

**An Assessment of the ESP English Language
Course Currently Taught at the College of
Administration University of Economic and
Tikrit**

.....
By
Instructor . Mohamed Diab Khalaf Al Azzawi

Abstract

The assessment is a process that aims at finding out the advantages and disadvantages of the English Language Course (student, teacher and material) and other factor that is related to teaching process .

This study aims at investigating the current course of English language teaching in College of economic through:

Assessing of material and teaching techniques of course that is taught at College of Economic and administration . Beside checking the students' achievement in order to prove whether this material of course meets their needs or not .

This study hypothesizes that

The presently course meets the objectives of the English language teaching that mean the developing of English language skills .It also hypothesizes that the material of the course fulfills the high level of the students' achievement .

To verify the hypotheses of this study, it has included:

- 1- The researcher selected randomly (90) Students from first year at the department of Economic and Administration . University of Tikrit as a sample of the students of the current study .
- 2- It has been selected (10) Instructors from the Colleges of Administration and Economic at two Universities(Baghdad and Tikri) as a sample of the instructors.
- 3- The researcher selected (3) Specialists from College of Political science and College of Education , University of Tikrit as a sample of specialists .
- 4- A test and a checklist have been constructed as tools of measurement

This study has found out the following results:

The material of English language course does not meet the students' needs . Inefficiency of the teacher particularly in writing and speaking skills. The period of English language teaching and the number of hours are insufficient and the method and technique of teaching need to adapt .

CHAPTER ONE

1.1.The Problem

The teaching process constitutes of many factors such as : the material , the teacher , the technique and the method of teaching... etc . Through examining , the course specified for teaching English to the students at the college of Economic and Administration . The researcher found that the ESP course that taught at the economic department has many defects .These defects are : the followed method in teaching English language , the person who designed the content of the textbook has a good background in the linguistic area but a poor information in the Economic materials since all the parts of textbook depend on reading passages only .

In other words , the students cannot interact or communicate effectively in the field of their specialization because the material only contains some of the economics terms and explains information, so the student memorizes those forms in isolation of the context and this does not help him to develop the four language skills (listening, speaking ,reading and writing) .

This study tries to assess all elements of the course (student , teacher and material) and investigate the current situation of English language teaching to reach a better situation of teaching English .Hence, there is a need for this investigation .

1.2 Value of the Study

The current study will provide the college instructors ,syllabus designers and researchers at the college of Economic and Administration with a suitable assessment intending to improve the English language Course.

1.3 Aims of the Study

This study aims at Investigating the current course of ELT at the college of economic and administration through :

- 1- Assessing the material and teaching techniques of the current course in the Department of Economic at the college of Economic and Administration .
- 2- Checking the students' level in the English Language to find out whether the current course meets their needs

1.4 Hypotheses of the Study

- 1- The course at the college of administration and economic can fulfill all goals of English language teaching .
- 2- The material of current course can fulfill a high level of students' achievement at the college of economic and administration.

1.5 Limits of the Study

This study is limited to :

- 1- The first year students and teaching staff at the college of economic and administration. University of Tikrit during the academic year (2017-2018).
- 2- The course entitled " **New Headway Plus** "currently taught to the first year students in the Economic department.

1. 6 Procedure of the Study

The following procedures are adopted in this study :

- 1- Choosing a sample of teachers , students and specialists .
- 2- Constructing a test to assess the students' achievements.
- 3- Forming two types of checklist , the first type is to assess the teachers' performance and the second one is to assess the material of the textbook
4. Collecting and analyzing data by using statistical tools.

1.7 Definitions of Basic Terms

1- Assessment

Carter and Nunan (2001:218) define assessment as an act of gathering data on individual learner's proficiency or achievement.

2- English language course (ELC)

Vossoughi and Javaherian (2000:123) say that ELC "is concerned with making general statements about language learning , learning purpose and experience , evaluation and the role relationships of teachers and learners"

CHAPTER TWO

THEORETICAL BACKGROUND AND PREVIOUS STUDIES

2.1 English Language Teaching and English for Specific Purpose

English for specific purpose (ESP) is considered as a development in teaching English as foreign language ; therefore , the basic attention of ESP is the specific communicative needs of the learners . The fundamental aim of the teaching ESP is to make the learners interact efficiently in the fields of their specialization and to use English language for communication purposes .

2.2 Definitions of ESP Courses

Wilkins (1976:73) mentions that ESP is a determined type of language where the vocabulary items may often have their specialized character and the grammar may usually be limited in range and may have unusual distribution .

Wright (1992:3) states that ESP is a kind of language learning which has its concerning of all aspects of language concentrating on a particular field of human activity .Richard et al (1992:125) . Point out that ESP is a course or programme of teaching in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

2.3 The Principles of ESP Course

Stevens (1978:22) indicates that ESP course has many principles and can be listed as follows:

- 1- The analysis of the language structure : This principle is based on a large number of different groups .
- 2- Language function : Although the principal orientation of the language teaching and learning is via grammatical items , an approach for language function has been organized many aspects such headings as descriptive observation or measurement .
- 3- Language skills : Indeed the principle of structuring classes according to the study of skills where activities are appropriate to academic study of the skills that are analyzed to form the bases for language work .
- 4- Integrated syllabus : It means the kind of syllabus that is relevant to ESL where English is the medium of instruction in other subjects.

2.4 The Benefits of ESP

When the benefits of ESP are generally discussed, Wright (1992:4) has stated the following:

- 1- Learning Speed: It deals with ESP results of performing in fast acquisition of required linguistic items because it follows the pattern of

the native speakers acquisition of language for specific purposes, in which speakers learn what they need ,

- 2- Learning Effectiveness: It means completion of both an ESP Course and trainees are able to use language appropriately and correctly in specialization related tasks.
- 3- Learning Efficiency: It refers to an ESP course trainees who usually make the maximum use of their references, all of which are brought to bear on acquiring specific, pre-identified linguistic skills.
- 4- Learning Deficiencies: It indicates that there is an attempt to provide specific learning needs of particular students .

2.5 ESP Teacher

The task of ESP teacher requires the unusual effort in the following aspects :

- 1- The teacher should clarify to his students the purpose of learning English language like the relationship between the English language and their specialization .
- 2- . The teacher's task should meet the students' needs through the changing of their attitude towards learning the English language by increasing the number of hours in a week and the period of teaching in a year (Mohammed , 1979:80-81) .

2.6 ESP Learner

There are two types of the learners : the first is foreign language learners who learn optionally and the second who learn English obligatory. The most important factor that the teacher should know concerning his students who study foreign language; therefore, he would follow a methodology that would include much motivation to his\her students (Rivers , 1981:475).

2.7 The Techniques of Teaching ESP Course

In language teaching , there are three types of factors : linguistic , psychological and environmental .They affect the language teaching process . So that the type of the followed method ,the following principles should be adopted in this area :

- 1- The meaning of objectives should be clear .
- 2- The complete wholeness of the required skills is the most important feature of the learning activities (ibid :60) .

Table (1)
The Distribution of Main Topics on the Units of the Textbook

No. of Units	Titles	No. of Pages
Unit One	Introduction	4
Unit Two	Countries	10
Unit Three	Jobs	16
Unit Four	Possessive	22
Unit Five	Sport \ Food \ Drink	28
Unit Six	The Time	34
Unit Seven	Questions	40
Unit Eight	Room and Furniture	46
Unit Nine	Saying Years	52
Unit Ten	The Tenses	58
Unit Eleven	What in the breakfast Colours and Clothes	64-82
Unit Twelve	Answer Key & Phonetic Symbols	101

2. 7 The Concept of Assessment

The term of an assessment has many definitions , to explain the meaning of this term many concepts should be mentioned.

Richard, et al (1992:23) define assessment as a tool of measurement of the ability of a person or the quality or success of a teaching course .

Mousavi (1999:17) shows that assessment can be defined as a technique in which the tester guessing or check the ability or achievement of the person's performance in certain situation .

Sesnan (2000:186) comments that assessment is a means of measurement the changing of learner .

2. 8 The Purposes of Assessment

Carter and Nunan (2001:138) mention that assessment has many purposes :

- 1- Selection : It means the determination whether students have sufficient language proficiency to be able to undertake tertiary study.
- 2- Certification : It is to present people with a statement of their language ability for employment purpose .
- 3- Accountability : It means the provision of the educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure .
- 4- Diagnosis : It is to identify learners; strength and weakness.
- 5- Instructional decision –making :It is to decide what material to present next or what revise .
- 6- Motivation : It is to encourage student to study effectively.

2. 9 The Principles of Assessment

Assessment has many principles which can be pointed out by the following aspects :

3- 9-1 Practicality

In order to find out the practicality of any test ,it must contain the features:

- a- It is not excessively expensive .
- b- It stays within appropriate time constraints .
- c- It is relatively easy to administrate .
- d- It has a scoring /evaluation procedure that is specific and time efficient.

(Brown ,2004 :19) .

2-9-2 Reliability

A test is reliable when it is applied on the same student or matched students on two different occasions , the test should result similar outcomes (Brown,2004:20).

2-9-3 Validity

A good test must deal with what is meant to test in that the test is valid when it measures the same target and nothing else (AL-Hamash and Younis ,1999:70) .

2-9-4- Authenticity

McNamara (2000:131) states that authenticity means the degree of correspondence between the materials and the conditions success of the test and their shape in the target use situation .

2-9-5 Washback

Washback is defined as the influential role of the test on the process of learning and teaching that arising to it(McNamara ,2000:131) .

2.10 Previous Studies

The followings are some previous studies that are related to this study in the aims ,the sample and some of the procedures :

1- Jabboori (1988)

This study aims at :

- 1- Investigating the needs of the University students to ESP courses.
- 2- Eliciting to which extent the current ESP courses meet the students' communicative needs .
- 3- Shedding light on some phases of the content of the ESP course book and the teaching techniques implemented in these courses .

This study includes two types of measurement instruments a checklist to assess the performance of (18) teachers and (80) students and a communicative test to determine whether the ESP material meets the academic and communicative needs of the students .

The findings of this study are :

- 1- Cancelling ESP courses is not based on a unified policy and satisfied reasons .
- 2- The ESP teacher is either a teacher of English as a foreign language who lacks scientific information in the field of the study or a teacher of science who needs the necessary linguistic background .
- 3- Teaching techniques adopted in teaching of ESP course are still structurally – based and lack the communicative aspects of a good ESP course.
- 4- The duration of teaching ESP course and the numbers of hours is insufficient .

مَجَلَّةُ جَامِعَةِ تِكْرِيتَ لِلْعِلْمِ وَاللِّغَةِ
الْإِنْسَانِيَّةِ

CHAPTER THREE

PROCEDURES

3.1 The Population of the Study

The population of the present study includes:

- 1- First year students from department of economic , college of economic and administration ,University of Tikrit ,
- 2- instructors of economic from the Colleges of Administration and Economics at two Universities (Baghdad and Tikrit)
- 3- specialists from College of Education University of Tikrit .

3.2 The Sample of the Study

Sample can be defined as any group of persons which are chosen in different ways including a number of individuals from the original population . (Mousavi ,1999:335). In this study , there are three samples : The first sample consist of (90) students randomly out of (130) during the academic year 2017 -2018 to apply the test to assess their achievement . The second Sample is_(10) instructors has been chosen from the Colleges of Economic and Administration in two Universities (Baghdad and Tikrit) to assess the material of the current course and English language teaching) . The third The Sample of the Specialists consist of (3) specialists in methods of TEFL and in academic area have been selected from College of Education and college of economic and administration at University of Tikrit to assess the teachers' performance

3.3 Constructing the Instruments of the Assessment

This study consists of three types of tools for assessment to verify the hypothesis of this study:

3.4 The Test

The test has been constructed according to Bloom's Taxonomy of objectives .The test has been applied according to the objectives of the syllabus and the material has been chosen from the textbook which is taught in the Iraqi universities . The checklist is another instrument used in this study .

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

4.1 The Results of the Test

Through the analysis of the results obtained from the test , it has been found that the theoretical mean of the test is (50) while the calculated mean is (31.10) . The standard deviation of the test is (13.58) at level of significance (0.05). See Table (2):

Table (2)

The Calculated and Theoretical Mean and Standard Deviation of Students' achievement

College	Department	Sample	calculated Mean	Theoretical Mean	Standard Deviation
Economic and Administration	Economic	62	31.10	43.6	13.56

This study has included two types of tests , so this study will deal with these two types concerning an analysis of results :

4.2 The Results of the Written Test

Since one of the aims of the study is checking the students' achievement to find out whether the current course fulfils the students' needs or not , the written test has been constructed depending on Bloom's Taxonomy of behavioral objectives. The theoretical mean of the written test is (43.6) while the calculated mean is (25.9). The standard deviation of the written test is (10.9) at level of significance (0.5) .

Table (3)

The Calculated and Theoretical Mean and Standard Deviation of the Students Score on the Written Test

College	Department	Sample	Calculated Mean	Theoretical Mean	Standard Deviation
Administration and Economic	Economic	62	25.9	43.6	10.9

Bloom's Taxonomy of behavioral objectives includes six level (knowledge, comprehens the theoretical and the calculated mean has been used as a standard to determine the power of each level and content .

Table (4)
Six Levels of Behavioural Objectives in the Written Test

The Levels of Behavioural Objectives	The Highest Marks	Theoretical Mean	calculated Mean
Knowledge	10	5	8.35
Comprehension	15	7.5	5.13
Application	15	7.5	1.8
Analysis	20	10	7.74
Synthesis	20	10	0.97
Evaluation	10	5	0.09
Total	90	45.5	25.1

According to Table (5) , the following results have been found :

The calculated mean is lower than the theoretical mean ; therefore , the objectives of translation , vocabulary , grammar , reading and composition are not achieved only the of objectives of terms are achieved since they constitute one of the main aspects of the linguistic content of the textbook

Table (5)
The Results of the Written Test

Contents	The Highest Marks	Theoretical Mean	Calculated Mean
Terms	10	5	8.35
Translation	5	2.5	1.67
Vocabulary	20	10	5.15
Grammar	20	10	4.12
Reading	10	5	2.75
Phonetic	10	5	2.7
Composition	15	7.5	0.42
Total	90	43.9	25.7

4.3 The Results of the Oral Test

The oral test has been constructed to assess the students' ability in speaking by selecting certain terms from the textbook to construct the oral test . The theoretical mean of the oral test is (7.5) while the real mean is (6.96). The standard deviation of the oral test is (3.94) at level of significance (0.05) .See table number (6)

Table (6)
The Calculated and Theoretical Mean and Standard Deviation of the Oral Test

College	Department	Sample	Calculated Mean	Theoretical Mean	Standard Deviation
Administration and Economic	Economic	62	6.96	7.5	3.94

According to Table (7), each item in the oral test has particular objective .The percentage of correct answer for each item has been calculated by multiplying (100) by the correct answers of each item dividing on the whole sample .

Table (7)
The Percentage of Correct Answers for each Item in the Oral Test

No . of Item	No. of Correct Answers	Percentage .of Correct Answers
1	37	61.66
2	19	31.66
3	20	3.32
4	21	35
5	45	75
6	12	20
7	34	56.65
8	44	73.34
9	29	48.33
10	50	83.33

According to the above table , the objectives of the following items (2,3,4,6,9) have not achieved since the percentage of correct answers of the above items is lower than (50%),while the items (1,5,7,8,10) have achieved their objectives since their percentage of correct answers is higher than (50%).

4.4 The Results of the Checklist

According to the first aim of the study ,

1- Checklist for the observation of the English teachers' performance : This checklist has been constructed to assess the teachers' performance inside the classroom . All items consist of three options and each option carry three marks for three levels (very good , good and weak) in the first part and (yes , no and to some extent) . The mean , standard deviation , computed T-test value of each item and tabulated T-test value of all items have been calculated. The comparison between computed T-test value of each item with tabulated T-test value of all items(2.30) is used as a standard to determine the power of each item in the checklist. If the computed T-test value of each item is higher than the

tabulated T-test value of all items this mean that this item is weak and vice versa . See Table (8) .

Table (8)

The Mean , Standard Deviation and Computed T-test Value of Items in the Checklist

No. Items	Mean	Standard Deviation	Computed T- test
1	1.44	0.53	3.16
2	1.56	0.53	2.53
3	1.44	0.53	3.16
4	1.56	0.53	2.53
5	1.44	0.53	3.16
6	1.44	0.53	3.16
7	1.33	0.71	2.83
8	1.56	0.53	2.53
9	1.44	0.53	3.16
10	1.44	0.53	3.16

According to Table (8) the following results have been found :

- a- The teachers make common mistakes in writing and they are using ambiguous sentences. T
- b- They give little attention to the students' achievements and use little of the appraisal techniques .
- c- The teachers miss some important points and spend some time on trivial details . T
- d- The interaction between the teachers and their students are lack and little use the English language in the lecture .
- e- The teachers carry out all written and spoken activities in the lecture by their self . The role of Students are passive .

CHAPTER FIVE

5.1 Conclusions

The followings are the conclusions of this study :

- 1- The material of the course does not meet the students' real communicative needs or speaking English language with fluency .
- 2- The material of the course does not fulfill the students' needs in the English language skills, particularly in the oral skills.
- 3- The teaching method used by teachers depending on the translation of sentences only by using grammar translation methods rather than using communicative approach .
- 4- Inefficiency of the teacher especially in writing and speaking skill and the activities does not create interactive environment for learning English language .

5.2 Recommendations

It is recommended that :

- 1- A new material should be included all language skills which are listening , speaking , reading and writing .
- 2- Encouraging the students to communicate effectively inside and outside the classroom .
- 3- Amending the adopted method of teaching and the techniques of teaching by using the audiovisual in teaching the English language in the laboratories and in the class .
- 4- Increasing the duration of the academic year English language teaching

5.3 Suggestions for Further Studies

This study suggests the followings for the further studies :

- 1- A study includes designing and implementing a new English language course for the students at the Colleges of Economic and Administration in Iraq .
- 2- A study should be conducted to find out the effect of adopting new methods of teaching English to students of economic and administration.

Bibliography.

AL–Azzawi, Mohammed Miz'il. (2005). **Towards A Communicative ESP Syllabus for Iraqi Students at the College of Police** . Unpublished M.A .thesis . University of Diyala .

AL-Hamash , Khalil, I and Younis, Hamdi .(1999) **Principles and Techniques**. Baghdad: IDELT Publications .

Brown , H Douglas (2004) . **Language Assessment Principle and Classroom Practices** . San Francisco State University : Pearson Education , Inc . “ ”

Carter, Ronald and Nunan , David . (2001) .**The Cambridge Guide to Teaching English to Speakers of Other Languages** Cambridge : Cambridge University Press .

Mousavi , S. A. (1999) .**A Dictionary of Language Testing** . 2nd ed . Tehran : Rahnama Publications .

McNamara, T. (2000). **Language Testing**. Hong Kong: Oxford University Press.

Richard ,Jack .C ; Platt , John and Platt, Heidi . (1992) **Dictionary of Language Teaching and Applied Linguistics** . 2nd ed . Great Britain : Longman Group Ltd .

Rivers , W. M . (1981) , **Teaching Foreign - Language Skills** . 2nd ed Chicago : The University of Chicago Press .

Sesnan , B. (2000). **How To Teach English**. Hong Kong: Oxford University Press.

Stevens , P (1978) " Special - Purpose Language Learning : A Perspective Teaching", In :**Language Teaching and Linguistics : Surveys** . Cambridge: Cambridge University Press .

Vossoughi, H and Javaherian , J .(2000). **An Encyclopedic Dictionary of Teaching English Language as a Foreign Language** .Tehran : Rahnama Publications .

Wilkins , D .A . (1976) . "Current developments in the Teaching of English as a Foreign Language ." **English For Specific Purposes** . Modern English Publications Limited .

Wilkins , D .A . (1978). **Second Language Learning and Teaching** . London : Edward Arnold Ltd .
Wright , C. (1992) ' The Benefits of ESP ' Cambridge Language Consultants . www.Camalang.com/art001.htm . Retrieved May 25th , 2004 .

الملخص

القياس هو عملية تهدف إلى إيجاد مواطن القوة والضعف في عناصر المقرر الدراسي (الطالب , المدرس , المادة) بالإضافة إلى العامل الذي يربط بينها وهو عملية التدريس .

تهدف هذه الدراسة إلى البحث في مقرر تدريس اللغة الانكليزية الحالي من خلال:

- 1- قياس مادة و وسائل تدريس المقرر الدراسي الذي يُدرّس حاليا في كلية الإدارة والاقتصاد .
 - 2- التحقق من أداء الطلبة من اجل إثبات فيما إذا كانت مادة المقرر الدراسي يلبي حاجات الطلبة أم لا . تتلخص مشكلة الدراسة الحالية بان المقرر الدراسي يحتوي على عدة عيوب في المادة , والمدرس , والتدريس من حيث الطريقة والأسلوب و الفترة المحددة وتحاول هذه الدراسة قياس تلك الأجزاء وإيجاد الحلول الناجمة . كما وتفترض هذه الدراسة بان المقرر الدراسي الحالي يلبي فعاليات تدريس اللغة الانكليزية والتي تعني تطوير مهارات اللغة الانكليزية و تفترض أيضا إن مادة المقرر تلي مستوى عالي من أداء الطلبة .
- ولإثبات فرضية هذه الدراسة فقد تضمنت :
- قام الباحث باختيار تسعين طالبا في كلية الإدارة والاقتصاد قسم الاقتصاد في جامعة تكريت كعينة للدراسة الحالية واختيار عشرة مدرسين من كليات الإدارة والاقتصاد في جامعتي (بغداد , تكريت) وقام الباحث باختيار عينة تتكون من ثلاث مدرسين اثنان منهم من كلية الإدارة والاقتصاد و الآخر من كلية التربية جامعة تكريت تم اختيارهم كعينة مختصين . كما واستخدم الباحث أدوات القياس المطلوبة لإنجاح الدراسة موضوع البحث .
- وقد توصلت الدراسة إلى النتائج التالية:

- 1- أن مادة مقرر الدراسي الحالي لا تلي حاجات الطلبة .
- 2- عدم كفاءة المدرس خصوصا في مهارات التكلم والكتابة .
- 3- طريقة وأسلوب التدريس يحتاجان إلى تعديل .
- 4- فترة تدريس اللغة الانكليزية وعدد الساعات غير كافية .