

**AN EVALUATIVE STUDY OF ENGLISH
COMMUNICATION SKILLS TEXTBOOKS AT THE
UNIVERSITY OF JORDAN FROM A FUNCTIONAL
PERSPECTIVE**

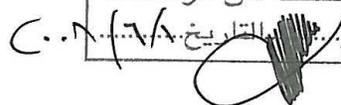
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This Thesis (An Evaluative Study of English Communication Skills Textbooks at the University of Jordan from a Functional Perspective) was successfully defended and approved on May 12, 2008.

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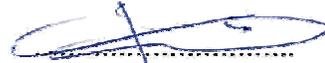
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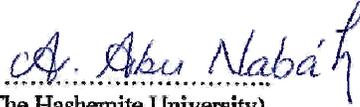
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In the Name of Allah, the Most Merciful, the Most Compassionate

To my parents

who taught me how to overcome hardships, value life, and live forever

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LIST OF ABBREVIATIONS

UJ	The University of Jordan
SFL	Systemic Functional Linguistics
EFL	English as a Foreign Language
ECS	English Communication skills
UJLC	University of Jordan Language Centre
PETRA	Progress of English through Relevant Activities for Jordan
TEFL	Teaching of English as a Foreign Language
TASP	Texas Academic Skills Program
ESP	English for Specific Purposes

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ABSTRACT

The present study is an attempt to investigate the functionality of the ECS textbooks within the framework of SFL. Hence, it consists of two parts: the first part was concerned with finding out the degree of this functionality as perceived by the ECS instructors in the UJLC and the UJ undergraduate students, while the second part was concerned with exploring how the aspects of functionality were distributed in the ECS textbooks.

Two rating scales were devised on the basis of Butt et al.'s model for the purpose of measuring the functionality of the textbooks. The analysis of the two textbooks was based on Butt et. al's framework of context analysis which begins basically with the lexicogrammatical analysis of the texts to describe the experiential, interpersonal, and textual meanings/functions of the text. The corpus of the analysis consisted of all the texts in the textbooks (listening, reading, speaking and writing activities). Each textbook contains 14 units with 14 reading and listening texts together with speaking and writing activities.

The findings of the study revealed that the ECS instructors and students believed that the textbooks are moderately functional. The analysis of the textbooks

showed that there was no balance in the distribution of most functional aspects in the ECS textbooks as revealed by the analysis of the lexicogrammar on the three levels of meanings: the experiential, the interpersonal and the textual and the contextual description of the three elements of situation: field, tenor and mode.

It was concluded that there was no congruity between the findings of the lexicogrammatical analysis and contextual description which indicated, generally speaking, a relatively low estimation of functionality on the one hand, and the instructors' and the students' perceptions of the ECS textbooks functionality on the other. This suggests that the instructors were not familiar with the functional approach to language as there were no in-service training programs in the UJLC. However, there was a considerable congruity between the instructors' and the students' responses to the rating scales regarding the functionality of the ECS textbooks. It was recommended that future research gives more priority to the analysis based on the SFL framework as an effective objective instrument for collecting data and evaluating EFL textbooks.

Chapter One

Introduction

1.0 Introduction

The significance of the English language nowadays lies in the fact that most new knowledge in all fields of disciplines is written, exchanged, reserved, and documented in English. Mackey and Mountford (1978) confirm this importance of English. They state that all science is taught in English and that a higher standard of language proficiency is needed in order for students to comprehend and manipulate difficult intellectual material. The success of teaching and learning EFL depends largely on making sound choices regarding the design of the EFL material, evaluating such material, and adapting it so as to suit the nature of the intended group.

However, evaluating textbooks is a complex process (Chambers, 1997). First, it incorporates various components: material designers, learners, teachers, administrators, etc. Second, it might be based on various theoretical backgrounds: pedagogical, linguistic, social, psychological, etc. It receives, therefore, little attention and this results in few studies in this regard. Sadeghian (1981) explains the reasons behind such a scarcity in textbooks evaluation studies: first, textbooks evaluation is considered less prestigious and some what commercially tainted to deal with textbooks. Second, it seems to be true that most of those who are involved in writing articles and giving papers are not very often practicing EFL teachers. Teachers may know a great deal about the shortcomings of the textbook, but they seldom make notes.

Cunningsworth (1995) distinguishes three types of materials evaluation: pre-use evaluation which takes place before a textbook is used, in-use evaluation which takes place

during its use, and post-use evaluation which takes place after use.

Regarding this significance of English language and the importance of the EFL textbook as an essential component of any EFL course, and as this study is mainly concerned with evaluating the ECS textbooks from a functional perspective, this chapter is mainly concerned with the theoretical background of the study, significant of the study, statement of the problem, purpose of the study, questions of the study, and the limitations of the study.

1.1 Theoretical background of the study

The Functionalists' view of language as a system of meanings accompanied by forms through which the meanings can be realized (Halliday, 1985) is completely different from that of the Structuralists' which sees language as finite principles and rules (Chomsky, 1982) by which learners can create an infinite number of correct sentences. So, as Functionalists put a great emphasis on the context of the text (Halliday, 1984; 1985; 2002; 2003 a), Structuralists separate texts from contexts and so they decontextualize them. Chomskyan grammar, therefore, is viewed as 'a machine which accepts only one correct mould' (Robinson, 1979).

Although Functionalists nourish life into the corpse of the structural theory, they never underestimate the importance of the traditional linguistics. On the contrary, they build on it and refine its notions (Butt et. al, 2001).

Halliday (2003 b) in his collected works in a book entitled *On Language and Linguistics* makes a strict distinction between traditional and functional linguistics: the former sees language as thought, the latter sees it as action. The former represents language as rules, it stresses the formal analysis of sentences, while the latter represents language as

choices, or as a resource, it stresses the semantic interpretation of discourse (Halliday, 2003). In spite of this, Halliday admits that this gap between the functional linguistics and the traditional linguistics is getting closer and that the psycholinguistic point of view is complementary to the sociosemantic perspective (Parret, 1974).

The grammatical syllabuses which are based upon the traditional linguistics have been thoroughly criticized by syllabus designers (Nunan, 1989). Meanwhile, the functional syllabuses, which are built on the basis of the SFL, start to flourish and replace even the communicative ones (Cusworth, 1994).

SFL can be viewed as a multidimensional theory though it is sociolinguistic in core. It is psycholinguistic in the sense that it precisely describes the phases of the child's language development and functions (Halliday, 1975; 2003). On the same continuum, it is cognitive in the sense that it focuses on the meaning 'potential;' 'can mean' is 'can do' when translated into language (Halliday, 1973). It is situational in the sense that it sees context as the soil of the text. Above all, it is sociolinguistic simply because it views language as a social activity or 'semiotic' (Halliday, 1975). Berry (1975) points out that there are some features distinguishing the systemic linguistics from other theories of linguistics. She believes that the most important distinguishing feature of systemic linguistics is the very high priority it gives to the sociological aspects. Systemic linguists are particularly interested in describing varieties of language which depend on social occasions. Finally, it is structural as it never disregards or undermines the traditional grammar.

Although Halliday has declared that there will be no immediate applications of his theory, he numerates lots of these in his book *An Introduction to Functional Grammar* not only in the field of education (e.g. analyzing prose styles of the scientific texts (Kopple,

2003), differentiation between grammar of science and grammar of humanities (Halliday, 1993)), but also in various fields such as propaganda, multilingualism, socialization, translation, communication, etc. (Halliday, 1985).

Halliday (1973, 2003 b) determines three functions of the adult language which can be regarded as the components of the semantic stratum as well. The first is the experiential (ideational) function or meaning by which we express our internal processes or experiences. The logical function is another stratum under this macro level of meaning (i.e. the ideational); it shows the relations between these experiential processes. The interpersonal function which refers to our use of language to express social and personal relations together with speech acts is another macro level of meaning. The textual function, which uses language to organize our experiential, logical and interpersonal meanings into a coherent linear whole, is the third macro level of meaning (Butt et. al, 2001).

Butt et. al's model organizes specifically the levels of language. In this model, text is seen within a cultural as well as a situational context (register), these two strata are included under what so-called the extralinguistic levels. The context of situation or the register has three components which correspond, in turn, with the three macro-functions:

1 The field is the topic or the subject matter and it corresponds, thus, with the ideational (experiential) function/meaning.

2 The tenor reflects the relationship between the interlocutors and it corresponds with the interpersonal function/meaning.

3 The mode is the channel of communication whether spoken or written and this corresponds with the textual function/meaning.

These components are realized 'optionally' in the systems of grammar and wordings which, in turn, are realized in the expression levels (phonology, gestures and

graphology).

The extralinguistic levels (the cultural and the situational) are realized in the content level of language which is accurately two levels: the semantic level (systems of meanings i.e. the experiential, the interpersonal and the textual), and the lexicogrammatical level which simply means words and the way they arranged. The lexicogrammatical level is realized by the expression level of language from where we make choices from systems of sound (phonology), systems of gesture (the phonology of signed languages) and systems of writing (graphology) (Ibid:pp6-7).

In exploring texts, Functionalists draw a line between registers and genres. The former is defined as a variety according to the user (Halliday, 1978) as the individual has different contexts during the day. However, genres refer to the text type whether it is a report, research, recount, etc.

In the experiential meaning, Functionalists are interested in verbs as processes (Butt et. al, 2001):

a. “Doing verbs” which can be subdivided into material processes (e.g. built), and behavioural processes (e.g. sneeze).

b. “Projecting verbs” which can be subdivided into mental processes (e.g. think), and verbal processes (e.g. said).

c. “Being verbs” which can be subdivided into existential processes (e.g. are, were), and relational processes (e.g. are, am, seem, look).

Functionalists, therefore, see subjects and objects as participants:

1 Actor: (e.g. He built that house).

2 Goal: (e.g. She made tea).

3 Beneficiary to/for: (e.g. I sent that parcel to my friend).

- 4 Behaver: (e.g. He sneezes a lot).
- 5 Range: (e.g. They watched the sea).
- 6 Behaviour: (e.g. She cried bitter cries).
- 7 Senser: (e.g. She knows that he will pass the exam).
- 8 Phenomenon: (e.g. She likes fruit).
- 9 Sayer: (e.g. She said he was in danger).
- 10 Verbiage: (e.g. She said that they couldn't do it).
- 11 Receiver: (e.g. She told me that she's on a maternity leave).
- 12 Target: (e.g. They praised him).
- 13 Existent: (e.g. There's a big demonstration against racism).
- 14 Carrier: (e.g. This is white).
- 15 Attribute: (e.g. She looks pale).
- 16 Identified: (e.g. My house is next door).
- 17 Identifier: (e.g. My shop is the first in the street).
- 18 Token: (form)(e.g. My teacher is the committee president).
- 19 Value: (Function or role) (e.g. My teacher is the committee president).
- 20 Adverbial/prepositional clauses function as circumstances: (e.g. It was made in China).

Further, Functionalists discuss the interpersonal meaning. They believe that English speakers change the subject–finite relationship of mood to indicate whether they are giving or demanding information or goods and services. So we get the declarative, the imperative and the interrogative moods. They analyze the text on this level like the following:

	Open	the window!
No subject No finite	Predicator	Complement
		Residue

I	can't	open	the window!
Subject	Finite-(modal)	Predicator	Complement
Mood block		Residue	

- Mood is the subject and finite plus the polarity.

-Predicator is the rest of the verbal group.

-Adjunct is the circumstances.

-Complement is the nominal groups.

-Residue is the predicator (s), complement (s), and Adjunct (s).

In the textual function, Functionalists are concerned with the idea of theme and rheme. The theme is defined as the point of departure of the spoken or written text, whereas the rheme is identified as the remanent of the text:

The president

Theme

precedes the soldiers

Rheme

Themes can be divided into:

1. Textual: (e.g. But you can't go now).
2. Topical: (e.g. She's a nurse).
3. Interpersonal: (e.g. Mary! come up here!).

Themes can be marked and unmarked. "Marked" means that they are unusual and unexpected (e.g. Absolutely, you're right!). "Unmarked" means that it is the most expected

and common (e.g. You're right!).

The significance of Theme–Rheme notion lies in the fact that it helps the hearer/reader follow the progression of the text and perceives the given–new information in it.

The textual function unfolds the cohesion as well as the coherence which depends largely on the cohesion of the text: lexical devices, repetition, references, substitution and ellipsis (Halliday, 2002).

In investigating text types, Butt et. al (2001) draw a line between the story genre and the factual genre. The former encompasses three forms: the recount which involves telling what happened and documents a sequence of events and evaluates their significance in some way; the narrative which builds a pattern of events complicated to reach a climax and ends with a resolution that entertains or instructs the reader; and the news story which reports important and newsworthy events. The latter, however, involves five forms of genres: the procedure which tells how to do something; the protocol which sets out rules and regulations of behaviour; the information report which presents information about something; the explanation which argues an issue; and the discussion which looks at an issue from different angles and perspectives.

Regarding whether the SFL fits within the context of EFL/ESL or not, Butt et. al point out the importance of functional grammar in this particular context; they say:

Those of you who teach students who are learning a second or a foreign language may also be asked what is the use of functional grammar. You could point out that the relationship between grammar and meaning and context is the key to mastering the target language accurately and fluently. A knowledge of the structures of the target language (accuracy) needs to combine with knowledge of how and when to link these structures together into real texts that work within the target language's cultural contexts (fluency). Knowledge of grammar from a functional perspective will help second language learners to identify what

people in a cultural talk about—and how they talk about it—in their various contexts (Butt et. al, 2001:276).

ECS I and II were introduced with the following goals in mind: (i) to enable the undergraduate students to use English effectively for the purpose of communication; (ii) to review all the structures and functions needed for successful communication; (iii) to help students pursue an acceptable level of specialized courses comprehensibility through the medium of English; (iv) and to enable students to use the library resources effectively (Asfour et. al, 1999).

A quick review of the two textbooks would reveal the sequence of the design: each textbook consists of fourteen units. Each unit contains a reading passage as a start followed by reading comprehension questions and vocabulary exercises based on the reading text. Then, it proceeds to deal with a grammatical issue. Most of the grammar is presented deductively, the rules are given first then they are followed by the examples. Listening, speaking and writing activities are then unfolded. Some punctuation exercises are scattered here and there (there are three exercises only in the ECS textbook I).

1.2 Statement of the problem

Locally speaking, there have been too many complaints regarding the ECS textbooks that students are still weak in communication and using language for research in their academic majors. Also, it was noticed that students do not learn too much from these textbooks; they just learn 'futile' grammar and very difficult reading texts. In addition, it seemed that students couldn't use the language effectively and appropriately as claimed by most students and instructors by the end of the two courses. Thus, students were unable to communicate effectively and this contradicts the goals stated in the preface of the two

textbooks which claimed that the salient aim of the textbooks is to enable the undergraduate students to use English effectively for the purpose of communication and to review all the structures and functions needed for communications.

Bearing in mind the ultimate goal (that is promoting real communication) of the two ECS textbooks, taught at the UJ as a material content of the two obligatory courses ECS I and II, the researcher intends to examine the functionality (as functionality and communication are used interchangeably here) of the textbooks and find out to what extent the two textbooks are functional according to Butt et. al's model.

1.3 Significance of the study

First, the present study will uncover the weakness areas in the ECS textbooks that hinder communication. Second, it will outline a visionary functional framework that enhances communication and self-autonomy. In this way, students will be able to use the language appropriately and contextually by being made, for example, fully aware of the social roles of the participants, their statuses or powers, their social distances, etc. Besides, it will help students develop the strategies and skills which enable them to interact effectively; clearly express their internal and external experiences; and help them organize intelligible spoken and written texts by explicitly teaching them how to crack and build the three meanings/functions in any text. Third, this study will open the door for more qualitative research in the field of EFL textbooks evaluation using the SFL rationale.

1.4 Purpose of the study

The present study aims at evaluating the ECS textbooks, taught at the UJ as a part of the ECS courses I and II from a functional perspective as perceived by the ECS instructors as well as the UJ students alongside the lexicogrammatical analysis and contextual

description of the listening and reading texts and the speaking and writing activities. This study, therefore, is mainly concerned with investigating the functionality of the two textbooks according to Butt et. al's SFL. It limits itself to collecting qualitative and quantitative data through a rating scale as well as the lexicogrammatical analysis and contextual description of each text on the basis of Butt et. al's model (Butt et. al, 2001).

1.5 Questions of the study

Using Butt et. al's model of the SFL theory, the study attempts to explore to what extent the two ECS textbooks are functional. More specifically, the study addresses the following questions:

(A) To what extent are the ECS textbooks functional as perceived by the ECS instructors in the University of Jordan Language Centre (UJLC)?

In order to explore to what extent the ECS textbooks are functional as perceived by the UJ undergraduate students, the following question was posed:

(B) To what extent are the ECS textbooks functional as perceived by the UJ undergraduate students?

A third question was posed:

(C) How are the aspects of functionality distributed in the textbooks?

More specifically, the analysis of lexicogrammar in each text and the contextual description of the field, tenor and mode in each text will answer the following related questions:

- (a) 1. What are the experiential domains in the textbooks on the context level?
2. What are the most common registers in the ECS textbooks?
3. How are these registers distributed in the ECS textbooks?

(b) 1. What are the agentive/societal roles of the participants in the ECS textbooks?

2. How are these societal roles distributed in the ECS textbooks?

3. What are the most dominant statuses of the participants in the ECS textbooks?

4. What are the most common social distances among the participants in the ECS textbooks?

(c) 1. What is the most common role of language in the ECS textbooks ?

2. What is the most common type of interaction in the ECS textbooks?

3. What is the most common channel in the ECS textbooks?

4. What is the most common rhetorical thrust in the ECS textbooks?

5. What are the text types in the ECS textbooks on the text level?

1.6 Limitations of the study

The study limits itself to the following constraints: the setting of the study (the place that is the UJ and the year 2006 / 2007); the participants involved in the study; Butt et. al's model which can be regarded the most important limitation of the study together with the rating scales and the analysis of the lexicogrammar and the contextual description of the texts.

1.7 Definitions of terms:

-Channel: it refers to how the text was originally received and it is either phonic or graphic or, in the case of a signed text, visual (Butt et. al, 2001:193).

-Context of situation: this term is used to describe the things going on in the world outside the text that make the text what it is. These are the extralinguistic features of a text which

are given substance in the words and grammatical patterns that speakers and writers use consciously and subconsciously to construct texts of different varieties, and that their audiences use to classify and interpret. This consists of three elements: field, tenor, and mode (Ibid:4).

-Experiential domain: what the text is all about (Ibid:192).

-Experiential (ideational) meaning/function: using language to represent the inner and the outer worlds (experiences) and how these experiences are logically encoded.

-Field: what is talked or written about; the long and short term goals of the text.

-Interpersonal meaning/function: using language to encode interaction, to show how defensible we find our propositions, to encode obligation and inclination and to express our attitudes defensible (Ibid:5).

-Lexicogrammar: the words and the way they are arranged (Ibid:6).

-Medium: it refers to whether the text was originally spoken or written, or even signed (Ibid:193).

-Mode: the kind of text that is being made (Ibid:5).

-Register: the varieties of language according to the context of situations (Ibid:8).

-Rhetorical thrust: it refers to the overall feeling of the text; for example, instructional, persuasive, literary, etc.

-Role of language: it is either constitutive or ancillary. If it is ancillary, it helps some other activity. If language constitutes the text, it is the whole activity(Ibid:193).

- **Social distance:** it measures how well the participants know each other: whether they speak familiarly or distantly. Maximal distance is used by speakers who have never met before, and minimal by those who interact on a familiar and frequent basis. It may be indicated by the levels of formality and objectivity in a text.

-**Societal roles:** roles of the speaker and addressee (or writer and reader)- for example, mother/child, doctor/patient, teacher/pupil.

-**Status:** it is the power of the person in the tenor of discourse i.e. who gives orders, who asks the questions, who makes the offers, who gives information, and the responses of the addressees- that is, who remains silent, who agrees, contradicts, or refuses to participate. These statuses can be equal or hierarchic and temporary or permanent (Ibid:192).

-**Tenor:** the relationship between the speaker and hearer or the writer and the reader (Ibid:5).

-**Textual meaning/function:** using language to organize our experiential, logical and interpersonal meanings into a coherent and, in the case of written and spoken language, linear whole (Ibid:6).

-**Type of interaction:** it refers to whether the text is all spoken by one person (monologic) or whether others participate (dialogic) (Ibid:193).

Chapter Two

Literature Review

2.0 Introduction:

In this chapter a general review of the studies evaluating EFL textbooks in Jordan and worldwide will be tackled.

2.1 Literature review of recent local studies relevant to textbooks evaluation and studies using the SFL framework:

Different evaluative studies have investigated EFL textbooks in Jordan from different perspectives. Lababidi (1983) conducted a study to find out whether the *New Living English for Jordan* series (books 1-5) convey communication or not. So, a number of lessons was chosen randomly for the purpose of analysis. The criteria for judging the communicative potential of these lessons were deduced from the literature related to the communicative approach. In addition, the researcher collected data about several aspects of English education at the compulsory cycle through a questionnaire distributed among all the teachers of English in the city of Irbid. The results of the analysis indicated that none of these lessons included activities that could be considered communicative. Furthermore, the researcher reported that the data obtained from the questionnaire indicated that the teachers considered the low level of achievement on the part of the students to be due to the fact that the approach and method upon which the curriculum was based lacked the emphasis on the communicative functions of the language. Teachers considered the structural approach to be no longer adequate and there was a need to shift the focus from the grammatical to the communicative nature of the language.

In 1988 El-Mostafa conducted another study to evaluate the First Preparatory (7th Grade) Progress of English through Relevant Activities for Jordan (PETRA) textbooks. He developed two evaluation scales: a teachers' scale which covered the following areas: rationale and philosophical basis of the textbooks, objectives, language skills, vocabulary, grammar, content, method of teaching, teaching aids, workbook, teacher's book, and general aspects of PETRA textbooks; and a students' scale which included the teaching aids, vocabulary, structure, exercises, and general aspects of the textbooks. The findings showed that PETRA textbooks were rated quite adequate regarding rationale, objectives, language skills, teaching aids, grammar, vocabulary, content, method of teaching, workbook, teacher's book, and general aspects of the book.

Interestingly, using the same scale developed by El-Mostafa, Al-Kofeiri (1997) examined the English PETRA textbooks for the Tenth Grade in Jordan from teachers' perspectives. The results of the study echoed those of El-Mostafa's. They indicated that the teachers' views about the textbook were positive and also revealed that the participation of teachers in selecting the objectives was not at all adequate.

A similar study was conducted by Mu'men (1992) which aimed at evaluating Teaching of English as a Foreign Language (TEFL) textbooks PETRA for the Seventh and Eighth Grades in the government schools in Jordan. The sample of the study consisted of all the TEFL teachers (males and females) who taught PETRA textbooks for the seventh and eighth grades in the government schools of the First and Second Directorates of Education in Greater Amman. They were asked to fill in a rating scale. The findings of the study indicated that PETRA textbooks were adequate regarding rationale and objectives, language skills, grammatical structures and functions, vocabulary, content, student's book,

workbook, audio-visual aids and the physical make-up of the textbooks. However, it was found that the textbooks didn't sufficiently address scientific and technical subjects.

In examining some cultural aspects of two textbooks taught at Yarmouk University, Abu Dalu (1992) analyzed the content of these textbooks to investigate to what extent the cultural aspects were found in these books. She took every sixth sentence from each book and analyzed it according to six cultural categories. These were: social (religious, food, drinks, party and man-woman relationship), historical, geographical and political references. It was found that there were almost no cultural signs regarding the above-mentioned cultural aspects in both books. The researcher also concluded that the two textbooks were almost culturally bias-free.

Al-Marzouq's study (1992) evaluated 'English for Nurses' textbooks used for the Second Secondary Class in the nursing stream. The sample of the study consisted of a large number of supervisors, teachers, and students from different districts in Jordan: Irbid, Ajloun, Ramtha, Jerash, and Mafraq. To achieve the purpose of the study, two different evaluative scales were used: one for students, and one for teachers and supervisors. The scales included the following subscales: teaching aids, vocabulary, structures, exercises and drills, content, technical aspects, rationale, objectives, language skills, teaching aids, style, teacher's manual, and technicality. The findings of the study revealed that the rationale of the textbook was based on teaching English for a specific purpose and matching the learners' needs; the style of the textbook didn't encourage self-learning, critical thinking and problem-solving technique in the classroom; the vocabulary items were properly selected to suit communication at hospitals; the structures, exercises and drills were varied and exemplified; and the language skills were not equally emphasized and they were not fairly integrated .

Magableh (1997) conducted a study to evaluate the functional English language textbooks for the commercial first secondary class in the Jordanian government schools. The questionnaire consisted of two evaluative scales: one for teachers and supervisors and another for students. The students' scale was adapted from the teachers' and supervisors' scale. The teachers' and supervisors' scale consisted of 88 Likert type items covering the points of strength and weakness in 13 major characteristics of good textbooks. The characteristics echoed those in the previous studies. The findings of the study revealed that: the material was interesting and logically sequenced according to the teachers and supervisors; the exercises were related to the students' level and interests; the content was easy and attractive for the teachers; the rationale of the book was based on teaching English for a clear purpose; the textbook did not reflect the culture and values of the Jordanian society such as honesty; and the material did not match the students' needs from their point of view.

In investigating the aspects of product in the writing of EFL students using Halliday's systemic functional grammar, Al-Sharah (1997) analyzed two mini-corpora of 'successful' and 'unsuccessful' texts written by students from the university of Jordan and university of Yarmouk in the departments of English. The aim of his study was to explore how EFL students choose formal aspects -syntactical and lexical- to make meanings in their texts. It was found that although EFL written texts were acceptably developed as arguments, they revealed low-level problems relating to grammar and vocabulary. While the analysis of the contextual and text structure revealed the ability of the students to develop their arguments properly, following a text structure of initiation, declaration of position, supporting position, and evaluation.

Al-Momani (1998) conducted a study to evaluate AMRA textbooks for the First and Second Secondary Grades in Jordan. He developed a questionnaire which contained the same aspects as in the previous studies. The sample of the study consisted of 1400 students, and 240 teachers who taught AMRA textbooks I and II, and 40 supervisors. The study used interviews as well as classroom observations methods as data sources. It was found that the listening and speaking were not stressed in AMRA textbooks and the content of AMRA textbooks was not interesting to the students

2.2 Literature review of recent international studies relevant to textbooks evaluation and studies using the SFL framework:

Cha (1989) investigated the extent to which communicative goals are pursued in language activities included in current Korean junior-high EFL textbooks. These textbook materials were compared with the past Korean junior-high EFL textbook materials and recently published, beginning ESL textbook materials which claimed to focus on the development of communicative competence in four language skills. The investigation can be seen as having two major parts. The first part was concerned with the examination and subsequent rating of language activities contained in the three textbook groups in terms of the different language activities ranging from structural drills to communicative activities. The second part of the investigation was concerned with the examination and subsequent rating of the language learning activities in terms of the most emphasized language skill to be employed in drills and activities. The results indicated that the majority of language learning activities included in the three textbook groups examined largely focused on the development of the student's linguistic competence and didn't provide him with opportunities to progress from 'controlled to practice' to 'learner-centered communicative

interaction.' The findings also showed that the activities in which the writing skill was most emphasized attained the highest percentage in current and past Korean junior-high EFL textbook materials, and the speaking activities made up the largest part in the selected materials.

O'Connor (1993) analyzed some popular American English ESL/EFL textbooks in order to pursue two common speech acts—complimenting and expressing gratitude. The presence of these acts was first identified through a page-by page manual scan, and then classified according to type of treatment: explicit or implicit, overt and covert. A second group of textbooks, ones with a definite functional bent, was then selected and examined. Then data gleaned from these two sources were compared. Explicit treatment of the speech act of complimenting was found to be non-existent in books of a non-functional bent: only two instances were found. Similarly, explicit treatment of the speech act of complimenting gratitude was found to be non-existent in books of a non-functional bent: only two instances were found.

Vande Kopple (1995) used Halliday's Continuum of linguistic styles or modes of representing experience: the synoptic which represents the world as a world of things, of products, and of structures; and the dynamic style which represents the world in terms of happenings, processes and becomings to investigate the writing of 34 four- year college students. It was found that many of the basic writers' sentences display neither of the kinds of complexity associated with the synoptic or dynamic style; they are neither lexically dense nor grammatically intricate, but when some complexity is present it was usually the dynamic sort. He concluded that this finding raises the possibility that some college students, without kinds of special help, will not able to move very far along the stylistic continuum toward the synoptic style in their writing. Besides, some students may have very

little sense about the two styles. He recommended that it would be very necessary to enable students to do the kind of scholarly work that seems to correlate highly with the synoptic style.

Bruton (1997) examined the EFL coursebooks taught at Sevilla University. The question of the study revolved around whether the students were allowed to be themselves and good communicators, and if the learning was genuinely contextualized and progressive. After analyzing the content, the study concluded that most coursebooks failed to help learners be themselves and be communicators in real situations.

Hartnett, on the other hand, (1997) suggested the use of the SFL model to build composition textbooks that help students write effectively. In order to find out what the handbooks covered especially the new concepts, what relevant research was recognized by the authors but didn't appear in the student pages, and what one alternative modern functional linguistics could offer; he compared the Texas Academic Skills Program (TASP) criteria for writing with the contents of more than a dozen recent handbooks for college composition. In addition, he examined Instructors' Annotated Editions of popular handbooks, publishers, bibliographies for teachers and other sources of references to unused approaches and contents that might contribute to the development of students' writing abilities. The material evaluated included eight comprehensive handbooks of 700 to over 1000 pages with an instructors' manual, seven compact editions of 300-530 pages, and three advanced handbooks. He concluded that the handbooks were weak on purpose, genre, flow of information and the relation of meaning to the form of verbs although alternative approaches existed. Further, he found that politicians, the public, and some English teachers were dissatisfied with outmoded and unsuccessful approaches. A growing number of them wanted grammar related to content, situation, and meaning.

Wong (2000) examined ESL textbooks telephone dialogues against the real telephone interactions based on the research in conversation analysis. The analysis of eight ESL textbooks revealed that sequences found in naturally occurring dialogues such as summon-answer, identification, greeting, and 'how are you?' were absent in the textbooks dialogues.

Watts (2001) used the Hallidayan sense of register variation for the purpose of her study. The study addressed the following points: how the register variation fitted within theories of communicative language learning, and how teaching materials available dealt with register. She summarized the findings of an analysis of ten of the Spanish language textbooks currently in use at the second-and third-year levels. She found that all of these textbooks provided register input of some kind, only one of them took an overt and systematic approach. All of them presented vocabulary but in terms of register input, they did little more than presented such phrases, for example, as polite vs. informal ways to meet and greet. The grammar presented in all of these books was fairly standard, with no mention of the possibility that certain pragmatic implications might be expressed in particular contexts through grammar. She suggested that a more overt and systematic approach to sensitizing students to register variation is needed at all levels of language instruction if the explicit goal was to enable the Spanish majors to acquire true proficiency in Spanish. Also, she suggested some ways in which register variations could be taught.

Further, using the framework of systemic functional grammar, Young and Nguyen (2002) compared two modes of presenting the same scientific topic: in a physics textbook and in interactive teacher talk. The aim of the study was to explore how the textbook and teacher talk functioned as communication. Three aspects of scientific meaning making were analyzed: representations of physical and mental reality, lexical packaging,

and the rhetorical structure of reasoning. Both the textbook and teacher talk were found to use verbs of action to represent scientific processes. The teacher talk, however, built a situation where the teacher and students acted as active participants in these processes, while the readers were distant observers. The textbook contained more grammatical metaphors, which were frequently left unpacked, whereas in the teacher talk grammatical metaphors were always unpacked. Both the textbook and the teacher talk showed similar thematic organization, but while this was explicit in the textbook, in the teacher talk it was interactionally constructed. Besides, the results showed the contrasting ways in which teachers and textbooks make meaning within the academic discipline of physics. The researchers concluded with the socialization of students to science discourse through different instructional modes.

In addition, the study conducted by Nuamthanom (2003) aimed at investigating how the English relative clause could be used to convey given/ new information in three discourse types: narrative, scientific, and English for Specific Purposes (ESP) materials. The data collected for this study were 600 relative clauses: 200 relative clauses were selected from each of the three discourse types. These were mainly analyzed within the SFL framework. The findings showed that scientific and ESP texts, both within the expository scientific genre, seemed to differ from narrative texts in their own respect.

Gilmore (2004) attempted to draw a comparison between textbooks dialogues and authentic interactions using the SFL framework. The findings showed the absence of the natural aspects of real interaction from the textbooks dialogues.

North (2005) conducted a study based on an analysis of essays written within an open university course in the history of science using the systemic functional approach to examine whether the students' use of theme may vary according to their disciplinary

background. It was found that the students from an 'arts' background were found to achieve significantly higher grades than those from a 'science' background.

After this rapid review of the literature concerning textbooks evaluation in Jordan and worldwide, it is noted that the local studies are different from the international studies in evaluating textbooks.

It is concluded that very few studies in Jordan investigated the content of the textbooks and used it to collect data. They used, instead, questionnaires and interviews to evaluate them. Lababidi's study (1983) was featured by the use of textbooks analysis in collecting the needed data as she explored communication in the textbooks.

The lack of content analysis as a vital source of collecting data made the adaptation processes more complex, obscure and unclear, though some of the results can be very useful in developing the textbooks. The findings of these studies reflected supervisors', teachers' and students' opinions of the textbooks only and not a real deconstruction of the components. Thus, the findings reflected nearly subjective viewpoints.

Besides, it seems that the textbooks were judged against some common characteristics such as layout/graphics, physical characteristics, teaching aids, structures, technical aspects, etc.

Despite these shortcomings, some studies shed some light on critical areas in contents such as the lack of scientific and technical subjects (Mu'men, 1992) and on the condition of the ESP in Jordan (Al-Marzouq, 1992).

Aside from the use of the SFL framework to develop the textbooks construction, it is obvious that the international studies were concerned with the content analysis as a key factor to promote interactions, introduce new concepts, and adapt the language of the content to be more comprehensible on the part of the students of different levels.

Young and Nguyen (2002), for example, concentrated on the experiential meanings (processes), interpersonal meanings (interactions), and textual meanings (grammatical metaphors, i.e. lexical density such as water evaporation instead of water evaporates). Their study put a great emphasis on the socialization of the physics textbooks and breathed life into it by determining the roles of teachers and students.

In conclusion, evaluating textbooks is a vivid process. Therefore, it is necessary to include both: the quantitative and the qualitative methods. More importantly, it must investigate the content of the material together with the teachers' and students' evaluation of the textbooks themselves. Such investigations and examinations are to provide educators with important educational implications which might help them develop and adapt the core of the textbooks rather than the covers.

Chapter Three

Methodology and Procedures

3.0 Introduction

This chapter is mainly concerned with the methodology used for data collection and procedures in the process of evaluating the ECS textbooks from a functional perspective.

3.1 Participants of the study

Tutors, instructors, and teachers are the most relevant sources for evaluating the textbooks simply because they are the ones who could understand the strong and the weak areas. The present study, therefore, was intended to involve them in the evaluation process as very significant elements in the teaching-learning process.

Thus, the instructors' sample consisted of 20 subjects while the students sample consisted of 667 undergraduate students selected randomly to fill in a rating scale (another version of the instructors' rating scale). The students had fulfilled the requirements of the ECS II in the second semester of the Academic year 2006–2007.

The following table shows the numbers and percentage of the students according to their faculties in the sample.

Table 1. Numbers and percentage of students according to faculties in the sample

Faculties	Number of Students	Percentage
Scientific	305	45.7%
Humanities	362	54.3%

3.2 Instruments used for data collection

3.2.1 Use of rating scales

In order to probe to what extent the ECS textbooks were functional according to the instructors' and students' perceptions, the rating scales were expected to be the most feasible way to answer the questions of the study, and to give the instructors and students the opportunity to evaluate the ECS textbooks. The instructors' rating scale (see Appendix 1) and the students' rating scales were identical (see Appendix 2).

As this study was intended to explore the functionality of the ECS textbooks as perceived by the ECS instructors and students, a rating scale was built on the basis of Butt et. al's model. The items clearly indicate the pedagogical implications of the SFL theory. The rating scale is a five-point scale (To a very large extent–To a large extent–To some extent–To a small extent–Not at all).

The first two major questions of the study imply some sort of extension, and this accounts for the use of the rating scale as a tool for data collection. Each item of the rating scale was intended to address a functional principle. Items 1 and 2 examine the context of culture stratum: the first investigates to what extent the textbooks focus on the use of language as it occurs in the original culture (i.e. the American or the British), the second examines the material authenticity. Items 3 - 12 are intended to explore the context of situation stratum. More specifically, Items 3, 4, 5 address the tenor of situation in the textbooks that is the relationship between the speaker and listener or the writer and reader. Thus, Item 3 investigates to what extent the textbooks make students aware of the societal roles of the interlocutors, Item 4 tests to what extent they make students aware of the status

and power of the participants, Item 5 examines to what extent the textbooks make students clear on the social distances among the participants.

As items 6, 7, 8, and 9 attempt to measure the mode of situation in the textbooks, Items 10, 11, and 12 measure the field of situation. Items 6, 7, 8, and 9 try to measure the varieties in text types in the textbooks as manifested in the four major language skills (i.e. listening, speaking, reading, and writing).

Item 10 explores to what extent the selected topics meet students' interests. Further, Item 11 probes to what extent the selected topics meet students' needs in their academic majors. Item 12, in turn, examines students' use of language purposefully in their own academic disciplines.

Items 13, 14, and 15 explore the experiential meanings/functions in the textbooks. Item 13 investigates to what extent the textbooks enable students to express their own internal experiences. Items 14 and 15 investigate to what extent the material enables students to build the vocabulary that helps them communicate effectively and the vocabulary which helps them manage their learning in their academic majors.

Items from 16-22 are intended to explore the interpersonal meanings/functions. Item 16, therefore, examines to what extent the textbooks enable students to express their external experiences in English (i.e. using language to interact and communicate with others). Item 17 tests to what extent the textbooks include language functions together with their realization elements. Item 18 examines to what extent the students are given opportunities to interact and communicate with others inside the classroom to negotiate meaning. Item 19 focuses on students' participation in the context of situation i.e. taking different social roles in the speech situation. Item 20 is concerned with the textbooks presentation of different forms of sentences: declarative, imperative, and interrogative

whereas Items 21 and 22 test to what extent the textbooks activities enable students to investigate the time of events and the use of the positive and negative forms of clauses.

Items 23-28 are intended to explore the textual meanings/functions of the textbooks. Thus, Items 23, 24, and 25 test to what extent the textbooks enable students to read and write coherent texts, and to use different types of cohesive devices. Items 26, 27 and 28 investigate to what extent the textbooks enable students to write essays beginning with an introductory paragraph and help them recognize and write the topic sentence in any paragraph.

Items 29–35 investigate the lexicogrammatical stratum in the textbooks. They explore to what extent the textbooks provide students with different options of words, phrases and grammatical units (Item 29), the words and structures that enable them to interact effectively with others (Item 31), the words and structures that enable them to organize meaningful texts (Item 32). However, Items 33 and 34 test to what extent the grammar and vocabulary in the textbooks are contextualized whereas Item 35 examines to what extent the textbooks enable students to break down clauses into smaller constituents.

Items 36 and 37 investigate the phonic aspect in the textbooks i.e. stress, intonation, and pronunciation.

Items 38 and 39 explore the graphic aspect i.e. the spelling and punctuation activities.

Finally, item 40 explores the non-language stratum; it tests to what extent students are enabled to use body language in communication such as gestures, facial expressions, miming, etc.

Broadly speaking, when it comes to the analysis of the items, Items were treated as follows:

- Items 1-12 were intended to explore the extralinguistic level.
- Items 13-28 were meant to address the semantic level.
- Items 29-35 were intended to probe the lexicogrammatical level.
- Items 36-40 were meant to investigate the expression level.

It can be concluded that this study is characterized by being descriptive and evaluative; it attempts to survey the functional principles in the textbooks as perceived by the ECS instructors and students on the one hand, and the distribution of the aspects of functionality according to the analysis of the lexicogrammar and the contextual description of the texts on the other.

3.2.2 Validity of the rating scales

Ten University professors were kindly requested to validate the rating scale in terms of the clarity and the adequacy of the items. The items were translated into Arabic in order to avoid any misunderstanding of any item on the part of the instructors and students. Thus, the English version was evaluated by seven university professors: three specialized in English linguistics, three specialized in EFL curriculum and Methodology, and one in General Curriculum and instruction. However, the Arabic version was also assessed by seven professors: two specialized in Arabic linguistics, two in English linguistics, two in General Curriculum and Instruction, and one in EFL curriculum and Methodology. They were asked to provide the researcher with their suggestions and ideas (see Appendices 3 and 5). Consequently, if there was a consensus on an item judged to be unclear or irrelevant, it was excluded. It is also worth mentioning that some items were clarified by examples in English to make them seem clearer to the reader.

3.2.3 Reliability of the rating scales

The reliability of the rating scales was measured by using Cronbach's Alpha as the items were symmetrical. The reliability of the instructors' rating scale was .98 whereas the reliability of the students' rating scale was .95.

3.2.4 Conducting the rating scales

The instructors' rating scale-the Arabic version (see Appendix 3) was conducted in May in the second semester of the Academic year 2006-2007 in the UJLC after getting the permission from the Director of the LC (see Appendix 4). Instructors were instructed how to fill it out as it consisted of two parts: the first was for personal information and the second was concerned with evaluating the ECS textbooks. Any inquiry or question was dealt with immediately. The respondents were given half an hour at least to fill out the rating scale.

On the other hand, the students' rating scale -the Arabic version (see Appendix 5) was conducted again in May in the second semester of the Academic year 2006–2007 in the UJLC. Similarly, students were told how to fill out the rating scale. They were given half an hour at least to fill the two parts: the personal information part and the part which involves evaluating the ECS textbooks.

3.3 Lexicogrammatical analysis and contextual description

The analysis of the two textbooks is based on Butt et. al's framework of context analysis which begins basically with the lexicogrammatical analysis of the texts to describe the experiential, interpersonal, and textual meanings/functions of the text. Then, it proceeds, as a result of this analysis, to describe the contextual elements of the contexts in detail (see Appendix 6). Thus, the experiential meanings unfold the process types, the

participants, and the circumstances which help to reveal the field of the discourse for each text (written or spoken), together with its major elements: the experiential domain, the short-term goal, and the long-term goal. Butt et. al (2001) define the experiential domain as what the text is all about: the processes, participants and circumstances. This part of field analysis answers the questions concerning the nature of the experiential domains in the textbooks.

The tenor which reflects the relationship between the interlocutors and corresponds with the interpersonal function/meaning is the second element of the context of situation. The tenor analysis reveals the following:

- The agitive or societal roles of the participants—for example, employer/employee, teacher/student, etc.

- The powers and statuses of the participants which can be equal or hierarchic and temporary or permanent. Some pointers to an identification of status and power are mood choices by the speakers—that is who gives the orders, who asks the questions, who makes the offers, who gives information—and the responses of the addressees— that is, who agrees, contradicts, or refuses to participate.

- The social distance which can be minimal or maximal depending on the relationship among the participants or interlocutors. It measures, therefore, how well the participants know each other: whether they speak familiarly or distantly. Maximal social distance is used by speakers who have never met before, and minimal by those who interact on a familiar and frequent basis. It may be indicated by the levels of formality and objectivity in a text. It can be stretched by exclusive *we* and minimized by inclusive *we*, and can be stretched by negative judgments and minimized by the solidarity of positive judgments (Butt et. al, 2001:192).

This part of the interpersonal meanings of the texts shows the agentive societal roles of the participants, how these roles are distributed in the ECS textbooks, the most dominant status of the participants, and the most common social distance among the participants.

The analysis of the textual meaning uncovers the most common role of language in texts, the most common channel, the most common types of interaction, the most common rhetorical thrust on the context level, and the text types in the textbooks on the text level. The role of language can be either constitutive or ancillary. If it is ancillary, it helps some other activity. If it is constitutive, language constitutes the texts and it is the whole activity. Type of interaction refers to whether the text is a monologue or dialogue. Medium refers to whether the text is spoken or written or even signed. Channel refers to how the text is perceived and if it is graphic, phonic or visual. Rhetorical thrust refers to the general feeling of the text, for example, instructive, explanatory, literary, persuasive, etc (Ibid: 193).

Consequently, the tables containing the field elements, tenor elements and mode elements, registers, and text types will reveal how the aspects of functionality are distributed in the ECS textbooks.

In examining the registers in the textbooks, Halliday et. al's (1966) definition was taken into consideration. Register is the varieties of language according to various situations. Halliday et. al could recognize further registers such as the language of literature, journalism, advertising, conversation, etc. This definition is used to classify the texts and activities in the ECS textbooks. The registers were arranged, therefore, in tables, together with frequencies and percentages with respect to the four skills.

3.3.1 Validity of the lexicogrammatical analysis and contextual description

Each text was analyzed twice. Whenever the researcher encountered any problem relating to the analysis of some difficult texts or the inability to make decisions concerning the contextual description, the supervisor helped to analyze such texts. He also helped to revise the procedures of the analysis as an expert in SFL so as to validate the skeleton used to describe the lexicogrammatical analysis and the contextual description.

3.3.2 Procedures used in the lexicogrammatical analysis and contextual description

The corpus of the analysis consists of all the texts (listening, reading, speaking and writing activities). Each textbook contains 14 units with 14 reading and listening texts together with speaking and writing activities.

Table 2 below shows the distribution of texts and activities in the two textbooks, and the frequencies and percentage of these activities.

Table 2. Frequencies and percentages of texts and activities in the ECS textbooks

Text / Activity	Numbers of texts / Activities	Percentage
- Listening	28	21.7 %
- Speaking	38	29.5 %
- Reading	28	21.7 %
- Writing	35	27.1 %

Using the above-mentioned framework of Butt et. al (see Appendix 6), the researcher analyzed each text or activity in order to find out the answers to the study questions as regards the context analysis. The three elements of the context of situation which are the same components of the register helped to unravel the distribution of the aspects of functionality in the ECS textbooks. It is also worth mentioning that some speaking or writing activities were subdivided into two parts, and these were regarded as two activities rather than one. For example, a writing section which asked students to do the following was considered two writing activities:

Choose either 1 or 2.

1. Write a composition of 150 words in which you explain and discuss the role parents play in the life of their children. Support your ideas with specific examples whenever possible.
2. Summarize the reading passage in your own words, reducing it to three short paragraphs.

When it came to the analysis of a reading text, the researcher read the text in general in order to get the main idea or the gist of the text. Then, she started reading paragraph by paragraph to determine the experiential meanings in the texts: the participants, the processes, and the circumstances which helped to decide the experiential domain in the text. The investigation of the interpersonal meanings on the lexicogrammatical level: the mood selections (i.e. whether it is interrogative, imperative, or declarative) and the person selections (i.e. whether it is a first person such as I or we, second person such as you, or third person such as they, he, and she) would uncover the agentive/societal roles, status, and social distance in the text on the context level. The exploration of the textual meanings: the thematic choices (i.e. whether it is topical, textual,

or interpersonal); the cohesive devices such as repetition, ellipsis, conjunctions, coordination, semantic relation, etc., and the structural patterns that is what genre or text type the analyzed text fits with, would reveal the role of language (constitutive or ancillary), type of interaction (monologue or dialogue), medium (spoken or written), channel (phonic or graphic), and rhetorical thrust that is the general feeling in the text. In that, it can be noted that as a result of the researcher's analysis of the three main meanings on the lexicogrammatical level, she could write down the contextual description of each text.

Each text had a separate analysis sheet which mainly contained the field, tenor, and mode (see Appendices 7, 8, 9, and 10). Two other functional aspects were added: the register (whether it is a language of literature, journalism, science, etc.) and the text type or genre (whether it is a narrative, recount, procedure, etc.). Finally, the contextual elements were coded in tables designed for the purposes of quantifying these elements (see Chapter 4).

The following text is an excerpt taken from Shakespeare's *Julius Caesar* (a text to be studied in the ECS textbooks); it illustrates the analysis process that the researcher adopted in the present study:

material

Friends, Romans, countrymen, lend *me your ears*.

Recipient Goal

material material verbal

I come to bury *Caesar*, not to praise *him*.

carrier	Goal	Target
	circumstance	

Come I to speak **in Caesar's funeral**

In analyzing the experiential meanings in this text, it was found that the most dominant process types were the relational, behavioral, verbal, and mental; the most common participants were the carrier, sayers, senser, behavior, attribute, verbiage, phenomenon; and the circumstances were such as in Caesar's funeral, there, etc. These elements helped to decide the experiential domain in the text that is cunningness in Antony's speech in Julius Caesar's funeral. Besides, the experiential analysis might help to analyze the characters in the play.

In investigating the interpersonal meanings, it was found that the most common mood selections were the imperative and the interrogative because Antony was giving a speech to the Romans on an important occasion whereas the main person selection was the second person *you* and the third person *he*. Now the interpersonal meanings helped to decide the agentive/social roles, status, and social distance.

imperative

Friends, Romans, countrymen, lend me **your** ears.

When exploring the textual meanings, it was found that the main thematic choices were the interpersonal, the topical and the textual; the cohesive devices were ellipsis, repetitions, references, etc; and the structural pattern which the text fits with is the narrative/or the oratory. Now these textual meanings helped to decide the role of language in the text (ancillary as the language was used here to affect the addressees), the type of interaction (dialogue as there was an interaction between the characters in the play), the medium (written), the channel (graphic), and the rhetorical thrust (literary).

Interpersonal theme

RHEME

Friends, Romans, countrymen, lend me your ears.

The same procedures were followed to analyze the listening texts. The researcher obtained the transcription of the listening texts from the UJLC as they were not found in the textbooks.

The absence of a real speaking or writing model text, and more importantly the absence of the strategies or ways which help the students speak or write effectively made the researcher analyze the activities (the questions) in the ECS textbooks and expect the produced text. Thus, there was not an analysis of the three meanings on the lexicogrammatical level regarding the speaking and writing activities (see Appendices 9 and 10).

It was found that in most speaking and writing activities the agentive/societal roles of the participants are not stated, and this, in turn, affects the statuses and the social distances negatively and they seem unclear. When analyzing, the researcher chose the expression “not stated” to indicate the absence of the participants roles in the reading and listening texts and in the speaking and writing activities and “not clear” to indicate the confusion as regards the real status of the participants, or the social distance among them. For example, in the writing activity which asked students to argue whether money is the root of all evil or not, there was no mentioning of any participants except the use of *you* to indicate order:

"Do you believe that money is the root of all evil, or do you not? Decide on clear reasons for your opinion. In two paragraphs, discuss each reason and illustrate your points with a sufficient number of examples."

It is clear here that the absence of participants reflects the absence of real interaction. This also reflects the confusion on the part of students regarding the level of language to be used (formal or informal) simply because the status and the social distance are not clear. The question was supposed to be written as follows:

Write an essay to a *newspaper's editor* agreeing or disagreeing with the article discussing money as the root of evil.

By determining the two participants in the question, the statuses and the social distances become very clear to the students and they will be able to determine the level of language (formal) to be used in their writing text.

In investigating text types, Butt et. al's definitions of text types or genres were adopted. The types of the texts in the two books were realized and organized in tables in Chapter 4 together with the frequencies and percentages of each text type in the four skills.

Chapter Four

Findings

4.0 Introduction

This chapter consists of two parts: the first is concerned with the findings of the analysis of data achieved through the rating scales. It deals with analyzing the collected data on the basis of the following levels: the extralinguistic level, the semantic level, the lexicogrammatical level, the expression level, and the overall functionality of the textbooks.

As mentioned in Chapter 3, the statistical analysis of the rating scale items dealt broadly with the major aspects of functionality as follows:

- Items 1-12 were intended to explore the extralinguistic level.
- Items 13-28 were meant to address the semantic level.
- Items 29-35 were intended to probe the lexicogrammatical level.

The following three-point scale of the mean scores was used to analyze the findings obtained from the instructors' and students' rating scales:

- The mean scores of the responses ranging (1.00-2.33) indicate a low degree of functionality.
- The mean scores of the responses ranging (2.34-3.66) indicate a medium degree of functionality.
- The mean scores of the responses ranging (3.67-5.00) indicate a high degree of functionality.

On the other hand, the second part of this chapter is concerned with the findings of the analysis of the texts and activities of the ECS textbooks. The second part aims at

investigating the functionality of the ECS textbooks I and II. More specifically, it attempts to answer qualitatively and quantitatively the following points:

- the experiential domains in each text or activity on the experiential level of the context of situation (i.e. the field);
- the registers included in the four language skills and in the two textbooks, and how these registers are distributed in the ECS textbooks;
- the societal roles, statuses, and the social distances of the participants or interlocutors on the interpersonal level of the context of situation;
- the role of language (ancillary or constitutive), type of interaction (monologue or dialogue), medium (written or spoken), and the rhetorical thrust in each text or activity on the textual level of the context of situation;
- the text types or genres included in the textbooks.

All these points are organized in tables .

4.1 To what extent are the ECS textbooks functional as perceived by ECS instructors in the UJLC?

The analysis of the instructors' and students' responses to the rating scale items shows considerable findings. The mean scores and the standard deviations of the responses to each item were computed together with the mean scores and the standard deviations of the responses to each major level of Butt et. al's model: the extralinguistic level (the context of culture and the context of situation); the semantic level (the experiential, the interpersonal, and the textual meanings); the lexicogrammatical level; and the expression level, and finally the total mean score and the standard deviation of the overall responses (the functionality of the textbooks as perceived by the instructors and

students).

As can be seen in Table 3, the ECS instructors believed that the textbooks are moderately functional. They responded with an overall mean score of 3.1.

A closer look at this table would reveal surprising findings. The instructors' responses to all the layers reflect the same scale (i.e. a medium range of functionality): the extralinguistic level, the semantic level, the lexicogrammatical level, and the expression level.

Table 3. Mean scores and standard deviations of instructors' responses to each level

Level	Mean	Standard deviation
The extralinguistic	3.2875	.67
The semantic	3.1281	.78
The lexicogrammatical	3.0786	.87
The expression	2.6100	1.19
The functionality	3.1025	.76

Number of respondents = 20

The mean scores of the responses were 3.3, 3.1, 3.1, and 2.6 respectively.

A look at the detailed analysis of the instructors' responses to all the statements (see Table 4) would reveal that the items can be grouped into three main categories: the first indicates a high degree of functionality (see Items 1, 2, 6); the second reflects a medium degree of functionality and this particular scale includes most of the items (see Items 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22,23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34,35, 37, 38, 39, and 40); and the third indicates a low degree of

functionality and this category only includes Item 36.

It is noteworthy that the standard deviations of all levels indicate some sort of harmony and consensus among the instructors. However, the standard deviation of the expression level indicates a discrepancy among the instructors' responses.

Table 4. Mean scores and standard deviations of the instructors' responses to each item

Item No.	Mean	Standard Deviation	Item No.	Mean	Standard deviation
1	3.90	.91	21	3.25	.85
2	3.90	1.16	22	3.20	.69
3	2.90	.85	23	3.45	.95
4	2.95	.88	24	3.20	1.06
5	2.90	.91	25	3.25	.91
6	4.20	.89	26	2.95	.99
7	3.50	1.1	27	2.85	1.09
8	3.40	.99	28	2.80	1.06
9	3.50	.69	29	3.05	.99
10	2.70	1.13	30	3.20	.95
11	2.60	.75	31	3.15	.88
12	3.00	.92	32	3.00	.80
13	2.95	.83	33	3.20	1.105
14	3.10	1.02	34	3.35	1.18
15	2.80	1.05	35	2.60	1.23

16	3.00	1.17	36	2.20	1.15
17	3.25	1.02	37	2.35	1.31
18	3.55	.99	38	2.60	1.31
19	3.20	1.28	39	3.15	1.31
20	3.25	1.12	40	2.75	1.41

Number of respondents = 20

It can be concluded, therefore, that most instructors believed that ECS textbooks are highly functional in terms of focusing on students' use of language as it occurs in the original culture; the authenticity of the language; and giving students opportunities to read and understand various types of texts differing according to the contexts of situations. On the other hand, the instructors perceived the textbooks to a moderate degree functional in terms of making students aware of the statuses and powers of the interlocutors in texts; making students aware of the social distances among the participants; giving students opportunities to listen to various types of texts differing according to the contexts of situations; giving students opportunities to produce various spoken and written texts differing according to the contexts of situations; meeting students' interests and needs in their academic majors; enabling students to use English purposefully in their own academic disciplines; enabling students to express their own internal experiences in English; enabling students to build the vocabulary that helps them communicate effectively; enabling students to build the vocabulary that helps them manage their learning in their academic majors; enabling students to express their external experiences in English; including language functions together with their realization elements; giving students opportunities to interact with others inside the classroom to

negotiate meaning; giving students opportunities to take different social roles in the speech situation; presenting different forms of sentences: declarative, imperative and interrogative; enabling students to investigate the time of the events; enabling students to use the positive and negative forms of clauses; enabling students to read, understand, and write coherent texts; enabling students to use different types of cohesive devices; enabling students to write essays beginning with an introductory paragraph; enabling students to recognize the topic sentence in any paragraph when they read; enabling students to write the topic sentence in writing paragraphs; providing students with different options of words, phrases and grammatical units differing according to the contexts of situations; providing students with the words and structures that enable them to express their experiences; providing students with the words and structures that enable them to interact effectively with others; provide students with the words and structures that enable them to organize meaningful texts; including contextualized grammar; including contextualized vocabulary; enabling students to break down the clauses into constituents; including activities related to pronunciation, spelling, punctuation; and finally enabling students to use body language in communication. It was found that the textbooks were to a low degree functional in terms of presenting stress and intonation meaningfully and contextually as perceived by the ECS instructors.

4.2 To what extent are the ECS textbooks functional as perceived by the UJ undergraduate students?

To answer the question relating to the extent of the ECS textbooks functionality as perceived by the UJ undergraduate students, the means and the standard deviations of the students' responses to each level were computed together with the means

and the standard deviations of the responses to each statement.

As illustrated in Table 5, it is apparent that these findings echoed those of the instructors' responses. It was found that the textbooks are to a moderate degree functional according to the students' perceptions. Similarly, the mean scores of the students' responses to the extralinguistic level, the semantic level, the lexicogrammatical level, and the expression level reflect the same degree, even though the responses to the expression level were slightly different. The mean of the responses to this level was 2.96 which was the lowest. It is clear that the standard deviations of the responses to the extralinguistic level, the semantic level, the lexicogrammatical level indicate a harmony among the students' responses.

Table 5. Mean scores and standard deviations of students' responses to each level

Level	Mean	Standard deviation
The extralinguistic	3.1728	.62
The semantic	3.2225	.70
The lexicogrammatical	3.2075	.80
The expression	2.9613	.99
The functionality	3.1723	.64

Number of respondents = 667

Table 6 displays the mean scores and the standard deviations of the students' responses to each item. A rapid look at the table would reveal that all students' answers fell in the range of a medium degree of functionality. The standard deviations of the Items 36, 37, 38, 39, 40 show a slight disparity among the students' responses.

Table 6. Mean scores and standard deviations of the students' responses to each item

Item No.	Mean	Standard Deviation	Item No.	Mean	Standard deviation
1	3.62	.89	21	3.38	1.05
2	3.34	1.11	22	3.44	1.07
3	3.36	1.00	23	3.24	1.08
4	3.37	1.02	24	3.17	1.05
5	3.34	1.03	25	3.21	1.05
6	3.52	1.05	26	3.09	1.13
7	3.20	1.10	27	3.27	1.08
8	3.04	1.10	28	3.21	1.06
9	3.14	1.05	29	3.22	1.09
10	2.59	1.12	30	3.12	1.10
11	2.66	1.18	31	3.13	1.05
12	2.89	1.11	32	3.13	1.07
13	2.82	1.13	33	3.37	1.11
14	3.27	1.06	34	3.36	1.12
15	2.93	1.16	35	3.12	1.08
16	3.10	1.08	36	2.96	1.23
17	3.40	1.02	37	2.99	1.25
18	3.36	1.08	38	2.89	1.26
19	3.07	1.09	39	3.17	1.19
20	3.61	.96	40	2.80	1.27

Number of respondents = 667

4.3 How are the aspects of functionality distributed in the ECS textbooks according to the lexicogrammatical analysis and contextual description based on Butt et. al's model?

It was found that there was no balance in the distribution of most functional aspects in the ECS textbooks as revealed by the analysis of the lexicogrammar on the three levels of meanings: the experiential, the interpersonal and the textual, and the contextual description of the three elements of situation: field, tenor and mode.

4.3.1 Fields of discourse

4.3.1.1 What are the experiential domains in the textbooks on the contextual level?

The investigation of the processes, participants, and circumstances on the contextual level determines the macro experiential domain involved in each text: whether spoken or written. The mainly relational process type in the reading text "What is Technology?" in 102 Unit 13, for example, which defines technology from different perspectives, together with the participants of carriers and attributes, which describe the role of technology in our life, bring into light the dominant experiential domain in the text; that is technology from different perspectives.

It is noteworthy that the experiential domains are being recurred in the four skills. Thus, "Man as a symbol maker", for instance, has been recurred in the reading and listening texts, and speaking and writing activities.

Table 7. Experiential domains in reading texts

Experiential domain	Unit
1. Man as a symbol maker	1 (101)
2. Heredity (life comes out of life)	2 (101)
3. A husband planning to get rid of his wife (story)	3 (101)
4. Technology for development	4 (101)
5. A description of a moth's life (story)	5 (101)
6. What do some notions mean to people of different social classes ? (play)	6 (101)
7. Future prediction of management and technology	7 (101)
8. A description of the psychological status of a woman after hearing news about her husband's death (story)	8(101)
9. A precise description of the constitution of the Hashemite Kingdom of Jordan	9 (101)
10. Arabs contributions in the fields of science and humanities	10 (101)
11. A letter from a father to a daughter	11 (101)
12. Communication in life	12 (101)
13. The enemies entered the hometown (poem)	13 (101)
14. What I demand of life	14 (101)
15. The benefits of journalism schools for society	1 (102)
16. Technology to serve man	2 (102)
17. A sick boy waiting for death (story)	3 (102)
18. Science and technology in life	4 (102)
19. A description of a battle between two armies of ants	5 (102)
20. A story of a salesman (play)	6 (102)
21. Types of communication	7 (102)
22. Racism in the United States (story)	8 (102)
23. Human rights according to the United Nations	9 (102)
24. Antony's speech in Shakespeare's Julius Caesar (play)	10 (102)
25. A letter from a father to a son	11 (102)
26. Mind is like a bat; though it is blind, it sees obstacles in the dark (poem)	12 (102)
27. Technology from different perspectives	13 (102)
28. Life in the country (poem)	14 (102)

Table 8. Experiential domains in listening texts

Experiential domain	Unit
1. Processes of communication	1 (101)
2. Discovery of viruses existence via electronic microscopes	2 (101)
3. A fable (a story of a wolf and a dog) (story)	3 (101)
4. Technological development strategies	4 (101)
5. The appearance of the first urban civilizations	5 (101)
6. War and opinions of two fathers about the loss of one or two sons at the	6 (101)

front (play)	
7. Management within a market system	7 (101)
8. A story of a family of rabbits and wolves (story)	8 (101)
9. Ministers in the constitution	9 (101)
10. Honesty is the solution of the social problems	10 (101)
11. University majors	11 (101)
12. Effects of films	12 (101)
13. Love and hate and the end of the world (poem)	13 (101)
14. What is life ? (poem)	14 (101)
15. The importance of media today	1 (102)
16. Characteristics of modern technology	2 (102)
17. Philosophy of life and death	3 (102)
18. Technology affects our life profoundly	4 (102)
19. News	5 (102)
20. Weaknesses of old age (poem)	6 (102)
21. Use of technology in research	7 (102)
22. Hate and fear of other people	8 (102)
23. Legislation	9 (102)
24. 'If we must die, let us nobly die' (poem)	10 (102)
25. Emily Dickinson's letter to Thomas Wentworth Higginson	11 (102)
26. Racial discrimination (poem)	12 (102)
27. Distinction between the status of technicians and technologists in work	13 (102)
28. There are no delights in the industrialized country (poem)	14 (102)

Table 9. Experiential domains in speaking activities

<i>Experiential domains</i>	Unit
1. Man is a symbol maker (opinion)	1 (101)
2. The essential differences between humans and animals	1 (101)
3. Epictetus's statement	1 (101)
4. Description of physical appearances of people	2 (101)
5. Suspension of madness	3 (101)
6. The most effective means of transportation	4 (101)
7. Business and technological advancement	4 (101)
8. Making scrambled eggs	5 (101)
9. The location of the nearest gas station	5 (101)
10. Reasons for delay	5 (101)
11. Reasons for being misunderstood	5 (101)
12. Appreciation of Virginia Woolf's 'The Death of the Moth'	5 (101)
13. Agreeing or disagreeing with characters of the play 'The Brains Trust'	6 (101)
14. The problem of the two digit year system before the year 2000	7 (101)
15. The role of the new information technology in improving management in the public and private sectors	7 (101)
16. Marriage as a golden cage	8 (101)
17. Written constitutions	9 (101)

18. Referring to persons, events, history, different fields of sciences or any aspect of culture	10 (101)
19. Students' majors	11 (101)
20. Discussing a film	12 (101)
21. Psychological warfare is frequently as effective as military warfare	13 (101)
22. Victory remains incomplete if it does not break the will to resist	13 (101)
23. "History to the defeated may say Alas but cannot help or pardon"	13 (101)
24. Privacy and communal living	14 (101)
25. Violence in real life	1 (102)
26. Advantages and disadvantages of technology	2 (102)
27. Introducing the self and talking about incidents	3 (102)
28. Effects of a certain technological invention	4 (102)
29. A Martian narrating what happened to him on Earth	5 (102)
30. Age of retirement	6 (102)
31. Convincing a customer to buy something	7 (102)
32. Women and their share in our society	8 (102)
33. Human rights in the UN Declaration	9 (102)
34. Casting and elements of a good film	10 (102)
35. Things you like in Chesterfield's letter	11 (102)
36. Expressing opinions concerning Richard Wilbur's 'Mind'	12 (102)
37. Giving instructions on how to start a car	13 (102)
38. The only way to control crime is to enforce capital punishment	14 (102)

Table 10. Experiential domains in writing activities

Experiential Domains	Unit
1. Man is a symbol Maker (summary)	1 (101)
2. Heredity (summary)	2 (101)
3. The Unicorn in the garden (re-writing the story)	3 (101)
4. Why do all cultures have stories about mythical creatures ?	3 (101)
5. Describing a motorcycle for sale	4 (101)
6. Technology and education for economic development (summary)	5 (101)
7. Describing people's physical appearance	5 (101)
8. Describing people's physical appearance	5 (101)
9. Defining civilizations	6 (101)
10. Describing the distribution of sectors in the Amman Financial Market Index	7 (101)
11. Good management	8 (101)
12. The Story of an Hour (Rewriting the story from the husband's point of view)	8 (101)
13. The importance of punishment in our life	9 (101)
14. The importance of the statements made by his Majesty the late King Hussein I (summary)	10 (101)
15. Writing the outlines of an official letter	11 (101)
16. Computers and life (advantages and disadvantages)	12 (101)
17. Feelings after the occupation	13 (101)

18. Is money the root of all evil ?	14 (101)
19. Fame, friendship comfort, affection, and happiness	14 (101)
20. Industrial revolution	1 (102)
21. Opinions about one of the technological innovations	2 (102)
22. The role of parents in the life of their children	3 (102)
23. A day's Wait (summary of a story)	4 (102)
24. The role of technology in our life	4 (102)
25. Assessing human behaviours from a cat's perspective (imaginary)	5 (102)
26. Analyzing a character (Linda in Miller's 'Death of a Salesman')	6 (102)
27. A manager wants a secretary	7 (102)
28. An application form	7 (102)
29. Protesting against the kind of image projected in the American media about the Arabs	8 (102)
30. The rights and duties of the family members	9 (102)
31. Reporting what was said to a friend after imagining the self one of the Roman citizens when Antony delivered his speech	10 (102)
32. Writing a letter to Chesterfield	11 (102)
33. Mind is like fire	12 (102)
34. Vocational education	13 (102)
35. Life in the country vs. life in the city	14 (102)

4.3.1.2 What Are the most common registers in the ECS textbooks?

It appears that there are remarkably surprising varieties in the experiential domains of the texts and activities on the field level of discourse as shown in Tables 7,8,9, and 10. However, a careful investigation of the registers shows a considerable revelation of the literary texts. For example, the register of literature is estimated to be 42.9% of the reading texts compared with 3.6% which represents the register of science in the two textbooks.

4.3.1.3 How are the registers distributed in the ECS textbooks?

Surprisingly, it was found that the language of literature comprises 31.8 % of the overall percentage of the registers in the four skills. Then follows the language of social studies, technology, social communication, business and management, communication, law, and media and journalism with the percentages of 22.5%, 14%, 9.3%, 7%, 5.4%, 4%, and 3.1% respectively. The language of arts as well as education cultivated the least

percentage with 0.8% for each.

The investigation of the experiential domains in the two textbooks provides us with the registers included in these textbooks. Thus, the most frequent one is the language of literature with 31.8% in the two textbooks and in the four skills. Then comes the language of the social studies with 22.5%. The least frequent one is the language of arts and education with the same percentage 0.8%.

The findings of the registers analysis indicate an extremely low percentage of the language of science which represents only 3.1% of the whole registers in the textbooks as shown in Table 15.

It is clear that there is a greater tendency to use the language of humanities to a large extent as compared with the language of natural science which has been used less frequently and to a very small extent.

This conclusion, then, supports the claim that the selected topics hardly meet the students' needs. Indeed, the two textbooks are unable to help students use English purposefully in their own academic disciplines.

Table 11. Registers in reading texts

Register	Units	Frequency	Percentage
1. Language of social studies (psychology, history, philosophy)	1 (101), 10 (101), 14 (101)	3	10.7 %
2. Language of science	2 (101)	1	3.6 %
3. Language of literature	3 (101), 5 (101), 6 (101), 8 (101), 13 (101) 3 (102), 5 (102), 6 (102), 8 (102), 10 (102), 12 (102), 14 (102)	12	42.9 %
4. Language of technology	4 (101), 2 (102), 4 (102), 13 (102)	4	14.3 %
5. Language of business, management, and economy	7 (101)	1	3.6 %

6. Language of law	9 (101), 9 (108)	2	7.1 %
7. Language of communication	12 (101), 7 (102)	2	7.1 %
8. Language of media and journalism	1 (102)	1	3.6 %
9. Language of social communication	11 (101), 11 (102)	2	7.1 %
Total		28	

Table 12. Registers in listening texts

Register	Units	Frequency	Percentage
1. Language of social studies (history, sociology, philosophy)	5 (101), 10 (101), 3 (102)	3	10.7 %
2. Language of science	2 (101)	1	3.6 %
3. Language of literature	3 (101), 6 (101), 8 (101), 13 (101), 14 (101), 6 (102), 8 (102), 10 (102), 12 (102), 14 (102)	10	36 %
4. Language of technology	4 (101), 2 (102), 4 (102), 7 (102)	4	14.3 %
5. Language of business, management and economy	7 (101), 13 (102)	2	7.1 %
6. Language of law	9 (101), 9 (102)	2	7.1 %
7. Language of communication	1 (101), 1 (102)	2	7.1 %
8. Language of arts	12 (101)	1	3.6 %
9. Language of media and journalism	5 (102)	1	3.6 %
10. Language of social communication	11 (101), 11 (102)	2	7.1 %
Total		28	

Table 13. Registers in speaking activities

Register	Units	Frequency	Percentage
1. Language of social studies	1 a (101), 1 b (101), 1 c (101), 8 (101), 10 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 6 (102), 8 (102), 14 (102)	13	34.2 %
2. Language of science	2 (101)	1	2.6
3. Language of literature	3 (101), 5 c (101), 6 (101) 3 (102), 5 (102), 10 (102), 11 a (102), 12 (102)	8	21.1 %
4. Language of technology	4 a (101), 4 b (101), 7 b (101), 2 (102), 4(102), 13	6	15.8 %

	(102)		
5. Language of business, management and economy	6 (102)	1	2.6 %
6. Language of law	9 (101), 9 (102)	2	5.3 %
7. Language of communication	7 a (101)	1	2.6 %
8. Language of social communication (every day life)	5 a (101), 5 b (101), 5 c (101), 5 d (101), 11 (101), 12 (101)	6	15.8 %
Total		38	

Table 14. Registers in writing activities

Register	Units	Frequency	Percentage
1. Language of social studies	1 (101), 3 b (101), 6 (101), 10 (101), 14 a (101), 14 b (101), 3 (102), 8 (102), 9 (102), 14 (102)	10	28.6 %
2. Language of science	2 (101)	1	2.9 %
3. Language of literature	3 a (101), 5 b (101), 5 c (101), 8 b (101), 13 (101), 3 (102), 5 (102), 6 (102), 10 (102), 11 (102), 12 (102)	11	31.4 %
4. Language of technology	5 a (101), 12 (101), 2 (102), 4 (102)	4	11.4 %
5. Language of business, management and economy	4 (101), 7 (101), 8 a (101), 7 a (102), 1 (102)	5	14.3 %
6. Language of law	9 (101)	1	2.9 %

	7. Language of social communication	11 (101), 7 b (102)	2	5.7 %
	8. Language of education	13 (102)	1	2.9 %
Total		35		

The dominance of the language of literature is noted again in the four major skills: reading, listening, writing and speaking with the following percentages 42.9%, 36%, 21.1%, and 31.4% respectively.

Table 15. Distribution of registers in the ECS textbooks

Register	Frequency	Percentage
1. Language of social studies	29	22.5 %
2. Language of science	4	3.1 %
3. Language of literature	41	31.8 %
4. Language of technology	18	14 %
5. Language of business, management and economy	9	7 %
6. Language of law	7	5.4 %
7. Language of communication	5	4 %
8. Language of media and journalism	2	1.6 %
9. Language of social communication	12	9.3 %
10. Language of arts	1	0.8 %
11. Language of education	1	0.8 %
Total	129	100%

4.3.2 Tenors of discourse

4.3.2.1 What are the agentive/societal roles of the participants?

As illustrated in Tables 16, 17, 18, 19, and 20, it is apparent that most of the agentive/societal roles are not clear even though there are various societal roles included in the ECS textbooks (see the above-mentioned tables).

4.3.2.2 How are the societal roles distributed in the ECS textbooks?

At the other extreme and on the level of the tenor of discourse, the findings unravel a critical issue: 66% of the societal roles of the participants are not clearly stated in the texts and activities. This leads to a misunderstanding of these roles on the part of the learners. Specifically speaking, 50% of the reading texts, 71% of the listening texts, 66% of the speaking activities, and 71% of the writing activities do not seem to state the societal roles of the interlocutors.

Regardless of the fact that other texts and activities set these roles, most of these are implicitly stated and the reader or the listener has to dig deeply in order to get acquainted with the societal roles of the participants (see Tables 16, 17, 18, and 19).

Table 16 shows various roles of the interlocutors in reading texts. However, these roles, as mentioned before, are implicitly stated and the language used in these texts is rather "bookish" and do not seem to reflect real interactions.

Similarly, 71.4% of the listening texts in Table 17 hardly states the societal roles of the participants. More surprisingly, it was found that other texts which state such societal roles are characterized by narrative features or figurative language and hardly present any single piece of evidence of communications in real life.

Table 18 shows that most of the speaking activities do not seem to state the societal roles that the students are to act out. Other societal roles in the activities rarely immerse the students in any real academic situation in a lecture or seminar.

Although Table 19 shows a variety of the participants roles in writing activities, most of these activities never state these societal roles. Similar to speaking activities, there

is hardly any immersion of a real academic situation where the students are to use the language purposefully in their academic majors. More importantly, it is hardly found any speaking or writing activity which provides the learners with the needed language functions and the realization elements that enable them to communicate effectively.

A careful look at the productive skills activities would reveal the absence of opportunities which allow the students to interact with each other inside the classroom to negotiate meaning. In a word, the textbooks failed to make the students aware of the societal roles of the interlocutors in the reading and listening texts and in the speaking and writing activities.

Table 16. Societal roles in reading texts

Societal roles	Units	Frequency	Percentage
1. Not stated	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 5 (102), 7 (102), 12 (102), 13 (102), 3 (101), 6 (102)	14	50 %
2. Husband and wife (story)	3 (101), 6 (102)	2	7.1 %
3. Group of people and trust master, painter and his wife, professor, doctor, and driver (play)	6 (101)	1	3.6 %
4. Two sisters, husband's friend, and husband	8 (101)	1	3.6 %
5. State and citizens	9 (101)	1	3.6 %
6. King and students	10 (101)	1	3.6 %
7. Father and daughter	11 (101)	1	3.6 %
8. Father and child	3 (102)	1	3.6 %
9. Expert on civil Aviation and readers	4 (102)	1	3.6 %
10. Group of 'White' writers; vs. group of 'Black' writers	8 (102)	1	3.6 %
11. United Nations and people	9 (102)	1	3.6 %
12. Politician and crowds in ancient Rome	10 (102)	1	3.6 %

13. Father and son	11 (102)	1	3.6 %
14. Two poets	14 (102)	1	3.6 %
Total		28	

Table 17. Societal roles in listening texts

Societal roles	Units	Frequency	Percentage
1. Not stated	1 (101), 2 (101), 3 (101), 5 (101), 7 (101), 9 (101), 10 (101), 11 (101), 12 (101), 14 (101), 1 (102), 2 (102), 3 (102), 4 (102), 6 (102), 7 (102), 8 (102), 9 (102), 10 (102), 13 (102)	20	71.4 %
2. Wolf and dog (story)	3 (101)	1	3.6 %
3. Two fathers	6 (101)	1	3.6 %
4. Rabbits and wolves (story)	8 (101)	1	3.6 %
5. Poet and the world	13 (101)	1	3.6 %
6. News presenter vs. audience	5 (102)	1	3.6 %
7. Two poets	11 (102)	1	3.6 %
8. Bltimorean and black boy (poet)	12 (102)	1	3.6 %
9. Poet and his beloved	14 (102)	1	3.6 %

Table 18. Societal roles in speaking activities

Societal roles	Units	Frequency	Percentage
1. Not stated	10 (101), 1 b (101), 1 c (101), 2 (101), 4 a (101), 4 b (101), 5 a (101), 5 e (101), 6 (101), 7 b (101), 9 (101), 10 (101), 11 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 2 (102), 4 (102), 6 (102), 9 (102), 10 (102), 11 (102), 12 (102)	25	65.8 %
2. Psychiatrist and a person who's accused of being mad (the wife in Thurber's 'The Unicorn in the garden')	3 (101)	1	2.6 %
3. Citizen and foreigner	5 b (101)	1	2.6 %

4. Mother and son/daughter	5 c (101)	1	2.6 %
5. Father and son/daughter	5 d (101)	1	2.6 %
6. Computer engineer and student	7 a (101)	1	2.6 %
7. Bachelor and happily married man	8 (101)	1	2.6 %
8. Students	12 (101), 14 (102)	2	5.3 %
9. Student–class	3 (102)	1	2.6 %
10. Superior Maritan and normal Maritan	5 (102)	1	2.6 %
11. Salesman and customer	6 (102)	1	2.6 %
12. Two fighting teams	7 (102)	1	2.6 %
13. Two friends	13 (102)	1	2.6 %
		38	

Table 19. Societal roles in writing activities

Societal roles	Units	Frequency	Percentage
1. Not stated	1 (101), 2 (101), 3 b (101), 4 (101), 5 a (101), 5 b (101), 5 c (101), 6 (101), 7 (101), 8 a (101), 9 (101), 11 (101), 12 (101), 13 (101), 14 a (101), 14 b (101), 1 (102), 2 (102), 3 a (102), 3 b (102), 4 (102), 6 (102), 12 (102), 13 (102), 14 (102)	25	71.4 %
2. Husband and wife	3 a (101), 8 b (101)	2	5.7 %
3. One of the students at the university where the late King (Hussein) delivered his speech	10 (101)	1	2.9 %
4. Cant and human provider of food	5 (102)	1	2.9 %
5. Manager and newspaper readers	7 a (102)	1	2.9 %
6. Employee vs. employee	7 b (102)	1	2.9 %
7. Reader vs. editor	8 (102)	1	2.9 %
8. Family members	9 (102)	1	2.9 %
9. Citizen vs. citizen	10 (102)	1	2.9 %
10. Student vs. author	11 (102)	1	2.9 %
Total		35	

Table 20. Frequency and percentage of the stated and not stated societal roles of the participants in the ECS textbooks

Societal roles	Frequency	Percentage
1. Stated	44	34.1 %
2. Not stated	85	65.9 %

4.3.2.3 What are the most dominant statuses of the participants in the ECS textbooks?

Similarly, it was found that most texts are hardly clear in relation to the statuses of the participants: 14.7 % of these texts presents a hierarchic and temporary status, only 6.2 % presents an equal and temporary status. These obscure types of statuses hinder the process of communication or make it even frozen (see Tables 21, 21, 23, 24, and 25). The tables indicate that 50% of the reading texts, 71.5% of the listening texts, 65.8% of the speaking activities, and 71.4% of the writing activities include participants statuses which are unclear to the learners.

Table 21. Statuses in reading texts

Status	Unit	Frequency	Percentage
1. Not Clear	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 7 (102), 12 (102)	14	50%
2. Equal and permanent	3 (101), 8(102), 6 (102)	3	10.7 %
5. Hierarchic and temporary	6(101), (101),10(101),4(102), 8(102),9(102)	6	21.4%
4. Hierarchic and permanent	11 (101), 3 (102),10(102),11(102)	4	14.2%
2. Equal and temporary	14 (102)	1	3.6 %
Total		28	

Table 22. Statuses in listening texts

Status	Unit	Frequency	Percentage
1. Not Clear	1 (101), 2 (101), 4 (101),	20	71.5%

	5 (101), 7 (101), 9(101), 11(101), 12 (101), 14 (101), 1 (102), 2 (102), 3(102), 4 (102), 6(102), 7 (102), 8(102), 9(102) 10 (102), 13 (102)		
2. Equal and temporary	2 (101), 11 (102), 14 (102)	3	10.7 %
3. Equal and permanent	6 (101)	1	3.6 %
4. Hierarchic and permanent	8 (101), 13 (101)	2	7.1 %
5. Hierarchic and temporary	5 (102), 12 (102)	2	7.1 %
Total		28	

Table 23. Statures in speaking activities

Status	Unit	Frequency	Percentage
1. Not clear	1 a (101), 1 b (101), 1 c (101), 2 (101), 4 a (101), 4 b (101), 5 a (101), 5 e (101), 6 (101), 7 b (101), 9 (101), 10 (101), 11 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 2 (102), 4 (102), 6 (102), 9 (102), 10 (102), 11 (102), 12 (102)	25	65.8 %
2. Hierarchic and temporary	3 (101), 5 b (101), 7 a (101), 5 (102), 6 (102)	5	13.2 %
3. Hierarchic and permanent	5 c (101), 5 d (101)	2	5.3 %
4. Equal and permanent	8 (101), 13 (102)	2	5.3 %
5. Equal and temporary	12 (101), 3 (102), 8 (102), 14 (102)	4	10.5 %
Total		38	

Table 24. Statures in writing activities

Status	Units	Frequency	Percentage
1. Not clear	1 (101), 2 (101), 3 b (101), 4 (101), 5 a (101), 5 b (101), 5 c (101), 6 (101), 7 (101), 8 a (101), 9 (101), 11 (101), 12 (101), 13 (101), 14 a (101), 14 b (101), 1 (102), 2 (102),	25	71.4 %

	3 a (102), 3 b (102), 4 (102), 6 (102), 12 (102), 13 (102), 14 (102)		
2. Equal and permanent	3 (101), 8 (101), 10 (102)	3	8.6 %
3. Hierarchic and temporary	10 (101), 5 (102), 7 a (102), 7 b (102), 8 (102), 11 (102)	6	17.1 %
4. Hierarchic and permanent	9 (102)	1	2.9 %
Total		35	

The least frequent status in reading texts was the equal and permanent one with 3.6%. This indicates again the absence of real interactions in the texts.

In the speaking and writing activities the learners are unaware of most of the statuses of the interlocutors or participants as most of these activities do not seem to clarify them. In that, it can be concluded that the students will be confused on how to use the language, in what situation, and what pointers to use as an identification of status and power: who agrees, who asks the questions, who offers help, etc. Above all, the students will be unable to use the language communicatively.

Table 25. Frequency and percentage of the clear and unclear statuses in the ECS textbooks

Status	Frequency	Percentage
1. Not clear	84	65.1 %
2. Equal and permanent	9	7 %
3. Hierarchic and temporary	19	14.7 %
4. Hierarchic and permanent	9	7 %
5. Equal and temporary	8	6.2 %
Total	129	100 %

4.3.2.4 What are the most common social distances among the participants in the ECS textbooks?

More interestingly, it was also found that 65% of the social distances in the texts

and activities are not clear: 15.5% are minimal and 19.4% are maximal (see Tables 26, 27, 28, 29, and 30).

As the statuses are marked unclear, the social distances among the participants are concurrently unclear, too. Tables 26, 27, 28, and 29 show that most of the social distances in the reading and listening texts, and the speaking and writing activities are not clear. Table 30 highlights this fact and clarifies another significant point, that is the dominance of the maximal social distance in the two textbooks which impels the learners to use formal levels of language to communicate.

A rapid analysis of the content would reveal the following facts regarding the interpersonal domain: the textbooks present implicitly different forms of sentences: the declarative, the imperative, and the interrogative; the textbooks activities encourage students to use the positive and negative forms of clauses, but never provide them with the strategies which help to produce such clauses. Put it simply, the two textbooks fail to create a self-reliant learner as they lack the magic of transferring the solid material into a pedagogical one.

Table 26. Social distances in reading texts

Social distance	Unit	Frequency	Percentage
1. Not clear	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 18 (101), 13 (101), 14 (101), 1 (102), 2 (108), 5 (102), 7 (102), 12 (102), 13 (102)	14	50 %
2. Minimal	3 (101), 8 (101), 11 (101), 3 (102), 6 (102), 11 (102)	6	21.4%
3. Maximal	6 (101), 9 (101), 10 (101), 4 (102), 8 (102), 9 (102), 10 (102), 14 (102)	8	28.6%
Total		28	

Table 27. Social distances in listening texts

Social distance	Units	Frequency	Percentage
1. Not clear	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 9 (101), 10 (101), 11 (101), 12 (101), 14 (101), 1 (102), 2 (102), 3 (102), 4 (108), 6 (102), 7 (102), 6 (102), 9 (102), 10 (102), 13 (102)	20	71.4 %
2. Minimal	2 (101), 6 (101), 14 (102)	3	10.7 %
3. Maximal	8 (101), 13 (101), 5 (102), 11 (102), 12 (102)	5	17.9 %
Total		28	

Table 28. Social distances in speaking activities

Social distance	Units	Frequency	Percentage
1. Not clear	1 a (101), 1 b (101), 1 c (101), 2 (101), 4 a (101), 4 b (101), 5 a (101), 5 c (101), 6 (101), 7 b (101), 9 (101), 10 (101), 11 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 2 (102), 4 (102), 6 (102), 9 (102), 10 (102), 11 (102), 12 (102), 14 (102)	25	65.8 %
2. Minimal	5 c (101), 5 d (101), 8 (101), 12 (101), 8 (102), 13 (102), 14 (102)	7	18.4 %
3. Maximal	3 (101), 5 b (101), 7 a (101), 3 (102), 5 (102), 6 (102)	6	15.8 %
Total		38	

Table 29. Social distances in writing activities

Social distance	Units	Frequency	Percentage
1. Not clear	1 (101), 2 (101), 3 b (101), 4 (101), 5 a (101), 5 b (101), 5 c (101), 6 (101), 7 (101), 8 a (101), 9 (101), 11 (101), 12 (101), 12 (101), 14 a (101), 14 b (101), 1 (102), 2 (102), 3 a (102), 3 b (102), 4 (102), 6 (102), 12 (102), 13 (102), 14 (102)	25	71.4 %
2. Minimal	3 a (101), 8 b (101), 9 (102),	4	11.4 %

	10 (102),		
3. Maximal	10 (101), 5 (102), 7 a (102), 7 b (102), 8 (102), 11 (102)	6	17.1 %
Total		35	

Table 30. Frequency and percentage of the clear and unclear social distances in the ECS textbooks

Social distance	Frequency	Percentage
1. Not clear	84	65.1 %
2. Minimal	20	15.5 %
3. Maximal	25	19.4 %

4.3.3 Modes of discourse

4.3.3.1 What is the most common role of language in the ECS textbooks?

Regarding the mode of discourse, the findings reveal that 88.4% of the language role is constitutive; that is, most of the activities and texts are devoid of any other accompanying activities which add some sort of life to the texts. The ancillary role of language which is only 10.7% of the language role in the texts indicates the lack of the non-language level such as body language in the texts which is considered a significant element of communication (see Tables 31, 32, 33, 34 and 35). The reading and listening texts and the writing activities are marked by the dominance of this particular role of language (89.3%, 92.9%, and 94.3% respectively). Meanwhile, the speaking activities have the least percentage of the constitutive role of language as shown in Table 33. Still, it indicates high involvement of this role in the activities to a great extent. Also, the analysis reveals several interesting findings about the ancillary role of language in the textbooks. The most important fact is the lack of the non-language level in the texts which is considered a significant element of communication.

It can be concluded, therefore, that very few texts and activities help other

accompanying activities in the textbooks. This absence of the ancillary role of language in most texts and activities makes them less functional or communicative.

Table 31. Roles of language in reading texts

Roles of language	Units	Frequency	Percentage
1. Constitutive	1 (101), 2 (101), 3 (101), 4 (101), 5 (101), 7 (101), 8 (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 3 (102), 4 (102), 5 (102), 7 (102), 8 (102), 9 (102), 11 (102), 12 (102), 13 (102), 14 (102)	25	89.3 %
2. Ancillary	6 (101), 6 (102), 10 (102)	3	10.7 %

Table 32. Roles of language in listening texts

Roles of language	Units	Frequency	Percentage
1. Constitutive	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 8 (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 3 (102), 4 (102), 5 (102), 6 (102), 7 (102), 8 (102), 9 (102), 10 (102), 11 (102), 12 (102), 13 (102), 14 (102)	26	92.9 %
2. Ancillary	3 (101), 6 (101)	2	7.1 %

Table 33. Roles of language in speaking activities

Role of language	Units	Frequency	Percentage
1. Constitutive	1 a (101), 1 b (101), 1 c (101), 4 a (101), 4 b (101), 4 c (101), 6 (101), 7 a (101), 7 b (101), 8 (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 2 (102), 3 (102), 4	30	78.9 %

	(102), 5 (102), 6 (102), 8 (102), 9 (102), 10 (102), 11 (102), 12 (102), 14 (102)		
2. Ancillary	2 (101), 3 (101), 5 a (101), 5 b (101), 5 c (101), 5 d (101), 7 (102), 13 (102)	8	21.1 %

Table 34. Roles of language in writing activities

Role of language	Units	Frequency	Percentage
1. Constitutive	1 (101), 2 (101), 3 a (101), 3 b (101), 4 (101), 5 a (101), 5 b (101), 5 c (101), 6 (101), 7 (101), 8 a (101), 8 b (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 a (101), 14 b (101), 1 (102), 2 (102), 3 a (102), 3 b (102), 4 (102), 6 (102), 7 a (102), 7 b (102), 8 (102), 9 (102), 10 (102), 11 (102), 12 (102), 13 (102), 14 (102)	33	94.3 %
2. Ancillary	5 (102), 8 (102)	2	5.7 %

Table 35. Frequency and percentage of the roles of language in the ECS textbooks

Role of language	Frequency	Percentage
1. Constitutive	114	88.4 %
2. Ancillary	15	11.6 %

4.3.3.2 What is the most common type of interaction in the ECS textbooks?

What supports the idea that the textbooks are less communicative or functional is the dominance, once again, of the monologues with 77.5% of the texts and activities compared with the dialogues which are estimated at 22.5%. The investigation of the types of interaction in the four skills revealed the same findings(see Tables 36, 37, 38, 39and 40).

Table 36. Types of interaction in reading texts

Type of interaction	Units	Frequency	Percentage
1. Monologue	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 8 (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 4 (102), 5 (102), 7 (102), 9 (102), 11 (102), 12 (102), 13 (102)	21	75 %
2. Dialogue	3 (101), 6 (101), 3 (102), 6 (102), 8 (102), 10 (102), 14 (102)	7	25 %

Table 37. Types of interaction in listening texts

Type of interaction	Units	Frequency	Percentage
1. Monologue	1 (101), 2 (101), 4 (101), 5 (101), 7 (101), 8 (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 (101), 1 (102), 2 (102), 3 (102), 4 (102), 5 (102), 6 (102), 7 (102), 8 (102), 9 (102), 10 (102), 11 (102), 12 (102), 13 (102), 14 (102)	26	92.9 %
2. Dialogue	3 (101), 6 (101)	2	7.1 %

Table 38. Types of interaction in speaking activities

Type of interaction	Units	Frequency	Percentage
1. Monologue	1 a (101), 1 b (101), 1 c (101), 2 (101), 5 c (101), 6 (101), 9 (101), 10 (101), 11 (101), 13 a (101), 13 b (101), 13 c (101), 14 (101), 1 (102), 3 (102), 4 (102), 5 (102), 6 (102), 9 (102), 10 (102), 11 (102), 12 (102)	22	57.9 %
2. Dialogue	3 (101), 4 a (101), 4 b (101), 5 a (101), 5 b (101), 5 c (101), 5 d (101), 7 a (101), 7 (101), 8 (101), 12 (101), 2 (102), 7 (102), 8 (102), 13 (102), 13 (102)	16	42.1 %

Table 39. Types of interaction in writing activities

Types of interaction	Units	Frequency	Percentage
1. Monologue	1 (101), 2 (101), 3 b (101), 4 (101), 5 a (101), 5 b (101), 5 c (101), 6 (101), 7 (101), 8 a (101), 9 (101), 10 (101), 11 (101), 12 (101), 13 (101), 14 a (101), 14 b (101), 1 (102), 2 (102), 3 (102), 4 (102), 5 (102), 6 (102), 7 (102), 8 a (102), 8 b (102), 10 (102), 11 (102), 12 (102), 13 (102), 14 (102)	31	88.6 %
2. Dialogue	3 a (101), 8 b (101), 3 (102), 9 (102)	4	11.4 %

Table 40. Frequency and percentage of the interaction of types in the ECS textbooks

Type of interaction	Frequency	Percentage
1. Monologue	100	77.5 %
2. Dialogue	29	22.5 %

4.3.3.3 What are the most common channel and medium in the ECS textbooks?

On the contrary, the investigation of the mediums in the texts and activities revealed that there is some sort of balance in the distribution of the spoken and written mediums and channels (graphic or phonic) in the textbooks (48.8%, 51.2% receptively) (see Tables 41 and 42).

Table 41. Frequency and percentage of the mediums in the ECS textbooks

Medium	Frequency	Percentage
1. Written	63	48.8 %
2. Spoken	66	51.2 %

Table 42. Frequency and percentage of the channels in the ECS textbooks

Channel	Frequency	Percentage
1. Graphic	63	48.8 %
2. Phonic	66	51.2 %

4.3.3.4 What is the most common rhetorical thrust in the ECS textbooks?

Regarding the rhetorical thrusts, it was found that the most common rhetorical thrust is the persuasive one 28.7 % followed by the literary one with 22.5 %; then comes the argumentative rhetorical thrust with 16.3 % (see Tables 43, 44, 45, 46, and 47).

Table 43. Rhetorical thrusts in reading texts

Rhetorical thrust	Units	Frequency	Percentage
1. Persuasive	1 (101), 7 (101), 10 (101), 2 (102)	4	14.3 %
2. Argumentative	2 (101), 4 (101), 14 (101), 4 (102), 13 (102)	5	17.9 %
3. Didactic	3 (101)	1	3.6 %
4. Literary	5 (101), 6 (101), 8 (101), 13 (101), 3 (102), 5 (102), 6 (102), 8 (102), 10 (102), 12 (102), 14 (102)	11	39.3 %
5. Regulatory	9 (101), 9 (102)	2	7.1 %
6. Instructive	11 (101), 11 (102)	2	7.1 %
7. Explanatory	12 (101), 1 (102)	2	7.1 %
8. Informative	7 (102)	1	3.6 %

Table 44. Rhetorical thrusts in listening texts

Rhetorical Thrust	Unit	Frequency	Percentage
1. Argumentative	1 (101), 4 (101), 6 (101), 1 (102), 3 (102)	5	17.9 %
2. Informative	2 (101), 2 (102), 5 (102), 9 (102)	4	14.3 %
3. Didactic	3 (101)	1	3.6 %
4. Explanatory	5 (101), 7 (102), 11 (102), 13 (102)	4	14.3 %
5. Persuasive	7 (101), 10 (101), 11 (101), 12 (101), 4 (102)	5	17.9 %
6. Literary	8 (101), 13 (101), 14 (101), 6 (102), 8 (102), 10 (102), 12 (102), 14 (102)	8	28.6 %
7. Regulatory	9 (101)	1	3.6 %

Table 45. Rhetorical thrusts in speaking activities

Rhetorical thrust	Units	Frequency	Percentage
1. Persuasive	1 a (101), 1 b (101), 1 c (101), 3 (101), 4 a (101), 4 b (101), 5 c (101), 6 (101), 8 (101), 9 (101), 10 (101), 13 a (101), 13 b (101), 13 c (101), 1 (102), 6 (102), 7 (102), 9 (102), 11 (102), 12 (102)	20	52.6 %
2. Explanatory	2 (101), 5 c (101), 5 d (101), 7 a (101), 11 (101)	5	13.2 %
3. Argumentative	4 c (101), 12 (101), 2 (102), 4 (102), 8 (102), 10 (102), 14 (102)	7	18.4 %
4. Procedural	5 a (101), 5 b (101)	2	5.3 %
5. Informative	7 b (101)	1	2.6 %
6. Literary	3 (102), 5 (102)	2	5.3 %
7. Didactic	13 (102)	1	2.6 %

Table 46. Rhetorical thrusts in writing activities

Rhetorical thrust	Units	Frequency	Percentage
1. Informative	1 (101), 2 (101), 4 (101), 5 c (101), 6 (101), 7 (101), 10 (101), 7 a (102), 7 b (102)	9	25.7 %
2. Literary	3 a (101), 5 b (101), 8 b (101), 13 (101), (102), 5 (102), 10 (102), 12 (102),	8	22.9 %
3. Explanatory	3 b (101), 5 b (101), 1 (102), 4 (102), 6 (102)	5	14.3 %
4. Persuasive	8 a (101), 9 (101), 14 a (101), 14 b (101), 2 (102), 8 (102), 11 (102), 13 (102)	8	22.9 %
5. Procedural	11 (101)	1	2.9 %
6. Argumentative	12 (101), 3(102), 9 (102), 14 (102)	4	11.4 %

Table 47. Frequency and percentage of the rhetorical thrusts in the ECS textbooks

Rhetorical thrust	Frequency	Percentage
1. Persuasive	37	28.7 %
2. Argumentative	21	16.3 %
3. Didactic	3	2.3 %
4. Literary	29	22.5 %

5. Regulatory	3	2.3%
6. Instructive	2	2.3 %
7. Explanatory	16	12.4 %
8. Informative	15	11.6 %
9. Procedural	3	2.3 %

4.3.3.5 What are the text types (genres) included in the ECS textbooks on the text level?

Table 52 shows the dominance of one type of text that is the exposition which makes up 28.7% of the text types in the textbooks. Then the discussion text type follows with 18.6%. (For all the text types in the textbooks see Tables 48, 49, 50, 51, 52 and 53).

It is apparent that there is no logical distribution of the text types in the four major skills. The dominant text type in the reading texts, for example, was the discussion text type with about 21.4%. It seems that students are not exposed to enough recount and procedure text types. It is clear that the following text types are recurred thoroughly in the four skills: discussion, exposition, explanation, information report. This sheds light on the language which is used in these genres: that is the language of academic purposes but not the language of communication. Thus, the genres which are connected with lifelike texts haven't been concentrated upon such as the procedures and the recount text types.

Table 48. Frequency and percentage of genres in reading texts

Text type	Units	Frequency	Percentage
1. Exposition	1 (101), 7 (101), 10 (101), 12 (102), 14 (102)	5	17.9 %
2. Discussion	2 (101), 4 (101), 11 (101), 14 (101), 4 (102), 13 (102)	6	21.4 %
3. Narrative	3 (101), 6 (101), 8 (101), 13 (101), 3 (102), 6 (102), 10 (102)	7	25 %
4. Recount	5 (101), 2 (102), 5 (102), 8 (102)	4	14.3 %
5. Protocol	9 (101), 9 (102)	2	7.1 %

6. Explanatory	12 (101), 1 (102)	2	7.1 %
7. Information report	7 (102)	1	3.6 %
8. Procedure	11 (102)	1	3.6 %

Table 49. Frequency and percentage of genres in listening texts

Text type	Units	Frequency	Percentage
1. Discussion	1 (101), 11 (101), 13 (101), 1 (102), 3 (102)	5	17.9 %
2. Information report	2 (101), 2 (102), 5 (102), 9 (102)	4	14.3 %
3. Narrative	3 (101), 6 (101), 8 (101)	3	10.7 %
4. Exposition	4 (101), 7 (101), 10 (101), 12 (101), 14 (101), 4 (102), 10 (102), 14 (102)	8	28.6 %
5. Explanation	5 (101), 6 (102), 7 (102), 8 (102), 11 (102), 13 (102)	6	21.4 %
6. Protocol	9 (101)	1	3.6 %
7. Recount	12 (102)	1	3.6 %

Table 50. Frequency and percentage of genres in speaking activities

Text type	Units	Frequency	Percentage
1. Exposition	1 a (101), 1 b (101), 1 a (101), 3 (101), 4 a (101), 5 c (101), 6 (101), 9 (101), 10 (101), 1 (102), 6 (102), 7 (102), 9 (102), 11 (102), 12 (102)	15	39.5 %
2. Explanatory	2 (101), 5 c (101), 5 d (101), 7 a (101), 11 (101), 13 a (101), 13 b (101), 13 c (101)	8	21 %
3. Discussion	4 b (101), 8 (101), 12 (101), 14 (101), 2 (102), 4 (102), 8 (102), 14 (102)	9	23.7 %
4. Procedure	5 a (101), 5 b (101), 13 (102)	3	7.9 %
5. Information report	7 b (101)	1	2.6 %
6. Recount	3 (102)	1	2.6 %
7. Narrative	5 (102)	1	2.6 %

Table 51. Frequency and percentage of genres in writing activities

Text type	Units	Frequency	Percentage
1. Information report	1 (101), 2 (101), 4 (101), 5 c (101), 6 (101), 7 (101), 10 (101), 7 a (102), 7 b (102)	9	25.7 %
2. Narrative	3 a (101), 8 b (101), 13 (101), 3 b (102), 5 (102), 10 (102)	6	17.1 %
3. Explanation	3 b (101), 5 b (101), 1 (102), 4 (102), 6 (102)	5	14.3 %
4. Recount	5 a (101)	1	2.9 %
5. Exposition	8 a (101), 9 (101), 14 a (101), 14 b (101), 2 (102), 8 (102), 11 (102), (102), 13 (102)	9	25.7 %
6. Procedure	11 (101)	1	2.9 %
7. Discussion	12 (101), 3 a (102), 9 (102), 14 (102)	4	11.4 %

Table 52. Distribution of text types (genres) in the ECS textbooks

Text type	Frequency	Percentage
1. Exposition	37	28.7 %
2. Discussion	24	18.6 %
3. Narrative	17	13.2 %
4. Recount	7	5.4 %
5. Protocol	3	2.3 %
6. Explanation	21	16.3 %
7. Information report	15	11.6 %
8. Procedure	5	3.9 %

Chapter Five

Discussion, Implications and Recommendations

5.0 Introduction:

This chapter is mainly concerned with the discussion of the findings achieved through the instructors' and students' rating scales and the contextual description of the field, tenor and mode of discourse carried out by the researcher in the light of the SFL theory after a detailed description of the lexicogrammar of the experiential, interpersonal and textual meanings in each text and activity. More importantly, in this chapter there is an attempt to relate the findings to the recent studies and the relevant literature.

5.1 Instructors' perceptions of ECS textbooks functionality

The instructors' rating scale aimed at finding out the degree of functionality in the ECS textbooks as perceived by the ECS instructors. The instructors believed that the textbooks were moderately functional. It seems that this is incongruent with the findings of the lexicogrammatical analysis and contextual description which indicated, generally speaking, a relatively low estimation of functionality. This finding might suggest that the ECS instructors were satisfied with the ECS textbooks, and they resisted change or adaptation. In addition, it appears that the instructors were not familiar with the functional approach to language as there were no in-service training programs in the UJLC.

The standard deviations of the instructors' responses to the extralinguistic level, semantic level, lexicogrammatical level, and the overall functionality of the textbooks indicate a harmony or a consensus among the instructors' responses whereas the standard deviation of the responses to the expression level indicates some sort of discrepancy among their answers. This discrepancy can be ascribed to the differences of the instructors'

perception of language. Besides, this reflects their unawareness of the textbooks content, design, and organization.

The high functionality of the textbooks as perceived by the instructors in terms of focusing on students' use of language as it occurs in the original culture and the authenticity of the language is congruent with the findings obtained from the lexicogrammatical analysis and the contextual description which revealed notably surprising varieties in the experiential domains of the texts and activities on the field level of discourse. However, the dominance of the literary language makes the textbooks literature-oriented. What supports this is the instructors' report on the high functionality of the textbooks in terms of giving students opportunities to read and understand various types of texts differing according to the contexts of situations (Item 6 of the instructors' rating scale). This contradicted with the moderate degree of functionality they assigned to the similar item (Item 7) which is concerned with finding out to what extent the textbooks give students opportunities to listen to various texts differing according to the contexts of situations although the reading texts dealt with the same registers of the reading texts. Of course, this would limit the generalizability of the study findings.

In response to the items regarding the tenor of discourse, it appears that the instructors considered the textbooks to be moderately functional. This finding doesn't seem to correspond with the finding obtained from the lexicogrammatical analysis and contextual description. For example, it was found that 65.1% of the statuses were not clear, 66% of the societal roles of the participants were not clearly stated in the texts and activities, 65.1% of the societal distances, were not clear. This means that only 34.9% of the texts and activities made students clear on the societal roles of the participants and the social distances whereas 34% of the texts and activities made them clear on the social distances. This supports the

claim that the instructors were not familiar with the functional approach to language or that they had intermingled between their instructional practices inside the classroom and their perception of the ECS textbooks functionality when responding to the rating scale items.

Similarly, regarding the instructors' responses to the items relating to the mode of discourse (Items 7,8, and 9), it was found that they regarded the textbooks to a moderate degree functional in terms of whether the textbooks give students opportunities to listen to various types of texts differing according to the contexts of situations; to produce various spoken texts; and to write various types of texts. This is compatible somehow with the findings of the analysis of the mediums and the channels in the texts and activities under scrutiny which cast some light on the balance of the distribution of these aspects in the textbooks. The written medium, for instance, which was 48.8% approximates to the percentage of the spoken medium 51.2%.

However, the revelation of the constitutive role of language as the most common aspect of interaction within the mode of discourse alongside the monologue as the most common type of interaction in the texts and activities reflected the absence of the authentic language use as emerged in real life situations.

The instructors' responses to the items relating to the field of situation were consistent with the students' responses to the same items. Both groups believed that the selected topics moderately met students' interests, needs and purposes. The standard deviation of Item 10 in the instructors' rating scale prevails a severe discrepancy among the instructors' responses as compared with the standard deviations of other items. In the same way, the standard deviation of Item 10 reveals a discrepancy among the students' responses. In contrast, the standard deviations of Items 11 and 12 show some sort of harmony among the instructors' answers which, in turn, correspond with the standard

deviations of the same items in the students' rating scale; they showed explicitly a high agreement among the students' responses. This means that most proportion of the instructors and students believed that the selected topics met students needs in their academic majors and that the textbooks enabled students to use English purposefully in their academic disciplines to some extent. However, there is some sort of disagreement among the instructors' and students' responses in relation to Item 10 which was intended to find out to what extent the selected topics in the ECS textbooks meet students' interests.

The instructors believed that the textbooks were moderately functional as far as the three major functions of language are concerned. The standard deviations of the items relating to the major functions of language (Items 13-28): the experiential, interpersonal and textual show a consensus among the instructors' responses to all items except Item 19 which was intended to explore to what extent the textbooks give students opportunities to take different societal roles in the speech situation. Obviously, it appears that the instructors did not agree on this. Of course, this can be ascribed to the assumption that the instructors might intermingle between their instructional practices and their perception of the textbooks functionality when filling out the rating scales.

The items intended to explore the functionality of the textbooks in terms of the lexicogrammatical and the expression strata were found to be moderately functional according to the instructor' responses (see Items 29-40 except Item 26 which was found to a low extent functional).

It appears that there is some sort of consensus among the instructors' responses to Items 29, 30, and 32 whilst they didn't seem to agree on Items 33, 34, 35, 37, 38, 39 and 40.

The disagreement regarding whether the grammar and vocabulary included

in the textbooks are contextualized or not; to what extent the textbooks enable students to break down clauses into constituents; to what extent there are activities related to pronunciation, spelling, and punctuation; and to what extent the textbooks enable students to use body language in communication can be attributed to different factors. First, it seems that a large proportion of the instructors are unfamiliar with the functional approach to language and other functional aspects such as contextualization. Second, it is apparent that the instructors combined between their actual instructional practices inside the classroom and the textbooks content when filling out the rating scales. Third, it should be noted that part of this disagreement can be ascribed to the shortcomings of the instrument used in the present study to collect data. What supports the previous claims is the instructors' responses to Item 36. It is plausible that all the responses were supposed to be "not at all" simply because there were no stress and intonation activities in the textbooks at all. Besides, the standard deviation of this item indicates some sort of incompatibility among the instructors' responses.

It is worth mentioning that the findings achieved through the rating scale items relating to vocabulary, grammar, functions of language, content, and learners' needs agree with the findings of other studies (El-Mostafa, 1988; Al-Kofeiri, 1997; Mu'men, 1992; etc.). However, the finding relating to the ECS textbooks characteristics of meeting students' needs didn't seem to be in harmony with Magableh's (1997) and Al-Momani's (1998) findings in this regard which revealed that the textbooks under scrutiny in their study didn't match the students' needs and interests.

5.2 Students' perceptions of ECS textbooks functionality

As mentioned previously, it was found that there is a considerable congruity between the instructors' and students' responses. Both reported that the ECS textbooks were to a moderate extent functional with regard to the extralinguistic level, the semantic level, the lexicogrammatical level, the expression level and the overall functionality of the textbooks.

Moreover, it is noted that there was no harmony among the students' responses to the expression level. This finding seems to parallel to the instructors' disagreement about the same level. This similarity of the perceptions on the part of the instructors and students can be presumably attributed to the shortcomings of the instrument used in the present study and to the implicit confusion that the instructors and students had in mind regarding the actual instructional practices inside the classroom on the one hand and the textbooks content on the other. What supports this is the surprisingly considerable overlap between the instructors' and students' responses to Items 36, 37, 38, 39, and 40. The standard deviations of these items in the two groups seem to reflect a disagreement among both of them regarding the contextual presentation of stress and intonation in the textbooks, pronunciation, spelling, punctuation, and body language.

5.3 Distribution of functional aspects in ECS textbooks

It was found that there was no balance in the distribution of most functional aspects in the ECS textbooks as revealed by the analysis of the lexicogrammar on the three levels of meanings: the experiential, the interpersonal and the textual and the contextual description of the three elements of situation: field, tenor and mode.

The dominance of the language of literature was found to be the most common

register in the ECS textbooks. The reason behind this is, presumably, directly pertinent with what the authors know but not with what the learners need. Hence, most texts were extracted from what the authors actually teach in the courses the Department of English at the UJ used to offer for the students majoring in English and literature such as the American literature, the English literature, poetry, short stories, etc. Thus, educators and textbooks designers should explore the texts in order to understand the contexts of language. This supports Butt et. al's (2001) point of view. They believe that the ability to explore the context would make it very possible for educators to understand various contexts of language use on the basis of meanings in different texts.

Moreover, it was also found that the grammar presented in the two textbooks is what really taught in courses for the students majoring in English language and literature like syntax and transformational grammar. Thus, most grammatical issues were derived from the Chomskyan grammar. It seems that this finding agrees with Harrison et. al's (1973) study conducted thirty years ago. It aimed to survey the English language policy in Jordan and to evaluate the EFL courses at the UJ for the non-majors. It reported that the students were expected to do a literature-oriented curriculum rather than a language-oriented curriculum. EFL educationists and syllabus designers discussed the idea of the authors' effect. Nunan (1989) stated that classroom teachers and instructional designers would have to rely on judgment, experience and intuition in case that we had no evidence on the relationship between pedagogic tasks and real-world tasks. White (1989) pointed out that the interests of the syllabus designer would also be an important and covert effect on the selection of the material. This would explain how the authors' intuition, experience, and interest affected the material selection and led to the dominance of the register of literature in the two textbooks. It can be concluded, therefore, that most texts were extracted from the

context of the American and the British cultures as most of them were well-known writers such as Emile Dickenson, James Thurber, Virginia Woolf, James Bridie, Kate Chopin, etc. Thus, it is clear that the activities and texts included in the textbooks are not a real reflection of the English language culture. Savignon (1983) points out that many 'communicative activities' in language classrooms are devoid of social reflection of L₂ culture. Butt et. al (2001) make it clear that we need to be familiar with the culture in which the language is used: the topics, the subject matter and social activities. So, it seems that the texts included in the textbooks were 'bookish', mostly literary, and loaded with difficult incomprehensible input which impel students, in most cases, to resort to translation. Besides, it seems that the two textbooks ignore not only the integration of cultural studies of 'the life and institutions kind' but also the strategic procedures for integration (Finocchiaro and Brumfit, 1983; Widdowson, 1984).

The incongruity between the students' perceptions of the cultural aspect and the instructors' perceptions on the one hand and the students' perceptions and the findings resulting from the analysis of the lexicogrammar and the contextual description reflects the students' ignorance of the concept of culture; the importance of culture; communication; and their ignorance of the content of the ECS textbooks in general.

The absence of clear references to cultural aspects is consistent with the findings of Abu Dalu's (1992) study. I believe that the cultural aspects of the target language should be explicitly taught with reference to the cultural aspects of the mother tongue in order to help learners not to commit "taboos" in the target culture.

The dominance of the register of literature made no enough space for the authenticity which Nunan (1988) and Savignon (1983) talk about. Thus, there are few "lifelike" extracts which mirror social real interactions in the culture of the target language

such as video clips, recordings of real interactions, etc. Most of these are articles loaded with difficult words and literary language. Wilkins (1972:143) cautions against the study of literature. He says:

The study of literature may familiarize the learner with a more formal style, although this may not be of great practical value since it will not be related to situations in which he may find himself. If he converse with a native speaker, he will find that he is using a more formal style than the person he is talking to.

This finding seems to agree with the finding of Gilmore's (2004) study in an attempt to draw a comparison between textbooks dialogues and authentic interactions using the SFL framework. The findings showed the absence of the natural aspects of real interaction in the textbooks dialogues. He added that the textbooks give a model of language which is neat, tidy, unrealistic, lofty, and unattainable. Furthermore, Nunan (1998 b:105) cautions against the use of non-authentic texts in designing coursebooks. He believes that authentic language shows how grammatical forms operate in the 'real world', rather than in the mind of the textbook writer. Consequently, the ECS textbooks can be criticized like other coursebooks on the grounds that English people do not talk like that or that ' dialogues like these would not be heard from native speakers of English' (Lee,1978).

It is worth mentioning on this occasion to point out the differences between spoken and written texts. Written texts are heavier on lexical density than spoken texts (Gilmore, 2004). Also, the absence of natural authentic materials in the textbooks according to the analysis of the experiential domains doesn't seem to correspond with the instructors' responses who believed that the material is highly functional with regard to authenticity and the students' responses who believed that the material is moderately functional regarding the same aspect.

I believe that there should be a balance in the distribution of the registers so as

to cater for all students' needs and interests. In that, it can be concluded that the textbooks failed to meet students' needs and enable them to use the language purposefully in their academic majors although the instructors and students believed that the textbooks were moderately functional with regard to students' needs and interests. This conclusion seems to be consistent with the findings of Magableh's (1997) and Al-Momani's (1998) studies. In sum, it can be said that according to the contextual description, the ECS textbooks' authors ignored students' needs and interests despite the calls of the EFL educationists and syllabus designers for taking learners' needs, interests, purposes, experiences, preferences, beliefs, and attitudes into account when constructing and selecting EFL textbooks (Widdowson, 1973; Allen and Widdowson, 1978; Mackay, 1978; Mackay and Mountford, 1978; Finocchiaro and Brumfit, 1983; Rivers, 1984; Widdowson, 1984; Halliday, 1985; Widdowson, 1986; Yalden, 1987; Nunan, 1988; Nunan, 1989; White, 1989; Cunningsworth, 1995; Widdowson, 1999; etc.).

Finocchiaro and Brumfit (1983) indicate that meeting learners' needs would result in a self-motivating 'curriculum' if to consider the textbook as an essential part of the curriculum. Nunan (1989) points out that education should be concerned with the development of self-autonomy as a result of the learners' needs analysis process. This contrasts with the failure of the ECS textbooks to help students be themselves. Thus, it appears that this agrees with Bruton's (1997) study which concluded that most coursebooks under scrutiny failed to help learners be themselves. Further, it is noteworthy that the ECS textbooks do not equip students with explicit strategies and study skills that help them learn a foreign language such as guessing words through context; using body language for communication; skimming; scanning; etc.

In addition to the lack of balance in the distribution of registers in the ECS

textbooks, it seems that they don't sensitize students to register variations which enable learners to be more proficient in English. This finding agrees with what Watts concluded in her study. She found that the textbooks she analyzed need to adopt a systematic approach which helps students realize the register variations across their textbooks. In other words, I believe that the textbooks should provide the learners with tables, situations, dialogues and extracts of interactions that help them recognize 'when', 'how', 'where', to use 'what' and 'with whom'. According to Watts (Ibid:5), this would help students avoid pitfall-naively adapting speech that they hear which is unacceptable to the native interlocutors.

It can be concluded that it is of the utmost importance to expose students to various registers as Halliday et. al (1966) recognize different types of registers such as the language of newspaper, of advertising, of conversation, etc. Also it is important to help students differentiate between various registers since Halliday (2003) asserts that the language of literature, for instance, differs from the language of everyday conversation. Besides, Savignon (1983:8) assures that the success in a particular role in communication depends on one's understanding of the context and making appropriate choices of register and style. Crystal and Davy (1970:7) exemplify the same point. They believe that what we really need to develop in learners is 'a semi- instinctive knowledge of linguistic appropriateness and (more important) taboo, which corresponds as closely as possible to the fluent native speakers.'

As far as the tenor of discourse is concerned, EFL learners should recognize the agentive roles of the participants. The fact that 66% of the societal roles of the participants were found to be not clearly stated in the texts and activities seems to support the claim that the ECS textbooks are rather "bookish" and don't seem to reflect social interactions. The awareness of the situational factors like the setting, statuses and roles of

the participants, and the like can relate to linguistic categories (Halliday,1975:130). Similarly, Finocchiaro and Brumfit (1983:22) think that the recognition of the societal roles and the psychological attitudes of the participants toward each other in a conversation... will determine to a large extent the form, tone, and appropriateness of any oral or written message. Further, the recognition of the societal roles of the interlocutors would also determine the formal and informal language that should be used (Ibid:58). Munby (1983:68) defines the 'role' as associated with a particular position and with relation to other roles to which individuals conform in varying degrees. It seems that this is absent in the two textbooks and most of the texts present very formal and lofty language and don't state these roles at all.

Hymes (1974:60) suggests that the norms of interaction implicate analysis of social structure, and social relationships generally, in a community. Butt et. al (2001) suggest that teachers might change the tenor so as a new role or relationship needs to be negotiated. This suggestion might be taken into consideration in the adaptation process of the two textbooks. I believe that writing and speaking activities should include instructions on the societal roles of the participants and provide the learners with the needed language functions and linguistic elements (formal and informal) which enable them to communicate effectively.

Considering the findings of the rating scales, it was found that the instructors and students believed that the two textbooks to a moderate degree give students opportunities to take different social roles in the speech situations. As mentioned earlier, it seems that the instructors and students mingled between what they actually practiced inside the classroom and the content of the textbooks when responding to the rating scale items.

In the same way, the statuses of the participants in most texts and activities

were found to be unclear and this might affect communication negatively. In other words, this wouldn't help students to determine the language (formal vs. informal) to be used in each situation. This finding doesn't seem to agree with the finding achieved through the rating scales (see Item 18 and 19) which reflect a moderately functional degree with regard to the aspect of status.

Wilkins (1972:192) points out that people are generally aware of their own status ...and will choose the appropriate language forms quite unconsciously. Thus, we use informal language with friends and colleagues and formal language with people of power. So, it is significant to make students clear on the statuses of the participants in the texts presented or to be produced and this allows them to exercise different degrees of control over the discourse (Hewings and Hewings, 2005) if students are to play different roles of participants as the status or position of the speaker and hearer affects the illocutionary force of the utterance (Searle, 1989). In sum, the absence of the equal and permanent status in the ECS textbooks supports the argument of the absence of real interactions.

Likewise, it was found that 65% of the social distances in the texts and activities are not clear. Thus, it seems that the ECS textbooks failed to make students aware of the social distances among the participants. Comparing this finding with the instructors' and students' responses to Item 5, it was found that they believed that the textbooks were moderately functional in terms of making students aware of the social distances among the participants. This obscurity of the social distances among the interlocutors can be due to the fact that most texts and activities didn't state the agentive roles and the statuses of the participants. The learners become, therefore, unclear on the level of language (formal vs. informal) they are to use in communication and this will lead once again to communication breaks as the students might use the input (the language of the listening and reading texts)

inappropriately.

As far as the mode of discourse is concerned, it was found that the most common role of language was the constitutive one with 88%. This supports the argument of the absence of real interactions and any other functional aspects such as tone, stress, intonation, and body language which add some sort of life to the texts. What supports this, once again, is the instructors' responses to Item 36 which indicate that the two textbooks were to a low degree functional in terms of presenting stress and intonation meaningfully and contextually.

Moreover, the dominance of the monologues in the ECS textbooks means the absence of interactions in the textbooks although Munby (1983) regards the monologues as the most common subcategories of the communicative mode. So, what is needed in the ECS textbooks is the situations where the learners should know how to behave. However, the equal distribution of the activities and texts to the four skills in the ECS textbooks resulted in a balance, somehow, in the distribution of the spoken and written mediums and channels.

The dominance of the argumentative rhetorical thrust followed by the literary one indicates, once again, the absence of the real interaction in the textbooks. This appears to be congruent with Al-Sharah's (1997:261) finding regarding the most common type of writing students were taught in the EFL academic contexts. It seems that 'the most common focus in such writing contexts is on the argumentative types of writing'. He indicates that other types of writing which are vital for students in the workplace are almost neglected. What supports the previous claim is the dominance of the exposition text type (genre) in the textbooks 28.7% followed by the discussion text type 18.6%.

The scarcity of the recount text type together with the procedure one means the

scarcity of the lifelike material in the textbooks and the dominance of the "bookish" language. This agrees with Young's and Nguyen's finding (2002) who found the science textbooks under scrutiny lacking social interactions and they concluded this with the socialization of students to science discourse through different instructional modes.

The contextual analysis of the mode of discourse did not reveal the strategies and skills associated with communicative competence. Despite the fact that the instructors' and students' responses to these Items 23, 24, 25, 27, 28 were moderately functional, a careful investigation of the textbooks would reveal that hardly they include any strategies or skills which enable students to read and understand coherent texts; write coherent texts; use different types of cohesive devices; write essays beginning with introductory paragraphs; write the topic sentence when writing paragraphs; pronounce correctly and contextually; spell words correctly; and use the body language in communication. This absence of such strategies and skills seem to mirror Al-Sharah's (1997:262) finding in this regard. He reported that 'strategies such as outlining for writing and making a draft appear to be neglected in EFL setting'.

The lack of the functional aspects on the expression level is incompatible with what syllabus designers and theorists advocate. Finocchiaro and Brumfit (1983:29) indicate that the meaning of any utterance is the combination of the grammar, lexical and cultural systems reflected in it. Thus, intonation, stress, punctuation, spelling, non-verbal language convey meaning. Crombie (1985:36) stresses that the syllabus designer should take into account the role played by intonation and stress in semantic relational recognition. Halliday (2002:05) considers the intonation contour another mode of the realization of interpersonal meanings. To Cunningsworth (1995), intonation can differ according to the degree of formality. It is worth mentioning that the non-linguistic knowledge such as body language

helps students to crack the codes and understand meanings (Littlewood,1984:67).

5.4 Implications and recommendations

In the light of the findings of the present study and the discussion based on these findings, the following implications and recommendations could be taken into account if there would be further steps for adapting the ECS textbooks and if these textbooks are to be made more functional, communicative, and more learner-centered.

First, the ECS instructors should be exposed to pre-and in-service training programs regarding SFL theory in the field of education, EFL syllabus design, curriculum instructions, and textbooks analysis. Besides, they should also be exposed to the communicative approach and the new methods of teaching EFL.

Second, the committee of the development of the ECS textbooks should include members specialized in EFL curriculum and methodology.

Third, it is recommended that the experience in teaching EFL, specialization, and competence should be taken into consideration when selecting candidates for the job of teaching EFL in the UJLC.

Fourth, it is recommended that students may be grouped according to their specializations in classes. Therefore, students from humanities faculties could be exposed to genres and registers associated with humanities and students from scientific faculties could be exposed to more genres and registers associated with science. Consequently, it is recommended that students of the same majors should be exposed to a course in English for a specific purpose alongside ECS courses e.g. English for management, English for law, English for agriculture, etc.

Fifth, it was very difficult to compare the instructors' perceptions of the ECS

textbooks functionality and the students' on the one hand, and the instructors' and students' perceptions and the findings obtained from the lexicogrammatical analysis and the contextual description of the texts on the other. Thus it is recommended that future research may focus on these issues. Besides, due to the shortcomings of the rating scales, it is better to confine future research to the analysis based on SFL models.

Sixth, the findings suggest that there should be explicit references to the cultural aspects needed for communication in the textbooks. Furthermore, it is recommended that there should be more exposure to social interactions and activities which will immerse students in the process of communication.

Seventh, as regards the register, the findings indicate that the students may be exposed to various types of registers with some focus on the registers associated with the students' specializations.

Eighth, as most societal roles of the participants, statuses, and social distances were not stated, ECS authors are to make these clear so as students could choose the appropriate level of language (formal vs. informal) and behave appropriately in the context being immersed in.

Ninth, regarding the mode of discourse, it is of the utmost importance to maintain a balance between the ancillary and the constitutive roles of language in the ECS textbooks. In that, the language used in social interaction parallels the one used in academic disciplines although Vande Kopple (1995) recommended that it would be very necessary to enable students to do the kind of scholarly work that seems to correlate highly with the synoptic style. Hence, there would also be a balance between monologues and dialogues, between written and spoken mediums, and between graphic and phonic channels. And this what Al-Sharah (2003:409) emphasizes when teaching writing. He says:

'Students' are required to have an audience and a purpose to which their writing should be adapted. They should know, whether in their writing, they are going to inform, describe, or persuade. Further, students should also take the different audiences, other than their teacher, into consideration.

Tenth, concerning the rhetorical thrust, it is recommended that authors should analyze the texts referring to Butt et. al's framework before including these in the textbooks so as to maintain, once again, a balance between the rhetorical thrusts in the textbooks.

Eleventh, students should be exposed to different types of texts differing according to the registers and academic disciplines. In that, students from science faculties, for instance, will be intensively exposed to genres directly associated with their disciplines such as reports, explanations, expositions, etc.

Twelfth, the ECS textbooks need to focus on pedagogical grammar rather than the traditional one so as to enable students use language contextually and appropriately. This requires the explicit teaching of speech acts or functions alongside their linguistic exponents.

Finally, it is recommended that the textbooks assist students to be self-autonomous learners by equipping them with the strategies and the skills which enable them to crack meanings and enhance their communicative abilities. This finding is compatible with Bruton's (1997) study. In other words, the textbooks under scrutiny failed to make learners themselves.

To conclude, it seems that there is no congruity between the instructors' and students' responses and the findings obtained from the lexicogrammatical analysis of the texts and the contextual description. Hopefully, future research, therefore, will give more priority to the analysis based on systemic functional frameworks as effective objective instruments for collecting data and evaluating EFL textbooks.

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Appendix 1.

***Faculty of Educational Sciences,
The University of Jordan
Amman –Jordan
/ / 2007***

Dear instructor,

This rating scale is designed to gather information about the functionality of the English communication skills textbooks (ECS) (I) and (II) according to your perception.

You are kindly asked to fill this rating scale as accurately as possible.

Thank you for your cooperation

Khadijeh Othman

No.	Item	To a very large extent	To a large extent	To some extent	To a small extent	Not at all
1.	The textbooks focus on students' use of language as it occurs in the original culture (i.e. the American or the British).					
2.	The selected materials are authentic (i.e. the materials which have been produced for purposes other than to teach language. They can be taken from many different sources: video clips, recordings of real interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules, etc.).					
3.	The textbooks make students aware of the societal roles of the interlocutors in texts.					
4.	The textbooks make students aware of the statuses and powers of the interlocutors in texts.					
5.	The textbooks make students aware of the social distance among the participants.					
6.	The textbooks give students opportunities to read and understand various types of texts differing according to the contexts of situations.					
7.	The textbooks give students opportunities to listen to various types of texts differing according to the contexts of situations.					
8.	The textbooks give students opportunities to produce various spoken texts differing according to the contexts of situations.					
9.	The textbooks give students opportunities to write various types of texts differing according to the contexts of situations.					
10.	The selected topics meet students'					

	interests.					
11.	The selected topics meet students' needs in their academic majors. (e.g. scientific, literary, historical).					
12.	The textbooks enable students to use English purposefully in their own academic disciplines.					
13.	The textbooks enable students to express their own internal experiences in English (i.e. using language to express inner feelings, ideas, opinions, etc.)					
14.	The material enables students to build the vocabulary that helps them to communicate effectively.					
15.	The material enables students to build the vocabulary that helps them manage their learning in their academic majors.					
16.	The textbooks enable students to express their external experiences in English (i.e. using language to interact and communicate with the world around).					
17.	The textbooks include language functions together with their realization elements (e.g. Expressing opinion – I think, I believe, etc.).					
18.	The textbooks give students opportunities to interact with others inside the classroom to negotiate meaning (e.g. teachers, groups, peers).					
19.	The textbooks give students opportunities to take different social roles in the speech situation (e.g. a bank manager, a tourist, a guide, a doctor, etc.)					
20.	The text books present different forms of sentences : declarative, imperative and interrogative (e.g. She sleeps at ten./Does she sleep at ten ? / Sleep at ten !).					
21.	The textbooks activities enable students to investigate the time of the events.					

22.	The textbooks activities enable students to use the positive and negative forms of clauses (e.g. She sleeps at ten./She doesn't sleep at ten)					
23.	The textbooks enable students to read and understand coherent texts.					
24.	The textbooks enable students to write coherent texts.					
25.	The textbooks enable students to use different types of cohesive devices (e.g. reference, ellipsis, repetition, conjunctions).					
26.	The textbooks enable students to write essays beginning with an introductory paragraph.					
27.	The text books enable students to recognize the topic sentence in any paragraph when they read.					
28 .	The textbooks enable students to write the topic sentence in writing paragraphs.					
29.	The textbooks provide students with different options of words, phrases and grammatical units differing according to the contexts of situations.					
30.	The textbooks provide students with the words and structures that enable them to express their experiences (e.g. opinions, feelings, and ideas) effectively.					
31.	The text books provide students with the words and structures that enable them to interact effectively with others.					
32.	The text books provide students with the words and structures that enable them to organize meaningful texts .					
33.	The grammar included in the two textbooks is contextualized.					
34.	The vocabulary included in the two textbooks is contextualized.					
35.	The textbooks enable students to break down clauses into smaller constituents (parts).					
36.	Stress and intonation are presented					

	meaningfully and contextually.					
37.	There are some activities related to pronunciation.					
38.	There are some activities related to spelling.					
39.	There are some activities related to punctuation.					
40.	The text books enable students to use body language in communication (e.g. gestures, facial expressions, etc).					

Appendix 2.

***Faculty of Educational Sciences,
The University of Jordan
Amman – Jordan
/ / 2007***

Dear students,

This rating scale is designed to gather information about the functionality of the English communication skills textbooks (ECS) (I) and (II) according to your perception.

It consists of two parts. In the first part you are kindly requested to give some personal information, and in the second part you are kindly asked to fill this rating scale as accurately as possible.

Thank you for your cooperation

Khadijeh Othman

Part (1):

- **Faculty :** **Specialization :**

Part (2):

No.	Item	To a very large extent	To a large extent	To some extent	To a small extent	Not at all
1.	The textbooks focus on my use of language as it occurs in the original culture (i.e. the American or the British).					
2.	The selected materials are authentic (i.e. the materials which have been produced for purposes other than to teach language. They can be taken from many different sources: video clips, recordings of real interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules, etc.).					
3.	The textbooks make me aware of the societal roles of the interlocutors in texts.					
4.	The textbooks make me aware of the statuses and powers of the interlocutors in texts.					
5.	The textbooks make me aware of the social distance among the participants.					
6.	The textbooks give me opportunities to read and understand various types of texts differing according to the contexts of situations.					
7.	The textbooks give me opportunities to listen to various types of texts differing according to the contexts of situations .					
8.	The textbooks give me opportunities to produce various spoken texts differing according to the contexts of situations.					
9.	The textbooks give me opportunities to write various types of texts differing according to the contexts of situations.					
10.	The selected topics meet my interests.					

11.	The selected topics meet my needs in my academic majors. (e.g. scientific, literary, historical).					
12.	The textbooks enable me to use English purposefully in my own academic disciplines.					
13.	The textbooks enable me to express my own internal experiences in English (i.e. using language to express inner feelings, ideas, opinions, etc.)					
14.	The material enables me to build the vocabulary that helps me to communicate effectively.					
15.	The material enables me to build the vocabulary that helps me manage my learning in my academic major.					
16.	The textbooks enable me to express my external experiences in English (i.e. using language to interact and communicate with the world around).					
17.	The textbooks include language functions together with their realization elements (e.g. Expressing opinion – I think, I believe, etc.).					
18.	The textbooks give me opportunities to interact with others inside the classroom to negotiate meaning (e.g. teachers groups, peers).					
19.	The textbooks give me opportunities to take different social roles in the speech situation (e.g. a bank manager, a tourist, a guide, a doctor, etc.)					
20.	The text books present different forms of sentences: declarative, imperative and interrogative (e.g. She sleeps at ten./ Does she sleep at ten ? / Sleep at ten !).					
21.	The textbooks activities enable me to investigate the time of the events.					
22.	The textbooks activities enable me to use the positive and negative forms of clauses (e.g. She sleeps at ten. / She doesn't sleep at ten).					
23.	The textbooks enable me to read and understand coherent texts.					

24.	The textbooks enable me to write coherent texts.					
25.	The textbooks enable me to use different types of cohesive devices (e.g. reference, ellipsis, repetition, conjunctions).					
26.	The textbooks enable me to write essays beginning with an introductory paragraph.					
27.	The text books enable me to recognize the topic sentence in any paragraph when they read.					
28.	The textbooks enable me to write the topic sentence in writing paragraphs.					
29.	The textbooks provide me with different options of words, phrases and grammatical units differing according to the contexts of situations.					
30.	The textbooks provide me with the words and structures that enable me to express my experiences (e.g. opinions, feelings, and ideas) effectively.					
31.	The text books provide me with the words and structures that enable me to interact effectively with others.					
32.	The text books provide me with the words and structures that enable me to organize meaningful texts.					
33.	The grammar included in the two textbooks is contextualized.					
34.	The vocabulary included in the two textbooks is contextualized.					
35.	The textbooks enable me to break down clauses into smaller constituents (parts).					
36.	Stress and intonation are presented meaningfully and contextually.					
37.	There are some activities related to pronunciation.					
38.	There are some activities related to spelling.					
39.	There are some activities related to punctuation.					
40.	The text books enable me to use body language in communication (e.g. gestures, facial expressions, etc).					

الجامعة الأردنية
كلية العلوم التربوية
عمان - الأردن
2007 / /

حضرة المحترم

تقوم الباحثة بإجراء دراسة تهدف إلى قياس مدى وظيفية الكتابين الدراسيين لمهارات الاتصال باللغة الإنجليزية في الجامعة الأردنية . وتهدف هذه الأداة (سلم التقدير) إلى قياس تلك الوظيفية فهم المدرسين لمحتوى هذين الكتابين .
يرجى التكرم بقراءة كل فقرة ووضع (✓) في المربع الذي يتلاءم وفهمك كمدرّس لمحتوى هذين الكتابين الدراسيين .

شكراً لتعاونكم

الباحثة
خديجة عثمان حميدي

الرقم	الفقرة	درجة كبيرة جداً	درجة كبيرة	إلى حد ما	درجة قليلة	أبداً
1.	يركز الكتابان الدراسيان على استعمال الطلبة للغة الإنجليزية كما ترد في سياقها الثقافي الأصلي (الأمريكي والبريطاني) .					
2.	المواد المختارة في الكتابين هي مواد أصيلة (والمادة الأصيلة هي تلك التي تم إنتاجها لأغراض غير تدريس اللغة لذاتها وإنما يتم اقتطاعها من عدة مصادر حقيقية مختلفة : مقاطع فيلمية وتسجيلات لتواصلات فعلية ومقاطع متلفزة ونصوص من الصحف والإذاعة واللوحات الإعلانية والخرائط وجداول المواعيد المختلفة ... الخ) .					
3.	يكون الطلبة على وعي بالأدوار الاجتماعية للمشاركين في التواصل في أي نص في الكتابين الدراسيين .					
4.	يكون الطلبة على وعي بالعلاقات الاجتماعية ما بين المشاركين في التواصل الاجتماعي .					
5.	يكون الطلبة على وعي بمنزلة وسلطة الأشخاص المشاركين في التفاعلات الاجتماعية وتغير الخطاب تبعاً لذلك .					
6.	يتيح الكتابان الدراسيان للطلبة قراءة نصوص لغوية وفهمها تختلف تبعاً للموقف .					
7.	يتيح الكتابان الدراسيان للطلبة فهم نصوص مسموعة تختلف تبعاً للموقف .					
8.	يتيح الكتابان الدراسيان للطلبة أن ينشئوا مشافهة نصوصاً لغوية تختلف تبعاً للموقف .					
9.	يتيح الكتابان الدراسيان للطلبة كتابة نصوص لغوية تختلف تبعاً للموقف .					
10.	تتلاءم الموضوعات المختارة في الكتابين مع اهتمامات الطلبة .					
11.	تلبي الموضوعات المختارة حاجات الطلبة في مختلف حقول تخصصاتهم (مثال: موضوعات علمية، تاريخية، أدبية ... الخ) .					
12.	يمكن الكتابان الدراسيان الطلبة من استخدام هادف للغة الإنجليزية تساعدهم في حقول تخصصاتهم المختلفة .					
13.	يمكن الكتابان الدراسيان الطلبة من التعبير عن أفكارهم ومشاعرهم وآرائهم الشخصية .					

					14. تمكن المادة الطلبة من بناء مفردات تساعدهم على التواصل الاجتماعي الفاعل .
					15. تمكن المادة الطلبة من بناء مفردات تساعدهم على تنظيم تعلمهم في حقول تخصصاتهم المختلفة .
					16. يمكن الكتابان الدراسيان الطلبة من التعبير عن خبراتهم الاجتماعية باللغة الإنجليزية (أي استخدام اللغة الإنجليزية من أجل التواصل مع الآخرين من حولنا) .
					17. يحتوي الكتابان الدراسيان على وظائف اللغة إلى جانب عناصرها اللغوية المختلفة مثال : (Expressing opinions: I think, I believe, etc...) .
					18. يتيح الكتابان الدراسيان للطلبة التواصل مع الآخرين في داخل الغرفة الصفية (الزملاء، المجموعات، المعلم) من أجل فهم المعنى .
					19. يتيح الكتابان الدراسيان للطلبة تقمص أدوار اجتماعية مختلفة في مواقف التواصل / التخاطب .
					20. يقدم الكتابان الدراسيان أشكالاً مختلفة من الجمل الخبرية والإنشائية: (الطلب والاستفهام) مثال : (She sleeps at ten./ Does she sleep at ten?/Sleep at ten).
					21. يمكن الكتابان الدراسيان الطلبة من التحقق من أزمنة الأحداث التي يدرسونها .
					22. يمكن الكتابان الدراسيان الطلبة من استخدام الجمل المثبتة والمنفية .
					23. يمكن الكتابان الدراسيان الطلبة من قراءة نصوص تتصف بالوحدة الموضوعية وفهماها .
					24. يمكن الكتابان الدراسيان الطلبة من كتابة نصوص تتصف بالوحدة الموضوعية .
					25. يمكن الكتابان الدراسيان الطلبة من استعمال أساليب متنوعة مما يساعدهم على كتابة نصوص تتصف بالوحدة الموضوعية (مثل التكرار والحذف وأدوات الربط ... الخ) .
					26. يمكن الكتابان الدراسيان الطلبة من كتابة مقالات ذات فقرات افتتاحية يقدم فيها موضوع المقالة .
					27. يمكن الكتابان الدراسيان الطلبة من التعرف على الجمل الافتتاحية في أي فقرة يقرأون .
					28. يمكن الكتابان الدراسيان الطلبة من كتابة الجمل الافتتاحية عند كتابة الفقرات .

					29. يزود الكتابان الدراسيان الطلبة بخيارات متعددة من التراكيب النحوية واللغوية وأشباه الجمل تختلف تبعاً لاختلاف المواقف .
					30. يزود الكتابان الدراسيان الطلبة بالكلمات والتراكيب التي تمكنهم من التعبير عن مشاعرهم وآرائهم وأفكارهم بفاعلية .
					31. يزود الكتابان الدراسيان الطلبة بالكلمات والتراكيب التي تمكنهم من التواصل الفاعل مع الآخرين .
					32. يزود الكتابان الدراسيان الطلبة بالكلمات والتراكيب التي تمكنهم من تنظيم نصوص مختلفة ذات معنى .
					33. يتم تقديم القواعد في سياقات مختلفة ذات معنى .
					34. يتم تقديم المفردات في سياقات مختلفة ذات معنى .
					35. يمكن الكتابان الدراسيان الطلبة من تحليل الجمل إلى وحداتها الصغرى المكونة لها .
					36. يتم تقديم النبر (stress) والتنغيم (Intonation) أي ارتفاع الصوت وانخفاضه للتعبير عن معنى كالاستفهام والتعجب) بطريقة سليمة ذات معنى .
					37. يتضمن الكتابان أنشطة تتعلق باللفظ (pronunciation) .
					38. يتضمن الكتابان أنشطة تتعلق بالإملاء (spelling) .
					39. يتضمن الكتابان أنشطة تتعلق بعلامات الترقيم (punctuation marks)
					40. يمكن الكتابان الدراسيان الطلبة من استخدام لغة الجسد وتعابير الوجه والإيماءات في التواصل .

Appendix 4.

بسم الله الرحمن الرحيم

حضرة الأستاذ الدكتور / مدير مركز اللغات المحترم ،،،

السلام عليكم ورحمة الله وبركاته ، أما بعد :

الموضوع : طلب إذن للقيام ببحث علمي حول وظيفية الكتابين الدراسيين لمادتي مهارات الاتصال
باللغة الإنجليزية
(101) و (102) .

التاريخ : 2007/1/1

الرجاء التكرم بالموافقة على تسهيل مهمني البحثية من أجل القيام ببحث علمي (رسالة جامعية لنيل
درجة الماجستير في مناهج وأساليب اللغة الإنجليزية) ، حيث سأقوم بجمع بيانات من المدرسين
والطلبة باستخدام الأداة البحثية (سلم التقدير) ، وتتطلب هذه الأداة من الفئة المستهدفة تقييم الكتابين
الدراسيين وذلك من خلال إجاباتهم على فقرات الأداة .

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

الباحثة :

خديجة عثمان حميدي

الجامعة الأردنية
كلية العلوم التربوية
عمان - الأردن
2007 / /

أخي الطالب / الطالبة :

تقوم الباحثة بإجراء دراسة تهدف إلى قياس مدى وظيفية الكتابين الدراسيين لمهارات الاتصال باللغة الإنجليزية في الجامعة الأردنية ، وتهدف هذه الأداة (سلم التقدير) إلى قياس تلك الوظيفية حسب فهم الطلبة لمحتوى هذين الكتابين الدراسيين.

يرجى التكرم بقراءة كل فقرة ووضع إشارة (✓) في المربع الذي يتلاءم وفهمك كطالب لمحتوى هذين الكتابين الدراسيين .

الباحثة :
خديجة عثمان حميدي

شكراً لتعاونكم

يرجى تعبئة هذا الجزء أولاً والذي يتعلق بمعلومات شخصية :
الكلية : التخصص :

الرقم	الفقرة	درجة كبيرة جداً	درجة كبيرة	إلى حد ما	درجة قليلة	أبداً
1.	يركز الكتابان الدراسيان على استعمال اللغة					

					الإنجليزية كما ترد في سياقها الثقافي الأصلي (الأمريكي والبريطاني) .
					2. المواد المختارة في الكتابين هي مواد أصيلة (والمادة الأصيلة هي تلك التي تم إنتاجها لأغراض غير تدريس اللغة لذاتها وإنما يتم اقتطاعها من عدة مصادر حقيقية مختلفة : مقاطع فيلمية وتسجيلات لتواصلات فعلية ومقاطع متلفزة ونصوص من الصحف والإذاعة واللوحات الإعلانية والخرائط وجداول المواعيد المختلفة ... الخ) .
					3. أكون على وعي بالأدوار الاجتماعية للمشاركين في التواصل في أي نص في الكتابين الدراسيين .
					4. أكون على وعي بالعلاقات الاجتماعية ما بين المشاركين في التواصل الاجتماعي .
					5. أكون على وعي بمنزلة وسلطة الأشخاص المشاركين في التفاعلات الاجتماعية وتغير الخطاب تبعاً لذلك .
					6. يتيح لي الكتابان الدراسيان قراءة نصوص لغوية وفهمها تختلف تبعاً للموقف .
					7. يتيح لي الكتابان الدراسيان فهم نصوص مسموعة تختلف تبعاً للموقف .
					8. يتيح لي الكتابان الدراسيان أن أنشئ مشافهة نصوصاً لغوية تختلف تبعاً للموقف .
					9. يتيح لي الكتابان الدراسيان كتابة نصوص لغة تختلف تبعاً للموقف .
					10. تتلاءم الموضوعات المختارة في الكتابين مع اهتماماتي .
					11. تلبى الموضوعات المختارة حاجاتي في حقل تخصصي (مثل موضوعات علمية، تاريخية، أدبية ...الخ) .
					12. يمكن الكتابان الدراسيان لي من استخدام هادف للغة الإنجليزية تساعدهم في حقول تخصصاتهم المختلفة .
					13. يمكنني الكتابان الدراسيان من التعبير عن أفكاري ومشاعري وآرائي الشخصية .
					14. تمكّني المادة من بناء مفردات تساعدي على التواصل الاجتماعي الفاعل .
					15. تمكّني المادة لي من بناء مفردات تساعدي على تنظيم تعلمي في حقل تخصصي .
					16. يمكنني الكتابان الدراسيان من التعبير عن خبراتي الاجتماعية باللغة الإنجليزية (أي استخدام اللغة

					الإنجليزية من أجل التواصل مع الآخرين من حولي .(
					17. يحتوي الكتابان الدراسيان على وظائف اللغة إلى جانب عناصرها اللغوية المختلفة مثال : (Expressing opinions: I think, I believe, etc...) .
					18. يتيح لي الكتابان الدراسيان التواصل مع الآخرين في داخل الغرفة الصفية (الزملاء، المجموعات، المعلم) من أجل فهم المعنى .
					19. يتيح لي الكتابان الدراسيان تقمص أدوار اجتماعية مختلفة في مواقف التواصل / التخاطب .
					20. يقدم الكتابان الدراسيان أشكالاً مختلفة من الجمل الخبرية والإنشائية: (الطلب والاستفهام) مثال : (She sleeps at ten./Does she sleep at ten?/Sleep at ten).
					21. يمكنني الكتابان الدراسيان من التحقق من أمانة الأحداث التي أدرسها .
					22. يمكنني الكتابان الدراسيان من استخدام الجمل المثبتة والمنفية .
					23. يمكنني الكتابان الدراسيان من قراءة نصوص تتصف بالوحدة الموضوعية وفهماها .
					24. يمكنني الكتابان الدراسيان من كتابة نصوص تتصف بالوحدة الموضوعية .
					25. يمكنني الكتابان الدراسيان من استعمال أساليب متنوعة مما يساعدني على كتابة نصوص تتصف بالوحدة الموضوعية (مثل التكرار والحذف وأدوات الربط ... الخ) .
					26. يمكنني الكتابان الدراسيان من كتابة مقالات ذات فقرات افتتاحية يقدم فيها موضوع المقالة .
					27. يمكنني الكتابان الدراسيان من التعرف على الجمل الافتتاحية في أيّ فقرة أقرأ .
					28. يمكنني الكتابان الدراسيان لي من كتابة الجمل الافتتاحية عند كتابة الفقرات .
					29. يزودني الكتابان الدراسيان بخيارات متعددة من التراكيب النحوية واللغوية وأشباه الجمل تختلف تبعاً لاختلاف المواقف .
					30. يزودني الكتابان الدراسيان بالكلمات والتراكيب التي تمكنني من التعبير عن مشاعري وآرائي وأفكاري بفاعلية .

					31. يزودني الكتابان الدراسيان بالكلمات والتراكيب التي تمكنني من التواصل الفاعل مع الآخرين .
					32. يزودني الكتابان الدراسيان بالكلمات والتراكيب التي تمكنني من تنظيم نصوص مختلفة ذات معنى .
					33. يتم تقديم القواعد في سياقات مختلفة ذات معنى .
					34. يتم تقديم المفردات في سياقات مختلفة ذات معنى .
					35. يمكنني الكتابان الدراسيان من تحليل الجمل إلى وحداتها الصغرى المكونة لها .
					36. يتم تقديم النبر (stress) والتنغيم (Intonation) أي ارتفاع الصوت وانخفاضه للتعبير عن معنى كالاستفهام والتعجب) بطريقة سليمة ذات معنى .
					37. يتضمن الكتابان أنشطة تتعلق باللفظ (pronunciation) .
					38. يتضمن الكتابان أنشطة تتعلق بالإملاء (spelling)
					39. يتضمن الكتابان أنشطة تتعلق بعلامات الترقيم (Punctuation marks) .
					40. يمكنني الكتابان الدراسيان من استخدام لغة الجسد وتعابير الوجه والإيماءات في التواصل .

Appendix 6.

English ()

Unit ()

Text / Activity:

<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Experiential meaning</i>	<i>Field of discourse</i>
<ul style="list-style-type: none"> - Process types - Participants - Circumstances 	<ul style="list-style-type: none"> - Experiential domain
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
Interpersonal meanings	<i>Tenor of discourse</i>
<ul style="list-style-type: none"> - Mood selections - Person selection 	<ul style="list-style-type: none"> - Agentive or societal roles - Status - Social distance
Lexicogrammatical analysis	<i>Contextual description</i>
<i>Textual meanings</i>	<i>Mode of discourse</i>
<ul style="list-style-type: none"> - Thematic choices - Cohesion - Structural patterns 	<ul style="list-style-type: none"> - Role of language - Type of interaction - Medium - Channel - Rhetorical thrust
<i>Text type :</i>	
<i>Register :</i>	

Appendix 7.
English (102)
Unit (Ten)

Text :Reading

<i>Antony's Speech in Julius Caesar</i>	
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Experiential meanings</i>	<i>Field of discourse</i>
<ul style="list-style-type: none"> - Process types Mainly relational : is , are , have Verbal : say , spoke Behavioural : cried , wept , mourn Mental : see , love , fear - Participants Carrier : Caesar , you Sayer : Caesar Behaver : Caesar Senser : you Attribute : honourable , ambitious Verbiage : he was ambitious Phenomenon : him - Circumstances In Caesar's funeral , there 	<ul style="list-style-type: none"> - Experiential domain
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Interpersonal meanings</i>	<i>Tenor of discourse</i>
<ul style="list-style-type: none"> - Mood selections Mainly interrogative : will you be patient ? Imperative : Hear , come down - Person selection Mainly second person : you third person : he 	<ul style="list-style-type: none"> - Agentive or societal roles Politician and crowds in ancient Rome - Status Hierarchic and Permanent - Social distance Maximal
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Textual meaning</i>	<i>Mode of discourse</i>

<ul style="list-style-type: none"> - Thematic choices Mainly interpersonal: Oh , masters , will ... ? read it Topicals I shall do Brutus wrong Textual : if , and , so - Cohesion Substitution , references , ellipsis , repetition - Structural patterns Fit with oratories / narratives 	<ul style="list-style-type: none"> - Role of language Ancillary - Type of interactive Dialogue - Medium Written - Channel Graphic - Rhetorical thrust Literary
<p><i>Text type : Narrative / story genre</i> <i>Register : Language of drama (literature)</i></p>	

Appendix 8.
English (102)
Unit (9)

Text: Listening

<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Experiential meanings</i>	<i>Field of discourse</i>
<ul style="list-style-type: none"> - Process types Mainly material : constitute - Participants Actor : Statues , His Majesty - Circumstances In certain exceptional circumstances 	<ul style="list-style-type: none"> - Experiential domain Legislation
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Interpersonal meanings</i>	<i>Tenor of discourse</i>
<ul style="list-style-type: none"> - Mood selections Declarative - Person selection (objective) 	<ul style="list-style-type: none"> - Agentive or societal roles Not stated - Status Not clear - Social distance Not clear
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Textual meanings</i>	<i>Mode of discourse</i>
<ul style="list-style-type: none"> - Thematic choices Topical / textual - Cohesion Repetition / reference - Structural patterns Fit with information reports 	<ul style="list-style-type: none"> - Role of language Constitutive - Type of interaction Monologue - Medium Spoken - Channel Phonic - Rhetorical thrust Informative
<i>Text type : Information report /factual genre</i>	
<i>Register : Language of law</i>	

Appendix 9.
English (102)
Unit (2)

Activity :Speaking

<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Experiential meanings</i>	<i>Field of discourse</i>
<ul style="list-style-type: none"> - Process types - Participants - Circumstances 	<ul style="list-style-type: none"> - Experiential domain Advantages and disadvantages of technology
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Interpersonal meanings</i>	<i>Tenor of discourse</i>
<ul style="list-style-type: none"> - Mood selections -Person selection 	<ul style="list-style-type: none"> - Agentive or societal roles Not stated - Status Not clear - Social distance Not clear
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Textual meanings</i>	<i>Mode of discourse</i>
<ul style="list-style-type: none"> -Thematic choices - Cohesion - Structural patterns 	<ul style="list-style-type: none"> - Role of language Constitutive - Type of interaction Dialogue - Medium Spoken - Channel Phonic - Rhetorical thrust Argumentative
<i>Text type : Discussion factual genre</i>	
<i>Register : Language of technology</i>	

Appendix 10.
English (101)
Unit (14)

Activity / Writing :

<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Experiential meanings</i>	<i>Field of discourse</i>
<ul style="list-style-type: none"> - Process types - Participants - Circumstances 	<ul style="list-style-type: none"> - Experiential domain Is money the root of all evil ? - Short – term goal To express opinion - Long – term goal To argue a case
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Interpersonal meanings</i>	<i>Tenor of discourse</i>
<ul style="list-style-type: none"> - Mood selections - Person selection 	<ul style="list-style-type: none"> - Agentive or societal roles Not stated - Status Not clear - Social distance Not clear
<i>Lexicogrammatical analysis</i>	<i>Contextual description</i>
<i>Textual meanings</i>	<i>Mode of discourse</i>
<ul style="list-style-type: none"> - Thematic Choices - Cohesion - Structural patterns 	<ul style="list-style-type: none"> - Role of language Constitutive - Type of interaction Monologue - Medium Written - Channel Graphic - Rhetorical thrust Persuasive
Text type : Exposition	
Register : Language of social studies	

دراسة تقويمية للكتب الدراسية لمهارات الاتصال باللغة الإنجليزية في الجامعة
الأردنية من وجهة نظر وظيفية
إعداد

خديجة عثمان حسني حميدي
المشرف
الدكتور نايل درويش الشرعة
ملخص

لعل هذه الدراسة هي محاولة لسبر مدى وظيفية الكتب الدراسية لمهارات الاتصال (1) و(2) في الجامعة الأردنية وذلك ضمن إطار ما يسمى باللغويات الوظيفية. لقد تكونت هذه الدراسة من قسمين رئيسيين: هدف القسم الأول إلى قياس مدى وظيفية الكتابيين الدراسيين حسب فهم مدرسي هاتين المادتين في مركز اللغات في الجامعة الأردنية و طلبة الجامعة الأردنية. أما القسم الثاني فقد هدف إلى الكشف عن كيفية انتشار عناصر الوظيفية المختلفة في كتب مهارات الاتصال حسب نموذج بت وآخرون ((Butt et. al (2001)). ومن هنا فإن تحليل النسيج النحوي والتراكبي في كل نص إلى جانب وصف السياق من حيث الموضوع، والتواصل، وأسلوب الخطاب (سواء أكان كتابيا أو شفويا) ساعد في تحديد العناصر الوظيفية في النص.

ولذا فقد تم تصميم سلمي تقدير بناء على نموذج بت وآخرون ((Butt et. al (2001) لأغراض قياس مدى وظيفية الكتابيين الدراسيين. كما تم تحليل الكتابيين الدراسيين بناء على نموذج بت وآخرون ((Butt et. al (2001) والمتعلق بتحليل السياق والذي يبدأ بتحليل النسيج النحوي التراكبي للنصوص لوصف المعاني الخبرية والتواصلية والنصية لهذه النصوص.

أظهرت النتائج أن المدرسين والطلبة يعتقدون أن درجة الوظيفية في هذه الكتب معتدلة. أما تحليل الكتابيين الدراسيين فقد أظهر أنه ليس ثمة توازن في توزيع عناصر الوظيفية في كتابي مهارات الاتصال على مستوى المعاني الثلاث : الخبرية والتواصلية والنصية وعلى مستوى وصف السياق للعناصر الرئيسية الثلاث: الموضوع، والتواصل بين الأفراد، ووسيلة التواصل.

ويمكن القول انه ليس ثمة علاقة ما بين النتائج التي تم الحصول عليها نتيجة لوصف السياق والتحليل النحوي التراكبي للنصوص وإدراكات المدرسين والمعلمين لهذه الوظيفية؛ حيث أظهر التحليل بشكل عام تدني نسبي في الوظيفية داخل الكتابيين الدراسيين. ويمكن أن يعزى ذلك إلى حقيقة أن المعلمين والطلبة ليسوا على وعي تام بالمنحى الوظيفي للغة؛ حيث أنه ليس ثمة أي برامج تدريبية لهم تتعلق بتدريس اللغة الإنجليزية كلغة أجنبية في مركز اللغات. وأظهرت النتائج أنه ثمة تشابه ما بين إجابات المعلمين والطلبة. أوصت الدراسة بأنه من المأمول أن تركز الأبحاث المستقبلية على استخدام النماذج الوظيفية كوسيلة موضوعية و فاعلة لجمع المعلومات وتقييم الكتب الدراسية للغة الإنجليزية كلغة أجنبية أو ثانية.

