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كلية الدراسات العليا

An Analytical Evaluation of an ESP Textbook for Engineering Students in Sudanese Universities

تقويم تحليلي لمنهج اللغة الإنجليزيةللأغراض الخاصة لطلاب كلية الهندسة بالجامعات السودانية

A Thesis Submitted in a Fulfillment of the Requirements for theDegree of PhD of English Applied Linguistics

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استهلال

قَالَ تَعَالَى:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَاءِ هَٰٓؤُلَاءِ إِن كُنتُمْ صَٰدِقِينَ (٣١) قَالُوا۟ سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ (٣٢)

سورة البقرة الآيتان (31– 32)

صدق الله العظيم

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Dedication

Many thanks to mother, the soul of father, brothers, sister andwife for their always and kind support.

Acknowledgements

Abstract

The current study is conducted to evaluate the English language textbook used for university students who specialized in engineering; it is an **"SIU English Language Course 'C'"** which is considered to be taught for engineering students, (the first two semesters) at Sudan International University (SIU). The main objective of this evaluation is to analyze the textbook to see whether it suits the engineering students. The adopted method for this study was descriptive analytical method. The researcher used the questionnaire of English with a translation to Arabic version for a sample of (90) engineering college students and the same questionnaire in English, for a sample of (9) instructors who teach the same textbook. Generally, the data generated from the questionnaires have revealed a high level of satisfaction with almost all aspects of the textbook. The findings of the study have shown that an overwhelming majority of the students and instructors agreed with the hypothesis in the six domains of the study. They agreed that the design and layout of the textbook is perfect and suitable. Besides, they acknowledged that textbook is quite satisfactory in terms of its activities. One more important finding in this study revealed their agreement that this textbook is appropriate in terms of skills. Regarding the language type, the responses administrated that they acknowledge that this textbook is appropriate. Also, the findings revealed that they are satisfied about the effectiveness of the subject and content of the textbook. Finally, the last finding has shown that both students and instructors agreed that this textbook is effective with respect to assessment practice. Based on the above findings, the researcher comes to the conclusion that the textbook **"SIU English Language Course 'C'"** with all these positive views is definitely a favorable and useful textbook for both thestudents and instructors at SIU.

Abstract

(Arabic Version)

المستخلص

لقد أجريت الدراسة الحالية لتقييم كتاب اللغة الإنجليزية الذي يدرس لطلاب الجامعة المتخصصين في الهندسة، والكتاب هو ""SIU English Language Course 'C"" , وهو يدرس لطلاب الهندسة, (الفصلين الأول والثاني) في جامعة السودان العالمية. الهدف الرئيسي من هذا التقييم هو تحليل الكتاب لمعرفة ما إذا كان يناسب طلاب الهندسة. وقد اتبعت الدراسة المنهج الوصفي التحليلي، واستخدم الباحث الاستبيان نسخة إنجليزي ومعها ترجمة للغة العربية لعينة مكونة من (90) طالب من طلاب كلية الهندسة واستبيان باللغة الإنجليزية لعينة مكونة من (9) معلمين يقومون بتدريس نفس الكتاب. بشكل عام، كشفت البيانات التي تم استخراجها من الاستبيانات عن مستوى عال من الرضا عن جميع جوانب الكتاب الستة لتتفق مع الفرضيات. وقد أظهرت نتائج الدراسة أن الغالبية العظمى من الطلاب والمعلمين قد اتفقوا على أن تصميم الكتاب مثالي وانه مناسب. إلى جانب ذلك، أقروا بأن الكتاب مرضي للغاية من حيث أنشطته. وقد كشفت نتيجة أخرى مهمة في هذا الدراسة عن اتفاقهم على أن هذا الكتاب مناسب من حيث المهارات. أما فيما يتعلق بنوع اللغة، فقد أظهرت النتائج بأنهم قد أقروا بأن هذا الكتاب مناسب. كما أوضحت النتائج أنهم راضون عن فعالية موضوع ومحتوى الكتاب المدرسي. وأخيرا، فقد أظهرت أخر النتائج أن كلا من الطلاب والمعلمين قد اتفقوا على أن هذا الكتاب فعال فيما يتعلق بممارسة التقويم. بناء على النتائج الإيجابية المذكورة أعلاه، توصل الباحث إلى استنتاج مفاده أن الكتاب ""SIU English Language Course 'C"", بكل تأكيد يعتبر كتاب مفضل ومفيد لكل من طلاب الهندسة والمعلمين في جامعة السودان العالمية (SIU).

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Definition of Terms

1. SIU: Sudan International University.
2. ELT: English Language Teaching.
3. ESP: English for Specific Purposes.
4. EAP: English for Academic Purposes.
5. EOP: English for Occupational Purposes.
6. EVP: English for vocational Purposes.
7. VESL: Vocational English as a Second Language.

CHAPTER ONE

INTRODUCTION

2.0 Introduction

This study, *"Analytical Evaluation of ESP Textbook for Engineering Students in Sudanese Universities",* (A Case Study of Sudan International University), describes and examines the textbook ***"SIU English Language Course 'C'"*** which is used in Sudan International University SIU, for engineering students. The first chapter includes an introduction, back ground of the study, significance of the study, statement of the problem, objectives of the study, questions of the study, hypothesis of the study, research methodology, the limits of the study, and finally, definition of terms.

1.1. Background of the Study

The major task of universities is to prepare highly qualified specialists capable of competing in the labor market. In this era of globalization, it is well known that specialized people like Engineers from all parts of the world want to communicate on daily basis and in their work field without barriers. Since they need to exchange information, they need to have a common media of communication. The most suitable one is the English Language, which has become one of the mostly widely used languages in the world.

But it is not enough for Engineering Students to learn General English because it does not cover their technical knowledge needs. Consequently, there is an increasing demand for teaching English for Specific Purposes (ESP).

English for Specific Purposes (ESP) in engineering field is crucial in the university life since it improves the proficiency of the students in English Skills, which supports their needed attributes when they become engineers.

According to Hutchinson and Waters (1994: 16), ESP can be further subdivided into many types of ESP differentiated according to whether the learner requires English for academic study (English for Academic Purposes EAP) or for work/training (English for Occupational Purposes EOP/ English for vocational Purposes EVP/ Vocational English as a Second Language VESL).

Most of the ESP syllabuses are designed in a restricted manner containing topics, which are limited and relevant only to the subject of specialization of the learners. However, it is not always advisable to limit the needs of the learners to specific uses of

the target language. Overall, the Engineering Students should not be constrained by restricted communication of this discipline; but should be equipped with an authentic communication of the general language (Morrow, 1977).

Accordingly, the researcher is going to analyze the English Language textbook of engineering students in Sudan International University. The aim is to see whether the syllabus fits the needs and demands of the students who specialize in engineering in Sudanese universities and to see if it could help them improve their proficiency to meet the minimum requirements of the market of labor.

1.2. Objectives

The study tries to analyze the English Language textbook *"SIU English Language Course 'C'"* used in Sudan International University (SIU), from the students' and teachers' perspectives to see whether it is suitable for engineering students or not.

1.3. Statement of the Problem

The research problem arises from finding that the majority of the students of the engineering faculties lack of the basic skills which allow them to express themselves properly in the field. This could be due to the fact that they have not studied a textbook that contains the required dose of technical English. Indeed, the materials in Sudanese universities always focus on the General English (GE) rather than focusing on English for Specific Purposes (ESP), which could help them in their studies and further in their work.

1.4. Questions

The study tries to find the answers of the following questions about the textbook *"SIU English Language Course 'C'"* in Sudan International University, faculty of engineering through the analysis of the collected data.

1. To what extent is English textbook *"SIU English Language Course 'C'"* at (SIU), faculty of engineering effective to engineering students in terms of its layout and design?
2. To what extent is the textbook satisfactory in terms of its activities?
3. To what extent is the textbook appropriate in terms of skills?
4. To what extent is the textbook appropriate in terms of the language type?

5. To what extent is the textbook effective in terms of its subject andcontent?

6. To what extent is the textbook effective with respect to assessmentpractice?

1.5. Hypothesis

The hypotheses of the study are:

1- English textbook *"SIU English Language Course 'C'"* at (SIU) iseffective in terms of its layout and design.

2- The textbook is satisfactory in terms of its activities.

3- The textbook is appropriate in terms of skills.

4- The textbook is appropriate in terms of the language type.

5- The textbook is effective in terms of its subject and content.

6- The textbook is effective with respect to assessment practice.

1.6. Significance

This study is important because it opens the students' minds about their need of English Language in their studies and in their work in thefuture after giving their opinions about the textbook *"SIU English Language Course 'C'",* under the study or after reading such study.

1.7. Research Methodology

A mixed of both quantitative and qualitative methods are adopted by the researcher to conduct this study. The research tools used to collect data for this study include a textbook evaluation through a questionnaire for students, as well as the instructors/ teachers. These instruments will be designed to collect the data from the respondents to serve the objective and to answer the questions of the Study.

1.8. The Limits

This study is limited to the evaluation of the English Textbook in Sudan International University (SIU), faculty of engineering, for the sakeof checking its suitability as an (ESP) English Language for Specific Purposes, for Engineering Students.

CHAPTER TWO

LITERTURE REIEW AND PRVIOUS STUDIES

Chapter Two

Part One Literature Review

2.0 Textbook evaluation and its functions

With the use of textbooks in classroom as one of the major sources of teaching and learning, textbook evaluation has emerged as an important issue since 1980s. Tomlinson (2003) defines textbook evaluation as ''a procedure that involves measuring the value of a set of learning materials'' this evaluation is done for different purposes and it plays an important role in the process of teaching and learning as it can uncover the strengths and weaknesses of textbooks in general, and their relevance to a specific context in particular. It helps teachers understand the textbook philosophy and content so that they can reformulate their teaching methods and procedures to match the course orientation, its objectives and the learners' needs.

Hutchinson, (1987) gives further reasons for textbook evaluation saying that it may be useful for teachers' training and their professional development. He explains that evaluation provides these teachers with information that helps them to analyze their own assumptions about the nature of language and language learning. Along with the same line, Litz (2001) says evaluation can also make student- teachers aware of the important features to look for in the textbooks. In other words, textbook evaluation provides these trainee- teachers with information about assessment criteria to help them become experts and more critical of wide range of published materials.

Littlejohn (1998) points out that textbook evaluation enables the evaluator to see inside" the materials in order to take more control over their design and implementation. Cunningsworth (1995) asserts that textbook evaluation is helping for adopting a new textbook or finding out particular strengths and pitfalls in course books already in use. It may also be used to help publishers decide on publication, help researchers and authors prepare their own textbooks for publication and write reviews for journals.

Sheldon (1988) who has offered several reasons for textbook evaluation, points out that the selection of an ELT textbook normally signs an important administrative and educational decision in which there is a considerable professional, financial, or even political considerations. A thorough evaluation, according to Sheldon, would enable the directors and teaching staff of specific institution or organization to discriminate between

all of the available textbooks and helps them to make objective decision regarding endorsement or rejection of a particular textbook.

2.1. Methods of Textbook Evaluation

There are three stages to evaluate any textbook:

The first one is the initial evaluation in which the designers have to filter out the unsuitable materials. The materials have to be presented in an attractive and beautiful way and to be communicative. In this stage it is recommended to be sure that the textbook addresses straight forward, clear and achievable objectives and to be well organized and easy to use.

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

Thirdly, the in use evaluation, it is the evaluation of the textbook while using it. 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 that they contained.

Garinger(1998, 2002) mentions 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 textbook need to be supplemented?

Cunningsworth (1998), On the other hand, says that there are two types to evaluating a textbook. The first type is the evaluation for potential, 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, the evaluation for suitability which involves matching the textbook against specific requirements including the learners objectives, the learners background, the recourses available.

According to Garinger (ibid) 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 textbooks

they teach or design since they know the directions and the objectives around which they teach or design the textbook. But this eclectic approach has to be within the standard of the general frame of the standardized checklists.

Byrd, P (2001) sees that the evaluation of textbooks is a very 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 a tough challenge that requires different lists for different types of courses in different settings" Byrd, P (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

- Practical considerations.

2.2. Textbook Evaluation Techniques

It necessary for the textbook evaluation is to look for the most appropriate methods to evaluate them and to clarify the criteria of the followed process of this evaluation. According to Litz (2001), there are many criteria that should be appropriate to varied cases of textbook evaluation that makes it necessary for researchers to find the most suitable evaluation techniques which fill their purpose best. In this respect, the

evaluation checklists are commonly rated as one of the most effective techniques for measuring textbook features that may include some factors like, textbook practicality, simplicity, rationality, availability, lay out, and so on. These features are normally rated semantically for qualitative evaluation or on Likert scale (e.g. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) by the evaluators.

A checklist is a tool by which means a textbook is assessed against certain criteria (Cakit, 2006). Through the use of a checklist, it would be possible to make comparison among a wide set of materials (McGrath, 2002) In fact, by using a checklist, one can easily compare, identify, or even verify obtained information about a particular textbook. A checklist, therefore, specifies a set of qualities that are essential for any effective learning/ teaching materials. In this case, the evaluators can be the instructors, the researchers, or even the learners who can rate the quality of the given material according to the set criteria (Soori. et. al, 2011).

A checklist, as a practical textbook evaluation tool, is not only systematic and comprehensive, but it is also cost and time effective and the results are easy to understand, easy to replicate and easy to compare (McGrath. 2002). Moreover, available checklists can be simply updated and modified to fit the requirements of each particular learning situation, Umar, A., Elterji, (2018).

2.3 Common Approaches for Evaluating ELT Textbooks and Materials

For a textbook evaluation, there are number of suggested approaches and methods that are commonly used to measure textbooks suitability for certain learning situations. Generally, textbook evaluation can be conducted through two distinguished approaches: impressionistic method (McGrath, 2002). Faruk (2014) explains that the impressionistic method seeks to obtain a general view about the content presented in the textbook. This method, says Faruk (2014), is based on the impression formed by means of checking the textbook contents with respect to its organization, layout, skills, visual or audio-visual aids used etc. Although such a method is commonly criticized as being subjective, it could always be integrated with other methods to obtain more objective and reliable information about the textbook under investigation.

The second approach in evaluation is the in-depth objective method which provides a rigorous scrutiny of some selected representative aspects of a textbook.

Faruk (2014) mentions that this method focuses on the students' needs, their attitudes towards learning, besides, the practical teaching- learning consideration, Umar, A., Elterji, (2018).

2.4 The Criteria for the Text book Evaluation.

Cunningsworth (1995) says that there are four main criteria to evaluate textbooks, so that designers should consider when design their textbooks. 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 program.

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 and use the language communicatively and effectively for their ownpurpose.

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.

2.5 Formulation of Course Objectives

In general an objective is a statement about how the goals are reached and ifthe objectives are achieved then the goals are reached.

Corder (1973) mentions that the second step in syllabus design is forming the objectives which are decided according to the social factors around the learners, the content and the structure of the syllabus are concerned; this means the objectives of the syllabus have to be clearly statedto 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 since the learners could easily be thematically involved in the social aspects using the language they study in the course designed.

But Ingram (1982) from the other hand says: when the objectives of the course are clear and specific, this will help provide and ensure that the activities will be cohesive and match the learners' needs.

It is Concluded that to set the objectives of any syllabus, the designer should initially consider not only the learners' needs but also those objectives must be geared to

specify the situations in which the foreignlanguage will be used, including topics and the skills and the linguisticsaspects the learner might encounter.

2.6. The Concept of the Textbook:

Sheldon (1988), says that the textbooks are the core of any ELT program, and they support both the learners and teachers with a considerable strength while using the textbook 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, orexploratory".

Hutchinson and Torres (1994) follow the same way adding that the textbooks are the main components of the teaching process which is not considered to be completed without a relevant textbook.

The textbooks therefore are the best medium for learning a language. But there are a lot of elements that decide the quality of the textbooks, for example, how much language learning materials do textbooks need? Who are the most suitable persons for writing the language textbooks? Does a hidden agenda vitiatethe content of the language textbooks? Tomlinson (2012:158).

Textbook in general is didactic means where it meets the concepts of being asource of educational register for the students.

Grant 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 narrowlyon a syllabus and examinations and are highly examination-orientated. The second type of textbooks, as Grant says are communicative textbooks. They give students the opportunities for using the language inside the classroom and in their daily life as well.

2.7. The Objectives of the Textbook

The objectives of any text book determine the criteria of what to teach, how to teach it and how to test it.

Defining the objectives of the textbook determines how effective it will be finally so the main focus should certainly go to the educational objectives which help as guide lines for those who design syllabus in their steps to follow when making decision to

design the syllabus or the course.

Besides, the designers have to bear in mind the two types of objectives: The first is to specify what the students will be able to do in the end of the course, and the second is to specify what the learners will be able to do at end of each lesson.

Textbooks are the materials that are used in specific classrooms. "In one sense they provide a backbone for classroom activity but in themselves they cannot dictate a particular methodology. What they do is to offer learning opportunities". The objective of a course can be specified to the limits of language element, language skills, language function and notions.

All the syllabus designers and educationalists agreed that any textbook should address the learners' needs. Whenever the materials are selected closely, they reflect the needs of the students and the aims, methods and values of the teaching program. If the textbook matches the learners' needs that means it is an ideal one and the sources chosen and selected are appropriate to the general frame of the program as well as the four skills and the grammar have to be communicatively selected and graded to the extent that they can easily integrated.(Brown, 1995).

Cunningsworth, 1995, Richards, 2001) go more further and argue that if the materials are selected appropriately and addressed the learners needs and the objectives and methods are considered, this will reflect the value of the teaching process and at the same time the book will be ideal since it matches the situations that the students are supposed to encounter whether linguistically or socially.

Ur (1996) identifies the need for the course objectives coverage in the textbook. The textbook needs to address a reasonable number of course objectives to make it a worthwhile purchase for both teachers and students. A textbook that addresses at least half of the course objectives is considered to be good.

If every instructor supplies the textbook with self-created materials or from other sources that reflect the unique needs of the class, the textbook could be used consistently within the classroom seems more likely to be useful to both the instructor and students.

It is very important to identify the objectives of the textbook according to learners' needs and to the pedagogical situation where it is supposed to be applied.

Cunningsworth, (1995) suggests the following checklist for selecting and evaluating the aims and objectives of an ELT textbook:

1- Do the aims of the textbook match both the aims of the needs of the learners and the teaching program?
2- Is the textbook cope with the learning / teaching situation?
3- How comprehensive and thematically the textbook is presented?
4- Does the textbook cover most or all of what is needed? Is it a good resource for students and teachers?
5- Is the textbook eclectically flexible? Does it allow different teaching techniques and approaches?

2.8. The Characteristics of Good English Textbooks:

It is well known that any good English textbook should have the following characteristics:

First, they should be correct, natural, recent, and Standard English. Second, the vocabulary used in the textbooks should be explained or used in different contexts to help the learners' full understanding of vocabulary that they may not be familiar with. Third, the grammar should also be explained to enable the learners to figure out the grammatical rule themselves by offering certain clues. Fourth, the cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. It is very helpful to include pictures and create an interesting exercise of cultural knowledge to help students understand cultural information. The importance of students´ enjoyment of their textbook is highly required. English textbooks should be useful, meaningful and interesting for students. Materials should be chosen based, in part, on what students, in general, are likely to find interesting and motivating".

It 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.

The last necessity which is considered as a very essential component of an English textbook is the support for learning. "This can take the form of vocabulary lists, exercises that cover or expand on the content, visual aids and pictures."

2.9 The Development of the Materials of the Textbooks

Shulman (1987:15) points out "The key to understanding the knowledge base of

teaching lies at the intersection of content and pedagogy, in the capacity of teachers to transform the central knowledge they possess into forms that are pedagogically powerful and yet adaptive to the variation in ability and background presented by students"

He goes on describing the stages/ phases through which the course materialscan be developed: The first phase is the preparation of the materials then, representing them, after that, the selection of the material and finally the adapting tailoring to students' characteristics. Materials should also be developed in order to serve students cope with the general objectives of the designed course. So in orderto 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 to 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. ithas to be linked to their study and they have to practise 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 arealso supposed to relate the learners to help them 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 practise 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.

2.10 The Selection of Content

In syllabus design after the needs are identified, the step of selecting the content comes. The content of the syllabus are supposed to meet the needs of the learners, i.e. the designers need to identify the content of the course according to the needs analysis they 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 hoursof the course.

Candlin (1984) and Breen (1984) shared the same points of views that thecontent is drawn down from well prepared corpuses which match the students' needs and the

objectives of the course taught.

But Shaw (1976) sees that the selection of content is concerned mainly with how much can we teach or how much it could be learnt by the learners and which items should be included.

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

2.11 The Specification of the Course Content

The content selected has to be specified and this could be done by analyzing the content linguistically, that is the formal analysis of the linguistics aspects such as, phonology, syntax and so on. After that, the analysis of the discourse as a whole such as themes and situations around which the whole linguistic items are designed comes. Brimful (1984).

Trim (1973) states that in order to specify the content of a syllabus, a designer needs to describe in terms of the behavioral input-output chain; The selection of the language which can be used in a wide range of contexts, and the language taught is appropriate to the interest of the students and the situations in which he/ she might possibly use his/ her linguistic knowledge.

2.12 The Organization of the Course

According to Graves (2000), after deciding on what to teach, the next step is to decide on an appropriate strategy of presentation. There are five concepts to describe any course: The first is how to determine the organizing principles e.g. themes, genres, tasks and topics. Then to identify 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.

The main 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 should be organized gradually on the basis of a gradual move from the more general to the more particular.

On the other hand, the materials could also be processed inductively so that the direction might be from the particular to the general.

Moreover, the syllabus could also be organized 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.

Pit Corder (1973) argues that the items of the syllabus should be organized in a way that helps the teachers to teach them logically and easily.

Allen (1984), points out that the syllabus could 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 is to involve the learners in real-life communication.

According to Johnson (1982), the organization of the content deepens on the objectives of the course as the whole processes of designing any syllabus are to achieve its objectives at the end.

To provide cohesion to the syllabus, the organization of the content has to consider the intrinsic factors as well as extrinsic ones. Regarding this, Brumfit (1981) indicates the outside influences that help the learners to interact and get the high benefits from the course. Intrinsic refers to the language components that are to be drawn systematically with the general constrain of the designed syllabus.

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

Gibbons (1984) continue saying 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 difficulty or complexity.

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.

2.13 The Implementation of the Syllabus

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

It is very important to consider the cultural context of the syllabus and to what extent it could be matched with the learners. Also, the educational background of the learners and the pedagogical environment should be considered so that the syllabus could be effectively implemented. The organization of the syllabus has to be attractive and motivated 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 teachers are supposed to be qualified and aware of the syllabus they teach 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 are 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 supposed to achieve if serious consideration is not given to its successful implementation.

The economic condition is another important factor, mainly 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.

2.13.1 The Needs for Using Textbooks

Textbooks are to be used appropriately in the class rooms for several reasons according to Richards, (2001), the first reason, textbooks provide structures and syllabus because it is very important for the learners to have a main core and they have to use a syllabus that has been systematically planned and developed. The second reason is the availability of the textbooks to ensure that all the learners receive the same content; therefore, they can be assessed equally. The third reason is that, the textbooks have to be developed in a way that lets the learners to be exposed to the materials that have been tried and tested.

Richard (ibid) always argues that textbooks usually must have high standards of design and production that lead to appealing both the learners and teachers. And they represent a well organized plan that provides structures and syllabus for certain program since this is the main core for the learners.

2.13.2 The Content of the Textbook

Any textbook content should provide a good balance of the four language skills, and it supposed to address both the linguistics and the cultural content since the language elements such as the four integrated skills and grammar are drawn around the cultural context of the English language. In other words, the textbook provides and presents the language four skills in an integrated way that demonstrate the best representation for culture and linguistic of the English.

Donough& Shaw (2003) say 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.

2.13.3 The Style of the Textbook

According to Grainger, (2001), the style of the textbooks should consider the learners environment since there are many different factors affect the pedagogical and the learning process positively. Those factors are; the age of the learners, the cultural back ground, their interest in learning English. Of course this will affect the decision upon and result in the topics chosen and the learners' activities of the textbook.

The style of the textbook should also consider the grading and sequencing of the structure of the textbook. The text book 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 linked it with latest stages. "This is typically seen in relation to grammar content, but any type of course content can be graded in terms of difficulty. For example, in a reading course; reading texts may be simplified at

the beginning of the course and not simplified at later levels. Or simple skills such as "literal comprehension" may be required early on, and more complex skills such as "inference" taught at a later stage." Richards, (2001, p. 150).

2.13.4 The Organization of the Textbook

Text books 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 always says that teachers can make decision when designing their own materials and the activities. Most of the courses remained organized around the grammar elements. So it is recommended to take more control over the teaching materials production, to enable teachers to choose from the several possibilities among topics, situation, notions, functions and skills.

Litz (2007) describes the organization of the text book as the representation of the language items and activities in a way that helps the learners to understand the language and use it communicatively. This will be important if the learning objectives are clear and straight forward.

The course components have to be organized around the specific topics e.g. Engineering Projects, Contracts, in the field…etc.

The detailed representation of the topics, function, grammar, and skills should be integrated in each unit within theme of this unit. The language components such as grammar and the four skills could be drawn around the theme or the topic presented to be covered in the unit. So the vocabulary, the grammar, the listening, speaking, reading, and writing are supposed to be integrated around the theme of the unit to make the textbook communicative and more functional and situational.

The textbook should meet the needs of the learners in several ways, not only in terms of language objectives. Both students and teachers want visually stimulating material that is well organized and easy to follow, so to motivate the learners, the layout, design, and organization should be considered.

Additional useful components of the overall organization of the textbook are the further extensive vocabulary lists, glossaries, grammar references, and communicative

expansion. "The vocabulary lists, glossaries, and references are all very helpful supplementary aids for students while the expansion activities at the end of the textbook provide them with more opportunities to use the language points from each particular unit in quasi-creative and meaningful manner".

2.13.5 The Language of the Textbook

According to Richard(ibid), before designing the course or even choosing the material, the level of the students should be identified and determined in orderto know at which level the program should start and what are the learners expecting to learn by the end of the course. The proficiency of the students shouldbe determined to be sure that the language elements presented in the course meetstheir interests and preference.

The grammar is very important to be injected in any language course, but ithas to be communicatively presented and well drilled and tested. To integrate the language components around the course, Worth (1995) says that checklist for evaluation is the best way to engage the language in a textbook through answeringthe following questions:

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 thebeginning 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 dailylife language. So the presentation of the vocabulary in the textbook should consider the recycling of vocabulary. The selection of the vocabulary depends on the type of the textbook. For example, is it General English, English for Academic Purpose or ESP?

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

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

5- Is the language style also 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?

2.13.6 The Activities of the Textbook

The activities and exercises are playing very important role in determining whether the textbook is effective and enhances the learners' competence. Long and Richard (989) point out that there are certain measurable questions are needed to be answered when evaluating the quality of exercises and questions in the textbook.

1- Do the activities help the students acquire the language and enhance their language proficiency? The answer will be true and more effective if the activities are appropriate for both the teachers and students. Hence, the textbook should include activities that give the students opportunities to practice and extend their language skills.

2- Are the exercises balanced in their format? That means do they contain free practice where the answers are only limited by the students' creativity knowledge? Even more, the students feel free to use the language they studied to answer the question subjectively. So the answer can be constructed in different linguistic forms such as the open ended questions where the students have a good chance to practice the language freely in order to answer the question. On the other hand, concerning the controlled activities, the students have to answer the questions objectively as it guides them to a single correct answer e.g. fill in the blanks and grammar activities or questions.

3- Are the exercises progressive? They can be so if they are built on to reinforce and consolidate what the students have already learnt. Also they have to be graded clearly from simple both linguistically and cognitively to the more complex and demanding efforts to be exerted, so that the students are highly stimulated and challenged.

4- Are the activities varied and challenging? What makes the activities challenging as mentioned by Garinger(2001), 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 textbook should stimulate students for the communication.

2.13.7 The Vocabulary of the Textbook

According to Richards (2001, p. 5), Vocabulary is the very significant section in designing a textbook, as it paves the way for the learners to practice the other elements of the language that are recommended to be engaged in the textbook. 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) points out that to select and grade the vocabulary effectively in a text book, designers should consider the following:

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

2- Coverage, which means how much do 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?

Part Two

Review of Previous Related Studies

2.14.1 Case No. 1- Ahazeeg (2017)

Title: Using Authentic Materials to Teach EFL Writing for the WorkPlace

(A Case Study; Third Year Students of Marketing at Sudan Universityof Science and technology (2015-2016))

A Thesis Submitted for a PhD in ELT Sudan University for Science andTechnology

Researcher: Ahazeej Abdellateef Abdelkareem Ali

ABSTRACT

Writing in English is a skill that is required in all professions. Students lack motivation and teachers face difficulties in finding effective materials to teach this skill. These problems could be solved through the use of authentic materials. This study 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; (a) pre- and post-tests, and (b) interview with 15 teachers who teach ESP at three leading universities in Khartoum. 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 thepre-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 connect them to the real world of language usage which creates a sense of purpose for learning. The interview also proved thatthe absence of using authentic materials at tertiary level is due to the lack of training teachers on how to use them among teachers.

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.

2.14.2 Case No. 2- Dardig (2017)

Title: Analysis and Design of Written Texts for Banking Professionals inSudan

A Thesis Submitted for a PhD in ELT Sudan University for Science andTechnology

Researcher: Mohamed Hassan Dardig

ABSTRACT

The present study aims to research into the use of ESP and English forWorkplace in the context of Sudanese banking.

The present study investigated the area of authentic workplace texts and to analyze the discourse of the written texts for pedagogical language use. In order togain 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 andcollocation phrases. Results of written banking collocation analysis have found significant differences from which 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.

2.14.3 Case No. 3- Haypan (2015)

Title: The needs for Quality ESP Course for Garden City College for science and TechnologyA Thesis Submitted for a PhD in ELT Sudan University for Science and Technology

   Researcher: Omer Haypan Omer Hajana

ABSTRACT

This study 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 teachers 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 structured ESP centre to undertake the responsibility of

collaboratively preparing ESP teaching materials for the college in consultation with the departments at the college.

2.14.4 Case No. 4- Ebadi (2015)

Title: Evaluation of EAP Textbooks: A Comparison between SAMT English for Medical Students and Oxford English for Career

Researcher: Saman Ebadi

ABSTRACT

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. Keywords: ESP, EAP, textbook.

2.14.5 Study No. 5- Khoshsima. (**2014**)

Title: The application of ESP principles on course design: the case of English for students of management and fisheries.

Researcher: Hooshang Khoshsima

ABSTRACT

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 about 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 at 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.

2.14.6 Study No. 6- Dafa-Allah (2012)

Title: ESP Learners' Needs: A case Study of Medicine Students at Some Sudanese Universities**.**

Researcher: Fatah- ELrahman Dafa-Allah .A.M.

ABSTRACT

This study investigates 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.

2.14.7 Study No. 7- Pérez (2002)

Title: Integrating English for Specific Academic Purposes (ESAP) skills into mainstream English courses

Researcher: Pascual Pérez-Paredes

ABSTRACT

This study examines the design and implementation stages of a course of English given at the Faculty of Psychology at the University of Murcia, Spain. The course was programmed regardless of the particular individuals and no previous requirements were needed. Two initial tests were passed 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 were included and the final evaluation was modified giving some weight also to the specific English component (75 % GE, 25 % ESAP).

The analysis reveals that according to our initial assumption, those 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.

2.14.8 Study No. 8- *Priya* (2012)

Title: "A Needs Based Approach to Teaching and Learning of English for Engineering Purposes"

Researcher: Priya Sasidharan

ABSTRACT

The objective of this study was to assess the English language needs of learners of engineering colleges of Orissa. The main purpose was to examine the current English syllabus of different engineering colleges of Orissa and to study how effectively they have been implemented at the classroom level. It also attempted to find out how language skills along with life-skills can be learnt effectively by engineering students for proper

utilization by them in real life situations. The study attempted to answer the following questions:

First, is there a gap existing between the present English language syllabi in engineering colleges and students' academic and professional needs?

Second, is there a need to modify and revise the present English language course so that it meets the engineering students' needs to apply it in real-lifesituations?

The study involved 770 students and 63 teachers of 20 engineering colleges located in different regions of the state. The tools used for data collection comprised of questionnaire survey among students and teachers. After validating the validity and reliability of the research instruments, the questionnaire survey was conducted among students of 2nd, 4th and 6th semester Bachelor of Technology (B.Tech) students and the teachers' surveywas conducted at a workshop conducted by the Biju Patnaik University of Technology (BPUT), the only technological university in the state which has around 100 engineering and management colleges affiliated to it. The surveywas also conducted among students of other government run autonomous colleges and also conducted at National Institute of Technology, Rourkela, and an institute of national importance. The survey was conducted during the academic year 2008-2009. The data collected from the questionnaires were analyzed both quantitatively and qualitatively.

Based on the study, the findings were the following:

1. The goals and objectives of the present syllabus are only being partiallyfulfilled.

2. There is deficient acquisition of English language skills among studentsfor proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken.

3. Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than anexception.

Based on the findings of the study it is recommended that learners be involved more in interactive sessions in classrooms so that they are able to strengthen their communicative competence. Additionally, teaching technical and business communication and technology assisted language learning are areas that should be taken up on a priority basis while learning English for engineering purposes. Thus, designing tasks and activities accordingly would help to achieve the goals and objectives of the

course. It is also recommended that teachers are given enough opportunity for professional development so that they gain knowledge on effective teaching strategies that can be implemented at the classroom level, in the engineering context.

Key words: English for Specific Purposes (ESP), needs analysis, technology integrated language learning, learner-centered curriculum, technical writing, learner autonomy, constructive feedback, self-directed learning, self-access language centers.

Summary

The above chapter consists of two parts, the literature review and previous studies that are related to the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

Chapter Three
Research Methodology

3.0 Introduction

In this chapter, the researcher describes the method of the study, population, sample, instrument of the study, the steps of its construction, the pilot study, the data collection procedures, the data analysis, the material, the procedure and finally, the validity of the questionnaire.

3.1 Methods of the Study

The researcher adopts the descriptive analytical method, which depends on describing a certain phenomenon, discusses it and collects data about it to analyze them. This method was followed to examine the means of students and instructors responses of the six domains of the questionnaire (English with translation to Arabic and English versions).

Moreover, this method was followed to describe the relationship between the questionnaire, the questions and the hypotheses of the study.

3.2 Population

The population of this study is the students who study the textbook ***"SIU English Language Course 'C'"***, they specialized in Engineering in Sudan International University, and the English Language instructors who teach the same book in the same university. One of the main objectives of ELC (English Language Center) in SIU (Sudan International University) is to provide its invaluable services to the university students through planning, arranging, carrying and evaluating intensive language programs (to all colleges). There are about 900 engineering students and about 15 instructors who teach the EAP for engineering students.

3.3 Sample

The study is conducted on representative samples of the students and instructors, who were randomly selected according to their online availability through their emails and WhatsApp numbers. The sample of the current study is consisted of (90) Male and Female students as 10% of the population and (9) Male and Female instructors as 60% of the population of the study. Regarding the instructor there are some of them holding a PhD and others are MA holders. Their teaching experience is ranged from 1 to more than 20 years. This is shown in the following tables and biography.

3.1 Table 1 the students' participations in sections of the engineering college.

Section	Frequency	Percent
Bio – medical	48	53.3%
civil engineering	8	8.9%
Electricity control	29	32.2%
Electricity power	3	3.3%
Mechanic production	1	1.1%
Architecture	1	1.1%
Total	90	100.0%

This table shows the frequencies and percentages of the students' participations from different sections that are related to the engineering college. The highest frequency is the faculty Bio-medical engineering with afrequency of 48 students and a percentage of 53.3%, the faculty of electrical engineering (control group) with 29 students and 32.2%. After that comes the faculty of civil engineering with 8 students and 8.9%, then faculty of electrical engineering (power) with 3 students and 3.3%, and finally both faculties of mechanical engineering (product) and architectural engineering with 1 student and 1.1% for each of them.
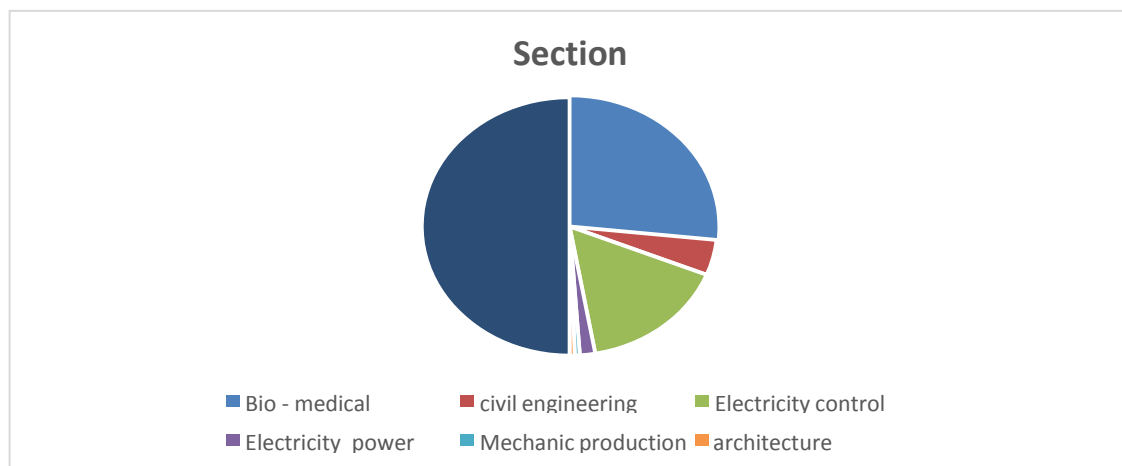
3.1. Figure 1 the students' participations in sections of the engineering college.

The above biography shows the students' participations in Sections of the engineering college sections of engineering faculty in SIU.

3.2 Table 2 the students' gender participations in sections of the engineering college

Section	Frequency	Percent
Male	77	85.6%
Female	13	14.4%
Total	90	100.0%

The above table shows the students' gender participations.

3.3 Table 3 the instructors' Degrees

Section	Frequency	Percent
PhD	1	11.1
Master	8	88.9
Total	9	100.0

The above table shows the instructors' degrees.

3.4 Table 4 the instructors' experience

Section	Frequency	Percent
less than 5 yrs	2	22.2%
6 to 10 yrs	4	44.4%
11 to 15	2	22.2%
16 to 20	1	11.1%
Total	9	100.0%

The above table shows the instructors' experience

3.4 The Instruments of the Study

The data for this study were collected during the second semester of academic year (2019- 2020). The research instrument used to collect the data is the questionnaire, the English with translation to Arabic version is for the engineering students and the English version is for instructors.

3.4.1 The Questionnaire

The researcher conducted the questionnaire and distributed it electronically to the engineering students and their English instructors. It is one of the famous standard measures used to collect data through the Likert scale, which is scaled in agreement from strongly agree to strongly disagree. It contains thirty items categorized into six packages, domains that represent each section from the textbook to see the point of views of engineering students and their instructors about them, and to generate the answers of the six questions of the current study. In this questionnaire, respondents were asked to respond as (strongly agree, agree, neutral disagree and strongly disagree). The items were classified into six domains, with five items in each domain. (See Appendix A). The data were collected by passing the links of the electronic questionnaire through emails and WhatsApp which facilitated the job for the researcher to reach to the study sample.

3.4.2 The Pilot Study

3. 4. 1 The Pilot Study of the Questionnaire

The pilot study was conducted to achieve the following objectives:

3.4.1.1 Objectives of the Pilot Study

a) To test the validity of the questionnaire.

b) To estimate the reliability of the questionnaire.

c) To determine time allocation for answering the questionnaire.

d) To check clarity and readability of the questionnaire.

3.4.1.2. Administering the pilot and validity of questionnaire

The questionnaire was pilot tested on the sample to test its validity and reliability, accuracy of translation, students' opinions, and teachers' opinions about the clarity of questions and possible difficulty in understanding them and give their suggestions about the tools in order to show the face validity, appropriateness and the effectiveness of the items of the questionnaires regarding their suitability for the subjects, the stylistic and the language used in the tools, besides the illegibility of the items and any other comments. The referee of this study came from 3 English Language instructors at Jazan University, Jazan, Saudi Arabia. They were randomly selected to give their academic opinions, advice, suggestions and comments about the questionnaires. The mentioned referee members reviewed the questionnaires and put their comments and suggestions and accordingly, some modifications were made. For instance, correcting some mistakes in the Arabic translation unified the number of domains as equal 5 items in each package to be 6 domains to match the numbers of questions which are 6 and finally some items like informative question was deleted from the questionnaire.

3.4.1.3 Reliability of the questionnaire

The reliability of the scale was computed by using the following method:

Split-half

The researcher checked the reliability of the scale by using the split-half method (Guttmann Split-Half Coefficient) because it does not assume equal reliabilities or equal variances of the two halves of the scale.

3.5 Table 5, Value of reliability level in Split-half method

No. of cases	No. of Items	Correlation Between Forms	Guttmann Split-Half Coefficient
90	30	0.90	0.95

Reliability = 0.9.5%

The above table1, indicates that the value of reliability is reaching up to (.95). The reliability level is in the split-half method.

3. 5 Data Collection

In order to collect the required data for this study, the following procedures were followed

1- The data were collected from the responses of the sample of the study; the percentage of the collected data is (100%) because the data was collected electronically, so no responses were missed.

2- The data was prepared for computer analysis by coding the responses of the two questionnaires.

3. 6 Data Analysis

The Statistical Package for Social Sciences SPSS was used to analyze the data of this study. Percentage, frequencies and tabulations are used to show and discuss the result of the analysis.

3.7. The Material (*SIU English Language Course 'C'*)

The textbook which is selected for evaluation is SIU English Language Course 'C' was designed and published in Sudan carrying the number (2019/0616), by Dr. Ali Abdallah Alkhalifa. According to the authors, SIU English Language Course 'C' is a four- semester program, taking post- secondary learners from beginner to upper-intermediate level and leaving them ready to start their academic specialization in English. The authors report that this book is specially tailored to help students succeed in higher education and to pursue their academic studies through an English medium of instruction. In this study, the investigation is limited to "SIU English Language Course 'C'" which is intended for intermediate level learners and assumed to prepare them for post intermediate level in English.

The evaluated book includes eleven units. Each unit typically starts with vocabulary, followed by reading and grammar, then teaches listening and grammar in context. Later on, the unit introduces writing through process writing to end up with

teaching study skills and speaking. In eachunit, there are number of activities that focus on vocabulary and grammar.

3.8. Procedure

The questionnaires links were distributed to the engineering students (Arabic version) and instructors from the English Language Center, and then all fill in and respond to the questionnaire putting their options. The questionnaires were with 90 students (male and female) from different sub- specialties that are related to the faculty of engineering. The target engineering sections are bio- medical engineering, architectural engineering, civil engineering, mechanical engineering, electrical engineering (power) and electrical engineering (control). The questionnaire was conducted and translated to Arabic Language to assure the understanding of the students to the components, besides; students were asked some questions about the items to assure their understanding, to make sure that the students' responses are based on the items clearly. The instructors were asked to complete the questionnaire (English version) based on their experience and their analysis of different aspects of the book and even for their awareness of the benefits of their students from the evaluated book. Both students and instructors were requested to rate each item in the questionnaire based on a five options Likert Scale from Strongly Agree to Strongly Disagree, to reflect their opinions about each item and they were given enough time to do so. Then, the results were collected, tabulated, quantified and analyzed in order to put answers to be compared with the research questions. Instructors' responses to the questions of the questionnaire were used to verify the students' pointsof view.

3.9 Validity of the Questionnaire

To ensure that the questionnaire is accurate and it serves the objective ofthe study, it was submitted to (3) of referees who work at Jazan university.
Then it was examined by the main supervisor who made some comments onthe content. After making the final amendments to the questionnaire, it was approved by the supervisor. Then the researcher seeks to enhance the validity of the procedure of distributing the questionnaire to the target sample. So it is distributed to different sections of engineering specialty students through WhatsApp groups.

3.10 Needs Analysis

3.11.1. Procedures for collecting information

The author of the textbook followed certain techniques to collect information that make an appropriate needs analysis to conclude it with this English textbook for engineering students. Firstly, there is the Self-rating in which there are different scales that students use to determine their desired level of English language proficiency and to rate their knowledge or abilities in English as well as their background of the key terms of their chosen discipline (engineering) what they have and how are they expected to progress. The second way is the interview with some students and high school teachers about the English in the high school, how valid and reliable it is as well as the pedagogical and educational scope and perspectives. Finally, there are meetings with English language teachers and five experts allowed a large amount of information collected in a fairly short time. The meeting with the teachers on the topic "students' language problems generated a wide range of ideas and reflect the ideas of the needs of more communicative and skill based syllabus used to satisfy the students' needs.

3.11. Summary

This chapter focused on the research design, methodology and Needs Analysis used to accomplish the study. It gives a detailed description of the population of this study, samples of this study and the tools of this study.

Besides, it shows how the data of this study is collected and analyzed. The analysis and implementation of empirical data collected through this study is presented in the next chapter.

CHAPTER FOUR

DATA ANALSIS, RESULTS AND DISCUSSIONS

Chapter Four

Data analysis, Result and Discussion

4.0 Introduction

This chapter discusses data analysis, results. To discuss the evaluation process of the textbook "*SIU English Language Course 'C'*" which is taught in the Engineering College in Sudan International University, the data were collected for this study to determine the effectiveness of this textbook to the engineering students in terms of its layout and design, activities, skills, language type, subject and content and finally assessment. The analysis of the obtained data shows very important results. The descriptive features of the polled were follows:

1- Students (Males and Females) who studied the English Language textbook "*SIU English Language Course 'C'*" as a compulsory EAP course in the faculty of engineering in Sudan International University.

2- English Language Instructors (Both males and females) who teach students of the engineering faculty their English Language textbook "*SIU English Language Course 'C'*" (EAP) in Sudan International University.

4.1 Data Analysis:

To obtain the required results, the researcher followed the descriptive analytical method, through which the statistical package for social science (SPSS) is used to analyze those results and discuss them. The questionnaire revolves round two main constituents needed for analyzing the effectiveness of the textbook in terms of each one of the following six domains, layout and design, activities, skills, language type, subject and content and finally assessment. The data was collected by the researcher, then analyzed statistically and finally presented in the tabular forms below. The tables below demonstrate the participants' responses and their percentages.

4.1 Table 1. The description of the subjects of the sample

Responses	Frequency	Percent
Male	77	85.6
Female	13	14.4
Total	90	100.0

The above table represents the frequencies and the percentage of the classification (male and female) of the sample who participated in this study.

It is observed that the frequency of the males is higher than the frequency of the females. Males' frequency is 77 and their percentage is 85.6%, whereas females' frequency is 13 and their percentage is 14.4%. The total number of the two genders is 90 members with a total percentage of 100%.

4.1.1 The Responses to the Questionnaire

The responses to the questionnaire of 30 items were represented in charts and computed. The following is the analytical interpretation and discussion of the findings to see to what extent they give answers to the related questions of this study. Each item in the questionnaire is translated to Arabic Language for the engineering students, to get an accurate and clear responses based on their full understanding to the topic, then to be analyzed statistically and to be discussed in this chapter. The same procedure is conducted for the English version of the instructor's questionnaire. Of course, the discussion will be supported with different tables accordingly.

4.1.2 Student's Questionnaire Analysis

The questionnaire was distributed to a number of engineering students who studied the current evaluated textbook *"SIU English Language Course 'C'"*, to see how they perceive about it. They are 90 out of about 900 students who study the textbook as ESP for engineering students. The following tables represent the responses of engineering students about the textbook.

4.1.1 Table Domain 1: students' perceptions towards the layoutand design of the textbook *"SIU English Language Course 'C'.*

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The textbook layout and design are suitable, attractive and related to the engineering subjects.	% 37.8	% 47.8	% 7.8	% 3.3	% 3.3
2	The textbook is well organized and helpful to engineering students	37.8	44.4	10	6.7	1.1
3	The textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects.	27.8	43.3	13.3	10	5.6
4	The objectives of lessons are clearly stated at the beginning ofeach lesson in the textbook and they support the engineering subjects.	41.1	36.7	14.4	5.6	2.2
5	The textbook has adequate review sections and exercises related to the engineering subjects.	37.8	37.8	15.6	5.6	3.3
	Frequency Mean	164/5 32.8 36.4 %	189/5 37.8 42%	55/5 11 12.2%	28/5 5.6 6.2 %	14/5 2.8 3.1 %

In the above table, the students' responses in general show their satisfaction with the layout and design of this book *SIU **English Language Course 'C'**.* Most of the responses to the first domain agree that the textbook is suitable, attractive and related to the specialization of the students, i.e., engineering. The majority of students also agree that it is well organized and helpful to them with engineering subjects. Besides, more than three quarters of them admit that the textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects. In addition, most of them advocate that the objectives of lessons are clearly stated at the beginning of each lesson in the textbook and they support the engineering subjects. Finally, most of the responses acknowledge that the evaluated book has adequate review sections and exercises related to the engineering subjects.

From the above findings, it could be concluded that the layout and design of *SIU **English Language Course 'C'*** are quite effective since more than (78%) of the students agree or even strongly agree with most of the statements in the above table**.** This result could be considered as the answer to the first question of the study which inquires about the effectiveness and appropriateness of the book in terms of its layout and design.

A. Layout and design in the textbook "*SIU English LanguageCourse 'C'*"

Layout and design of a textbook commonly refer to the outside and inside shape of the textbook and its organization and presentation of language items and activities. This may also include how the textbook looks or how it appears to its customers in general. (Inal, 2006). The first question of this study, therefore, inquires about the effectiveness and suitability of *SIU English Language Course 'C'* in terms of its layout and design.

4.1.1.1. Table 1, the students' views towards the first item in textbooks' layout and design.

Responses	Frequency	Percent
Strongly disagree	3	3.3%
Disagree	3	3.3%
Neutral	7	7.8%
Agree	43	47.8%
Strongly agree	34	37.8%
Total	90	100.0%

The responses to the first statement in **Table 1** above indicate that an overwhelming majority of about (86%) of the students agree that the textbook *"SIU English Language Course 'C'"* is well organized and helpful to engineering students, whereas in the opposite side there are (7%)disagree about the same point, while about (8%) of the respondents are neutral with regard to this point.

So, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the textbook layout and design are suitable, attractive and related to the engineering subjects*) which deals with the layout and design of the textbook *SIU English Language Course 'C'".*

4.1.1.2 Table 2. The students' views towards the second item in textbooks' layout and design.

Responses	Frequency	Percent
Strongly disagree	1	1.1%
Disagree	6	6.7%
Neutral	9	10.0%
Agree	40	44.4%
Strongly agree	34	37.8%
Total	90	100.0%

Regarding the response to the second statement in **Table 2,** there are about (82 %) of the sample who acknowledge that the textbook is well organized and helpful to the engineering students, whereas from the other side there are only (08%) disagree about the same point, while about (10%) of the respondents are neutral with regard to this point.

So, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the textbook is well organized and helpful to engineering students*) related to the layout and design of this textbook..

4.1.1.3 Table 3. The students' views towards the third item in textbooks' layout and design.

Responses	Frequency	Percent
Strongly disagree	5	5.6%
Disagree	9	10.0%
Neutral	12	13.3%
Agree	39	43.3%
Strongly agree	25	27.8%
Total	90	100.0%

In the response to the third statement in **Table 3**, there are about (71%) of the participants point out that the textbook is well supported with picture, figures, mind-maps, and other e- learning materials related to the engineering subjects, whereas in the

opposite side there are about (16%) disagree about the same point, while about (13%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the third statement (*the textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects*) that is concerned with layout and design of this textbook.

4.1.1.4 Table 4. The students' views towards the forth item in textbooks' layout and design.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	5	5.6%
Neutral	13	14.4%
Agree	33	36.7%
Strongly agree	37	41.1%
Total	90	100.0%

The responses to the forth statement in **Table 4,** above indicate that an overwhelming majority of about (78%) of the participants agree that the objectives of lessons are clearly stated at the beginning of each lesson in thetextbook and they support the engineering subjects, whereas in the opposite side there are about (8%) disagree about the same point, while about (14%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the objectives of lessons are clearly stated at the beginning of each lesson in the textbook and they support the engineering subjects*) which is related to the layout and design of this textbook.

4.1.1.5 Table 5. The students' views towards the fifth item intextbooks' layout and design.

Responses	Frequency	Percent
Strongly disagree	3	3.3%
Disagree	5	5.6%
Neutral	14	15.6%
Agree	34	37.8%
Strongly agree	34	37.8%
Total	90	100.0%

There are about (76 %) of students in **Table 5,** believe that the textbook has adequate review sections and exercises related to the engineering subjects, whereas in the opposite side there are about (9%) disagree about the same point, while about (16%) of the respondents are neutral with regardto this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the fifth statement (*the textbook has adequate review sections and exercises related to the engineering subjects*) which is related to the layout and design of this textbook.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	**The** textbook provides enough communicative, meaningful activities relatedto the engineering subjects.	26.7%	4 4.4%	16. 7%	10%	2.2 %
7	The textbook incorporates individual, pair, and group work activities related to the engineering subjects.	32.2	4 2.2	15. 6	5.6	4.4
8	The textbook introducesthe grammar activities and vocabulary items in motivating and realistic engineering contexts.	36.7	3 4.4	15. 6	10	3.3
9	The textbook provides a balanced set of activities.	24.4	4 5.6	18. 9	7.8	3.3
10	The activities can be modified or supplemented easily to fit different engineering contexts.	35.6	4 0	15. 6	7.8	1.1
	Frequency Mean	5 140/ 28 31.1 %	1 86/5 3 7.2 4 1.6%	74/ 5 9.4 10. 4%	37/5 7.4 8.2 %	13/5 2.6 2.9 %

The above table represents that about (73%) of the respondents believethat *SIU English Language Course 'C'* provides enough communicative, meaningful activities related to the engineering subjects. Also, the textbook incorporates individual, pair, and group work activities related to the engineering subjects. Furthermore, it incorporates individual, pair, and groupwork activities related to the engineering subjects. In addition

to that, the textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts and provides a balanced set of activities. Finally, most of students acknowledge that the activities could be modified or supplemented easily to fit different engineering contexts and they cater for the different needs of the learners and for the different requirements of language learning.

The above findings can be used to answer the second question of the study, which inquires about the suitability of the textbooks' activities for students. It is concluded that about three quarters of students agree or even strongly agree that this book is quite adequate in terms of activities.

B. **Activities in the textbook.**

4.1.2.6 **Table 6. The students' perceptions about the first item in textbooks' activities.**

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	9	10.0%
Neutral	15	16.7%
Agree	40	44.4%
Stronglyagree	24	26.7%
Total	90	100.0%

The responses to the first statement in **Table 6** above indicate that an overwhelming majority of about (71%) of the participants agree that the textbook provides enough communicative, meaningful activities related to the engineering subjects, whereas on the other hand there are about (12%) disagree about the same point, while about (17%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the textbook provides enough communicative, meaningful activities related to the engineering subjects*) concerning the activities of this textbook.

4.1.2.7 Table 7. The students' perceptions about the second item intextbooks' activities.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	5	5.6%
Neutral	14	15.6%
Agree	38	42.2%
Strongly agree	29	32.2%
Total	90	100.0%

The responses to the second statement in **Table 7,** above indicate that an overwhelming majority of about (74%) of the participants agree that the textbook incorporates individual, pair, and group work activities related to the engineering subjects, whereas on the other hand there are about (10%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the textbook incorporates individual, pair, and group work activities related to the engineering subjects*) which focuses on the activities of this textbook.

4.1.2.8 Table 8. The students' perceptions about the third item intextbooks' activities.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	9	10.0%
Neutral	14	15.6%
Agree	31	34.4%
Strongly agree	33	36.7%
Total	90	100.0%

The responses to the eighth statement in **Table 8** above indicate that an overwhelming majority of about (71%) of the participants agree that textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts, whereas in the other side thereare about (13%) disagree about the

same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the third statement (*the textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts*) regarding the activities of this textbook.

4.1.2.9 Table 9. The students' perceptions about the forth item intextbooks' activities.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	7	7.8%
Neutral	17	18.9%
Agree	41	45.6%
Strongly agree	22	24.4%
Total	90	100.0%

The responses to the ninth statement in **Table 9,** above indicate that an overwhelming majority of about (70%) of the participants agree that the textbook provides a balanced set of activities, whereas in the other side there are about (11%) disagree about the same point, while about (19%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the textbook provides a balanced set of activities*) regarding the activities of thistextbook.

4.1.2.10 Table 10. The students' perceptions about the fifth item in textbooks' activities.

Responses	Frequency	Percent
Strongly disagree	1	1.1%
Disagree	7	7.8%
Neutral	14	15.6%
Agree	36	40.0%
Strongly agree	32	35.6%
Total	90	100.0%

Regarding the response to the fifth statement in **Table 10,** about (76 %) of the sample acknowledge that the activities can be modified or supplemented easily to fit different engineering contexts, whereas in the other side there are about (9%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the fifth statement (*the activities can be modified or supplemented easily to fit different engineeringcontexts*) that relates to the activities of this textbook.

Table Domain 3: Students' view regarding *"SIU EnglishLanguage Course 'C'* **effectiveness in terms of skills.**

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	The textbook provides an appropriate balance of the listening skill.	31.1%	42.2%	17.8%	6.7%	2.2%
12	The textbook provides an appropriate balance of the reading skill.	37.8	38.9	15.6	4.4	3.3
13	The textbook provides an appropriate balance of the speaking skill.	30	37.8	16.7	10	5.6
14	The textbook provides an appropriate balance of the writing skill.	33.3	30	22.2	11.1	3.3
15	The textbook highlights and practices suitable amount of pronunciation skill**.**	30	40	15.6	10	4.4
	Frequency Mean	146/5 29.2 32.4 %	170/5 34 37.8%	79/5 15.8 17.6%	38/5 7.6 8.4 %	17/5 3.4 3.8 %

The third question of the study inquiries about 'To what extent is *"SIUEnglish Language Course 'C'* appropriate in terms of presenting different language skills? The level of effectiveness of this book in this domain is checked via five items in this table and the responses of these items are presented in the above table.

The above table demonstrates that more than three quarters of the students agree or even strongly agree that *SIU English Language Course*

'C' provides an appropriate balance of the listening skill, and more than three quarters of them agree that the textbook provides an appropriate balance of the reading skill, another high number of them acknowledge that their book provides an appropriate balance of the speaking skill, while more than 63% of them agree that the textbook provides an appropriate balance of the writing skill, finally, 70% of them agree that the textbook provides suitable amount of pronunciation skill.

From the above results, it could be concluded that the ***SIU English Language Course 'C'*** covers all the four necessary skills, listening, speaking, reading, and writing, beside the pronunciation and uses them properly facilitate the teaching and learning of English Language. The skills integration and the development of discourse and fluency through sub-skills are given sufficient attention. The results of the study show that the majority of the students and the instructors agree that the materials in this book provide some balance among the language skills.

C. **Skills in the textbook.**

4.1.3.**11. The students' perceptions about the first item in textbooks' skills.**

Responses	Frequency	Percent
Strongly disagree	2	2.2%
Disagree	6	6.7%
Neutral	16	17.8%
Agree	38	42.2%
Strongly agree	28	31.1%
Total	90	100.0%

Regarding the response to the eleventh statement in **Table 11,** about (73 %) of the sample acknowledge that the textbook provides an appropriate balance of the listening skill, whereas in the other side there are about (9%) disagree about the same point, while about (18%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the textbook provides an appropriate balance of the listening skill*) that relates to the skills of this textbook.

4.1.3. 12Table 12. The students' perceptions about the second itemin textbooks' skills.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	4	4.4%
Neutral	14	15.6%
Agree	35	38.9%
Strongly agree	34	37.8%
Total	90	100.0%

The responses to the second statement in **Table 12,** above indicate that an overwhelming majority of about (77%) of the participants agree that the textbook provides an appropriate balance of the reading skill, whereas in the other side there are about (8%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the textbook provides an appropriate balance of the reading skill*) that focuses on the skills of this textbook.

4.1.3.13 Table 13. The students' perceptions about the third itemin textbooks' skills.

Responses	Frequency	Percent
Stronglydisagree	5	5.6%
Disagree	9	10.0%
Neutral	15	16.7%
Agree	34	37.8%
Strongly agree	27	30.0%
Total	90	100.0%

The responses to the thirteenth statement in **Table 13,** above indicate that an overwhelming majority of about (68%) of the participants agree that the textbook provides an appropriate balance of the speaking skill, whereasin the other side there are about (16%) disagree about the same point, while about (17%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the

participants are largely satisfied with the third statement (*the textbook provides an appropriate balance of the speaking skill*) that focuses on the skills of this textbook.

4.1.3.14Table 14. The students' perceptions about the forth item intextbooks' skills.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	10	11.1%
Neutral	20	22.2%
Agree	27	30.0%
Strongly agree	30	33.3%
Total	90	100.0%

The responses to the forth statement in **Table 14,** above indicate that an overwhelming majority of about (63%) of the participants agree that the textbook provides an appropriate balance of the writing skill, whereas in the other side there are about (14%) disagree about the same point, while about (22%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the textbook provides an appropriate balance of the writing skill*) regarding theskills of this textbook.

4.1.3.15 Table 15. The students' perceptions about the fifth item intextbooks' skills.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	9	10.0%
Neutral	14	15.6%
Agree	36	40.0%
Strongly agree	27	30.0%
Total	90	100.0%

The responses to the fifth statement in **Table 15,** above indicate that an overwhelming majority of about (70%) of the participants agree that textbook highlights and practices suitable amount of pronunciation skill, whereas in the other side there are about (14%) disagree about the same point, while about (16%) of the respondents are

neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the fifth statement (*the textbook highlights and practices suitable amount of pronunciation skill*) that relates to the skills of this textbook.

4.1.4. Table Domain 4: Students' view about Language type in the textbook.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	The language used in the textbook is authentic and suits the engineering students.	47.8 %	3 6.7%	10 %	3.3 %	2.2 %
17	The language used in the textbook is at the right level for the students of engineering.	36.7	4 5.6	12. 2	4.4	1.1
18	The language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students.	36.7	3 7.8	15. 6	7.8	2.2
19	The language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students.	30	4 2.2	15. 6	8.7	3.3
20	The language used in the textbook presents the grammar points with brief and easy examples and explanations.	37.8	3 8.9	15. 6	5.6	2.2
	Frequency Mean	170/ 5 34 37.8 %	1 39/5 2 7.8	62/ 5 12. 4 13. 8	27/5 5.4 6%	10/5 2 2.2 %
			3 0.9%			

The fourth research question inquires about the effectiveness of *SIU English Language Course 'C'* in terms of language type. This question is answered through the students' responses to the five statements in this domain. Responses to these statements are presented in the above table.

It is clear from the above table that more than three quarters of the subjects agree or even strongly agree that the language used in the textbook is authentic and suits the engineering students. Regarding the language used in the textbook, two thirds of the

subjects agreed that it is at the right level for the students of engineering. Furthermore , more than three quarters of the subjects acknowledge that the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students, regarding the next item it agreed upon among more than three quarters of the students that the language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students, regarding the last item in this domain the opinion of more than three quarters of the students go with the saying that the language used in the textbook presents the grammar points with brief and easy examples and explanations.

Regarding this finding, it could be considered as an answer to the fourthquestion of this study which inquiries about the suitability of the language type in this book.

D. **Language type in the textbook.**

4.1.4.16 Table 16. The students' perceptions about the first item in textbooks' language type.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	3	3.3%
Neutral	9	10.0%
Agree	33	36.7%
Stronglyagree	43	47.8%
Total	90	100.0%

The responses to the first statement in **Table 16,** above indicate that an overwhelming majority of about (85%) of the participants agree that the language used in the textbook is authentic and suits the engineering students, whereas in the opposite side there are about (6%) disagree about the same point, while about (10%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the language used in the textbook is authentic and suits the engineeringstudents*) that relates to the language type of the textbook.

4.1.4.17.Table 17.The students' perceptions about the second item in textbooks' language type.

Responses	Frequency	Percent
Stronglydisagree	1	1.1%
Disagree	4	4.4%
Neutral	11	12.2%
Agree	41	45.6%
Stronglyagree	33	36.7%
Total	90	100.0%

The responses to the second statement in **Table 17,** above indicate that an overwhelming majority of about (82%) of the participants agree that the language used in the textbook is at the right level for the students of engineering, whereas in the opposite side there are about (6%) disagree about the same point, while about (12%) of the respondents are neutral withregard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the language used in the textbook is at the right level for the students of engineering*) that relates to the language type of the textbook.

4.1.4.18 Table 18. The students' perceptions about the third item intextbooks' language type.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	7	7.8%
Neutral	14	15.6%
Agree	34	37.8%
Strongly agree	33	36.7%
Total	90	100.0%

The responses to the third statement in **Table 18,** above indicate that an overwhelming majority of about (75%) of the participants agree that the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering

students; whereas on the opposite side there are about (10%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the third statement (*the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students*) that focuses on the language type of the textbook.

4.1.4.19 Table 19. The students' perceptions about the forth item in textbooks' language type.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	8	8.9%
Neutral	14	15.6%
Agree	38	42.2%
Stronglyagree	27	30.0%
Total	90	100.0%

The responses to the forth statement in **Table 19,** above indicate that an overwhelming majority of about (72%) of the participants agree that the language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students, whereas in the opposite side there are about (12%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students*) regarding the language type of the textbook.

4.1.4.20 Table 20. The students' perceptions about the fifth item in textbooks' language type.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	5	5.6%
Neutral	14	15.6%
Agree	35	38.9%
Stronglyagree	34	37.8%
Total	90	100.0%

The responses to the fifth statement in **Table 20,** above indicate that an overwhelming majority of about (77%) of the participants agree that the language used in the textbook presents the grammar points with brief and easy examples and explanations, whereas in the opposite side there are about (8%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the fifth statement (*the language used in the textbook presents the grammar points with brief and easy examples and explanations*) that focuses on the language type of the textbook.

4.1.5 Table Domain 5: Students' view about Subject and content in the textbook.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21	The textbook provides clear subject and content for the engineering students.	37.8 %	4 0%	15. 6%	5.6 %	1.1 %
22	The subject and content of the textbook are generally realistic and relevant to the engineering students' needs.	36.7	4 0	16. 7	4.4	2.2
23	The textbook is supported with pictures in subject and content related to the engineering students.	33.3	4 2.2	15. 6	4.4	4.4
24	The textbook provides sufficient and motivated variety in the subject and content to the engineering students.	33.3	3 5.6	21. 1	3.3	6.7
25	The textbook provides subject and content that are motivating and challenging.	32.2	3 1.1	14. 4	16.7	5.6
	Frequency Mean	166/ 5 33.2 36.9 %	1 70/5 3 4 3 7.8%	75/ 5 15 16. 7%	31/5 6.2 6.9 %	18/5 3.6 4%

In the fifth question of study, the students are asked about the relevance of the subject and content of *SIU English Language Course 'C'* to the students' needs and culture. The responses of students to these issues are summarized in the above table.

The above table reveals that almost three quarters of the students agree or even strongly agree that the textbook provides clear subject and content for the engineering

students. In fact, most of them acknowledge that the subject and content of the textbook are generally realistic and relevant to theengineering students' needs. At the same time, they agree that the textbook is supported with pictures in subject and content related to the engineering students. Furthermore, the agree that the textbook provides sufficient and motivated variety in the subject and content to the engineering students, regarding the last item the majority of them acknowledge that the textbook provides subject and content that are motivating and challenging.

From the above finding, it could be considered as an answer for the fifthquestion of this study, which inquiries about the relevancy of subject and content in this book.

E. **Subject and content in the textbook.**

4.1.5.21 Table 21. The students' perceptions about the first item in textbooks' subject and content.

Responses	Frequency	Percent
Stronglydisagree	1	1.1%
Disagree	5	5.6%
Neutral	14	15.6%
Agree	36	40.0%
Stronglyagree	34	37.8%
Total	90	100.0%

The responses to the first statement in **Table 21,** above indicate that an overwhelming majority of about (78%) of the participants agree that the textbook provides clear subject and content for the engineering students, whereas in the opposite side there are about (7%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the textbook provides clear subject and content for the engineering students*) regarding the subject and content of the textbook.

4.1.5.22 Table 22. The students' perceptions about the second item in textbooks' subject and content.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	4	4.4%
Neutral	15	16.7%
Agree	36	40.0%
Stronglyagree	33	36.7%
Total	90	100.0%

The responses to the second statement in **Table 22,** above indicate that an overwhelming majority of about (77%) of the participants agree that the subject and content of the textbook are generally realistic and relevant to the engineering students' needs; whereas on the opposite side there are about (7%) disagree about the same point while about (17%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the subject and content of the textbook are generally realistic and relevant to the engineering students' needs*) that focuses on the subject and content of the textbook.

4.1.5.23 Table 23. The students' perceptions about the third item in textbooks' subject and content.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	4	4.4%
Neutral	14	15.6%
Agree	38	42.2%
Stronglyagree	30	33.3%
Total	90	100.0%

The responses to the third statement in **Table 23,** above indicate that an overwhelming majority of about (76%) of the participants agree that the textbook is supported with pictures in subject and content related to the engineering students, whereas in the opposite side there are about (9%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the third statement (*the textbook is supported with pictures in subject and content related to the engineering students*) with regard to subject and content of the textbook.

4.1.5.24 Table 24. The students' perceptions about the forth item in textbooks' subject and content.

Responses	Frequency	Percent
Stronglydisagree	6	6.7%
Disagree	3	3.3%
Neutral	19	21.1%
Agree	32	35.6%
Stronglyagree	30	33.3%
Total	90	100.0%

The responses to the twenty-forth statement in **Table 24,** above indicate that an overwhelming majority of about (69%) of the participants agree that the textbook provides sufficient and motivated variety in the subject and content to the engineering students, whereas on the opposite side there are about (10%) disagree about the same point, while about (21%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the textbook provides sufficient and motivated variety in the subject and content to the engineering students*) that focuses on the subject and content of the textbook.

4.1.5.25 Table 25. The students' perceptions about the fifth item in textbooks' subject and content.

Responses	Frequency	Percent
Stronglydisagree	5	5.6%
Disagree	15	16.7%
Neutral	13	14.4%
Agree	28	31.1%
Stronglyagree	29	32.2%
Total	90	100.0%

The responses to the fifth statement in **Table 25** above indicate that an overwhelming majority of about (63%) of the participants agree that the textbook provides subject and content that are motivating and challenging.
Whereas on the opposite side there are about (22%) disagree about the same point, while about (14%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the fifth statement (*the textbook provides subject and content that are motivating and challenging*) regarding the subject and content of the textbook.

4.1.6. Table Domain 6: Students' view about the Assessment andevaluation of the textbook.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26	The textbook provides variety of assessment tools.	34.4 %	3 1.1%	22.2%	8.9 %	3.3 %
27	The assessment tasks in the textbook are appropriate for the engineering students'abilities.	35.6	3 5.6	22.2	4.4	2.2
28	The assessment tasks inthe textbook focus on developing the engineering students thinking and cognition.	35.6	3 8.9	14.4	6.7	4.4
29	The textbook provides variety of test types related tothe engineering subjects, (objective vs. subjective).	27.8	4 8.9	15.6	3.3	4.4
30	The textbook adopted none-traditional assessmenttechniques such as formativeassessment practice.	30	3 8.9	18.9	7.8	4.4
	Frequency Mean	147/5 29.4 32.7 %	1 70/5 3 4 3 7.8%	83/5 16.6 18.4%	28/5 5.6 6.2 %	17/5 3.4 3.8 %

For the sixth question of this study, it asks about the appropriateness ofthe assessment and evaluation in the textbook. The answer to this question is obtained from the students' responses to the five items in the above table.

It is clear from the above table that more than three quarters of the subjects agree or even strongly agree that the textbook provides variety of assessment tools. Regarding the assessment tasks in the textbook, it found that more than three quarters of the students agree that the assessment practice is appropriate for the engineering students' abilities. Further, more than three quarters of students acknowledge that the assessment

tasks in the textbook focus on developing the engineering students thinking and cognition. Regarding the next item, more than three quarters of the students, claim that the textbook provides variety of test types related to the engineering subjects, (objective vs. subjective). With respect to the last item in this domain, the opinion of more than three quarters of the students go with the idea that the textbook adopts none- traditional assessment techniques such as formative assessment practice.

From the above finding, it could be considered as the answer of the sixth question of this study which inquires about the effectiveness of the assessment and evaluation in *"SIU English Language Course 'C'*.

F. Assessment and evaluation of the textbook.

4.1.6.26 Table 26. The students' perceptions about the first item regarding the textbooks' assessment and evaluation.

Responses	Frequency	Percent
Stronglydisagree	3	3.3%
Disagree	8	8.9%
Neutral	20	22.2%
Agree	28	31.1%
Stronglyagree	31	34.4%
Total	90	100.0%

The responses to the first statement in **Table 26,** above indicate that an overwhelming majority of about (66%) of the participants agree that the textbook provides variety of assessment tools, whereas in the opposite side there are about (12%) disagree about the same point, while about (22%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the first statement (*the textbook provides variety of assessment tools*) that focuses on the assessment and evaluation of the textbook.

4.1.6.27 Table 27. The students' perceptions about the second itemregarding the textbooks' assessment and evaluation.

Responses	Frequency	Percent
Stronglydisagree	2	2.2%
Disagree	4	4.4%
Neutral	20	22.2%
Agree	32	35.6%
Stronglyagree	32	35.6%
Total	90	100.0%

The responses to the second statement in **Table 27,** above indicate that an overwhelming majority of about (71%) of the participants agree that the assessment tasks in the textbook are appropriate for the engineering students' abilities, whereas in the opposite side there are about (7%) disagreeabout the same point, while about (22%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the second statement (*the assessment tasks in the textbook are appropriate for the engineering students' abilities*) with regard to the assessment and evaluation of thetextbook.

4.1.6.28 Table 28. The students' perceptions about the third itemregarding the textbooks' assessment and evaluation.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	6	6.7%
Neutral	13	14.4%
Agree	35	38.9%
Stronglyagree	32	35.6%
Total	90	100.0%

The responses to the third statement in **Table 28,** above indicate that an overwhelming majority of about (75%) of the participants agree that the assessment tasks in the textbook focus on developing the engineering students thinking and cognition, whereas in the opposite side there are about (11%) disagree about the same point, while about (14%) of the respondents are neutral with regard to this point.

Hence, the responses of students in the above table in general show that the participants are largely satisfied with the third statement (*the assessment tasks in the textbook focus on developing the engineering students thinking and cognition*) which relates to assessment and evaluation of the textbook.

4.1.6.29 Table 29. The students' perceptions about the forth itemregarding the textbooks' assessment and evaluation.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	3	3.3%
Neutral	14	15.6%
Agree	44	48.9%
Stronglyagree	25	27.8%
Total	90	100.0%

The responses to the forth statement in **Table 29,** above indicate that an overwhelming majority of about (77%) of the participants agree that the textbook provides variety of test types related to the engineering subjects, (objective vs. subjective), whereas in the opposite side there are about (8%) disagree about the same point, while about (16%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general show that the participants are largely satisfied with the forth statement (*the textbook provides variety of test types related to the engineering subjects, (objective vs. subjective*) concerning the assessment and evaluation of the textbook.

4.1.6.30 Table 30. The students' perceptions about the fifth itemregarding the textbooks' assessment and evaluation.

Responses	Frequency	Percent
Stronglydisagree	4	4.4%
Disagree	7	7.8%
Neutral	17	18.9%
Agree	35	38.9%
Stronglyagree	27	30.0%
Total	90	100.0%

The responses to the fifth statement in **Table 30,** above indicate that an overwhelming majority of about (69%) of the participants agree that the textbook adopted none- traditional assessment techniques such as formative assessment practice, whereas in the opposite side there are about (12%) disagree about the same point, while about (19%) of the respondents are neutral with regard to this point.

Therefore, the responses of students in the above table in general showthat the participants are largely satisfied with the fifth statement (*the textbook adopted none-traditional assessment techniques such as formativeassessment practice*) regarding the assessment and evaluation of the textbook.

4.2 Teacher's Questionnaire Analysis

The questionnaire was distributed to a number of instructors who taughtthe current evaluated textbook *"SIU English Language Course 'C'",* concurrently with the student's questionnaire, to see how they perceive about it. They are 9 out of 15 instructors. The following tables represent the responses of instructors about the textbook.

A. Layout and design in the textbook "*SIU English LanguageCourse 'C'*"

4.2.1 Table 1. The instructors' perceptions about the first itemrelated to the layout and design of the textbook "*SIU English LanguageCourse 'C'*".

Responses	Frequency	Percent
Strongly disagree	1	11.1
Agree	3	33.3
Strongly agree	5	55.6
Total	9	100.0

The responses to the first statement in **Table 1** above indicate that an overwhelming majority of about (89%) of the instructors agree that the textbooks' layout and design are suitable, attractive and related to the engineering subjects, whereas about (11%) of them disagree with the sameitem.

Therefore, it could be said that the instructors are satisfied with the first item (*the textbook layout and design are suitable, attractive and relatedto the engineering subjects*) concerning the layout and design of the textbook.

4.2.2. Table 2. The instructors' perceptions about the second itemrelated to the textbooks' layout and design.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	1	11.1%
Strongly agree	7	77.8%
Total	9	100.0%

Regarding the response to the statement in **Table 2,** there are about (89%) of the instructors acknowledge that the textbook is organized and helpful to engineering students, whereas about (11%) of them disagree with the same item.

Therefore, it can be said that the instructors are satisfied with the second item (*the textbook is well organized and helpful to engineeringstudents*) regarding the layout and design of the textbook.

4.2.3. **Table 3. The instructors' perceptions about the third item related to the textbooks' layout and design.**

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	2	22.2%
Strongly agree	6	66.7%
Total	9	100.0%

In the response to the statement **Table 3**, there are about (89%) of the instructors point out that the textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects, whereas about (11%) of them disagree with the same item.

Therefore, it can be said that the instructors are satisfied with the third item (*the textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects*) related to the layout and design of the textbook.

4.2.4 **Table 4. The instructors' perceptions about the forth item related to the textbooks' layout and design.**

Responses	Frequency	Percent
Strongly disagree	1	10.1%
Disagree	2	23.2%
Agree	2	22.2%
Strongly agree	4	44.4%
Total	9	100.0%

The responses to the first statement in **Table 4** above indicate that most of the instructors, about (67%), agree that the objectives of lessons should be stated at the beginning of each lesson in the textbook and they support the engineering subjects, whereas about (33%) of them disagree with this item.

Therefore, it could be said that the instructors are satisfied with the forth item (*the objectives of lessons are clearly stated at the beginning of each lesson in the textbook and they support the engineering subjects*) that relates the layout and design of the textbook.

4.2.5. **Table 5. The instructors' perceptions about the fifth itemrelated to the textbooks' layout and design.**

Responses	Frequency	Percent
Strongly disagree	1	10.1%
Disagree	1	12.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the statement in **Table 5** above indicate that most ofinstructors about (78%), agree that the textbook has adequate review sections and exercises related to the engineering subjects, whereas about (22%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with thefifth item (*the textbook has adequate review sections and exercises related to the engineering subjects*) regarding the layout and design of the textbook.

B. Activities in the textbook.

4.2.6 Table 6. The instructors' perceptions about the first item intextbooks' activities.

Responses	Frequency	Percent
Strongly disagree	1	12.1%
Disagree	1	10.1%
Agree	3	33.3%
Strongly agree	4	44.4%
Total	9	100.0%

In the response to the first statement **Table 6**, there are about (78%) of the instructors agree that the textbook provides enough communicative, meaningful activities related to the engineering subjects, whereas about (22%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with thefirst item (*the textbook provides enough communicative, meaningful activities related to the engineering subjects*) concerning the activities of thetextbook.

4.2.7 Table 7. The instructors' perceptions about the second item intextbooks' activities.

Responses	Frequency	Percent
Disagree	1	11.1%
Agree	3	33.3%
Strongly agree	5	55.6%
Total	9	100.0%

In the response to the second statement **Table 7**, there are about (89%) of the instructors point out that the textbook incorporates individual, pair, and group work activities related to the engineering subjects, whereas about (11%) of them disagree about the same item.

Therefore, it can be concluded that the instructors are satisfied with the second item (*the textbook incorporates individual, pair, and group work activities related to the engineering subjects*) related to the activities of the textbook.

4.2.8 Table 8. The instructors' perceptions about the third item in textbooks' activities.

Responses	Frequency	Percent
Strongly disagree	1	12.1%
Neutral	1	10.1%
Agree	3	33.3%
Strongly agree	4	44.4%
Total	9	100.0%

The responses to the third statement in Table 8 above indicate that most of instructors about (78%), agree that the textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts, whereas about (12%) of them disagree on this itemand (10%) of the responses are neutral.

Therefore, it can be concluded that the instructors are satisfied with thethird item (*the textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts*) regarding the activities of the textbook.

4.2.9 Table 9. The instructors' perceptions about the forth item in textbooks' activities.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	2	22.2%
Agree	2	22.2%
Strongly agree	4	44.4%
Total	9	100.0%

In the response to the forth statement **Table 9**, there are about (67%) of the instructors acknowledge that the textbook provides a balanced set of activities, whereas about (11%) of them disagree about the same item and (22%) of the responses are neutral.

Therefore, it can be concluded that the instructors are satisfied with the forth item (*the textbook provides a balanced set of activities*) concerning the activities of the textbook.

4.2.10 Table 10. The instructors' perceptions about the fifth item in textbooks' activities.

Responses	Frequency	Percent
Strongly disagree	1	12.1%
Neutral	1	10.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

Regarding the response to the fifth statement in **Table 10,** there are about (78 %) of the instructors acknowledge that the activities can be modified or supplemented easily to fit different engineering contexts, whereas about (12%) of them disagree with the same item and (10%) of the responses are neutral.

Therefore, it can be concluded that the instructors are satisfied with the fifth item (*the activities can be modified or supplemented easily to fit different engineering contexts*) regarding the activities of the textbook.

C. Skills in the textbook.

4.2.11 Table 11. The instructors' perceptions about the first item intextbooks' skills.

Responses	Frequency	Percent
Strongly disagree	2	22.2%
Agree	3	33.3%
Strongly agree	4	44.4%
Total	9	100.0%

In the response to the first statement **Table 11**, there are about (78%) of the instructors who point out that, the textbook provides an appropriate balance of the listening skill, whereas about (22%) of them disagree with thesame item.

Therefore, it can be concluded that the instructors are satisfied with thefirst item (*the textbook provides an appropriate balance of the listening skill*) related to the skills of the textbook.

4.2.12 Table 12. The instructors' perceptions about the second itemin textbooks' skills.

Responses	Frequency	Percent
Strongly disagree	1	10.1%
Disagree	1	12.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

Regarding the response to the second statement in Table 12, there areabout (78%) of the instructors acknowledge that the textbook provides an appropriate balance of the reading skill, whereas about (22%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with thesecond item (*the textbook provides an appropriate balance of the reading skill*) regarding the skills of the textbook.

4.2.13 Table 13. The instructors' perceptions about the third item intextbooks' skills.

Responses	Frequency	Percent
Strongly disagree	2	22.2%
Neutral	1	11.1%
Agree	2	22.2%
Strongly agree	4	44.4%
Total	9	100.0%

In the response to the third statement **Table 13**, (67%) of the instructors agree that the textbook provides an appropriate balance of thespeaking skill, whereas about (22%) of them disagree with this item and (11%) of the responses are neutral.

Therefore, it can be concluded that the instructors are satisfied with thethird item (*the textbook provides an appropriate balance of the speaking skill*) concerning the skills of the textbook.

4.2.14 Table 14. The instructors' perceptions about the forth item intextbooks' skills.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	1	11.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

In the response to the forth statement **Table 14**, (78%) of the instructors point out that the textbook provides an appropriate balance of the writing skill, whereas about (11%) of them disagree with the same item and(11%) of the responses are found to be neutral.

Therefore, it could be said that the instructors are satisfied with the forth item (*the textbook provides an appropriate balance of the writing skill*)regarding the skills of the textbook.

4.2.15 Table 15. The instructors' perceptions about the fifth item intextbooks' skills.

Responses	Frequency	Percent
Strongly disagree	1	12.1%
Disagree	1	10.1%
Neutral	2	22.2%
Agree	2	22.2%
Strongly agree	3	33.3%
Total	9	100.0%

Regarding the response to the fifth statement in **Table 15,** (56 %) of the instructors acknowledge that the textbook highlights and practices suitable amount of pronunciation skill, whereas about (22%) of them disagree with this statement and (22%) of the responses are neutral.

Therefore, it can be concluded that the instructors are satisfied with thefifth item (*the textbook highlights and practices suitable amount of pronunciation skill*) concerning the skills of the textbook.

D. Language type in the textbook.

4.2.16 Table 16. The instructors' perceptions about the first item in textbooks' language type.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	1	11.1%
Strongly agree	7	77.8%
Total	9	100.0%

In the response to the first statement in **Table 16**, (89%) of the instructors agree that the language used in the textbook is authentic and suits the engineering students, whereas about (11%) of them disagree with this statement.

Therefore, it can be concluded that the instructors are satisfied with thefirst item (*the language used in the textbook is authentic and suits the engineering students*) regarding the language type of the textbook.

4.2.17 Table 17. The instructors' perceptions about the second itemin textbooks' language type.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	2	22.2%
Strongly agree	6	66.7%
Total	9	100.0%

Regarding the response to the statement in **Table 17,** (89 %) of the instructors acknowledge that the language used in the textbook is at the rightlevel for the students of engineering, whereas about (11%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with the second item (*the language used in the textbook is at the right level for the students of engineering*) regarding the language type of the textbook.

4.2.18 Table 18. The instructors' perceptions about the third item intextbooks' language type.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	4	44.4%
Strongly agree	4	44.4%
Total	9	100.0%

The responses to the third statement in **Table 18** above indicate that an overwhelming majority of about (89%) of the instructors agree that the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students, whereas about (11%) of them disagree with this statement.

Therefore, it can be concluded that the instructors are satisfied with thethird item (*the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students*) that is concerned with suitability of the language type of the textbook.

**4.2.19 Table 19. The instructors' perceptions about the forth item intextbooks'
language type.**

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	3	33.3%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the forth statement in **Table 19** above indicate that an overwhelming majority of about (89%) of the instructors agree that the language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students, whereas about (11%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with theforth item (*the language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students*) regarding the language type of the textbook.

**4.2.20 Table 20. The instructors' perceptions about the fifth item in textbooks'
language type.**

Responses	Frequency	Percent
Strongly disagree	1	10.1
Disagree	1	12.1
Agree	3	33.3
Strongly agree	4	44.4
Total	9	100.0

Regarding the response to the fifth statement in **Table 20,** about (78 %) of the instructors acknowledge that the language used in the textbook should present the grammar points with brief and easy examples and explanations, whereas about (22%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with thefifth item (*the language used in the textbook presents the grammar points with brief and easy examples and explanations*) regarding the language typeof the textbook.

E. Subject and content in the textbook.

4.2.21 Table 21. The instructors' perceptions about the first item intextbooks' subject and content.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	3	33.3%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the first statement in **Table 21** above indicate that an overwhelming majority of about (89%) of the instructors agree that the textbook provides clear subject and content for the engineering students, whereas about (11%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with the first item (*the textbook provides clear subject and content for the engineering students)* concerning the subject and content of the textbook.

4.2.22 Table 22. The instructors' perceptions about the second item in textbooks' subject and content.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	1	11.1%
Agree	1	11.1%
Strongly agree	6	66.7%
Total	9	100.0%

The responses to the second statement in **Table 22** above indicate that an overwhelming majority of about (78%) of the instructors agree that the subject and content of the textbook are realistic and relevant to the engineering students' needs, whereas about (11%) of them disagree with thesame item, and (11%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with the second item (*the subject and content of the textbook are generally realistic and relevant to the engineering students' needs*) regarding the subject and content of the textbook.

4.2.23 Table 23. The instructors' perceptions about the third item intextbooks' subject and content.

Responses	Frequency	Percent
Strongly disagree	1	10.1%
Neutral	1	12.1%
Agree	3	33.3%
Strongly agree	4	44.4%
Total	9	100.0%

Regarding the response to the third statement in **Table 23,** there are about (78 %) of the instructors acknowledge that the textbook is supportedwith pictures in subject and content related to the engineering students, whereas about (10%) of them disagree with the same item, and (12%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with thethird item (*the textbook is supported with pictures in subject and content related to the engineering students*) concerning the subject and content of the textbook.

4.2.24 Table 24. The instructors' perceptions about the forth item intextbooks' subject and content.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	1	11.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the forth statement in **Table 24** above indicate that an overwhelming majority of about (78%) of the instructors agree that the textbook provides sufficient and motivated variety in the subject and content to the engineering students, whereas about (11%) of them disagree with the same item, and (11%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with theforth item (*the textbook provides sufficient and motivated variety in the subject and content to the*

engineering students) regarding the subject and content of the textbook.

4.2.25 Table 25. The instructors' perceptions about the fifth item in textbooks' subject and content.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Agree	3	33.3%
Strongly agree	5	55.6%
Total	9	100.0%

Regarding the response to the fifth statement in **Table 25,** there are about (89 %) of the instructors acknowledge that the textbook provides subject and content that are motivating and challenging, whereas about (11%) of them disagree with the same item.

Therefore, it can be concluded that the instructors are satisfied with the fifth item (*the textbook provides subject and content that are motivating and challenging*) regarding the subject and content of the textbook.

F. Assessment and evaluation in the textbook.

4.2.26 Table 26. The instructors' perceptions about the first item in textbooks' assessment and evaluation.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	1	11.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the first statement in **Table 26** above indicate that an overwhelming majority of about (78%) of the instructors agree that the textbook provides variety of assessment tools, whereas about (11%) of them disagree with the same item, and (11%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with the first item (*the textbook provides variety of assessment tools*) related to the assessment and evaluation of the textbook.

4.2.27 Table 27. The instructors' perceptions about the second item in textbooks' assessment and evaluation.

Responses	Frequency	Percent
Strongly disagree	1	12.1%
Neutral	2	21.2%
Agree	1	11.1%
Strongly agree	5	55.6%
Total	9	100.0%

Regarding the response to the second statement in **Table 27,** (67 %) of the instructors acknowledge that the assessment tasks in the textbook are appropriate for the engineering students' abilities, whereas about (12%) of them disagree with the same item, and (21%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with the second item (*the assessment tasks in the textbook are appropriate for the engineering students' abilities*) regarding the assessment and evaluation of the textbook.

4.2.28 Table 28. The instructors' perceptions about the third item in textbooks' assessment and evaluation.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	2	22.2%
Agree	2	22.2%
Strongly agree	4	44.4%
Total	9	100.0%

The responses to the third statement in **Table 28** above indicate that an overwhelming majority of about (67%) of the instructors agree that the assessment tasks in the textbook focus on developing the engineering students thinking and cognition, whereas about (11%) of them disagree with the same item, and (22%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with the third item (the assessment tasks in the textbook focus on developing the engineering students thinking and cognition) concerning the assessment and

4.2.29 Table 29. The instructors' perceptions about the forth item in textbooks' assessment and evaluation.

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Neutral	1	11.1%
Agree	4	44.4%
Strongly agree	3	33.3%
Total	9	100.0%

In the response to the forth statement **Table 29**, (78%) of the instructors agree that the textbook provides variety of test types related to the engineering subjects, (objective vs. subjective), whereas about (11%) ofthem disagree with this statement, and (11%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with theforth item (*the textbook provides variety of test types related to the engineering subjects, (objective vs. subjective*) regarding the assessment andevaluation of the textbook.

4.2.30 Table 30. The instructors' perceptions about the fifth item in textbooks' assessment and evaluation.

Responses	Frequency	Percent
Strongly disagree	1	10.1%
Neutral	1	12.1%
Agree	2	22.2%
Strongly agree	5	55.6%
Total	9	100.0%

The responses to the fifth statement in **Table 30** above indicate that an overwhelming majority of (78%) of the instructors agree that the textbook adopts none-traditional assessment techniques such as formative assessmentpractice, whereas about (10%) of them disagree with the same item, and (12%) are neutral.

Therefore, it can be concluded that the instructors are satisfied with thefifth item (*the textbook adopted none- traditional assessment techniques such as formative assessment practice*) concerning the assessment and

4.3. Summary

It is very clear from the above results that there is a high level of satisfaction with all items among the respondents of both the engineering students and English instructors. However, this agreement differs from one domain to another and from item to item. The highest level of agreement andsatisfaction from the students' side is 86% which is given for the first item; whereas the lowest level of satisfaction is found to be 63%, which is given to the items no fourteen and twenty- five. This means that the majority of the participants are largely satisfied with the textbook. On the other hand, it is found that the instructors' point of view is not much different from their students. It is revealed that the vast majority of the instructors express agreement and satisfaction with many issues in the questionnaire.

CHAPTER FIVE
CONCLUSIONSAND RECOMMENDATIONS

Chapter Five
Conclusions and Recommendations

5.0 Introduction

In this chapter, the researcher presents the results and the findings of the study, which are extracted in the light of the hypotheses, questions, literature review and the sample of the study. It is worth mentioning is that all the findings are in favor of the research hypotheses. In addition to that the, findings, recommendations and suggestions for further studies will be presented.

5.1 Findings

This section provides the findings of the study which aims to evaluate the level of effectiveness of the textbook "SIU English Language Course 'C'", from the perspectives of engineering students and their instructors. This evaluation is carried out at a macro-level focusing on point of view of the sample about six domains, they are, layout and design, activities, skills, language type, subject and content and finally assessment.

The detailed results of the study, percentages of the subject responses to each item in the survey are calculated to describe students and the instructors' points of view regarding the effectiveness of the above target textbook is discussed and analyzed in the previous chapter. In addition, the percentages that relate to each evaluation criteria are presented in tables and explanations are provided accordingly and discussed. Instructors' responses generated through questionnaire are conducted concurrently with the students' survey and used to verify the students' evaluations. The findings that the study has come up with are:

5.1.1. Layout and design in *SIU English Language Course 'C'*

Firstly, regarding the layout and design, it is concluded from the above findings, that the layout and design of the textbook are quite effective since the majority of the students agree or even strongly agree with most of the statements in the above table**.**

5.1.2 Activities in the textbook

Secondly, for the activities in the textbook**,** the above findings could be used to answer the second question of the study, which inquires about the suitability of activities for engineering students. It is concluded for most of students that this book is quite adequate in terms of activities.

5.1.1. Skills in the textbook

Thirdly, from the above results about skills in the textbook, it could be concluded that the textbook covers all the four necessary skills, listening, speaking, reading, and writing, beside the pronunciation and uses them properly to facilitate the teaching and learning of English Language. The skills integration and the development of discourse and fluency through sub-skills are given sufficient attention. The results of the study show that the majority of the students agree that the materials in this book provide some balance among the language skills.

5.1.2. Language type in the textbook

Fourthly, regarding the language type in the textbook findings, it could be concluded that most of students agree or strongly agree that is suitable for them and it could be considered as the answer of the fourth question of this study which inquires about the suitability of the language type in this book.

5.1.3. Subject and content in the textbook

Fifthly, from the above findings about subject and content in the textbook, it could be concluded that most of students agree or even strongly agree that the subject and contents in the textbook are relevant and they help them in their engineering studies and this can be considered as the answer of the fifth question of this study which inquires about the relevancy of subject and content in this book.

5.1.4. Assessment and evaluation in the textbook

Finally, from the above findings about the assessment and evaluation of the textbook, it could be concluded that most of students agree or even strongly agree that the textbook provides very effective ways of assessment and evaluation tools, and this could be considered as the answer of the sixth question of this study which inquires about the effectiveness of the assessment and evaluation in the textbook.

5.2. Verification of the Hypothesis

From the current study findings, it is clear that the hypothesis came to be like the results and finding in a way the majority of the responses agree that the textbook is very useful for the engineering students.

5.3. Recommendations

- Teachers of ESP should be maintained good training to teach ESP which boosts students learning not only in English Language, but even in their specialty.

- Raising students' awareness about the contents of their studies through English Language, (ESP) motivates them and improves their knowledge and competence in English Language and in their subjects. So, teachers should keep raising the students' awareness about the benefits of learning English Language in general and ESP in particular.

- Careful selection of the ESP materials enhances students' abilities. Teachers and people in charge should make sure that they bring suitable ESP materials in English class.

- ESP teachers should be encouraged to design their own ESP textbooks that cover all the aspects of the language and suits their students' needs.

- For further studies, the researchers are advised to compare and contrast the English (ESP) and general English textbooks among different universities to see to what extent their outcomes are different.

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Appendices

General information:

Name_____**(Optional)**

Age_____ _

Gender _____

Section_____ _____

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	**Layout and design**					
1	The textbook layout and design are suitable, attractive and related to the engineering subjects. شكل الكتاب وتصميمه مناسب وجذاب ويتعلق بالموضوعات الهندسية.					
2	The textbook is well organized and helpful to engineering students. الكتاب منظم بشكل جيد ومفيد لطلاب الهندسة.					
3	The textbook is well supported with picture, figures, mind- maps, and other e- learning materials related to the engineering subjects. الكتاب مدعوم جيدًا بالصور والأرقام والخرائط الذهنية ومواد التعلم الإلكتروني الأخرى المتعلقة بالمواد الهندسية.					
4	The objectives of lessons are clearly stated at the beginning of each lesson in the textbook and they support					

	the engineering subjects. يتم تحديد أهداف الدروس بوضوح في بداية كل درس في الكتاب وهي تدعم المواد الهندسية.					
5	The textbook has adequate review sections and exercises related to the engineering subjects. يحتوي الكتاب على أقسام مراجعة وتمارين مناسبة تتعلق بالموضوعات الهندسية.					
B	**Activities**					
1	The textbook provides enough communicative, meaningful activities related to the engineering subjects. يوفر الكتاب ما يكفي من الأنشطة التواصلية والهادفة المتعلقة بالمواد الهندسية.					
2	The textbook incorporates individual, pair, and group work activities related to the engineering subjects. يشتمل الكتاب على أنشطة عمل فردية وزوجية ومجموعات مرتبطة بالموضوعات الهندسية.					
3	The textbook introduces the grammar activities and vocabulary items in motivating and realistic engineering contexts. يقدم الكتاب أنشطة القواعد والمفردات في سياقات هندسية تحفيزية وواقعية.					
4	The textbook provides a balanced set of activities. يوفر الكتاب مجموعة متوازنة من الأنشطة.					

		The activities can be modified or supplemented easily to fit different engineering contexts. يمكن تعديل الأنشطة أو استكمالها بسهولة لتناسب السياقات الهندسية المختلفة.					
5							
C	**Effectiveness in terms of skills**						
1	The textbook provides an appropriate balance of the listening skill. يوفر الكتاب توازنًا مناسبًا لمهارة الاستماع.						
2	The textbook provides an appropriate balance of the reading skill. يوفر الكتاب موازنة مناسبة لمهارة القراءة.						
3	The textbook provides an appropriate balance of the speaking skill. يوفر الكتاب التوازن المناسب لمهارة التحدث.						
4	The textbook provides an appropriate balance of the writing skill. يوفر الكتاب موازنة مناسبة لمهارة الكتابة.						
5	The textbook highlights and practices suitable amount of pronunciation skill. يبرز الكتاب ويمارس قدرًا مناسبًا من مهارة النطق						
D	**Language type**						
1	The language used in the textbook is authentic and suits the engineering students. اللغة المستخدمة في الكتاب أصيلة وتناسب طلاب الهندسة.						

		The language used in the textbook is at the right level for the students of engineering. اللغة المستخدمة في الكتاب في المستوى المناسب لطلاب الهندسة.					
	2						
	3	The language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students. اللغة المستخدمة في الكتاب تعزز المهارات الاستقبالية (الاستماع والقراءة) لطلاب الهندسة.					
	4	The language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students. اللغة المستخدمة في الكتاب تعزز المهارات الإنتاجية (التحدث والكتابة) لطلاب الهندسة.					
	5	The language used in the textbook presents the grammar points with brief and easy examples and explanations. تقدم اللغة المستخدمة في الكتاب النقاط النحوية بأمثلة وشروحات موجزة وسهلة.					
E		**The content**					
	1	The textbook provides clear subject and content for the engineering students. يوفر الكتاب مادة واضحة ومحتوى لطلاب الهندسة.					
	2	The subject and content of the textbook are generally realistic and relevant to the engineering students' needs. موضوع ومحتوى الكتاب واقعية بشكل عام وذات صلة باحتياجات طلاب الهندسة.					

3	The textbook is supported with pictures in subject and content related to the engineering students. يدعم الكتاب المادة والمحتوى بصور ذات صلة بطلاب الهندسة.					
4	The textbook provides sufficient and motivated variety in the subject and content to the engineering students. يوفر الكتاب مجموعة متنوعة وكافية من الدوافع في الموضوع والمحتوى لطلاب الهندسة.					
5	The textbook provides subject and content that are motivating and challenging. يوفر الكتاب مادة ومحتوىً محفزًا وصعبًا.					
F	**Assessment tasks**					
1	The textbook provides variety of assessment tools. يوفر الكتاب مجموعة متنوعة من أدوات التقييم.					
2	The assessment tasks in the textbook are appropriate for the engineering students' abilities. مهام التقييم في الكتاب مناسبة لقدرات طلاب الهندسة.					
3	The assessment tasks in the textbook focus on developing the engineering students thinking and cognition. تركز مهام التقييم في الكتاب على تطوير تفكير الطالب وإدراكه.					

4	The textbook provides variety of test types related to the engineering subjects, (objective vs. subjective). يوفر الكتاب مجموعة متنوعة من أنواع الاختبارات المتعلقة بالموضوعات الهندسية (الموضوعي مقابل الشخصي)					
5	The textbook adopted none-traditional assessment techniques such as formative assessment practice. اعتمد الكتاب أساليب تقييم غير تقليدية مثل ممارسة التقييم التكويني.					

Teachers` Questionnaire

General information:

Name_____**(Optional)**

Age_____

Gender _____

Section_____

Qualification_____

Teaching Experience_____

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	**Layout and design**					
1	The textbook layout and design are suitable, attractive and related to the engineeringsubjects.					
2	The textbook is well organized and helpful toengineering students.					
3	The textbook is well supported with picture, figures,mind- maps, and other e- learning materials related to the engineering subjects.					
4	The objectives of lessons areclearly stated at the beginning ofeach lesson in the textbook and they support the engineering subjects.					

5	The textbook has adequatereview sections and exercises related to the engineering subjects.					
B	**Activities**					
1	The textbook provides enough communicative, meaningful activities related tothe engineering subjects.					
2	The textbook incorporates individual, pair, and group workactivities related to the engineering subjects.					
3	The textbook introduces thegrammar activities and vocabulary items in motivating and realistic engineering contexts.					
4	The textbook provides abalanced set of activities.					
5	The activities can be modified or supplemented easilyto fit different engineering contexts.					
C	**Effectiveness in terms of skills**					
1	The textbook provides an appropriate balance of the listening skill.					
2	The textbook provides an appropriate balance of the reading skill.					
3	The textbook provides an appropriate balance of the speaking skill.					

4	The textbook provides an appropriate balance of the writing skill.					
5	The textbook highlights andpractices suitable amount of pronunciation skill.					
D	**Language type**					
1	The language used in the textbook is authentic and suitsthe engineering students.					
2	The language used in the textbook is at the right level forthe students of engineering.					
3	The language used in the textbook promotes the receptiveskills (Listening and reading) ofthe engineering students.					
4	The language used in the textbook promotes the productive skills (Speaking andwriting) of the engineering students.					
5	The language used in the textbook presents the grammarpoints with brief and easy examples and explanations.					
E	**The content**					
1	The textbook provides clear subject and content for the engineering students.					

2	The subject and content ofthe textbook are generally realistic and relevant to the engineering students' needs.					
3	The textbook is supportedwith pictures in subject and content related to the engineering students.					
4	The textbook provides sufficient and motivated varietyin the subject and content to theengineering students.					
5	The textbook provides subject and content that are motivating and challenging.					
F	**Assessment tasks**					
1	The textbook provides variety of assessment tools.					
2	The assessment tasks in thetextbook are appropriate for the engineering students' abilities.					
3	The assessment tasks in the textbook focus on developing theengineering students thinking and cognition.					
4	The textbook provides variety of test types related to theengineering subjects, (objective vs. subjective).					
5	The textbook adopted none-traditional assessment techniquessuch as formative assessment practice.					