Optimizing TPACK in Economics English: A Textbook Analysis

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Abstract

This study evaluates the effectiveness of English textbooks for economics within the Technological Pedagogical Content Knowledge (TPACK) framework. By using a descriptive qualitative approach, the study focused on four textbooks—*Career Path: Banking*, *Career Path: Business English*, *General English Material for Economic Students*, and *English for Islamic Banking*—analyzing their alignment with economic content, instructional objectives, and technology integration. Key findings indicate that these textbooks lack sufficient focus on interactive and immersive learning, affecting students' ability to develop essential language skills relevant to economics. This research highlights the importance of incorporating targeted content and dynamic learning experiences to foster both linguistic competence and digital literacy in economics students, thereby preparing them for global economic challenges.

Keywords: TPACK framework; Economics English textbooks; Language learning in economics; Instructional content analysis; Technology integration in education

Introduction

Learning materials are essential in the process of acquiring proficiency in English, as they provide structured content and resources that facilitate understanding and engagement with the language (Lewis, 2020). These materials, which range from textbooks and workbooks to digital resources and multimedia content, are designed to introduce learners to grammar rules, vocabulary, reading comprehension, writing skills, and pronunciation. They serve as a foundation upon which students can build their language skills progressively, ensuring that learning objectives are clearly defined and achievable. Moreover, quality learning materials incorporate diverse contexts and scenarios, helping learners understand how English is used in real-life situations, from casual conversations to academic and professional settings (Tomlinson, 2011; Tomlinson, 2016; Yani & Sara, 2018). By presenting a variety of linguistic and cultural examples, these materials not only enhance language competence but also promote cultural awareness and sensitivity.

Additionally, effective learning materials in English education support differentiated learning, accommodating diverse learning styles and levels of proficiency (Paltridge & Starfield, 2013). For instance, visual aids, interactive exercises, audio recordings, and online platforms cater to visual, auditory, and kinesthetics learners, allowing for a more personalized and engaging learning experience. They also provide opportunities for self-paced learning, enabling students to review content, practice skills, and assess their progress independently. Furthermore, well-crafted learning materials encourage active participation, critical thinking, and collaboration, as they often include activities that require discussion, debate, and creative expression. By incorporating various instructional strategies and

assessment tools, these materials not only help learners grasp the language more effectively but also foster confidence, motivation, and a lifelong interest in learning English (Dutro & Moran, 2004).

Technological Pedagogical Content Knowledge (TPACK) (Koehler & Mishra, 2006) is an essential framework in modern English language textbooks, as it integrates technology into pedagogy and content to enhance the teaching and learning experience. TPACK emphasizes the synergy between what is being taught (content knowledge), how it is taught (pedagogical knowledge), and the use of technology to facilitate the learning process (Syamdianita & Cahyono, 2021). In English learning textbooks, this framework helps educators seamlessly incorporate digital tools, multimedia resources, and interactive activities, providing a richer, more dynamic environment for students to acquire language skills. By leveraging TPACK, textbooks can move beyond traditional methods and create more engaging, adaptive, and personalized learning experiences that cater to different learning styles and preferences.

Incorporating TPACK into English learning textbooks also allows for a more effective integration of real-world language use and digital literacy by promoting the use of authentic language in real contexts with authentic materials (Bugueño, 2013). However, it is essential for teachers to have a deep understanding of digital literacies and language learning to successfully integrate technological tools in the classroom (Horlescu, 2017). As technology becomes increasingly intertwined with daily life, language learners must develop skills that extend beyond basic vocabulary and grammar. Textbooks that align with the TPACK framework present opportunities for students to interact with authentic, digital content—such as podcasts, videos, and online articles—that reflect real-world language applications. These resources help students become adept at navigating digital tools and platforms in English, fostering critical digital literacy skills that are vital for academic and professional success. Moreover, by using technology to connect with native speakers and other learners globally, textbooks with TPACK provide a bridge to intercultural communication, further enriching the learning experience.

Furthermore, English textbooks grounded in the TPACK framework support the development of 21st-century skills, including critical thinking, problem-solving, and creativity (Koehler & Mishra, 2006; Koehler & Mishra, 2009). Through the thoughtful integration of technology, such textbooks encourage collaborative learning and active participation, allowing students to engage in interactive activities like online discussions, digital storytelling, and collaborative writing projects. This not only reinforces language skills but also promotes a deeper understanding of the content. The TPACK model also facilitates formative assessment by utilizing digital tools for instant feedback and adaptive learning paths, which help educators tailor their instruction to meet individual student needs. As a result, English textbooks that employ TPACK contribute to a more comprehensive, flexible, and effective learning environment that prepares students for future challenges in an increasingly digital world.

Analysing English textbooks for economics is crucial for several reasons. First, it provides learners with access to a wealth of global knowledge and diverse perspectives in the field. English is the predominant language of international communication and academic discourse, making most significant economic theories, models, and case studies available in this language (Baumgärtner et al., 2008). By analysing English textbooks, students can enhance their understanding of complex economic concepts and gain exposure to the latest research and data from leading economists around the world. This process also helps them develop critical thinking skills as they learn to evaluate and synthesize information from various sources, preparing them for global economic challenges and opportunities.

Furthermore, analysing English textbooks helps students improve their language proficiency, which is a valuable skill in the increasingly interconnected world (Rodrigues, 2015). Economics relies heavily on precise language, and understanding key terms, definitions, and expressions in English is essential for clear communication in both academic and professional settings. It enables students to better articulate their ideas, engage in international discussions, and collaborate with peers and professionals from different cultures. Overall, this analysis not only deepens their economic knowledge but also equips them with the linguistic tools needed to navigate the global marketplace and contribute meaningfully to international economic dialogues.

In recent years, the integration of Technological Pedagogical Content Knowledge (TPACK) in educational resources has become essential for effective teaching and learning, particularly in specialized fields such as economics. However, existing economics textbooks that incorporate TPACK often fall short in several key areas, obstructing their effectiveness in addressing the unique needs of economics students. One major gap is the limited alignment between content and pedagogical approaches tailored to the economics context; many textbooks fail to adequately incorporate economic

terminology, analytical skills, and real-world application scenarios critical for understanding complex economic concepts. Additionally, these textbooks often lack interactive and technology-enhanced components, which are crucial for engaging students and fostering digital literacy—a skill increasingly demanded in the global economy.

Another critical gap is the insufficient provision of activities that connect theoretical economic knowledge with practical language use. For instance, students need exercises that simulate real-world economic scenarios, such as analysing financial statements, discussing market trends, or crafting business proposals. Without these, students may struggle to apply both their language skills and economic knowledge in professional settings, ultimately impacting their career readiness. Furthermore, textbooks often lack specific instructional support for essential skills such as critical thinking, problem-solving, and collaborative work, which are vital in preparing students to navigate the dynamic, technology-driven landscape of modern economics.

This study is therefore essential to highlight and address these gaps, offering insights that can inform the development of more comprehensive, TPACK-aligned textbooks. By emphasizing the integration of content-specific language, pedagogical strategies, and technological tools, this research aims to bridge the gap between current textbook offerings and the developing needs of economics students. Ultimately, this research highlights the importance of well-designed learning materials that not only support linguistic competence but also prepare students for the demands of an interconnected, digitally reliant economic environment.

Textbooks should be analyzed using the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler et al., 2013) because it provides a comprehensive understanding of how technology can effectively support the teaching and learning of specific content areas. The TPACK framework integrates three key components: content knowledge (what is being taught), pedagogical knowledge (how it is taught), and technological knowledge (the tools used for teaching). By applying TPACK to textbook analysis, educators can assess not only the accuracy and relevance of the content but also how well the textbook incorporates and supports modern pedagogical approaches using digital tools. This analysis helps identify gaps or strengths in how the textbook addresses diverse learning needs, promotes engagement, and prepares students for a technology-rich world. Ultimately, using TPACK ensures that textbooks are not only content-rich but also aligned with contemporary educational practices that make learning more accessible and effective. Thus, this study examined whether the available English textbook for economics has implemented TPACK framework and what the forms of TPACK employed in the textbook.

The primary aim of this study is to evaluate the extent to which current English textbooks for economics students align with the Technological Pedagogical Content Knowledge (TPACK) framework. Specifically, this research seeks to identify gaps in the integration of economic content, pedagogical strategies, and technological tools within these textbooks, highlighting areas where improvements can enhance student engagement and learning outcomes. By focusing on the analysis of interactive learning opportunities, language skills relevant to economics, and digital literacy components, this study aims to provide valuable insights that inform the development of more effective, TPACK-aligned resources. Ultimately, the findings are intended to contribute to the creation of textbooks that better support economics students in acquiring both linguistic proficiency and practical skills for global economic challenges.

Methods

In this study, four English textbooks for economics were analysed using a descriptive qualitative method to evaluate their effectiveness in aligning with contemporary educational standards, particularly the Technological Pedagogical Content Knowledge (TPACK) framework. The analysis employed an instrumentation checklist developed based on theories from (Cunningsworth, 1995), who provides criteria for evaluating the content and pedagogical suitability of coursebooks, and Mishra & Koehler (2006) along with Koehler & Mishra (2009), who developed the TPACK framework that integrates technology, pedagogy, and content knowledge. Additionally, Rahimi & Pourshahbaz (2019a) contributed to the methodology by emphasizing the importance of aligning coursebook content with the TPACK model to ensure effective learning outcomes in modern classrooms. Each textbook was evaluated against specific criteria derived from these theories, such as the appropriateness of content, the integration of pedagogical strategies, and the effective use of technological resources. The resulting

data were subjected to descriptive statistical analysis to determine the textbooks' overall alignment with the TPACK principles. This approach allowed for a systematic assessment of how well each textbook meets the needs of today's technology-enhanced, pedagogically diverse educational environments, providing insights into their suitability for use in teaching economics in English.

The analysis focused on three primary criteria: content alignment, pedagogical strategies, and technological integration. Content alignment refers to how well the textbook content matches the educational needs and economic context relevant to the learners, ensuring that language activities are contextually meaningful. Pedagogical strategies examine the teaching approaches embedded within the textbooks, assessing whether they incorporate a variety of interactive and student-centred activities that promote language learning. Technological integration evaluates the inclusion of digital tools and multimedia resources that facilitate an enhanced, interactive learning environment aligned with modern educational standards. Outlining these criteria offers clarity and ensures that the assessment framework is systematic and aligned with TPACK principles.

The data analysis was conducted using a thematic analysis method to identify patterns and key themes across the textbooks. Data were systematically collected, and each textbook was evaluated based on a structured rubric that rated content alignment, pedagogical strategies, and technological integration. The process began with data collection through detailed examination of the textbooks, followed by scoring each criterion using a predetermined scale. The results were then interpreted within the context of the TPACK framework to determine the degree of integration between technology, pedagogy, and content.

Result and Discussion

The selection of the four textbooks—*Career Path: Banking*, *Career Path: Business English*, *General English Material for Economic Students*, and *English for Islamic Banking*—was based on their widespread use and relevance in teaching English for economics in various educational settings. These textbooks were chosen as they represent a diverse range of instructional approaches and content focuses within the domain of English for specific purposes (ESP) targeted at economics students. Their inclusion reflects a cross-section of materials that are commonly employed by lecturers in economic faculties, thereby providing a comprehensive basis for analysis. This selection ensures that the study's findings are representative of the current state of English language learning resources for economics students, capturing both general and specialized content to assess their alignment with the TPACK framework and the extent to which they meet the linguistic and pedagogical needs of learners in this field.

This study analysed those economics English textbooks. The first two course books were *Career Path: Banking*. The textbook *Career Path: Banking*, published in 2011, and *Career path: Business English* published in 2011, have several limitations that obstruct its ability to meet the educational needs of students dealing with banking and business studies. Firstly, it does not align with economics, which is crucial for understanding banking operations and principles. Secondly, the book lacks clear information about its target audience and instructional aims, making it less suitable for learners. Thirdly, the book's limited support on technology, such as passive listening and inactive features, limits interactive participation and dynamic learning experiences. Furthermore, the absence of grammar and pronunciation instruction hampers the development of language skills essential for efficient communication in the business and banking industry. The insufficient incorporation of technology further reduces the book's ability to provide engaging and immersive learning experiences. Lastly, the lack of economics-related activities in the textbook hampers students' ability to apply their knowledge effectively.

The analysis revealed that *Career Path: Banking* and *Career Path: Business English* demonstrated some strengths in presenting fundamental business language; however, both lacked robust integration of technology. The activities in these textbooks predominantly involved traditional exercises, such as reading and vocabulary building, without leveraging digital tools to enhance learning. The limited presence of interactive features, such as multimedia content or digital quizzes, indicated a need for improvement in fostering student engagement and interaction. Additionally, the textbooks provided insufficient opportunities for applying language skills in practical, economics-related scenarios, highlighting gaps in content alignment.

The analysis above reveals several limitations that obstruct their effectiveness in meeting the educational needs of students focusing on banking and business studies. One of the primary issues is

that these textbooks do not adequately align with the field of economics, which is fundamental for understanding banking operations and principles. This misalignment results in a lack of content that connects language learning with the core economic concepts critical to banking and business contexts. Moreover, the textbooks do not provide clear guidance on their target audience or instructional objectives, leaving educators and students without a clear framework for achieving specific learning outcomes. This lack of clarity diminishes the textbooks' suitability for learners and makes it challenging to measure their effectiveness in a classroom setting.

Additionally, both textbooks show significant shortcomings in their use of technology, which limits their ability to create a dynamic and interactive learning environment. The resources provided, such as passive listening exercises and inactive features, fail to engage students actively or promote meaningful interaction, which are essential components of effective language learning in a contemporary, technology-enhanced classroom. Furthermore, the absence of grammar and pronunciation instruction further undermines the textbooks' utility by restricting the development of crucial language skills needed for clear and effective communication in the business and banking sectors. The insufficient incorporation of technological elements reduces opportunities for immersive learning experiences that could enhance student engagement and comprehension. Lastly, the lack of economics-related activities prevents students from effectively applying their knowledge in relevant scenarios, thereby limiting their ability to bridge language skills with practical applications in their field of study. These gaps highlight the need for more tailored and technologically integrated learning materials that address the specific needs of students in economics and banking studies.

The book *General English Material for Economic Students* published in 2014, aims to provide foundational English language skills to economics students but has several shortcomings that hinder its effectiveness. One of the most notable limitations is the lack of explicit information on how the content aligns with the educational requirements and linguistic complexities specific to economics students. This lack of alignment restricts its usefulness for addressing the specialized language and communication needs within the field of economics, such as understanding economic terminology, conducting research, and engaging in professional discourse. Economics students need specialized language and communication within the field of economics to develop communicative professional competence, understand economic terminology, and enhance intercultural business communication (Zahorodna et al., 2022). Furthermore, the book's failure to incorporate technology-based resources limits interactive learning opportunities, which are essential for developing digital literacy and adaptability in a rapidly evolving academic and professional landscape.

General English Material for Economic Students was found to include basic language exercises suitable for a general context, but it did not adequately address the specific linguistic demands of economics. The pedagogical approach was primarily teacher-centered, with limited interactive activities that encourage student participation or collaboration. The absence of integrated technology further constrained the learning experience, missing opportunities for students to develop digital literacy alongside language skills. Despite containing comprehensive grammar and reading sections, the lack of specialized vocabulary and context-specific tasks limited the textbook's efficacy in preparing students for real-world economic communication.

Another significant shortcoming of the book is its limited emphasis on listening skills, which are vital for acquiring authentic spoken English (Alfaro & Esmeralda, 2014). This omission restricts students' opportunities to develop comprehension and oral communication skills, which are critical for effectively engaging with economic discourse in both academic and real-world settings. For economics students, mastering the four language skills—listening, speaking, reading, and writing—is crucial for academic success and future career prospects. Additionally, the writing exercises provided in the book appear unsuitable and disconnected from the specific writing tasks that economics students typically encounter, such as drafting reports, policy analyses, and research papers. This inconsistency between the book's content and the learning goals further undermines its efficacy as a resource.

The absence of instruction in listening and writing skills in the lesson plan significantly impacts students' ability to understand and apply English in an economic context. To align lesson plans more closely with curriculum objectives, increasing the variety of activities, emphasizing ICT use, and improving vocabulary and language structure can help minimize the gap and achieve more effective English for Economics learning. Meanwhile, incorporating listening activities into English lessons has

a positive impact on student learning outcomes and motivation (Liu & Chu, 2010; Sabet & Mahsefat, 2012).

To address these limitations, a more tailored approach is necessary to better align the content with the educational objectives of economics students. This would involve developing materials that integrate economic concepts with language learning, thereby providing contextually relevant exercises and activities. Incorporating technology and digital tools can indeed enhance interactive learning experiences, promoting digital literacy alongside language proficiency. Digital literacy is crucial for higher education students' employability and appeal in the graduate labor market, as it enhances their value to future employers (Morgan et al., 2022). Additionally, the inclusion of diverse learning approaches, such as authentic listening sessions and specialized writing tasks, would ensure a more comprehensive development of all four language skills, ultimately leading to a more effective and engaging learning experience for economics students.

In contrast, *English for Islamic Banking* attempted to incorporate specialized content related to its focus area. However, it suffered from a lack of depth in discussing essential economic principles and providing comprehensive activities that facilitate critical thinking and real-world application. The use of technology was confined to basic audio exercises, failing to exploit more interactive or adaptive digital resources that could enhance language acquisition and understanding of economic concepts. The limited incorporation of speaking and writing activities also reduced the opportunities for students to develop communicative competencies crucial for academic and professional success.

The book *English for Islamic Banking* published in 2021, is intended to meet the educational requirements of students who are interested in Islamic banking; however, it demonstrates a number of substantial deficiencies that weaken its efficacy. The absence of specificity in the book's discussion of the economic concepts and principles that are fundamental to Islamic banking is a critical limitation. The absence of specificity can impact reader understanding of economic concepts by making it difficult for readers to grasp the exact meaning and context of the concepts being discussed. Without specific details and examples, readers may struggle to connect the theoretical concepts to real-world applications, leading to confusion and misunderstanding (Dovey, 2006; Wulandari & Narmaditya, 2017). The book intends to concentrate on this specialized field; however, it fails to offer complete coverage of the fundamental economic theories, terminologies, and practices that are necessary for a complete understanding of Islamic financial transactions. This deficiency reduces the book's capacity to develop the essential conceptual knowledge and skills that are essential for students to engage meaningfully with the subject matter, which limits their capacity to apply these concepts in practical contexts. The book is at risk of becoming a generic language learning resource, failing to satisfy the specific educational requirements of its audience, if the economic content is not clearly aligned.

The book's absence of speaking lessons and explicitly defined learning objectives is another significant shortcoming. Students are unable to encourage critical communicative competencies, including the ability to negotiate, present, and clarify complicated banking concepts in English, which are essential in the globalized banking sector (Schuhmann et al., 2005). This is due to the absence of structured speaking activities. In addition, the absence of clearly defined learning objectives can result in a lack of focus and direction in the learning process, as it can lead to confusion regarding the intended outcomes of each course. The effectiveness of the instructional materials can be obstructed by this lack of clarity, as students are less likely to achieve meaningful learning gains if they do not have a clear understanding of the objectives they are attempting to achieve (Ibrahim & Alqahtani, 2018). Additionally, the book fails to incorporate brainstorming exercises, which are essential for the development of critical thinking, creativity, and problem-solving abilities—skills that are becoming increasingly prevalent in the dynamic and innovative field of Islamic banking.

Furthermore, the book's utilization of technology is restricted to listening exercises, which in turn limits the scope of interactive learning experiences. Research has demonstrated that technology can improve learning outcomes by establishing interactive, diverse, and engaging learning environments that encourage deeper engagement with content and collaboration (Halverson & Graham, 2019). The book fails to capitalize on the potential of digital tools to provide a more comprehensive language learning experience that encompasses speaking, reading, and writing activities by restricting technology use to a single skill area. This restricted utilization of technology is indicative of a restricted comprehension of the potential of digital resources to facilitate a diverse array of learning modalities and foster student-centred learning. These limitations emphasize the necessity of a more comprehensive

and student-centred textbook design approach that aligns content with clearly defined learning objectives, integrates critical thinking and communication skills, and employs technology to support diverse and interactive learning experiences (McDonald, 2012).

The outcomes of this study provide significant contributions to the development of English language learning materials tailored for economics students. By pinpointing the specific shortcomings of current textbooks—such as limited integration of digital tools, inadequate alignment with economic concepts, and lack of real-world application activities—this research emphasizes the urgent need for resources that bridge the gap between language learning and economic skill development. The study advocates for textbooks that incorporate economic terminology and context-specific language tasks, enabling students to more effectively grasp industry-specific communication skills that are essential for their future careers.

Conclusion

In conclusion, the analysis of English textbooks for economics reveals significant insights into the alignment of these resources with the Technological Pedagogical Content Knowledge (TPACK) framework, highlighting both their strengths and limitations in supporting effective English language acquisition for specific content areas. Learning materials play a vital role in language education, providing structured content that builds foundational language skills and fosters cultural awareness and sensitivity. However, to meet the demands of modern, technology-enhanced classrooms, these materials must effectively integrate technological tools, pedagogical strategies, and relevant content. The application of the TPACK framework to textbook analysis demonstrates the need for materials that not only offer diverse linguistic contexts but also utilize digital resources to create engaging, adaptive, and personalized learning experiences.

The study's findings indicate that while some textbooks, such as *Career Path: Banking* and *Business English*, provide basic coverage of relevant content, they lack sufficient integration of technology and specific pedagogical approaches tailored to economics students. Similarly, *General English Material for Economic Students* and *English for Islamic Banking* exhibit gaps in addressing core economic concepts, utilizing diverse teaching methods, and incorporating interactive digital tools. To enhance their effectiveness, textbooks must address these shortcomings by aligning more closely with TPACK principles, fostering not just language proficiency but also critical thinking, digital literacy, and real-world application skills. This study underscores the importance of comprehensive, TPACK-aligned learning materials that cater to diverse learner needs and prepare students for future challenges in an increasingly digital and globalized world.

The implications of this study extend to teaching practices in English for Specific Purposes (ESP) and English for Academic Purposes (EAP) in economics. By adopting a TPACK framework, future textbooks and curricula can offer an interactive, technology-driven learning experience that reflects the digital demands of the modern economy. This research encourages educators to foster skills like critical thinking, digital literacy, and problem-solving, which are increasingly valuable in the globalized economic landscape. Ultimately, these insights not only emphasize the need for adaptive and comprehensive learning materials but also position language learning as a strategic tool to prepare economics students for both academic and professional success. In doing so, this study contributes to a broader pedagogical approach that integrates language competence with domain-specific knowledge, thereby enhancing the effectiveness and relevance of ESP instruction in economics.

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