation English for ICAO Compliance*” (Emery et al., 2008). The consensus among both groups suggests that the exercises and activities effectively cater to diverse language skills, preparing students seamlessly for their aviation studies conducted in English.

4.6. Evaluation of assessment procedures

The study also probes whether the assessment procedures embedded within “*Aviation English for ICAO Compliance*” (Emery et al., 2008) adequately address learners’ progress and areas requiring improvement. This aspect is evaluated through a series of five statements, and the findings are detailed in Table 6.

Table 6

Assessment Tasks

No.	Evaluation Criteria	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Assessment tasks in this textbook focus on language proficiency in both classroom and real-world scenarios.	35%	35%	15%	10%	5%
2	Assessment tasks in this textbook emphasize cultivating students’ cognitive skills and critical thinking.	35%	35%	15%	10%	5%
3	This textbook offers a variety of test formats, including objective and subjective assessments.	40%	45%	5%	5%	5%
4	Assessment tasks in this textbook center on enhancing students’ linguistic and professional competence.	30%	45%	10%	10%	5%
5	This textbook incorporates non-traditional assessment techniques, such as formative assessment.	30%	40%	15%	10%	5%

Note. Data analysis result of the research

Table 6 presents compelling insights into the assessment practices within this textbook, shedding light on educators' perspectives. A substantial majority, 79% of participants, acknowledge that the assessment strategies employed in the book significantly focus on language use within the classroom. This emphasis on practical language application aligns with contemporary pedagogical approaches.

Moreover, 70% of participants recognize the evaluative tasks in this textbook as instrumental in fostering students' thinking and cognition. This finding underscores the cognitive development aspect intertwined with assessment practices, indicating a nuanced approach to gauging students' understanding beyond rote memorization. Delving into the diversity of assessment types, an overwhelming 85% of participants affirm that this textbook incorporates varied and colorful tests encompassing objective and subjective formats. Exploring the correlation between assessment tasks and skill development, around two-thirds of participants posit that the evaluation procedures embedded in the book have the potential to enrich students' linguistic and professional skills. This insight highlights the multifaceted role of assessments in gauging comprehension and fostering skill enhancement.

In addressing modern evaluation techniques, 70% of participants attest that English for Aviation embraces contemporary approaches, notably exemplified by formative assessment. The integration of short tests at regular intervals serves as a testament to the formative evaluation aspect, as mentioned by one teacher. The cyclical nature of formative assessment and its focus on continuous improvement resonates with progressive educational methodologies.

The findings from this study underscore the effectiveness of "Aviation English for ICAO Compliance" (Emery et al., 2008) in addressing the needs of Air Traffic Control students. The textbook excels in its design, content, activities, and assessment procedures, enhancing its ability to deliver essential language skills and knowledge.

Addressing the first research question, the study reveals broad consensus among participants regarding the textbook's success meeting Air Traffic Control students' linguistic and educational requirements. This conclusion is supported by high levels of agreement on the appropriateness of the language used, the relevance of the subjects covered, and the adequacy of the English skills taught.

Regarding the second research question, participants view the textbook's activities and assessment procedures as sufficient for imparting the necessary language skills and knowledge. Positive feedback on the activities' variety and fairness and the assessment methods' comprehensiveness confirm the textbook's effectiveness in these areas.

In summary, "Aviation English for ICAO Compliance" (Emery et al., 2008) is affirmed as a well-structured and impactful educational resource, meeting the specific needs of its target audience and supporting their linguistic and professional growth.

4.7. Discussion

The in-depth exploration into the intricacies surrounding the selection and assessment of English for Specific Purposes (ESP) teaching materials in the aviation domain has yielded invaluable insights. However, as is customary in rigorous research endeavors, it is imperative to recognize and address certain inherent limitations in the study.

The analysis of "Aviation English for ICAO Compliance" (Emery et al., 2008) reveals several key findings that are interconnected and collectively enhance our understanding of its

effectiveness in addressing the needs of Air Traffic Control (ATC) students. This discussion integrates insights from each previous sub-section to provide a comprehensive overview of the study's outcomes and their implications.

To begin with, the layout and design of the textbook received high approval ratings, with 80% of participants acknowledging its effectiveness. The textbook's well-organized structure and visually appealing design align with established principles of effective textbook design, emphasizing clarity and visual engagement as crucial for learning outcomes (Lege, 2023). However, it is essential to note that while the design was generally praised, some participants suggested incorporating a more varied format for exercises and assessments could further enhance engagement.

Turning to the activities in the textbook, 80% of participants found them effective in addressing diverse learning needs and promoting meaningful communication. Including individual, pair, and group work, along with various task types, supports the principles of communicative language teaching and task-based learning (McDonough & Shaw, 2012). Despite these strengths, there were concerns about the need for additional speaking activities and the adaptability of tasks to different proficiency levels. Addressing these concerns by incorporating a broader range of speaking exercises and ensuring activities can be easily modified for various skill levels could improve the textbook's effectiveness.

Regarding language skills, 70% of participants agreed that the textbook adequately addresses essential skills needed for academic and professional contexts. The integrated approach to teaching reading, writing, listening, and speaking was praised. Nevertheless, some feedback pointed to a potential deficiency in speaking practice, suggesting a need for more focused activities in this area. This highlights an important area for improvement, emphasizing the necessity of a balanced focus on all language skills, as Ramadhani and Ulfa (2017) recommended.

In terms of language type, participants generally agreed that the language used in "Aviation English for ICAO Compliance" (Emery et al., 2008) is authentic and appropriately leveled for students. This finding aligns with communicative language teaching principles (Litz, 2005). However, there were concerns about the volume of new vocabulary introduced, which could potentially overwhelm students. Streamlining vocabulary and providing additional support for challenging terms could enhance the textbook's usability.

The textbook's content was relevant and engaging, with 80% of participants affirming its alignment with students' academic needs and future careers. The realistic subjects covered reflect the textbook's focus on practical aviation scenarios (Ngo, 2023). Nonetheless, there were concerns regarding cultural appropriateness and the need for a broader range of topics. Future research should explore these aspects to ensure the content remains relevant and sensitive to diverse learner backgrounds.

Finally, the assessment procedures were evaluated positively, with 79% of participants noting that the assessments effectively focus on language proficiency and cognitive skills. The variety of test formats and the incorporation of formative evaluations were seen as strengths. However, there were suggestions for including a wider range of assessment types, such as essay questions, to evaluate students' deeper understanding better. This feedback underscores the importance of diverse and comprehensive assessment methods to support ongoing student development (Litz, 2005; Umar & Ameen, 2022).

In conclusion, while “Aviation English for ICAO Compliance” (Emery et al., 2008) is generally effective and well-received, addressing the identified concerns and incorporating feedback will be crucial for further enhancing its impact. The study’s limitations, such as the modest sample size and the focus on a single textbook, suggest the need for future research involving larger, more diverse samples and exploring similar issues across various ESP domains. Additionally, extending the study duration and incorporating objective measures could enhance the reliability of the findings. A more thorough examination of external factors, such as institutional policies and technological advancements, would also provide a more comprehensive understanding of their influence on materials selection and evaluation. The textbook can better support Air Traffic Control students’ linguistic and professional development by addressing these areas.

5. Conclusion

In summary, notwithstanding the minor criticisms voiced by a few participants, the overarching findings underscore a high degree of satisfaction among instructors and students regarding almost every facet of the “*Aviation English for ICAO Compliance*” (Emery et al., 2008) textbook. The comprehensive feedback from participants, including teachers and students, indicates commendable contentment with the textbook’s content, layout, language complexity, diverse activities, and its concerted effort to meet learners’ academic and professional needs. Participants lauded the adoption of advanced language assessment techniques by “*Aviation English for ICAO Compliance*” (Emery et al., 2008) and applauded the textbook’s conscientious avoidance of negative stereotypes and culturally inappropriate themes.

These compelling findings lead to the researcher’s firm conclusion that English for Aviation, endowed with distinctive advantages and qualities, is a highly suitable textbook for Air Traffic Control students enrolled at the Vietnam Aviation Academy. Furthermore, the researcher posits that the positive attributes identified in this study suggest that English for Aviation can extend its benefits to students beyond the academy, serving as a valuable resource for English language acquisition in aviation. Undoubtedly, the textbook is poised to endure as a favored choice among instructors recommending materials to their students, and it is likely to garner enthusiasm from a broader spectrum of specialists and language learners seeking proficiency in English for aviation purposes.

SCIENTIFIC CONTRIBUTION

The manuscript clearly identifies a research gap; the manuscript opens new directions for further research.

AUTHOR CONTRIBUTIONS

CRedit: **Do Thi Thanh Truc**: Conceptualization, Methodology, Investigation, Formal Analysis, Writing - Original Draft, Data Curation; **Nguyen Thi Kieu Thu**: Methodology, Validation, Visualization, Writing - Review & Editing; **Han Thi Hong Nhung**: Investigation, Resources, Data Curation, Writing - Review & Editing; **Phan Tu Trinh**: Supervision, Project Administration, Formal Analysis, Writing - Review & Editing.

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