

College of Education for Humanities

Department of English Language

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Course Title: Curriculum

Year: M.A Students

Topic: Application of ESP

Academic Year: 2025-2026

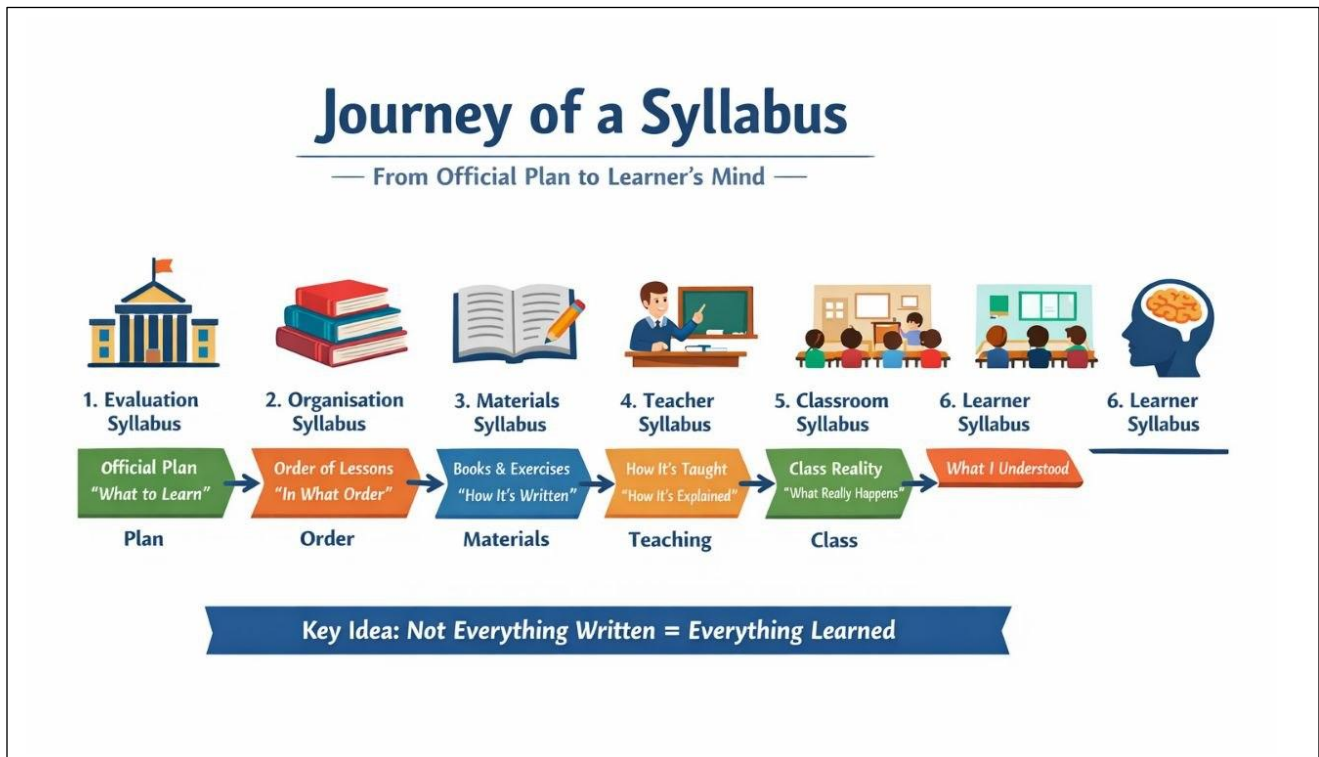


1. The syllabus

What do we mean by a syllabus ?

A syllabus is a document that shows what should be learned. However, it is not simple or fixed. A syllabus is not just a plan; it changes through different stages until it becomes real learning.

How a Syllabus Changes from Plan to Learning Reality?



helps in organizing teaching time, textbooks, and assessment.

2. To give psychological support

Makes learning appear easier and more achievable. Gives confidence to both teachers and learners.

3. To show planning (cosmetic role)

Shows that the course is well-designed and organized. Reassures students and sponsors that time and money are well used.

4. To give direction (roadmap)

Provides a clear path of what to learn and how to progress. Helps teachers and learners know their goals.

5. To show priorities

Reflects what is considered most important (grammar, skills, etc.). Also explains implicitly why certain content is taught.

On what criteria can a syllabus be organised?

1. Topic syllabus

Content is organized by subjects or topics. Examples: The Rig, Fishing Jobs

2. Structural/situational syllabus

Focuses on grammar structures or real-life situations. Examples: Verb “to be”, Marcel in the Restaurant

3. Functional/notional syllabus

Organized by functions or concepts in language .Examples: Actions in sequence, Cause and Effect

4. Skills syllabus

Focuses on developing specific skills. Examples: Organising your studies, Taking notes

5. Situational syllabus

Based on real-life situations learners encounter. Examples: A Telephone Message, The Sales Report

6. Discourse/skills syllabus

Focuses on communication types and discourse. Examples: Writing reports, Presenting arguments

2. Materials evaluation

After designing a course, you need teaching materials. You can use **existing materials, write your own, or change old materials**. Checking materials helps you get ideas, and writing your own helps you know what works best.

Why evaluate materials?

Material evaluation is about choosing the best fit for teaching. It saves time and money and helps justify resources for buying or making materials.

How do you evaluate materials?

Evaluating teaching materials means matching students' needs with available resources. You should try to be fair and look at needs and options separately, even though personal likes or dislikes may affect your choice.

The evaluation has four main steps:

1. **Define criteria** – decide what is most important for the course.
2. **Subjective check** – look at your personal opinion, but stay flexible.
3. **Objective check** – compare materials without bias.
4. **Match** – pick the materials that best fit the needs.

3. Materials design

In ESP, teachers often need to create their own materials because **ready-made** ones may not fit the learners' needs.

Reasons for writing materials:

1. **Courses are very specific**; commercial books may not match.
2. **Materials may be hard to buy** due to currency or import restrictions.
3. **Writing materials can improve the reputation** of the teacher or institution.

4. Evaluation

In ESP, evaluation is very important because courses have specific goals and sponsors invest time or money.

There are two main types of evaluation:

1. Learner Assessment: Measures student performance at key points, like the start and end of a course. Focuses on the ability to perform specific communicative tasks. Helps decide how much language teaching is needed.

2. Course Evaluation:

Checks if the course is meeting its objectives. Ensures the course does what it was designed to do. Can highlight problems in course design, learner analysis, or teaching methods.

Learner assessment in ESP is essential because it shows how well students are learning and whether the course meets their needs.

Three main types of Learner assessment :

1. Placement Tests

Used before the course to check learners' current skills. Shows if they need the course and which level/course type fits.

- Highlights strengths as well as weaknesses.

2. Achievement Tests

Check what learners have learned during the course. Usually internal and made by teachers. Test what learners can reasonably know.

- Match test to the skill being tested.

3. Proficiency Tests

Check if learners can use English in real situations. Criterion-based: measured against required skills, not pass/fail.

- Shows readiness for practical tasks (work, study, technical reading).

There are four main aspects of ESP course evaluation to be considered (Alderson and Waters, 1983):

What to evaluate?

Focus on whether the course meets learners' needs as language learners and users. If not, identify the missing needs and the reasons (e.g., syllabus, materials, teaching methods, testing, or administration).

How to evaluate?

Using methods such as tests, questionnaires, interviews, discussions, and informal feedback. The collected data must be analyzed and used for improvement.

Who is involved?

Teachers, learners, institutions, sponsors, and sometimes former students. Different perspectives are important, but honest feedback—especially from learners—requires trust.

When to evaluate?

At the beginning, during the course, at the end, and after the course (the most valuable stage).