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An Evaluation of Two Parts in an ESP Textbook for Engineering Students: A Case Study of Sudan International University

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ARTICLE INFORMATION	ABSTRACT

The main objective of this study is to evaluate the English Language Textbook that is used for university students in a faculty of engineering. This textbook is called "SIU English Language Course 'C'", which is taught for engineering students in the first two semesters at Sudan International University. The main purpose of this evaluation is to analyze the textbook in order to see whether it is suitable for the engineering students. The researcher used the descriptive method in this study and used the questionnaire which is distributed for a sample taken from the students of engineering, this sample consists of (90) engineering college students. Besides, there was another questionnaire for a sample of (9) instructors who teach the same textbook. There are two aspects in the textbook that the researcher focused on to be analyzed; they are the skills and the language type. From the responses of the two questionnaires there was a common agreement from both the students and teachers was revealed and they were highly satisfied about the two aspects in the evaluated textbook. Based on the above, the findings of this study have shown that the majority of the students and instructors agreed that the skills which are used in this textbook are very satisfied and their designs suit the engineering students. On the other hand, they also agreed that textbook is quite satisfactory in terms of its language type.

1. Introduction

It is well known that the universities' task is to prepare the students to their future career and make them qualified specialists in their majors to compete in the labor market, because the competition is very tough in this era of globalization, and it is supposed that the specialized people like engineers should communicate properly with their counterparts from all parts of the globe about their work without any problems because they need to exchange the knowledge and information in their specialty and of course, they will need to have a common language to communicate and share their interests and the most suitable one for that is the English Language, because it is considered as the dominant language in this era. If we acknowledge that engineering students have a course or courses of English Language in their studies whether they are General English or ESP is the outcome going to be the same? Of course not! 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 since it improves the students' proficiency in English Language as well as their subject and this supports their needed attributes when they become engineers and go to the field.

According to Hutchinson, T. &Torres, E. (1994), 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 English for Specific Purpose 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, K. (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 specialized 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.

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 understand their subjects and to express themselves properly in the university and 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 words. Generally, it is noticed that the materials in Sudanese universities focus on the General English (GE) rather than English for Specific Purposes (ESP), and the later could help them in their studies and further in their work.
Questions of the research

1. To what extent is English textbook "SIU English Language Course 'C'" at Sudan International University (SIU), faculty of engineering effective to engineering students in terms of its skills?
2. To what extent is the textbook satisfactory in terms of its language type?

2. Literature Review
This part discusses the notions; concepts related to the evaluation of an English as Foreign Language (EFL), English as Second Language (ESL) and English for Specific Purpose (ESP) textbooks from different books and if needed it goes through number of researches and previous studies related to the present study.

2.1. 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, or exploratory". While 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 vitiate the content of the language textbooks? Tomlinson (2003). On the other hand, 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 narrowly on 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.

2.2. The criteria for the textbook 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.
The text books should address the learners' needs and match the goals and objectives of the language program.
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 own purpose.
They should facilitate the learners' needs and processes easily and clearly.
They should help the teachers to mediate between the content and the learners.

2.3. Formulation of Course Objectives
In general an objective is a statement about how the goals are reached and if the objectives are achieved then the goals are reached. Corder, S. P. (1974) 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 stated to make it teachable and rationale. These objectives are usually taken from the social educational sources around the learners which meet their needs.

Consequently, the objectives are set to enhance the content of the course or syllabus 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 foreign language will be used, including topics and the skills and the linguistics aspects the learner might encounter.

2.4. Textbook evaluation techniques

It is 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, D. R. (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).

2.5. Previous Study

Ebadi (2015) Evaluation of EAP Textbooks: A Comparison between SAMT English for Medical Students and Oxford English for Career. This 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.

3. Methodology
3. 1. Method and Data Collection

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 and instructors. This instrument will be designed to collect the data from the respondents to serve the objective and to answer the questions of the Study.

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. 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. The data was prepared for computer analysis by coding the responses of the questionnaire.

3. 2. Participant (subject) of the study
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. Regarding the students specialties, they represent all the sections of engineering college, Architecture, civil, electricity, biomedical engineering …and so on. Whereas the instructors are (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.

3.3 The Instruments of the Study
The researcher distributed the translated 90 copies of students' questionnaire to the engineering students in Sudan International University, in the year 2020-2021 (see Appendix A), through WhatApp, all students were responded. While the teachers' questionnaire was distributed to 9 instructors who teach the evaluated textbook. The data for this study were collected during the second semester of academic year (2020- 2021). The research instrument used to collect the data through two questionnaires, the Arabic version for the engineering students and the English version for instructors.

The data for this study were collected during the second semester of academic year (2020- 2021). The research instrument used to collect the data through the questionnaire. The Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study, Different types of studies will rely on different methodologies; however, a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results, It also permits experienced investigators to replicate the study, If your manuscript is an update of an ongoing or earlier study and the method has been published in detail elsewhere, you may refer the reader to that source and simply give a brief synopsis of the method in this section.

4. Results and Discussion
In this section the results will be discussed with their tables.

4.1. The Skills in the in the textbook "SIU English Language Course 'C'"
This part shows the opinion of the engineering students about the skills in the evaluated textbook, the results of different skills: listening, reading, speaking, writing and the pronunciation as in the below tables.

4.1.1. Table 1, the students' perceptions about the first item in textbooks' skills (listening).

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 first statement in Table 1, 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.

4.1.2. Table 2. The students' perceptions about the second item in textbooks' skills (reading).

Responses	Frequency	Percent
Strongly disagree	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 2, 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. Table 3. The students' perceptions about the third item in textbooks' skills (speaking).

Responses	Frequency	Percent
Strongly disagree	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 third statement in Table 3, above indicate that an overwhelming majority of about (68%) of the participants agree that the textbook provides an appropriate balance of the speaking skill, whereas in 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.

4.1.4 Table 4. The students' perceptions about the forth item in textbooks' skills (writing).

Responses	Frequency	Percent
Strongly disagree	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 4, 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 the skills of this textbook.

4.1.5 Table 5. The students' perceptions about the fifth item in textbooks' skills (pronunciation).

Responses	Frequency	Percent
Strongly disagree	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 5, 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 speaking (pronunciation) skill) that relates to the skills of this textbook.

4.2. Language type in the textbook.

This part discusses the opinions of the engineering students about the Language type in the textbook through the following tables.

4.2.1. Table 6. The students' perceptions about the first item in textbooks' Language type.

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

The responses to the first statement in Table 6, 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 engineering students) that relates to the language type of the textbook.

4.2.2. Table 7. The students' perceptions about the second item in textbooks' language type.

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

The responses to the second statement in Table 7, 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 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 language used in the textbook is at the right level for the students of engineering) that relates to the language type of the textbook.

4.2.3. Table 8. The students' perceptions about the third item in textbooks' language type.

Responses	Frequency	Percent
Strongly disagree	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 8, 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.

4.2.4. Table 9. The students' perceptions about the forth item in textbooks' language type.

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

The responses to the forth statement in Table 9, 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.

4.2.5. Table 10. The students' perceptions about the fifth item in textbooks' language type.

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

The responses to the fifth statement in Table 10, 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.

4.2.6. Table 11. The instructors' perceptions about the first item in textbooks' skills (listening).

Responses	Frequency	Percent
Strongly disagree	2	2.2%
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 the same item.

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

4.2.7. Table 12. The instructors' perceptions about the second item in textbooks' skills (reading).

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Disagree	1	11.1%
Agree	2	22.2%
Strongly agree	5	55.5%
Total	9	100.0%

Regarding the response to the second statement in Table 12, there are about (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 the second item (the textbook provides an appropriate balance of the reading skill) regarding the skills of the textbook.

4.2.8. Table 13. The instructors' perceptions about the third item in textbooks' skills (speaking).

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 the speaking 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 the third item (the textbook provides an appropriate balance of the speaking skill) concerning the skills of the textbook.

4.2.9. Table 14. The instructors' perceptions about the forth item in textbooks' skills (writing).

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.

4.2.10. Table 15. The instructors' perceptions about the fifth item in textbooks' skills (pronunciation).

Responses	Frequency	Percent
Strongly disagree	1	11.1%
Disagree	1	11.1%
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 the fifth item (the textbook highlights and practices suitable amount of pronunciation skill) concerning the skills of the textbook.

5. Conclusion and Recommendations

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 the two domains, they are, skills, language type.

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. Skills in the textbook SIU English Language Course 'C'

Firstly, 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

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

5.2. 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 for Specific Purpose (ESP) and the General English (GE) textbooks among different universities to see to what extent their outcomes are different.

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The Appendix

General information:

Name _____age_____ Gender _____

Section _____ Qualification_____ Experience _____

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	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 and practices suitable amount of pronunciation skill.					
B	Language type					
1	The language used in the textbook is authentic and suits the engineering students.					
2	The language used in the textbook is at the right level for the students of engineering.					
3	The language used in the textbook promotes the receptive skills (Listening and reading) of the engineering students.					
4	The language used in the textbook promotes the productive skills (Speaking and writing) of the engineering students.					
5	The language used in the textbook presents the grammar points with brief and easy examples and explanations.					