

## ESP TEXTBOOKS – REFLECTIONS OF DIFFERENT CONCEPTIONS AND INTENTIONS

*Abstract:* Learning English for specific purposes involves specific orientation towards the defined goals that are set in advance. Teaching English for specific purposes, on the other hand, is somewhat more complex than that. It involves clear decisions as to the third element in the ESP triangle – the „how“. This involves, among other things, the choice and reliance on specific materials that will help both the students and teachers achieve their common goals. One of the most prominent tools is the textbook that contains the basic teaching material. Viewed as a whole, the chosen or created textbook reflects the intentions and conceptions that go together with the goals of the course. Therefore, the aim of this paper is to analyse the tailor-made ESP textbooks that are used at the faculties of the University of Niš and eventually to see in what way they are similar in spite of the conspicuous differences in the subject matter.

*Key words:* ESP textbooks, teaching materials, ESP courses, ESP teachers

### 1. Introduction

Before undertaking a foreign language course teachers have to make a lot of decisions about the content and structure of the material they are going to present. These decisions are very important because they ultimately influence the outcome of the course. If they are right, teachers will help their students more effectively to develop their knowledge of the language. One of the toughest decisions to be made is the choice of the textbook to be used during the course. It is an important collection of appropriate texts, among other things, that are supposed to bring about the desired result. Although different texts in different forms and from different sources can also be good and helpful, appropriate textbooks are superior because they provide a structure and unity of the course that can psychologically also be encouraging for the students.

Materials selection, adaptation or writing is a constituent part of ESP teaching leading to the effective course development and the ultimate goal of equipping students with the knowledge they will need in their future professional life. This goal determines the choice of the appropriate textbook as well. The ESP teacher has two options: one is to choose among commercially available textbooks that cover

most of the topics relevant to the students, and the other is to create her or his own textbook with all the topics important for the particular field of study. Both options are generally acceptable although the degree of suitability for the required purpose should presumably be higher in the latter case. Textbook creation or writing is the practice that is flourishing at the universities in our country one of the reasons being that higher education institutions and laws encourage teachers to develop their own materials.

Learning English for specific purposes involves specific orientation towards the defined goals that are set in advance. Teaching English for specific purposes, on the other hand, is somewhat more complex than that. It involves clear decisions as to the third element in the ESP triangle – the „how“. This involves, among other things, the choice and reliance on specific materials that will help both the students and teachers achieve their common goals. One of the most prominent tools is the textbook that contains the basic teaching material. Viewed as a whole, the chosen or created textbook reflects the intentions and conceptions that go together with the goals of the course. Therefore, the aim of this paper is to analyse the tailor-made ESP textbooks that are used at the faculties of the University of Niš and eventually to see in what way they are similar in spite of the conspicuous differences in the subject matter.

## 2. Language textbooks selection

Wilkins believes that „one of the major decisions that has to be taken in the teaching of foreign languages is on what basis we will select the language to which the learner will be exposed and which we will expect him to acquire“ (Wilkins, 1976: 1). Textbooks usually comprise what looks like an answer to this question.

Language textbooks contain texts that serve as a basis for further work in the classroom. At the tertiary level, the texts deal with the topics that students have become familiar with studying their majors. From this point of view, the texts are understandable and the students combine the cues from the text with their own knowledge of the subject in order to make sense of what they are reading. „Reading success is the key to academic achievement“ (Freeman, 2004: 24). It is consequently not surprising that it is also essential for any professional achievement. Texts, however, are not self-sufficient. They are important for further instruction that should enable the students to use the language for a variety of purposes – for understanding, speaking, reading and writing. Texts are therefore almost always followed by exercises that are supposed to realize the tasks and to practice the language skills. Together they should „prepare students in the most efficient way possible for the content and tasks to which they will be exposed“ (Johns, 2000: 7). In other words, they should be prepared to function in their discourse communities. At the university level their discourse communities and therefore their needs are defined by the curriculum.

Learning a foreign language through content has proved to be an excellent way to increase language proficiency. Therefore, both the familiar academic and professional content, and the foreign language vocabulary and structures represent a good combination for mastering a certain topic, or even a field, in a foreign language. In line with this view, ESP textbooks should specifically be designed to prepare students for the tasks and situations in which they are likely to find themselves. Language teachers should take into account not only their present needs but the anticipated ones as well. The focus of instruction should be on communication, not grammar, although grammar should in no case be ignored. The teacher's decision about the language to which the learners will be exposed and which she/he expects them to acquire will be incorporated in the texts that will be used. „A language textbook...imposes an organization of content on the learner. It assumes that the order in which features of the language are presented will correspond to the order in which the learner is capable of acquiring them“ (Ellis, 1985: 1). Both the content and the order in which it is presented are therefore dependent on the specifics of the teaching situation. As a consequence, custom-made textbooks are often the best solution in ESP teaching.

Commercially available textbooks seem to be the easiest solution. The factors that determine the textbook selection are their usefulness, length, methodology, level and price. Tailor-made textbooks are more difficult to design because they are supposed to have taken into consideration the specific needs of the students for which it is designed with a clear goal of being most useful for these particular students. „The word *text* comes from the same root as *textile*. Writing and weaving are indeed related activities....The textbook's job is to weave a thick and versatile cloth that, with the help of a competent and creative teacher, will provide good cover and flexible usage for the students of language“ (Hess, 2009: 86).

Designing a textbook for university students must make one aware of the fact that ESP at every faculty or university department has to be faced with a specific combination of two kinds of demands, those of the current curricula and those of the English language itself. Teachers teach both with a hard task to make the right balance between them. English should be a primary concern considering the fact that English teachers are linguists. How much of academic or professional content they include depends on two things again: the current curriculum and the teacher's capabilities to handle these topics in terms of the effective use of the foreign language. Therefore additional efforts are needed for the teacher to master to an acceptable level the subject of which her or his students have a considerable mastery. There is also a hard decision about what structures she or he should teach without reducing the language to its most basic phrases. ESP teachers are therefore forced to make constant compromises between the profession they are practicing and the profession that their students are or are going to be engaged in.

Another compromise to be made in ESP work at tertiary level is between the students' professional and academic competences development. „This means that, apart from developing and promoting basic skills and linguistic competence,

which refers to understanding written scientific or professional texts and mastering professional terminology, students should also be taught new skills and techniques relevant for the following areas: 1) Understanding lectures in a foreign language, 2) Practicing discourse patterns used in international communication by scientists/professionals, 3) Writing scientific or professional reports as well as writing scientific or research papers' abstracts" (Blagojević, Kulić, 2013: 27). Language teachers should thus make another balanced compromise knowing that most of their students will need English for professional purposes and not neglecting the minority of the students who will opt for academic career.

Analysing the use of ESP textbooks, Halina Wisniewska from Kozminski University in Warsaw states that „effective use of language is difficult to learn“ (Wisniewska, 2013: 1). It is possible to add that it is just as difficult to teach. This is so because the complex goals to be achieved by an ESP course involve, according to her, five important elements: „good language knowledge, use of specific job-related vocabulary, social skills, good communication skills, and use of proper structures, style and tone.“ (Wisniewska, 2013: 1). A good look at these elements reveals that ESP courses are the courses designed for adult learners who have already acquired some knowledge of English but who are also equipped with just as important social and professional skills. The second element mentioned in this article shows that the English to be taught should be integrated into a subject area important to the learners i.e. the materials to be used for that purpose should be content-based. Lowe states that „we must avoid humiliating our students by giving them material below their professional level.“ (Lowe, 2010: 7).

### 3. Esp textbooks analysis

Subject of this analysis were only the tailor-made ESP textbooks used at the faculties of the University of Niš. The starting assumption of this research was the idea that the author's starting points, conceptions and intentions (which can also be deduced from the relevant constituents of the book) have their explicit expression in the introduction to the book. In a great majority of cases, these two coincide but sometimes there are deviations. The finished work or the book in the hands of experts is always more to be trusted showing sometimes that the author's ideas have not been realized. This situation calls for further refinement of the teaching material (in the case of textbooks) or even leads to a rarer case when the initial framework ought to be modified to suit better the real teaching context. Whatever might have been wrong could be improved in the next edition of the book. This is actually what authors constantly do if they are lucky that their books last. In any case, one can be checked against the other. In view of this assumption, the English textbooks for the tertiary level education in Niš and their introductions were subject of this analysis. Some remarks are also concerned with the balance between professional and academic English that are supposed to be taught at this level.

Zorica Antić: *English for Medicine* (2005) (214 pages)

The whole course material consists of a textbook and a workbook. The textbook is divided into three main parts covering the human body structure and physiology (I) on the one hand and medical treatment (II) or what medicine is about, on the other, ending with *Correspondence* (III) that was estimated as necessary for doctors in their education and further development. The three main parts are followed by a 14-page appendix (pp. 184-198) containing the most important prefixes in the formation of medical terms and as important medical documents. The textbook ends with a glossary and *Bibliography* containing mostly general linguistic references with some of the medical references.

The textbook contains no exercises as a consequence of the author's belief that „they should result from the particularities of the group, situation, moment, and that they should be created and done spontaneously thus eliciting both the teacher's and the students' maximum. In this way the students have great opportunity to direct the talk according to their interests and needs associated with both the English language and medical studies because of which they learn English.“ (*Predgovor*, p. 5, translated by J. T.).

The workbook (113 pages) is intended as an auxiliary complement to the textbook. The introduction to the workbook might also constitute the introduction in the textbook's complement although the exercises included here have no reference whatsoever to the texts in the textbook. The workbook is divided into seven parts the seventh part being a *Medical Facts Test*. The six parts can roughly be divided into two groups : one that covers syntax and morphology (*I Grammar Reference, III Practice With Grammar and Basic Medical Vocabulary, V Medical Vocabulary and Phrases*) and the other that deals with the practice of medicine (*II Clinical History Taking, IV Diagnostic Process, VI Illnesses Examples and Case Histories*). The final part, *Key to the Exercises*, contains partial solutions (for Parts III–VII).

The important consideration that the introduction in the workbook states is the level of the learners' knowledge of English: between intermediate and advanced.

Nataša M. Bakić-Mirić: *English in Pharmacy* (2006) (296 pages)

The textbook begins with *Introduction* giving „an insight into some of the most important names in the field of pharmacy and medicine, important historical facts about the beginnings of today's medical establishment, medical sciences and professions as well as female contribution to modern science.“ (*Introductory Word*, p. 1). There follow five units with the texts of widely differing lengths (from half a page to 37 pages): Unit 1 (*Intercultural Communication, Research, Information Technology and OTC Counseling – 7 texts*), containing methodologically important issues but also reflecting the author's awareness of the modern world emphasis on intercultural communication and information technologies (together with her inclusion of the contribution of women to science in *Introduction*, these topics reflect the essential characteristics of the modern world.). Units 2 (*Biochemistry and Physiology – 4 texts*) and 3 (*Histology, Human Anatomy, The Body Systems, The*

*Senses, Diseases and Conditions, Nutrition* - 9 texts) are concerned with the basis from which *Chemistry* (Unit 4 – 5 texts) and *The World of Pharmacy* (Unit 5 – 6 texts) start.

All the texts in this part are followed by *Vocabulary* (containing dictionary entries) and *Talking Points* (containing 4–5 questions on the average). These are rounded off with some proverb, effective statement or picture. This pattern is in line with the author's primary stress on the speaking skill. The author however does not neglect reading skills (particularly the use of reference materials) or writing (referral and various business letters, medical documents completions as well as cover letters and resumes).

*Appendix 1* gives a telegraphic revision of basic grammar and medically important morphological issues (foreign origin nouns, affixes, idioms, abbreviations). It ends with *Colors in English* and *Pictures of the Senses*. *Appendix 2* serves as a help in employment and different mobility activities (resume, cover letter, business letter and letter of recommendation tips and samples).

*Bibliography* is divided into Primary electronic sources (37) and Secondary Sources (one source: Shapiro-Shelley: *Information Literacy as a Liberal Art*). *Index of Names*, on page 295, is the part that is not found in other ESP textbooks under observation.

Nataša Milosavljević: *English in Dentistry* (2008) (253 pages)

The textbook has two sections, of some hundred pages each, and *Appendix*. The sections differ in subject matter and exercises. *Section I* seems to be the introduction to Section II as it deals with general medicine topics covering human body systems and organs (13 texts). *Section II* (14 texts) is more specific but it is thematically more appropriate for dental medicine students.

*Section I* texts are followed by *Words to Remember* (some 30 words on the average). The final exercise after each text is dedicated to translation, either into English or Serbian (six short texts each). It is illustrative of the importance that the author imparts to translation as the fifth skill, as stated in the *Preface* (p. 5).

*Section II* unfortunately does not have *Words to Remember*, which seems to be more important for the future dentists. In a great majority of texts in this section there are no translation exercises as in Section I. On the other hand, the first exercise after the second section texts is *Answer the questions*, which does not exist in Section I. This kind of exercise checks the students' comprehension and it is therefore very important.

*Appendix* contains a selection of noun and verb patterns in the most frequent ESP use, and six sample letters.

The last page of the textbook contains *References*, with both medical and linguistic sources. The electronic sources on this page are given separately.

Danica Piršl: *English in Physical Education and Sports* (2010) (222 pages)

Although there is no separate workbook here, the overall conception of this textbook is similar to *English for Medicine* i.e. *Part I Texts in Sports* likewise has

no exercises. Exercises can be found in *Part II Exercises* but they are not related to the texts from Part I. Part I consists of five wholes: 1. *Socio-Psychological Aspects of Sport* (five texts), 2. *Sport and Lifelong Learning* (three texts), 3. *Various Sports* (three texts), 4. *History of Sport* (two texts), and 5. *Physical Education Curricula* (two texts). The unauthored texts are obviously scientific texts containing their typical constituents: abstract, methods, results, discussion, conclusion. The texts presented in this way can serve as useful guidelines for students who have to learn how to write scientific articles.

*Part II (Exercises)* is divided into two parts: *Grammar Exercises* (pp. 127–188) and *Grammar and Style Notes* (pp. 189–222). The former part is a mixture of sport vocabulary exercises and a tense exercise. Only two exercises in the whole section are followed by the keys or solutions. Part II ends with two glossaries: *Basketball Glossary* and *Football Glossary* (pp. 162–188).

*Grammar and Style Notes* are a collection of tips that are probably result of the author's experience in the work with students but that are also supposed to help in writing. Some of 23 titles in this part are: *Confusable Words*, *Wasted Words*, *Clarity of Style*, *Methaphoric Use of Language*, *Alternative Use of Words*. The final, 23<sup>rd</sup> title, *Additional Reading*, is a list of seven books and an on-line source on English grammar, style and usage, with the reasons why they are recommended as useful.

The author's introduction to the textbook might have been useful.

Nadežda Silaški and Tatjana Djurović: *English for Economists* (2010) (Book 1 – 115 pages: Book 2 – 113 pages)

These two English textbooks have been used so far at the *Faculty of Economics* in Niš. They are actually created by the authors teaching at the *Faculty of Economics* in Belgrade. They are to be used together with *English Grammar for Economists* (251 pages) and *English Practice in Economics and Business* (227 pages).

Textbook 1 contains nine units and Textbook 2 contains eight units. Their structures are quite similar and they are clearly the work of experienced teachers with defined conceptions. The teaching texts deal with the style and discourse of economic sciences that are part of the faculty curriculum. The following exercises have a unified pattern in both books: *Pre reading. Skim and scan.* (to develop the reading skill and initiate thinking about the topic; *Comprehension* (to promote understanding of the text); *Vocabulary practice* (learning specific economic terms); *Language practice* (learning the grammar representative of economic discourse); and *Topics for discussion* (to develop the student's communicative capabilities). Both textbooks end with a page list of references.

The authors' aim with *English Grammar for Economists* and *English Practice in Economics and Business* "was to stress the need to acquire a knowledge of the language as well as its use. A functional approach to grammar points, structures and their uses is therefore prominent." (Introduction to *English Grammar for Economists*, p.1).

Gordana Ignjatović: *Legal English Files 1* (2012) (209 pages)

The first thing that strikes the eye is the designation „intermediate“ in the subtitle, the only one among the analysed textbooks on the title page. The introduction clarifies the author’s intention to make a practical learning tool that is „content and topic oriented“ for „specific professional purposes in the field of ELP... The methodology is based on the teaching of integrated language skills (reading, listening, speaking, writing, grammar, vocabulary and pronunciation)“. In line with the specifics of each ESP, the questionnaire *Language Needs Analysis* is added to be filled in before the start of the course.

The textbook is divided into three chapters: *Introduction to Law* (containing five units), *Constitutional Law* (containing three units) and *Criminal Law* (containing four units). All the chapters end with an additional reading text for „pleasure learning“ without any exercises which means that it is supposed to be easy after all the exercises in the chapter have been done. The chapters also end with *Progress Tests* „aimed at self-assessment and development of students’ exam skills.“

Six appendices are part of the coursebook (1 – *Learner Skills and Tools*; 2 – *Grammar Reference Charts*; 3 – *Language Reference Charts*; 4 – *Writing and Professional Skills* trying to give tips for successful letter- and essay-writing and practice of law; 5 – *Listening Audio Scripts*; and 6 – *Key to the Exercises*).

The end of the textbook is reserved for *Bibliography*, a very detailed list of the sources: I *Dictionaries* (10 references), II, *Grammar Reference Books, Use of English and Language Skills* (15 references), III *Legal English Textbooks, Legal Ethics and Professional Skills* (9 references), IV *Legal Reference Books* (16 references), V *Legal Reference Materials and Cases* (17 references), VI *Reading for Fun and Pleasure* (9 references) and VII *Internet Resources* (26 references).

The general impression is the great erudition of the author, who used a lot of material to teach legal, cultural and linguistic matters. Because of that the textbook looks too difficult.

Savka Blagojević: *English for Philosophy Students* (2008) (143 pages)

The textbook is carefully structured and because of that easy to follow. It is composed of three wholes. The first segment contains four longer texts, only for those students who can and feel like reading and interpreting them. The third whole is literature with eight books and dictionaries, and nine electronic sources as references.

The concept of system-building in the author’s attitude can also be seen in the structure of the units. Each unit is preceded by *Word Preview* with 8–18 words that are expected to be unfamiliar but necessary for the students’ understanding of the text, and followed by brief *Notes and Commentary* which are to clarify some of the points in the text or to refer students to the relevant views or philosophers.

The number of the exercises is quite regular (five) and it reflects the author’s logic pervading the whole textbook – to enable the students to primarily „enrich their knowledge with new English lexis“ (*Preface*, p.7, translated by J. T.). The first

exercise, *General Questions for Analysis and Evaluation*, contains six questions to check the comprehension of the text. The second exercise is supposed to elicit the words and expressions in Serbian for the English equivalents appearing in the text. This exercise makes up for the usual glossary in the end. The third exercise, *Additional tasks*, is a bridge between the previous and the following exercise – it either makes the students use the words and expressions in their own sentences or makes them further elaborate on the text. The fourth exercise, *Word study*, is subdivided into two exercises requiring the synonyms, antonyms or changed category of the words that are regarded as characteristic of philosophy discourse. The final exercise is translation of a short text into English (a more difficult direction of translation).

Tanja Cvetković: *Engleski jezik za studente sociologije, psihologije i srbistike* (2010) (154 pages)

Another textbook with a three-part structure: fifteen texts, *Appendix* and *Literature*. *Appendix* contains five texts for additional reading which are either the continuation of the texts used as teaching units or elaboration of the topics also dealt with in the units. *Literature*, divided into books and electronic sources, contains 17 and 4 references respectively, which were used for the teaching texts. The author's *Introductory Note* also offers some useful sources for further learning. This introduction also contains the starting level of the course (B1) and development to B2 as the aim and achievement (p.3).

The fifteen texts have been chosen to cover different anglophone cultures: English, American, Canadian and Australian, showing the differences that unite the cultures. Elements of culture can be said to be also contained in *Commentary* following almost all the texts which adds some facts about the author of the text, some literary work, or the etymology of words. About half of the texts are followed by *Suggested readings* stimulating the students to improve their understanding of the topic.

All the texts are followed by *Unknown words*, the explanations of 6–24 words appearing in the texts, and *Comprehension check*, 4–5 questions referring to the text. Apart from that, most of the texts are followed by three exercises which do not follow a regular pattern throughout the textbook. With a few exceptions of asking for synonyms, antonyms, and word class change, they cover the main grammar points chosen by the author. The unexpected thing about the examples used for this purpose is that they do not contain the specific terminology of the fields but ordinary language. The combination looks a bit curious.

Snežana Drambarean: *Tune up Your English* (2008) (178 pages)

A brief introduction on page 3 gives the focus of the textbook: to present music discourse topics and to help students expand their professional vocabulary. These aims will be achieved by practicing the four language skills.

The textbook is divided into *Part I (Elements of Music)* and *Part II (Musical Instruments and Ensembles)* each having twelve units. All the units in Part I cover four pages whereas Part II is irregular in this respect although most of the units

also cover four pages. The tendency is clear but there must have been reasons for some deviations from the rule. All the texts within the units are short and they are followed by short and varied exercises. Every unit is clearly marked for the purposes it is supposed to develop: key vocabulary, reading, listening, writing, speaking, and language focus (practicing grammar points). At the end of the units in both parts there is *Revision* to check the students' knowledge. After that there are five parts added: *Texts for Translation* (16 texts in English only), *Quotations on Music, Jokes about Musicians*, and *Grammar Revision*. The textbook ends with a glossary (pp. 157–176) and *References* (with seven key sources, 37 secondary sources from the Internet, and 41 illustration sources –Internet- although most illustrations are the work of M. Marić).

English 2 – *English Vocabulary in Use or Situational English* (84 pages) contains five topics for practicing: *The European Union, The UK, London, The USA, and New York City*, with extremely useful vocabulary in informal situations imagined in the locations mentioned.

Jelica Tošić: *Environmental Science in English* (2002) (219 pages)

Upper-intermediate is the level for which the textbook is intended. Apart from that, the *Introduction* contains the explanations or criteria for the text choices and for the general structure of the units. The environmental field topics are treated within twelve units which have a regular pattern: *Key Terms, Introduction* – a short text with easy, mostly orthographic exercises to introduce the topic, *Listening Comprehension, Intensive Reading* in which the linguistic material is treated at two levels, word- and sentence levels emphasising the structures specific for ESP, which is followed by *Questions*, a few exercises aimed at answering and asking questions, which is a necessary part of human communication, especially in professional context, *Further Reading*, a text revising the dominant theme in the unit and *Reminder*, which contains the important grammar points that must have been learnt before but which might have been forgotten.

*Appendix I* contains Listening Comprehension Texts, *Appendix II* Irregular Verbs and *Appendix III*: 1) Answer Key, 2) a) Text Sources, b) Tables and Illustration Sources. In the end, there is *Glossary* (pp. 202–219).

Dragana Mašović: *English in Mechanical Engineering* (1988) (215 pages)

In the introduction the author gives a short list of books that were used as the sources of the texts in this textbook and stresses the specifics of English in engineering.

The textbook is divided into four parts: *Part One Basic English in Mechanical Engineering* to help students start with mechanical engineering-specific English. It contains a lot of pictures, diagrams, charts, graphs, tables and exercises in five units. *Part Two Texts* contains 14 core texts which were selected in accordance with the teaching curriculum. They are followed by *Notes*, which are a selection of the main terms (which also appear in *Vocabulary* at the end of the textbook). There are mostly two exercises after each text: *Comprehension* (mostly true-false exercises)

and *Answer the Questions. Part Three Free Reading* is focused on translation and contains 23 texts. *Part Four Use of Language* contains extremely useful language for mechanical engineers with illustrations to help: numerals, measurements, shapes, colours and appearances, classifications etc.

Sladana Živković and Nadežda Stojković: *English for Students of Information and Communication Technologies* (2012) (154 pages)

The textbook is divided into *Part I* containing 25 units followed by 2–6 *Selected Terms, Practice Work* with a few exercises to practice speaking and writing characteristic of the ICT field, and *Discussion*, which offers some topics to practice the speaking skill. „The Second Part contains CV, its definition, usage, structure, format and samples“ (*Preface*, p. 4).

The textbook ends with *Literature* containing 67 references, paradoxically without any electronic source.

*Written and Spoken Communication in English for Science and Technology* authored by Nadežda Stojković (2005) (120 pages) serves as a supplementary textbook dealing with „the general structure of reports, theses, resumes, the most frequent documents that an engineer has to produce. It is to provide the 'theoretical' knowledge of characteristics of these types of communication. The practical work is intentionally not included here.“ (*Foreward*, p. 7).

Milivoje Ilić: *Udžbenik engleskog jezika za studente Tehnološko-metalurškog fakulteta* (1981) (155 pages)

The textbook was written for Belgrade students but is also used at the Faculty of Technology in Leskovac. Although published many years ago, it is a good temporary solution because it contains the ESP texts and exercises that are of interest for technology students in the University of Niš. The author wants to make it clear that „this book is not to teach the subject matter itself“ and that it is intended for the student who „has a good grounding in the basic grammatical patterns and vocabulary“ (*Preface*) which in some way defines the teaching-learning level.

The texts are always followed by *Comprehension* (questions on the text) and *Translate into English* (a short text for translation). Other exercises deal with supplying synonyms, antonyms, prepositions, definitions, etc. In the end, there is *Vocabulary* with about 1,000 words most of which are technical terms. There is also a list of four references.

#### 4. Conclusion

Teachers are constantly faced with the need to change something in the materials that they once used successfully to make a currently better choice or to adapt the texts and exercises to suit the needs of the learners better. Even though the changes often „spoil“ the teachers' conception set in advance endangering thus the concept of their preparedness, they are necessary if they are justified. The textbook however should

be a primary tool of language instruction. It is a complex collection of different texts considered by the author to best lead the learner to the desired goal. On the other hand, it bears the sense of completeness being the rounded whole that gives satisfaction to both teachers and learners. The analysed textbooks can all be said to be serious products of their authors who invested a lot of worthwhile effort to cover the study subject-specific topics together with the linguistic features characteristic of the English used for the study purpose. The texts incorporated in these textbooks have all been taken from the authentic sources, books, encyclopaedias or articles, which can be the best possible choice devoid of the risk of offering poor language and neglecting the English language speakers' culture.

In spite of the multimedia presence and resourcefulness, textbooks are still thought of as giving the course a good deal of serenity and weight. Whether they are considered to be servants or masters, as Esteban asks himself (Esteban, 2002: 41), depends on the capabilities of the teachers.

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## ESP UDŽBENICI – ODRAZ RAZLIČITIH KONCEPCIJA I NAMERA

*Rezime:* Učenje engleskog jezika za posebne namene podrazumeva specifičnu orijentaciju prema utvrđenim ciljevima koji su unapred postavljeni. Sa druge strane, podučavanje engleskog jezika za posebne namene nešto je složenije. Ono podrazumeva jasne odluke u vezi sa trećim elementom u ESP trouglu – „kako“. Ovo podrazumeva, između ostalog, izbor i oslanjanje na specifične materijale koji će pomoći i studentima i nastavnicima da postignu zajedničke ciljeve. Jedan od najznačajnijih instrumenata za to je udžbenik, koji sadrži osnovni nastavni materijal. Posmatran kao celina, odabrani udžbenik odražava namere i koncepcije koje idu zajedno sa ciljevima kursa. Cilj ovog rada je analiza ESP udžbenika koji se koriste na fakultetima Univerziteta u Nišu da bi se utvrdilo u čemu su slični uprkos vidljivim razlikama u temi.