Evaluation of Iraqi English for Specific Purposes (ESP) Curriculum Program

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Overview

This is a proposal for formative evaluation to determine the quality and the effectiveness of ESP curriculum program in Iraqi universities on one of the departments of Ibn- Rushed college that belongs to Baghdad University which is mainly concerned with teaching education and psychology based on pedagogical goals. That is, to apply the psychological principles and findings in education .

Purpose of the Evaluation Report

The purpose of this evaluation is to evaluate the existing ESP curriculum program entitled "The Third Skill, by Al-Kubaisi 1989". It includes determining the effectiveness and quality of the ESP curriculum program and how can improve it based on the students' needs .

Program Background

English for specific purposes (ESP) is "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." (Hutchinson and Waters, 1993:19). It is a type of syllabus in which the focus is on processes of communication rather than on structural, functional, or notional items and the content and aims are fixed on the specific needs of a particular group of learners (adapted and modified from Nunan, 1988:158, and Richards and Schmidt, 2002:181.(

Evaluation Model

The proposed syllabus is a blending between a Communicative Language Teaching (CLT) and Hutchinson and Waters ESP learning-based Model (1987).

Evaluation Methods

The following steps will be conducted in order to achieve the aims of the study: a quantitative method will be used (experimental approach/ two groups- treatment and control), as well as a questionnaire will distribute to both instructors and students to these colleges, designing an Iraqi ESP curriculum program at the Colleges of Education, applying a proposed syllabus to a sample of ESP Iraqi students at the Colleges of Education, and

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evaluating the proposed curriculum according to the students' achievement, attitude, and ESP specialists' points of view .

Introduction

This is an evaluation report determining ESP program quality and effectiveness. The evaluation will take place over one academic semester, the second semester(Iraqi universities have two main semesters in a year- (first semester from September until January and the second one from February to June). Results will present at the July College Board Meeting .

Information and suggestion resulting from this evaluation will determine programmatic change and improvement developments led by instructors, staff members in the education and psychology science department. The college will then implement These changes depending on the instructional models used for the Iraqi EFLs .

Purposes of the Evaluation Report

The purpose of the evaluation is formative. The evaluation circles around teaching English to students at non-English departments in Iraqi universities. That is; English in such departments has been receiving little attention and interest from both the teaching staff members and the formal body of education (college or institute). This can be due to several reasons, one and the main of which is the textbook adopted, namely the present curriculum .

Consequently, English will be an obstacle block, an aided one for the students at these departments. One such department is the Educational and Psychological Sciences Department–College of Education–Ibn Rushd. Based on what has been discussed above, it would seem a need to fill this gap in the field of teaching/learning English. Accordingly, the evaluator intends to design a new Communicative ESP curriculum, as an alternative to the current one.

Evaluation Audience

The primary audience for this evaluation will be the students. Additional key audiences will include the teaching staff members and lectures. Tertiary audiences will include the head of the education and the psychological sciences department and mapping coordinators at Baghdad University, Ibn-Rushed College .

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Program Background

Program Overview

English for Specific Purposes is a field of English language teaching and learning based on a fundamental proposition that all language instructions are directed to the particular learning and language use of identified groups of students. This field takes into consideration the sociocultural contexts in which these students will be using English. ESP curriculum or programs are developed because the parties concerned, teachers, supervisors, professionals, students, or others see a need for language .
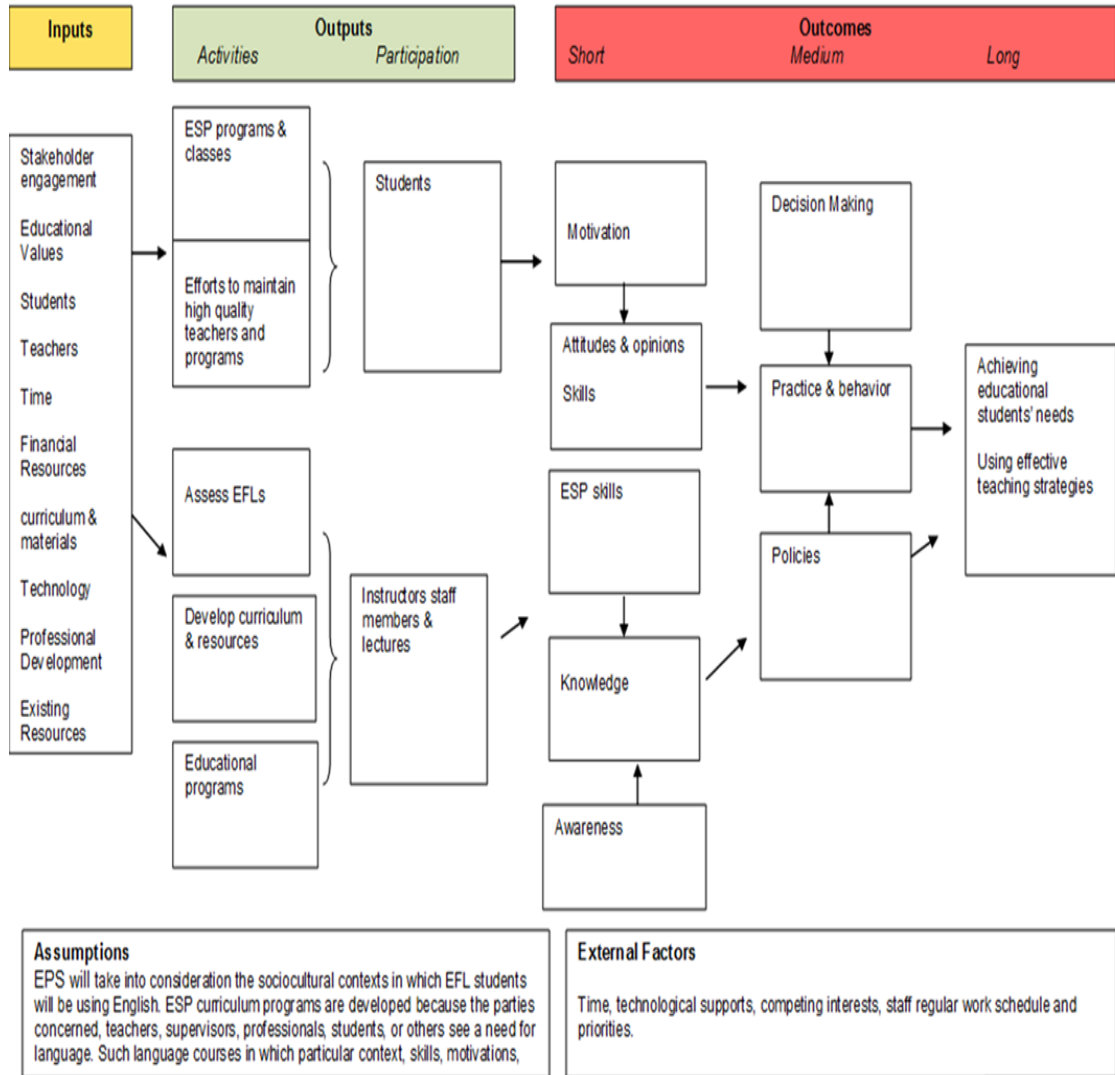
Program Goals and Objectives

The primary goals and objectives of English for Specific Purposes program which is a relatively new discipline within Applied Linguistics, bids a new learner-centered approach to English Language Teaching whose methodology is based on the particular needs of the learner. In this sense, ESP is based on "an investigation of the purposes of the learner and the set of communicative needs arising from these purposes (Kennedy and Bolitho, 1984: 3). Therefore, ESP is a way of teaching/learning English in other specialties. In the ESP curriculum, the teaching content is agreed to the special language "repertoire" about the specialized aims that are required to the learners" (Wright, 1992:3).

Additionally, ESP makes use of methodology and activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching, ESP requires that all decisions related to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987:19). This evaluation is intended to be of value to ESP College Students and teachers at Departments of Educational and Psychological Sciences, as well as textbook writers, etc.

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Logic Model (Adapted from http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html)
Program: Iraqi ESL curriculum Program

Inputs	Outputs		Outcomes		
	Activities	Participation	Short	Medium	Long

Inputs
Stakeholder engagement
Educational Values
Students
Teachers
Time
Financial Resources
curriculum & materials
Technology
Professional Development
Existing Resources

Activities
ESP programs & classes
Efforts to maintain high quality teachers and programs
Assess EFLs
Develop curriculum & resources
Educational programs

Participation
Students
Instructors staff members & lectures

Outcomes
Motivation
Attitudes & opinions
Skills
ESP skills
Knowledge
Awareness
Decision Making
Practice & behavior
Policies
Achieving educational students' needs
Using effective teaching strategies

Assumptions
EPS will take into consideration the sociocultural contexts in which EFL students will be using English. ESP curriculum programs are developed because the parties concerned, teachers, supervisors, professionals, students, or others see a need for language. Such language courses in which particular context, skills, motivations,

External Factors
Time, technological supports, competing interests, staff regular work schedule and priorities.

Evaluation Context
Boundaries

This report focuses on the evaluation of the Iraqi ESP curriculum program to develop high, campus-wide implementation strategies for EFLs. No longitudinal usage data is accessible since this evaluation will take place for one academic semester, so a cost-benefit analysis is desirable. At the end of four months (one semester), another evaluation should be reported to

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determine the impact of applying a new curriculum designing on students' achievement and to provide adequate support to justify its cost. To ensure the internal evaluation and its effectiveness, the evaluator will ask ESP instructors and the students to complete and a questionnaire to determine current their perceptions of ESP curriculum program evaluation. One challenge to note is that there is no supplemental budget for the evaluation. Therefore, the evaluator will appoint to facilitate the evaluation process. The evaluator will ask to devote 20 hours per week to manage the evaluation procedures. Also, the evaluator needs assistance from students, instructors administer in order to achieve the goal of this evaluation. Time and resources permitting are the main factors to complete the processes of this evaluation .

Stakeholders

The evaluator plans to include the undergraduate students and the instructional staff members and lecturers who have taught the ESP program in the education and psychology science department .

Evaluation Approach

This evaluation of the ESP program will be done in a Decision-Oriented manner, focusing on a formative evaluation. By using the Decision-Oriented evaluation approach, the goals and objectives of the ESP Program will be evaluated with the help of the stakeholders, and through data collection. The evaluator needs to make a decision and know the effectiveness of this program and if or if not achieve the students' needs, especially this program fails in English for specific purposes. With the ESP Program being spread across the Iraqi universities, the evaluation approach should be simple, so that it can reach and be understood by the greatest amount of stakeholders, while still being impactful for the future of the program. With the simplicity of the Decision-Oriented evaluation approach, there are hopes for continuing evaluation to be conducting using this approach .

The decision-oriented Evaluation Approach seeks to bring the program's actions and goals together in order to be evaluated. The ESP Program structure and goals have been reviewed and presented in this evaluation proposal. Going forward with this evaluation plan, the ESP Program will be evaluated based on these goals and the data that is collected throughout the evaluation process .

Another approach will be used in this evaluation is Participant- Oriented Evaluation Approach since the evaluator seeks to find out the quality and the effectiveness of this program and all the stakeholders (students, teachers,

curriculum designers) as well as to discover the weaknesses and the strengths of this program to improve it. The approach to this evaluation is intended to be a guide for the ESP Program going forward with the outcomes, goal revision, and creation, along with future evaluations.

Evaluation Questions

The evaluation questions that will be guiding this evaluation have been drafted from the ESP Program goals and objectives. The evaluation questions are as follows:

1. Do all the current models support the complexity and diversity of ESP learning needs?
2. Is all ESP mastering the Iraqi curriculum and students' needs?
3. How effective is the program to meet the students' needs?
4. What are the strengths and weaknesses of the ESP program?
5. Is ESP improving Iraqi students' English proficiency?

Justification

After careful assessment, it has been determined that an evaluation of the current ESP program models is required based on the following factors :

Checklist for determining when to conduct an evaluation (adapted from Fitzpatrick, 2011)

1. Is there a contractual requirement to evaluate?	**NO**
2. Does the object of the evaluation have enough impact or importance to warrant formal evaluation?	**YES**
3. Is there sufficient consensus among stakeholders on the model for the program? Its goals and objectives?	**YES**
4. If the program has begun are its actions consistent with the program model? Is the achievement of goals(s) feasible?	**YES**
5. Is the proposed evaluation feasible given existing human and fiscal resources and data availability?	**YES**
6. Do the major stakeholders agree on the intended use of the evaluation?	**YES**
7. Are the stakeholders in a position to use the information productively?	**YES**
8. Will the decisions of your primary stakeholders be made exclusively on other bases and be uninfluenced by the evaluation data?	**YES**
9. Is it likely that the evaluation will provide dependable information?	**NO**
10. Is the evaluation likely to meet acceptable standards of propriety?	**YES**

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Evaluation Plan

Evaluation of Research Questions	Why it is Important	What Data is Required	Where you Get Data	Tools you will use	Who Collects data	When collecting data	Communication audience
Do all the current models support the complexity and diversity of ESP learning needs?	To provide a statistical summary and compare between past and current ESL curriculum program	Instructors' perspectives + students' perspectives (questionnaire)	Instructors Students (Iraqi universities)	Questionnaires (instructors + students) Pre- post-test (students)	Evaluator	Second academic semester (February to June)	ESP instructors Students
All ESP mastering the Iraqi curriculum and students' needs?	To ensure that ESP curriculum designers can start designing updated communicative ESP syllabuses at non-English departments to meet the actual academic needs of the students belong to these departments	Instructors' perspectives + students' perspectives (questionnaire)	Instructors Students (Iraqi universities)	Questionnaires (instructors + students) Pre- post-test (students)	Evaluator	Second academic semester (February to June)	ESP instructors Students
How effective is the program to meet the students' needs?	To achieve the students' needs to develop Iraqi ESP curriculum based on the results of the evaluation program	Instructors' perspectives + students' perspectives (questionnaire)	Instructors Students (Iraqi universities)	Questionnaires (instructors + students) Pre- post-test (students)	Evaluator	Second academic semester (February to June)	ESP instructors Students
What are the strengths and weaknesses of the ESP program?	To evaluate the extent of the strengths and weaknesses of the ESP program meet the students' needs	Instructors' perspectives + students' perspectives (questionnaire)	Instructors Students (Iraqi universities)	Questionnaires (instructors + students) Pre- post-test (students)	Evaluator	Second academic semester (February to June)	ESP instructors Students
Is ESP improving Iraqi students' English proficiency?	To ensure ESP students' English proficiency	Instructors' perspectives + students' perspectives (questionnaire)	Instructors Students (Iraqi universities)	Questionnaires (instructors + students) Pre- post test (students)	Evaluator	Second academic semester (February to June)	ESP instructors Students

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Evaluation Standards

The first evaluation standard that I think relevant to my proposed evaluation plan is a utility standard (Yarbrough, Shulha, Hopson, and Caruthers, 2011) because what I want to find in this evaluation is to what extent do program stakeholders discover processes and products valuable in meeting their needs. U2 "Attention to stakeholders" is the most important one since my primary focus will be on the stakeholder and also ensure the current ESP curriculum has a vital role in developing the English level of the students. That is, implementing the proposed curriculum will bring a new English teaching approach into practice for the first time in the department of educational and psychological sciences. The other main points I need to deal with or work on are U3 "Negotiated Purposes" and U5 "Relevant Information" to identify and negotiate the needs of the stakeholders as well as how ESP curriculum will drive the students' attention on learning from language usage to language use, i.e. using English items not only as an element in a linguistic system but also as part of a system of communication. My proposed evaluation plan also needs to include U7 "Timely and Appropriate Communicating and Reporting" because this evaluation will take place over one academic semester and the evaluator needs to report how ESP curriculum will encourage students to think critically, i.e. students will begin to be able to question and evaluate what is read or heard, engage more actively with the English study material, indulge in deeper processing of it, and creatively, i.e. being able to identify problems, form hypotheses, and apply novel and appropriate solutions to unfamiliar and open-ended tasks. I have to set up all activities, descriptions, and reports in ways that encourage participants to reinterpret and rediscover how to achieve their needs.

Accuracy standards are also important as one goal of my proposed evaluation plan to be accurate. Besides, one of the main aims that I want to achieve is to support "judgment, conclusions, and decisions" in a particular situation about the quality of the program. Especially A1 "Justified Conclusion and Decision" that identifies findings, interpretation, decisions, conclusions, and extrapolations about the current ESP curriculum program and how can develop it to achieve the students' needs and also make a decision of how the ESP curriculum has proved to be useful to the Department of Educational and Psychological Sciences. Also, A2 "Valid Information" and A3 "Reliable Information" where the evaluation information should employ intended purpose as well as clarify consistent and

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valid interpretations since what the evaluator needs to identify how this program will increase the social interaction among students, motivate the students to indulge in discussions and participating in various activities, and in sharing information as well as explain and clarify how the students aware of how language is used in social and cultural content purposes rather than transmitting the dominant view of linguistic, cultural, and other types of information. A4 "Explicit Program and Content-Description" and A5 " Information Management" could also be critical standards because to achieve the aim and the purpose of my proposed evaluation plan I need to document it with appropriate details and scope as well as employ adequate information collection, verifications and use reliable methods. Besides, to answer the imperative question is ESP curriculum has the remarkable impact of the students' improvement in English proficiency and provides students with real information they need in Psychology and Education.

Data Collection Methodology:

Research Questions	Sampling Methodology	Quantitative or Qualitative	Techniques Used for Analysis
Do all the current models support the complexity and diversity of ESP learning needs?	Purposive sampling Questionnaire	Quantitative	• Statistical summary to compare past and current effect of the ESP program

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Is all ESP mastering the Iraqi curriculum and students' needs?	Purposive sampling Questionnaire	Quantitative	• A systematic review of data about ESP classification, program enrollment, progress reports, exit reports, grades, and attendance will be used to determine program impact on learners.
How effective is the program to meet the students' needs?	Purposive sampling Questionnaire	Quantitative	• Descriptive statistics will be used to analyze students' responses to structured standard questions. Content analysis will be used to analyze the probing and follow-up questions.

What are the strengths and weaknesses of the ESP program?	Purposive sampling Questionnaire	Quantitative	• Descriptive data to gain an in-depth understanding of the program strengths and weaknesses and to identify the main strengths and weaknesses for survey questions • Statistical summary to evaluate the extent of the strengths and weaknesses after they are identified in the focus groups

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Is ESP improving Iraqi students' English proficiency?	Purposive sampling Questionnaire Pre-post test	Qualitative	• Content analysis will be done for ESP district administrators & staff. Responses will be transcribed in full since there are a limited number of them to ensure ESP program students' English proficiency

Evaluation Methodology

The evaluation methodology will cover three main components: evaluation of the present syllabus, designing the proposed syllabus, and implementation of the proposed syllabus.

Strictly speaking, in exploring the procedures and methodology of the present evaluation, three main steps will be adopted as follows:

1.Evaluating the Present ESP Curriculum for 1st and 2nd Years

The first step in implementing the procedures of the present proposal is the evaluation of the present English syllabus at the Department of the Educational and Psychological Sciences /College of Education –Ibn Rushd for 1st and 2nd years (Analysis of Book 1 and Book 2).

It is necessary to give a general analysis of the present ESP curriculum before embarking on the evaluation process of such a syllabus. In this sense, the ESP curriculum adopted is entitled "The Third Skill: A Practical Course in Comprehending Educational and Psychological Texts in English" by Al-Kubaisy(1989). ESP curriculum includes two books; Book1 is mainly

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devoted to 1st- Year Undergraduate students, while Book 2 is for 2nd -Year ones.

The primary aim of the ESP curriculum program for the two stages is to develop the reading skill only. This goal is significantly apparent in the title of the two textbooks, mentioned above. The adoption of such an objective is justified by the author on the ground:

1-The target students need to read English more than do they to write, speak, or listen to it ,

2-Undergraduate, as well as postgraduate Education and Psychology students, very seldom deliver lectures or talks on any level, write a research or hear lectures or discussions whatsoever in English ,

3 -Students at these departments do need to read relevant English sources to manipulate in their written or oral jobs as students or lecturers .

4-Students should be familiar with psychological and educational texts in English, written by native speakers of the target language ,

5-By the end of the year, students are expected to be able to comprehend written English texts in their field of specialization .

6-Other skills and sub-skills are also aimed at directly through some of the objectives included after each passage and indirectly based on what some specialists believe in .

The University of Baghdad issued the two Books in 1989. What would be said about the analysis of Book 1 can apply to Book 2 as well. So, and to begin with, Book 1, containing 215 pages, includes ten units. It starts with the following:

- An Introduction.
- The Rationale of the Book Design.
- To the Instructor.

Each unit starts with an article, sometimes in education and others in psychology. The article is preceded by some questions to motivate students, or a semi pre-reading activity and as the author believes, to read purposefully. Secondly, the article is also followed by a section entitled "General Words and Expressions ". This section is intended to provide lexical meanings of what is read in Arabic .

There are five sections to follow concerned with a structural sentence analysis according to Quirk's basic sentence patterns. These five sections are directly followed by another section entitled "Comprehension". It presents the first exercise measuring the actual outcome of the preceding sections. It falls

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into three types of teaching techniques, multiple-choice, true-false, and matching, respectively. These techniques are all of the objective testing types.

Each unit ends with four exercises as listed below:

-Fill in the Blanks with Words or Expressions Taken from section

- Fill in the Blanks with Single Words.

-Guided Composition.

-Topics for Oral Discussions and Written Composition.

Tables 4 and 5 showing the description of Book 1 and Book 2 (See appendixes) .

2. Evaluation of the Existing Textbooks

A questionnaire will use as an instrument for this evaluation to evaluate the present ESP curriculum from both instructors' and students' perspectives. The items of the questionnaire will formalize after surveying different sources material concerning the ESP syllabus (Edward 1990; Gregory 1995; Cunningsworth 1995; Gotesch1997; Brown,2001,2004,2005). In this sense, two copies of a close-end questionnaire will administer. The first will devote to evaluate the present ESP curriculum from the instructors' perspectives. So, a copy of the questionnaire will hand to a group of the instructors, who have been teaching the syllabus and some who previously taught it, and specialists in the field of ESP for both stages in the Department of Educational and Psychological Sciences to identify the difficulties and problems faced by the above instructors, and whether it meets the needs of the students, as well as requesting suggestions to develop the pedagogical objectives of the curriculum. The type of questionnaire will use in this evaluation is a restricted or closed-form type which calls for ticking on a suitable scale. The questionnaire will include (80) items, with a five –rating scale (very Strongly, Strongly, Satisfactorily, Little, Very Little) which will score as follows : (very Strongly (5), Strongly(4), Satisfactorily(3), Little(2), and Very Little (1).

For the sake of securing its face validity, a copy of the same previous questionnaire will be submitted to a group of jury members to judge the suitability of the questionnaire items. The next step is the pilot administration of the above questionnaire or what is termed by some specialists as test-retest reliability. The aims of conducting the pilot study as Harris (1969:103-104) points out are to:

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1- find whether the items are suitable,

2-analyze the test items, the difficulty level and the discriminating power of the items,

3-check the test instructions, and compute the time required for the examinees to answer the test.

Accordingly, a group of 5- 10 teaching staff members at the Department of Educational and Psychological Sciences –College of Education –Ibn Rushd will be the jury of the pilot sample for the questionnaire .

In the same sense, a copy of the same questionnaire will intend to evaluate the present ESP curriculum from students' perspectives, will administer on a sample of 30 2nd year students in the Department of Educational and Psychological Sciences. The selection of such a sample is based on the fact that such students have been studying the present ESP curriculum for the second year, since the present curriculum is, as mentioned above, prescribed for both 1st and 2nd years. Thus, such a sample is qualified to judge the suitability of the syllabus, whether it meets their needs or not. It is important to note that this questionnaire will translate into Arabic since the students are not qualified in English to respond to such a questionnaire. The questionnaire includes (15) items, with a five -rated scale (very Strongly, Strongly, Satisfactorily, Very Little, Little) which will score as follows: Very Strongly (5), Strongly (4), Satisfactorily(3), Little (2), and Very Little (1.(

To assure its face validity, a copy of the questionnaire will hand to the same jury members. Similarly, a pilot administration (test-retest) will conduct to assure its reliability. In this way, this questionnaire will first try out on a sample of 30 -2nd Year students at the Department of Educational and Psychological Sciences –College of Education-Ibn Rushd-University of Baghdad, other than the actual sample, for a pilot study which is considered to be a small –scale trial of the proposed procedures, materials and methods (Mackey and Gass, 2005: 43). Consequently, data will collect reveal that both items and instructions are clear, and the time will require to the response by the student's sample is 20 minutes.

3. Designing a Proposed ESP Curriculum

Practically speaking, the proposed curriculum will adopt both the communicative language teaching approach and the ESP learning-based approach. However, Yalden (1983: 86-87) lists ten components of the communicative approach that should be included in the communicative curriculum.

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وتحت شعار (الاصلاح والترقي)

Yalden (1983) Communicative Approach Components

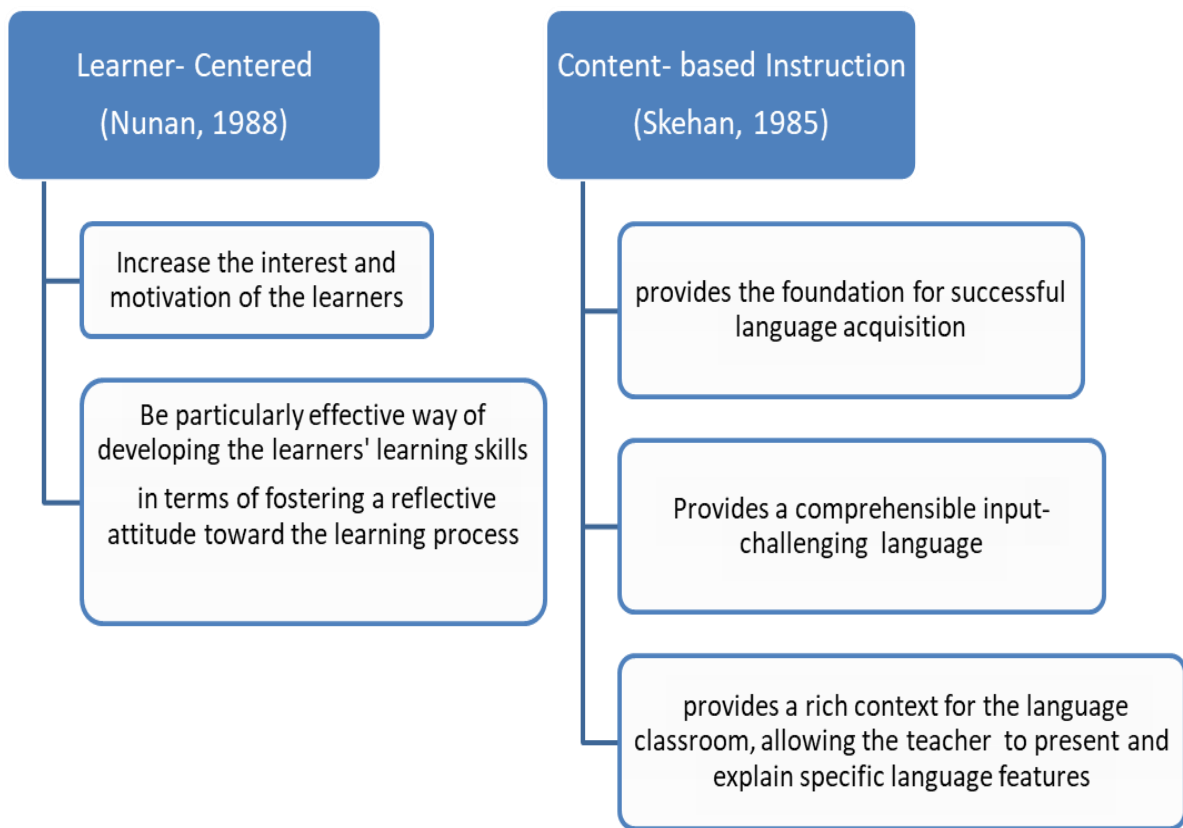| No.	Components
1	The Purpose for which the learners wish to acquire the target language
2	The setting in which the learners want to use the target language (physical aspects and social setting)
3	The socially defined role of the learners assumed in the target language, as well as the roles of their interlocutors
4	The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations
5	The language functions involved in these events, or what the learner will need to be able to do with or through the language
6	The notions involved, or what the learner will need to be able to talk about
7	The skills involved in the 'knitting together' of discourse: discourse and rhetorical skills
8	The variety of varieties of the target language that will be needed, and the levels in the spoken and written language which the learner will need to need to reach
9	The grammatical content that will be needed
10	The lexical content that will be needed

Before indulging to pursue each stage of curriculum development, some words are felt to be useful about the general framework of the design of a proposed ESP curriculum. However, the design of the proposed ESP curriculum will base on the communicative approach, which is communicative language teaching (CLT).

The main goal of the CLT is to develop the communicative competence of the learners, i.e. to enable students or learners to communicate in the foreign language properly. Justification can be set in adopting the CLT is that language learner needs to understand and express, rather than to describe the core of language through the traditional concepts of grammar and vocabulary. In other words, learning is most effective by using it in realistic situations .

Generally speaking, language is conceived as social action, and the criterion of success is no longer to be only the production and comprehension

of grammatically correct sentences but of the contextually meaningful language .

The proposed ESP curriculum will include the two main methods. Learner-centered and content-based instruction methods have a vital role to achieve the purpose of the ESP curriculum program (Nunan, 1988) and (Skehan, 1985)

Learner- Centered (Nunan, 1988)
- Increase the interest and motivation of the learners
- Be particularly effective way of developing the learners' learning skills in terms of fostering a reflective attitude toward the learning process

Content- based Instruction (Skehan, 1985)
- provides the foundation for successful language acquisition
- Provides a comprehensible input-challenging language
- provides a rich context for the language classroom, allowing the teacher to present and explain specific language features

The purpose of using these two methods is to tackle the following different aspects:

(a)-Vocabulary aspect: main types of vocabulary will be included such as synonymy, hyponymy, and antonym .

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(b)-Translation aspect: in such an element, various translation activities, and techniques will be administrated. Also, translation is an essential skill for ESP students.

(c)-Reading comprehension: in this aspect, using the translation for communication will be dealt with for the sake of developing comprehension in English.

(d)-Other Aspects: these include study skills, culture, grammar spot, and pronunciation spot.

Stakeholder Communication

Stakeholder communication will be ongoing throughout the evaluation itself. By designing and building in systematic and systemic reviews of the program elements by various stakeholder groups, the evaluation standards that will be based on this proposal will emphasize utility, accuracy, and use of the evaluation is acknowledged. Part of the combined efforts in the ESP instructional staff members meetings will result in a communication plan that addresses the Key students' needs and how to achieve that based on the evaluation outcomes, conclusions, and results .

Reflection

  This program evaluation can consider being an important means of teaching ESP as part of the communicative curriculum to students so that they may use the English language effectively when dealing with real-life situations. Therefore, the evaluator will recommend doing an overview revision that ought to be conducted on the existing ESP curriculum at the departments of Educational and Psychological Sciences, i.e. to be replaced by new practical ones. Also, to achieve the goal of this evaluation, EFL instructors at the college level are recommended to be well-trained and informed about Communicative ESP syllabuses or courses. This can be done by enrolling them in in-service intensive courses inside Iraq and abroad, encourage them using English extensively to promote interaction among students, as well as they, need to take part in the designing process to make use of their opinions and suggestions in enriching the final version of the syllabuses designed .

One of the most challenges that I have faced while I was doing this evaluation is how to address all the main points in this evaluation to achieve the intended goal and purpose. As an instructor and I were teaching and teaching ESP students, I think it is not enough to evaluate the curriculum, but also it is very important to built and design a new one based on the students' needs to develop their English proficiency .

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I think one of the most important factors to achieve the students' needs is to develop Iraqi ESP curriculum based on the results of the evaluation program so that ESP syllabus designers can start designing updated communicative ESP syllabuses at non-English departments to meet the actual academic needs of the students belong to these departments. Besides, Colleges of Education, in general, should recommend giving enough attention and interest to English as an independent formal subject, especially in the departments of Educational and Psychological Sciences.

Finally, through my experience as an assistant instructor in college of education for two years and as a member for developing Iraqi curriculum, I think it is very important to evaluate Iraqi ESP curriculum to give the students opportunities to practice English language as possible, teach English skills interactively, encourage the students to express their own opinions and decisions, use more activities, participate in group discussion, role play, and increase their autonomy in adding and selecting materials of their own by evaluating the old curriculum and adopting a new one   .

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Appendices

Table (1) Description of Book 1

Units	Title	Page No.	No. of Page
Unit one	Nothing is Bigger Than Man, Except God	17-34	14
Unit two	The Biological and Social Bases of Behav	35-48	13
Unit three	Low IQ Students	49-60	11
Unit four	The Radio as a Means of Mass Education	61-77	16
Unit five	Definition of Learning	79-96	16
Unit sex	Physical Aims in Islamic Education	97-113	17
Unit seven	How Parents Should Behave	115-140	25
Unit eight	About Modern School	141-161	20
Unit nine	Developing Research Plan	163-184	19
Unit Ten	Motivation Slow Learners	185-212	27

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Table (2) Description of Book 2

Unite	Title	Pages No.	No. of pages
Unit one	Some Educational Statements	7-21	15
Unit two	Qualities Necessary for Teaching	23-34	12
Unit three	The Supervision of Guidance in Schools	57-72	16
Unit four	The Role of Teachers in Developing Instruction	73-90	18
Unit five	Principals Supervision Improves Instruction	91-111	20
Unit six	Curriculum Process: Evaluation	113-132	19
Unit seven	Language Acquisition	133-153	20
Unit eight	Defining Backwardness and Educational Failure	155-176	21
Unit nine	Conditional Reinforcement	177-187	10

تقييم برنامج مناهج اللغة الإنجليزية العراقية لأغراض محددة

مستخلص البحث:

يهدف البحث الى التقييم التكويني لتحديد جودة وفعالية برنامج مناهج اللغه الانكليزيه لاغراض محدده في أحد أقسام كلية ابن رشد التابعة لجامعة بغداد والتي تهتم بشكل أساسي بتدريس التربية وعلم النفس بناءً على أهداف تربوية. أي لتطبيق المبادئ والنتائج النفسية في التعليم. الغرض من هذا التقييم هو بيان مدى فعاليه برنامج المناهج الدراسية ESP الحالي بعنوان "المهارة الثالثة للكبيسي 1989". يتضمن تحديد فعالية وجودة برنامج المناهج الدراسية ESP وكيف يمكن تحسينه بناءً على احتياجات الطلاب. اللغة الإنجليزية لأغراض محددة (ESP) هي " نهج لتدريس اللغة تعتمد فيه جميع القرارات المتعلقة بالمحتوى والطريقة على سبب تعلم المتعلم." ((Hutchinson and Waters,1993: 19. إنه نوع من المنهج الدراسي يكون التركيز فيه على عمليات الاتصال بدلاً من العناصر الهيكلية أو الوظيفية أو النظرية ، ويتم تحديد المحتوى والأهداف على الاحتياجات المحددة لمجموعة معينة من المتعلمين (تم تكييفها وتعديلها من) Nunan,1988:158 and Richards and Schmidt, 2002:181). المنهج المقترح هو مزج بين تعليم اللغة التواصلي ونموذج هاتشينسون ووترز القائم على التعلم 1987. سيتم اتباع الخطوات التالية من أجل تحقيق أهداف الدراسة: سيتم استخدام أسلوب كمي (نهج تجريبي / مجموعتين - علاج وضبط) ، كما سيتم توزيع استبيان على كل من المدرسين والطلاب على هذه الكليات ، تصميم برنامج منهج ESP عراقي في كليات التربية ، وتطبيق منهج مقترح على عينة من طلاب ESP العراقيين في كليات التربية ، وتقييم المناهج المقترحة وفقًا لإنجازات الطلاب ، وسلوكهم ، ووجهات نظر المتخصصين فيه.

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