

**The Sufficiency and Efficiency of the New
Curriculum of English Language (EL) in the
College of Administrative and Financial
Sciences**

A Case Study at Cihan University

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ABSTRACT

ESP (English for Specific Purposes) and ESL (English as a Second Language) have been for many years a material of controversial discussion. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP programme is therefore built on an assessment of purposes and needs and the functions for which English is required (Fiorito, 2005).

This study has been conducted to investigate the opinions of ESP lecturers in four departments in addition to fifty students from each department about adapting an ESP curriculum instead of the general one by two questionnaires for the two parties. The problem of the study has been stated with a literature review. The purpose of the study has been illustrated in addition to the methodology adopted in data collection and it is supported by tables and charts. Conclusions have been drawn at the end of the study.

The method used in conducting the study is applied by collecting data from two different questionnaires distributed to lecturers and to students as well. All lectures who teach English in the four departments have answered this questionnaire. The sample of students is 50 students from each department from the 2nd year. So, the total number is 200 students.

Key words: ESP, ESL, GE, questionnaire.

1.Introduction

ELT(English Language Teaching) can be divided into ESP and EGP(English for General Purposes)(Hutchinson &Waters,1987). ESP is known to be more focused, practical and object-oriented (Dudly-Evans &St John, 1998) as compared to EGP. It is specialised in investigating the needs of the learners, preparing teaching materials, and devising appropriate teaching methodologies. Due to these special roles, an ESP teacher is termed as‘ practitioner’ (ibid) and occupies different position than an EGP teacher.

In this rapidly developed world, English has become the “language of business”. Thus, the terminology “business English”, which is part of ESP, has been developed to describe the English which is used specifically for business purposes. Business English became a subject which was taught for the first time in the 60’s. Since then, the need for ESP has widely increased because of many factors namely ; the revolution of technology, new powerhouse economies, new global markets etc. Therefore, business English obviously has several common features with General English but of the vocabulary is different. One of the most obvious difference between business and General English is the method of teaching and the targeted audience.

ESP and EGP teachers play distinctive roles due to the differences of context and purposes of instruction. The ESP teachers achieve various types of duties like that of collaborator, researcher, course designer and material developer along with conventional role as a teacher. Consequently, an ESP teacher has to be well-trained in professional skills and flexible in approach to cope with the specific needs of his/her students. In an ESP context, the target situation needs a teacher to tailor his/her instruction to specific rather than general purposes.

2. Statement of the Problem:

Although GE (General English) teaching covers learning of the fundamental of syntax, morphology phonology and spelling providing strong or weak basis for possible later studies, teaching English for specific purpose is determined by

different professional or occupational, social and other needs of the learner.

Students of Cihan University, College Financial and Administrative Sciences which includes four departments namely; Business Administration, Banking and financial Sciences, Accounting and Health departments, study all their subjects in English and because of the pressure of time through one semester and the burden of having a range of 7-8 subjects in one semester, most of business and financial terminology which students have in their subjects lack detailed definitions or even have lost the sense of context in which these terms are supposed to occur .

These ideas have been crystalized in the researcher's mind throughout an academic year of teaching General English and by observing current situation, discussions with specialized English Language lecturers and non- specialized ones as well as a regular feedback taken from students.

Accordingly, it is believed that teaching ESP to the first and second year in this college is quite important and essential to improve and enhance the fundamental vocabulary of their specialization in addition to different practical business skills.

At Cihan University, Erbil, (GE) has been taught for several years to the 1st and 2nd year students of all the departments of the university.

The researcher has suggested to change the GE course which has been taught for these two levels to substitute it with ESP instead. After a need analysis which has been achieved by conducting a survey and a feedback taken from interviews with lecturers as well as students with a future prospect to have this idea generalized to all levels of this college in addition to be applied to all colleges and departments of Cihan University.

2.1 Aims of the Study

This study investigates :

- 1.the degree of acceptance of the ESP application among the EFL teaching staff.
- 2.the degree of acceptance of the ESP application among the students at the four departments.

2.2 The Purpose of the Study:

2.2.1 Students' Prospect

Taking students into account ,the purpose of this study is multiple as it highlights the significance of adopting teaching ESP to the 1st and 2nd year students of the college of Administrative and Financial Sciences. It demonstrates students' view about the new curriculum adopted in 2014 in which "business oriented situation" is presented and taught.

Then it shows to what extent the teaching staff were effectively successful in teaching this curriculum . Also it gives a feedback on the progress achieved by the students as far as new business terminology are concerned. "Communication skills "like answering phone calls ,giving presentations about their institutions ,writing business e-mail ,memos, cover letters ,.....,etc. or any topic in their domain , occupy a space in the students questionnaire .It draws as well, the attention to the grammar of the new curriculum whether it is applicable and comprehensible for the students .

Since the coursebook has a workbook, the questionnaire sheds the light on the opinion of students about the supporting exercises whether they enhance their comprehension of all skills or not.

In addition, time spent on preparing homework occupies some attention in the questionnaire whether it is enough or not. Students are also asked if the lecturers link what they have in the English course with their specialized subjects.

Furthermore, students questionnaire enquires about different teaching strategies used by lecturers.

Students are asked also about teaching aids like audio-video equipment and audio speakers whether used or not during lectures . The last point is about the response of the students whether it was positive or not.

2.2.2 Lecturers' Prospect

]As for the lecturers, the questionnaire is based on the points which are related to what they have found in this new course as compared with the previous one.

First, the questionnaire introduces the idea of changing the textbook adopted for more than 5 years (General English) by (Business oriented one) including the 1st and 2nd year .They are asked if it is really effective in teaching students dealing with Business situation as well as asking them if the teaching process is successful and can raise the students' level which is the ultimate goal of this step. The new terminology is one of the targets aimed throughout this coursebook to improve students' performance.

As for grammar, although the method adopted in presenting grammar (in ESP) does not differ from that used in GE as it starts from the simple structures to the complex one which are directed to serve the core of each unit, the questionnaire inquires if the new coursebook is suitable for the first and second year students.

Since the new course has a workbook , lecturers are asked if it supports students comprehension and if it needs a lot of lime for preparing homework.

Another critical point, is the relevance of the unit topics to what the students already study in different subjects and if the lecturer is capable of making a kind of connection between the unit topic and their other specialized subjects.

As long as video and audio aids are provided in this course , does the lecturer activate them in the teaching process ? Consequently, do students respond positively to learning this coursesbook ?

3. Review of Literature :

3.1 The Emergence of ESP (English for Specific Purposes)

It is known that , a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP:

- 1- the demands of a Brave New World
- 2- a revolution in linguistics
- 3- focus on the learner (Hutchinson & Waters 1987).

In 1987, Hutchinson and Waters illustrated two key historical periods emerged into ESP.

Firstly, when the Second World War ended, it brought an “age of enormous and unprecedented expansion in scientific, technical and economic activities on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English”.

Secondly, During the early 1970s, the Oil Crisis resulted in Western money and knowledge flowing into the oil-rich countries. English became the language used for this knowledge.

Notably, the most general effect of all this progress was to double efforts on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now becomes subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters 1987:7).

The second key reason cited was a revolution in linguistics as having a tremendous impact on the emergence of ESP. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (ibid) demonstrate that one outstanding discovery was in the ways in which spoken and written English vary. That means, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (ibid) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The third reason which Hutchinson and Waters (ibid) mentioned have affected on the emergence of ESP which has less relation with linguistics but great relation with psychology. So, there is more attention given to the ways in which learners acquire language rather than simply focuses on the method of language delivery, and the differences in the methods language is acquired. Learners were seen to apply different strategies for learning, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Thus, focus on learners' needs have had an equal priority as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. Till now , the catchword in ESL circles is learner-centered or learning-centered.

In this sense, Numan (1987:75) has stated that it seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and guidelines and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum.

4. Methodology:

Two questionnaires have been designed for the participants in four departments namely ;Accounting ,Business Administration , Health, Finance and Banking Departments. The first is allocated for the 2nd year students from the four departments.

The questionnaire consists of 12 questions to measure the degree of sufficiency and efficiency of the new applied textbook compared with the GT.

The second one is for 10 lecturers who teach EL in these departments. It also has 12 questions .There are three variants ranging from **agree, neither agree nor disagree and disagree**. SPSS (Statistical Package for the Social Science) is a programme has been used to analyse the data collected . **SPSS** is defined to be one of the most widely used statistical packages. It can perform highly complex data manipulation and analysis with simple instructions. It is designed for the(batch) uses of both interactive and non-interactive.

5. Data presentation:

According to the questionnaire conducted, results have been analyzed by SPSS programme by extracting the frequency of each question in each department .The data are represented in a table in addition to two bar charts for the same purposes.

6. Analysis of Data and Discussion of Results :

From the table and the bar chart below, it can be noticed that almost all participants in the four departments have a tangible agreement on the whole questionnaire except for some differences which will be discussed thoroughly according to the order of the departments in the table .

6.1. Accounting Department Students

Firstly, to start with the Accounting department which is the biggest department in the college ,students have answered questions in high percentages which exceed 60% for most questions except for questions No.(3,7,8) with a percentage of (44% ,56% ,54%) ,respectively with a disagreement of(40% ,14% ,6%) for these questions respectively .This refers to a high agreement on 9 questions.

6.2.Business Administration Department Students

As for this department , all the percentages of agreements for all the questions are more than 80% whereas disagreements range from 2% to12% This indicates that students in this department have a unanimous agreement on all of the questions.

6.3.Health Administration Department Students

Results are similar in Health Administration Department where the agreements range from 90% to 82% except for question No. 2 with agreement of 64% and disagreement of 20% .This reflects a wide agreement on the idea of the new curriculum.

6.4.Financial and Banking Department Students

Finally, banking department comes at end of this discussion in an agreement which range from 80% to 90% which shows that all students support all the details illustrated in the questionnaire regarding the new curriculum.

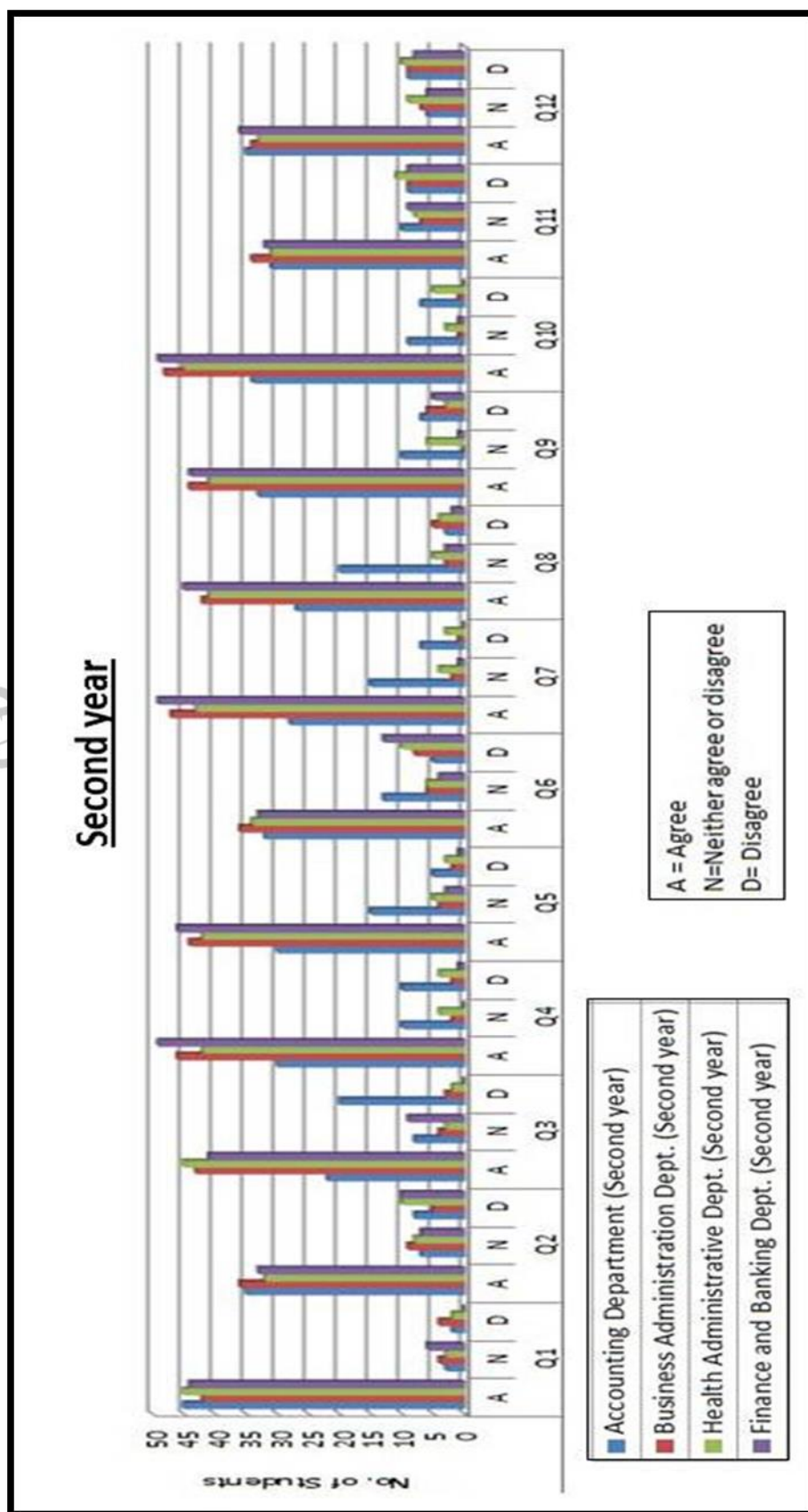


Figure No. (1) questionnaire
Results of second year students

Table No. (1)

Data Description of the Four Departments by SPSS

		Department							
		accounting		business A		health A		Banking	
		Coun t	Column Total N %	Coun t	Column Total N %	Coun t	Column Total N %	Co unt	Column Total N %
Q1	Disagree	2	4.0%	4	8.0%	2	4.0%	0	0.0%
	neither agree or disagree	3	6.0%	4	8.0%	3	6.0%	6	12.0%
	Agree	45	90.0%	42	84.0%	45	90.0%	44	88.0%
Q2	Disagree	8	16.0%	5	10.0%	10	20.0%	10	20.0%
	neither agree or disagree	7	14.0%	9	18.0%	8	16.0%	8	16.0%
	Agree	35	70.0%	36	72.0%	32	64.0%	32	64.0%
Q3	Disagree	20	40.0%	3	6.0%	2	4.0%	0	0.0%
	neither agree or disagree	8	16.0%	3	6.0%	3	6.0%	8	16.0%
	Agree	22	44.0%	44	88.0%	45	90.0%	42	84.0%
Q4	Disagree	9	18.0%	2	4.0%	2	4.0%	1	2.0%
	neither agree or disagree	9	18.0%	2	4.0%	3	6.0%	0	0.0%
	Agree	32	64.0%	46	92.0%	45	90.0%	49	98.0%
Q5	Disagree	4	8.0%	2	4.0%	3	6.0%	1	2.0%
	neither agree or disagree	15	30.0%	4	8.0%	5	10.0%	0	0.0%
	Agree	31	62.0%	44	88.0%	42	84.0%	49	98.0%
Q6	Disagree	5	10.0%	4	8.0%	3	6.0%	4	8.0%
	neither agree or disagree	13	26.0%	0	0.0%	6	12.0%	3	6.0%

	Agree	32	64.0%	46	92.0%	41	82.0%	43	86.0%
Q7	Disagree	7	14.0%	1	2.0%	3	6.0%	0	0.0%
	neither agree or disagree	15	30.0%	2	4.0%	4	8.0%	1	2.0%
	Agree	28	56.0%	47	94.0%	43	86.0%	49	98.0%
Q8	Disagree	3	6.0%	5	10.0%	4	8.0%	2	4.0%
	neither agree or disagree	20	40.0%	3	6.0%	5	10.0%	3	6.0%
	Agree	27	54.0%	42	84.0%	41	82.0%	45	90.0%
Q9	Disagree	7	14.0%	6	12.0%	3	6.0%	5	10.0%
	neither agree or disagree	9	18.0%	0	0.0%	6	12.0%	1	2.0%
	Agree	34	68.0%	44	88.0%	41	82.0%	44	88.0%
Q10	Disagree	7	14.0%	1	2.0%	5	10.0%	0	0.0%
	neither agree or disagree	8	16.0%	1	2.0%	3	6.0%	1	2.0%
	Agree	35	70.0%	48	96.0%	42	84.0%	49	98.0%
Q11	Disagree	8	16.0%	1	2.0%	5	10.0%	0	0.0%
	neither agree or disagree	10	20.0%	1	2.0%	3	6.0%	1	2.0%
	Agree	32	64.0%	48	96.0%	42	84.0%	49	98.0%
Q12	Disagree	2	4.0%	4	8.0%	2	4.0%	6	12.0%
	neither agree or disagree	2	4.0%	5	10.0%	4	8.0%	4	8.0%
	Agree	46	92.0%	41	82.0%	44	88.0%	40	80.0%

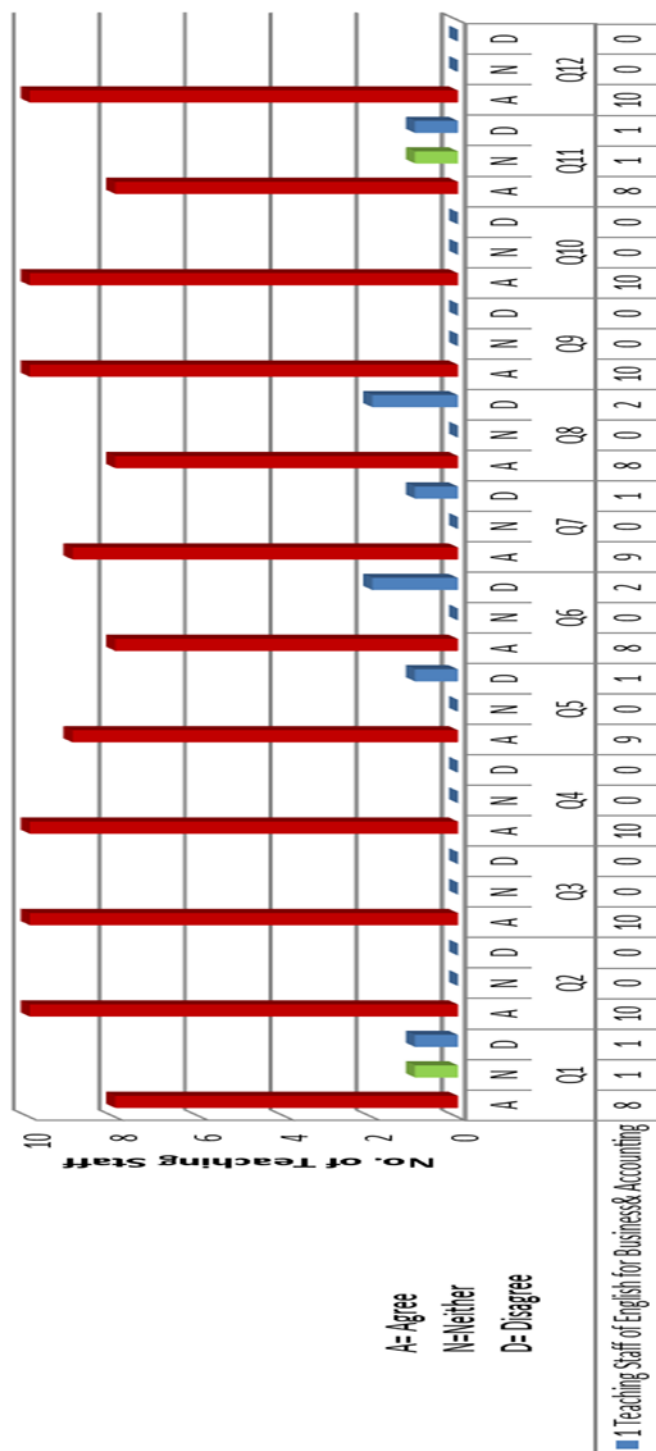
7. Discussion of Teaching Staff's Questionnaire :

It has been shown from the analysis bellow that questions number 2,3,4,9,10,12 have got unanimous agreement which means that it is essential for specialized departments to learn

ESP .Consequently, it can be adopted in all departments in Cihan University. Tangible progress is felt in students level as far as other subjects are concerned. This basically implies using different teaching strategies by all lecturers in these departments with coordination with other lectures in the departments who teach specialized materials .Therefore, they think it is fundamental to continue teaching ESP for not only the first and second year but for all levels i.e. the third and the fourth years.

While in questions 1,5,6,7,8,11 there has not been a 100% agreement but at the same time cannot be considered as disagreement but they can partially reflect that one or two of the teaching staff has disagreed on changing the textbook and its remarkable concern on the business skills and how much it goes smoothly on its grammar and business skills which are to be covered in convenient hours for the two levels with the positive reflection on other materials. To conclude , most of the teaching staff agrees on all the items of the questionnaire giving an impression of adopting a an appropriate curriculum .

Teaching Staff of ESP in College of Administrative & Financial Sciences / Cihan University



**Figure No.(2): Results of
Teaching Staff Questionnaire**

8.Conclusion:

It is very evident from the obtained results that students in the four departments Accounting, Business, Health and Banking at the College of Administrative and Financial Sciences at Cihan University have scored a high percentage of agreement in the questionnaire presented to them to test the acceptability of the new curriculum versus General English. Although the results go with changing the approach, there are some points that should be taken into consideration especially the questions which have got lower levels of agreement. Such questions are related to the method of teaching or the tools used. It is concluded that the new course of Market Leader is agreed upon by most of the lecturers as well as by students .

Students' Questionnaire

Sufficiency and Efficiency of New Curriculum of English Language (EL) of the College of Administrative and Financial Sciences at Cihan University

No	Items of the Questionnaire	agree	Neither agree nor disagree	disagree
1	The suggestion of changing the textbook from (General English)i.e.(Global) to (Market Leader)is successful and useful.			
2	It teaches students how to appropriately deal with business oriented situation .			
3	Lecturers are successful in teaching this book.			

4	There is tangible progress in the students' level as far as specialized terminology is concerned or at least in the near future.			
5	In this book ,there is remarkable concern on business			
6	In terms of grammar ,it goes smoothly as application and suitable to students' level especially 1 st year as they come from the secondary schools			
7	The workbook supports the coursebook and helps students for more comprehension to all skills.			
8	It needs a lot of time to prepare homework .			
9	The lecturer is capable of relating the "topic" of the unit to other content of the unit.			
10	Students get a lot of benefit of this book due to various teaching strategies used by the lecturers.			
11	The teacher does not only depend on the textbook when giving the lecture but also he/she uses other tools like audio-video equipment and audio speakers.			
12	Students respond positively on learning English for Specific Purposes rather than the (Global).			

Lecturers' Questionnaire

The sufficiency and the Efficiency of New Curriculum of English Language (EL) of the College of Administrative and Financial Sciences

No	Items of the Questionnaire	agree	Neither agree nor disagree	disagree
1	The suggestion of changing the textbook from general English ;(Global)to (Market Leader)is successful.			
2	To teach English for Specific Purposes (ESP) for specialized departments is essential for their academic study.			

3	Applying this approach is recommended to all departments of Cihan University .			
4	There is a tangible progress in the students' level as far as specialized terminology is concerned or at least in the near future.			
5	In this book, there is a remarkable concern on business skills.			
6	In terms of grammar, it goes smoothly as applicable and suitable to the students' level especially 1 st as they have come from the secondary schools.			
7	In addition to what this book add to students , it enriches and nourishes lecturers' knowledge in business domain.			
8	Teaching hours are convenient for both 1 st & 2 nd year .			
9	Lecturers use different teaching strategies in covering this book rather than the traditional ones.			
10	Lecturers can coordinate with other lecturers who teach specialized materials.			
11	Teaching this book will positively reflected on other materials.			
12	Teaching this book for the 3 rd & 4 th in the future will be a necessity.			

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