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Presented by:
Miss KRITER Saliha

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Assessment of English for Human Resources Course Book

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Before the jury
Dr. Madjid DOUFENE ………………………….President KMU-Ouargla
Dr. Touria DRID………………………….…..Supervisor KMU -Ouargla
Dr. CHAOUKI Noureddine …………………….Examiner KMU -Ouargla

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Dedication

To the dearest souls to my heart: my father and mother.

My sisters, brothers in law, and their lovely kitten kids

My brothers

My friends

My Lovely Dear Joyful Students
Acknowledgements

First and foremost, I am heartily thankful to my parents, brothers and sisters for the support they have been offering me.

My sincere gratitude goes to my dear friends and to all the teachers who have been of help -in any given way- to me.

And finally, the hugest bunch of thanks and appreciation is sent to my teacher and supervisor Dr. Drid Touria for her patience, constant support and understanding. She has been the one without whom this work would not have been realized.
List of Abbreviations

**EFL:** English as a Foreign Language

**EHR:** English for Human Resources

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**ESL:** English as a Second Language

**ESP:** English for Specific Purposes

**HR:** Human Resources
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GENERAL
INTRODUCTION
1. **Background**

Due to the globalization effects, commercial, and technological developments occurring in the world, English has become a wide spread as a means of communication. It is either an official or semi-official language in many countries. In Algeria, for instance, a lot of instructional means are set in schools and universities in order to ameliorate the use of this foreign language, especially in specific contexts where English is used. Despite the fact that our country employs a lot of means to promote this language, ESP textbooks are rarely produced to serve learners’ needs in special contexts, especially, sub-business fields such as human resources, which is understudied; despite its ultimate necessity due to the need of fluent English speakers in the wide range of foreign institutions available locally.

As it is known, teaching English for Specific Purposes (ESP) requires teaching materials like general English teaching. Despite the vast amount of foreign ESP course books available in Algeria following (a) different methodology (ies), teachers ought to be either selective in their choices or creative as an appropriate solution to the lack of nationally produced specific English textbooks. Being selective requires a procedural flexible frame and awareness of the features that a good course book should have to reach a successful choice through fully assessing the strengths and weaknesses of the teaching materials.

2. **Aims of the Study**

The ultimate concern of this work is to perform an assessment on one of the available course books used in teaching English for human resources. The study aims at investigating its appropriateness to the standards of course design on the bases of a set of evaluative criteria and revealing its drawbacks if any.
3. Statement of the Problem

To attain this purpose, the present study sets to investigate the following research question:

Is the *English for Human Resources* course book suitable in comparison to the set of the following evaluative criteria from McDonough and Shaw (1993)?

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4. Hypothesis

It is hypothesized that *English for Human Resources* course book is suitable and it carries some drawbacks relatively to the set of evaluation criteria listed above.
5. Corpus

The study takes as a corpus the ESP course book entitled *English for Human Resources* written by Pat Pledger in 2007.

6. Research Method

The study follows a qualitative descriptive method to the description and the analysis of the corpus chosen.

7. Definitions of Terms

7.1. Course book

A course book is “A book that teaches a particular subject and that is used especially in schools and colleges.” *(Oxford Learners’ Thesaurus Dictionary, 2008).* Schmidt and Richard (2002) define it as: “a book (usually as part of a series of books) that contains all the materials necessary for a particular type of language learner at a particular level (e.g. intermediate level adults). Such a book is typically based on an integrated or multi-skills syllabus i.e. one that contains sections on grammar functions, vocabulary, listening, speaking, reading and writing” (p.129)

7.2. Assessment

Tomlinson’s (2003) definition:“ Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials’ (p.34). “The assessment of a course book is an out-of class judgment as to how well a new book will perform in class, course book evaluation, on other hand, is a judgment on how well a book has performed in fact” (Harmer, p. 301)
8. **Structure of the Dissertation**

The present dissertation consists of three main chapters. The first two chapters constitute the literature review. Chapter One represents a review of the concept course book; the main focus is on its features and roles. Chapter Two is devoted to discuss the issue of course book assessment, criteria, and models of assessment. The last chapter is concerned with the analysis of the selected corpus by means of the research tool which is intended for human resources learners.
CHAPTER ONE
Introduction

Course books are sorted as distinct teaching materials, which occupy a prominent position in language teaching. Thus, it is important to clarify this prominence by discussing a set of distinctive matters as “Course book” concept, importance, and role.

1. Definition of Course Book

The terms “course book” and “textbook” are used interchangeably to refer to a tool of language teaching, while “course book” is intended to emphasize that book on which a course is based. Tomlinson (1998) emphasizes that clearly in defining course book as: “a textbook which provides the core materials for a language-learning course”(p.ix). Additionally, Schmidt and Richard (2002) discuss that FL learning course books are often element of sequenced chain of books that cover multiple skills (listening, reading, writing, speaking, grammar) or dealt with a mono skill(e.g.: reading).Crafting to that, Grant (1987)’s definition reveals that “textbook “and “course book” refer to an identical instructional material that aims to cover all aspects of language. However, they refer to those which are devoted to particular topics or skill areas by supplementary ones. In this study, both terms will be used interchangeably

2. Importance of Course Book

It is claimed that a textbook takes a particular status as a teaching material due to its role importance in language teaching. Riazi (2003) assumes that “textbooks play a very crucial role in the realm of language teaching and learning and they are considered the next important factors in the second/foreign language classroom after the teacher” (p.52).In the same line, Crowford’s (1994) view towards textbooks importance carries a considerable
emphasis. Subsequently, he defends its important key roles namely “Guiding”, “Accounting for”, and “Negotiating”: they scheme what to explain and discuss in the classroom.

3. Roles of Course Book

Course books have distinct roles. Amid these roles, a given textbook may represent a concrete model, provide guidance, afford adaptation and accountability.

3.1. Representing Concrete Models

Nunan (1998) defends the essence of a textbook as an important element within both curriculum and learning process. He emphasizes its providence of concrete models to desirable classroom and fulfillment of the development of teachers’ role.

3.2. Providing Guidance

As it was mentioned earlier, a textbook plays many roles in English language teaching (ELT). Tomlinson (2008) and McGrath (2002) state that these textbooks are intended as a source of curriculum and syllabus design in ELT to meet learners’ needs and provide teachers’ guidance. In addition, they provide a map that shows teaching development in a focused manner and serve the management of teaching progress.

3.3. Affording Adaptation and Accountability

Grant (1987) and O’Neill (1982) argue that a suitable textbook provides parallel accessibility and adaptability for both teachers and learners, who are slaves of their teaching and learning styles. “Since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom” (O’Neill, 1982, p.84).

1 Learning style and teaching style are ways in which both learners or teachers act either to learn or to teach. Grant (1987)
4. Course Book’s Objectives

According to Hutchinson and Waters (1987), materials accomplish six objectives. They believe that course books should (a) stimulate learners to learning, (b) provide aid to arrange teaching and learning process, (c) mirror the learning task nature (d) represent the nature of language and learning views, (e) function in expansion of the teacher training basis, and (f) afford correct and appropriate language use models.

5. Requirement of Course Book Usage

Specialists maintain that textbooks are often required to accomplish pre-determined goals. O’Neill (1982) states that there exist four main reasons that call for course book use when teaching. Firstly, the internal material of these textbooks may offer appropriateness for students’ needs, though these may be not designed for them particularly. Secondly, they enable learners to plan future as well as review the previous lessons. Thirdly, they supply qualified materials for learners with a reasonable coast. Finally, suitable course books imply well designed ones, which provide adaptations and modifications to meet learning requirements and to promote a natural interaction. However, Sheldon (1988) identifies three main reasons. Adapting ready-made textbooks makes it much more easier than developing own classroom materials; which is an arduous process for teachers. In addition, teachers have limited a time to develop new materials due to the nature of their progression. Moreover, external pressures restrict many teachers.

6. Motives to Course Book and Materials Using

Dudley-Evans and St John (1998) consider that course books and teaching materials in general have a vital function in facilitating regular learning situations, also in assisting teachers to fulfill their responsibilities. Thus, they present four justifications for course books
and materials use. They state that these are to be as (a) a source of language and (b) learning support for both teachers and learners, (c) elements of motivation and stimulation, and as well as (d) reference.

7. The Difference between General English and ESP Course Book

The difference between general English course books and ESP course book lies in the features that each one carries. Among these differences and according to Dudely-Evans and St John (1998) and Hutchinson and Waters (1987), ESP textbooks are designed according to ESP approach assumptions to language pedagogy “in which all decisions as to content and method are based on the learners’ reasons for learning” (Hutchinson and Waters, 1987, p.19). To satisfy these reasons of English learning needs, an ESP textbook carries an “underlying methodology and activities of the discipline it serves” (Dudely-Evans and St John, 1998, p.4). The range of activities that are involved within an ESP course book “is likely to be designed for adult learners, either at a tertiary level or in professional work situation” (ibid., p.4); are basically designed in terms of English language “grammar, lexis, registries, skills, discourse and genre” (ibid., p.5).

8. Common Features of the Entire ESP Course Book

There exist three common features to ESP courses Carter (1983): authentic material, self-direction, purpose-related orientation.

8.1. Authentic Material

According to the scientist, ESP materials involve authentic materials such as texts and records to stimulate students’ motivation to learn. In the wholly sense, authentic material equals a stretch of real language delivered by a real writer or speaker for a real audience, in order to convey a real message. The genuine communication: the message ought to be
conveyed via text; is the ultimate fundamental of the authenticity (Morrow, 1977; Carter, 1983). Moore and Lorenzo (2007) and Morrow (1977) add these authentic materials allow students to interact with the professional language which will face and react to it authentically in a real life work situation. ESP Learners are capable enough to grasp the meaning and to cope with the complexities of the authentic language and specific texts related to the field. Because authenticity effectiveness in teaching is proved, it is widely used by ESP material designers.

8.2. Purpose-Related Orientation

Purpose-related orientation refers to the communicative tasks simulation such as involving learners in paper preparation, reading, writing, note-taking and simulating conference which are requested from the target setting (Carter 1983).

8.3. Self-Direction

Another common feature to ESP course books is self-direction, which intends to turn learners into users through a certain degree of freedom. Learners need to decide what, how, and when to study. Freedom is a key feature of autonomous learning, that is, a distinct relationship and procedures between learners who have control over their learning and teachers (Moore and Lorenzo, 2007). In fact, it is highly recommended because of varying learners’ levels and abilities in EFL learning.

9. Limitations of ESP Course Book Usage

Sheldon (1988) declares that teachers still see course books as ”necessary evils” (p.237) and skillfully marketed rubbish; despite the fact that they stimulate a range of their responses. To this extreme, Cunningsworth (1995) and Richards (2001) acknowledge some of

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2 Autonomous learning is a trend in language learning (Benson et al,2001).
the inappropriate values of course books, Cunningsworth (1995) argues that it is important to adapt and supply teaching materials; because the “heavy dependence on course books is far from ideal as it reduces the importance of individual contributions that good teachers make at all levels in the learning process” (ibid., p.75). Richards (2001) states that course books may be disfigured in content as well as inauthentic in language. He adds that these course books may not reflect students’ needs, disable teachers. As a consequence, total dependence on a particular textbook restricts the chances to meet learners’ needs as well as teacher’s ones.

**Conclusion**

As it was mentioned through this chapter, despite the fact that necessity, reasons, and the importance of role that course book offers to language teaching, it demonstrates limitations which necessarily call for a careful selection and evaluation. This will be discussed in the next chapter.
CHAPTER TWO
Introduction

Textbook evaluation is one of the teachers’ pedagogical tasks that plays a major role in a particular textbook selection. Subsequently, ESP teaching materials selection confirms inevitably the choice of teaching materials to meet learners’ language and specialism needs. The present chapter intends to account for course book evaluation, through discussing the sense of “Assessment” of a given textbook, the reason behind it, and other distinctive subject areas.

1. Course book Evaluation

According to many established definitions, textbook evaluation in its wide sense is “a matter of judging the fitness of something for particular purposes” Hutchinson & Waters (1987, p.96). It is “concerned with relative merit, there is no absolute good or bad only degrees of fitness for required purpose” (ibid). Richard and Schmidt (2002) argue that evaluation is in fact a systematic approach to collect information and make inferences about the quality of a teaching course on the basis of various sources of evidence for purposes of decision making. Tomlinson (1998) stressed in defining the evaluation in teaching materials; where a given course book takes the best use of evaluation process, that the process involves “the systematic appraisal of value of materials in relation to their objectives and to the objectives of the learners using them” (ibid, p.xiv)

2. Principles of Course Book Evaluation

Cunningsworth (1984) suggests that suitable teaching materials should not match learners’ learning requirements, wants, lacks only, but they should mirror the language uses that learners will need. Materials should correspond to the aims and objectives of the language learning programme as well as effectively serve learners own purposes through meeting their needs, and facilitating and supporting their learning processes. As a result, these imply two
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main principles effectiveness (meeting the learners needs), and efficiency (more effective and reliable course book than other ones).

3. Types of Course Book Evaluation

Reviewing literature reveals that there exist two major material evaluation types or approaches: a predictive evaluation and retrospective evaluation.

3.1. Predictive Evaluation

The predictive evaluation or assessment (Harmer, 2001), aims to settle on what teaching materials teachers ought to utilize according to the available ones, and “best suited to their purposes” (Ellis, 1997, p. 36). This type of evaluation permits two traditions. Teachers can rely on evaluations undertaken by experienced specialists, in which philosophy and criteria for material assessments are described. The other tradition implies teachers to hold their own assessments by conferring with books and articles, which assists in conducting a predictive systematic evaluation of teaching materials through a set of criteria. Also, teachers may apply both of these predictive evaluation types (Rea-Dickens and Germaine, 1992).

3.2. Retrospective Evaluation

The retrospective evaluation aims to examine teaching materials which have actually been used, in order to verify whether the course book adopted is worth using according to learning needs, activities and tasks, and improving language performance. Teachers may conduct this retrospective evaluation in two main ways. The first way is to employ an impressionistic evaluation by assessing language during class, where materials and activities are actually valuable in order to come up with summative judgments about the materials by the end of the course (Ellis, 1997). The second manner occurs in a more systematic way by pulling together data, then conducting an investigational material assessment. This sub-type of evaluation takes place jointly with “micro-evaluation”, which entails largely evaluation of
whether the entire materials is valuable and suitable in a teaching context or not. As a consequence, it is noticeable that evaluation traditions reveal that there exist two sub-approaches to course book evaluation.

The former type of evaluation is based on intuitions and impressions experience about how a ‘desirable’ material should be. The latter type, however, is principle, objective, procedure, and theoretical background based to materials evaluation. It is best undertaken in three stages: pre-use evaluation, whilst-use evaluation and post-use evaluation.

4. Tools for Course Book Evaluation

According to the literature reviewed, scientists have developed many standardized evaluation models, checklists and frameworks to facilitate the course book evaluation operation, depending on many evaluative criteria. Sheldon (1988) suggests that although most of these evaluative checklists involve helpful common mechanisms that can be primary points for ELT practitioners in many contexts, none of these criteria lists can ever be used and be applied to all learning-teaching contexts with no significant adjustments. To assess course books, scientists aim at accurate and fundamental questions that offer guidance for evaluators in their construction.

5. Checklist and Model Samples

Among the available checklists, model samples, and frameworks. The following are four distinct ones:

5.1. Cunningsworth’s Checklist

Cunningsworth’s (1984) argues in his book that both types of evaluation to the selection of a suitable textbook depends on checking the following criteria. These criteria include the following aspects of the textbook:

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1 The terms criteria, factors, aspects will be used interchangeably.
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Course book Assessment

1) Language content
2) Selection and Grading of Language Items
3) Presentation and Practice of New Language Items
4) Developing Language Skills and Communication Abilities
5) Supporting Materials
6) Motivation and the learner
7) Overall Evaluation
8) Adaptation and Innovation


According to Khalili (1984), textbook evaluation occurs in horizontal and vertical ways. Khalili (ibid) said that the criteria should focus on the following:

5.2.1. Horizontal way

The horizontal way occurs by investigating all information about a suitable textbook depending on the author’s indications in the textbook about the following horizontal aspects: syllabus basic assumptions, language items, and skills.

5.2.2. Vertical way

Vertical way is manifested in the study of internal textbook factors: objectives, sound system, basic structures, vocabulary, reading, and writing.

5.3. Grant ’s Framework

According to Grant (1987), textbook selection is a three-stage process that depends on a set of criteria. These listed set of criteria aim at ensuring a suitable textbook that should be “CATALYST in the classroom” (p.124)

5.3.1. Stages of Evaluation: these stages of evaluation include the following:
5.3.1.1. Initial Assessment Stage: This stage of assessment is conducted to ”filter out obviously unsuitable materials” (ibid,p.119). This stage is intended as well to select a particular much more appropriate one for ones’ own teaching particular needs depending on a set of criteria.

5.3.1.2. Detailed Assessment Stage: This stage assessment is intended to decide on how well a given textbook will do depending on the internal materials.

5.3.1.3. In-Use Evaluative Stage: This stage evaluation is intended to determine whether a textbook practically works in the real classroom or not and to check textbook usefulness as well as weaknesses.

5.3.2. The Criteria

Grant (1987) stated that a textbook should be evaluated depending on “CATALYST” test, which carries eight criteria as the acronym shows:

1) “C”: Is the textbook Communicative?
2) “A”: Does the textbook Aims fit our teaching aims and objectives?
3) “ T “: Is the textbook Teachable?
4) “ A “: Is the textbook accompanied with useful teaching Adds?
5) “ L “: Is it intended to the required Level?
6) “ Y “: What is Your impression towards a given textbook?
7) “ S “: May it satisfy Students interests?
8) “ T “: Has the textbook been Tried and tested in classrooms?

5.4. McDonough and Shaw ‘s Model

In cooperation, McDonough and Shaw (1993) recommend a two-tier textbook evaluation model. This internal and external evaluation framework is designed for a predictive
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evaluation which concerns course book selecting by identifying its potential linguistic and pedagogical strengths and weaknesses. Furthermore, retrospective evaluation aims at determining course book appropriateness in teaching context. On this shadow, the study adopts a predictive or assessment as defined by Harmer (2001).

5.4.1. External Assessment

As mentioned before, this evaluation is concerned with a comprehensive consideration of the way materials are organized, depending on the external brief examination of what has been declared in the “blurb” or claimed about the materials in the covers, introduction by the publisher or the author, and what is set in table of contents. External review takes into account intended audience, proficiency level, and the context in which the materials are to be used; in addition to other aspects such as the author's views on language and methodology and the presentation of language items. After reviewing these elements, there exist other factors to be taken into account. By means of questions, McDonough and Shaw (1993) propose a set of questions that discuss:

Q1. Is a vocabulary list/index included?
Q2. The inclusion of tests in the teaching materials (diagnostic, progress, achievement); would they be useful for your particular learners?
Q3.1. Are there any digital materials?
Q3.2. What is the cost of the inclusion of digital materials (e.g. CD, DVD, interactive games, quizzes and downloadable materials from the web)?
Q3.3. How essential are they to ensure language acquisition and development?
Q3.4. What visual material does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it integrated into the text?
Q3.5. A photograph or a diagram, is it incorporated into a task so that the learner has to
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comment on it/interpret it in some way?

Q3.6. Is the material too culturally biased or specific?

Q3.7. Do the materials represent minority groups and/or women in a negative way?

Q4. Is the layout and presentation clear or cluttered?

Q5. Are the materials to be used as the main ‘core’ course or to be supplementary to it?

Q6. Is a teacher’s book in print and locally available?

5.4.2. Internal Evaluation

The internal evaluation examines the correspondence of the external claims to the internal aspects of the material such as the presentation of the skills inside the course book and the sequencing and grading of the materials. McDonough and Shaw’s (2003) offer a set of questions that discuss the following criteria internally:

Q1. Are the skills treated discretely or in an integrated way? Where listening skills are involved, are recordings ‘authentic’ or artificial?

Q2.1. The grading and sequencing of the materials, where reading/discourse skills are involved, are there much in the way of appropriate text beyond the sentence?

Q2.2. Where listening skills are involved, are recordings ‘authentic’ or artificial?

Q3.1. Do you feel that the material is suitable for different learning styles?

Q3.2. Is a claim and provision made for self-study and is such a claim justified?

Q4. Is it sufficiently transparent to motivate both students and teachers alike? In other words, Are the materials engaging to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

Q5. Are the tests and exercises related to the learners' needs and the content of the course?


6.1. External Assessment VS Internal Assessment
McDonough and Shaw (1993) state that external evaluation look at what has been declared in the blurb or the claims made on the teachers’ and learners’ book cover, introduction; in order to reveal “What books say about themselves” (Cunningsworth 1984, p.2). This evaluation is helpful too to examine contents’ table page, which is a railway pass between the external claims made about the materials and what is presented in the materials.” Presumably because the author/publisher feels that there is a gap in the existing market that these materials are intended to fill: so we shall have to investigate this further to see whether the objectives have been clearly spelt out” (McDonough and Shaw, 2003. p.54). On the other hand, McDonough and Shaw (1993) state that internal stage evaluation examines the "internal consistency and organization of the materials" (p.67), in order to spotlight the extent to which the internal content correlates with the external declarations and claims involved in the “blurb” or on the covers of the book, contents page, and introduction in terms of the following criteria:

6.1.1. **Intended Audience and Proficiency Level**

In reference to McDonough and Shaw (1993; 2003), Celce-Murcia (2001), and Cunningsworth (1984), it is necessarily to both ascertain the age whom the materials are intended for: is it teenagers aged 13 and upwards or adults, and the claim to which learning level is aimed because ESP course books are projected to satisfy and to correspond to a specific age and specific learning needs. McDonough and Shaw (2003) give topic factor as an instance to justify main reason on the behalf of this view. They argue that some topics are more appropriate and motivational for a particular audience, but they are not for another. Hence, they add that most claims about materials to aim at a particular level of proficiency is to be investigated.

6.1.2. **Context**

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3 The term is used interchangeably with the term assessment in this study.
McDonough and Shaw (1993) call attention to establish a clear distinction that materials imply either as general English teaching materials or specific purposes ones; besides, the degree of subject knowledge is assumed if the latter is the case.

6.1.3. Language Presentation and Organization

In correspondence to McDonough and Shaw (1993; 2003), and Richards and Renand (2002), materials presentation and organization is quite essential. At first, these materials are to be listed into teachable and manageable units or lessons in a respective length which suits the educational programme. Thus, some materials afford guidelines for required time to cover the material. Second, these teaching materials need to be organized in a practical manner to be easy to work on and to internalize the content.

In order to differentiate between these two matters, scientists state the term syllabus and which deals with the theoretical assumptions about language views, learners, and learning process involvement, while grading concerns the format development of these aspects in the material. Scientifically speaking, McDonough and Shaw (2003) introduce and differentiate between six material syllabi. These include:

6.1.3.1. Structural/grammatical syllabus: the contents are organized according to a list of grammatical structures, and it is one that will readily be recognized by most English language teachers.

6.1.3.2. Functional syllabus: is based on the communicative and interpersonal uses to which language is put and highlights what people do through language.

6.1.3.3. Notional Functional Syllabus: functional syllabus design principle is found together with the other list of items called ‘notions’ to describe the rather general and abstract types of a language such as concepts of time and place.
6.1.3.4. Situational Syllabus: this sample presents a set of everyday situations or 'settings'.

6.1.3.5. Skills-based Syllabus: it focuses on language skills, and is concerned with what learners do as speakers, listeners, readers, writers.

6.1.3.6. Themes/topical Syllabus: it uses topics or themes as its starting point.

6.1.4. Topics

The use situations, contexts, and texts from learning subject matter that can be either real or simulated so as to naturally involve the language learners’ need in their specialism or work situation. They emphasized that course books should make use of authentic materials from students’ specialism or vocation, and instructions should make tasks authentic and expose students to these materials which are actually needed to in their work situation. As well as, they stress the importance of engaging learners’ interest and stimulating their intellect in teaching materials, which can supply a considerable motivation and excitement to create challenge in learners to be more autonomous in learning and using English through involving interesting stimulating topics to think about and discuss (Cunningsworth, 1995; Richards & Renand, 2002; Sheldon, 1988). According to specialists, the cultural factor in teaching materials put forth a heavy pressure amount on both practitioners and learners. “Cultural gaps pose problems to learners of English, particularly where social or religious differences are great” (Cunningsworth, 1984, p. 19). On the other side, Sheldon (1988) says that “publishers sometimes neglect matters of cultural appropriateness; they fail to recognize the likely restrictions operative in most teaching situations” (p.239). So, ensuring the matter of cultural appropriateness stays a curial matter in material adopting.

6.1.5. Vocabulary

Cunningsworth (1995) and Sheldon (1988) emphasize the presence of vocabulary items and structures which should be put smoothly from easy to difficult, as well as from familiar simple to complex unfamiliar ones.
6.1.6. Skills

McDonough and Shaw (2003) state that materials should facilitate to the learners to perceive the way reading, listening, writing, and speaking skills can be effectively applied in accurate contexts. Accordingly, they suggest that learners can be helpfully engaged in realistic and authentic tasks which are strongly advocated in designing ESP material through integrative skills-based material that helps their motivation rate to augment. Hence, learners are able to recognize a clear reason on the behalf of what they are asked to exercise.

6.1.7. Exercises and Tests

In accordance with previous views toward learning activities, Skierso (1991) emphasizes the variety of exercises and appropriateness of instructions to the learner’s level.

6.1.8. Layout

McDonough and Shaw (2003) argue that clarity of layout and visuals, such as photographs, charts, diagrams, tables, are two important principles to evaluate a given course book. They add that the balance of page presentation is a significant factor to book usability. In addition to that, they argue that using glossy printing, vocabulary lists and indexes in materials makes them more eye-catching.

6.1.9. Transparency and Motivation

McDonough and Shaw (2003) state that transparency of materials concerns balance of materials’ the way these may guide and ‘frame’ teacher–learner interaction and the teacher–learner relationship. They add that many of them seem attractive for the teacher in terms of instructions and guidance, but would not be very motivating for the learners. Thus, it is helpful to check this balance of use, in order to reach a balanced learning teaching experience.
As a conclusion, external evaluation stage examines the claims made for the materials by the author/publisher in regard to the intended audience, the proficiency level, the context and presentation of language items. While in internal assessment stage, McDonough and Shaw (1993) emphasized the need to inspect the presentation of the skills, the grading and sequencing of materials, the type of skills included in the materials, the appropriateness of tests and exercises, and the “balance” in of the materials used by both teachers and learners.

**Conclusion**

This chapter is devoted to spotlight on the concepts related to course book evaluation norms, ways, and emphasized criteria. It supplies a theoretical framework for the upcoming chapter, in which we will carry on the application of the adopted model. Thus, the following chapter will present the description of the external and internal features of the textbook under examination.
PRACTICAL PART
Chapter Three  

Assessment of “English for Human Resources”: Methodology and analysis

Introduction

This study aims at assessing an available EOP course book available for use in the field of English for human resources. The present chapter explains the methodology of the current study and provides the findings about the strengths as well as weaknesses of the book.

1. Methodology

To achieve the objectives of this study, the descriptive qualitative method is adopted to analyze the corpus. Qualitative method is “an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (Denzin and Lincoln, 2005, p. 3). While “Descriptive research may be characterised as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be” (Ethridge, 2004, p.24).

2. Corpus

The study examines English for Human Resources as a corpus by Pat Pledger in 2007. It is available as part of graded business series which is widely selling.

3. The Procedures

In order to inspect the current course book merits and drawbacks, McDonough and Shaw (1993) model of assessment was adopted. The model was adapted on the basis of its helpful nature to the specificity of our investigation, theoretical background, and the set of comprehensive assessing criteria it offers which are investigated externally and internally (table01). The study proceeds by scanning the aspects of the corpus externally then describing their correspondence internally.
Table 01: External and internal aspects of the course book assessment

<table>
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<tr>
<th>External aspects</th>
<th>Internal aspects</th>
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<tbody>
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<td>Intended Audience</td>
<td>Skills Presentation</td>
</tr>
<tr>
<td>Level of Proficiency</td>
<td>Reading/Discourse Skills</td>
</tr>
<tr>
<td>Intended Context</td>
<td>Listening Skills</td>
</tr>
<tr>
<td>Author’s Views</td>
<td>Exercises</td>
</tr>
<tr>
<td>Organizing &amp; Grading</td>
<td>Suitability for Learning Styles</td>
</tr>
<tr>
<td>Vocabulary List/Index</td>
<td>Transparent and Motivation</td>
</tr>
<tr>
<td>Audio/Video Materials</td>
<td></td>
</tr>
<tr>
<td>Core or Supplementary</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Book</td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td></td>
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<tr>
<td>Visual Materials</td>
<td></td>
</tr>
<tr>
<td>Tests</td>
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</tr>
</tbody>
</table>

4. Data Analysis

The results of the analysis and the discussion are displayed in the following sections.

4.1. External Assessment

The quick scan of the book disclosed that there exists no introduction. But there exists blurb on the course book back cover and About the book section; where general and specific aims are declared. This first section of course book assessment concerns the
following items in the table:

<table>
<thead>
<tr>
<th>External Criteria</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Audience</td>
<td>Human Resources Practitioners</td>
</tr>
<tr>
<td>Level of Proficiency</td>
<td>Upper-intermediate</td>
</tr>
<tr>
<td>Intended Context</td>
<td>Occupational context</td>
</tr>
<tr>
<td>Author’s Views</td>
<td>Topical/Interactive tasks/integrative way</td>
</tr>
<tr>
<td>Presenting &amp; Organizing</td>
<td>Six thematical/topical units</td>
</tr>
<tr>
<td>Vocabulary List/Index&amp; Tests</td>
<td>Included</td>
</tr>
<tr>
<td>Audio/video Materials</td>
<td>MultiROM</td>
</tr>
<tr>
<td>Core or Supplementary</td>
<td>Core and supplementary</td>
</tr>
<tr>
<td>Teacher’s Book</td>
<td>Not available</td>
</tr>
<tr>
<td>Layout</td>
<td>Clear</td>
</tr>
<tr>
<td>Visual Materials</td>
<td>Included</td>
</tr>
</tbody>
</table>

**4.1.1. Intended Audience Level and Context**

The course book is developed for people who work in HR who need English in their work. There is neither a specific age nor a level mentioned. Predicatively, it is universally addressed to adult HR practitioners ageing from 20 years old: HR managers, staff, and employers in personnel agencies. It is addressed to upper-intermediate level learners, since it is a quick and intensive specialist course.

**4.1.2. Authors’ Views Towards Language & Methodology, and the Relationship between Language & Learning Process & Learners**
The author’s claims aim at effective English communication in HR as a vocational context by means of learning the relevant vocabulary, expressions, and functions through realistic conversations, authentic documents and letters and interactive tasks, which help learners to work together in groups to exercise the expressions and vocabulary in a realistic situation. As the claims show, the book is designed to offer an integrated learning experience covering structures, vocabulary, and skills.

4.1.3. Language Presentation and Organization

The course book content is presented into a leaner teachable unit format and organized on the bases of a thematic/topical syllabus and list of language items related to the HR learners’ field. (see index A)

As mentioned earlier, the current course book is divided to six units, the specific objectives of each unit is to deal with different aspects of HR, topics, register, HR tasks, and issues where each unit sets in motion with a Starter that involves a short exercise, a brainstorming activity, or a quiz. The next section, consists of dialogues, texts, and authentic documents, along with a variety of exercises, additionally to referencing to Partner File that exists in the end of the course book. As a consequence, learners are able to have insights on the learning plans of each unit, and this successive order is an interesting aspect to the students in learning, which challenge and motivate them enough to unconfused order.

4.1.4. Vocabulary List/Index and Tests

The course book includes a separate section for learning vocabulary and expressions, test which permits to learners to learn extra lexis and self-test. (see index B)

4.1.5. Audio/Video Materials

The current course book is accompanied effectively by MultiROM, which has a number of features such as interactive exercises to practice useful phrases, vocabulary, and
communication though computer, listening extracts, and useful documents appear in an A-Z word list in PDF format as the author’s book stated.

4.1.6. Core or Supplementary

The *English for Human Resources* is designed to be used as ‘core’ material as it stands alone as an intensive specialist course, or for self study. It can be used to supplement a regular course book as well.

4.1.7. Teacher’s Book

There exists no teacher’s guide, neither in print nor locally available. Course book involves the exercises, answer keys and the typescripts, and test sample, listening extracts, useful phrases, useful boxes, word list to individual study and self study. Hence, absence of teacher’s guide book may not carry much effect.

4.1.8. Layout

The layout of *English for Human Resources* course book is clear. It was types-set and published in 2007 by Oxford University Press. The font type and size are selected skillfully. It includes the necessary information which appear in: title, author’s name, inclusion of MultiROM, belonging to express series.

4.1.9. Visual Materials

The cover book is colored, and the paper quality is solid and of a good appearance for both the front and back covers. On the front-cover book, there exist 03 illustrations that imply in high colored quality photos put next to each other. The first picture represents job interview. The second one represents a formal team. The third picture shows a team holding a work meeting, in which they attend a new project show using data-show. These appear not of cosmetic value, but of pedagogical one and association to the content and field. The inner
sheets layout and design is glossy, texts typed and printed with colored printing. The sheets are solid and permanent lasting. The binding is privileged and the sheets are well tied all together. External and internal visuals: photographs, charts, diagrams, tables, a gloss prints, vocabulary lists and indexes show important balance of page presentation is a significant factor to book usability and eye-catching. In addition to, they do not seem culturally specific or biased. As well as, it does not indicate minority groups, race, age, religion and/or women in an eager manner.

4.2. Internal Assessment

In this stage of internal assessment, the concerns are with organization and consistency of the entire material of *English for Human Resources* as far as it is concerned with the following criteria;

<table>
<thead>
<tr>
<th>Internal criteria</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Presentation</td>
<td>Integrated respectively</td>
</tr>
<tr>
<td>Reading/Discourse Skills</td>
<td>Include</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Artificial / Authentic</td>
</tr>
<tr>
<td>Exercises</td>
<td>Varied</td>
</tr>
<tr>
<td>Suitability for Learning Styles</td>
<td>Suitable</td>
</tr>
<tr>
<td>Transparent and Motivation</td>
<td>Transparent and motivational</td>
</tr>
</tbody>
</table>

4.2.1. Skills Presentation

In order to make HR learners both easily work on and to internalize the materials content, internal investigation makes author’s sustains declared in *About the book section*
about the course book skills treatment clear and confirmed along the course book; in which vocabulary and expressions learning occurs in an interactive way as he supposed. For instance, In order to fill gaps with relevant words and expressions, learners need first to listen or read each time.

4.2.2. Reading/Discourse Skills

Reading/discourse skills are involved where learners are asked to refer back to their field to discuss issues, read text and authentic documents, answer and interact with a variety of exercises, construct new words, learn vocabulary and expressions through a set of grading generic skills (see index C).

The matter of grading of materials from easy to difficult, and from familiar simple things to complex unfamiliar ones still unobvious; because there was no level mentioned, neither particular lacks nor requirements are addressed. Internal inspection reveals that each unit starts with a preparatory activity that involves vocabulary, expressions, and concepts. Next section of the unit represents a container where that preparatory knowledge (vocabulary, expressions, and phrases), is included and applied through variety of processes. Regularly each unit ends with a relevant issue to HR filed and an Output exercise to encourage discussions. Within the units, some boxes for Useful language and/or Did you know boxes for interesting information are introduced for HR practitioners. By means of these ways of interaction, learners can be associated with the HR register knowledge. As a subsequence, it appears that the current course book grades in order to meet a certain level of HR vocabulary and expressions needs from an associated knowledge level to higher one in terms of known to unknown and from familiar to unfamiliar one.
4.2.3. Listening Skills

The claims about MultiRom are exemplified; its content involves authentic and artificial extracts to listen for. The authentic’ or artificial records are associated to the human resources real work context. Remarkably, artificial extracts are used in shorter and slower speed than others to serve some objectives such as distinguishing names of positions by listening some personalities’ simulated voices and tendencies of speaking.

4.2.4. Exercises and Test

Exercises are varied and considered to be simulations to HR proficiently life that suit adult people to easily do and interact. Tests embody in a single cross-word test which is not sufficient.(see index B)

4.2.5. Suitability to Learning Styles and Transparency & Motivation

Practitioners who are eager to learn HR register and knowledge are clearly stimulated and motivated via clear exercises and targets. Therefore, apparent instructions are useful and motivational for both experienced teachers and inexperienced ones. The headings of units, stress engaging HR practitioners into interesting topics related to their vocational context. The first unit, as an instance, deals with recruitment which is one of the most important aspects of human resources. By means of interactive exercises learners are asked to order the recruitment tasks in reference to a displayed list; using their vocational background, then comparing results with a colleague’s or check the answer key. In addition to, a brain storming question in which they are asked to think about alternative reasons to those mentioned before; in order to look for a new staff. Then, guessing which recruitment tasks are they involved in.
The aim of this activity, is to make HR learners interact to each other by checking and comparing each other answers related to their domain, to promote their speaking and memorization of certain vocabulary, grammar structures related to their activity, and to think, to discover, to give certain information about their activity as managers.

Hence, the concerned course book notably intends stimulating HR learners intellect in teaching materials by devoting topics related to learners field to think and discuss about; in order to contribute a considerable motivation and excitement to create challenge in learners to be more autonomous in learning and using English. Furthermore, it is remarkable that there appear a clear grading in HR aspects by which we can confirm grading in topics so to reach more objectives.

5. Discussion

In return to the hypothesis hold previously, suggests that *English for Human Resources* is appropriate in comparison to principles of course design as well as it carries some drawbacks.

According to criteria investigated, the course book has a clear tendency towards:

1. Learning objectives show clear instructions using, which can be successfully fulfilled by the end of each unit, despite the fact that no specific age and level addressed is clearly revealed. In addition to this, teachers’ book and planning of learning time still stay yet crucial elements to be considered.

2. Organization and grading in the material is done appropriately. This helps learners to work at ease and internalize the content.
3. The course book covers thematically global aspects of human resources in its physical and abstract aspects in a formal manner in terms of cultural and authentic factors.

4. The course book treats presentation of linguistic items vocabulary, expressions and phrases, structures in a logical way on the basis of functional topical organization and skills and integration.

5. Receptive and productive skills appear in the content integrated respectively in the whole course book, as well as in MultiROM contents.

6. Learners engaged in effective and in realistic tasks, exercises, discussions.

7. Learners are offered chances to learn and apply cognitive skills: analyzing, thinking, constructing, problem solving...

8. Learning may occur interactively in class as well as individually: autonomous learning. It offers a variety of learning ways auditory and visual.

9. The current book offers learning and teaching in a balanced and motivational manner far away from addressing cultural stereotyping, races and minorities.

6. **Pedagogical Implications**

The findings of the present study have important implications for ESP teachers to material adapting to satisfy their students’ needs in the light of the current study. In addition, the evaluation model adopted in this work will serve EHR teachers to gain a deeper insight in selecting the appropriate course book.

7. **Recommendations for Further Research**

For future research, studies adopt a retrospective evaluation to investigate whether the English for Human Resources course book meets human resources students of Kasdi Merbah
University needs, as well as to experience the evaluation on a larger population size. In addition to that, future studies may investigate several teachers and experts’ views to see whether they support to use and adopt this *English for Human Resources* course book officially in public institutions.

**Conclusion**

As a conclusion, We can come up with the fact that assessment of *English for Human Resources* gives us a clear understanding of it, in terms of its intended audience, their level of proficiency, the context of use, language presentation and sequencing, vocabulary, skills, topics, exercises, and transparency and motivation, and it may suit the human resources classes.
GENERAL CONCLUSION
General Conclusion

In this study, we attempt to demonstrate that the lack of ESP course book of local production, which have a significant effect on teaching and learning English in specific contexts, especially human resources context which becomes an important field to teach due to globalization effects and national economics and business. On this ground, it was necessary to use a predictive evaluation to investigate the appropriateness of the *English for Human Resources* course book as an available and widely sold series to principles of course design to determine its appropriateness.

To achieve the aforementioned aim, we inspected two concept areas through literature review. The first these issues as “Course book” concept area, importance, and role; while second chapter tackles the sense of “assessment” of a given course book, the reason behind it, and other distinctive subject areas by which assessment ways and basics occur. The study concluded by descriptive analysis to prove the hypothesis stated in the research by adopting a pre-planned model designed to assessment. On the basis of the results achieved, we concluded by raising merits and drawbacks of the concerned book carries. Finally, we recommend that for furthers studies to adopt retrospective studies to check the usability of the current book.
BIBLIOGRAPHY
Bibliography


**Dictionaries**


**Journals:**


**Course book Assessed**

INDEXES
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## Unit One

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<tr>
<td>Ex2p 06</td>
<td>-Relating</td>
<td>Job description with selection tasks</td>
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<tr>
<td>Ex3p 07</td>
<td>-Recognizing</td>
<td>False statements about job</td>
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<td></td>
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<td>Managers</td>
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<td></td>
<td></td>
<td>Language used in job description</td>
</tr>
<tr>
<td>Ex4p07</td>
<td>-Contextualizing</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Ex5p08</td>
<td>-Learning</td>
<td>Verbs according to manager tasks</td>
</tr>
<tr>
<td>Ex6 p 08</td>
<td>-Using</td>
<td>The acquired verbs to produce a short job description of managers own job</td>
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<tr>
<td>Ex6 p 08</td>
<td>-Using</td>
<td>Acquired verbs to produce a short job description of managers own job</td>
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<td></td>
<td>-Exchanging</td>
<td>Partner improvements should be made</td>
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<td>&amp; Discussing</td>
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<tr>
<td>Ex7 p 08</td>
<td>-Combining</td>
<td>Previous information with new information</td>
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<tr>
<td>Ex8 p 08</td>
<td>-Identify</td>
<td>Words and phrases by matching persons specifications with their definitions</td>
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Abstract

The study is undertaken to evaluate the EOP English for Human Resources course book. This research adopts a descriptive qualitative method. The study adopts McDonough and Shaw (1993) model to assessment of the matching quality of English for Human Resources course book organization of external aspects, to the internal ones descriptively in terms of suggested criteria by McDonough and Shaw (1993). The results reveal a considerable correspondence of the EHR course book as well as some drawbacks relatively to course book design principles and further recommendations.

Keywords: EOP, Course book, Assessment, (HR) Human Resources, Model of assessment.