# From EFL Classroom to Career: Exploring Authentic Tasks in Technical Textbooks

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**ABSTRACT:** This study aims to explore the integration of career-authentic tasks within Technical English Textbooks in an EFL setting; Jordan,. Authentic tasks not only develop learners' language proficiency , but further prepare them for their futuristic potential careers. A content analysis checklist encompassing four codes was used to investigate whether the authentic tasks were included, and the study depended on the activity as the unit of analysis. The results showed that the inclusion of career-authentic tasks in the targeted textbook was unsatisfactory. Engineering, math, science, and information technology are considered acceptable, while the remaining careers such as business, agriculture, hospitality, tourism, and hair and beauty are significantly underrepresented. These findings emphasize the potential benefits of reevaluating the careers targeted for discussion in Technical English 1, specifically for vocational students in EFL contexts. This reconsideration could significantly shape the future of vocational education in the country, making it more relevant and effective for students

**KEYWORDS:** Technical English, content analysis, careers, tasks, authenticity

## I. INTRODUCTION

Teaching English has grown rapidly worldwide in recently. Due to the paradigm swipe from teacher to learner (Ulus, 2021), new EFL textbooks focus less on information. Instead, they emphasize applying classroom knowledge to real-world situations. Textbook designers incorporate relevant and pertinent assignments and subjects to help students practice the language in real-life circumstances linked to their lives and jobs. Authenticity captures this textbook-reality relationship. EFL textbooks should be authentic, according to many educators. They believe that realistic resources, themes, contexts, and tasks are essential for traditional ESL and ESP learning (Kun, 2010). ESP's vocational education division assesses students' competitive labor market readiness (Al Alawneh & Refai, 2024). Therefore, EFL textbooks, especially those teaching ESP for professional or vocational purposes, must prioritize authenticity by using real-world workplace tasks to give learners ample opportunities to experience real English (Lee, 1995), which is essential for communicative competence. Many support authentic language teaching. King Alfred of England used original literature for instruction thousands of years ago (Zohoorian & Pandian, 2011). Indeed, scholars have linked authenticity to several meanings. Newman, Marks, and Gamoran (1996) defined authenticity as real as opposed to fake. Recent authenticity studies (Guariento & Morley, 2001) have focused on task authenticity rather than texts. Practical learning occurs when students completely engage in a communicative language exercise that matches real-world occurrences, gaining valuable and applicable knowledge (Gilmore, 2007). Ozverir, Osam, and Herrington (2017) define authentic activities as real-world assignments that require students to collaborate and assess a problem. Instead of traditional learning, authenticity entails "finding and focusing on a problem, determining the relevant information, categorizing that information, and analyzing content critically, then synthesizing these analysis results with a creative effort" (Pullu & Gomelksiz, 2021, p. 110).

Teaching now emphasizes actual tasks rather than drills and memorization (Pullu & Gomleksiz, 2021). Multiple tasks in an authentic learning environment allow students to think creatively and employ advanced abilities (Gleeson, 2011). The workplace, academic issues, and personal demands merge in real learning (Callison & Lamb, 2004). Bachman (1990) split authenticity into situational and interactional. According to Ellis (2003), situational authentic activities mimic genuine situations and are more likely to occur in the real world, whereas interactional authentic tasks mimic real interactions.Bringing genuine English to class fosters communication, a key element of authenticity. Education regulations recommend communication approaches and classroom tasks to enhance practice (Adams & Newton, 2009). Active learning is essential to foreign language acquisition in Jordan, where learners rarely have the opportunity to practice with native speakers (Jeon & Hahn, 2006).
Language acquisition models emphasize practice's importance in real-world circumstances (Johnson, 1988). Thus, students must practice the language in real-life circumstances (Ellis, 2003). Hadley (2001) suggests that students should practice the language in target-culture circumstances and engage in tasks that facilitate their

interaction with others. Authenticity helps students practice English by connecting classroom learning to reality (Canado & Esteban, 2005). Arnold (1991)) says, "The more authentically the classroom mirrors the real world, the more real the rehearsal will be and the better the learning and transfer will be"( p. 237). Due to its importance in increasing English language practice, authenticity has long been a focus of language instruction literature, and many scholars still study it. Authenticity is visible in vocational English instruction.In recent decades, English for Specific Purposes (ESP) has become a valuable arena for learners seeking " to satisfy either their professional or vocational demands" (Ramirez, 2015,p. 380). This includes work- and study-related English learners (Barnard & Zemach, 2003). Medicine, history, engineering, commerce, IT, and any English-speaking vocation fall under this category. Learning needs and goals are crucial in ESP. Thus, all branches of ESP select information based on the learner's needs to promote relevance between classroom and outside learning (Fitria, 2020). The vocational education section of ESP (Kun, 2014) trains pupils for the competitive job market. Selecting the right vocational education textbook helps students do well at work. To achieve the ESP's primary core of teaching language in real-life contexts rather than grammar, textbooks or vocational ones should include authentic assignments. The main idea is that "English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs" (Fiorito, 2005,p. 3). Applying classroom lessons to career-related tasks improves language abilities and motivates language learners. For instance, a business student who wants to work in this industry after high school will benefit from immersing themselves in genuine settings and having real conversations.

To improve English and communication skills, Jordanian language centers offer ESP courses in engineering, business, and IT. These talents are essential for commercial success. Teaching ESP topics in vocational education in schools is fruitful because EFL learners need to find a textbook that helps them cope with the workplace. Managers are not always happy with students' English proficiency. *Jordan's Ministry of Education recommends teaching Technical English (1) to tenth-grade vocational students in public schools, which encompasses engineering, hospitality, commerce, IT, agriculture, hair, and beauty.* Thus, the content must be assessed for 10th-grade vocational education.Content analysis is used to make methodical, trustworthy, and reliable judgments based on texts and communication in the textbook. Medicine, marketing, journalism, linguistics, and communications use this technique widely, as does social work. Content analysis examines text, audio, and video. It uses quantitative, qualitative, and interpretive methods. Researchers critically describe and evaluate textbooks using it (Drisko &Maschi, 2016). Technical English (1), a content-analyzed textbook, is one of four levels created for technical or vocational education students and workers. This book teaches students the basic language and abilities needed to communicate in technical and industrial fields. Level 1, the book under review, is for students who know basic English and need a specific course (Bingham, 2022). The content of Technical English (1) should be assessed to determine its suitability as a public curriculum for vocational students, aligning with their professional demands. This means that textbook analysis is critical in the teaching-learning process because it helps authors and supervisors determine their suitability for students and teachers by revealing their strengths and weaknesses.

## II. LITERATURE REVIEW

In order to explore the enclosure of authenticity in technical English textbooks, many content analyses were conducted; these analyses were carried out on various aspects related to authenticity, such as conversational texts, social culture, reading passages, authentic materials, and authentic texts. One of the studies that dealt with authenticity is Hamidi and Benaissa (2018), who analyzed *New Prospects, in Algeria,* to investigate the authenticity of the tasks in the targeted textbook and examine whether the textbook helps the learners build their communicative competence. The study focused on the teachers of a secondary school in Mascara, Algeria. Thirty-five of the school teachers responded to 40 questionnaire copies, which were the study's primary instrument. The findings revealed that the tasks were not authentic enough; twenty-five teachers stated that the textbook are short of authenticity, while the other teachers agreed that the textbook included authentic exercises in functions and dialogues. Concerning communicative competence, 20 teachers stated that the textbook does not develop students' competence, while 15 were positive. Setiaji (2016) conducted an analysis of three Indonesian textbooks (Pathway to English 1, 2, and 3) to explore the incorporation of authenticity into the conversational texts in Indonesian EFL textbooks. Ten dialogues were selected to discover how these dialogues reflect aspects of authentic language use compared to those practiced in natural contexts by six native speakers. A range of discourse features was selected to transcribe and contrast both sets of data: hesitation markers, turn-taking, back-channels, and lexical density. The study's results suggested that the textbook dialogues show a significant difference from their equivalents that can be found in real situations in terms of hesitations, latches, and overlaps.

It was concluded that textbook dialogues do not reflect how natural conversations are produced in real contexts. Thus, they lack authentic use of the target language. Gomez-Rodriguez (2010) analyzed 5 language textbooks in Colombia. The textbooks were labeled (A, B, C, D, and E), and some types of English language practices were analyzed to determine the inclusion of authentic tasks and to what extent these textbooks encourage communicative competence progress. Three units of each textbook were analyzed regarding communicative competence. The findings revealed that the textbooks do not encourage communicative practice, and there is a remarkable lack of authenticity. Guilani,  Yasin, and Hua (2011) analyzed Iranian secondary level English language textbooks to investigate the enclosure of authenticity. The study distributed Dougills' textbook evaluation checklist among 30 English teachers. The teachers were asked to give feedback and suggestions based on their experiences and opinions. Also, 200 students were given selected items from the checklist. The study revealed several shortcomings. The books' content lacked the authenticity of natural English. The passages were not varied or attractive, and the materials did not follow an easy-to-hard order in their presentation.

Asakereh, Yousofi, and Weisi (2019) examined Iranian secondary level of *Prospect* and. They evaluated the speaking and listening activities. They looked at how much textbooks encourage ELT criteria in English language classes. The results illustrated that the textbooks failed to provide various authentic contexts, characters, and cultural elements or offer appropriate prospects for teachers to infuse sociolinguistic and sociocultural aspects of language instruction. This results in a lack of authenticity in the textbook series. Si (2018) conducted an evaluation of business English textbooks, designed to investigate the inclusion of World Englishes in Chinese textbooks and to understand how students perceive English as their first language. The results from questionnaires and interviews illustrated that the English language's socio-cultural and socio-linguistic reality was, to some extent, ignored in the textbooks. Raba (2023) conducted an analysis of the conversation for university students at An-Najah University, using 5 significant checklists to determine its appropriateness. The results revealed that there was a remarkable lack of innovative and interactive tasks in the textbook. Additionally, the textbook lacks sufficient exercises that motivate learners to practice the language authentically. After reviewing the findings, conversation textbook designers should include activities that encourage students to interact and improve their speaking skills. These findings, along with those from other studies, paint a clear picture of the current state of authenticity in EFL textbooks, setting the stage for the current research.

**Problem of the Study :** Students in Jordan and other regions where English is a foreign language do not practice the language in authentic settings. They need authentic tasks that resemble real-life situations in which they can practice the language. Thus, the researchers sought to show whether the textbook activities are consistent with career authenticity, which helps students find real situations in the textbook that resemble what they will find in the workplace and hence find the opportunity to practice them in the 10th grade.

**Significance of the Study :** Significantly, the study can show career-task authenticity in the targeted textbook. This could assist teachers and decision-makers and stallholders to thoroughly examine the content of the textbooks before deciding to teach them for specific grades or claiming to discuss certain topics. Teachers can use the study as motivation to implement more appropriate and practical tasks that encourage students to use the language fruitfully and authentically.

**Question of the Study**
**This research seeks to answer:**
To what extent does the *Technical English* (1) textbook include career-authentic tasks in the Jordanian context?

**The study's purpose :** The present study content-analyzes the *Technical English* textbook to explore its inclusion of career-authentic tasks.

**Criteria for Analysis :** The study chose inclusion as its criterion. This study examined how well Technical English 1 incorporates career-authentic tasks in Jordan.

**Units of Analysis :**These are Technical English (1) textbook tasks. Each unit, including review units, has been examined for reading, writing, listening, speaking, language, task, and social English exercises.

**Category of Analysis :** Task authenticity was created for this study to answer its research question. Activities in this category simulate real-world situations, allowing students to actively participate in the learning process and apply their knowledge. Authentic activities allow students to solve problems, think critically, and take risks in

language production by working together. Therefore, a checklist of codes was created to assess the textbook's career-authentic activities. It involves problem-solving, curiosity, risk-taking, and simulated real-life situations.

## III.    THE STUDY'S FINDINGS

The study's question, which explores the degree of career-featured authenticity in technical English (1), prompted a thorough analysis of the targeted textbook's content. All tasks were analyzed in each unit and know which activity entails its aspects, either the most or the least. Frequencies and percentages of career-authentic tasks were illustrated to clarify the results. Chart 1 shows the frequencies and percentages of engineering, math and science, tourism, travel and hospitality, information technology, business and finance, agriculture, hair and beauty, and everyday activities in the pupil's book Technical English (1). Chart 2 illustrates the occurrences and proportions of the codes: problem-solving, curiosity, risk-taking, and simulating real-life situations.

**Chart 1**
*Frequencies and Percentages of Career-Authentic Tasks in Technical English (1)*
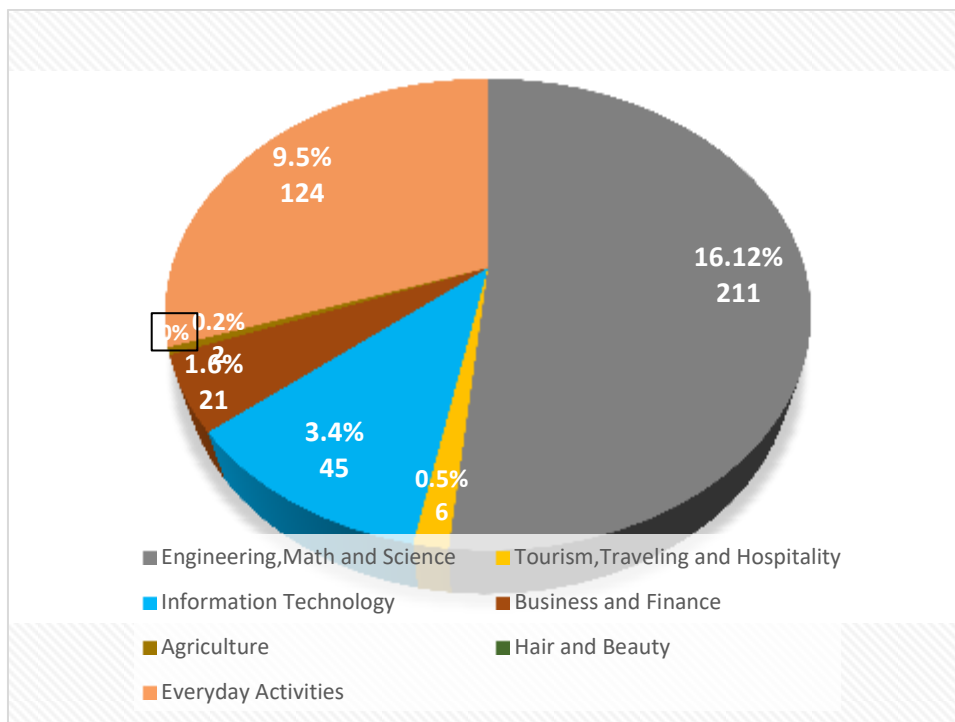


According to the study's results illustrated in Chart 1, it is evident that the Technical English (1) textbook is associated with a relative variety of career-authentic tasks. However, the chart reveals that engineering, math, and science tasks account for the highest percentage (16.12%), with 211 occurrences under the task-authenticity aspect. This percentage covers 31.3%, or 409 occurrences, of the total activities in the textbook. This means that more than half of the presented units focus on engineering, math, and science under this category. Conversely, the textbook under study did not include any mention of hair and beauty tasks or hospitality, resulting in the lowest percentages at 0%. Nevertheless, the percentage of the frequencies for the activities intended to discuss traveling and tourism does not exceed 0.5% with 6 occurrences, and for agriculture, 0.2% with 2 occurrences. Every day, information technology and business and finance tasks were, to some extent, represented by 9.5%, 3.4%, and 1.6%, respectively.

**Chart 2**
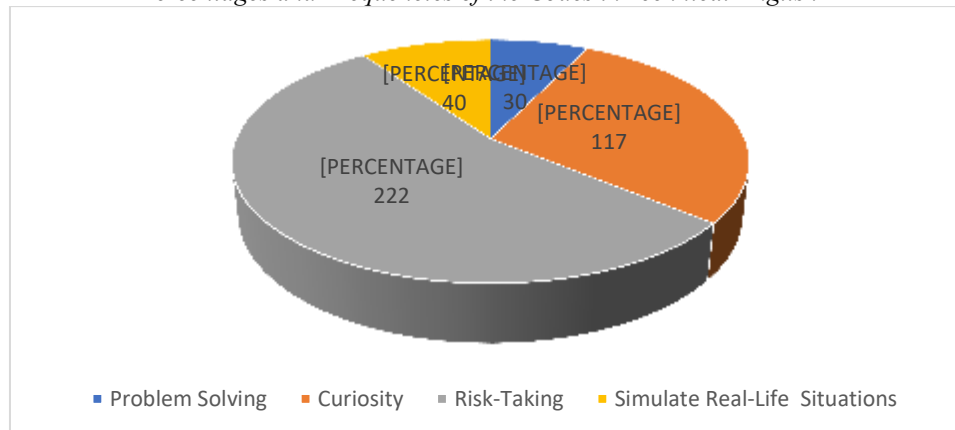*Percentages and Frequencies of the Codes in Technical English 1*



Chart 2 shows that risk-taking accounts for the highest percentage (54%), with 222 occurrences. Curiosity had the second-highest rate (29%), with 117 occurrences. Simulating real-life situations and problem-solving activities got the lowest percentages, with 10%, 40 occurrences, and 7%, 30 occurrences, respectively.

## IV. DISCUSSION

The results of this study show that it is okay for engineering, math, and science—all twelve units—to have career-relevant tasks in the activities of the targeted textbook. The review units even have activities that are specific to these subjects. The distribution percentage of these activities is 16.12%, with 211 occurrences of the total frequencies for all the activities investigated under the task-authenticity aspect. This represents a significant proportion compared to the distribution of activities for other careers. In contrast, the remaining careers were notably absent. The textbook completely omitted certain careers, such as hospitality, hair, and beauty. The rest of the careers ranged from moderate existence to low existence, indicating that career authenticity in technical English (1) tasks is considered limited and relative within the Jordanian context.The study's findings are consistent with those of Zohoorian and Pandian (2011), who evaluated EAP textbooks in Iran to investigate their authenticity. The results indicated that the current EAP textbooks have limited authenticity; in some aspects, reliability is absent. Moreover, Hamidi and Benaissa (2018) analyzed the Algerian textbooks to explore whether the tasks in the targeted textbook are authentic and to explore the amount to which the book contributes to building the students' competence. The findings showed that the activities were not satisfactorily authentic and did not aid students establish effective communication.

The findings also agree with Gomez-Rodriguez (2010), who evaluated five communicative textbooks that teach the English language in Colombia. The findings revealed that the textbooks lack authenticity and communicative aspects. Similarly, Gilani, Yasin, and Hua (2011) analyzed the Iranian English textbooks to investigate their authenticity. Findings showed that there was a remarkable lack of authenticity in the textbooks in terms of content and presentation. However, the study results are inconsistent with those of Al-Ghazo (2013), who analyzed Action Pack 11's reading activities to investigate the authenticity of the reading texts. The results of the study showed that a great degree of authenticity relevant to the reading texts in *Action Pack* 11. Additionally, Alshumaimeri and Al-Zyadi (2015) evaluated *Flying High for Saudi Arabia* textbooks used to investigate the extent to which this series of textbooks places a significant focus on including authenticity that encourages communication among Saudi learners. The findings showed that the textbook was authentic in its objectives, content, and activities. Examining Technical English (1) reveals a multi-thread syllabus that includes communicative, technical, and industrial aspects, all chosen to achieve students' needs relevant to technical, training, and work contexts. The selected items and topics exhibit high frequency and usage in specialized technical spheres like engineering, math, science, and information technology. Topics and texts reflect current and prospective technological developments, corresponding to students' interest in and motivation to explore them further. The course encourages students to apply their technical knowledge and expertise from the outset. Moreover, the BTEC core unit mapping for *Technical English* (1) indicates that the book primarily targets engineering, mathematics, and science domains. The textbook's design for the former spheres justifies the high percentage of tasks discussing these topics, as well as the absence of other careers such as hospitality, agriculture, hair, and beauty.

The following examples are taken randomly, illustrating the excessive emphasis on engineering, math, and science. Unit 5, Activity 1, on page 36, instructs students to illustrate the flow of a solar water heater by drawing arrows to indicate its direction. Similarly, in the same unit on activity 7, page 39, students complete a text explaining how an electrical circuit works. Unit 7, page 57, activity 6 asks the students to roleplay an interview between a TV presenter and an engineer about the Europe-Africa Bridge. In the same unit, activity 4, page 52, students listen to a TV program and complete the bridge specifications. In unit 9, activity 5, on page 68, students create brief dialogues about the components of the airborne vehicle. In unit 11, activity 9 on page 87, students explain how the burglar alarm works and describe each circuit. In the same unit, activity 8, page 89, asks the students to explain how the wind turbine works. Activity 1 is about the Mars Perseverance Rover in Unit 12, Page 90, and asks the students to ask questions about it. In the same unit, activity 1, page 94, students listen to an astronaut talk about his work and complete a list of tasks.

The textbook discusses information technology in a moderate manner, with a percentage of 3.4%. As previously mentioned, Technical English (1) primarily focuses on technical and scientific careers. For example, in unit 3, activity 2, page 22, students label the parts of the emergency radio. On the same page, activity 5 asks students to explain the parts of the dynamo solar radio. In the same unit, page 24, activity 1 asks students to listen to a computer lesson and complete the dialogue. In unit 6, activity 2, page 46, students listen to tape-recorder and write the correct email and web addresses. Besides, in unit 9, activity 3, page 70, students listen to a phone call to a service hotline and define the mistakes made by the customer when he set up his wireless router. In Review E, page 81, activity 7, students write a troubleshooting guide based on a given flow chart about the computer.
Furthermore, due to their relevance to daily life, the Ministry of Education classified some activities in the targeted textbook under everyday activities, despite their exclusion from its classification. The book's objectives include common topics like discussing sports, going to the gym (exercises 6, 7, and 8 on page 43), learning to drive (exercises 4,5, 6, and 7 on page 31), and greeting people (exercises 1, 2, and 4 on page 4). These activities occupy the second-highest percentage of task authenticity, at 9.5%. This is congruent with the book's primary goal, which is to include communicative functions related to students' needs, which provide them with a chance to practice the language on authentic occasions and in live experiences they might be part of in the future.
The textbook briefly discussed business and finance, accounting for 1.6% of the total. Some examples are unit 1, activity 1, and page 6, which asks students to listen to the audio and correct the mistakes in the business card. Another example is in unit 2, page 14, activity 1, where students listen to a voicemail message and complete notes about a product. One more example is on page 15, activity 5, which asks students to work in pairs to order goods on the phone. Unit 6, page 47, activity 6, instructs students to work in pairs to purchase sports equipment over the telephone. The book's objectives and BETC core unit mapping justify this low percentage, as it does not primarily focus on these vocational fields.

On the other hand, there are no exercises pertaining to agriculture in the textbook. The two events mentioned in the chart correspond to two book projects, prompting students to conduct research within their respective industries. The first project is in Review B, activity 20, page 35, which asks students to list job titles in their industry. The second one is in Review C, activity 14, page 51, which asks students to find out about materials they use in their industry. As a result, the researcher believes it is appropriate to include these two projects in the agriculture career, as the subject matter may apply to this field. Moreover, the researchers grouped hospitality, traveling, and tourism together, despite hospitality having no travel-related occurrences and tourism having six, two of which are the same projects previously discussed in agriculture. This indicates that only 4 out of the 409 activities under task authenticity address travel and tourism topics. These exercises include listening and matching pictures with announcements, matching sentences with announcements on page 7, stating the dates of flights on page 8, and writing a brief article about a famous structure for an in-flight tourist magazine on page 67. The textbook does not address hospitality, agriculture, hair, or beauty. Again, this result is justifiable based on the previously mentioned book's objectives. Therefore, this book's status as a comprehensive four-level course for students in technical or vocational education and employees undergoing workplace training may account for the Ministry of Education's decision on October 22, 2023, to include it in the Grade 10 curriculum. Apparently, the book aims to cover the essential language and skills required for effective communication in various technical and industrial fields. However, it does not include any explicit exercises related to agriculture, hospitality, hair, and beauty, as suggested in the Ministry of Education's document that accompanied its decision on October 22, 2023. However, there appears to be insufficient scrutiny regarding whether this textbook is suitable for the other mentioned careers or if it adequately addresses their requirements. These findings in the task authenticity category were based on specific codes, like problem-solving, which entails the utilization of real-world examples and hands-on activities. Rather than relying on abstract concepts and theories, authentic problem-solving employs concrete examples pertinent to students' daily lives.

Everyday situations encounter these problems, which often lack a singular truth or solution (Lingo, 2023). Only 30 of the 409 activities in task authenticity focused on problem-solving. For example, in activity 5, on page 20, students work in pairs to design a multi-tool for their work. Also, activity 5, page 28, asks students to work in groups to move the drone controls to figure out their function. In addition, activity 1, located on page 42, requires students to test various materials. There should be a greater emphasis on problem-solving activities to foster students' critical thinking since this book primarily addresses technical and scientific vocational fields where students need real-life examples taken from their careers to work on them practically. Similarly, simulating real-life situations, which indicates tasks that deal with real-life situations and encourage the students to practice the language in contexts they are likely to find outside the classroom, occupies only 40 activities out of 409. The most common feature of simulations is that they create environments that are rich in communication (a representation of reality); this helps the students become a part of authentic systems and act as members of that system (Dragomir, 2011). Some examples are those in unit 2, activity 4, page 14, where students act out a phone call conversation, and activity 5, page 15, where students perform a role play to order goods on the phone. Because these activities reflect the everyday real-life scenarios students face, the textbook should include more.

Therefore, most exercises primarily concentrate on curiosity and risk-taking, with 117 and 222 occurrences, respectively. The former denotes activities where students comprehend the structure of a particular concept but lack specific details. The students will be intrigued by the missing information and become motivated to fill these gaps, thereby enhancing their interest and driving them to seek further information (Pluck & Johnson, 2011). The book has plenty of exercises that ask students to complete the sentences, tables, and charts, as well as fill in the gaps. All the units in the study book contain this type of activity. For example, in Unit 1, Activity 1, Page 4, the activity asks the students to listen and complete the dialogues. On the same page, activity 3 asks the students to complete a form about themselves. In unit 2, activity 1, page 10, the students listen and complete a table. In the same unit, activity 8, page 13, the students complete a set of instructions. Nicolson (2005) characterizes risk-taking in language learning as "being prepared to have a go at saying or writing something even if you are not exactly sure how to do it, without worrying that you might get it wrong" (as cited in Sachs, 2009). Nicolson defines risk-taking activities as interactive exercises that encourage students to participate in oral experiences, such as open-ended conversations.

The study found that risk-taking activities had the highest frequency, with 222 occurrences, indicating that more than half of the exercises encourage students to engage in oral experiences. All of the units are in the book. For example, in unit 2, activity 5, page 10, the students work in pairs to ask and answer questions about skateboard parts. In the same unit, Activity 11, Page 11, the students work in small groups to ask and answer questions about certain pictures. In unit 5, task 8, page 37, the students work in pairs to explain to each other how their heating systems work. In the same unit, task 7, on page 41, asks the students to work in groups to look at a picture illustrating a traditional way to cool a house in a hot country and explain how it works. The lack of problem-solving activities and simulating real-life situations may indicate that EFL textbooks still place less emphasis on critical thinking, analysis, and engaging in real-life situations, instead prioritizing tasks such as fill-in-the-gap exercises and dialogue creation. Thus, the new EFL textbooks should emphasize activities that evoke critical thinking and analysis skills and encourage students to immerse themselves in real-life situations, since this is what they need in their practical lives.

## V. CONCLUSION

The present study's results indicate an uneven distribution of career-authentic tasks. In contrast to the Ministry of Education's decision to specifically teach this book for careers such as hospitality, agriculture, hair, and beauty, the inclusion of career-authentic tasks in Technical English (1) is relatively limited. At the same time, the book's coverage of business and finance, tourism, and travel is relatively weak. The book primarily focuses on engineering, math, science, and information technology, enhancing students' communication abilities. However, the textbook focuses more on curiosity and risk-taking activities than problem-solving and simulating real-life situations. This fact implies that EFL textbooks still need more emphasis on interactive activities and tasks than fill-in-the-gaps and memorized dialogues.

**Recommendations**
**The current study's results suggest the following recommendations:**
1. The Ministry of Education should scrutinize this book more before suggesting it for all the earlier-mentioned careers. It is recommended that this book be taught to those in technical and engineering fields. In contrast,

the other careers should be taught through another curriculum that addresses these careers lexically and functionally.

2. To fill in the gaps in the textbooks that may exist by ignoring the practical side, teachers should supplement the material with more interactive and engaging exercises related to each vocational field.

3. The new EFL books should focus more on including activities that tap the students' cognitive abilities, like critical thinking, problem-solving, and analysis, in addition to more real-life engaging activities, rather than focusing on activities that cuff the students' minds.

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