Original Research Article

Evaluating ESP Textbooks in the Libyan Tertiary Context: Perspectives and Challenges from Computer Science Students

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Abstract

This study examines Libyan computer science students' perspectives on their English for Specific Purposes (ESP) textbook and explores the challenges associated with their use of this textbook in the tertiary education context. A questionnaire adapted from established ESP evaluation frameworks was administered to a sample of 53 undergraduate computer science students. The findings reveal a significant discrepancy between the textbook's organizational structure and its pedagogical effectiveness. While students acknowledge the clarity of the textbook's layout and sequencing, they report substantial shortcomings in its instructional content. Specifically, the material is perceived as outdated, overly theoretical, and a lack of authentic, discipline-relevant tasks. Moreover, the results indicate a significant imbalance in skills coverage, with a predominant focus on reading while neglecting listening, speaking, and writing skills that are essential for academic and workplace communication in computer science. The study concludes that the textbook, in its current form, does not adequately align with core ESP principles and therefore requires substantial revision and supplementation with contemporary, practice-oriented materials to better equip students with the communicative competencies demanded by their field.
Keywords: Computer Science, English for Specific Purposes, Students Perspectives, Textbook Evaluation, Textbook Design.

INTRODUCTION

The growth of English for Specific Purposes (ESP) in recent decades is a direct response to the growing demand for specialized language skills in professional and academic fields. ESP is fundamentally distinguished from General English by its focus on the specific language needs of learners who require English for a particular academic or professional field (Hutchinson & Waters, 1987; Dudly-Evans &St John, 1998). This pedagogical philosophy is implemented through materials that prioritize authenticity and genre mastery, moving beyond vocabulary lists to equip learners with the communicative practices of their target discourse communities (Hyland, 2016). In disciplines like computer science, where English functions as the primary language for innovation and collaboration, effective ESP instruction is not merely beneficial but essential.

Within this instructional framework, textbooks often serve as the cornerstone, providing the structured content and systematic input necessary to bridge the gap between general English proficiency and the specific communicative competence required in a vocational or academic setting (Basturkmen, 2019). An effective ESP textbook is more than a source of information; it is a pedagogical tool that must mirror the real-world tasks, genres, and communicative situations learners will encounter, thereby preparing them to do something with the language (Dudley-Evans & St. John, 1998). Consequently, the value of a textbook is measured not by its volume, but by its relevance, authenticity, and alignment with learner needs.

However, the ultimate effectiveness of any educational material depends on how the learner engages with it. This underscores the importance of investigating students' perspectives, as their engagement, motivation, and success are influenced by their perception and experience of a textbook's relevance and utility (Tomlinson, 2012; Atigh & Khabbazi, 2021). While there is a growing body of research on students' perspectives on ESP materials in various international contexts, a significant gap remains in understanding

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these perspectives within the Libyan higher education system. The unique context of Libya presents a distinct environment where the challenges and needs of ESP students may differ from those in more widely studied settings.

Therefore, this research study seeks to fill this gap by investigating Libyan computer science students' perspectives on their ESP textbook. Specifically, it examines students' views on the textbook's relevance, authenticity, and effectiveness in developing the necessary language skills. This study aims to provide valuable, context-specific insights that can inform local material selection, adaptation, and pedagogical practice, ultimately enhancing the ESP learning experience for students in this field.

LITERATURE REVIEW
The Central Role of Textbooks in ESP
English for Specific Purposes (ESP) is a needs-driven approach to language teaching, operating on the core principle that the learner's specific objectives should dictate every choice regarding course content and methodology (Hutchinson & Waters, 1987). Within this approach, textbooks are not mere supplements but often serve as the primary pedagogical scaffold, providing the structured and systematic input necessary for students to acquire the specialized language of their field (Basturkmen, 2019). In contexts with large classes or where instructors may lack specific subject knowledge, textbooks offer a reliable and consistent framework for both teachers and students, ensuring core content coverage (Richards, 2001).

The core function of an ESP textbook is to bridge the gap between general English proficiency and the specific communicative competence required in a target vocational or academic setting. As such, effective textbooks are characterized by their professional and informative nature, moving beyond general language to equip learners with the genre knowledge, discourse patterns, and lexical resources essential for their professional success (Hyland, 2016). They achieve this through relevant examples, activities, and exercises designed to make the learning process practical and directly applicable to the learners' field.

Criteria for Effective ESP Textbook Design
The evaluation of an ESP textbook necessitates a framework that moves beyond general language teaching principles to address its unique purpose. Drawing on foundational and contemporary scholarship, several key criteria emerge (see Table 1).

Table 1: Key Criteria for Evaluating ESP Textbooks

Aspects	Criteria	Key References
Rationale & Aims	Relevance to Learners' Needs	Hutchinson & Waters (1987); Dudley-Evans & St. John (1998)
Content	Authenticity of Texts and Tasks	Basturkmen (2019)
Methodology	Task-Based / Communicative Approach	Ellis (2017)
Skills	Balanced Integration of Four Skills	Atigh & Khabbazi (2021)
Language Focus	Contextualized Grammar & Specialized Lexis	Hyland (2016)
Design	Clarity, Structure, and Flexibility	Graves (2000); Richards (2001)

The primary criterion in ESP textbook evaluation is relevance to learners' needs. The textbook must address the specific linguistic and communicative demands of the students' field, encompassing necessary vocabulary, genre-appropriate grammar, and discourse structures (Dudley-Evans & St. John, 1998). Equally important is the criterion of authenticity. Authentic materials, such as texts, photographs, or videos, are created for everyday use and not originally designed for teaching purposes (Richards, 2008). Effective textbooks incorporate genuine materials and tasks that mirror the real-world communication situations learners will encounter, thus preparing them for professional practice (Basturkmen, 2019). In today's digital era, the notion of authenticity should be expanded to include digital literacy and the communicative practices of online professional communities.

In addition to these criteria, a task-based or communicative approach is also vital, as it encourages active engagement with the language in context, moving students from passive reception to active use (Ellis, 2017). Furthermore, textbooks must provide balanced support for all four language skills (reading, writing, listening, and speaking) and their sub-skills (e.g., report writing, summarizing research), an area where many commercially available textbooks consistently fall short, often prioritizing reading and vocabulary while neglecting oral and aural skills (Atigh & Khabbazi, 2021).

The language focus itself must also be specialized. The textbooks should prioritize the specialized vocabulary, lexis, and register of the target field, while contextualizing grammar instruction to serve professional communication rather than teaching it in isolation (Hyland, 2016). Finally, the clarity of structure and layout is essential for usability, facilitating use and comprehension (Graves, 2000). This should be accompanied by flexibility, allowing educators to adapt and supplement the material based on ongoing needs analysis (Richards, 2014).

The Importance of Understanding Students' Perspectives on ESP Textbook

While established criteria provide a useful theoretical foundation, the actual effectiveness of a textbook is determined by the learner who uses it. Incorporating students' perspectives transforms textbook assessment from a theoretical exercise into a learner-centered process crucial for pedagogical success (Tomlinson, 2012). Students' perspectives on a textbook's relevance, difficulty, and design directly impact their engagement and motivation. Hyland (2006) underscores that effective ESP materials, derived from a rigorous needs analysis, must directly address learners' specific academic or professional objectives to promote meaningful engagement and successful learning. Moreover, student feedback can reveal critical mismatches between designer/teacher intentions and learner realities, providing invaluable data for material adaptation and improvement.

Students' Perspectives in Prior Research

A substantial body of research within ESP has focused on exploring students' perspectives on the materials used in their courses, across a range of academic and professional contexts. This section reviews key studies to identify the main trends and findings in this area.

Litz (2002) evaluated the English Firsthand 2 textbook for science students at a South Korean university by surveying 8 instructors and 500 students. Using detailed questionnaires, the research assessed the textbook's pedagogical suitability across multiple criteria, including design, skills integration, and cultural content. Findings indicated strengths in its clear organization, attractive appearance, and multi-skills focus that integrates all four language competencies. However, the study identified notable shortcomings, such as repetitive activities, a lack of meaningful practice, and unrealistic discourse. Consequently, the author concluded by recommending specific adaptations, including supplementary materials, consciousness-raising tasks, and cooperative learning strategies, to address these deficiencies.

Robiansyah and Susilowaty (2019) conducted a target needs analysis to evaluate an ESP textbook for hospitality students at a vocational school in Indonesia. Using mixed methods, questionnaires with 24 students and interviews with hotel employers, the study identified 21 key hospitality competencies requiring English. The central finding was a significant mismatch: while speaking and listening skills were most critical for the workplace, the textbook provided only a balanced, proportional coverage of all four skills. Furthermore, the textbook covered only 5 out of the 21 identified competencies, failing to address the specific language needs of the students' future professional context.

Vahdatnia and Salehi (2020) evaluated the ESP textbook English for the Students of Chemical Engineering (SAMT) and found it was positively viewed in terms of objective alignment and content relevance. However, both students and teachers criticized its lack of supplementary materials, weak linguistic instruction, and unattractive layout. Teachers additionally noted a deficit in reading strategy guidance. The study recommends supplementation by instructors and modernization by publishers to address these motivational and pedagogical shortcomings.

Atigh and Khabbazi (2021) evaluated ESP textbooks for Biology and Psychology students at an Iranian university, gathering student perspectives via questionnaire and interview. Their findings indicated no significant difference in opinion between the two student groups, with both holding a generally positive attitude toward their respective textbooks. However, students identified a critical shortcoming: the books were perceived as ineffective for developing speaking and listening skills. This aligns with a common critique of Iranian ESP textbooks, which often prioritize reading and writing over communicative competencies. The study highlights the ongoing need to align textbook design with learners' comprehensive language needs, particularly oral proficiency.

Umar and Ameen (2022) evaluated the Nursing One ESP textbook for premedical students in Saudi Arabia using a teacher checklist and student interviews. Overall, both teachers and students expressed high satisfaction with the textbook's layout, relevant medical content, and balance of skills. A notable critique, however, was that some participants felt it did not allocate enough time or activities for speaking practice. The study concluded that the textbook was largely suitable for its target context.

Most recently, Pajević (2024) conducted a pilot study with 60 IT students in Serbia, evaluating a specific ICT textbook. Results confirmed strengths in topic relevance and grammar clarity. However, students reported weaknesses in the balance of textual and visual elements and, crucially, found the tasks insufficiently challenging for their proficiency level, suggesting a need for more differentiated content.

The existing research reveals a clear and recurring pattern: ESP textbooks often succeed in providing relevant content but persistently fall short in developing the practical language skills students need for their future careers. Across different countries and fields of study, students and instructors report similar weaknesses, including inadequate focus on speaking and listening, a lack of engaging and challenging activities, and materials that are not fully aligned with real-world professional tasks.

Despite this growing body of knowledge, there is a notable lack of research evaluating ESP textbooks for Computer Science students. Furthermore, no studies have been conducted within the unique educational context of Libya. To address this gap, the present study investigates Libyan Computer Science students' Perspectives on their ESP textbook. It is guided by the following research questions:

1. What are Libyan Computer Science students' perceptions of their ESP textbook?
2. What specific challenges do they encounter while using this textbook in their learning?

By answering these questions, this study aims to provide much-needed insight from an underrepresented context, contributing to the ongoing effort to create more effective and responsive ESP learning materials worldwide.

METHODOLOGY
Context and Participants
This study was conducted at the College of Computer Technology in Zawia, Libya. This college offers an eight-semester undergraduate program leading to a Bachelor of Science (BS) in Computer Science. The curriculum encompasses a range of technical and theoretical subjects, including programming, software engineering, and network systems. Integrated within this curriculum is a mandatory English language component, designed as an English for Specific Purposes (ESP) course to equip students with the linguistic skills necessary to access international scholarly resources, comprehend technical documentation, and engage with the global computing community.

The participants were 53 undergraduate students studying at the college, recruited through non-probability convenience sampling. This sampling strategy was appropriate for this study, as it allows for the selection of participants who are readily accessible and willing to participate in the study (Dörnyei, 2007). Participants were recruited from different academic semesters (third to seventh semester), ensuring a diversity of experiences with the ESP textbook designed for computer science. To protect the publisher and authors, and to encourage open feedback from students, the textbook's title is not disclosed, consistent with standard research ethics (Saunders, Lewis, & Thornhill, 2023). All participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty, in accordance with standard ethical research principles (Cohen *et al*., 2017)

Data Collection and Analysis
Data for this study were collected using a quantitative approach, employing a closed-ended questionnaire. The questionnaire was administered online via Google Forms to ensure efficient distribution and data collection. The items were strategically adapted from the validated evaluation framework developed by Litz (2005), with modifications to align with the specific context of Libyan computer science students and the unique demands of ESP for computing. To ensure clarity and relevance, the questionnaire was piloted with a small group of four students from the target population, who confirmed that all items were clear and understandable. This process of contextual adaptation is a recognized practice for enhancing the validity and relevance of research instruments across different educational settings (Dörnyei & Taguchi, 2010).

The collected data were analyzed using descriptive statistics. This method was selected to provide a clear, systematic summary of the participants' perceptions and the central tendencies within the dataset. Frequencies and percentages were calculated for each questionnaire item to summarizes students' perspectives on their textbooks and identifies the most frequent challenges they face in these textbooks.

RESULTS AND DISCUSSION
The following sections present the findings from the student questionnaire, organized by key themes that address the study's research questions. The results are then discussed and interpreted in light of the established literature on ESP textbooks, exploring students' perspectives on the textbook and the challenges they encounter.

Students' Evaluation of the Textbook
The students' evaluation shows a clear contrast in their views of the textbook. A strong majority found its learning objectives clear (66%) and its content relevant to their academic studies (58.5%), showing it works well as a structured course guide. However, this positive view drops sharply when it comes to professional preparation, with only 32% believing it prepares them for their future careers. This gap is critical, as the main goal of English for Specific Purposes (ESP) is to meet learners' specific professional needs (Hutchinson & Waters, 1987). These results suggest that the textbook organizes academic content well but fails to turn it into real-world tasks and professional communication skills. It helps students learn about their field in English but not how to use English in their profession. This creates a significant gap between classroom learning and practical application, which goes against core ESP principles (Dudley-Evans & St. John, 1998). Ultimately, this limitation reduces the textbook's value for achieving the career-focused aims of the ESP course.

Table 2: Students' Evaluation of Textbook

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
3	The textbook's learning objectives are clear.	4	7.5%	31	58.5%	12	22.7%	6	11.3%	0	0%
4	The content is relevant to my academic needs in Computer Science.	9	17%	22	41.5%	13	24.5%	6	11.3%	3	5.7%
5	The textbook prepares me for the language demands of my future career.	4	7.5%	13	24.5%	23	43.4%	10	18.9%	3	5.7%

Content and Authenticity

Table 3 highlights student concerns regarding the textbook's authenticity and relevance. A majority of students (56.6%) feel the topics and examples are not up-to-date with current technology, and perceptions on the inclusion of authentic materials are divided, with only 47.1% in agreement. This presents a major shortcoming, as authenticity, the use of genuine, contemporary materials, is fundamental to ESP. It ensures learners engage with the actual language and tasks of their profession (Basturkmen, 2019; Dudley-Evans & St. John, 1998). When a textbook is perceived as outdated, it cannot fulfill this core requirement. For computer science students, a field defined by rapid change, learning from outdated examples is particularly ineffective and fails to provide the practical, real-world communication practice they need to succeed.

Table 3: Content and Authenticity

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
6	The topics and examples are up-to-date with current technology trends	1	1.9%	10	18.9%	12	22.6%	19	35.8%	11	20.8%
7	The textbook includes authentic materials (e.g., technical docs, articles).	6	11.3%	19	35.8%	18	34%	6	11.3%	4	7.6%

Design and Usability

Table 4 reveals a clear distinction in how students perceive the textbook's design. There is strong agreement that the layout is well-organized (71.7%) and that activity instructions are clear (83%). These are fundamental strengths, as clarity of structure and instruction is a recognized criterion for effective learning materials, facilitating navigation and task completion (Graves, 2000). However, perceptions of the visual aids, such as diagrams, images, and charts, are notably less positive. While a majority (58.5%) find them helpful, a substantial 41.5% are neutral or find them unhelpful.

This indicates a significant shortfall. In a technical field like computer science, effective visual components are not merely decorative; they are essential for explaining complex systems and processes. The fact that such a large portion of students does not find them effective for comprehension suggests the visuals are not well-designed, poorly integrated, or insufficient for the subject matter. Consequently, while the textbook excels in basic usability, it misses a critical opportunity to use visual communication to fully support understanding, limiting its overall pedagogical effectiveness for this discipline.

Table 4: Design and Usability

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
8	The textbook's layout is organized and easy to follow.	10	18.9%	28	52.8%	11	20.8%	4	7.5%	0	0%
9	The instruction for exercises and activities are clear.	9	17%	35	66%	9	17%	0	0%	0	0%
10	Visual aids (images, diagrams, charts) are helpful for understanding.	6	11.3%	25	47.2%	15	28.3%	5	9.4%	2	3.8%

Tasks and Activities

Table 5 indicates a major weakness in the textbook's pedagogical core: its tasks and activities are not meeting student needs. Few students find the exercises effective for practicing language skills (37.8%) or motivating (43.4%). Most critically, only 35.9% agree the tasks reflect real-world computer science situations, with nearly half responding neutrally. This lack of perceived relevance and authenticity is a serious flaw. A core principle of ESP is that learning should be driven by

tasks that mirror real professional communication (Ellis, 2017). When activities are not seen as authentic or useful, they cannot engage students or build the specific competence required for their field (Dudley-Evans & St. John, 1998). The high level of neutrality further suggests the textbook's connection to professional practice is ambiguous or unconvincing. Ultimately, this deficit in task design undermines the entire purpose of the ESP course, which is to prepare students to use English in their professional lives.

Table 5: Tasks and Activities

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
11	The exercises effectively help me practice the language skills I need.	3	5.7%	17	32.1%	19	35.8%	8	15.1%	6	11.3%
12	The activities are engaging and motivating.	2	3.8%	21	39.6%	20	37.7%	6	11.3%	4	7.5%
13	The tasks reflect real-world situations in computer science.	2	3.8%	17	32.1%	25	47.2%	6	11.3%	3	5.7%

Development of the Four Skills

Table 6 reveals a clear imbalance in how the textbook develops language skills, confirming a widespread critique of ESP materials. While student perceptions are moderately positive for reading (45.3%), they decline for writing (39.6%) and become notably weak for listening (28.3%) and speaking (34.0%). This pattern is consistent with findings from other contexts, where ESP textbooks often prioritize reading and vocabulary at the expense of oral and productive skills (Atigh & Khabbazi, 2021; Pajević, 2024). For computer science students, this imbalance is particularly detrimental. Professional success in this field depends heavily on the ability to explain concepts, collaborate in teams, and understand technical presentations, all of which require strong listening and speaking competencies. By failing to adequately develop these skills, the textbook neglects a fundamental aspect of professional communication, leaving students unprepared for key real-world demands and undermining the holistic language training that defines effective ESP instruction.

Table 6: Development of the Four Skills

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
14	The textbook effectively develops my ability to read and understand technical texts(e.g. software documentation, research articles)	2	3.8%	22	41.5%	16	30.2%	8	15.1%	5	9.4%
15	The textbook provides adequate guidance and practice for writing technical documents relevant to computer science (e.g., reports, specifications)	1	1.9%	20	37.7%	16	30.2%	12	22.6%	4	7.5%
16	The textbook provides sufficient listening activities (e.g., audio/video) to help me comprehend spoken technical English (e.g., presentation, tutorials).	3	5.7%	12	22.6%	14	26.4%	17	32.1%	7	13.2%
17	The textbook includes useful activities that develop my ability to speak about technical topics in English (e.g., presentation, discussions).	1	1.9%	17	32.1	13	24.5%	16	30.2%	6	11.3%

Perceived Challenges

Table 7 identifies the students' most significant challenges. The most prominent is the textbook's lack of practicality: an overwhelming 81.2% agree the content is too theoretical, directly opposing the core ESP emphasis on authentic, task-based learning (Dudley-Evans & St. John, 1998). This is compounded by a noted lack of support for technical writing (58.5%) and a difficult vocabulary load (45.3%), suggesting the material is not well-scaffolded for learner needs, a key ESP principle (Hutchinson & Waters, 1987). While pacing (41.5%) and concept clarity are moderate concerns, the fact that grammatical complexity is not a major barrier aligns with ESP's focus on practical communication over isolated grammar (Hyland, 2016). Collectively, these challenges paint a picture of a resource perceived as abstract, insufficiently supportive, and misaligned with the practical, skill-based objectives of a true ESP course.

Table 7: Perceived Challenges

Questionnaire items		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
18	The textbook contains too much unfamiliar vocabulary.	7	13.2%	17	32.1%	15	28.3%	11	20.8%	3	5.7%
19	The grammatical structures in the readings are too complex.	1	1.9%	14	26.4%	12	22.7%	18	34%	8	15.1%
20	The content is too theoretical and not practical enough.	11	20.8%	32	60.4%	7	13.2%	3	5.7%	0	0%
21	The pacing of the book is too fast.	6	11.3%	16	30.2%	20	37.7%	10	18.9%	1	1.9%
22	Key computer concepts are not explained clearly.	1	1.9%	13	24.5%	15	28.3%	20	37.7	4	7.5%
23	There is a lack of support for developing my technical writing skills.	7	13.2%	24	45.3%	12	22.6%	9	17%	1	1.9%

From these results, it is clear that students recognize the textbook's organizational strengths, such as its clear layout and instructions. However, they identify deeper, more critical flaws in its content and design. The material is widely seen as outdated, abstract, and disconnected from authentic professional practice. This issue is compounded by a significant imbalance in language skills development, with a heavy focus on reading and a clear lack of attention to listening, speaking, and professional writing. Alongside issues such as difficult vocabulary and insufficient writing support, the findings demonstrate that the textbook does not succeed as a practical, career-focused ESP resource.

CONCLUSION

This study investigated the perspectives of Libyan computer science students on their ESP textbook and the challenges they face. The findings offer an evidence-based evaluation, revealing both structural strengths and significant pedagogical shortcomings that provide clear answers to the research questions and hold important implications for practice.

Students affirmed the textbook's clear organization and instructions, meeting basic usability standards, a fundamental requirement for any learning material. This structural strength, however, is offset by critical failures in content and pedagogical design. The content is perceived as outdated and overly theoretical, lacking the authentic, real-world tasks that are the central to ESP methodology. A clear imbalance in skill development further undermines its effectiveness, heavily favoring passive reading comprehension while neglecting the active, productive competencies of listening, speaking, and professional writing, which are vital for computer science professionals. These core issues are compounded by additional challenges such as difficult vocabulary and insufficient instructional scaffolding for technical writing, which together hinder the learning process.

The results strongly reinforce established ESP principles, confirming that materials must be authentic,

needs-based, and balanced in skill development to be effective (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998). This study extends this understanding by documenting how these principles are perceived as not fully addressed within the specific, under-researched context of Libyan computer science education. Practically, these findings serve as a direct call to action for educators and curriculum designers. They underscore that the textbook, in its current form, is insufficient on its own for achieving career-oriented ESP objectives. Consequently, instructors are urged to treat it not as a definitive syllabus but as a flexible core framework. To bridge the identified gaps, deliberate supplementation is essential. This should include integrating contemporary, authentic materials such as recent software documentation, video demonstrations of technical talks, and project-based case studies. Furthermore, instructors must design targeted, communicative activities that explicitly build professional presentation, discussion, and report-writing skills.

This study has several limitations. It was conducted within a single institution using a convenience sample, which means that while the findings are insightful and revealing for this context, their generalizability to other Libyan universities or academic disciplines may be limited. Furthermore, the research relied exclusively on a student questionnaire. Incorporating the perspectives of teachers through interviews, or observing classroom practices, would yield a more complete, triangulated assessment of the textbook's implementation and efficacy. Future research should productively build upon this foundation by replicating the study in other academic contexts within Libya or the broader Arab world to test the wider relevance of these challenges. Employing a mixed-methods design that combines quantitative surveys with in-depth qualitative interviews would enrich the data. Additionally, intervention-based or action research that measures the learning outcomes following the implementation of specific supplementary materials designed to address the gaps identified here would be a logical and valuable next step.

In final synthesis, this research contributes a valuable context-specific case study to the global discourse on ESP material evaluation. It demonstrates persuasively that a textbook can be well-structured yet pedagogically misaligned, failing to meet core communicative and professional needs if it lacks authenticity, modernity, and a balanced approach. To maintain an ethical, pedagogical focus, the specific textbook evaluated is not identified (Saunders *et al.*, 2023); the findings are presented to illuminate common design challenges rather than to critique any specific published material. The most significant finding is that effective, learner-centered ESP instruction is achieved not through rigid reliance on any single textbook, but through continuous adaptation, critical evaluation, and a commitment to addressing the real-world language needs of students. This approach is what bridges the gap between the classroom and the professional environment.

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