

# Lecturers' expectations of the core content of agricultural English textbooks: An analysis of lecturer needs



Imam Suhaimi<sup>a</sup> ✉ | Joko Nurkamto<sup>a</sup> | Soetarno Joyoatmojo<sup>a</sup> | Dewi Rochsantiningsih<sup>a</sup> |

<sup>a</sup>Universitas Sebelas Maret Surakarta, Indonesia.

**Abstract** This study discussed the effectiveness of the learning process in the *English for Specific Purposes* (ESP) program. The purpose of this study was to understand lecturers' views on what they expected and needed for textbooks in English (ESP) courses for agricultural students. Three lecturers from three different universities were involved in the study. This research used descriptive qualitative methods. The needs analysis was carried out through semistructured interviews, and the data were collected and analyzed through coding and categorization techniques based on question categories. This research revealed several core aspects that appropriate the expectations of lecturers, namely, their appearance and practicality; presentation system; order of work on exercise and/or activities; topics and objectives; and context, texts, and language. These aspects are based on the needs and expectations of English lecturers for agricultural students, so the results of this study can be useful because they synchronize lecturer expectations and the content of textbooks.

**Keywords:** english for special purposes (ESP), textbooks, needs analysis

## 1. Introduction

Language learning materials are based on meaningful learning, namely, that learners can engage their cognitive and affective potentials; thus, effective materials are materials that are able to bring learners to activate their resources. Tertiary education is expected to encourage the development of various sciences and can help students communicate in every international community (meeting) of each discipline, which highlights why many things are associated with teaching technical English by policy-making authorities in the design of higher education curricula in each country.

English for specific purposes (ESP) is a very important course at the college level, and English for specific purposes (ESP), as a branch of applied linguistics, is closely related to teaching and testing methods. The development of global technology today is inseparable from English-based countries so that the need for English for students is a necessity, especially English, especially in accordance with the field being pursued. English for specific purposes (ESP) has an appropriate teaching approach outlined in the syllabus and methods used on the basis of student needs and previous knowledge through research and teaching (Ansary & Babaii, 2002; Enesi et al., 2021). English for specific purposes (ESP) has received so much attention that it seems to be the most widespread form of English language teaching (ELT) today (Williams, 2014).

English for specific purposes (ESP) is considered the best choice in the context of higher education because it meets the needs of students and can increase motivation (Markovina et al., 2020). The current flow of professionals and academics traveling to various parts of the world has now placed the English for specific purposes (ESP) program as a key to successful communication; this reality is reflected in the rapid growth of commercially produced teaching materials as an effort to meet specific needs (Carrasco-Flores & Alcaraz-Mármol, 2020). The development of ESPs has led to an increasing number of special textbooks being used in universities. Theoretically, ESP textbooks should be developed on the basis of several clear criteria.

ESP is beneficial for both students and universities, and English for specific purpose (ESP) learning in higher education can be reviewed from the study program and learning outcomes of graduates (Markovina et al., 2020) and then actualized into the textbooks used. The development of English for specific purposes (ESP) has also led to the development of special textbooks, which have become effective tools in learning as long as they can actualize the ideals and goals of students (Kasmaienezhadfad, Pourrajab, & Rabbani, 2015). In addition, textbooks also need to have characteristics that provide space for learners to explore in the production of authentic language.

The importance of textbooks in English for specific purpose (ESP) classrooms as language resource providers to stimulate, motivate, and provide learning support. Because one of the elements of effective language teaching is the availability of textbooks that are in accordance with what is being learned, it is necessary to develop them periodically because of the



availability of textbooks. A good textbook has an instructional purpose that is stated at the beginning explicitly and explored into the material in a structured manner and presented according to the level of difficulty, and its design has sought to strike a balance between students' objective and subjective needs and to maintain motivation, which is essential if effective learning takes place (Pecić, 2021).

Several studies have discussed textbooks and analyzed their needs. Dubin and Olshtain (Fahmi et al., 2022) explained that needs analysis is the collection and acquisition of information to design the required output. Needs analysis is the first step in gathering information (Feez & Joyce, 1998). Needs analysis is a fundamental basis for compiling material on the basis of expectations or needs in learning outcomes. Needs analysis is a step in obtaining and collecting data as an initial need that has the aim of making a learning design; this step is carried out before designing the material or at the beginning of the lecture (Menggo et al., 2019).

Need analysis is a way to obtain information related to participants regarding their background, experiences, difficulties, potentials, learning problems, and specific needs in achieving language targets (Fahmi et al., 2022). Needs analysis can help learners determine what they may know, what they can do, what they need to learn and how they can master the target language well during learning (Chen et al., 2016). The dimensions of the situation of students' needs and expectations can be determined through needs analysis, such as learning resources, individual desires and learning strategies, assessment methods, teaching materials, and classroom teaching (Yan & Zou, 2021). Needs analysis is a way to understand the target situation; lecturers, as textbook users, have expectations and needs related to the content of textbooks, and lecturer needs are considered in the preparation and design of textbooks by textbook developers. The content in the textbook can be modified, supplemented, or adapted on the basis of the needs of lecturers and learners (Park & Huffman, 2020), for which it is very useful to investigate the needs and expectations of lecturers and learners regarding aspects and content of textbooks for further development.

This study is designed to identify what core aspects should be included in the content of the textbook and how lecturers respond to these core aspects on the basis of the needs of lecturers and students; therefore, a textbook needs to provide detailed procedures on teaching activities along with their basic competencies, indicators, learning outcomes, and objectives. The framework shows the entire process of developing textbooks and introduces researchers how to compile a questionnaire to conduct a needs analysis.

## 2. Methods

This research method uses a qualitative method; the respondents to this study are English lecturers at the faculty of agriculture at three universities in Kediri, which have faculties of agriculture, namely, Kadiri Islamic University, Kadiri University, and Wahidiyah University. Considering the strategic importance of selecting three lecturers from various universities is essential. This method ensures a diverse range of perspectives for the research. Focusing on a small, well-chosen sample allows for in-depth qualitative insights. Common themes across universities increase cross-institutional validity. The expertise of the lecturers and consistent data collection through interviews provide comprehensive insights. This sample sets the groundwork for future studies in agricultural English education (Nurhidayat & Syarifah, 2022).

Semistructured interviews with twelve questions were conducted face-to-face and online. The interviews were audio recorded and transcribed word for word. Initial coding used open coding to categorize text segments with relevant themes; findings were confirmed through member checking and triangulation with the literature. The final themes were analyzed descriptively and contextualized with existing research to emphasize the importance of agricultural English textbooks. The analysis of this study was based on a needs analysis procedure. In addition to obtaining more in-depth data, interviews were conducted through face-to-face and semistructured interviews through online consultations to reduce face-to-face coverage in view of the COVID-19 pandemic. The results of the analysis were confirmed to the study program coordinator and lecturers and then explored through descriptive analysis of the relevant literature.

## 3. Results

The core aspects of textbooks are the needs and expectations of agricultural lecturers and students related to the development of textbooks. The respondents expressed their views on the needs and expectations that should be included in agricultural English textbooks. The results of the analysis of the need for the development of English-language agricultural textbooks are categorized as follows:

### 3.1. Appearance and practicality

One of the motivations for reading textbooks and using them in lectures comes from the design of the textbook; the use of illustrations, drawings, graphs, tables or diagrams that provide information and clarify the intention of the exercise; and (or) activities to strengthen the motivation of students and lecturers to use textbooks in courses. Respondents agree with the need for textbooks that have attractive designs, appropriate appearances, and good precision in terms of composition and layout. The way pages are laid out in textbooks is crucial for how easy they are to use (McDonough & Shaw, 2003). Furthermore,

they added that there has been a tendency to use glossy prints in some materials to make the textbook appear more attractive. The respondent's view of appearance and practicality can be seen from the excerpt:

(Respondent 1):

We needed an interesting and practical textbook, and an elegant design added motivation in reading and learning. If the appearance alone is not good, how will there be interest in reading the book?

(Respondent 2):

I usually look at the cover and the outer shape first before reading the book if there is an English textbook for students (agriculture) that will be happy, especially if it is packaged attractively and has practice questions, pictures according to the theme, illustrations, and themed about agriculture.

(Respondent 3):

During this time, the books we used were more about general English, which, if there was an English book on agriculture, could be provided. Such a book is more practical and more needed, especially if it is displayed with an attractive cover and design and according to the theme of agriculture.

The respondents agreed that the appearance and practicality of textbooks can increase the motivation for learners' learning, and presenting with a specific theme (in this case, agriculture) becomes more valuable. The respondents wanted a textbook developed with an elegant presentation, such as a cover, illustration, image, or a practical and attractive display of each page.

The practicality of textbooks is related to their use by lecturers and students, and practicality also needs to pay attention to the clarity of indicators, their usefulness, and their cost effectiveness. Practicality is the level of ease and usability of textbooks; the ease aspect includes the ease of understanding the language and material presented in the textbook, whereas the use aspect includes the appearance in the textbook. The level of practicality of teaching materials needs to be considered.

The discussion of appearance and practicality in textbooks is crucial in understanding how these elements impact the learning experience. Appearance, which encompasses design, layout, and visual elements, plays a pivotal role in attracting readers' attention. The respondents highlighted the significance of an attractive cover, themed illustrations, and content aligned with the subject matter, especially in disciplines such as agriculture. One essential key element of the curriculum is the textbook, which provides a clear structure for teachers and students, such as pictures. The importance of textbooks as well as the effects of pictures in textbooks on students' creativity. Images in the textbooks influence the learning process. Students often see pictures before reading the text, and these pictures can enhance the power of imagination of the students (Kasmaienezhadfar et al., 2015).

Respondent 1 emphasized the role of an elegant design in motivating engagement with the material. This sentiment aligns with respondent 2's perspective on the importance of packaging, practice questions, and thematic content in attracting interest. Both respondents underscore how appearance influences initial engagement and, subsequently, the motivation to delve deeper into the book's content. Respondent 3's suggestion for an English book focused on agriculture further emphasized the practicality aspect. This suggests that aligning the content with the readers' interests or field of study significantly enhances the book's utility and relevance.

The link between appearance and practicality becomes evident as respondents stress that an appealing design not only garners attention but also aids in usability. Practicality, as highlighted, involves not only visual appeal but also the clarity of content, language, and how the material aligns with the users' needs. In essence, the respondents concur that an optimal textbook should strike a balance between attractiveness and practicality. It should not only capture the audience visually but also cater to their specific field of interest or study. Achieving this balance can greatly enhance motivation and the overall learning experience for both students and lecturers.

### 3.2. *Serving System*

A systematic presentation of material that refers to the sequence of activities/learning steps written in sequence can provide a learning flow that is in accordance with students, and a systematic presentation according to the level of difficulty and ability of students will provide a good stimulus for the learning process.

(Respondent 1):

The systematics of presenting textbooks is very important, especially for determining the level of difficulty of students so that they do not experience frustration when stepping in the next stage. A good textbook is created by presenting coherent material, adjusting the level of students, and clear learning steps. In addition, the presentation according to the anatomy of the book is strongly recommended.

(Respondent 2):

We need textbooks that present material that is easy to understand, does not contain difficult questions or commands, and is difficult to understand.

(Respondent 3):

If there is a textbook that contains material related to agriculture and uses light material, it will be very useful to us; if the material is too difficult, then we will also have difficulty using it. In addition, it is also equipped with a clear description to determine the direction and goals to be achieved.

The respondents expected the systematics of presentation in each chapter to obey the principles (having an introduction, content and conclusion according to the anatomy of the book). Moreover, the respondents emphasized that the material presented contains a light and easy-to-understand agricultural theme, the material adjusts the level of difficulty of students, provides questions that are easy to do, and that there are clear learning steps such as the introduction to the book, which explains what competencies students will acquire after reading this textbook, its relevance to a particular field of work, certain knowledge, a certain life attitude, or something else.

The discourse on the serving system in textbooks highlights the criticality of a structured and systematic approach to presenting material. The respondents unanimously stress the importance of tailoring the content's difficulty level to match the students' abilities and avoid potential frustration in the learning process. Respondent 1 emphasized the importance of coherent material presentation and aligning it with students' levels, suggesting a systematic layout that guides learners through clear learning steps. This sentiment resonates with respondent 3's viewpoint, particularly regarding the need for comprehensible material related to agriculture and clear directions within the textbook. Respondent 2's perspective adds weight to the idea of simplicity in content, emphasizing the avoidance of overly complex or confusing material. This aligns with the collective sentiment that textbooks should steer clear of presenting difficult questions or convoluted commands that might hinder comprehension.

The consensus among respondents highlights several key factors essential for an effective service system in textbooks. These include adhering to a structured presentation format within chapters, such as an introduction, content, and conclusion, following the anatomy of the book. Moreover, the material's alignment with the students' comprehension levels, accompanied by clear instructions and easily digestible content, is a crucial requirement. The emphasis on incorporating clear learning steps, defining the book's objectives, and elucidating its relevance to the readers' field or aspirations signifies a holistic approach to textbook design. It underscores the importance of not only the simplicity of content but also its alignment with learners' expectations and goals.

Ultimately, the serving system in textbooks should navigate a careful balance, offering material that is not only well structured and systematic but also easily comprehensible, tailored to the audience's proficiency level, and closely related to their area of interest or study. This collective feedback from the respondents underscores the pivotal role of a thoughtfully designed serving system in enhancing the effectiveness and accessibility of educational materials.

### 3.3. Orders for Exercise Work and/or Activities

Clarity of commands and instructions for working on exercises or activities is the next concern, and it becomes important to present them in a textbook to make it easier for users to quickly follow the instructions or activities in the textbook. A variety of work formulations and instructions for working on exercises or activities with directions or examples are also highly recommended so that users are more responsive in using textbooks.

(Respondent 1):

Some textbooks forget clear, varied, and easy-to-understand commands for the exercises. This becomes a special interest for learners when the commands of activities or exercises are varied and included with examples.

(Respondent 2):

The order for the exercises and activities to be clearly stated, in addition to providing space for us to explore and improvise with the exercises and activities in the textbook so that they do not depend on the text.

(Respondent 3):

There is feedback from each material presented through exercises or activities as a principle to train the ability to understand and apply concepts related to the material. In addition to clear commands, it is also necessary to provide examples of exercises and activity instructions.

The respondents confirmed that the commands of exercises or activities need to be displayed clearly and in a varied manner, that there are examples of practice instructions and activities, and that there is still space for users to improvise in carrying out activities or exercises.

The discourse surrounding exercise work and activities in textbooks underscores the pivotal role of clear and comprehensible instructions. The respondents unanimously emphasized the importance of clarity, variety, and ease of

understanding in the commands and directions provided for exercise and activities. Respondent 1 emphasized the significance of varied and easy-to-understand commands, suggesting that incorporating examples within these instructions significantly enhances learners' interest. This aligns with respondent 3's viewpoint, emphasizing the value of the feedback loop through exercises and activities to reinforce comprehension and application of concepts, thereby advocating for clear instructions supplemented by practical examples. Furthermore, respondent 2's perspective highlights the need for clearly stated orders for exercise and activities while also leaving room for exploration and improvisation. This highlights the balance needed between structured guidance and the freedom to innovate within the exercises, encouraging users to not depend solely on the textbook for directions.

The collective feedback from the respondents underscores the need for a multidimensional approach to presenting exercise and activity instructions in textbooks. This entails clear and varied commands, supplemented by examples to illustrate the application, and providing space for users to engage creatively with the material. Ultimately, textbooks should not only present exercises and activities with clear and varied instructions but also offer examples that aid in understanding the concepts being taught. Allowing room for exploration and improvisation fosters deeper engagement with the material, encouraging users to apply and integrate the concepts beyond what is explicitly stated in the text. The consensus among the respondents highlights the importance of creating an interactive and engaging learning experience through well-crafted exercise and activity instructions. By prioritizing clarity, variety, and the provision of examples, textbooks can effectively support users in comprehending and applying content in a more practical and meaningful manner.

#### 3.4. Topics and goals

English textbooks for agricultural students that are widespread thus far are still based on general English skills, even though each study program has learning outcomes that must be met. Thus, English for special purposes (ESP) should be compatible with the learning outcomes of the study program, and the learning outcomes of the courses should be in sync so that there is continuity between the needs of the study program and the courses they teach.

(Respondent 1):

The study program has learning outcomes; therefore, the topics and objectives presented in the textbook should reflect the learning achievements of the study program. If so, there will be a match between the textbook, material, and needs of the study program.

(Respondent 2):

The content of the textbook material must be in accordance with the objectives of the course and study program, and the material must also be adjusted to the exercises or assignments presented.

(Respondent 3):

The topic of the English textbook for agricultural students should be interesting; if all this time, it has focused only on general English, and examples of exercises are very difficult to complete. The point is to adapt the topic to the study program and practice questions that are easy to understand.

The respondents revealed that the content of the textbook must explain its relevance to the field of work, knowledge, and needs of graduates of the study program. In other words, there is a connection between the material and the assigned exercises, the attractiveness of the material for the user, the suitability of the material with the goals to be achieved, the suitability of the material to the needs of the user, and the suitability of the material with the concept and definition of teaching materials.

Textbooks are designed with a particular audience in mind (McDonough & Shaw, 2003), and certain topics within these textbooks might be more appropriate or relevant for specific groups of people than others (Fitriana & Wirza, 2021). In essence, they highlighted that textbook content is tailored to suit the needs and preferences of a particular audience, making some topics more suitable and accessible than others are based on the intended readership. The discussion regarding topics and goals in English textbooks for agricultural students emphasized the crucial need for alignment between the content and objectives of the study program and the exercises or assignments provided. The respondents unanimously stressed the importance of relevance and synchronization between the textbook material and the learning outcomes of the program. Respondent 1 underscores the necessity of topics and objectives in the textbook reflecting the learning achievements outlined in the study program. This sentiment aligns with respondent 2's perspective, highlighting the need for content alignment with both course objectives and study program outcomes, ensuring a cohesive connection between the material and the educational goals.

Additionally, respondent 3 emphasized the importance of making English textbook topics intriguing and relevant to the study program. This emphasizes the need to adapt the content to the field of agriculture, simplify practice questions, and ensure the appeal of the material to the users. The consensus among the respondents underscores the importance of establishing a strong correlation between the material in the textbook and the overarching objectives of the study program. It

is not just about providing content; it is about ensuring that the content directly relates to the field of work, meets the needs of the graduates, and aligns with the study program's outcomes.

Moreover, the feedback highlights the importance of creating an engaging learning experience by not only aligning the material with the program's goals but also ensuring its usability through understandable practice questions and exercises. In summary, the ideal English textbook for agricultural students should not only cover relevant topics but also be aligned with the objectives of the study program. This alignment ensures that the material not only is engaging and pertinent to the field but also directly contributes to meeting the educational goals and needs of the learners (Wilson & Yang, 2007).

### 3.5. Text, Context, and Language

The presentation of textbooks is inseparable from the suitability of the language for the development of users, the grammar that is in accordance with needs and based on the reading or topic being discussed, and the conformity with the characteristics of the user.

(Respondent 1):

The text, context, and language of agricultural English textbooks need to follow existing developments, such as the use of vocabulary that varies, is local, and is easy to find.

(Respondent 2):

The context discussed in the textbook is in accordance with the topic, according to the material, and the language needs, which are in accordance with the characteristics of the learners.

(Respondent 3):

The development of vocabulary that supports the content of the reading is noteworthy; the vocabulary is adapted to the needs of the user, in this case, agricultural students. For grammatical presentation, you still have to pay attention to the topic being discussed in each chapter.

On the basis of the citation, the respondents described their need for other aspects that should be present in the textbook. They confirm that the text, context, and language are tailored to the needs of learners, characteristics, and learner development. After all, they have perspectives, expectations, and expectations for their needs. In this case, the development of vocabulary and language can be created and developed to meet their needs and expectations through needs analysis; moreover, needs analysis is usually used as part of material development.

The discussion of text, context, and language in agricultural English textbooks highlights the vital connection between these elements and users' needs. The respondents unanimously stress the importance of aligning the language, context, and content of textbooks with the characteristics and developmental stage of the learners. Respondent 1 emphasized the necessity of evolving language usage in textbooks to incorporate diverse, local, and easily accessible vocabulary. This highlights the relevance of vocabulary development that resonates with agricultural studies, making the material more relatable and comprehensible for the users. Respondent 2 adds weight to the discussion by stressing the importance of contextual relevance in the textbook. This implies that the context discussed within the material should align with the topics covered and cater to the language needs of the learners, ensuring a coherent and relatable learning experience.

Furthermore, respondent 3 underscores the importance of vocabulary development, which supports the reading content and adjusts grammatical presentations to suit the specific topics discussed in each chapter. This reflects the need for language and grammar to complement the material, enhancing the learners' understanding and engagement. The collective feedback from the respondents underscores the importance of catering the text, context, and language of textbooks to the learners' needs, characteristics, and developmental stage (Harding, 2007). The alignment of these elements is crucial in meeting learners' expectations and effectively facilitating their learning process.

Moreover, the respondents expressed the need for needs analysis as part of material development. This emphasizes the iterative process of understanding learners' requirements and expectations to tailor the vocabulary, language, and context of the textbooks accordingly. In essence, ideal agricultural English textbooks should not only focus on content but also prioritize language adaptability, contextual relevance, and vocabulary development. By ensuring that these aspects align with learners' needs and expectations, textbooks can effectively support and enhance the learning experience of agricultural students.

## 4. Discussion

Textbooks are usually used to encourage readers to pay more attention to what is being taught. Readers with good cognitive abilities easily understand the content of textbooks. Well-organized and designed textbooks can also train and encourage readers to apply the knowledge they gain from textbooks (Ekşi & Yakışık, 2015; Fajriah et al., 2021; Tan et al., 2023). Textbooks can influence the way students learn and improve the professionalism of teachers at certain educational levels. Textbooks themselves can help stakeholders as a whole become more professional, and collaboration in developing textbooks can have a positive impact on policy change (Rambaran., 2022). The link between English language skills and employability is

also built by utilizing students' life experiences and developing textbooks, especially English textbooks for specific purposes, such as English textbooks for agricultural students, which are a form of English localization. (Fitriana & Wirza, 2021).

The importance of English textbook content for agricultural students is undeniable because it is the main source of lecturer guidance in teaching. This study investigated the core content of English textbooks for agricultural students on the basis of the needs and expectations of lecturers. The results of the study indicate that several aspects must be included in the content of English textbooks for agricultural students and that there are core aspects that need to be included in textbooks.

The identified aspects are appearance and practicality; the presentation system; the order of work on exercises and/or activities; topics and objectives; and text, context, and language. The central aspect of this identification is the presentation system; some researchers also state that textbooks must have a clear and detailed description of the teaching procedure (Arumdyahsari, Hs., & Susanto, 2016), and the questions or examples in the textbook also use language and examples that are easy to understand so that students are not frustrated or reluctant to use the textbook. The identified aspects of effective textbook design for language learning include appearance and practicality; the presentation system; the order of exercises and activities; topics and objectives; and the text, context, and language (Shahid et al., 2021).

Meanwhile, the second aspect is the order to work on exercises and/or activities. The instruction of the material and its content is very important because it affects the creativity of lecturers and their performance. The respondents state that the instruction of exercises or activities wherever possible can be varied, clear, and coherent while still providing space for lecturers to still be creative and improvise. The presentation system is highlighted as a crucial aspect of textbook design. Researchers emphasize that textbooks should provide clear and detailed descriptions of teaching procedures. This clarity is essential to ensure that students can easily understand the material without feeling frustrated or reluctant to engage with the textbook. The language used in questions and examples must be accessible to learners, enhancing their overall learning experience (Gashaye & Girma, 2020; Nabi & Iqbal, 2018). Clarity in instruction and encouraging creative teaching practices are essential for maximizing the effectiveness of language learning materials. Respondents in various studies have indicated that a well-structured order of exercise contributes positively to the creativity and performance of educators, ultimately benefiting student learning outcomes (Zhou, 2020).

The findings of this study provide several findings that represent the thoughts of lecturers about their needs and expectations about aspects of English textbooks for agricultural students. These findings reveal how English textbooks should be used by agricultural students. Some modifications can be made by researchers or developers of English textbooks for agricultural students on existing textbooks or the development of new textbooks on the basis of current needs. This research is in line with the findings of Cunningsworth, who reported that textbooks should be modified and adapted to meet user goals and needs (Purwanti, 2019). Thus, this research can serve as a reference for developing English textbooks for agricultural students that are more relevant to current needs and have richer and more detailed procedures.

The importance of analyzing the needs of lecturers and expectations for aspects contained in the content of textbooks cannot be denied, as lecturers play a fundamental role in fulfilling the content of textbooks. Thus, the needs of lecturers for textbooks and their expectations of textbook content become equally important. The main factor in how curriculum change can be successfully implemented is the role of lecturers, mostly through textbooks (Mahfoodh & Bhanegaonkar, 2013).

Currently, many English textbooks for agricultural students are left by English lecturers because their content is no longer in line with the needs of faculties, study programs, or agricultural students. English lecturers' expectations for agricultural students toward textbook content regarding core aspects of textbooks need to be followed up, and the books that appear or are used today are more for general English needs than specific to English for agricultural students. Although English textbooks are specific to agricultural students, they are not relevant to the needs of students in Indonesia and use languages that are difficult to understand because they are compiled by foreigners (not specifically Indonesian students), making it difficult for students and lecturers to understand them. How do language textbooks engage learners with the knowledge they represent? What should the learner do with this represented knowledge? Knowledge is understood as meaning that is compiled and presented legally in language textbooks. The main point is that learners are usually not free to interpret or use language textbooks in a personalized way; their interpretative and productive efforts are highly guided (Weninger & Kiss, 2013).

Lecturers have expectations about the content of textbooks and clear procedures in terms of learning guidelines (Cunningsworth, 1995); therefore, this study aims to fill the gap between the needs of English lecturers for agricultural students and the lecturer's expectations of core aspects of the content of English textbooks for agricultural students, which affects the performance of lecturers in teaching. Therefore, this research was conducted to explore the needs of lecturers and their expectations of the core aspects of English textbooks for agricultural students. Thus, these findings can be a resource for lecturers, textbook development researchers, and practitioners in designing more capable textbook content and always ensuring current needs when designing or developing textbooks to support student careers after graduation.

Therefore, colleges should pay more attention to textbook selection, material preparation, and course design (Chen et al., 2016). Textbook designers should also survey what is needed and provide users with realistic and adequate material so that such measures can ensure that lecturers can improve their English skills and be successful in their future careers after graduation (Atkinson, Churchill, Nishino, & Okada, 2018).

There is a rich discussion about the pivotal role of English textbooks in agricultural education. One point that stands out is how the content of these textbooks significantly impacts both lecturers and students. The study emphasized that textbooks serve as the primary guide for lecturers in their teaching methods, and textbooks function as one of the main instruments in forming students' knowledge, attitudes and principles as the main guide in teaching (Karimi et al., 2013). Therefore, it is crucial to align the content of these textbooks with the specific needs and expectations of both lecturers and students in the agricultural field.

The study identifies key aspects that should be integrated into these textbooks, such as appearance and practicality, presentation systems, exercise sequences, topics and objectives, and language aspects. Among these, the presentation system is highlighted as particularly crucial. Researchers emphasize the need for clear teaching procedures within these textbooks. This clarity not only aids lecturers but also ensures that students do not feel frustrated or discouraged while using the material; in fact, some existing empirical studies have proposed contextually developed tools for the empirical analysis of textbook pedagogical work, which could be utilized by other studies (Weninger & Kiss, 2013) (Stranger-Johannessen, 2015).

Another noteworthy aspect is the order in which exercises or activities are presented. The study suggests that a varied yet coherent instruction sequence is vital. This approach influences lecturers' creativity in teaching and impacts their performance and, ultimately, their learning experience. Moreover, the findings shed light on the gap between current English textbooks and the actual needs of agricultural students. This mismatch arises from the lack of relevance to local needs and the complexity of the language used in specific textbooks developed by nonlocal authors; in material development, textbooks are studied primarily as pedagogical aids in classroom-based second or foreign language acquisition (Weninger, 2020). The order in which exercises and activities are presented is also significant. Effective instructional material should offer varied, clear, and coherent guidance on exercise, allowing room for creativity and improvisation by lecturers. This approach not only aids in maintaining student engagement but also supports lecturers in delivering content effectively while fostering a dynamic learning environment (Chong et al., 2020)

Addressing these gaps and aligning the content of these textbooks with the needs of both lecturers and students seems pivotal. Notably, this study serves as a catalyst for modifications in existing textbooks or the development of new textbooks that are more attuned to the current needs of agricultural students in Indonesia. Furthermore, the role of lecturers is highlighted as crucial in implementing curriculum changes through textbooks. The emphasis is placed on textbooks being a bridge between the curriculum and effective teaching methods. Hence, understanding and meeting the expectations of lecturers regarding textbook content becomes instrumental in ensuring successful educational outcomes. Crucially, because of their focus on representations, language learners do not truly understand these analyses other than through the assumption that these representations will impact them in one way or another. This analysis views discourse as text and not discourse as a process (Canale, 2016). Although ESP is needs-based and task-oriented, it is not possible to determine and achieve all the specific needs of learners in a general educational context (Karimi et al., 2013); however, defining the main purposes on the basis of a scientific needs analysis in terms of educational objectives is possible.

In light of these findings, it becomes imperative for colleges to take a more focused approach in selecting textbooks, preparing materials, and designing courses. The role of textbook designers is equally significant—they need to engage in comprehensive surveys to understand the actual needs and deliver materials that cater to those needs effectively (Maryam & Sara, 2014). Ultimately, this research paves the way for a more comprehensive understanding of the expectations and requirements of both lecturers and students in the realm of agricultural education, allowing for the development of more effective, relevant, and user-oriented English textbooks.

The findings of this study offer valuable insights for textbook developers striving to develop or modify English textbooks for students in the field of agriculture. Drawing from instructors' articulated needs and anticipations, various practical implications and specific suggestions can be inferred. Textbooks must be customized to cater to the precise requirements of agricultural students, encompassing agricultural terminology, scenarios, and instances while integrating practical, real-world applications pertinent to the agricultural domain. Instructors have underscored the importance of textbooks mirroring the present demands of the farm sector, thereby ensuring that students can directly apply their language skills within their professional milieu. Moreover, interactive components such as case studies, problem-solving tasks, and collaborative endeavors should be incorporated to stimulate active learning and involvement, given that captivating content aids in sustaining student interest and fostering improved comprehension and retention of information (Valdez et al., 2018). The content must be culturally suitable and contextually pertinent to the local agricultural practices and circumstances of the students, thereby rendering the learning encounter more relatable and significant.

In addition, textbooks should possess a modular framework that enables instructors to adjust and restructure content according to their distinct instructional requirements and course goals, thereby offering essential adaptability for instructors to personalize their teaching methodology (Lirong, 2022). The use of digital tools, multimedia features, and online supplementary resources can enrich the learning process by furnishing students with various learning aids and materials, thus rendering the content more accessible and captivating. Underscoring the enhancement of practical language skills, such as technical writing, report formulation, and presentation abilities, is also paramount, given their indispensability for professionals in the agricultural sphere. Finally, establishing a feedback mechanism from both instructors and students ensures the longevity

of the relevance and efficacy of the textbook content, effectively addressing any evolving requirements or deficiencies highlighted by users. By adhering to these recommendations, developers of textbooks can devise English educational materials for agricultural students that not only conform to prevailing educational benchmarks but also satisfy the pragmatic needs and anticipations of both instructors and students, ultimately enriching the educational experience and achievements in agricultural studies.

## 5. Conclusions

This study investigated the core aspects that should be included in English textbooks for agricultural students on the basis of the needs of lecturers. The results of the study show that some of the core aspects that should be included are appearance and practicality; the presentation system; the order of work on exercise and/or activities; topics and objectives; and the text, context, and language. Tracing these aspects is very important to ensure that the content of the textbook to be developed is in accordance with the needs and expectations of lecturers.

This study has an impact on English lecturers in Indonesia, especially English lecturers in agricultural students, because the expectations of English lecturers for agricultural students toward the core aspects identified will lead to more coherent teaching procedures, which describes specific steps and explanations of how to teach English to agricultural students. However, this study is limited to the core aspects investigated according to the expectations of the lecturers who are respondents to this study; therefore, researchers strongly recommend that each researcher investigate other aspects that are in line with the expectations of English lecturers for agricultural students. Therefore, the textbooks used are more interesting, applicable, and in accordance with the expectations of lecturers and students.

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## Ethical considerations

Ethical permission was obtained from the Dean of Teacher Training and Education Faculty, Universitas Sebelas Maret Surakarta. Ref. No. 170/UN27.02/PT.01.04/2022. Written informed consent was obtained from all participants before data collection.

## Conflict of Interest

The authors declare no conflicts of interest.

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