Sudan University of Science and Technology

College of Graduate Studies

The Impact of Integrative Programme of ESP, General English and EAP on Enhancing Learners' Language Proficiency

(An Evaluation of Sudan International University English Language Textbook)

اثر برنامج تكاملى فى ا للغة الانجليزية للاغراض الخاصة و العامة والاكاديمية فى تعزيز الكفاءه اللغوية

(دراسة تقيمية لكتاب اللغة الانجليزية بجامعة السودان العالمية)

A thesis submitted in fulfillment of the requirement for a PhD in Applied Linguistics in English language Teaching

Submitted by: Ali Abdallah Altayeb Alkhalifa

Supervised by: Dr. Amna Mohammed Badri

2018

i

Dedication

This thesis is dedicated to the soul of my mother, who raised me and taught

me to be who I am now .It is also dedicated to my lovely family.

ACKNOWLEDGEMENTS

Abstract

The aim of this study is to investigate the impact of a portrayal of an integrative program of general English, EAP and ESP on enhancing learners' language proficiency. The textbook which is designed by the researcher for the medical laboratory sciences students at Sudan international university aims to integrate the language components and academic skills around the ESP medical corpus since this will help the students enhance their English proficiency as the study proposed. The researcher has utilized different quantitative methods such as the pretest posttest for the students, the questionnaire and the text book evaluation check list for the English language teachers. (120) students of SIU first year at the faculty of Medical Laboratory Sciences represent the population of the test. Sixty students represent the experimental and another sixty for the control group. The experimental group is taught the integrative programme designed by the researcher for five weeks, four hours a day whereas the control group continues studying the same conventional general English course (GAP) where the focus is on the language structures, for the same duration of the experimental group. The two groups were administered the reliable and valid pretest post test. On the other hand, a questionnaire and a textbook evaluation check list were conducted for (60) English language teachers to review their opinions about the designed text book. The results have shown that there is a significant progress in the performance of students in the experimental group compared to the control one. The analysis of the questionnaire and the textbook evaluation check list has also shown that the text book bridges the gaps that conventional text books create as well as it motivates the students to enjoy their major subjects classes . The study recommended the English language teachers to design the materials that suit their students' needs of their chosen discipline and future career.

مستخلص البحث

يهدف هذا البحث لدراسة أثر دمج اللغة الانجليزيه للأغراض الخاصة والعامة والاكاديمية فى كتاب واحد متكامل ومدي مساهمتها فى تعزيزمهارات دارسي اللغة الانجليزية. وقد هدف الباحث من خلال تصميمه لمنهج اللغة الانجليزية بجامعة السودان العالمية كلية علوم المختبرات الى دمج محتوى العلوم الطبيه وبعض المهارات الاكاديمية التى يحتاجها الطلاب فى دراستهم الجامعيه مع أساسيات التراكيب اللغوية للغة الانجليزية لكى تمكن الطلاب من تعزيز مهارات اللغة الانجليزية لديهم.أتبعت الدراسة أسلوب الطريقه الكميه لجمع البيانات التى تمثلت فى إجراء إختبار قبلى و بعدى لمعرفة مد إستفادة الطلاب من الكتاب المصمم موضع الدراسة ثم عمل إستبانه وإستمارة تقييم لمعلمى اللغة الانجليزية الذين قامو بتدريس الكتاب فى جامعه السودان العالميه لمعرفة مدى فاعلية محتوى الكتاب فى تعزيز مهارة اللغة الانجليزية لديهم. ويمثل طلاب جامعة السودان العالمية كلية علوم المختبرات الفئة المستهدفة لهذه الدراسة. وقد أختير (120) طالبا يمثلون كلا الفريقيين التجريبي والتوجيهي بواقع(60) طالب فى كل مجموعة .خضع الطلاب فى كلا المجموعتين معا لإختبار قبلى لتحديد مستوى كل منهم ومدى إلمامه باللغة الانجليزية. تم تدريس الفريق التجريبي المنهج التكاملي والذي تم تصميمه من قبل الباحث مراعيا إحتياجات الدارس اللغويه والمهارات الاكاديميه ذات الصلة لفترة زمنية وقدرها أربع أسابيع بمعدل أربعة ساعات فى اليوم. بينما استمر طلاب الفريق التوجيهي علي دراسة المنهج التقليدي وهو عبارة عن كورس إنجليزي عام اعتاد فيه الطلاب على التركيز على القواعد البنيويه للغة. كان ذلك في نفس المدة الزمنية التي أتيحت للفريق التجريبي بعد ذلك خضع كلا الفريقيين لاختبار قياس آخر استوفى كل المعايير لمعرفه جدوى واثر المنهج المتكامل على طلاب المجموعة التى درسته مقارنه مع نتائج المجموعة الاخرى. كذلك تم عمل إستبيان وإستماره تقييم لذات الكتاب لـ60 أستاذ لمعرفه ارائهم وتفاعلهم مع الكتاب ومدي جدواه إتساقا مع أهدافه. بينت الدراسة أن الطلاب الذين درسو الكتاب المتكامل قد أظهرو تقدم ملحوظ في مهارات اللغه. وأظهرت نتائج الإستبيان و أستماره التقييم على أن هذا الكتاب يحفز الطلاب على الإقدام على مواهم الاساسية. وقد طور كثيرا من قدراتهم اللغوية والاكاديمية على حدا سواء . كم حثت هذه التجربة معلمى اللغة الانجليزية على تصمييم أو اختيار مناهجهم حسب الحوجة الفعلية لطلابهم بما يتماشى مع مدى احتياجهم لها من خلال ممارستهم لمهنهم المختلفة.

Tale of content

LIST OF TABLES

The definition of the terms:

ESAP skills: English for specific academic purposes skills.

EGAP skills: English for general academic purposes skills.

SIU: Sudan International University.

ESP: English for specific purposes.

EL: English language.

CHAPTER ONE

INTRODUCTION

1.0 Back ground

The situation of English language teaching is very challenging in Sudanese universities in general and Sudan International University in particular. It is challenging in terms of organizing the English education scheme to fit within the constraints of theoretical approaches of language teaching, the prescribed curriculum and syllabus, as well as the needs and interests of the students within the classroom. The low level of the students necessitates the provision of English program for Academic Purpose (EAP) courses to prepare such students to study in English-medium institutions. Because of the variety of the academic backgrounds of the students who take these courses, a syllabus of English for General Academic Purposes (EGAP), is taught. It mostly comprises a study-skills based approach. It is often difficult to relate such EGAP content to students' academic disciplines or to address their academic needs in classes which contain students from a range of academic backgrounds. In order to address this problem, discipline-specific tasks were integrated into an EGAP context and the effects evaluated.

English as a Second Language (ESL) and EAP are two different modes of curricula in terms of student clientele, course content, objectives, and instruction (Larklau, 1994). In preparing students to cope with the demands of university study, English courses need to focus on what Cummins (2000) refers to as 'context-reduced' language which tends to be rather abstract and to rely less heavily for its coherence on an immediate context than does the 'context-embedded' language of everyday interaction, which is the focus of general ESL courses.

The EAP curriculum usually builds on student awareness that there is a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts. It aims at developing what Cummins (2000) calls Cognitive Academic Language Proficiency (CALP). CALP builds on the students' acquisition of basic interpersonal communication skills (BICS) - the verbal fluency needed in a target language for everyday informal situations which is the case in most of the English language text books in the market. As such, it can be seen that general English proficiency (BICS) is merely the basis for CALP and is not a promising indicator of success in academic study (Lewelling, 1991)

1.1 The Statement of the Problem

The English department has introduced skills in English levels on the bases that the students of the university have a considerable proficiency in English language. Students are taught intensive English for seven weeks four hours per day. Overall results reveal that, our students are not competent in English, but there is a significant scope for improvement in certain areas. Students do fairly well in reading literacy, but standards of oral and written Communication is highly low. The students had a variety of learning styles and abilities.

 According to the final test some of the students require substantial assistance in a contextualized English language structure because they need to have a better knowledge of ESP. EAP as well as of general English in order to accommodate them with the strong base for their chosen disciplines study.
The ESAP units with general English ingredients could help them to get used to the vocabulary of this particular area for them to be able to read journal articles in their specialty in such a way they can identify the most newsworthy information (Swales, 2000).

1.2 The Significance of the Study

One of the benefits of this study is paving the way for the Professional Development. Another benefit of the study is to provide teachers with opportunities for developing in-depth knowledge and experience. It allows faculty members to share their particular expertise and research interests. It also encourages the English language teachers to corporate with the content teachers to develop and design their teaching materials to address the students' actual needs.

1.3 The Objectives of the Study

1- The main objective of this study is to evaluate and find out how the integration of ESP and general English course enhances the learners' proficiency.

2- It also aims to develop a unit of language materials using a natural integration based on criteria derived from different approaches of syllabus design

3- To identify the advantages and challenges of the integration of the ESP with the main stream of English language courses.

4- The study also aims to discuss and describe how the curriculum should be developed, and how to integrate the four skills as naturally as possible.

1.4 The Questions of the Study

The following questions will be studied to find answers to:

1-What is the effect of the integrated programme "General English, Academic English and ESP" on the enhancement of the students' critical awareness of their chosen discipline?

2- What is the effect of the integrated programme "Genera English, Academic English and ESP" on the enhancement of the students Language Proficiency?

3- To what extent do the ESP courses that students study helps improve their proficiency?

4- What language components do these ESP courses lack in order to meet the students' needs?

5- To what extent is it possible to integrate ESP, EAP and general English courses into one syllabus?

1.5. The Hypothesis of the Study

The study addresses the following hypothesis:

1- The integration of general English, academic English and English for specific purposes into English language programme is expected to enhance students' language proficiency.

2- Most of the tertiary level English courses are ESP and they lack the considerable language components around the themes to enhance the student linguistic competence.

3- The situation of English language as requirement course does not enhance the students' language proficiency.

4- The textbook taught for the students of SIU faculty of medical laboratory sciences enhances the students' language proficiency and hence it demonstrates a practical model to apply for other disciplines.

1.6 The Methodology of the Study

The study utilizes different quantitative methods to collect the data as The researcher will use the pretest post test method to investigate whether The integration of general English, academic English and English for specific

purposes into English language programme enhances the students' language proficiency.

The researcher also will submit a questionnaire for the English language teachers to investigate the second and the third hypotheses

Finally the researcher will also use both a text book evaluation check list for the English language teachers who teach the course to the rest of the groups of the same college and the review of the text book itself to investigate the fourth hypothesis.

1.7 Limitations of the Study:

This study is limited to the integration of ESP, EAP and general English courses on learners' language proficiency of Sudan international university students at the college of medical laboratory sciences.

And it is also limited to the academic year 2014-2015 at Sudan international university.

CHAPTER TWO

LITERTURE REVIEW

2.0 Introduction

The chapter discusses all the related theories and the methodologies of the syllabus design and how to apply them when designing an English language textbook. It also contains some related literature about ESP, EAP, and EGP and their integration into a main stream English programme for the ESL students studying other discipline in English. Moreover, it discusses the concept of the text book and the criteria of its evaluation.

2.1. Definition of a Syllabus

The main concern of this study is aligned with the area of syllabus design and it is very essential for the syllabus designers to know the concept of the term syllabus so that they can practically and pedagogically apply it when they design or tailor their own syllabus

Many methodologists and experts define the term syllabus from different perspectives and back grounds.

Richard & Schmidt (2010:25) state that the term syllabus traditionally refers to "the form in which linguistics content is specified in a course method"

Richard (2001) defines syllabus as a pedagogical documentation of a specified content of a certain course that can be taught and assessed by the end.

Hyland (2006) describes it as an action plan that considers the methodology and the objectives of the course in order to provide a valid and reliable basis for evaluating the learners.

 Nunan (1999) defines it as the sub component of a curriculum which is concerned with the selection, sequencing and justification of experiential and

linguistic content, and makes a distinction between syllabus design and methodology.

According to Prabhu, (1984: 274). "the function of the syllabus is to specify what is to be taught and in what order"

Yalden (1987: 87) also refers to syllabus as a "summary of the content to which learners will be exposed".

Strevens (1977) adds the administrative dimensions to the definition; which is the role of the teacher or the educational institutions where the course is taught. So the teacher has to be aware of the process and the objectives of the syllabus as well as breaking down the linguistic aspects in order to meet the needs of the learners.

So the syllabus represents a direction to the teachers to decide what to teach, to whom and how you teach it?

So from the above mentioned definitions of the term syllabus, it is obvious that there are certain criteria every syllabus should meet, but there is always a room for the teachers to tailor and design their own syllabus around these basic concepts and criteria since they set their own objectives clearly. Moreover, the needs of the learners have to be considered as well.

There are many purposes beyond having a straight forward syllabus for both the learners and the instructors as; it simply draws a clear route for the students and their instructors to go through. Therefore, they will achieve the objectives of the course.

Some may not realize that syllabi play a variety of valuable functions for different groups within an institution such as a communication mechanism, a planning tool for instructors, a course plan for students, a teaching tool or resource, an artifact for teacher evaluation, and evidence for accreditation (Thompson, 2007)

Consequently, the components of the syllabus help the learners to cope with their study and eventually enjoy it and they direct them to establish a good learning environment.

2.2. Definition of Course Design

When it comes to design a course the teacher should be aware of many concepts and even knowledge to help him or her to design a course that suits his or her students. So as a syllabus designer teachers should be familiar with some significant and various definitions of syllabus, all of them reveal its practical applications to real life teaching or how real life teaching defines and shapes the nature of syllabuses.

Robinson (2011, p. 294) describes syllabus design as the compilation of decisions regarding units and their sequence of performance.

This concepts of course designing as Munby (1984:13), sees it as "a matter of specifying the content that needs to be taught and then organized into a teaching syllabus of appropriate learning units."

Many methodologists and syllabus designers define syllabus design from different aspects According to Webb (1976), it is the way through which the content to be taught is well selected, designed and organized to enable teachers to deliver it easily and effectively.

Whereas Shaws (1982) gives it a broader dimension as it is simply following the criteria of making the syllabus align with the curriculum process apart from the evaluative procedure.

Munby does not go far from the same track of Webb' but he adds the dimension of specifying the content of the syllabus to match the needs of the

learners and this helps the researcher as the study is trying to specify the content of the ESP to match the medical laboratory students.

These definitions of the term syllabus pave the way for the teacher to stand on a very strong ground to design their own courses portraying the concepts and approaches that makes it well designed and formatted.

2.3. Designing a language Course

For any syllabus designer, it is very important to have an idea about syllabus design theories and approaches. This is clearly supported Dudley &ST John (2011) when they argue that in order to design a syllabus many factors have to be by considered and investigated. For instance, the nature of the course the designer is planning to design; is it an intensive or extensive. Moreover, does it address the immediate needs or the delayed ones of the learners?

Moreover, it is very important to identify the focus of the course whether it addresses abroad area or just a narrow and specified one. In other words, the materials of the course have to address specified core as this will help to identify whether the teacher is a facilitator or a provider.

The learners are the core issue in designing a language course so they have to be identified in terms of being homogeneous or heterogeneous. Finally, the course should be designed by working out by language teachers with the consultation with the learners and the institution as well as the course has to be subject to a negotiation with the learners. Dudley &ST John (2011)

Graves (2000) adds that; to design a course, depends on different factors: firstly, the course content, the goals and objectives of it, the designer and the learners' past experiences as well as their beliefs and understanding. Beside

the method followed in designing and forming the texts and context of the course.

Those considerations are very significant as they identify to what extent the course will be easily and effectively implemented and how the objectives will also be achievable.

After the plat form of the course is decided, the course should go through the basic steps of course designing as they are stated by Graves (2000) Those stages are: assessing the needs of the learners, the formulation of the objectives, the development of the materials selected, the organization of the content, the selection of learning activities, the organization of learning activities, and finally the decisions about what needs evaluation and how to evaluate.

2.3.1. Needs Analysis

Needs analysis procedure in language teaching was first introduced and used by Michael West in 1920, then developed according to the intensive studies conducted on that area by the council of Europe team and many syllabus designers and teachers in 1970. Khansir (2014)

Hutchinson and Waters (1984) point out that, what is meant by needs analysis is the analysis of the target situation needs and the language that learners have to acquire to cope in the target situation.

David Nnuan (1988:13) defines need analysis as "techniques and procedures for collecting information to be used in syllabus design"

Graves (2000) states clearly that the first step in designing any language course is to identify the learners' needs and this can be systematically tackled by deciding what information to gather and why, to whom this information is

gathered and how it can be gathered. After gathering the information, it has to be interpreted and put into action and finally comes the step of evaluating the effect of the action.

She continues adding that when the information is being gathered, the designer should consider the learners' abilities, attitudes and preferences before the course in order to make decision about what to teach and how to teach it.

From the very beginning the learners needs have to be analyzed in order to decide the content and the objectives of the syllabus. Johnson K (2008)

Dudley (2001) claims that before it is been decided where the needs might lead the learners in the end , it is better to decide upon the language tools that will help the learners to achieve their needs and this is referred to as present situation analysis,

Basturkmen (2013) argues that needs analysis help build up the students' linguistic competencies and skills, eventually leading them to perform well or at least helping them to get a good start in the future target situation.

Gurbuz (2013) adds that the concept of needs analysis helps very much in determine the right targeted learners and then it will be easy to produce specifically equipped syllabus that match their needs.

From the above definition syllabus designers come to the conclusion that needs analysis is a process through which syllabus designers or teachers collect the data they need to design their syllabus. So it is very important to identify the source of the course materials. According to Graves (2000) the learners are the main source of materials for the course design.

Moreover, the concept of needs analysis enable the designers to identify the type of learners they address and Sometimes the frame work have to be flexible because some learners use the language only for fun or to pass their exams.

The needs analysis then is the basic process by which designers can identify the learners' needs of the course.

It worth mentioning that needs analysis should be conducted before designing the course and then after the initial collecting of the data and once again a continuous assessment should be followed before deciding upon the last version of the course content.

There are many methods to collect the data to design a syllabus such as questionnaire, analysis of authentic spoken and written texts, structured interview, observation, class activities and informal group discussion and assessment.

Gavioli (2005) paves the way for the syllabus designers when he confirms that materials can be collected in a corpus which addresses a specific teaching situation and the rest of the linguistics elements can easily be integrated and presented.

So syllabus designer can collect the ESP materials from the students or the content teachers as the researcher did in this study in order to create a corpus and then the rest of the language components can be drawn around.

2.3.2. Formulation of Course Objectives

The second step in syllabus design is forming the objectives which are decided according to the social factors around the learners as far as the content and the structure of the syllabus are concerned. Corder (1973)

That means the objectives of the syllabus have to be clearly stated to make it teachable and rationale. These objectives are usually taken from the social educational sources around the learners which meet their needs.

Consequently, the objectives are set to enhance the content of the course or syllabus as the learners can easily be thematically got involved in the social aspects using the language they study in the course designed.

Van Ek (1976) concludes that objectives must be geared to specify the situations in which the foreign language will be used, including topics, the skills, the linguistics aspects as well as the activities.

Consequently, teachers can find a room to set the objectives of the course they design or supplement according to their students' needs and interest as this will help enhance their language proficiency.

2.3.3. The Selection of Content.

In most context text books are chosen and prescribed by the highest level of authority specially in the governmental institutions so teachers do not involved in the process of the selection of the materials they teach Harwood (2010). But according to Garton and Graves (2014) materials are fundamental to language learning and teaching and they cannot be viewed independently of their users.

Harwood (2010:4) argues that "no pre-prepared teaching materials can meet the needs of any given class precisely; some level of adaptation will be necessary".

So teachers are suggested to be involved or play a crucial part in the selection and grading of the materials so that they can decide upon the

content of the textbook and to what extent it is suitable and addresses the students' needs..

In other words the designer needs to identify the content of the course according to the needs analysis he conducted.

The selection of the content should be related and relevant to the objectives and the needs of the learners and then they have to be divided into units according to the theme of each unit and the credit teaching hours of the course. Trim, (1973) Shaw (1976) argues that the selection of content is concerned mainly with how much can we teach or how much can be learnt by the learners and which items should be included.

Shaw goes even far better and determines certain procedures for selection of content: firstly the previous knowledge of the learners. Then the amount of the content in general terms. After that listing and grouping the items in rough order of specific frequency and finally make sure that the linguistic elements are covered functionally and notionally.

So in this study the researcher considered the specific needs of the students when he selected the materials to design the text book for the medical laboratory students since the content is medical and addresses the medical genre of the learners' interests and specialty.

Firstly, the students previous knowledge is considered as they come from high school background, then the content teachers are asked through one of the stages of designing the book to provide the researcher with the vocabulary and the texts that are relevant to their medical study. These materials are graded and selected in away to be presented easily and significantly. Finally the language components are drawn around to help the

students to use them in a comprehensive and communicative context. . (See the appendices 5)

2.3.4. The Specification of the Course Content

Reilly (1988) stated that: a language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it.

Brimful (19984) assumed that to specify the content of any language course, designers should consider the linguistic aspects as well as the discourse analysis. In other words, the linguistic content should be reflected on the units and themes of the whole course so that the learners can use them communicatively.

Trim (1973) agrees that the selection of the language taught should be appropriate to the learners' Interest to enable them to use it in any situation.

2.3.5. Course Organization

Having once decided on what to teach, the next step is to decide on an appropriate strategy of presentation.

There are five concepts to describe any course:

First is how to determine the organizing principles e.g. themes, genres, tasks or topics. Then the identifying of the course units based on the organizing principles and after that, the sequencing of the units. Finally, determine the language and skill content of the units. Graves (2000)

The objective of organizing a syllabus should be to promote learning, and not just to provide a description of the language. Therefore, the content matter should be organized in such a way so as to facilitate teaching and

learning. The unit of organization should also suit the particular purpose of learning. The syllabus can be organized gradually on the basis of a gradual move from the more general to the more particular.

The materials can also be processed inductively so that the direction is from the particular to the general.

The syllabus can also be organized in such a way that the material starts with the learner's home life, moves on to the classroom situation and then moves out of the school into the different daily life situations.

According to Allen (1984), the syllabus can be organized by applying the three following approaches; the first approach is to give grammar the highest priority. The second one is to direct the objectives towards the communicative language use; and finally to involve the learners in real-life communication.

To provide cohesion to the syllabus, the organization of the content has to consider the intrinsic factors as well as extrinsic ones. By this Brumfit (1984) indicates the outside influences that help the learners to interact and benefit from the course. And by intrinsic he refers to the language components that are to be drawn systematically with the general constrains of the syllabus or the course designed.

Many scholars argues Brumfit in his assumption because they see that the intrinsic does not play big role in designing the content of the syllabus Wilkins(1981) rather than the extrinsic factor which they agree it does.

Gibbons (1984) continue arguing that, syllabus organization is determined largely by extrinsic considerations especially learner needs and pedagogical factors.

Until quite recently in language teaching, one syllabus type has generally been accepted and has dominated the preparation of teaching materials. This syllabus generally consists of two components: a list of linguistic structures (the 'grammar' to be taught) and a list of words (the lexicon to be taught). The items are sequenced usually according to degrees of complexity or difficulty.

According to Gurbuz (2013: 39) "The objective of organizing a syllabus should be to promote learning, and not just to provide a description of the language. Therefore, the content matter should be organized in such a way so as to facilitate teaching and learning. The unit of organization should also suit the particular purpose of learning".

In conclusion, the objectives and content of the syllabus allow the designer to organize the materials eclectically; considering the learners' needs, the pedagogical environment and above all the grading of the content.

2.3.6. Course Implementation

There are many factors that affect the choice of any syllabus to be taught: Those factors according to Maley (1984) are the cultural, educational, organizational, learner, teacher, and the material.

It is necessary to consider the cultural context of the syllabus and to what extent it can be matched with the learners. Also, the educational background of the learners and the pedagogical environment should be tackled so that the syllabus can be effectively implemented. The organization of the syllabus has to be attractive and motivating in terms of both the content and the physical appearance. And finally the important pedagogical triangle: the teacher, the learner and the syllabus itself.

The teacher is supposed to be qualified and aware of the syllabus he/she teaches in all aspects. The learners should be oriented that the syllabus

addresses their needs and interests so that they will interact and develop their language competence. The materials have to be suitable to the learners in terms of the content and organization.

No matter how well developed a syllabus; it would not be able to achieve what it is meant to if serious consideration is not given to its successful implementation.

The economic condition is another important factor, because new materials and retraining of teachers are expensive, it is vital that this factor is kept in mind for all aspects of the implementation process because the whole process actually depends on it.

2.4. Approaches to Language Course Design

Hutchinson and Waters (1989) identify three main approaches to course design. These approaches are still gaining ground in field of languages course design because they cover in details all the related aspects, notions and theories that should be taken into consideration before the design of any course.

2.4.1. Language-Centered Course Design Approach

As it is described by Hutchinson and Waters (1987,:66) "this approach proceeds by identifying learners' target situation and selecting in parallel theoretical views about the language, then identifying the linguistic features of the target situation".

As in most of the English language courses that were used to be taught in the Sudanese universities, which are based on the language, the situations and topics related to the daily life of the learners, but the consternation is mainly on the language elements to be practiced by the learners.

In other words, this approach focuses on the language, the real life situations and topics taught rather than on the learner. Hence this approach is the appropriate one for the syllabus designing in general and to ESP course design in particular as it is a logical process that starts from the identification of the learners' target situation to the material design and to the evaluation procedures.

2.4.2. Skills Centered Approach

As Hutchinson and Waters confirm (1987: 69) "A skills centered course, therefore, will present its learning objectives in terms of both performance and competence".

In other words, do the learners make use of the skills so that they can use them? Rather than they are just highly exposed to the language elements drilled and master them cognitively. Consequently, the skills centered approach proceeds by identifying the target situation through analyzing the needed skills and strategies in the target situation. It proceeds also by gathering the theoretical views of both language and learning. Finally it ends with establishing evaluation procedures that require the use of the skills and strategies in the syllabus.

2.4.3. Learning Centered Approach

This approach is also referred to as a learner centered approach. Its main focus is the learner and his motivation of using the language. This approach is defined by Hutchinson and Waters (1987: 72) as:

"Learning *is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent*

upon the knowledge the learners already have and their ability and motivation to use it".

The learning centered approach considers the learner at all the stages of preparing and teaching the course. The learner is taken first into consideration at the first step of analyzing the learning situation then at writing the syllabus and then at writing the materials. He is considered also at the step of teaching the materials and finally at evaluating his achievement. Henceforth, the learner has an active and central role in the course design. Hutchinson and Waters (1987)

2.5. Types of Syllabuses

According to Karhanke (1981) the main concept of language teaching course is to what extent the designer can integrate what to teach and the materials to be taught and to who it has to be taught. This definitely leads to the choice of the syllabus and what type of a syllabus match the needs of certain learners.

According to Yalden (1987) Syllabuses are divided into two types: the first one is the product – oriented Syllabus where the focus is on what the learners will know.

The second type is the process - oriented syllabus which is what the learners are able to do by the end of the teaching process. It worth mentioning that the process syllabus is first introduces by Cook (2001) as an approach to learner autonomy. Moreover, Richard & Schmidt (2010) defines it as the focus is on the experience of the learners which helps decides the methodology the teachers have to adopt rather than the learning out comes. Nunan (1988) explains that more by stating that what is meant by process is a series of actions leading to an end where as product is the end itself.

So the group of the product oriented syllabus seems to consist of grammatical, lexical, functional and situational syllabi while the process oriented one include task based and leaner – centered syllabi.

The question is where in this classification an ESP syllabus belongs. According to Nunan (1988) a good ESP syllabus considers both the product and the process because any teaching materials must, in reality, operate several syllabuses at the same time, one of them will probably be used as the principal organizing features, but the others are still there, even if they are not taken into account in the organization of the material.

Syllabuses are also divided into analytic and synthetic. According to Ur (2011) the analytic syllabus identifies needs and then satisfies them with the appropriate language usage. Whereas, according to (Beglar & Hunt 2002) in the synthetic syllabus the target language is segmental into discrete linguistic items and the learners just utilize it to help them to communicate effectively.

But, Robinson (2011: 306) assures that due to cognitive research and various other factors, "the shift from synthetic to analytic approaches … can be expected to continue."

It is the teacher's own understanding an experience to filter and decide how the both approaches can help him to modify or supplement the syllabus he/she uses.Elkis(2012)

Saraswathi (2004) elaborates that syllabi are classified in terms of the relationship between the items into linear and spiral or cyclical. The linear one is when the units are not related to each other and is isolated where as the spiral one is when the items learnt are reintroduced each time they occur and in relation to other units.

Hutchinson and Waters (1987) identify other types of syllabuses in terms of the underlying approach, they claim that the syllabus is the main component in a language – centered approach where the materials are produced to match the objectives set in the syllabus and the activities are created to practice the items included in the syllabus as well. They continue arguing that in terms of a skill- centered approach the syllabus provide opportunities for the learners to apply the language they learnt.

Any syllabus including an ESP syllabus should be multinational and can organized around different aspects such as topics, situations, structures, notions, skills or learning tasks. It should also be oriented towards and end or product. It should therefore accommodate the students' needs as well.

2.5.1. A Situational Syllabus

In this syllabus, situational needs are important rather than grammatical units. The major organizing feature is a list of situations which reflects the way language and behavior are used every day outside the classroom. Thus, by connecting structural theory to situations the learner is able to induce the meaning from a relevant context. One advantage of the situational approach is that motivation will be heightened since it is learner- rather than subject-centered. (Wilkins.1981).

2.5.2. A Skill-Based Syllabus

Skill based course is the course that organized around the four integrated skills (listening, speaking, reading and writing) and the abilities involved in using them. (Richards, 2001)

Katsara (2008) states that the primary purpose of skill- based course is to teach the specific language skills which may be of use or necessity in using the foreign language.

So this kind of syllabuses is based mainly on certain skills that are proposed to enhance the learners' language competence by practicing those skills therefore; the content of the language teaching involves a collection of particular skills that may play a role in using language. The main objective of skill-based syllabus is to learn and develop the specific language skill.

2.5.3. A Structural Syllabus

The grammar-translation method (GTM) is the basis of the grammatical syllabus. This explains why this method was not concerned with developing productive L2 competence in the learners because it is not conducive to developing productive language skills." (Dornyei, 2009).

In this syllabus the focus is on grammatical structures. The selection and grading of the grammatical content is supposed to provide the learners with considerable set of grammatical items. The learner is expected to master those grammatical items to enrich his grammar knowledge.

2.5.4. Task-Based Syllabus

Van den Branden (2006) defines the word task as an activity that has a communicative goal to be met via meaningful usage of language.

Task-based (TB) syllabus according to (Tagg & Woodward, 2011) is a type of learning-centered syllabus as it is the role of the teacher to select the tasks that consolidate the language aspects the learners are supposed to study and hence they are assumed to promote the language learning process.

Consequently, the content of this syllabus is based around the integration of different tasks and activities to encourage learners to utilize the language communicatively so as to achieve a purpose. Since language learning is considered subordinate to task performance and language teaching also occurs just as the need arises during the performance of a particular task.

2.5.5. A Content-Based Syllabus

Larsen-Freeman (2011: 144), state that, "CBI can also be an effective way for students to learn language in the language class, using themes that students find of interest. Whong (2011) adds that from theoratical perspective point of view CBI is a type of ESP because it has the ESP framing and this may have the advantage because it would seem to have more.

Nation & Macalister (2010) suggest that the content based instruction focuses on the major subjects of the students to be integrated into the English course considerably. Nunan (2004) stands on the same ground as he claims that to integrate the different approaches into content based instruction is the substantial point towards making it like an eclectic method of syllabus design.

According to Richard (2001) content based syllabus is simply designed around certain areas of the learners' content of their chosen discipline in order to help them to develop their language proficiency. Richard (2001) argues that to develop a topic based syllabus some issues have to be considered:

•   The selection of the topics and to what extent they are related to the learners' content.
•   How to make the syllabus balanced in terms of grammar and content.

- Make sure that the learners are eligible to topic based syllabus.

- Decide effective criteria of assessment to both the syllabus and the learners.

Richard and Schmidt (2010:284)) introduce the term "the language across the curriculum" and defines it as an approach that emphasizes the teaching of language skills in relation to their uses in total school curriculum, particularly the content areas rather than in isolation from school curriculum.

So the idea of content based syllabus focuses on the content of major subjects of the learners so that it is significantly integrated with the language constrains to help enhances the learners' language proficiency. Notion &Macalister (2010)

Nunan(2004) states that the thing uniting different approaches to content based instruction is that the departure point for syllabus design and materials development is derived from experiential content than linguistic data.

So this syllabus is intended to design the language around the specific content or information the learners need or interest, therefore, the crucial goal is to teach specific information and content using the language that the learners are also learning as language learning occurs concurrently with the content learning.

2.5.6. A Notional/Functional Syllabus

This type of syllabus is a logical step up from the grammatical syllabus, yet it does not bury grammar. It simply shifts the priority to more meaningful usage (to notions and functions), with the importance of grammar teaching basically remaining intact. In this way, it embodied natural language usage more realistically (Whong, 2011).

The integration of the language use and the meaning it communicates is the main objective of this syllabus. This notion is supported by (Brumfit and Johnson, 1979:84) that "the functional/notional syllabus seeks for 'what is a learner communicates through language". In other words, how the learner use the language functions to convey a communicative message in a certain situation.

This type of syllabus proposes a new list consisting of notions and functions that become the main focus in a syllabus. White (1988:77) argues that "language functions do not usually occur in isolation and there are also difficulties of selecting and grading function and form."

2.6. Designing Teaching Materials

According to Notion &Macalister (2010) the language teachers have the right to adopt, adapt and evaluate the text book they teach. So Sometimes teachers need to supplement the materials they teach.

Ellis (2012) justifies that the course design materials should be selected and graded sequentially so that they can significantly and communicatively be taught.

It is even more obvious that most of the commercial materials, particularly those produced for the world wide use do not consider the cultural and the educational context as they are globally designed to be stubbornly Anglo – centric.(Altan1995)

This is why it is important for the teachers to consider these perceptual differences and engage them in the course they teach.

Crawford (2001) determines the key assumption that should underpin instruction materials if they are to enhance the learning environment of the

classroom. She states that the effective materials are likely to reflect the following statements:

- The language is contextualized and functional.

- Language development requires leaner management in purposeful use of language.

- The language which is used will usually include an audiovisual component.

- In our modern world, second language learners need to develop the ability to deal with written as well as spoken genres.

- Effective teaching materials foster learner autonomy.

- Materials need to be flexible enough to accommodate individual and contextual differences.

- Learning need to engage language learners both affectively and cognitively.

The advantage of teacher produced materials is contextualization as they develop and add the materials that aim to name the course at any specific group of learners or any other particular cultural or educational context. Block (1991)

Another aspect that teachers have to consider to design their own materials is the resources available. Some teaching contexts will be rich in resources such as supplementary texts, readers, computers, audio-visual equipment and consumables But, other context teachers lack the commercial materials which force the teachers to fall back on their own resources and design their own teaching materials.

Teacher designed materials are also referred to as homemade materials as the teachers add their own touch which Block (1991) called personalization. It is

very essential in materials development to adopt and adapt the materials that are recommended to be taught.

The teacher designed materials are also timeliness because they can respond to local and international events with up to date, relevant and high interest topics and tasks.

Podromou(2002) suggests that there is greater choice and freedom for the teacher to design their own materials so as to avoid the one - size - fits - all approach of the commercial materials.

Graves (2000) identifies that there are many aspects to be considered to develop the teaching materials, first the materials should be relevant to the learners' experience, Background, the target Needs of the students as well as the social context because it develops the critical social awareness of the learners. Moreover the activity types also determine to what extent the materials are up to date and suitable for the learners or not. The learning style and the language also have to be taken into account to develop the teaching materials besides, the presentation and grading of the grammar and vocabulary by using authentic materials.

2.6.1. The Main Factors of Designing Materials

There are many factors that teachers need to take into account when embarking on the design of teaching materials. The first one is the learners as the teaching – created materials should be relevant, of their interest, motivate, and meet specific individuals' needs. Hadfield(2003)

The second one is the curriculum and content. The curriculum outlines the goals and objectives for the learners and the course of the study and it is the teacher responsibility to ensure that the goals and the objectives of the

overarching curriculum are kept close at hand when designing materials. Nunan(1988)

The third one is the resources and facilities available for the designer. The teachers have to be realistic about what they can achieve in terms of the materials design and production within the limitation of the available resources and facilities such as computer access, cassette recorder, CD player, photocopier, language lab, white board. Hadfield (2003)

The fourth one is the teacher designer personal confidence and competence.

This will enable them to embark on materials development as it is influenced by the teachers' level of teaching experience, his teaching skills and perceived creativity, as well as, the teaching understanding of the principles of materials design and production.

The teachers undertake materials design to modify, adapt or supplement the course book rather than starting from the scratch. For examples, teachers can add activities to those already suggested. They can also sometimes leave activities that do not match the students' needs. Even more they can replace or adapt materials; they can do so with supplementary materials or authentic ones. They can also change the organizational structure of the materials and activities. Harmer (2001)

It is also very important to consider copyright and compliance because the teachers should be aware of the laws place on the copying of the authentic materials published materials and materials downloaded from the internet.

2.6.2. Guidelines for Designing English Teaching Materials

Tomlinson (2003) proposes some principals for ELT materials:

1- Learners are expected to be exposed to a rich, meaningful and comprehensive input of language use. That means the student should be engaged.

2- A lot of spoken and written texts provide language and a variety of related topics, themes, targeted to the learners so that they will be relevant and useful for them.

3- Predicting, connecting, interpreting, and evaluating second language use help the learners to achieve communicative purposes.

4- Texts and tasks must be relevant and interesting as well as consider the effective and balanced approaches to cover the language aspects

5- Learners use materials recourses typically as when acquiring for language.

6- Learners produce the language in order to achieve communication purposes.

English language teaching materials should be contextualized to the curriculum they are intended to address. Materials design should be ranged from one off single use to the extensive program of work and activities build on each other to create a coherent progress of skills, concepts and language items. They should also be solely determined by a list of course specification. Nunan(1988)

Materials should also be contextualized to the experience, realities and first language of the learners. It is the designer's role involves the socio - cultural appropriacy to his /her own style of the presenting materials. It is important for the designer to consider the cultural specific learning process of the intended learners. Materials should also link the explicitly to what the learners already know, to their first language and cultures, and very most importantly should alert learners to any areas of significant cultural differences. Jolly & Bolitho (1998)

Howard & Major (2004) state that teaching materials should meet the following guidelines so that they can be easily designed:

1- They should stimulate interaction and they should also be generative in terms of language.

2- They should encourage learners to develop learning skills.

3- They should allow for a focus on form as well as function.

4- They should offer opportunities for integrated language use.

5- They should be authentic in terms of the texts and the tasks.

6- They should be linked to each other to develop a progress of skills, understanding and language items..

7- They should be attractive.

8- They should have appropriate instructions.

9- They should be flexible.

2.7. The Concept of the Textbook:

"The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning" (Graves 2000: 175).

According to Harmer (2001:304) "many good textbooks are attractively presented and they are prepared with a good structure that offer a coherent syllabus, satisfactory language control and motivating texts and tapes"

Textbooks can help in consolidating the enhancement of the proper language acquisition if they are designed and modified to meet and address the learners experience using varied and suitable language as well as update the teaching methods to cope with the modern technological pedagogical processes In order to help learners become autonomous language learners. Tomlinson (2012).

Sheldon (1988) states that the text book is the core of any ELT program and it gives both the teachers and the learners considerable advantages when they use the text book in the ESL/ELT class room.

According to Tomlinson (2003: 2) "Textbooks for teaching languages are nothing but language teaching materials which can be instructional, experiential, elicitative or exploratory".

Text books in general as Prucha (2005) sees them are pedagogiacl means where they meet the concepts of being a source of educational register for the students.

Graves (2001) defines two different kinds of textbooks. The traditional textbooks, which are still in use all over the world, such textbooks help the students to learn the language as a system and they tend to emphasize the form, the grammar more than the communicative functions of language. In other words, they focus narrowly on a syllabus and examinations and are highly examination-orientated. The second type of textbooks, as Graves (2001) suggests, are communicative textbooks. These textbooks give opportunities for the students to use the language in the classroom and in their daily life as well.

The researcher in this study deigns the text book for the medical laboratory sciences college on the assumption that the integration of ESP which is the main focus of the students' medical corpora and the general English enhances the students' interpersonal skills and at the same time it develops their academic cognitive language proficiency.

2.8. The Objectives of the Textbook

The objectives according to Tuba (1962) of any text book determine the content of it and the appropriate methodology that should be followed to teach it and the proper pedagogical way of assessment.

Defining the objectives of the text book determine how effective the text book will be in the end so the main focus should definitely go to the educational objectives which they serve as guide lines for the syllabus designers in every single step they follow in their decision to design the syllabus or the course.

Moreover, the designers have to consider two types of objectives: general objectives which are what the learners will get by the end of the course and specific ones which mean what the learners are able to do at the end of the course. Tuba (1962)

Kitao (1979) points out that textbook is just a source of the materials the students need in their study so they just fit within that specific pedagogical situation and they only offer learning opportunity rather than dictating a particular methodology.

It is agreed upon the whole syllabus designers and educationalists that any text book should address the learners'' needs.

Richards (2001) goes more further and argue that once the materials are selected appropriately and they address the learners needs as well as they consider the objectives and methods, this will reflect the value of the teaching process and at the same time the book will be ideal as it matches the situations that the students are supposed to encounter whether linguistically or socially.

Ur (2011) argues that to make any text book attractive to the learners, it should have clear objectives which address the learners' actual needs and the teachers' interests. He also recommends that teachers should supplement the textbook with self-created materials or materials from other sources that suit the learners.

It is very essential to identify the objectives of the text book according to learners' needs and to the pedagogical situation where it is supposed to be implemented.

In order to form the objectives of an ELT text book Cunningsworth,(1995) recommends the following check list.

1- Do the aims of the course book match both the aims of the teaching program and the needs of the learners?

2- Is the course book cope with the learning / teaching situation?

3- How comprehensively and thematically the textbook is presented?

4- Does it cover most or all of what is needed? Is it a good resource for students and teachers?

5- Is the course book eclectically flexible? Does it allow different teaching techniques and approaches?

2.9. The Characteristics of Good English Textbooks

According to Kitao (1979) a good textbook is a book which is presented in a natural communicative high standard and updating language which addresses the needs of the learners. The vocabulary should address the students' needs and interest as this is the weakest point and much of the students suffer a lot

from as their vocabulary is limited. So the vocabulary has to be presented in the textbook to help the students cope with it easily and communicatively. In terms of grammar, it should be presented and explained in a way that consider the learners either they are inductive or deductive. E.g. in the Sudanese context, the students now are inductive learners therefore, grammar is recommended to be explained inductively since English is completely foreign language nowadays.

The cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English.

Kitao (1979) stresses the importance of students´ enjoyment of their textbook. This is why the general lay out of the book should be attractive and motivates the learners. This can be applied by using pictures and different significant relevant illustrations.

The textbook should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity.

2.10. The Development of the Materials of the Textbooks

In order to make sure that the students will benefit from the course they study, we have to consider the intersection of content and pedagogy, in other words does the teachers knowledge help them methodologically to deliver that knowledge to their students pedagogically powerfully. Do the teachers address the linguistic ability and back ground of the students? Shulman(1987)

Nation & Macalister (2010) elaborate on how langue teachers should supplement the materials they teach to develop them and this can be through adaptation and adoption of the materials they utilize pedagogically.

Shulman (1987) goes on describing the phases through which the course materials can be developed: The first phase is the preparation of the materials then, the representation of them, after that, the selection of the material and finally the adapting tailoring to students' characteristics Materials also should be developed in order to help students cope with the general objectives of the course designed for them. So in order to develop the materials of any course, designers have to be quite sure and aware that those materials arouse the learners' interest as they address their needs. This is very clear in most of the courses designed to match the students' interest and cover the area of their chosen discipline. In addition to that, if the materials are selected and developed to remind the learners of what they have learnt earlier i.e. it has to be linked to their study and they have to practice what they came across during their classes, it will encourage them to use the language communicatively. It is also recommended to check whether the materials tell the learners what they will be learning next and hence explain new learning content to them. Materials are also supposed to relate the learners to think about new content and that will help them to get feedback on their learning. Above all, the materials have to be developed in order to encourage the learners to practice and make sure they know what they are supposed to be doing. Furthermore, it is very essential for the materials chosen to design a course to enable the learners to check their progress and help them to do better. Rowntree(1997)

Tomlinson (2012) justifies that to develop any language materials, many criteria have to be considered:

First, the language acquisition theories through which the syllabus can be based have to be taken into account. Second, the principles of the teaching process as the teaching methodology should decide which syllabus is suitable or applicable. Third, the complete awareness of the current situation of the students' competence of the target language and how they can understand it. Finally, to get accurate results, the procedure of the assessment and the evaluation has to be valid and reliable.

2.11. Methods of Textbook Evaluation

Grant (1987) identifies three stages to evaluate any text book: the first one is the initial evaluation where the designers have to filter out the unsuitable materials and this is what is done for the text book of the study, the un suitable materials are taken out and replaced by the materials that directly helps the students' needs and interest as it is from their hand outs of their chosen major discipline. Moreover, the materials have to be presented in an attractive and beautiful way so that they appear communicative. In this stage it is recommended to ensure that the textbook addresses straight forward clear and achievable objectives as well as they have to be well organized and easy to use.

The second stage is the detailed evaluation. After the designers decide that the text book is suitable according to the above mentioned criteria, then they have to decide how well the text book will do.

Thirdly, the in use evaluation, it is the evaluation of the text book while in use. Here the content areas have to be addressed and assessed continuously.

Some teachers assume that the most effective manner through which they can evaluate the text books is to examine the language and the objectives contained in them.

Garinger(1998) indentifies three different content areas to be evaluated and assessed. Firstly, does the book meet the learners' needs? Second, are there sufficient materials engaged in the textbook. Finally, will the text book need to be supplemented?

On the other hand, Cunningsworth (1998) recommends two types of evaluation a textbook. The first type is the evaluation for potential, which means which means that a textbook could be evaluated without any predetermined use in mind to see what it might be good for and in what situations it could be expected to be successful.

Secondly evaluation for suitability which involves matching the textbook against specific requirements including the learners objectives, the learners background, the recourses available.

According to Garinger (1998) Sheldon's checklist is very expansive and attempts to assess all aspects of content including such diverse factors as graphics, and physical characteristics to authenticity and flexibility.

So teachers can create their own evaluation checklist to evaluate the text books they design since they know the directions and the objectives around which they design the textbook. But this eclectic approach has to be within the standard of the general frame of the standardized checklists.

Byard (2001) considers the evaluation and of textbooks as a complex process because this process goes through a system that involves input from supervisors and colleagues, and does not emphasize the individual teacher making a personal decision (yet few teachers use textbooks that they have themselves designed or selected through a process that has focused simply on their interests and the needs of the students.

"Developing of checklists built around numerous aspects of teaching and student-teacher interactions is the best way for evaluating a textbook. "Making a comprehensive yet reasonable checklist for evaluation of textbooks is an enormous challenge that requires different lists for different types of courses in different settings" Byard (2001: 416).

Cunningswords (1995) recommends that any evaluation checklist should be organized under the following criteria:

- Aims and approaches
- Design and organization
- Language content
- Skills
- Topics
- Methodology
- Teachers books

2.11.1. The Criteria for the Text book Evaluation.

According to Cunningsworth (1995) there are four main criteria to evaluate text books. So that designers should consider when design their text books. Sometimes they can supplement them to suit their learners' pedagogical situation.

1- The text books should address the learners' needs and match the goals and objectives of the language programme.

2- They reflect the communicative use of the language. In other words, the language components should be presented in a way that enables the learners to understand it and use it communicatively and effectively for their own purpose.

3- They should facilitate the learners' needs and processes easily and clearly.

4- They should help the teachers to mediate between the content and the learners.

2.12. The Needs for Using Textbooks:

There are many reasons that texts books are to be used appropriately in the class rooms Richards, (2001). The first reason, text books provide structures and syllabus as it is very essential for the learners to have a central core and they will receive a syllabus that has been systematically planned and developed. The second reason is the availability of the text books to guarantee that the whole learners receive the similar content therefore, they can be assessed equally. The third reason is that, the text book has to be developed in away   ensures that the learners are going to be exposed to the materials that have been tried and tested.

Additionally, Richard (2001) continues arguing that textbooks usually have high standards of design and production and hence are appealing to learners and teachers. As well as they represent a well organized plan that provide structures and syllabus for certain programme as this is the main core for the learners.

2.12.1. The Content of the Textbook:

The content of any text book should provide the four integrated language skills in such way that they consider and address both the linguistics and the cultural content of the learners. In other words, the text book provides and presents the language four skills in an integrated way with the involvement of the basic linguistic elements the learners need to elevate their language proficiency.

Donough & Shaw (2003) state that in order to make it easy for the learners to use the language communicatively, replicate it and make the learners communicatively competent in English, then this will involve more than being able to perform in each of the four skills separately, but by giving the learners activities that expose them to the four language skills in conjunction.

2.12.2. The Style of the Textbook:

Grainger, (2001*)* assumes that the style of the text books should consider the learners environment as there are many factors that affects the pedagogical and the learning process positively. Those factors are; the age of the learners, the cultural back ground and their interest in learning English. This will surely decide upon and result in the topics chosen and the activities in the text book.

The style of the textbook should also consider the grading and sequencing of the structure of the textbook. The textbook will be more effective if it follows the difficulty level. Which implies that the content presented earlier is thought to be simpler than later items. In other words ,the textbook presents the easiest materials earlier and then gradually and in an integrated way the more complicated or difficult ones as this style will prepare the learners to develop their critical thinking and force them to practice what they went through in the earlier stages and link it with latest stages. "later stage. Richards (2001)

2.12.3. The Organization of the Textbook:

"Textbooks are always organized around an identifiable principle and follow a discernible pattern throughout. While this can be rather dull and boring it does provide both teachers and students with some security and a coherent body of work to remember and revise form". Harmer (2001:7)

Harmer continues stating that teachers can make decision when designing their own materials and the activities. Most of the courses remained organized around the grammar elements. It is recommended to take more control over the teaching materials production, so that teachers can choose from the range of possibilities including topics, situation, notions, functions and skills.

Litz (2008) describe the organization of the text book as the presentation of the language items and activities in a way that help the learners to understand it and use it communicatively. This will be significant if the learning objectives are clear and straight forward. The course components have to be organized around the specific topics e.g. our body, body defenders, in the lab…etc

The detailed overview of the topics, function, grammar, and skills should be integrated in each unit within its theme. The language components such as grammar and the four skills can be drawn round the theme or the topic presented to be covered in the unit. So the vocabulary, the grammar, the listening, speaking, reading, writing are supposed to be integrated around the theme of the unit to make the text book communicative and more functional and situational.(Litz 2008)

The textbook should have very clear objectives which address the learners' needs and the teachers' interest. Furthermore, the general layout of the text book has to be designed in a way that thematically reflects the learners' needs and classroom satisfaction.

There are some other factors that add pedagogical weight to the text books. For instance, the vocabulary list, the grammar reference which in the most of

the text books are presented in the end of the text book are added methodologically to provide references for the learners to consult.

2.12.4. The Language of the Text book

Richard (2001) suggests that before designing the course or even choosing the material, the level of the students should be identified and determined in order to know at which level the programme should start and what are the learners expecting to reach by the end of the course. So the students' language proficiency should be considered so that the language elements presented in the course will meet their interests and preference.

The grammar is very important to be injected in any language course, but it has to be communicatively presented and well drilled or tested. In order to integrate the language components around the course Brown (2001) suggests checklist to evaluate the best way to engage the language in a text book:

1- Does the course book cover the main grammar items? What is meant by the main items can be clearly identified after conducting the needs analysis at the beginning of the project of syllabus design. Moreover, the grammar should be presented thematically and communicatively

2- Are the vocabulary items adequate and suitable for the students? This mean that the vocabulary items should address and satisfy the students needs so that they will enrich their vocabulary and consequently they will use it in their daily life language. So the presentation of the vocabulary in the text book should consider the recycling of the vocabulary. The selection of the vocabulary depends on the type of the text book. For example, is it general, academic or ESP.

3- Does the book include any activities that help the students to improve their pronunciation?

4- Does the text book deal with the structuring and convention of language use about sentence level? In other words, how does the grammar presented to help the learners use it rather than know the set of the grammatical rules and language system. Moreover, the text book should address the reading and writing skills in a way that enable the students to improve them through practice.

5- The language style also is matched to the social and cultural factors of the learners? Does it consider the social and the perceptual differences of the students? If so how the native social and cultural equivalences can be presented in order to create a good learning condition for the learners,

2.12.5. The Activities of the Textbook:

The activities and exercise are playing a very vital role in determining whether the text book is effective and enhances the learners' competence, so according to Long and Richard (1989) there are certain measurable questions need to be answered when evaluating the quality of textbook's exercises and questions in the textbook:

1- Do the activities help the students to use the language communicatively? So the text book should include activities that give the students opportunities to practice and extend their language skills.

2- Do the activities contain free practice such like open ended questions where the learners can extend their skills and knowledge to answer them? So that the situation can be more expressive for the learners and help them to use the skills and knowledge they get from the course they studied. On the other hand, concerning the controlled activities the students have to answer the questions objectively as it guides the students to a single correct answer e.g. fill in the blanks and grammar activities or questions.

3- Do the activities reinforce the learners' knowledge and skills progressively? In other words, are they integrated in a way that considers the students' level and interest are considered?

4- The activities should be miscellaneous and challenging. What makes the activities challenging as Grainger (2001) justifies, is when the students see something new so they get highly motivated. It is good some times to get the students familiarized with activities but too much of that might get them bored .so the text book should stimulate students for the communication.

2.12.6. The Vocabulary of the Textbook:

Richards (2001:5) states that "Vocabulary is the very important section in designing a text book as it paves the way for the learners to practice the other elements of the language that are recommended to be engaged in the text book." Even more the vocabulary section directs the learners' attention and interest towards the domain or the field of their interest or chosen discipline. This is why the linguists turned their attention to focus on what words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching.

White (1997) suggests that to select and grade the vocabulary effectively in a text book, designers should consider the following:

1- Frequency which means how the vocabulary items are presented and recycled

2- Coverage which means how much does the vocabulary items cover according to the theme of unit or the whole textbook.

3- Range which means the amount of times a word or words appear in texts within a given corpus.

4- Availability which means the way the vocabulary items are presented and are they presented communicatively, i.e commonly used by native speakers in certain situations),

5- To what extent are the vocabulary items easily to be understood and used by the learners?

2.13. English for Specific Purposes

The main focus of the ESP textbooks is the concept of specificity of the area of the learners' interest and specialty. This concept is clearly stated by Swales (2000) who defines ESP as a general field that comprises English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). According to Koester (2012) ESP is characterized by its focus on selected topics relevant for a particular professional field, such as business, medicine, aviation, tourism, etc.

"ESP course are those where the syllabus and materials are determined in all essentials by the prior analysis of communicative needs of the context "Robinson (1991:20)

In other words, ESP courses are goal oriented programmes since they are mainly developed from the needs analysis, this also indicates that they are time limited period.

Hutchison and Waters (1987) explain that ESP is an approach rather than practice. It does not involve particular kind of language teaching materials or methodology. According to them ESP is defined by the reason for which the students are learning English.

That means ESP is mainly designed to meet the learners' needs and it is thematically related to the learners' particular disciplines, occupations and activities. Moreover, the content language is appropriate and suitable to those activities in terms of grammar, vocabulary, and discourse.

In other words, the grammar and the vocabulary taught should be related to the learners' chosen discipline or field of study.

According to Strevens (1988) ESP is highly recognized with some specific characteristics. Those characteristics are absolute and variables ones and the

restriction between these two types of characteristics identify what ESP course is. He goes deep identifying them as follows:

The absolute characteristics are:

1- ESP courses are designed to meet specific needs.

2-They are related to contextualized area of specific language elements.

3- In contrast with general English, ESP courses are centered to the language appropriate to specific content.

The variables characteristics are:

1- ESP may be related to or designed for specific disciplines,

2- ESP may use, in specific teaching situation, a different methodology from that of general English.

4- ESP is likely to be designed to for adults' learners.

5- ESP is generally designed for intermediate or advanced students.

ESP should be restricted to learning skills. They may not be taught according to any pre ordinate methodology.

Robinson (1991) accepts the priority of needs analysis in defining ESP.

ESP is goal directed and it is developed from a needs analysis. ESP courses are limited time period. They are taught to adults in homogenous groups because such learners assure basic knowledge of the language system. But it can also be taught to beginners.

Evans& John (1998) elaborate that ESP are designed to meet specific needs of the learners.

ESP makes use of the underlying discipline it serves and it is centered on language appropriate to the activities. It is also related to specific discipline because it is used in specific situation.

Nunan(2004) argues that ESP is important sub component of language teaching because the language is a communication tool and thus it simply reflects the needs of the desperate groups of learners' future careers or professionals.

In ESP "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the bath to entry or greater linguistics efficiency in academic, professional or workplace environment" Basturkmen(2010:6)

Consequently, ESP approach enables the learners to acquire English communicatively as they work it out contextually and it addresses the area of their interest.

This why ESP becomes an area of interest in most of the universities as it is the basic track for the most English programmes taught at the universities.

They continue arguing this is why those who teach ESP are called practitioners because they are: teachers, course designers, and materials providers, collaborators, researchers, evaluators. They represent all of those at the same time.

2.13.1. Characteristics of ESP Courses

Evans &John (1998) identify two defying features for ESP courses. First, they make use of the methodology and activities of the discipline they serves. Second, they are also centered on the language, skills, discourse and genre appropriate to these activities.

These are the general characteristics that every text book should at least addresses therefore, text book designers consider them, but it does not mean that they have to follow them blindly since the text book will directly address the learners' need and it has clear objectives.

Whereas Carter (1983) argues that there are three features that every ESP text book should have to make it good and comprehensive. The first one is authenticity which means the learners have to be exposed to the language in its real context. This can be more applicable since the ESP text books

are designed according to the needs of the learners, in other words, the learners are exposed to the materials that are related to their field or jobs so that they can understand them and therefore use them communicatively..

The second one is the purpose of the course should be Purpose-related orientation one; which refers to the simulation of communicative tasks required of the target setting. Where the students they use the langue in their professions as well as they can demonstrate it to their daily life. Adding to this, all the activities are set to help purposefully.

Finally, self-evaluation in ESP turns the learners into users where they have a great chance to study what suits and meets their needs. The learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

So the course should provide some sort of autonomous learning environment for the learner because using such materials motivates the learners help them particularly in self-directed study.

2, 13.2.ESP learners

Gavioli(2005) see that the ESP learners are unlike the general English ones, are enrolled in the course in order to function in specific context to the language which is just a tool for them so they do not run after broaden their language knowledge.

Gavioli(2005) defines the ESP learners as an instrumental motivation because many of them do not possess integrative motivation and they are not integrated in cultural, literary, and aesthetic life of English speaking countries.

ESP learners are more willing to apply the newly acquired knowledge in practice because ESP learners are usually adults and they determine what they lack and what they need, so they are eligible for the ESP courses

Young learners are also considered, but they lack work experience therefore, they demonstrate low level of motivation. This really what most of the students at Sudan International University suffer from since they are young and they lack that level of motivation, the teachers found great difficulties to engage them in the ESP courses.

ESP learners' language level tend to be intermediate or above Evans& John) cited in Gate House (2001).

This is why the ESP learners are recommended to be preceded by at least (120) hours of general English course where the students are equipped by the basics and the main elements of the language that will enable them to cope with the ESP course effectively.

The researcher in this study assumes that the area of the general language can be integrated with in the ESP ones thematically so that the learners can engaged in both areal situation of structural communicative and contextual language corpus and genre.

The Most challenging situation that most of the ESP teachers face with the requirement to teach ESP courses is their lack of knowledge of the content area.

To overcome this dilemma the researcher in this study engaged the content teachers of Sudan International University, faculty of medical laboratory as they represent the main part of the population of the study, to provide him with the medical corpus of the college. The researcher studied it carefully and then based his text book design on that basis.

As Rogers (2000) says "There is no need for an ESP teacher to be an expert in the subject matter"

But in order to build the sense of confidence on your learners, teachers need to consult the content teachers about the texts of the students major discipline.

2.13.2. ESP Materials

Gatehouse (2001) considers the use of the authentic materials as one of the essential features of ESP courses.

Hutchinson &Waters (1987:59) doubt the possibility of using authentic materials justifying that the text in ESP text book should be automatically removed from its original context. So the focus will be on the pedagogical value of the text rather than on its authenticity.

They also add that the text should not be high specialized so as not to be incomprehensible for the teachers. The main purpose is to teach them English through the area of their interest.

Rogers (2000) go deeper saying" the materials covered in the course may be out dated, which could bore the learners. So the content should be pertinent to the current working environment of the students."

To stay the materials up to date text books do not need to concentrate too much on the details and narrow specialization.

ESP courses are exploit some sort of authentic materials and encourage at the same time the communication as their content is relevant to the students' purposes but need not be highly specialized. So the materials more or less are up to date and help the learners to develop their skills and can use the language in their professional surroundings.

2.13. 4. Types of ESP

Carter (1983) identifies three types of ESP. the first type is English as a restricted language. The restricted language is a language designed mainly to serve in a certain restricted situation or domain. For example SIU English for the laboratory sciences is a restricted language ESP text book as it addresses the restrict language of these learners. This type is also considers linguistic content that suits and address the specialized language needs of the restricted learners. The second type is English for the academic purposes. This type is also called English for the occupational purposes because Hitchinson and Waters(1987) do not see any distinction between them, but they go further in this line by classifying English for science and technology(EST), English for business and economics(EBE) and any English course that serve an area of profession, as English for occupational purposes(EOP). So the focus of this type is on the occupational needs rather than communication.

The third type is English with specific topics. They are programme which focus on the situational English. Such language has been determined based on the interpretation of results from needs analysis of authentic materials used in the target work place.

Evans& John (1998) state that ESP courses are classified in terms of their actual content, which is the actual language content or carrier content , which the process used to teach specific language in order to use and teach specific language that the unit of the book which to introduce

2.13.5. Historical Perspective on ESP

ESP became one of the linguistics areas because it is the main components of syllabus designed for the university students. It is thus the corner stone in the area of EFL.

According to Hutchinson and Waters (1987) ESP did not appear due to the systematic plan, but it was due to the revolution in linguistics and technology. They both attribute the foundation of ESP to two historical periods:

The first one is in1945 when the Second World War ended, and the second one is in the beginning of the technological era when new scientific, technical and economic demands grew and English became the international language and the language played the dominant role in all the advancement, therefore English became the language of business and technology.

The other reason that leads to the origin of ESP is the focus on the learners as ESP is learner- centered approach. This is why ESP courses are designed to satisfy the learner's' needs.

English language is greatly developed and became subject to needs and demands of the people other than the language teachers. Hutchinson& Waters (1987)

They divided the history of ESP into four phases:

The first phase stretched from 1960s to 1970. The focus of this period was just on the lexical and grammatical characteristics of the academic or professional register. The second phase stretched between 1970s to 1980s.the practitioners began to focus on the organization and the function of discourse at a number of levels of abstraction. Phase three they began to integrate the discoveries of phase one and phase two and the researchers shifted their emphasis on learners' centered- approaches as the communication purposes were more attended to.

Evan & St John (1998) agreed that the ESP movement originated from the massive expansion of revaluation changes in technology and business in 1950s and 1960s.

In the early life of TESOL era, EAP became dominant the area of EFL beside expansion of the international business which led to the existence of English for business purposes (EBP). Consequently, ESP became recognized field in TESOL movement by 1980s .Howatt (1984).

Hutchinson and Waters (1987) assumes that ESP programme became a marketable service with a growing number of customers who had specific needs for learning English for their fields of work or study. The constraint of time and money required ESP courses to be cost-effective and goal oriented.

2.14. English for General English (EGP)

"English for general purposes (EGP) refers to the context such as the school where needs cannot be readily specified. It is more useful to consider EGP providing a broad foundation rather than a detailed and selective specification of goals like ESP." (Hutchinson &Waters1988: 54)

Widdowson (1983) identifies the EGP features as follows:

1- The focus is often on education.

2- As the learners' future needs are impossible to predict, the course content is more difficult to select.

3- The content should enable the learners to have good command of the language.

EGP courses are called TENOR which means the teaching of English for no obvious reason. Jordan (2002)

EGP courses focus on grammar language structures and they are responsible for the general language acquisitions.

So they help the students to get easily adapted to any subject matter course and to generate more language. It worth mentioning that EGP courses do not needs analysis to be conducted. Hutchinson & Waters (1987)

Ajideh (2009) compares that ESP is objective – oriented course where as EGP is aim oriented dealing with the development of the general capacity. This is why the EGP teachers do not need to set goals or objectives for the programme as it is just their role to equip the learners with the general capacity to help them to master the language and therefore elevate their linguistic competence performance.

2.15. English for Academic Purposes (EAP)

Jordan (2002) assumes that the term EAP was apparently coined by Tim john in 1970. It was established as one of the two main branches of ESP together with EOP.

EAP covers many areas of academic communicative practice such as study skills, seminars skills, academic writing and any similar class room activities. Hayland and Hamp Lyons (2002) explain that EAP is differentiated from ESP by its focus on academic context and it is considered as sub-discipline of ESP.

When designing any EAP text, it has to cover considerable academic genres that the learners need for their academic journey.

EAP reaches the global market due to the huge growth of English as leading language for the spread of the academic knowledge. This is what Hayland called the academic discipline because EAP pedagogies help

students to distinguish the differences and provide them with a means of understanding their educational experiences.

So EAP is considered as a branch of ESP, but it is taught in higher institutions and universities as supportive courses to help the students to develop some academic skills in order to help them involved in the academic atmosphere. EAP also helps to improve the learners' proficiency in English Language and to help them to overcome some of their difficulties in English as a medium of instruction and communication.

The first stage in the teaching of EAP is to assess why the students are learning English and the skills they need. This is what is called in the study of ESP needs analysis.

Jarvis (2001) states that EAP are designed in the English speaking countries universities mainly for the none native students so that they can help them get well easily with their university classes as well as with their daily university life , and the situation in British Universities, where they compulsory provide English for academic purposes courses as an important language provision for non-native speakers (NNS).Jarvis also points out that EAP courses can be either pre –sectional, where students take the course before they go into further academic study or in-sessional, where students study while already on academic course. The pre-sessional EAP programme is designed to provide the learners of English as a foreign language with Basic English Language Skills that will enable them to pursue their academic course of study in English. The in-sectional on the other hand is taught to the learners of English as a second language to improve their proficiency in English.

English for academic purposes (EAP) provide the university students, with the appropriate language academic skills that help them in s their university

study. This definitely proofs that why EEAP is treated as one of the most common forms of English for specific purposes (ESP).

Consequently, it is supposed to say that EAP program focuses on the skills that the learners need to cope with their study, for example, how to deliver a presentation, taking notes and essay writing. All these topics are academic since they help the learners to tackle most of their academic discipline appropriately.

Moreover ,The learners study vocabulary, grammar and the four skills (reading, writing, speaking - including pronunciation - and listening), but usually tries to tie these to the specific study needs of students. The vocabulary chosen for study tends to be based on academic texts. In addition, it prepares the learners academically for their study.

In many contexts it has been felt that students require adequate English language skills in order for them to cope with the academic demands of their study programme. Hence a course of English for Academic Purposes (EAP) is designed and taught to them. Such a course includes the teaching of such skills as critical thinking, critical reading, listening for global and specific comprehension (e.g. lectures, talks, announcements, etc), writing essays, terms papers, critical analysis, reports, participation in group discussions, making oral presentations, etc.

Academic English is the genre of English used in the world of research, study, teaching and universities. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used. If you are studying in an English speaking university (or going to) you will need to learn this type of English. Native English

speakers also have to learn Academic English too because it is not like the English that is used every day by English speakers. Academic English is different from other types of English and it often has features like these:

- It uses formal academic language and avoids colloquialisms.
- It usually avoids 'I' and is written in the third person and often uses impersonal structures
- It is objective and impartial
- It often uses the passive voice
- It is tentative and cautious
- There are lots of references to other writers
- The texts are well structured
- There are well developed paragraphs which often start with a strong topic sentence
- There are linking words which give the text cohesion.

2.16. Content and language integrated learning (CLIL)

Content and language integrated learning (CLIL) seems to be anew candidate likely to produce a paradigm in the world of language teaching. Ball (2013)

 Graddol (2005) suggests English seems so much in demand in the world today that it may be preserve to suggest that English teachers are becoming endangered species. So the ESP teachers are not considered to up raise their knowledge up to the students' chosen discipline standard rather than just teach them the linguistic area with the help of their corpus and genre of their specialty.

In other words, English language teachers are supposed to be trained in order to integrate the students' main subjects and the English language effectively when they design or even supplement the course they teach.

When the researcher starting designing the MLS English text book, he had collected a corpus of medical laboratory vocabulary and texts from the content teachers then he started to integrate the English language components around them.

The acronym CLIL was coined in 1994 by David Marsh, who defined it as content and language integrated learning refers to any dual- focused educational context in which an additional language of thus not usually the first language of the learners involved, is used as a medium of instruction.

Coyle (2010) defines CLIL as an educational approach in which various language and supportive methodologies are used which lead to the dual – focused form of instruction, where the attention is given to both to the language and to the content.

Ball (2013) argues that CLIL approach encourages that the language elements and the vocabulary should be specific to the subject fields since this help the teacher when they choose the materials and encourage them to adapt them within the students' major subjects of their chosen discipline. .

Ball (2013) identifies that CLIL materials usually are:

1- Different from materials found in ELT course books

2- Are selected because of the subject content and the language needed to support the subject considered.

Many texts are non chorological and are used in most curriculum subjects because each genre has specific features which make it different from other genres.

Pica, (2002) proposed that content based language should include more appropriate to focus on intervention strategies which would assist in the noticing and correction of grammatical errors.

In most of the Sudanese universities and mainly at Sudan International University (SIU) , where English is the medium of instruction they use English for learning in other subjects, and consequently , the programme taught is designed to make use of how other subjects can be sources for English language learning.

When the English language teaching and subjects teaching is coined and not learned in isolation, the academic content of the curriculum will be then strong and interesting basis for language learning.

since every subject has its own vocabulary and way of teaching, so the Content subject through the medium of foreign language and learning a foreign language by studying content based subject is the significant method and approach to flow to help the learners improve their language proficiency as this study proposed.

Using English for learning other subjects according to Reilly involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching effective and help the learners to use the language and at the same time understand their basic chosen discipline. This will be easy Reilly (1988) goes on to say that there has been much confusion over years as to what different types of content are possible in language teaching syllabi and whether the

differences are in syllabus or method. Almost all actual language teaching syllabi are combinations of two or more of the types. Techniques and activities for the implementation of content-based syllabus

2.17. Review of Related Literature

Study (1)

Ahazeege (2017) in her study Using Authentic Materials to Teach EFL Writing for the Work Place aims to prove the effectiveness of using different types of authentic materials to teach EFL writing for the work place at Sudan University of Science and Technology. The study was mainly experimental in nature. The sample consisted of 103 students studying marketing. Two instruments were used; (pre- and post-tests, and interview with 15 teachers who teach ESP at three leading universities in Khartoum and the language module designed for the experiment based on authentic materials. The students of the experimental group were taught writing for the work place using different types of authentic materials and through authentic tasks while the students of the control one did not. The experiment lasted seven weeks. The result of comparing the results of the pre-test and post test revealed statistically significant differences between the performance of students before and after the treatment which indicates the improvement of the level of the students in the experimental group. The analysis of the interview with the teachers supported the results of the experiment and also indicated that authentic materials will solve the problem that is caused by unaffordable and expensive textbooks. Teachers also believe that using such materials motivates students and connects them to the real world of language usage which creates a sense of purpose for learning. The interview also proved that the absence of using authentic

materials at tertiary level is due to the lack of training teachers on how to use them.

The study recommended the use of authentic materials to teach writing for the workplace as well as the provision of training for the teachers on how to use them.

Comments

This study is similar to the current study in many ways. Both are experimental descriptive study and they both use the materials designed by the teacher that the students or learners need to enhance their language competence and they use the corpus based approach to collect the materials of the course as well. The two studies show the importance of using authentic materials. In the previous study where the authentic materials is equivalent to the use of ESAP and general English integrated into main stream course so as to improve English language in non-native speakers context. Furthermore, both studies approved the positive effect of using authentic materials in teaching English language and finally the teachers' positive attitude towards using such kinds of materials in their classrooms to teach different skills of English language. However, the two studies are different in other ways. The previous study focused on the use of authentic materials to enhance writing for the work place at university level in Sudan, whereas, the current study focuses on the four integrated skills for the medical laboratory sciences students in a comprehensive text book

Study (2)

Dardig (2016) in the study he conducted about the use of ESP and English for Workplace in the context of Sudanese banking investigated the area of authentic workplace texts and to analyze the discourse of the written texts for pedagogical language use. In order to gain a comprehensive picture of this particular variety of English register, the researcher used the Corpus

Linguistics Approach (CLA) to investigate authentic banking texts as "data collection" that have been downloaded from websites and personally collected from various resources. The method used to analyze authentic banking texts is WordSmith Tools Version (6) which is a software lexical analysis that uses a computerized analysis of a large number of texts. Based on the needs analysis survey, the annual reports (ARs) and irrevocable letters of credit (LCs) represent the daily language use for banking discourse. Therefore, (48) annual banking reports and (12) letters of credit were collected to investigate the characteristics and functions of written banking texts. The analysis concentrated mainly on the frequency of lexical bundles and collocation phrases. Results of written banking collocation analysis have found significant differences from other ESP texts and corpus. Finally, the analysis showed the tendency of repetitive habit of fixed collocation phrases used frequently in written banking texts for communication. Findings have provided a clear understanding that banking professionals have difficulties writing abstract noun phrases and passive verb phrases.

Comments

This study is similar to the current study in many ways. The previous study aims to research into the use of ESP and English for Workplace in the context of Sudanese banking. As well it investigates into the area of authentic workplace texts and to analyze the discourse of the written texts for pedagogical language use In order to gain a comprehensive picture of this particular variety of English register. The current study is similar to this one in using the corpus based approach to identify the ESP materials to design a good ESP text book .They both conducted a needs analysis to determine the learners' needs for an appropriate ESP English course.

 The two studies are different in many ways as well. The previous study focused on the use of authentic materials to improve only the writing skill

for banking students where as the current one tackles the use of the content materials of the students' chosen discipline which is Medical Laboratory Sciences in this case to enhance the students' language proficiency

Study (3)

Haypan(2015) examines and identifies the views of the undergraduate students at Garden City College for Science & Technology concerning their academic and linguistic needs, lacks, and aspirations. It also explores subject teachers' attitudes to the students' overall performance in English Language. The aim behind the Needs Analysis in this study is to collect information which when dealt with makes courses better suited to students' subjective and objective needs. Another objective is to reach a collective awareness on the part of students, subject teachers, and other stakeholders so as to set an ESP frame for all the English Language courses provided at the college. 213 undergraduate students, from five different departments, as well as 45 subject teachers (PhD, MSC, and BSC (TA)) were selected to constitute the main samples in this study. Further investigation included personal interviews with 6 still serving as department heads, in addition to 2 previous ones. A mixed methodology (Triangulation) was adopted in data collection, in addition to the personal interviews. The instruments used in this study were the questionnaires administered on both Teachers and Students, and the direct semi- structured personal interviews. The two instruments were designed in accordance with Hutchinson and Waters (1987) and Dawson .C (2009. The data obtained from the three types of instruments has been analyzed, tabulated, and finally interpreted. The study results reveal that there was a consensus among both students and teachers to adopt ESP as an effective mechanism for any English Language Program presented at GCCST .Moreover, teachers are convinced that students' ability in both English language skills and study skill is very weak .As far as the teachers at the college are concerned, the research revealed

that a considerable number of them did not attend any teacher training program. The research recommended that the solution for the students' lack of adaptability for the ready –made English Language courses can be achieved by establishing a well 5 structured ESP centres to undertake the responsibility of collaboratively preparing ESP teaching materials for the college in consultation with the departments at the college.

Comments

This study is similar to the current study in many ways. First the previous study examines and identifies the views of the undergraduate students concerning their academic and linguistic needs, lacks, and aspirations. It also explores subject teachers' attitudes to the students' overall performance in English Language. As well as both studies encourage the teachers to design or supplement the course they teach by deciding upon which information or materials the university English courses lack so that they address the students' language needs.

The current study addresses the same issue that the ESP taught at Sudanese universities need to be supplemented in order to meet the students need and interest.

The two studies are different in many ways. The previous study suggested the needs analysis to identify the needs of the students so as to set an ESP frame for all the English Language courses provided at the college. So it suggest the best way to choose and select the suitable ESP course for the students of Garden City College for Science and Technology, where as the current study is an experimental study as it a complete project of designing an English text book for the medical laboratory sciences students addressing the students' needs.

Study (4)

Ebadi (2015) argues that English language teaching textbooks in general and English for Specific Purposes (ESP) in particular are among the most

central elements in any educational system. The present study is an attempt to evaluate a newly developed ESP textbook Oxford English for Careers: medicine and to find out whether or not it can be used instead of English for medical students published by SAMT based on students 'viewpoints. Using availability sampling, sixty- six students of medicine, who were taking English for Academic purposes (EAP) course at Alborz University of Medical Sciences, were recruited as participants. The researcher used a questionnaire which contained 55 specific items measuring six constructs of theoretical consideration, the organizational features and practical considerations, the content, the language skill, the vocabulary, the grammatical structure. Results indicated that Oxford English for Careers: medicine appeals to majority of the participants. Findings also indicated that, regarding theoretical considerations, the participants who had covered SAMT textbook were significantly less satisfied with their textbook than the participants who had covered Oxford English for Careers: medicine. The findings have implications for ESP material developers and course designers.

Comments

The two studies attempt to decide upon which is a good, well designed ESP course to teach in order to address their needs. The previous study has suggested the Oxford English for Career to replace English for Medical Students because the study has found out that the new one is comprehensive and better for the students. While the current study   is a project of designing a text book where the ESP. EAP and EGP are all integrated into main stream text book to address and match the students of medical laboratory sciences discipline. So the domain of the two studies is medical.

The two studies were quantitative research. But the current one is more empirical.

Study (5)

Khoshsima (2014) based his study on the assumption that English for Specific Purposes (ESP) has become one of the predominant approaches to language teaching in tertiary education,as it is directed towards the specific needs of the particular specialty students. The study concerns the role of needs analysis and materials evaluation in designing ESP courses meeting the needs of students in tertiary education. The purpose of this study was to find out whether ESP courses in Iran had been developed according to the principles of ESP course design. Participants of the study were selected from Chabahar Maritime University in Iran, consisting of two groups of senior students majoring in management and fisheries as well as a group of lectures teaching ESP courses. In this study three instruments were used. First, a needs analysis questionnaire administered to students to find out their needs, lack and wants. The second tool to get data was a curriculum design analysis questionnaire, administered to lecturers to find out the elements of ESP courses. The third tool was ESP textbooks used for the aforementioned students, evaluated for their appropriateness to the specific needs of students. The results were analyzed and the findings showed that the ESP textbooks used at faculties of management and fisheries at Chabahar Maritime University were not complied in accordance with the specific needs of students and they did not have the power to motivate and in turn facilitate students' language learning.

Comments:

Both studies are concerned about the role of needs analysis and materials evaluation in designing ESP courses meeting the needs of students in tertiary education. They also aim to find out whether ESP courses in both Iran and Sudan had been developed according to the principles of ESP course design. They are both quantitative e studies.

The previous study focuses on the application of ESP principles on course design English for students of management and fisheries. While the current study is broader as it integrates the ESP, EAP and EGP into well cohesive English text book.

Study (6)

Jing (2014) in his study focuses on the integration and cohesion of general English teaching (English for General Purpose) and ESP (taught English for Specific Purposes) is very important. This study outlines the development of EGP and ESP, under the guidance of the necessity of the integration and cohesion of EGP and ESP teaching then elaborated and actively explored effective ways of both integration and cohesion

Comments

This study is similar to the current study in many ways. First it shows the

The importance of focusing on the integration and cohesion of general English teaching (English for General Purpose) and ESP (taught English for Specific Purposes) to adapt to the requirements of special purpose in occupation.

The two studies are different in that; the previous study outlines the development of EGP and ESP, under the guidance of the necessity of the integration and cohesion of EGP and ESP teaching then elaborated and actively explored effective ways of both integration and cohesion, while the current study is a portrayal of ESP, EAP and general English to enhance the students' language proficiency and critical thinking. More over the current study is experimental study while the other one was a descriptive study.

Study (7)

Wang, Lin and Zhang (2014) consider the arguments for the construction of courses in ESP (English for Specific Purposes) focusing on the integration of curriculum design theory into an English course for aircraft

engineering at the Civil Aviation University of China. For teacher-researchers interested in designing and implementing an aviation English instruction program, this study offers an example framework of how this might be done and evaluates the framework within an action research model. A needs analysis is made and a curriculum presented for an integrated course in aviation English for aircraft engineers in the Chinese context, so that learners of ESP can learn the target language more effectively and put the learning to practical use.

Comments

This study is similar to the current study in many ways. First both studies are experimental descriptive studies and they consider the arguments for the construction of courses in ESP (English for Specific Purposes) focusing on the integration of curriculum design theory into an English course. For teacher-researchers interested in designing and implementing ESP English instruction program, the two studies offer an example framework of how this might be done and evaluates the framework within an action research model. Also they t both conduct a needs analysis to identify the learners' needs.

The two studies are different in many ways. The previous study focused on the use ESP English text books while the current one tackles the use of the integration of ESP, EAP and general English to design a good English text book.

Study (8)

Dafa-Allah (2012) investigates the ESP learners' needs at some Sudanese Universities. In particular the study targets the students studying medicine through the medium of English language. Learners' needs are divided into three categories which cover the needs for English language for general purposes, academic purposes and for job purposes. Three universities were chosen to examine the hypotheses of the study. The method used to collect

data was students' questionnaire. The study has come out with a number of facts the most important of these facts are: In their daily life the students need English language to listen to radio, understanding TV programs and films. In the academic field, the need for English language to understand lectures was highly rated. Finally in their future jobs the study revealed that the students need English language to read written or printed materials connected with jobs.

Comments

The two studies target the students studying medical domain through the medium of English language. They also based their hypotheses according to the Learners' needs. They both identify the students' actual needs for English language the previous study focuses on ESP for medicine where as the current studies the integration of ESP, EAP and EGP signify the impact on the students' language proficiency. So the study draws a general frame for the any integration of these into a main stream English course to qualify the learners to real life situations as well as to develop their future profession.

Study (9)

Perez (2002) conducted a study which examines the design and implementation stages of a course of English given at the Faculty of Psychology of the University of Murcia, Spain. The course was programmed regardless of the particular individuals and no previous requirements were needed. Two initial tests were given to the students at the beginning of the semester: the first one to evaluate their needs and motivation and the second one to measure their general communicative competence. The results were heterogeneous. The students were informed of their results and also of the level they should reach to pass the course, especially those with low marks. With respect to their motivation they manifested two orientations: Labour and integrative reasons. Taking into

account their 'labour reasons' some units closely related to their specialty was included and the final evaluation was modified giving some weight also to the specific English component (75 % GE, 25 % ESAP).

His analysis reveals that, the students with a better communicative competence at the beginning of the course obtained the best results in the final exam. A correlation between those students with intrinsic motivation and communicative competence and the best final marks has also been found.

Comments

This study is similar to the current study in many ways. First it examines the design and implementation stages of a course of English given at the Faculty of Psychology of the University of Murcia, Spain. The course was programmed regardless of the particular individuals and no previous requirements were needed. The two studies are different in many ways. The previous study focused on the integration of ESP, and EAP into main stream course where as the current study adds to it the general English where the text book has presented the grammar structures the students' needs to master in order to help them construct good piece English of cohesive writing.

Study (10)

 Babaii ((2002) identifies the common-core characteristics of standard EFL/ESL textbooks. Which if they consider methodologically and pedagogically, they will help to make a good standard EFL/ESL textbook. This is in fact a good-faith, though invidious, effort to (a) look for some theory-neutral, universal, and broad consensus-reached characteristics of EFL/ESL textbooks, and (b) draw up some guidelines for the generation as well as systematic evaluation of EFL/ESL textbooks. What we offer here is based on a close scrutiny of a corpus of 10 EFL/ESL textbook reviews plus 10 EFL/ESL textbook evaluation checklists conveniently sampled.

No one is really certain whether these characteristics are actually operative in all EFL/ESL textbooks. Note also that not all the characteristics described here would be present and simultaneously adhered to in each and every textbook. The elements presented, we hope, may come together to make textbooks prime examples of what Brown (1993) calls "canonizing discourse." They might lead to the development of universal textbook-evaluation schemes which may be used in EFL/ESL departments to record in-house textbook assessments or, on a more modest level of optimism, to a revamped standard format for EFL/ESL textbook review.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used to test the hypotheses. The researcher utilizes different quantitative methods to collect the data of the research. These methods include the pre test / post test for the students, the textbook evaluation checklist for the teachers as well as, a teachers' questionnaire. It also indentifies the sample size of the study which is the number of the participants in each instrument. Then the mechanism followed to ensure the validity and reliability of each of the instruments in order to get accurate and significant results. Finally there is a full explanation of the procedures of the all research instruments.

3.1. The Population and the Sample Size of the Study

3.1.1. The Students

The researcher has followed a computer random selection procedure to choose 120 names from the first year students for the academic year 2014-2015 at Sudan International University Faculty of Medical Laboratory because the researcher has been teaching at this faculty for more than six years so he has a considerable background about the needs of the students in this college. The students are divided into two groups one is the experimental group and the other is the control group. The size of the sample is sixty students in each group.

3.1.2. The Teachers

Sixty teachers out of eight five were chosen to represent the second sample. The sample is mixture; half of them are male and half are female from Sudanese Universities. Three of them are PhD holders and the others

are M.A holders.

Gender		Age group		Education		Experience	
Male	Female	Above 40	Below 40	MA	PhD	More than75	Less than25
35	25	30	30	57	3	5	55

The teachers were all fully oriented about the study as they all teach the integrative course upon which the study is based during the university English preparatory programme which lasted for six weeks.

3.2. Instruments of Data Collection

The researcher selected various types of instruments. He administered a pre-test and post-test, teachers' questionnaires and textbook evaluation checklist as well as the text book designed for the study.

3.2.1 The Test

The Test is chosen to investigate the first hypothesis "The integration of general English, academic English and English for specific purposes into English language programme is expected to enhance students' language proficiency.

Pre-test is given to the two groups: the experimental and the control one to evaluate the learners' English proficiency level. The test is undergone under the same circumstances for the two groups, (see the Appendixes 1)

The Control group was taught the conventional general English course (pre intermediate Headway) In contrast, the experimental group was taught the integrative course designed by the researcher. Then both groups were given the post-test. (See the Appendixes 2)

Each of the pre test and post test contain four questions. The test mark is 40. The questions are graded; the easiest first and then the more challenging. The types of the questions are varied; there were MCQs of

four choices in order to decrease the chance of guessing. WH- Questions, completion and free writing.

The questions are distributed as follow:

Question (1) is reading comprehension followed by true false questions and open ended questions. It consists of two parts each part contains 5 items for 10 marks;

Question (2) is allocated for vocabulary and it is a completion question. It contains 10 items for 10 marks

Question (3) is listening comprehension which contains 5 items for 5 marks. The students are given a listening text and then they are asked to answer a multiple choice questions based on it

Question (4) is about grammar. It contains 10 items with 10 marks. It tested the basic elements of grammar. It is a multiple choice question, too.

Question (5) is writing. The students are asked to write a free composition for 5 marks. (See the Appendixes)

3.2.2 The Questionnaire

The teachers' questionnaire is designed to investigate the second hypothesis which is "Most of the tertiary level English courses are ESP and they need more language components to enhance the student linguistic competence".

It also investigates the third and the forth hypothesis which are consecutively "The situation of English language as requirement course does not enhance the students' language proficiency". As well as teachers should design the materials of the English courses so that they meet their students' needs.

All the subjects of the questionnaire are M.A and PhD holders, who have taught in different universities, they are familiar with English language, they were asked about their opinions of the second and the third hypothesis of the research (See the appendix 3).

The questionnaire consists of two sections: part one contained the demographic data about the teachers such as their age, their grade level, the years of their experience, and gender

The second part comprises 23 statements related to external and internal qualities of the book under review. The statements are distributed over the following aspects the objectives, the content and the activities.

The first two statements are about English as a university requirement as it is one of the core pillars for the foundation of this study.

As it is known most of the Sudanese universities teach ESP for their students as a university requirement.

The second section is about the objectives which consists of six statements from 3-9

The content section consists of eleven statements 10- 20, and finally the activities section which consists of three statements 21-23. (See the appendix 3)

The teachers responding to this questionnaire were asked to comment using a five point scale (strongly agree)   (agree) (neutral) (strongly disagree) (disagree)

3.2.3 Textbook Evaluation Checklist

McGrath and Swales (2002) suggest that self–constructed evaluation check list is the best for the teachers to design their own checklist to evaluate to what extend the text book addresses the students' needs; such checklist is localized and based on the notion that there is no universal checklist for textbook evaluation because of many variables affecting the teaching and learning process.

Consequently, a post - use evaluation checklist is designed to measure the actual outcome of the use of the text book after it had been taught to the students. It is chosen to consolidate the investigation of the main

hypothesis of the study that integrative course in terms of content enhances the students' English language proficiency.

According to Max (2015) observers might be peers, other educators who may be more knowledgeable and experienced, supervisor, principal or government official. Observation tools check list or rubrics may be used by observers to record notes about the lesson.

3.3. The Validity and Reliability of the Instruments

3.3.1. Validity and Reliability of the Test

Koul (1984, p.122) defines test validity "a test is valid if it measures what it claims to measure". To confirm validity; six PhD holders who specialized in the field of English language teaching were given the test to check its relevance and validity. They also revised the exams grammatically and semantically and their comments were highly appreciated and taken into consideration.

A Test is reliable when it produces similar results each time it is administered. "Reliability should receive approximately the same rank, when the test is administered on the second occasion" Freeman (1965, p.66). There are many methods to test the reliability of the test such as internal consistency method, the alternate test method, empirical method, testing and re-testing method, and the Spilt-half method. The researchers selected the test and re-test method to ensure reliability of the research instruments; because there is a good chance in administering the two tests pre-test and post test twice.

The correlation between the pre test and re-retest was calculated as well as post test and re-post test calculated by applying the Pearson's product Correlation using SPSS soft ware to find the relationship or correlation between the two tests for the two groups.

3.3.2. Validity and Reliability of the Questionnaire

To ensure questionnaire validity, six PhD holders who specialized in field of English language teaching revised the questionnaire, they added, removed and suggested and their comments have been taken seriously into consideration.

To ensure the reliability of the questionnaire, the researcher followed the method of test and retests. Ten of questionnaire respondents were chosen randomly to fill in the same questionnaire again after a week interval and then the reliability calculated by using Cronbach's Alpha.

3.3.3. Validity and Reliability of the Textbook Evaluation Checklist

The evaluation checklist was revised by five PhD. holders who are experts in the field of syllabus design.

Concerning the reliability as it is clearly stated by Nunn (1998) measurements are reliable to the extent that they are repeatable and that any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error.

The researcher followed the technique of the Test-retest reliability which is the degree to which scores are consistent over time. So, ten of the evaluators are asked to view, code or rate the same single statement twice in different times to ensure that the same result is reached. By doing so ,the researcher can easily spot the score variation that occurs from testing session to testing session as a result of errors of measurement. The reliability of the observation checklist was high

3.4. The Procedure of the instruments

3.4.1 The Procedures of the Test

 After the two groups were assigned and before both methods were administered, the pre test was given. On one hand, the experimental group would be taught the integration of ESP and general English course book

designed by the researcher. On the other hand, the control group will study the conventional general English course book.

The experimental group was taught by the researcher himself while the control group was taught by another teacher having the same qualification of the researcher under the supervision and direction of the researcher.

The two groups were given a pre-test to assess their English language proficiency level. Then 30 students from each group were retested after interval of a week to calculate the reliability of the pretest. Both groups received instructions and lectures for almost 120 credit hours during five weeks. But the control group studied the conventional general English text book where as the experimental group studied the English for medical laboratory sciences text book designed by the researcher. Then the two groups were retested for the second time as post test. It is worth mentioning that 30 of each groups control & experimental were retested to calculate the reliability of the post test.

At that point, the results of the tests for the two groups were analyzed by using the SPSS programme.

3.4.2 Procedures of the Questionnaire

The questionnaire was conducted for the teachers. 60 copies were distributed for each .Five of the teachers are PhD holders and the rest are M.A holders with an experience of more than 5 years. The questionnaire was mainly designed to elicit information about:

Section 1 is about some demographic data whereas section 2 (questions 1-3). All questions are on the track of whether the integrative course book they teach and which is designed by the researcher enhances the students' proficiency. And for the students the questions were to what extent does the book enhance their English language proficiency.

A Likert scale running from (Strongly agree= 5 points, Agree = 4 points, Neutral =3 points, Disagree = 2 points, strongly disagree = 1 point). The respondents had to tick the appropriate choice account to his thought.

The items of the questionnaire cover the most relevant items, which seem to the researcher and referees suitable, valid and reliable for the second and third hypotheses investigation.

3.4.3. Procedures of the Textbook Evaluation Checklist

The text book evaluation check list is designed using standard scale, which is running from excellent, very good, good, poor and not sure for the English language teachers in order to evaluate the text book designed for the medical laboratory students.

The population is sixty English language teachers. The teachers are provided with the copy of the text book for about a month before the beginning of the students' sessions. Then a three days work shop was held for the teachers to orient them with the content and the objectives of the text book.

During the work shop two demonstrations classes are taught by the researcher. So the English language teachers were highly oriented with the purpose of the checklist.

The textbook has been taught for five weeks four hours a day that is 120 credit hours. The sixty teachers have taught the text book during the preparatory university course. Then after that the researcher distributed the evaluation check list for the teachers.

3.5. The Review of the M.L.S. English Textbook

The project of designing the text book started with a brainstorming workshop for the English language teachers in September 2011. It was decided in the workshop that the proposed English textbook would encompass a range of genres and themes suitable for the target group and the activities presented in the textbook would be designed in such a way

that they triggered the learners' interest in using English for communicative purposes. It was also decided that the textbook would be context specific in terms of language and culture and the materials used in the textbook would be drawn from authentic sources. The question of the criteria to be used for the selection of authentic materials was debated upon by the members from the diverse perspectives of language, language pedagogy and the objectives of education in the Sudanese context.

Consequently, the content teachers of the medical laboratory sciences college are asked to provide a corpus of medical terms which the students encounter during their basic studies. In other words, the terms and texts from the basic courses handouts they give to the students so that the vocabulary section will be much related to the ESP area of the students. Then, comprehensive questions and discussion activities are designed around those terms and text.

The task of designing activities that are suitable for the learners of Sudan International University students was therefore a bone of contention. How could the activities be designed to be suitable linguistically, cognitively and pedagogically? How could the learners be involved with different types of activities, experiential as well as developmental? After a detailed discussion, it was decided that the activities "should match with learner needs and wants and with principles of language learning, and that they should be developed in ways which provide flexibility of use to learners and teachers as well as coherence of connection. Tomlinson (2003).

3.5.1. Objectives of the Book.

The objectives of the text book are to enable the students by the end of the course to:

• Prepare the students with a considerable vocabulary of their chosen discipline.

• Understand the vocabulary of their chosen discipline.

- Read and understand the texts of their chosen discipline

- Write notes from the classes as well as from the references they consult.

- Interact with their content teachers during their basic subjects.

- Improve their listening and speaking skills.

- Get engaged in different group discussion or seminars actively.

- Contact with their international colleague confidently.

- Enhance their spelling and hand writing.

- Improve their writing skills.

- Develop their research skills.

3.5.2. Needs Analysis

The students needs analysis have been identified through the reports of the academic affairs dean ship, SIU educational and assessment culture based on systematic monthly reports on teaching materials, students performance and the whole educational context and environment. The job of the quality control department which is part of the academic affairs deanship is to collect data and monitor the teaching learning process. The department uses different tools for the assessment and the evaluation.

3.5.3. The procedure of the project

The English language department is established to advance professional development, integrate, develop, design teaching resources, and to enhance English language teaching quality at Sudan International University, the department helps teachers to develop and renovate their teaching and create effective learning environment, and offers technical support to faculty research and career planning by orgnising university- wide training programs and workshops as English is the medium of instruction in the university. So a workshop is orgnised. A team was created so as to review, develop and design an ESP program for the medical laboratory sciences,.

The team consisted of the researcher who is the head of the English language department and the designer of the text book, some ESP teachers, the content teachers and external experts that have been invited to help the team to accomplish its mission.

The English language department has designed eight workshops to do the assigned job and has established the objectives, rules and regulations of the interdisciplinary cooperation between the ESP teachers and the medical laboratory sciences lecturers. The pre-workshop assignments are as follow:

The first step was to find topics to lay the ground on which the project could be built up. These themes had to be sound by a disciplinary point of view. But they had also to bring educational benefits to ensure growth in foreign language proficiency. Such a quest complied first of all a careful examination of the medical laboratory sciences syllabus, its expected outcomes and the educational approach that the content teachers had outlined for the discipline. The theme satisfied the ESP teacher because it offered the learning group communicative their discipline.

The second step was to consider some interviewed variables to shape the general outline, based thematically on the topics and medical laboratory corpus provided by the content teachers which is considerably had been agreed upon. When all these issues were discussed and activities scheduled, it was determined to implement a trial project to pilot and exploit its effectiveness.

The selection of the English materials took a longer time because this is the most important part of any CBI plan and success or failure is greatly influences by the recourses learners have to work.

3.5.4. The layout of the Text book

The book consists of sixteen units designed around different medical laboratory themes. Each unit, in turn comprises seven sections: vocabulary

section, the grammar section, listening, speaking reading and writing and final skills focus section.

The integration of skills is a distinctive feature of all the units and the learners get adequate exposure to the creative use of the target language. The twenty themes cover the medical genres:

The method through which the materials presented in the textbook is according to those identified by David Nunan (1988, pp. 1-14) were very meticulously followed by the authors of the textbook. These criteria are: (a) the materials should promote the objectives of the curriculum prescribed by the authority (here it the university of Sudan International University as it is based on those of the ministry of higher education), (b) authenticity of the materials should be ensured. The materials of the text book is collected from the medical corpus based approach and the medical genres where the content teachers played great role in providing and deciding to what extend the materials are relevant to the medical students genres (c) the materials should stimulate interaction, (d) the materials should prompt the learners to pay attention to the formal aspects of language, (e) the materials should encourage learners to develop learning skills, and (f) the materials should encourage learners to apply their developing skills in their future career and daily life. Thus, the new English textbook is undoubtedly "a set of materials for the efficient and effective teaching and learning of a known student body by a known teaching body at a given level to a prescribed standard" (Lyons, 2003, p. 500).

The new English text book is supposed to follow the communicative functional approach which aims at enabling a learner to acquire a communicative as well as a functional competence in the target language. The selection of the materials and the presentation of the activities in text book were based on the principal of the functional approach which regards

language as a tool, a means for communication and language function in particular social context.

The level of the book is pre intermediate level as it addresses learners of a high school back ground.

The duration of the course lasts 120 hours that is two semesters.

It was agreed upon during the workshops conducted at various stages of designing the book that the teachers were recommended to follow the eclectic approach when they teach the book. This was very easy for them since the university class rooms are highly well equipped; they were also recommended to activate the group discussions, assignments, spelling bees, as well as presentations and English clubs

3.5.4.1. The description of the book.

This book aims to equip the students or learners of MLS with the basic linguistic components within the frame work of their discipline in order to enhance their language competence as well as their critical thinking. The content of the book provides a good balance of the four skills in an integrated way. The style of the textbook considers the learners cultural back ground, age, interest and above all purpose in acquiring the second language.

This is why the topics and the types of activities chosen are all relevant to the students' medical and scientific field in order to enrich their medical vocabulary so that they can use them in every situation communicatively.

The text book is designed to guide the students of medical laboratory sciences and put them on their medical right track because the text book tend to make use of the medical laboratory corpora and transfer it into a pedagogical context.

The manuscript of the text book was reviewed by experts and teachers at this level. The manuscript of the text book is published after modifying the manuscript in the light of the suggestions made by the reviewers.

to provide them with the basic language and academic skills they need to cope with their study as well as to attain communicative competence in using English at various levels.

The methodological frame of the textbook is a kind of integration of theme based, structure based and ESP of medical laboratory corpora. So it is a functional approach and the principals of communicative competence.

3.5.4.2. Vocabulary (appendix 7)

The first section in each unit introduces the vocabulary items according to the theme of the unit e.g. unit one (our body 1). the words in this section are about the parts of the body where the students will get familiarized with some basic anatomical terms that will consolidate and help them to understand their anatomy course which is one of their basic subjects in semester one.

The vocabulary items are recycled by providing different exercises to help students use them. Those exercises are considered to contribute to the student's language acquisitions because they are all balanced in their format and contain both controlled and free practiced. Moreover, they are progressive as the students move through the book as well as they are challenging and varied.

For example one of the exercises at the vocabulary section is mind mapping game i.e. students choose set of words with their collocations in order to associate them. For Example the word blood; students try to write the verbs, nouns, and adjective s that can be collocated with the word blood and so on with the rest of the vocabulary items.

There are many other vocabulary exercises in the book such as the completion, matching, sentence building, and unscrambling the letters and cross the odd word out. As it is clearly seen the vocabulary exercises tend to reinforce the students mastering and development of the vocabulary of their chosen discipline.

3.5.4.3. Language focus (Grammar)

This book is not organized on a grammatical syllabus and does not focus on grammar only rather than it aims to indulge the grammatical structures with the rest of the academic skills to enable the students to apply the grammatical rules they studied.

In this section we need to ensure that students can understand and produce compound and complex sentences correctly in order to help them to write a good paragraph.

There are two parts of language focus in the book. The first part is located after the vocabulary section to pave the way for the learners to use the vocabulary in their communication. Consequently, it is a communicative based grammar. For example in section one the grammar section is about using the verbs to be in grammar focus one and the present simple tense in grammar focus two. For this reason the book first ensure that students can understand and produce SOV patterns and then gradually, can understand and produce expansion of the S and O and the combinations of SVO sentences in various ways. This is clearly presented in the writing section.

Some of the grammar items that are covered in this book are:

The verbs to be

The verbs to have

Present simple

Past simple

Future simple

The determiners

 The pronouns

The adjectives

The noun phrase

The prepositions

Prepositional phrase

Collective and compound nouns

The conditionals

The passive

Statement of comparison

Imperatives

Medical prefixes

The comparison

The statement of comparison

The intensifiers

3.5.4.4. Listening and speaking

In these two sections the students practice some of the daily spoken dialogues which contain key functional language that has to do with their major discipline for instance greetings, introducing someone, apologizing, showing the directions and asking for and giving opinion**.**

It worth mentioning that the listening scripts are authentic since two native speakers (kurry who is American and his wife Charlene, South African) were mainly hired to demonstrate the listening part. So the designer has provided them with the themes and they created the situations around them. They recorded the scripts at the studio of the university radio station (SIU 102.6) (See the CD)

3.5.4.5. Reading

The reading texts are scientific and medical based as they recycle the vocabulary the students encounter in the first section, thus the students will apply the reading strategies and answer different comprehension questions.(See appendix 7)

3.5.4.6. Writing

In the writing section, the students will experience the sentence construction that leads them automatically and gradually write a good paragraph and then in the end a good academic essay. (See appendix 7)

3.5.4.7. Skill corners

There is a key feature of the course. In every theme there is at least one academic skill. The naming of this feature is significant. It is assumed that the students will have heard about most, if not all but cannot make practical use of them. Thus, attest-teach-test approach is used. This is quite deliberate and even more will be sensitized to the particular point before being asked to understand it intellectually and effectively.

Some of the skills in the book are: Reading strategies Taking notes and Presentation (see appendix 7)

3.5.4.8. The organization of the text book

The book is organized into sixteen units each with particular thematic medical and scientific focus. The units are as follow:

Unit1 Our body

Unit 2 Internal body parts

Unit 3 Fresh air

Unit 4 Respiratory system

Unit 5 Anatomy 1

Unit 6 Basic biochemistry 1

Unit 7 Basic biochemistry2

Unit 8 Medicine for all

Unit 9 Circulatory system

Unit 10 Excretory system

Unit 11 Helping the patient

Unit 12 Medical suppliers

Unit 13 Body defenders

Unit14 Lab safety

Unit15 Lab apparatus

Unit16 In the lab

Within each theme there are six integrated sections, listening, speaking, reading and writing dealing with discrete skills while vocabulary, language focus, and skills corner deal with the enhancement of the students' linguistic competence.

(See appendix 7)

3.5.4.9. The Validation Process of the Textbook

The MLS content teachers at Sudan International University provide the designer with the vocabulary and the texts of the first year. Some of the vocabulary had been taken from the students' handouts after the content teachers reviewed them and validate their suitability to the MLS first year students.

Dr. Ishraga Bashir who works at Née lain University has reviewed the book and her comments were highly considered and accordingly some modifications were done. (See appendix 5)

Dr, Hassan Ismeal Babil who is the head of the English language department at Zamzam Medical College and a part time English lecturer at Sudan International University also has reviewed the textbook and commented on some issues and his comments were taken into considerations. (See appendix 6)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis and discussion of the data collected through the study instruments; the students' pre-tests and post-tests, the text book evaluation check list and the teacher's questionnaire.

4.1. The Analysis of the Students' Tests

The data in this section represent the observable and measurable behaviour of the students. The data were collected by pre- and post tests and is analyzed statistically to show the extent and the effectiveness of the intervention. Mainly two statistical tests have been used; paired sample t-test and independent sample t-test. In addition, Effect Size has been calculated to determine the magnitude of change.

The following sections present the t-tests for the four skills (Reading, Writing, Listening and Speaking).

Firstly, it has to be stated that three basic assumptions for the t-tests are met, these assumptions are:

a-The observations are independent of each other:

The same group is tested twice; before the intervention and after it.

b- The dependent variable is measured on an interval scale:

The dependent variables are the scores obtained by the students.

c- The differences are normally distributed in the population:

Secondly, the results of the tests for both groups are presented below.

Table (4.1.): Experimental Group: reading section results

	Mean	N	Std. Deviation	Std. Error Mean
Pre Reading	4.05	60	2.119	.274
Post Reading	6.35	60	1.867	.241

This table provides the descriptive statistics for both the reading skill before the test and after the test. The post-test mean is higher than the pre-test mean: 6.35 vs 4.05. So it significantly shows that the reading section in the textbook help the students improve their reading skill.

Table (4.2.): Control Group: reading section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Reading	3.97	60	2.139	.276
Post Reading	4.28	60	2.322	.300

This table shows the significant difference between both the pre reading results and post reading ones. It is clear that the post results are slightly better than the pre results because the post-test mean (4.28) is higher than the pre-test mean (3.97)

Table (4.3.) The performance of the reading section for the experimental group

G	Mean	SD
Pre reading	4.05	2.119
Post reading	6.35	1.867
P – value	0.000	

The above table demonstrates the performance for the experimental group, when the two tests –pre test and post test – are compared. Significant differences are less than .05 that is (.000).The mentioned figure (.000) shows highly significance, it also shows students' performance of the experimental group is much more effective than control group. These findings are parallel to the hypothesis, which assumes that the integration of ESP, EAP and AGP into main stream English course book enhances the students' language competence.

Table (4.4.) The performance of the reading section for the control group

G	Mean	SD
Pre reading	3.97	2.139
Post reading	4.28	2.322
P – value	0.000	

The above table demonstrates the performance for the control group. It shows a Significant differences of (.288) which is higher than (.05), that shows no significance and students' performance is very low, when the students are taught reading texts that is not relevant to their ESP medical laboratory field. These findings are parallel to the hypothesis, which suggest that the integration of ESP, EAP and AGP into main stream

English course book enhances the students' language competence rather than the conventional ones.

4.1.1. Discussion of the Reading Section Results:

The above tables (4.4) and (4.3) show the performance of sixty Sudan International University students in reading after the prescribed period of experiment for both the control and experimental groups. They show statistically significant development at the end of the period, when the significant scores .000 which is > 0.05 and the mean is calculated. The experimental group achieved a score of development for the mean 4.05 - 6.35 = (2.5), which is much higher scale than the control group's development of 3.97 - 4.28= (.257). These findings are parallel to the hypothesis, which suggests that the integrated syllabus which is taught at Sudan International University has positive effect on reading compared with traditional general syllabus.

This also proves that the students who studies the integrative course shows a significant process in their reading comprehension as most of the reading texts are from the medical laboratories sciences domain provided by the content teachers.

Table (4.5.): Experiment Group: Vocabulary section results

	Mean	N	Std. Deviation	Std. Error Mean
Pre Vocabulary	4.23	60	2.645	.341
Post Vocabulary	6.28	60	2.164	.279

This table shows that the post test mean (6.28) is higher than the pre test mean (4.23). this means that there is a significant difference between the both results.

Table (4.6): Control Group: Vocabulary section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Vocabulary	3.58	60	1.844	.238
Post Vocabulary	4.18	60	1.568	.202

This table shows that the post test mean (4.18) is slightly higher than the pre test mean (3.58). This means that there is a significant difference between the both results.

- **Table (4.7) The performance of the vocabulary section for the experimental group**

G	Mean	SD
Pre	4.23	.341
Post	6.28	.279
P – value	0.000	

Table (4.7) shows that the P value is $0.00 < 0.05$. This statistically indicates that there is a significant difference between pre and post results.

The above data statically prove that the students of the experiment group did very well in the vocabulary section of the test.

Table (4.8) The performance of the vocabulary section for the control group

G	Mean	SD
Pre reading	3.58	1.844
Post reading	4.18	1.568
P – value	0.000	

The table shows that the post test results were significantly higher than the pre ones. This is very clear from the difference between the mean for each 3.58 for the pre and 4.18 for the post. The P value is 0.00 < 0.05 which indicates the significance of the results.

4.1.2. Discussion of the Vocabulary Section Results:

The above tables show the experimental and the control group's performance of sixty Sudan international University students vocabulary competence, after the prescribed period of experiment. They show statistically significant development at the end of the period, when the significant scores .000 which is > 0.05 and the mean is calculated. The experimental group achieved a score of development for the mean 4.23-6.28= (2.55), which is much higher scale than the control group's development of 3.58- 4.18= (.6). These findings are parallel to the hypothesis, which suggests that the integrated syllabus of International Sudan University has positive effect on vocabulary competence compared with traditional general syllabus.

The students' vocabulary improved as the focus of the book they studied addressed their vocabulary needs. The content teachers provide the designers with the basic terms the students encounter during their study in order to reinforce what the students study in their basic subjects and then helps them to understand their medical courses and at the same time enrich their vocabulary as most of the activities in the text book are based on collocations and word formation.

Table (4.9.): Experiment Group: grammar section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Grammar	4.38	60	2.179	.281
Post Grammar	6.17	60	1.586	.205

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher (6.17) than the pre-test mean (4.38).

Table (4.10.): Control Group: Grammar section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Grammar	3.78	60	1.552	.200
Post Grammar	4.90	60	1.115	.144

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean (4.90) is higher than the pre-test mean (3.78).

Table (4.11.) The performance of the grammar section for the experimental group

G	Mean	SD
Pre	4.38	2.179
Post	6.17	1.568
P – value	0.000	

As you can see on the table above the P value is 0.000 which is less than 00.05.So there is a statistical indication of the significance of the difference between the pre and the post results.

Table (4.12.) The performance of the grammar section for the control group

G	Mean	SD
Pre	3.78	1.552
Post	4.90	1.115
P – value	0.000	

The table shows that Scores on the post grammar (4.90) were higher than the scores on the pre grammar (3.78) and the p value is less than .05, which means that there is significant difference between the post and the pre results.

4.1.3. Discussion of the Grammar Section Results:

The above tables (4.11) and (4.12) show the performance of sixty Sudan international University students in grammar competence for both the experimental and the control groups, after the prescribed period of experiment. They show statistically significant development at the end of the period, when the significant scores **.000** which is **> 0.05** and the mean is calculated. The experimental group achieved a score of development for the mean $4.38 - 6.17 = (1.79)$, which is much higher scale than the control group's development of $3.78 - 4.90 = (1.12)$. These findings are parallel to the hypothesis, which suggests that the integrated syllabus which is designed to teach for the students of Sudan International University has positive effect on grammar competence compared with traditional general syllabus.

The students had a considerable knowledge of grammar and the course they studied enhanced this knowledge because grammar has been designed around integrative skills. In other words, the grammatical structures are presented in context of medical scientific texts. Therefore, they need to consolidate the use of present simple, verbs to be, passive and active voice, the adjective or the description in general, comparative and superlatives, beside, all the basic grammatical elements that help the students to construct a good English sentence and speak fluently.

Table (4.13.): Experiment Group: The Listening section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Listening	5.18	60	1.722	.222
Post Listening	7.22	60	1.668	.215

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean (7.22) is higher than the pre-test mean (5.18).

Table (4.14.): Control Group: Listening section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Listening	3.93	60	1.376	.178
Post Listening	4.60	60	1.108	.143

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean (4.60) is higher than the pre-test mean (3.93).

Table (4.15.) The performance of the listening section for the experimental group

G	Mean	SD
Pre	5.18	1.722
Post	7.22	1.1668
P – value	0.000	

The table shows that there is a significant difference between the pre and post results because the P value is less than 0.05. This result leads to reject the null hypotheses clear that the level of student is different to pre and post listening

Table (4.16) The performance of the listening section for the control group

G	Mean	SD
Pre	3.93	1.376
Post	4.60	1.108
P – value	0.000	

The table shows that there is a significant statically difference between the pre and post results because the P value is less than 0.05. This result leads to reject the null hypotheses clear that the level of student is different to pre and post listening.

4.1.4. Discussion of the Listening Section Results:

The above tables show the experimental and the control group's performance of sixty Sudan international University students listening skill, after the prescribed period of experiment. They show statistically significant development at the end of the period, when the significant scores .000 which is > 0.05 and the mean is calculated. The experimental group achieved a score of development for the mean 5.18- 7.22= (2.04), which is much higher scale than the control group's development of 3.93 - 4.60= (.67). These findings are parallel to the hypothesis, which suggests that the integrated syllabus of International Sudan University has positive effect on listening comparing with traditional general syllabus.

The course book gives a consideration for the listening skill therefore the whole listening situation are graded from general into specific. The listening situations tend to encourage the students to practice every day language they need whether in the campus or in their various daily situations to empower them to meet the challenges in their future career.

The listening scripts are designed and demonstrated by native English teachers who used to work in the university in the English language department so they were very much aware with the objectives of the text book

Table (4. 17.): Experimental Group: Writing section results

	Mean	N	Std. Deviation	Std. Error Mean
Pre Writing	2.93	60	2.342	.302
Post Writing	4.88	60	1.958	.253

This table shows that the post-test mean (4.88) is higher than the pre-test mean (2.93). This proves that there is a significant difference between the both variables.

Table (4. 18): Control Group: Writing section results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Writing	2.65	60	1.716	.221
Post Writing	3.88	60	1.166	.151

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error

mean. The post-test mean (3.88) is slightly higher than the pre-test mean (2.65).

Table (4.19.) The performance of the writing section for the experimental group

G	Mean	SD
Pre	2.93	2.342
Post	4.88	1.958
P – value	0.000	

Results on table (4.19) show that there is a significant difference after taking the test because the P value is less than 0.05.

Table (4.20) The performance of the writing section for the control group

G	Mean	SD
Pre	2.65	1.716
Post	3.88	1.166
P – value	0.000	

The table shows that there is a significant difference between the pre and the post results as the post results mean is 3.88 which is higher than that of the pre ones which is 2.65.

The P value is 0.000 which is less than 0.05 and that is a statistical indication of the high significance of the results.

4. 1. 5. Discussion of the Writing Section Results:

The above tables (4.19) and (4.20) show the experimental and the control group's performance of sixty Sudan international University students in writing skill, after the prescribed period of experiment. They show

statistically significant development at the end of the period, when the significant scores .000 which is > 0.05 and the mean is calculated. The experimental group achieved a score of development for the mean **2.93- 4.88** = (1.95), which is much higher scale than the control group's development of **2.65- 3.88** = (.12). These findings are parallel to the hypothesis, which suggests that the integrated syllabus of International Sudan University has positive effect on writing comparing with traditional general syllabus.

The course book addresses the writing skill thoroughly and the students showed huge progress.

The textbook provides the students with many basic writing activities from the basic elements of the English sentence to the paragraph writing. All the activities are related to their medical field e.g. writing summary, descriptive and narrative paragraphs, compare and contrast paragraph, definition paragraph as well as the noun phrase and the types of sentences.

Table (4. 21): Experimental Group: Final marks results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Total	20.80	60	8.914	1.151
Post Total	30.90	60	6.779	.875

This table shows that the post-test mean (30.90) is higher than the pre-test mean (20.80). This proves that there is a significant difference between the both variables.

Table (4. 22): Control Group: Final marks results.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Total	17.92	60	5.973	.771
Post Total	21.85	60	4.348	.561

This table shows that the post-test mean (21.85) is higher than the pre-test mean (17.92). This proves that there is a significant difference between the both variables.

Table(4. 23)The performance of the total marks for the experimental group

G	Mean	SD
Pre	20.80	8.914
Post	30.90	6.779
P – value	0.000	

The table shows that Scores on the post test ($M = 21.85$, $SD = 4.348$) were higher than scores on the pre test ($M = 17.92$, $SD = 5.973$)

Consequently, the post results are higher than the pre results because the P value is less than 0.05.

Table (4. 23)The performance of the total marks for the Control group

G	Mean	SD
Pre	2.93	2.342
Post	4.88	1.958
P – value	0.000	

The table above shows that the post test mean (4.88) is higher than the pre test one (3.93). This is a clear indication of a significant statically difference.

4.1.6. Discussion of the Final Marks Results

The above tables show the experimental and the control group's performance of sixty Sudan international University students in all languages skills in addition to vocabulary and grammar competence, after the prescribed period of experiment. They show statistically significant development at the end of the period, when all significant score .000 which is > 0.05 and the mean is calculated. The experimental group achieved a scores of development for the mean 20.80 - 30.90 = (10.1), which is much higher scale than the control group's development of 17.92- 21.85 = (3.93). These findings are parallel to the hypothesis, which suggests that the integrated syllabus of International Sudan University has positive effect on the languages skills –reading, writing, speaking and listening – in addition to vocabulary and grammar competence comparing with traditional general syllabus

4.1.7. The Discussion of the Test Results.

The English language is a required course in the Sudanese universities and this prevents both the students and the teachers from dealing with it considerably. Therefore, the text book taught need to be supplemented by making use of the medical corpora.

The results of the test have clearly shown that the students who studied the integrative text book of ESP, EGP and EAP achieved significant progress in their English language proficiency and this proves the hypothesis that the text book enhances their language proficiency. Similarly, the results have shown that the content of the text book taught at SIU at the faculty of

Medical Laboratory Sciences enhances the language proficiency as well as their critical thinking and academic skills.

They have all revealed that the English teachers can design their own English programme if they consider their students' needs and interest.

The text book addresses the students' major specialty and domains as it is designed with in the theoretical frame of the corpus based approach.

4.2. The Analysis of the Questionnaire

Table (4.25) the credibility of the university English courses

	Frequency	Percent
Strongly agree	20	33.3
Agree	30	
Neutral	5	8.3
Disagree	5	8.3
Strongly disagree	0	0
Total	60	100.0

The table above shows that the majority of the teachers agree that the problem of English at the university originated because is been dealt as a university requirement course and thus it has less credit hours and it builds psychological barriers towards the English language as it is not taken seriously and hence it is just a required course.

Table (4. 26) The efficacy of the university ESP courses

	Frequency	Percent
Strongly agree	30	50.0
Agree	10	16.7
Neutral	0	0
Disagree	15	25.0
Strongly Disagree	5	8.3
Total	60	100.0

As it is clear from the table above, Forty out of sixty agree that the ESP courses are not effective enough because they do not address the students' actual language needs as well as the academic skills students need in their first year of the university.

Table (4. 27) The clarity of the objectives of the course

	Frequency	Percent
Strongly agree	20	33.3
Agree	20	33.3
Neutral	0	0
Disagree	10	16.7
Strongly Disagree	10	16.7
Total	60	100.0

Most of the respondents above see that the objectives of the course are clear and it can help the students to interact and benefit from it.

Table (4. 28) The effectiveness of the objectives.

	Frequency	Percent
Strongly agree	30	50.0
Agree	26	43.3
Neutral	0	0
Disagree	2	3.3
Strongly Disagree	2	3.3
Total	60	100.0

Fifty out of sixty teachers (93%) believe that the course book objectives help indulge the students in English language programmes that tend to be motivating and communicative for them.\

Table (4. 29) Teachers can tailor their own textbook.

	Frequency	Percent
Strongly agree	30	50.0
Agree	20	33.3
Neutral	10	16.7
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

The table above shows the majority of the respondents' opinion that this book encourages Teachers to design the materials of the English courses themselves so that they meet their students' needs.

Table (4. 30) The text book provides good English environment.

	Frequency	Percent
Strongly agree	25	41.7
Agree	26	43.3
Neutral	0	0
Disagree	5	8.3
Strongly Disagree	4	6.7
Total	60	100.0

As it is shown on the figures above, this book helps the teachers create a positive learning atmosphere to motivate English learning in class.

Table (4. 31) The integration of the text book.

	Frequency	Percent
strongly agree	29	48.3
Agree	29	48.3
Neutral	2	3.3
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

The teachers' responses on the table above depict that the book develops a unit of language materials such as academic skills together with ESP and language skills into main stream

Table (4. 32)The efficacy of the integration of the programme.

	Frequency	Percent
Strongly agree	10	16.7
Agree	15	25.0
Neutral	25	41.7
Disagree	10	16.7
Strongly disagree	0	0
Total	60	100.0

Figures Show that most of the teachers agree the book helps to identify the advantages and challenges of the integration of the ESP with the main stream of English language courses.

Table (4. 33) The integration of the four skills

	Frequency	Percent
Strongly agree	30	50.0
Agree	15	25.0
Neutral	5	8.3
Disagree	3	5.0
Strongly Disagree	2	3.3
Total	55	91.7
Missing System	5	8.3
Total	60	100.0

From the table above, we can say that the teachers admitted that the book encourages teachers to develop and to integrate the four skills as naturally as possible.(75%) agreement.

Table (4. 34) The content of the text book

	Frequency	Percent
Strongly agree	40	66.7
Agree	20	33.3
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

It is obvious from the table above table that the whole respondents believe that the course book content is an integration of ESP and EGP.

Table (4. 35) The criteria of designing the text book.

	Frequency	Percent
Strongly agree	34	56.7
Agree	12	20.0
Neutral	2	3.3
Disagree	4	6.7
Strongly Disagree	8	13.3
Total	60	100.0

 According to table (4.35) above, most of the respondents (76.7%) agree that the course book is clearly based on criteria derived from different approaches of syllabus design.

Table (4. 36) The effectiveness of the text book content.

	Frequency	Percent
Strongly agree	41	68.3
Agree	2	3.3
Neutral	5	8.3
Disagree	7	11.7
Strongly Disagree	5	8.3
Total	60	100.0

The table above shows that most of the teachers (71.6%) agree that the course content is well- prepared and can effectively train students' critical thinking and presentation skills.

Table (4. 37) The materials of the text book.

	Frequency	Percent
Strongly agree	28	46.7
Agree	10	16.7
Neutral	14	23.3
Disagree	4	6.7
Strongly Disagree	4	6.7
Total	60	100.0

 As it is depicted on the table (4. 37) above, most of the teachers (63.7%) agree that the course material is level- appropriate, theme based and valuing students" affective learning.

Table (4.38) the authenticity of the materials of the book.

	Frequency	Percent
Strongly agree	22	36.7
Agree	18	30.0
Neutral	5	8.3
Disagree	2	3.3
Strongly Disagree	5	8.3
Missing system	8	13.3
Total	60	100.0

According to the table above most of the respondents (66.7%) agree that the materials of the textbook are authentic and helpful.

Table (4. 39) The utility of the text book.

	Frequency	Percent
Strongly agree	23	38.3
Agree	17	28.3
Neutral	0	0
Disagree	7	11.7
Strongly Disagree	3	5.0
Missing system	10	16.7
Total	60	100.0

Most of the teachers (66.6%) agree that the course helps the students to enhance and consolidate their' future professional needs.

Table (4.40) the reading skills in the textbook.

	Frequency	Percent
Strongly agree	33	55.0
Agree	27	45.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

As you can see on the table above (4.40) the majority of the teachers agree that the course helps students to improve their reading skills.

Table (4. 41) The vocabulary of the text book.

	Frequency	Percent
Strongly agree	26	43.3
Agree	14	23.3
Neutral	10	16.7
Disagree	6	10.0
Strongly Disagree	4	6.7
Total	60	100.0

It is clear from the results shown on table (4, 41) that most of the teachers (66.6%) agree that the course helps students to improve their vocabulary

Table (4. 42) The writing skills of the text book.

	Frequency	Percent
Strongly agree	34	56.7
Agree	16	26.7
Neutral	3	5.0
Disagree	2	3.3
Strongly Disagree	5	8.3
Total	60	100.0

According to the statements plotted on the table above; most of the respondents (83.4%) agree that the course helps students to improve their writing skills.

Table (4.43) The speaking skills of the textbook

	Frequency	Percent
Strongly agree	27	45.0
Agree	17	28.3
Neutral	0	0
Disagree	10	16.7
Strongly Disagree	6	10.0
Total	60	100.0

(67%) which is considerably high of the respondents agree that that the course helps students to improve their speaking skills.

Table (4. 44) The listening skills

	Frequency	Percent
Strongly agree	22	36.7
Agree	12	20.0
Neutral	10	16.7
Disagree	8	13.3
Strongly Disagree	8	13.3
Total	60	100.0

As you can see on table (4.45) 56.7% of the teachers agree that the course helps students to improve their listening skills.

Table (4.45) The activities of the text book.

	Frequency	Percent
Strongly agree	30	50.0
Agree	22	36.7
Neutral		
Disagree	4	6.7
Strongly Disagree	4	6.7
Total	60	100.0

According to the table above, it is obvious that most of the teachers (86.7%) agree that the activities are well-designed and promote positive classroom atmosphere.

Table (4.46) The authenticity of the activities.

	Frequency	Percent
Strongly agree	20	33.3
Agree	22	36.7
Neutral	11	18.3
Disagree	4	6.7
Strongly Disagree	3	5.0
Total	60	100.0

The table above shows that most of the respondents (70%) agree that the tasks are authentic and helpful.

Table (4.3.47) the presentation of the activities.

	Frequency	Percent
Strongly agree	28	46.7
Agree	17	28.3
Neutral	8	13.3
Disagree	4	6.7
Strongly Disagree	3	5.0
Total	60	100.0

As it is clearly plotted on the table above that (75%) of the respondents agree that the activities are graded and comprehensive.

4.2.1. The Discussion of the Results of the Questionnaire

The majority of respondents of the questionnaire agree upon the clarity of the objectives and they also agree that the text book content helps the learners to use it communicatively as it is an integrated textbook.

They also see that the situation of the English language as a required course does help neither the students nor the teachers to enhance their language proficiency as it is not taken seriously.

The results also reveal that the English language teachers assure that the grammatical structures presented in the textbook help develop the students' language competence. In addition to, the ESP vocabulary are based on the CLIL approach where the medium of instruction at SIU is English. It worth mentioning that, the English course is subject integrated course because the content teachers provided the medical corpora from their basic medical course to the English teachers to design the language course around them.

It is also clear from the results that the students found the textbook easy and develop their basic language skills as the content of the text book matches their area of interest. This helps and encourages most of those who teach the book to think about designing the materials of the English text

book to meet the learners' needs which will help create a positive learning atmosphere. The text book also develops a unit of materials such as academic skills into main stream text book where the students communicatively use what they study inside the classes. It is a good chance for the teachers to discover the challenge of the integration of ESP, EAP and general English as they mostly experience having them in separate text book.

The integration in some text books does not give enough weight to developing the students' language competence

4.3. The Analysis of the Text book Evaluation Check list.

Table (4. 48) The content and the students' needs.

	Frequency	Percent
Excellent	20	33.3
V. good	30	50.0
Good	5	8.3
Poor	5	8.3
Not sure	0	0.0
Total	60	100.0

The table above shows clearly that the text book is considerably addresses the medical students' needs since the content is relevant to their basic chosen discipline

Table (4. 49) The suitability of content for the students' discipline

	Frequency	Percent
Excellent	20	33.3
V. good	20	33.3
Good	0	0.0
Poor	15	25.0
Not sure	5	8.3
Total	60	100.0

About 70% of the respondents agree that the content of the book is related to the students' specialty because it is based on the medical corpora analytical genre approach and thus it arouses their interests.

Table (4.50) The book based on clear achievable objectives

	Frequency	Percent
Excellent	30	50.0
V. good	20	33.3
Good	0	0.0
Poor	5	8.3
Not sure	5	8.3
Total	60	100.0

It is clear from the table above that the text book has clear achievable objectives because it familiarizes the students with the medical lab terms in a very systematic and linguistics format because it is comprehensively and thematically presented and it matches the students' needs.

It also helps the students develop their linguistic competence as well as their critical thinking.

Table (4.51) The contents of the text book is subject integrated.

	Frequency	Percent
Excellent	40	66.7
V. good	16	26.7
Good	0	0.0
Poor	2	3.3
Not sure	2	3.3
Total	60	100.0

The respondents here see that the students enjoy the text book very much and they even interact with it because it is cohesively linked to their medical lab basic subjects

Chart (4.52) the presentation of the grammar.

	Frequency	Percent
Excellent	30	50.0
V. good	20	33.3
Good	10	16.7
Poor	0	0.0
Not sure	0	0.0
Total	60	100.0

It is obvious that the teachers have found the text book grammar section is communicatively engaged and designed around the ESP vocabulary in order to it enable the students to build very good English sentences with the help of the vocabulary they recycled during both the English classes and their basic subjects.

Table (4.53) The grammar activities are well constructed.

	Frequency	Percent
Excellent	25	41.7
V. good	26	43.3
Good	0	0.0
Poor	5	8.3
Not sure	4	6.7
Total	60	100.0

Here also the respondents simply see that the language activities are graded and constructed to reinforce the students' grammar knowledge and therefore, help them to use it communicatively.

Table (4.54.) The vocabulary is ESP for MLS.

	Frequency	Percent
Excellent	39	65.0
V. good	19	31.7
Good	2	3.3
Poor	0	0.0
Not sure	0	0.0
Total	60	100.0

The teachers here undoubtedly agree that the vocabulary is taken from the students medical corpora as they asked the content teachers to provide them with a large collection of the medical laboratory sciences texts.

Table (4.55) The grammar is communicatively presented.

	Frequency	Percent
Excellent	35	58.3
V. good	10	16.7
Good	0	0.0
Poor	5	8.3
Not sure	10	16.7
Total	60	100.0

75% of the teachers have found out that it is easily to indentify the role of grammar structures drawn with the medical constrains of the text book. So the students fluently interact during their basic classes.

Table (4. 57) The reading passages are around the ESP frame.

	Frequency	Percent
Excellent	30	50.0
V. good	15	25.0
Good	5	8.3
Poor	3	5.0
Not sure	2	3.3
Missing system	5	8.3
Total	60	100.0

The table above depicts that 45 respondents with 75% have found out that the reading texts are addressing the medical and they enhances the students reading skills.

Table (4. 58) The writing section addresses the students' needs.

	Frequency	Percent
Excellent	40	66.7
V. good	20	33.3
Good	0	0.0
Poor	0	0.0
Not sure	0	0.0
Total	60	100.0

The whole teachers agree that the writing activities are basics and address the students' basic writing problems as well as it applies the most of the writing basics simply and clearly.

Table (4.59.) The students use the reading texts academically

	Frequency	Percent
Excellent	34	56.7
V. good	22	36.7
Good	0	0.0
Poor	4	6.7
Not sure	0	0.0
Total	60	100.0

It is clear from table (4.59) that the reading passages of the text book can be used to enhance the academic skills like presentation, taking notes and paraphrasing. The students can make use of the reading passages for example and practice them as presentation topics.

Table (4. 60) The presentation of the academic skills

	Frequency	Percent
Excellent	41	68.3
V. good	12	20.0
Good	0	0.0
Poor	7	11.7
Not sure	0	0.0
Total	60	100.0

The majority of the evaluators in this table are quite satisfied with the academic skills presented in the text book and they see that the activities help the students engaged actively in their classes as well as in many group discussions and seminars because they are simply, clearly and significantly presented.

Table 4.61.)The listening activities and texts are authentic.

	Frequency	Percent
Excellent	28	46.7
V. good	20	33.3
Good	4	6.7
Poor	4	6.7
Not sure	4	6.7
Total	60	100.0

The listening activities are demonstrated by native speakers and they are the most common situations the respondents as well as the students encounter and benefit from. This is why 48 out of 60 of the respondents have found that the listening section is matching the students' needs because the listening activities and texts are authentic and thematically address the students' communication needs

Table (4. 62)The listening activities enhance the speaking skill.

	Frequency	Percent
Excellent	22	36.7
V. good	28	46.7
Good	0	0.0
Poor	2	3.3
Not sure	0	0.0
Total	52	86.7
Missing System	8	13.3
Total	60	100.0

The students' speaking skill is improving and the teachers have attributed it to the integration of the listening section and speaking section so that the students can demonstrate the phrases and the expressions they encounter in the listening section and use them when they speak. So the students should use the listening activities to enhance their speaking skill.

Table (4. 63)The speaking section consolidates the linguistic elements.

	Frequency	Percent
Excellent	23	38.3
V. good	17	28.3
Good	0	0.0
Poor	7	11.7
Not sure	3	5.0
Total	50	83.3
Missing System	10	16.7
Total	60	100.0

The table shows the respondents opinions that the speaking section tend to emerge the whole linguistic items the students came across because the speaking situations are related to the students daily life. And even more the speaking activities recycle the language components of the grammar section as the situations are significantly drawn and chosen to help reinforce the language elements presented in the text book.

Table (4. 64) the speaking activities are well graded and progressively distributed.

	Frequency	Percent
Excellent	33	55.0
V. good	27	45.0
Good	0	0.0
Poor	0	0.0
Not sure	0	0.0
Total	60	100.0

Most of the respondents see that the speaking activities are graded and progressively distributed in terms of the weight and presentation so forth they help the students practice effectively.

Table (4. 65) The book presents different language items cohesively.

	Frequency	Percent
Excellent	26	43.3
V.good	14	23.3
Good	10	16.7
Poor	6	10.0
Not sure	4	6.7
Total	60	100.0

It is clear from the responses above that the textbook helps the students develop their language competences and the progression on their chosen discipline as they show great advancement in their basic classes' results and they do not find difficulty to understand and interact with the main subject when they attend the classes or consult references.

4.3.1.The Discussion of the Results of the Text Book Evaluation Check List.

The results of the text book evaluation checklist can be summarized in the following points:

- The text book is related to the students' medical laboratory field and it helps them to deal with it seriously yet it is a required course.

- The organization of the content of the book helps the students to follow the book closely as it provides them with the key terms of their medical classes.

- The text book has clear achievable objectives because it familiarizes the students with the medical lab terms in a very systematic linguistics format.

- The grammar section is communicatively engaged and designed around the ESP vocabulary in order to enable the students to build very

good English sentences with the help of the vocabulary they recycled during both the English classes and their basic discipline subjects.

- The language activities have reinforced the students' grammar knowledge and therefore, they are able to use it communicatively.

- The text book helps the students become familiar with and enrich their medical laboratory key vocabulary.

- The grammar structures presented in the textbook are relevant to the students medical corpora as it helps the students use the medical vocabulary communicatively and above all, to interact fluently during their basic discipline classes.

- The reading texts address the medical context and they have enhanced the students reading skills.

- The writing activities are designed to address the students' basic problems in writing such as hand writing, and sentence construction as well as paragraph writing. Consequently, the students have shown a significant progress in their writing skill.

- The reading passages of the text book have enhanced the students' academic skills.

- The academic skills presented in the text book have helped the students engage actively in their classes as well as in many group discussions and seminars.

- The listening activities have matched the students' needs and improved their listening and speaking skills respectively.

- The students were able to break their speaking psychological fears and they have involved in the group discussion as it is one of the learning techniques in the college and they developed a better of positive contact with the international students.

- The students' speaking skill is improving and the teachers have attributed it to the integration of the listening section and speaking section so that the students can demonstrate the phrases and the expressions they encounter in the listening section and use them when they speak.

- The text book has helped the students develop their language competences and the progression on their chosen discipline as they show great advancement in their subject of specialization results and they do not find difficulty to understand and interact with the main subjects when they attend the classes or consult references.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

The main purpose of this study is to indentify to what extent the integration of general English, academic English and English for specific purposes into English language programme enhances the students' language proficiency and critical awareness of their chosen discipline. So the researcher designed a text book based on the above integration theory to investigate how that text book enhances the medical laboratory sciences students' language competence. The study utilizes three quantitative research methods: a test for the students, a questionnaire for the teachers and a text book evaluation checklist for the English and content teachers. The data collected and analyzed sought to find answers to the research questions:

The first question is "what is the effect of the integrated programme (General English, GE and ESP) on the enhancement of the students' critical awareness of their chosen discipline?"

The second question is "to what extend does the ESP courses that students study help improve their proficiency."

The third question is "what language components these ESP courses lack in order to meet the students' needs."

The first year students of SIU at faculty of medical laboratory sciences represent the population of the study. Sixty students in each group are chosen to represent the experimental and the control group.

The experimental group is taught the integrative programme designed by the researcher for five weeks four hours a day whereas the control group continue studying the same conventional structure based progrmme for the

same period as the experimental group. It was general English course (GAP) where the focus is on the language structures.

5.2. Findings

The study has come out with the following findings:

1- The integration of general English, academic English and English for specific purposes into English language programme enhances the students' language proficiency and critical awareness of their chosen discipline.

2- The integrated programme "General English, Academic English and ESP" enhances the students Language Proficiency.

3- It is possible to integrate ESP, EAP and general English courses into one syllabus.

4- Most of the ESP courses taught at the Sudanese universities lack considerable language components to enhance the student linguistic competence.

5- The ESP courses that students study in the Sudanese universities context; if they are supplemented with some language components as well as the specified vocabulary genre will help improve the students' proficiency.

6- The situation of English language as university required course does not enhance the students' language proficiency.

7- Teachers can design the materials of the English courses so that they meet their students' needs.

8- The students who studied the course designed by the researcher achieved progressive and considerable improvement in their language proficiency.

9- The content teachers have reported that the students managed to follow and interact with their subject of their specialization effectively and even they improve their critical thinking and the way they consult the references.

10- The students' English proficiency has improved and they break the psychological barriers and then they engaged in English activities and situations easily.

5.3. Recommendations:

The study has recommended the following:

1 - The study encourages the Teachers to design the materials of the English courses so that they meet their students' needs.

2- The study encourages the teachers to develop a unit of language materials using a natural integration based on criteria derived from different approaches of syllabus design and to identify the advantages and challenges of the integration of the ESP with the main stream of English language courses

3- The study also draws the teachers' attention to discuss and describe how the curriculum should be developed, and how to integrate the four skills as naturally as possible.

4- It is advisable that English teachers should make use of the corpus based genre approach to supplement the ESP text book they teach.

5- English departments in the universities should teach the text book that addresses their students chosen discipline.

6- Text books taught at the university level should be relevant to the students' major specialty so that they can be motivated.

7- Universities should encourage the students to deal with the English language as a main course rather than just a university requirement.

8- The content teachers should be involved in the process of the ESP text book design so that it creates a good English instruction environment and they contribute through their knowledge of the ESP material.

9- As there is always room for improvement, the English language text books should remain under constant check and scrutiny by experts and the teachers.

10- English teachers should be provided with opportunities for developing in depth knowledge and experience in syllabus design..

11- The textbooks taught in the tertiary level should be based on the cognitive aspects directed to favoring comprehensions and the production of academic texts.

12- English text books should be designed in line with the academic skills that taken from the students corpus of their chosen discipline.

5.4. Recommendations for Further Studies

1- Future studies should be held in English as a required course; the advantages and disadvantages.

2- Future studies should be held in teacher training and development.

Future studies should be held in ELT.

 3- Future studies should be held in syllabus design corpus and ESP, EAP as well as general English.

4- Further studies should be conducted to investigate the effect of teachers' training on syllabus design.

References

Abdellateef ,A .A (2017) Using Authentic Materials to Teach EFL Writing for the Work Place . University of Sudan for Science and Technology

Ajideh, P. (2009).Autonomous liearning and metacognitive strategies essentials in ESP class. English language teaching, 2(1), 162.

Allen, J. P.B. (1984) "General-Purpose Language Teaching:a Variable Focus Approach". Pergamon Press Ltd. and The British Council.

Amran Halim, (1976) "Decision-making in Language Course Design" in Wilson,G.H.(ed.) Curriculum Development and Syllabus Design for English Teaching Singapore. SEAMEO Regional English Language Centre.

Babaii, H. (2002) Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation (Shiraz University , Iran) PhD

Ball,p.(2013) Content and Language Integrated Learning: FUNIBER.

Basturkman, H. (2006).Ideas and options in English for specific purposes. Mahwah: Lawrence Erlbaum Associates

Basturkmen, H. (2010). Developing courses in English for specific purposes. Springer.

Basturkmen, H. (2013). Needs analysis and syllabus design for language for specific purposes .The encyclopedia of applied linguistics.

Beglar,D,&Hunt,A(2002) Implementing task based language teaching, Cambridge university press.

Block, D. (1991). Some thoughts on DIY materials design.

Bolitho, R. (2003). Designing textbooks for modern languages: The ELT experience. Centre for languages, linguistics and area studies guide to good practice.

Byrd, P. (1995). Materials Writer's Guide. Rowley, Mass: Newbury House.

Carter, D. 1983 some prepositions about ESP The ESP journal 2,31,37.

Corder, P.S. (1973). Introducing Applied Linguistics. London: Penguin Books.

Cook, V. (2001).*Second language learning and language teaching* London: Arnold

Crawford,J. (2001). The role of the materials in language classroom: Finding the balance. Cambridge University Press.

Cummins,J(2000) Langyage, power and pedgogy:bilingual children in cross fire . Clevedon: multilingual matters.

Cunningsworth, A. (1996). Choosing Your Coursebook. Oxford: Heinemann.

Dafa-Allah.F. (2012) ESP Learners' Needs: A Case Study of Medicine Students at Some Sudanese Universities. (Jazan University, Saudi Arabia*)*

Dardig, M. (2016) Analysis and Design of Written Texts for Banking Professionals in Sudan. (Sudan University for Science and Technology) PhD

Derwing, B.L. and Schutz, N.W.(1981) "The Problem of Needs Assessment in English for Specific Purposes: Some Theoretical and Practical Consideration: Newbury House.

Donough, M., & Shaw, C. (2003). Materials and methods in ELT.

Dornyei, Z., 2009. The L2 motivational self system. Motivation, language identity and the L2 self, 36(3), pp.9-11.

Duddley-Evans, T., and M.J.St John(2009), Development in English for Specific Purposes: A Multidisciplinary Approach, Cambridge.

Ebadi ,S. (2015) Evaluation of EAP Textbooks: A Comparison between SAMT English for Medical Students and Oxford English for Career (Razi University, Iran)

Ellis, R (2003)Task based language teaching learning. Oxford: Oxford University Press.

Graddol, D. (2006).English Next. Plymouth: Latimer Trend and company Ltd.

Garinger,D.(2001). Text book selection for the ESL class room. TEFL. Web journal.

Gatehouse, K. (2001) key issues in English for specific purposes: ESP curriculum development, TESOL journal volume VII No 10. October 2001.

Gavioli, L. (2005). Exploring corpora for ESP learning (Vol. 21). John Benjamins Publishing..

Gibbons, J.(1984) "Sequencing in Language Syllabus Design". Singapore: SEAMEO Regional Language Centre.

Garton, S.; Graves, K. (2014). Materials in ELT: Current Issues. In International Perspectives on Materials in ELT. S. G. Palgrave Macmillan Grant,N.1987Making the most of your textbook. London . longman.

Graves, K. and Xu, S., 2000. Designing language courses: A guide for teachers . Boston, MA: Heinle & Heinle.

Gurbuz, A. (2013). Proposing a Syllabus Desıgn for Oral Communicative Classes Regarding Teachers' And Students' Perceptions of Modified Output. Unpublished Master's thesis, University of Gaziantep, Gaziantep.

Hadfield, J., & Hadfield, C. (2003). Simple writing activities. Oxford University Press.

Harmer, J. (2001). The Practice of ELT. Harlow: Pearson.

Harwood, N. (2010). Issues in materials development: Theory and practice. Cambridge, UK: Cambridge University Press

Haypan Omer , H. (2015) the Needs for Quality ESP Course for Garden City College for Science and Technology (Sudan University for Science and Technology) (Unpublished) PhD

Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. The TESOLANZ Journal.

Howatt, A. P. R. (1984). Language teaching traditions. ELT Journal, 38(4), 279-282.

Hutchinson, T., and Waters, A. (1987). English for specific purposes: Alearning-centered approach. Cambridge: Cambridge University Press.

Hyland, K. (2006). English for academic purposes: An advanced resource book. Routledge.

Ingram, D.E. "Developing a Language Programme". RELC Journal, vol. 13, No. 1, June 1982. .

Johnson, K. (2008). An introduction to foreign language learning and teaching. Pearson Education.

Jing ,L. (2014) The integration and Cohesion of EGP and ESP (Changchun University of Science and Technology, Changchun, China).

Jolly, D., & Bolitho, R. (1998). A framework for materials writing. Materials development in language teaching.

Jordan, R. R. (1997). English for academic purposes: A guide and resource book for teachers. Cambridge University Press.

Khansir, A. A., & Pakdel, F. (2014). Needs Analysis and Language Teaching. Language in India.

Khoshsima ,H. (2014) The application of ESP principles on course design: the case of English for students of management and fisheries.(Chabahar M aritime University) Iran

Kitao, K.and S. Kitao(1997). Selecting and developing teaching materials , the internet TESOL journal Vol. IV, No.4.

Katsara,K.(2008).Syllabus writing:what is, what for, and how to go about it.ISSUE,22,22-24.

Koester, A. Ron.2012. English foe occupational purposes. The English Encyclopedia of applied linguistics.

Larklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. TESOL Quarterly, 28 (2), 241–272.

Larsen-Freeman, D., 2011. Key concepts in language learning and language education. Nueva York: Routledge,

Lewelling, V.W., 1991. Academic Achievement in a Second Language. ERIC Digest.

Litz , D. (2008) Text book evaluation and ELT management . UAE university of AL- Ain.

Mackay, R. and Bosquet, M. (1981) "LSP Curriculum Development - From Policy to Practice" in Mackay, R. and Palmer, J.D.: Newbury House.

Maley, A. (1984) "Constraints-based Syllabuses" in Read, J.A.S. (ed). Trends in Language Syllabus Design. Singapore: SEAMEO Regional Language Centre.

Munby, J. (1984) "Communicative Syllabus Design: Principles and Problems" in Read, J.A.S. (ed.) Trends in Language Syllabus Design. Singapore: SEAMEO Regional Language Centre.

Munby, J. (1978). Communicative Syllabus Design. Cambridge: Cambridge University Press.

Nation, I. S. P., & Macalister, J. (2010).*Language curriculum design*. New York: Routledge

 Nunan, D. (1988). Syllabus design. Oxford University Press

Nunan, D. (1999).Second language teaching and learning. Boston: Heinle &Heinle publishers

Nunan,D.2004. Designing tasks for communicative class rooms. Cambridge press.

Perez ,P .(2002) Integrating English for Specific Academic Purposes (ESAP) skills into mainstream English courses (Cambridge University, England)

.Podromou, L. (2002). The Great ELT Textbook Debate The teacher not the textbook. Modern English Teacher, 11(4), 25-33.

Prabhu, N.S. (1984) "Procedural Syllabuses" in Read, J.A.S. (ed.) Trends in Language Syllabus Design. Singapore: SEAMEO Regional Language Centre.

Prucha, J. Moderní Pedagogika, Portal, 2005

Reilly, T. (1988). Approaches to Foreign Language Syllabus Design. Retrieved on May 23, 2016 from .

Richards, J.C., 2001. Curriculum development in language teaching. Camprige University press.

Richard, J.C,&Schmidts,R(2010) Longman dictionary of language teaching and applied linguistics: New York:Pearson Education.

Robin, Fogarty (1997). Problem-Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom. NY: Corwin.

Rodgers, T.S. (1984) "Communicative Syllabus Design and Implementation. Singapore: SEAMEO Regional Language Centre.

Rowntree, D. (1997). Making materials-based learning work: Principles, politics and practicalities. Psychology Press.

Robinson, P. (1991). ESP Today: Apractitioner's Guide, London: Practice Hall International.

Saraswathi, N., & Tech, M. Academic Course Description.

Sheldon, l.(1988). Evaluating ELT text books and materials. In ELT J. 42:2

Shaw, A.M. (1982) "Foreign-Language Syllabus Development: Some recent Approaches" in Kinsella, V. (ed). Language Teaching Surveys. Longman.

Shulman, L.(1987). Knowledge and teaching: foundation of the new reform. Harvard Education Review 57(1): 1-22.

Strevens, P. (1988). New Orientations in the Teaching of English. London: Oxford University Press.

Swales, J. M. (2000). Languages for specific purposes. Annual Review of Applied Linguistics, 20, 59-76.

Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World. The New Millennium English series for Russian Secondary Schools. Obninsk, Russia: Titul

Tagg, C. and Woodward, E., 2011. Syllabus and materials.

Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. Communication Education.

Tomlinson, B. (2003). Developing materials for language teaching. London: Continuum.

Tomlinson, B. (2012). Materials development for language learning and teaching, Language Teaching, 45 (2), 143-179.

Trim, , D. (1973) Systems Development in Adult Language Learning. Strasborg: Council of Europe..

Ur, P. (2011). Grammar teaching: Research, New York: Routledge

Wang, C. (2012) Integrating Curriculum Design Theory into ESP Course Construction: Aviation English for Aircraft Engineering (Nankai University, Tianjin, China)

Webb, J. (1976) "Reflections of Practical Experience in Designing and Mounting ESP Courses at the Colchester English Study Centre" in Wilson, G.H.: SEAMEO Regional Language Centre.

Whong, M., 2011. Language Teaching: Linguistic Theory in Practice: Linguistic Theory in Practice. Edinburgh University Press.

White, R.V. (1988). The ELT Curriculum : Design, Innovation and Management. Oxford: Blackwell

Widdowson, HG. (1983). Explorations in Applied Linguistics. London: Oxford University Press.

Wilkins, D.A. (1981) "Notional Syllabuses Revisited" Applied Linguistics II.

Yalden, J. (1982). Communicative Syllabus: Evolution, Design and Implementation. New York. Pergamon Press.

Van Ek, J.A. (1976). The Threshold Levels for Modern Language Learning in Schools. London: Longman

Van den Branden, K. (Ed.). (2006). Task-based language education: From theory to practice. Ernst Klett Sprachen.

Appendices

Appendix (1)

The Pretest

<u>**QUESTION ONE:**</u>

<u>**Read this text carefully, then answer the questions bellow.**</u>

Smoking has many serious effects. The most obvious effect is the deterioration of a smoker's health. Smoking increases the risk of lung diseases, increases blood pressure, increases the risk of heart attacks, and reduces the flow of oxygen to the brain. Smoking creates respiratory problems. A smoker's cough expels phlegm, thick mucus in the nose and the throat that wants to escape the body. Prolonged use may lead to emphysema and the need to hook up to a machine to pump enough oxygen into the lungs, another effect of this habit is that smoking breed's halitosis. A smoker's breath always smells foul and repulsive. Smoking frequently results in social isolation because fewer people smoke or want to be in the presence of second-hand smoke. Friends and acquaintances often bluntly tell their smoking friends that they don't want the smell in their cars or in their homes. The strong offensive odor of smoke clings to the smoker's clothing, hair and skin. The final effect of smoking is that it depletes the pocketbook. Smoking is now an expensive habit, and the price of a cigarette continues to rise. The effects of smoking are many, which leave one wondering why intelligent people do not find a way to break their harmful addiction.

Now answer the following questions.

1- What are the most serious effects of smoking?

…………………………………………………………………………………………

2- What does smoking increase?

…………………………………………………………………………………

3- What does it reduce?

…………………………………………………………………………………

4- How does smoking affect the respiratory system?

…………………………………………………………………………………

5- How does smoking affect the lungs?

…………………………………………………………………………………

6- What is halitosis?

…………………………………………………………………………………

7- How does smoking affect people finically?

………………………………………………………………………………

QUESTION THREE

A- Make sentences using the following words:

1- anatomy

………………………………………………………………………..…..

2- tissues

………………………………………………………………………….......

3- medium

…………………………………………………………………………………

4- study

…………………………………………………………………………………

5- cell……………………………………………………………………

Complete each sentence with a word from the list:

**circulation   digestion   endocrine   excretion   muscles
nerves   reproduction   respiration   sense   skeleton**

1. The set of bones that form the body's framework is called the …………..
2. The body parts that move our legs, arms, fingers, etc., are called..............
3. The process of breaking food down into nutrients is called.......................
4. The process by which waste products leave the body is called..................
5. The movement of blood around the body is called...................................
6. The glands in the body, and the hormones they produce, are called the...........................system.
7. The cells that transmit the signals that let us think, feel, and act are called…………………………….
8. The organs with which we see, hear, smell, taste and feel are called.......................................organs.
9. Breathing in and out in order to absorb oxygen and expel carbon-dioxide is called.....................................
10. The process by which men and women have sex and make children is called.......................................

QUESTION FOUR:

Write about your friend.

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
……………………………………………………………………

Post test

Question one:

Read this passage and answer the questions bellow.

BPA is a chemical that is put into plastics that are used as food containers. Unfortunately, some of the BPA passes from the container into the foods that they are meant to protect .when people and animals eat those foods, BPA goes into their bodies.

There are studies that have found that BPA can increase our chances of getting a number of serious diseases. Many food companies are concerned about that risk and are starting to use containers that contain no BPA.

That's good right? Not necessarily. Some scientists caution that the substitute chemicals being used might turn out to be dangerous as well they could possibly be even worse.

Answer the following questions.

1-What is BPA?

…………………………………………………………………………

2- How are they used?

……………………………………………………………………………

3- Where are they put?

…………………………………………………………………………

4- How does BPA go into people's bodies?

………………………………………………………………………

5- Why do companies use containers of no BPA?

……………………………………………………………………………

QUESTION TWO

A- Make sentences using the following words:

1- anatomy …………………………………………………………………………

2- tissues ……………………………………………………………...................

3- medium …………………………………………………………………...............

4- study …………………………………………………………………...........

5- cell…………………………………………………………………………

(B) Fill in the comparative and superlative forms of the adjectives.

Positive	Comparative	Superlative
bad		
difficult		
large		
good		
big		
easy		
much		
little		
interesting		

(C) Choose a correct preposition in the sentence.

1) I want to lose 5 kilogram _____ (on, at, in) one month.

2) Could you get me this pants _____ (on, at, in) a larger size?

3) She seems to be interested _____ (on, at, in) Psychology.

4) I will come to pick you up _____ (on, at, in) 2 pm tomorrow.

5) This class will be held _____ (on, at, in) Mondays.

D- Choose the correct form of the following verbs

wake(s) up - open(s) - speak(s) - take(s) - do(es) - cause(s) - live(s) - play(s) - close(s) - live(s)

1- Ann................................hand ball very well.

2- I never….....................................coffee.

3- The swimming pool..............................at 7:00 in the morning.

4- It...at 9:00 in the evening.

5- Bad driving..many accidents.

6- My parents...in a very small flat.

7- The Olympic Games..................................place every four years.

8- They are good students. They always.......................their homework.

9- My students...a little English.

10- I always.......................................early in the morning.

E- Choose a correct preposition in the sentence.

1) I want to lose 5 kilogram _____ (on, at, in) one month.

2) Could you get me this pants _____ (on, at, in) a larger size?

3) She seems to be interested _____ (on, at, in) Psychology.

4) I will come to pick you up _____ (on, at, in) 2 pm tomorrow.

5) This class will be held _____ (on, at, in) Mondays.

QUESTION THREE

Complete each sentence with a word from the list:

**Circulation   digestion   endocrine   excretion   muscles
nerves   reproduction   respiration   sense   skeleton**

1. The set of bones that form the body's framework is called the …………

2. The body parts that move our legs, arms, fingers, etc., are called..............

3. The process of breaking food down into nutrients is called.....................

4. The process by which waste products leave the body is called..................

5. The movement of blood around the body is called.................................

6. The glands in the body, and the hormones they produce, are called
the...................................system.

7. The cells that transmit the signals that let us think, feel, and act are
called …......................

8. The organs with which we see, hear, smell, taste and feel are
called..................................organs.

9. Breathing in and out in order to absorb oxygen and expel carbon-dioxide
is called.........................

10. The process by which men and women have sex and make children is
called..

QUESTION FOUR:
Write about your home town.

....

....

....

....

Appendix (2)

Survey Questionnaire For teachers Survey Questionnaire For teachers

This survey questionnaire is designed to support the researcher's study on **Portrayal of An Integrative Program of General and English for Specific Purposes: Assessing Awareness of language and content indiscipline-specific"**.

(An evaluation of SIU English language programme).

Your assistance in completing this survey questionnaire is highly appreciated. You can be sure that this questionnaire is for research only and that you will not <u>be identified in any discussion of the data</u>

Gender: male (   )   female (   )

Age group: 25-40 (   )   above 40(   )

Type: instructor (   ) lecturer (   ) assistant professor (   )

Grade level: BA (   ) MA (   ) PhD (   )

 Subject: (…………………………………………..)

Years of experience: 5 -10 years (   ) less than 5 years (   ) more than 5 years (   ).

<u>State your opinion towards these statements by using 1-5 scale. 1 (strongly agree), 2 (agree), 3 (strongly disagree), 4 (disagree) or 5 (not sure).</u>

1- The situation of English as a requirement course in the university does not help to take it seriously. (   )

2- ESP courses taught in the university needs language components and academic skills around.(   )

 3- The objectives of the course are clear (   )

4- The objectives help indulge the students in English language programmes that tend to be communicative for them.(   )

5- This book encourages Teachers to design the materials of the English courses themselves so that they meet their students' needs.(   )

6- This book helps the teachers create a positive learning atmosphere to motivate English learning in class. (   )

 7 – This book develops a unit of language materials such as academic skills together with ESP and language skills into main stream (   )

8- The book helps to identify the advantages and challenges of the integration of the ESP with the main stream of English language courses.(   )

9- it also encourages you as a teacher to develop and to integrate the four skills as naturally as possible .(   )

10- The course book content is an integration of ESP and EGP. (   )

11- The course book is clearly based on criteria derived from different approaches of syllabus design.(   )

12- The course content is well- prepared and can effectively train students' critical thinking and presentation skills. (   )

 13- The course material is level- appropriate, theme based and valuing students" affective learning. (   )

 14- The materials are authentic and helpful. (   )

15- The course helps the students to enhance and consolidate their' future professional needs.(   )

 16- The course helps students to improve their reading skills. (   )

17- The course helps students to improve their vocabulary. (   )

18- The course helps students to improve their writing skills. (   )

19- The course helps students to improve their speaking skills. (   )

20- The course helps students to improve their presentation skills. (   )

21- The activities are well-designed and promote positive classroom atmosphere. (   )

22- The tasks are authentic and helpful. (   )

23- The activities are graded and comprehensive (   )

Appendices (3)

Textbook evaluation checklist

Textbook evaluated _

_____ _____

Number of evaluators_____

Excellent	**v. Good**	**Good**	**Poor**	**Not sure**
5	**4**	**3**	**2**	**1**

Presentation

1- The content of the book appeals the students' needs. ☐

2- The content of the book include considerable number of scientific terms

which arouses the students' interests. ☐

3- The book seems to do what it claims to do. ☐

4- There is strong link between the contents and the students' environment. ☐

5- Grammar is graded to help students construct a good English sentence. ☐

6- The grammar activities consolidate the grammar knowledge. ☐

7- The vocabulary is ESP for medical laborotory sciences. ☐

8- The language components help students use the ESP vocabulary

communicatively. ☐

9- The reading passages seem to be around the ESP frame. ☐

10- The writing section applies the most of the writing basics simply and

clearly. ☐

11- The students can use the reading passages to apply the academic skills ☐

12- The academic skills are simply, clearly and significantly presented. ☐

13- The listening activities and texts are thematically addressed the

students needs. ☐

14- The students should use the listening activities to enhance their

speaking skill. ☐

15- The speaking section tends to emerge the whole linguistic items the

students came across. ☐

16- The speaking activities are well graded and progressively distributed. ☐

17- The book provide progression of different languague items cohesively. ☐

Appendix (4)

Reflection on the English Language Textbook for the Medical Laboratory Sciences

The text book is designed to help the students of medical laboratory sciences to understand their discipline and put them on the right track. The topics and the scenarios are taken from the medical laboratory corpora and has been transferred into pedagogical context. The book comprises the four macro skills – Reading, Writing, Speaking, and Listening. The stated objectives of the text book are to familiarize the students with the vocabulary and to provide them with the basic language and academic skills they need to cope with their study as well as to attain communicative competence in using English at various levels. Another objective is to introduce different language function within the medical laboratory sciences situation.

 Most lessons begin with strategies for reflection on "the nature and the purpose of a topic that related to students specialization. There were some clear progressions within some lessons, such as with the Writing skill. The lessons of the writing start first with an introduction and then a discussion of the strategies for writing as product, process, and genre. The scenarios which helped explain each strategy were useful and not too lengthy. In fact an index of scenarios, including the student levels referenced in each, could have been a valuable addition to the textbook.

Dr. Ishraga Bashir Moammed Elhassan

English Language Department

Faculty of Arts

Neelain University

Appendix (5)

The text book integrates the ESP, EGP, and EAP components successfully and thematically. This is very clear from the way the book is designed as the first section and the reading sections are related to the ESP area where the students encounter the vocabulary and the texts that are typically related to the medical laboratory students. The grammar, the listening, speaking sections are obviously related to the general English. Also there is a considerable attention to the academic skills which are supposed to prepare the students for their university study.

The activities of the textbook are miscellaneous and they help enrich the medical vocabulary of the students

The text book provides some writing basics leading the students from the phrases, clauses into different types of sentences as well as paragraph writing, punctuation and linking words and ideas.

Over all, this textbook is valuable and paves the way to the teachers to design their own materials which address their students' needs and elevate their English language competence at the same time.

Dr. Ahmed Haggar

English language lecturer

Sinnar University

Appendix (6)

In this text book, the designer tries to prove that medical and lab students can easily master the language within their chosen discipline.

The book addresses the needs of the medical laboratory sciences in specific, but it lays a general format for the rest of the fields and specialty to design English textbooks that match their students' specialization. The contents of the textbook is clearly based on the content based integration approach as English is a medium of instruction in the university so the students are supposed to study English through their major subjects. So the vocabulary, the texts are all based on ESP materials. The rest of the language components are drawn to serve the recycling and the consolidation of the medical lab vocabulary and terms.

It demands great efforts to integrate the ESP, general English and EAP into main stream English textbook, but the textbook is designed and presented in a way that helps the students to develop their language competence as well as to cope with their regular major disciplined classes smoothly and effectively.

The general lay out of the book is attractive and motivates the students. The pictures and illustrations are used significantly since they are thematically and topic related added.

Dr, Hassan Babil

Head of the English department

Zamzam college for medical studies

Appendix (7)

ENGLISH FOR
Medical Laboratory Sciences

Ali Altaaishy

Table of contents

Introduction

The book is designed to help the students of medical laboratory sciences to understand their discipline and put them on the right track. The topics and the scenarios are taken from the medical laboratory corpora and has been transfered into pedagogical context. The book comprises the four macro skills – Reading, Writing, Speaking, and Listening. The stated objectives of the book are to familiarize the students with the medical laboratory vocabulary and to provide them with the basic language and academic skills they need to cope with their study as well as to attain communicative competence in using English at various levels. Another objective is to introduce different language functions within the medical laboratory sciences situation.

Most lessons begin with strategies for reflection on "the nature and the purpose of a topic that related to students specialization.

Unit One : Our Body

Study the following words carefully:

Gland	big toe	hair	eyelid	Thigh	Rib
Under go	bottom	ear	mouth	toenail	rib cage
to perspire	buttocks	eye	Belly	lip	skull
Knee cap	heel	eyebrow	jaw	thigh bone or femur	spine or backbone
Navel	knee	skeleton	Mucus	phlegm	vertebra (plural: (vertebrae
Eyelash	leg	earlobe	Blood	saliva or spit	moustache
tongue	tears	urine	Bone	Fat	digestive system
Joint	limb	to have the hiccups	Nerve	skin	nervous system
to cry	to hiccup	to sneeze	to sweat	to uri-nate	to vomit

Study the following picture and answer thw following questions

1- What are the organs of the upper part?

2- What the organs we find in the lower part?

3- Make sure you can pronounce the words.

4- Tell your partner about the picture.

5- Which of the organs are part of the digestive system?

6- Find the connection

a- Liver - stomack

b- Kidney -gallbladder

c- Lymph nodes - spleen
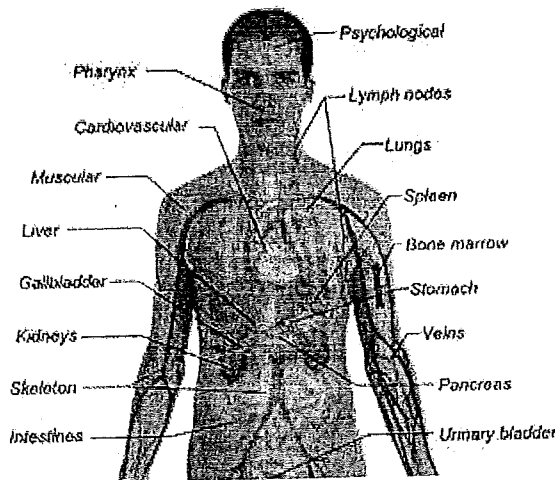
Discussion

1- What are the words that you are familiar with? (Are not)
2- Make sure you can pronounce them.
3- Spell a word for your partner and ask him to identify it (role play)
4- Group the words according to the five senses. Eg, eye= seeing
5- List down the new words and their meaning.
6- What are the upper and the lower parts of the human body

Find pairs of words and explain their connections

Example:

(heart- arteries): arteries carry the blood to the heart.

> Elbow – arm – finger –chest – hand – hair – head – eyebrow – ear –throat – nose –
> thumb – index finger – palm

Cross the odd word out

1- Heart	blood	arteries	head
2- Finger	hand	palm	tongue
3- Femur	lips	tibia	patella
4- Phlegm	saliva	spit	bone
5- Navel	belly	stomach	mucus

Write the verbs and adjectives that go (collocate with the following words.

word	verbs	adjectives
Heart	Pump – take – carry – control	Sick – weak – strong
Eye	....	....
Joint	....	....
Skeleton	....	....
Skull	....	....
hiccups	....	....

Activity 1

Mind mapping game:

Choose one word and try to find the words that are associated with it.
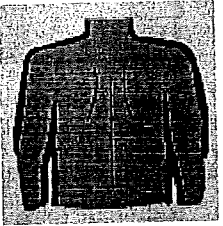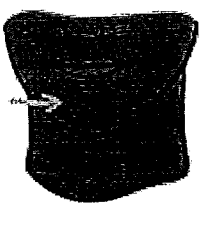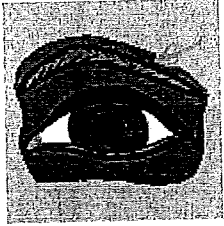
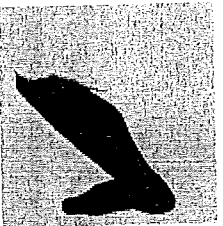e.g. blood: heart, veins, arteries. Capillaries........
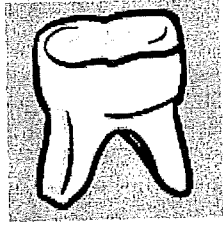
Use them to form a complete idea. E.g. the heart pumps the blood through the veins.

Then work with your partner to do the same to the rest of the words.

Activity 2

Write the names of these parts of the body:

1.	2.	3.	4. ....
5...................	6.	7.	8. ....

Activity 3

Unscramble these letters to find names of parts of the body:
1- mra ....
2- hselayese ....
3- drbae ....
4- coumahest ....
5- htmuo ....
6- eken..................................

Activity 4

Complete these sentences:
1- There are five fingers in my..................
2- There are five toes in my ....
3- I've got an.................... above my eye.
4- I can smell with my ....
5- I can hear with my.......................... .
6- I can taste with my ....

Activity 5

Fill in the space with one of the words from the list below.

Stomach – finger – neck – nose – head – mouth – eyes – feet – back - teeth
1- If your .... hurt, you should go to the dentist.
2- If you open your .... you will see better!!
3- A wedding ring is worn on the.....................................

4- Pinocchio got a very big............................ because he told too many lies.
5- If you are very cold, put a woolen scarf around your..............................
6- Eating is very easy. You just put food into your..................................
7- If you eat too much spicy food, your.......................will hurt the next day.
8- Be careful not to injure your.......................when you lift something heavy.
9- Men who drink a lot of cold water often have a large............................
10- You put socks on your..

Activity 6

Use the following words to fill in the blanks.

Navel – throat – elbow – eyes – knee cap – forehead – back - finger

1	Your tonsils can get swollen when you have a sore................. .
2	The..................... is located in the middle of the arm.
3	My Dad's little......................... was lost in the accident.
4	The patient lost so much weight his ....were sunken in.
5	We'll put a cool cloth on your................... to get your fever down.
6	Another word for belly button is ....
7	The................. on his knee was scraped off when he hit the road.

Language focus 1

The verb to *(be)* has the following forms:

Present simple form:

affirmative	negative	Question	contraction
I am	I am not	Am I?	'm
You are	You are not	Are you?	're
He/she/it/ is	He/she/it is not	Is /He/she/it?	's
We are	We are not	Are we?	're
They are	They are not	Are they?	're

Past simple form:

affirmative	negative	Question
I was	I was not	Was I?
You were	You were not	Were you?
He/she/it /was	He/she/it/ was not	Was/He/she/it?

We were	We were not	Were we?
They were	They were not	Were they?

Notice:

Not = n't

Examples:

We can say: He is not or He isn't

She is not or she isn't

We are not or we aren't

The verb to (be) is used in the following patterns:

> 1- with a **noun**: Usually this noun is a job so notice the following pattern:

Be = a/an = a job

E.g. He is a teacher – Ali is an engineer.

1- My mother is a teacher.
2- Bill Clinton was the president of the US.

> 2. with an **adjective:**

This soup is very tasty.
The children were good.

> 3. With the -ing form to make the continuous aspect

We were walking down the street.

> 4. with a **prepositional phrase:**

PREPOSITIION +THE +PLACE

In the mosque – near the hospital – over the sky – on the wall ….etc.

PREPOSITION +NOUN

With my family – of Sudan – from Nigeria – about your family – around you neck…..
etc.

Some prepositions:

In – on – under – over – between – at – of – with – by – to – from – into – onto - above – underneath – beneath - ...etc.

Study the following examples.
1- John and his wife are from Manchester.
2- The flowers are on the table.
Now make sentences using the parts of the body vocabulary.
E.g.
My heart is on the left side of my chest.

Activity 1

1- Discuss with your friend the anatomy lecture you had about the parts of the body.

2- What organs you had known and the function of each?.

3- How difficult or easy the anatomical terms you came across during the lecture?

4- Tell your partner that how you take care of your body.

5-Find the connection between the following words.

Blood – veins - vessels – artery.

6- Group the following word according to their body system?

Windpipe – lungs –air – breathe in and out – oxygen.

7-Make sentences with the verbs (to be) using the parts of the body.

Listening (1) Greetings

Listen to Kurry and Charlene.
Study this conversation carefully with your partner.
Kurry: Hello.
Charlene: Hi!
Kurry: My name is Kurry. What's your name?
Charlene: My name is Charlene. It's nice to meet you.
Kurry: It's a pleasure.
Charlene:Where are you from?
Kurry: I'm from the United States.
Charlene: The United States? Really, are you German?
Kurry: NO, I'm not German. I'm an American.
Charlene: Oh, you're American. Sorry about that.
Kurry: That's OK. Where are you from?
Charlene: I'm from Cape Town, do you know where that is.
Kurry: No, where is it?

Charlene: Well, it's in South Africa. I'm South African.
Kurry: That's very interesting. South African sounds like a beautiful country
Charlene: Thank you. It is a wonderful place.

<u>**Listen again and answer the following questions?**</u>

1- Where is Kurry from?
2- What do we call people from German?
3- Where is Charlene from?
4- What is the capital of South Africa?
<u>**Study the following words and phrases**</u>

What's your name – It's nice to meet you – It's a pleasure – really – where are you from? – I'm from – .....sounds like...... - ...... is a wonderful place

<u>**Now use them in a real conversation with your partner.**</u>

Speaking:

Greeting People and Responding to Greetings

Answer the following questions:

1- How do you greet people in your mother tongue (Arabic)?

2- Why is it important to greet people?

3- When do we greet each other?

4- Is it polite to begin a conversation without greeting?

Study the following phrases:

greeting	responses
How are you?	I'm fine. Thank you, and you?
How are you tonight?	Great, thanks. What about you
How're you doing?	Okay, I guess. You doing all right?
Are you doing okay?	Can't complain. How about you?
How's it going?	Couldn't be better. Yourself?
How's it going?	Not much. You?

Then every two students practice one sample .

1- A: Good day, Mr. Smith. How are you?
B: I'm fine, thank you. And you?

2- A: Good evening, Mrs. Baker. How are you tonight?
B: Great, thanks. What about you?

3- A: Hello, Barry. How're you doing?
B: Okay, I guess. You doing all right?

4- A: 'Morning, Laura. Are you doing okay?
B: Can't complain. How about you?

5- A: Hey, Ted. How's it going?

B: Couldn't be better! Yourself?

1- A: Hi, Joe. What's happening?

B: Not much. You?
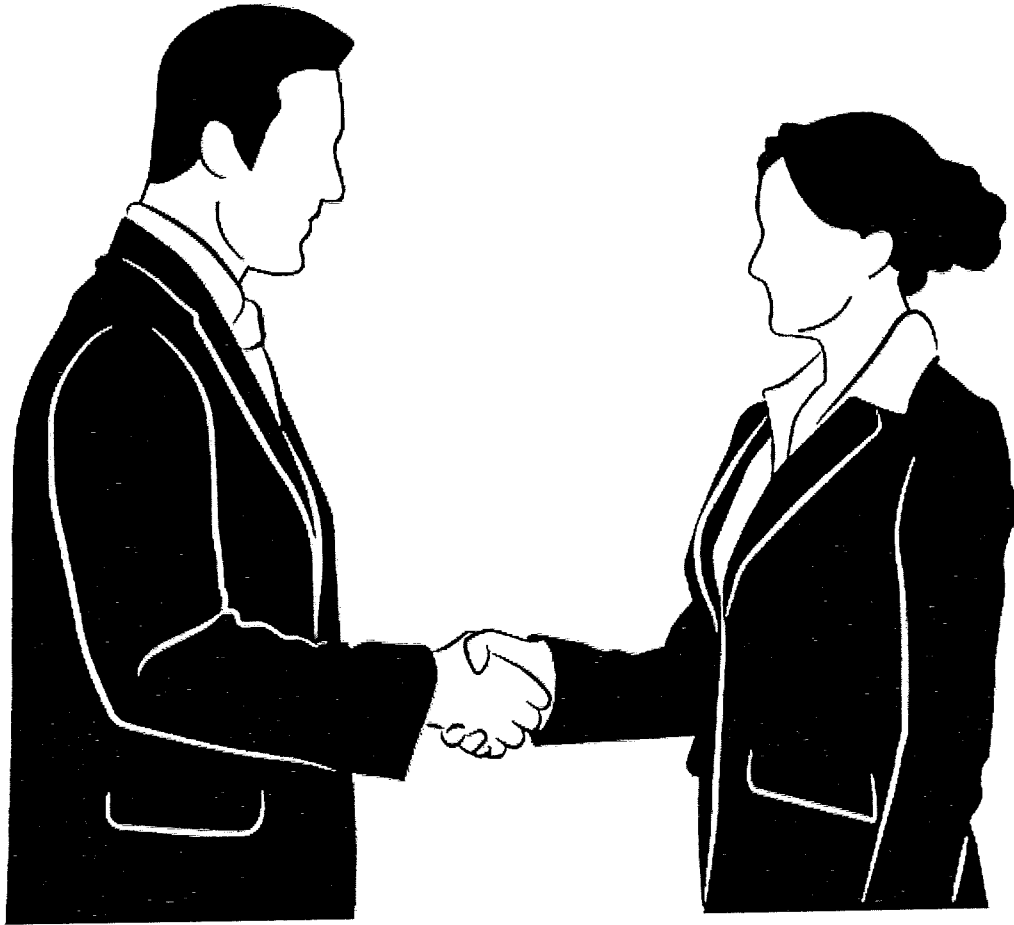
B- More about the contractions:

NOTICE. When you speak or listen to some one.

Strong form	Weak form
am	m
Are	re'
Is	s'
Have	ve'
Do not	Don't
Will	'll
How is	How's
What is	What's
Ali is	Ali's

Skill corner:

A- Test your reading speed.

Read each paragraph of the text in the reading section loudly and see how long you take and be careful of the:

1- Correct pronunciation of the new words. Check them with your partner or teacher.

Reading skills:

Skimming and scanning are two different reading skills. Skimming means looking at a text or chapter quickly in order to have a general idea of the contents . Scanning is reading a text quickly in order to find specific information, e.g. figures or names. ...

Reading:

Read the following text, then answer the questions below:
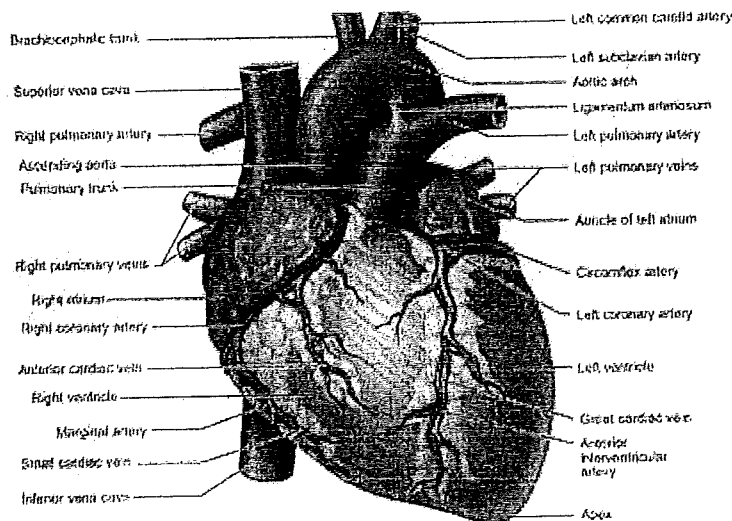
Your heart is really a muscle. It's located a little to the left of the middle of your chest, and it's about the size of your fist. There are lots of muscles all over your body - in your arms, in your legs, in your back, even in your behind. But this muscle is special because of what it does - the heart sends blood around your body. The blood provides your body with the oxygen and nutrients it needs. It also carries away the waste that your body has to get rid of.

Your heart is sort of like a pump or two pumps in one. The right side of your heart receives blood from the body and pumps it to the lungs. The left side of the heart does the exact opposite: it receives blood from the lungs and pumps it out to the body. By the time you're grown up, your heart will be beating (pumping) about 70 times a minute.

How does the heart beat? Before each beat, your heart fills with blood. Then it contracts to squirt the blood along. When something contracts, it squeezes tighter - try squeezing your hand into a fist. That's sort of like what your heart does so it can squirt out the blood. Your heart does this all day and all night, all the time. Every day, an adult heart pumps 2,000 gallons (7,500 liters) of recycled blood by filling and contracting. The heart is one tough worker!

After reading:

1- Explain to your partner the function of the heart.

2- Explain the relation between the heart and the lungs.

3- How does the heart beat?

4- Notice the verb with (s). Find them.

5- Find: adj, nouns, verbs that we collocate with the word heart. eg. Adj= sick heart / noun=the location of the heart/ verb= the heart pumps.

6- Do the same to the following words.

a- chest...

b- gallon..

c- blood...

d- lungs ....

e- muscles..

Complete the following table.

verb	noun
Pump	....
Beat	....
Contract	....
Provide	....
Locate	....
Bleed	....
Waste	....
Receive	....
squeeze	....

Which of the expressions in the text above mean?

1- Lots of or all over..

2- Location..

3- Approximation...

4- Covers wide area..

5- Amount of something..

N.B.

Lots of (in formal) a lot of (formal)

Now answer the following questions:

1- Where is your heart located?

2- Where else can you find muscles in your body besides the heart?

3- Why do we need a heart?

4- Which organ(s) directly works with the heart?

- ***Write some sentences about yourself***
- My family:
- What I like:
- What I hate:
- What I like about ......:
- What I don't like about ....:

Helping words and phrases to help you:

- I like.....................I do not like.....................
- I am..........years old
- I attend ....school
- I have.....brothers/sisters/ siblings
- Family members. Extended family/ nuclear family/ live in/ with/
- Work for/ in I am ....a(job)
- Hobbies/reading/surfing the internet...
- Free time/ college schedule/common room/ library/assignments.
- What I think about ....