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DESINING AN ESP SYLLABUS FOR ART EDUCATION UNIVERISTY STUDENTS

A B S T R A C T

The present study aims at designing ESP syllabus for teaching English to the second-year students, at the Department of Art Education, College of Education for Humanities/ University of Tikrit. The designed ESP syllabus is designed to improve the level of the students in English by supporting many practice opportunities such as, gaining basic Art vocabulary, using language functions, motivating the students to express their points of view, giving the students opportunities to do many tasks, and encouraging them to engage in pair and group discussions. The designed ESP syllabus is built in terms of Nunan Model (1988) procedures, which includes: identification of students' needs, selection of the syllabus content, deriving the objectives of the proposed syllabus, sequencing and grading of syllabus items and evaluating the proposed syllabus   The sample of the present study includes forty second-year university students from the Department of Art Education, College of Education for Humanities / University of Tikrit for the academic year 2021-2022. The involved sample represents 20 % of its original population. The **One-group Pretest-Posttest Design** is adopted in the current study.   In order to measure the effectiveness of the designed ESP syllabus, three basic tools are used. First, pre and posttests are utilized to measure the students' achievement in English. Second, a questionnaire is constructed to check the students' views and reflections towards the designed ESP syllabus. Third, a questionnaire is administrated to estimate the lecturers' and specialists' points of view about the efficiency of the designed ESP syllabus.   Results indicate that there is a significant difference between the students' achievement in the pretest and the posttest, and in favour of the posttest. That is because the students have received art content-based lessons in which they have obtained art knowledge and a lot of basic art expressions , and became able to construct and use English properly especially in art situations.   Results of the questionnaire also indicate that students' points of view are in favour of the designed ESP syllabus. In addition, it seems that lecturers' and specialists' points of views are in favour of the items, objectives, and the content of the designed ESP syllabus. Finally, the study ends with some conclusions and recommendations.

تصميم منهج للغة الإنكليزية لأغراض خاصة لطلبة الجامعة قسم التربية الفنية

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الخلاصة:

تهدف الدراسة الحالية إلى تصميم منهج ESP (اللغة الانجليزية للأغراض الخاصة) لتدريس اللغة الإنجليزية لطلبة المرحلة الثانية، في قسم التربية الفنية في كلية التربية للعلوم الإنسانية في جامعة تكريت.

يهدف منهج ESP الى تحسين مستوى الطلبة في اللغة الإنكليزية من خلال دعم العديد من فرص المساعدة مثل: اكتساب مفردات الفن الأساسية، واستعمال اللغة، وتحفيز الطلبة على التعبير عن وجهات نظرهم، وإتاحة الفرص للطلبة للقيام بالعديد من المهام وتشجيعهم على المشاركة في المناقشات الزوجية والجماعية.

تم تصميم منهم ESP بالاعتماد على مبادئ وإجراءات (Nunan Model 1988)، التي تشمل: تحديد احتياجات الطلبة، واشتقاق اهداف المنهج، واختيار محتوى المنهج، وتسلسل وتصنيف فقرات المنهج وتقييم المنهج المقترح، وقد شملت عينة هذه الدراسة أربعين طالباً من طلبة المرحلة الثانية في قسم التربية الفنية بكلية التربية للعلوم الإنسانية في جامعة تكريت للعام الدراسي ٢٠٢١-٢٠٢٢ التي تمثل ٢٠% من المجتمع الاصلي للعينة. قد تم اعتماد التصميم التجريبي ذي الاختبار القبلي والبعدي لمجموعة واحدة في الدراسة الحالية.

من أجل قياس فعالية منهج ESP المصمم، تم استخدام ثلاث أدوات للقياس شملت: أولاً، الاختبار التحصيلي القبلي والبعدي لمعرفة تحصيل الطلاب باللغة الإنجليزية. ثانيًا، استبيان للتحقق من آراء الطلاب تجاه المنهج المقترح. ثالثًا، استبيان لقياس وجهات نظر الاساتذة «والمتخصصين» حول كفاءة منهج ESP المصمم. بينت النتائج وجود اختلافات في تحصيل الطلبة في المجموعتين في الاختبار البعدي ولصالح المجموعة التجريبية. وذلك لأن الطلبة تلقوا دروسًا قائمة على المحتوى الفني حصلوا فيها على المعرفة الفنية والكثير من التعبيرات الفنية الأساسية، وأصبحوا قادرين على صياغة اللغة الإنجليزية واستخدامها بشكل صحيح خاصة في المواقف الفنية. بينت نتائج الاستبيان الموجه الى الطلبة أن وجهات نظر الطلبة تؤيد منهج ESP المصمم. وبالإضافة إلى ذلك، بينت نتائج الاستبيان الموجه الى الاساتذة أن وجهات نظر الاساتذة والمختصين تؤيد البنود والأهداف ومحتوى منهج ESP المصمم. وأخيرا، انتهت الدراسة ببعض الاستنتاجات والتوصيات.

كلمات افتتاحية: قسم التربية الفنية، لغة إنكليزية لأغراض خاصة، تصميم منهج، التصميم التجريبي ذي الاختبار القبلي والبعدي لمجموعة واحدة، المنهاج المصمم

1. Introduction

1.1 Statement of the Problem: The communicative view of language teaching during the 1970s is started to be incorporated into syllabus design. The essential question for the proponents of this view is what does the learner want/need to do with the target language? This movement leads to the development of ESP, so

syllabus designers focus, not only on language functions, but also on experiential content (Phillips,2001:59).English plays a significant role in all fields specified in the information and communication technologies, politics, science, and remarkably in the domain of business and trading. Accordingly, the domain of ESP has emerged from the process of language teaching and learning. The literature on ESP is strongly related to the systematic and identification of the situation of context in which the language is used. ESP classes should not be taught English randomly, but they need methodological design of material, tasks, exercises (Sharp, 2009:29).

English is studied by the students of the non-English departments in the various Iraqi universities . However, English in such departments has been receiving little attention and interest from both the teaching staff members and from the formal body of education (college or institute). This can be due to several reasons; one of the main reasons is the prescribed textbook. To the best knowledge of the researcher, that textbook lacks the topics and linguistic expressions needed by the students at the department of Art Education that match their jobs requirements. Hence, this study is an attempt to design a new ESP syllabus that supply those students with the required English material and linguistics devices related to Art Education.

1.2 Aims of the Study: The study aims at:
1- designing an ESP syllabus for the second year students of the Department of Art Education / College of Education for Humanities/ Tikrit University.
.**2**- finding out the effect of the designed ESP syllabus on the students' achievement in English language.

1.3 Value of Study
The value of the study is summed up in the following points:

1- The designed ESP syllabus may acquaint the faculty at Colleges of Education for Humanities in Iraq with the modern orientation-designing syllabus.

2- The designed ESP syllabus can provide Iraqi College students with modern experiences and opportunities in English language learning.

3- It could raise university students' motivation for learning EFL and improve their achievement.

1.4 Hypotheses of the Study

The following null hypotheses have been posited:

1-There is no significant difference between the students' achievement at the recognition level and that at the production level of the posttest.   . .

2- There is no significant difference between the mean scores of the students' achievement in the pretest and that of their achievement in the posttest.   . **1.5 Limits of the Study:** This study is limited to designing an ESP syllabus to the second year university students at the Department of Art Education / College of Education for Humanities – University of Tikrit during the academic year 2021-2022.

1.6 Operational Definition of Basic Terms: The basic terms used in this study are defined for the purpose of clarity and verification, as follows:

1.6.1 Syllabus: It is an overall plan organizing principle for what is to be taught and learned as pedagogical arrangement of learning content according to the needs and interests of the university students who are specialists in Art Education.   .

1.6.2 Syllabus Design: It is the way in which content is organized and broken down into a set of teachable and learnable units, and will include considerations on pacing, sequencing, and methods of presentation and practice.

1.6.3 ESP: It refers to a special type of English course of instruction in which the content and aims of the syllabus are fixed by the specific needs of a particular group of learners which represent in the current study the English language used by university students who are specialized is studying Art Education.

1.6.4 Art Education: It is defined as the involvement in artistic and creative activities such as, dance, theater, music, painting, or sculpture. It can be part of both the curriculum and extra-curricular activity. Participation can include weekly or monthly activities, or more intensive programmes such as, summer school or residences. While these have educational value in their own rights, this platform focuses on the benefits of arts education for academic achievement activities (https://pgc.edu/art-education/).

2. English for Specific Purposes: A Historical Overview
2.1 English for Specific Purposes
2.1.1 Concept of ESP

The demands made upon the language teaching profession have changed consequently to changes that have taken place in the world. Previously English was taught in the contexts of English literature and English culture for educational purposes or for pleasure. Since English has become an international language of science, technology, commerce, aviation, politics, academic instruction... etc. language teaching has to meet the different demands of new types of learners' specialized study or the required professional/vocational skills (Duddly-Evans, 1997:123).

The term ESP is generally utilized to refer to the teaching of English for a clearly utilitarian purposes. The purpose is usually defined with reference to some occupational requirements e.g. for international telephone operators, civil airline pilot, etc., vocational training programme e.g. for hotel and catering staff, technical trades etc., or some academic of professional studies e.g. engineering, medicine, law, etc. (Mackay and Mountford, 1978:12).

ESP is a relatively new discipline within Applied Linguistics that offers a new learner-centered approach to English language teaching whose methodology depends on the specific needs of the learner. Kennedy and Bolitho (1984: 3) indicate that ESP is concerned with an investigation of the purposes of the learner and the set of communicative needs arising from these purposes. Robinson (1991:19) states that ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely: language, pedagogy, and students'/participants' specialist area of interest.

The more detailed concept of ESP comes from Strevens (1988:56) who indicates that ESP is a particular case of general category of special purpose language teaching. He adds that ESP is needed to distinguish between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching, includes: 1. design to meet specific needs of the learners, 2. related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities, 3. centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and 4. analysis of this discourse, and differentiated to General English. While the two variable characteristics of ESP: 1. restricted as to the language skills to be learned (e.g. reading only), and 2. not taught according to any pre-ordained methodology.

2.1.2 Types of ESP

Different taxonomies of ESP have been shown by different educationalists. Carver (1983: 20) identifies three types of ESP : 1. English as a restricted language; 2. English for academic and occupational purposes; and 3. English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978:20) point out that the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book which is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment . The second kind of ESP is English for academic and occupational purposes. According to Hutchinson and Waters (1993:93), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

The third and final type of ESP identified by Carver (ibid:28) is English with specific topics. Carver notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, one can argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programmes which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

2.1.3 Approaches to ESP Curriculum Development: There are different approaches to ESP. Hutchinson and Waters (1993:65-72) point out three major approaches to ESP: Language-centered approach, Skills-centered approach and Learning-centered approach, as follows:

2.1.3.1 Language - Centred Approach: The Language - Centred Approach is the simplest kind of course design and the most familiar to the EFL teachers. Also, it is the prominent kind in ESP. It is an approach that focuses on the linguistic performance of the learner in the target situation .It aims to explain a direct connection between analysis of the target situation and the content of the ESP course. Although, it appears logical and straightforward, yet it has a number of weaknesses:

a. It begins from the learners and their needs and thus it might be considered a learner-centered approach, but it is, in fact, not a learner-centered in any meaningful sense of the term. So, when considering needs analysis, the learner should be considered at every stage of the process. Yet, in this model, the learning needs of the students are not accounted for at all. It is therefore, not learner-centered but simply learner-restricted.

b. The language-centered model neglects vital factors which must inevitably play a part in the creation of any course. For example, one of the primary principles of good pedagogic materials is that they should be interesting. An analysis of language items cannot show whether a text or an activity is interesting.

c. The language-centered approach of target situation data is only at the surface level. It reveals very little about the competence that underlines the performance.

2.1.3.2 Skills-Centered Approach: This approach is concerned with the mental processes that reinforce language use. According to Hutchinson and Waters (ibid:69), the basis of this approach is that: Underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse. There is, therefore, no need to focus closely on the surface forms of the language. The focus should rather be on the underlying interpretative strategies, which enable the learner to cope with the surface forms.

That is, successful language learning and teaching depend not only on the analysis of the nature of the language, but also on understanding the psychological processes involved in comprehending and producing it. The skills-centered approach to course design is related to projects in ESP to develop certain abilities, skills and strategies in students. It usually aims to help learners in developing their skills and strategies not only during the ESP course but after it. In a skills-syllabus, language behaviour is divided into skills (ibid:70). Traditionally, the skill-centered approach has been criticized for not concentrating on developing more integrated and global communicative abilities, since the four general language skills do not generally occur in isolation in real- life situations. However, the recent trends in designing language courses are towards the integration of the four general language skills with the inclusion of the two elements of language(Richards, 2011:161).

According to (Brown, 2001:232), the most important advantage of the skill-Center approach is that English language learners are challenged to interact naturally in the language, since they are exposed to authentic language, therefore, they can gain a true picture of the richness and complexity of English as employed for communication.

2.1.3.3 Learning - Centered Approach: One of the most important principles of the learning-centered approach is to emphasize on what the students have to do in the classroom to learn the language. In the learning-centered process, there is more to consider rather than just the learner. Therefore, it would reject the term a learner-centered approach in favour of a learning-centered approach because learning is 'a process of negotiation between individuals and society'. This might involve considering very fully the process of learning, learners' motivation and learning styles. Therefore, it has been criticized as complex and time - consuming,

which may have restricted its development to some extent (Hutchinson and Waters, ibid:72).

It is concluded that some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for non-native speakers of English who learn English on specific purposes. The present study has adopted the skills-centered approach, because it focuses on the importance of the four English language skills in teaching English with inclusion of two elements of language (vocabulary and grammar), and encourage students to interact naturally in the language, since they are exposed to authentic language, therefore, they can gain a true picture of the richness and complexity of English as employed for communication.

3. Procedures
3.1 Designing the ESP Syllabus

The ESP syllabus is designed in terms of the procedures of Nunan Model (1988) , as follows:

3.1.1 Identification of Students' Needs. Learners are the focus of any ESP instruction and learning. The first stage in designing the proposed syllabus is usually termed in other syllabus design studies or curriculum development as analyzing and identifying the needs of the intended learners. Thus, two types of needs are investigated: "objective needs" and "subjective needs". They are sometimes called "situation needs" and "language needs", respectively (Nunan,1988: 18 and Brindley,1989: 70).

Objective needs are those which are derivable from different kinds of factual information about learners, their use of language in real-life communicative situations as well as their current language proficiency and language difficulties. They are designed by depending on the personal data about the learners. As for subjective needs, they are deduced from the learners themselves. They include the cognitive and affective needs of the learners in the learning situations, derivable from information about affective and cognitive factors such as, personality, confidence, attitudes, learners' wants and expectations about the learning of English, and their cognitive style and learning strategies (Brindly,ibid :79).

Brindlys' model (1989) is adopted in order to conduct the identification of the intended students' needs of the current study by gathering factual information which consequently helps at broad goals associated with the language content and methodology in the language teaching and learning process, as shown on the attached appendix.

3.1.2 Selection of the Syllabus Content

The syllabus is a statement of objectives and methods of learning, and since the main mission of the teacher is to help learners to learn and meet their language needs, he/she should provide and select the appropriate materials. Materials include textbooks, videos, audio tapes, computer software, visual aids and digital slide show (Sheldon,1988:29).

The content of the designed ESP syllabus is selected according to task-based syllabus. It aims to increase the interest and motivation of the learners, and be particularly effective way of improving the students' learning skills in terms of fostering a reflective attitude toward the learning process.

3.1.3 Objectives of the Proposed Syllabus

Educational objectives have been derived from the identified needs of university students of Art Education. They aim to:

1- develop English written skills interactively and integratively,

2- develop the skills necessary for Art Education department and Fine Arts.

3- communicate socially with the others and participate in written activities such as, sending of messages, orders or instructions in writing through letters related to common activities with others whether in groups or pairs,

4- establish and maintain social relationships through exchanging information, ideas, opinions, attitudes, feelings, experiences, and plans with others.

5- encourage critical thinking through tasks activities such as, problem-solving, decisions-making, and concluding.

3.1.4 Sequencing and Grading of Syllabus Items

Sequencing or grading refers to putting the syllabus items in some principled order, which may serve as a guide for teaching purposes. The principles for sequencing and grading syllabus items are different with respect to whether it is synthetic or analytic. Since the proposed syllabus is an analytic one, the principles for sequencing and grading its items are as follows, (Nunan, 1988: 49):

a. Length of the Syllabu*s*: The designed ESP syllabus includes six units for one course of study. Each unit consists of six components: reading comprehension, listening skill, speaking skill,

art vocabulary, writing and grammar is not taught directly, but it is absorbed through the integrated learning process of other language components and skills mentioned above.

b. Duration of the Syllabus: The duration for presenting the six units is twelve weeks. It is started on Sunday, 13of the march and ended on Sunday, 29th May 2022. Each unit is designed to be covered within two weeks, i.e. with a period of four hours. All units focus on using language skills integratively and holistically. Some more autonomy could be given for the students and the teachers to add more activities or information to each unit if there is time or the lecturer may skip any activity   if   there   is   no   time(Nunan,   1988:67).

c. Method of Teaching the Syllabus

The method of teaching the syllabus include cooperative learning, social learning, and the communicative approach. The role of the teacher is to be a facilitator, an adviser, and a manager of the class, while the students play the important role in learning as well as explaining new materials to other students. Since the ESP syllabus is designed according to the learners' needs, therefore the lecturer should focus on the learners' interests and needs. He focuses on the following points inside the classroom (Nunan,1988:96).

- Make real communication and focus on language learning.
- Provide opportunities for students to experiment and try out what they know.
- Provide opportunities for students to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world
- Let students induce or discover grammar rules.
- Be tolerant of students' errors as they indicate that the student is building up his / her communicative competence.
- Focus more on achieving communicative competence with students without neglecting grammatical competence and on fluency without neglecting accuracy

3.2 Applying the designed ESP Syllabus

The designed ESP syllabus has been applied to the involved sample of the second year students of Art Education Department at the University of Tkirit, as follows:

3.2.1 Experimental Design

Finding out the effectiveness of the designed ESP syllabus is one of the essential aims of the present research. Therefore, an experimental design should be adopted to answer the question whether or not this syllabus is effective in teaching English to the intended students. Christensen (1999: 187) points out that the term design refers to a plan or strategy conceived in an attempt to get an answer to research question. In order to find out the effectiveness of the designing ESP syllabus in improving the students' achievement in English, the "**One-Group Pretest-Posttest Design**" (Lewin, 1979: 52) is utilized, as shown in table (1).
.

Table (1): The Experimental Design

Group	Pretest	Independent Variables	Posttest
Experimental	Pretest	The Proposed Syllabus	Posttest

The design consists of one group. The group has been submitted to the pretest and posttest. The scores of pre and posttest group are compared to see if there is any significant difference between them (Good,1973:384)

3.1.5.2 Population and Sampling

The population of the present study consists of Iraqi second year students at the Art Education Departments of the College of Education for Humanities, Colleges of Fine Arts, and College of Basic Education at Iraqi universities, namely: the University of Al-Mustansiriyai, University of Baghdad, the University of Kufa , the University of Babylon and the university of Tkirit.. The total number of the 2nd year students' of those five universities is 550 distributed among the five Colleges, as shown in table (2):

Table (2) The Population and Sampling

No.	Name of University	Name of college	Population	No .of Sample	No. of pilot study

1	University of Baghdad	College of Fine Arts	106	Section	
2	University of Al-Mustansiriyai	College of Basic Education	134		
3.	University of Kufa	Faculty of Education	100		20
4	University of Babylon	College of Fine Arts	106		
5	University of Tikrit	College of Education for Humanities	114	A 40	
	Total		550	40	20

The university of Tikrit has been randomly selected to represent the sample of the current study. The total number of the 2nd year students at the College of Education for Humanities / Department of Art Education is 114. The students are grouped into three sections: (A), (B) and (C). Each of section (A) and (B) consists of 40 students, while section (C) includes only 34. Section (A) has been randomly selected to be the experimental group. Its total number is 40 who represent 20% of its original population. For the purpose of the pilot study, 20 students have been selected from section (C), as shown in table (2),

3.2.3 Instructional Material and Students Instruction

The designed ESP syllabus has been selected from various sources* in terms of students' needs and the aims of the study. The material is typically taken from pure Art to address the requirements of the second-year students of Art Education Department. The selected materials are modified to fit students' requirements and interests according to students' academic level. The designed ESP syllabus includes six units. All units concentrate on utilizing language skills integratively and holistically. The material of each unit includes reading comprehension, listening comprehension, speaking, writing, Art vocabulary, and grammar. The topics of the six units are integrated with each other to construct progress in language skills and aspects. The students' instruction has began on the

13th of March 2021-2022 and continued for about 12 weeks, and ended on the 29th May /2021-2022.

* The sources

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3.2.3 Lesson Plan for Teaching the Experimental Group

Class: Second Year / Section: A / Date: 13th March, 2022

Time: 9:00 – 9:50 am / Topic: When Literature Meets Art / Aims: to help students to understand passage, read and comprehend the text of Art, and answer a number of the questions given.

Topic	Steps of Presentation	Time
Unit One/ Lesson Two When Literature Meets Art	1. Presenting the power point attachment through using data show. The power point slides show the graphic framework, which explains the connections between the course and syllabus objectives and activities used during the lecture to help achieve the objectives.	3 minutes
	2. Explaining such connections and how they help the students improve their learning skills.	3 minutes
	3.Presenting the Pdf folder attachment, which involves the passage to be studied with the points of the section required in	8 minutes

	the current lecture	
	4. Playing the audio recording attachment of the passage itself (Gertrude Stein and Modern Art) while the students are listening. The recorded material is repeated twice; each turn takes about 3minutes	6 minutes
	5. Asking one of the students to read the first part of the passage. Another student is rquired to read the second part, and the reading feedback is given when needed.	10 minutes
	6. Explaining the meaning of difficult and new words of the passage and discussing its major ideas and raising some questions to be answered by the students.	10 minutes
	7. Asking the students to work in groups to read and search about points left in the text, key structures and special difficulties sections and write notes. Later on, the instructor will nominate one of the group members to present what they have comprehended and induced. 8. Before giving the assignment, asking the students if there is anything to ask and/or add. 9. Assigning homework for the next lesson.	10 minutes

3.3 Construction and Application of the Achievement Posttest

The posttest is an assessment tool that has been utilized to measure students' achievement in the presented instructional material. It is constructed in terms of the specified contents and behavioural objectives of the instructional material, as

shown in table (3). The first question consists of a rendering passage with two sections (A and B). Section A contains five true/false items. One mark is allotted for each item, and the total mark 5. Section B consists of a summary about the given passage and it is scored out of ten. Two marks are specified to each of the five criteria, namely: vocabulary, grammar, spelling, punctuation marks and handwriting. The second question contains ten items and scored out of ten. The students are required to fill in the blanks with the correct forms of verbs. One mark is allotted for each item. The third question is concerned with writing a paragraph and it is scored out of ten. Two marks to each of: vocabulary, grammar, spelling, punctuation marks and handwriting. In the fourth question, the students need to match between the number of each picture and the letter of the appropriate word. This question consists of five items and scored out of five. One mark is given to each item. The fifth question includes ten expressions to be used in complete sentences and scored out of ten. One mark is given for each item.

Table (3)

The Specifications of the Contents, Behavioural Objectives. and Marks of the Posttest

Level	No. of question	Content		Behavioural Objectives	No. of Items	Mark
Recognition	1	Reading passage.	A	to identify true/false items	5	5
Production			B	to summarize the given passage	1	10

Recognition	2	English tenses.	to put the verbs between brackets into the correct forms.	10	10
Production	3	Writing	to write a paragraph of 80 words about landscape	1	10
Recognition	5	Matching.	to match between the number of each picture and the letter of the approptiate word	5	5
Production	5	Art vocabulary	to use Art vocabulary in complete sentences.	10	10
Total	5			32	50

The constructed test has been validated, its reliability obtained and its items analyzed. It has been administrated at the end of the experiment, namely on Wednesday,2nd of June 2022. The posttest papers have been distributed to the involved subjects who have been informed about how to answer the test questions. After finishing the exam, the test papers are collected and scored in terms of the constructed scoring scheme.

3.4 Scoring Scheme of the Achievement Test

Scoring scheme aims to make transparency by providing teachers with clear criteria to mark students' work (Claire et al, 2015:48). The constructed test includes five questions and scored out of fifty. The first question includes sections A and B. Section A contains five items scored out of five. Section B and question 3 are assessed in terms of five criteria namely; vocabulary, grammar, spelling, punctuation marks and handwriting. Each criterion is marked as; very good, good, or weak. Two marks are given for 'very good', one mark for 'good' and zero for 'weak',as shown in table (4). The second question consists of ten items and scored out of ten. The fourth question includes five items and scored out of ten and the he fifth question contains ten items and scored out of ten.

Table (4)
The Scale of the Students' Score

No. of Question	Criteria	Qualities	Scores
Question 1 Section B + Question 3	Vocabulary	Very good	2
		Good	1
		Weak	0
	Grammar	Very good	2
		Good	1
		Weak	0
	Spelling	Very good	2
		Good	1
		Weak	0
	Punctuation Marks	Very good	2
		Good	1
		Weak	0
	Handwriting	Very good	2
		Good	1
		Weak	0

3.5 Construction of the Questionnaires

A questionnaire is a method of collecting data that explores the subjects' attitudes, ideas, perceptions, points of view, etc. Thus, it is a multipurpose and adaptable research tool (Sharp, 2009:61-64).Two questionnaires have been

constructed in the current study. The first questionnaire includes of twenty-five items in order to find to what extent the designed ESP syllabus has met the recently identified criteria of a good ESP textbook from specialists' and lecturers' points of view. The questionnaire items presented in the form of statements to be endorsed on a five-point Likert scale ranges from "strongly agree" to "strongly disagree". Those items are distributed among five main areas, namely: objectives, content, learning activities, teaching and learning methods and textbook preparation and composition.

The second questionnaire has been adopted from Gardener (1985) in order to identify the students' points of view about the designed ESP syllabus.This questionnaire consists of two parts. The first part is related to general information about the involved students such as, their age and their gender. The second part of the questionnaire consists of eighteen items indicated in the form of statements to be endorsed on a five point Likert scale. They are concerned with improving students' reading comprehension, writing skill, listening comprehension, and speaking ability.

The reliability coefficient of each questionnaire has been found out by using Cronbach's Alpha formula which is a measure of internal consistency. The obtained reliability coefficient is 0.90 which indicates that the two questionnaires are reliable.

3.5.1 Pilot Administration of the Questionnaires

It is essential to pre apply the questionnaire before it is used in a full –scale to determine any shortcomings that require modification and to find out to what extent the items are clear and comprehensible and to assess the required time to complete them (L and Jr., 2005:123).

Therefore, lecturers' questionnaire and students' questionnaire tried out on a sample of specialists and faculty who teach English at the universities of Iraq as well as the identified pilot sample of the students. The resulting feedback show that the items are clear and the two entire questionnaires are user-friendly which requires an estimated time ranges from twenty-five to thirty minutes.

3.5.2 Final Administration of the Questionnaires

The final administration of the two questionnaires to the involved sample of the study has been carried out on the 2nd June 2022. The respondents have been told that the constructed questionnaires are used for the purpose of a scientific study and their responses are essential for improving the quality of the designed ESP syllabus. Thus, the respondents have been encouraged to take the time to read the questionnaires thoroughly and fill it out carefully and issue their points of view honestly on whether they strongly agree or strongly disagree with the given evaluative statements by putting a tick (√) in the column of their choice and in front   of   each   statement.

3.5.3 Specialists' Points of View about the Designed ESP Syllabus

The final and the most important step in designing any syllabus is evaluation. Richards & Schmidt (2010:148) point out that evaluation is related to decisions about the quality of the syllabus itself and decisions about individuals in the syllabus. Results indicate that all of the consulted specialists agree on the suitability of the materials of the syllabus which include: When Literature Meets Arts, Chinese's Material Arts Graffiti Art and Material and Techniques to the students of Art Education. Although, there are some comments on some activities which have been modified according to the specialists' points of view, evaluation of the designed ESP syllabus is done.

3.5.4 Students' Points of View about the Designed ESP Syllabus

Students' evaluation of the designed ESP syllabus is very important element and is advised by educators who try new syllabus, material or who are interested in the design of a syllabus. Moreover, it is considered an additional instrument for checking the effectiveness and appropriateness of the proposed syllabus(L and Jr., 2005:123). Results show that the designed ESP syllabus is interesting and attractive with the area of their field. The activities and others communicative techniques such as, discussion, group work and pair group are significantly liked and admired by the students, as compared to the activities, drills and exercises of the existing syllabus.

4. Analysis of Data, Discussion of Results, Conclusions and Recommendations
4.1 Analysis of Data

4.1.1 Comparison between Students' Achievement at the Recognition Level and that at the production Level of the Posttest.

The mean scores of the students' achievement at the recognition level and that the production level of the posttest are calculated and compared in order to find out whether there is any significant difference between them.

The obtained results indicate that the mean scores of the students' achievement at the recognition level is found to be 18.79 and that at the production level is found to be 12.96. The standard deviation at the recognition level is 18.53 and that at the production level is 19.05. The T-test formula for two related sample is used. Results show that the computed t-value is 1.26 and the tabulated t-value is 2.00 at the degree of freedom (39) and level of significant (0.05), as shown in table (5). This means that there is not any significant difference between students' achievement at the recognition level and that at the production level. Therefore, the first hypothesis is accepted.

Table (5)
Students' Mean Scores and T-Value of the students' Achievement at the Recognition and Production Level of the Test

Groups	No. of the Students	Mean	SD	DF	t- value		Level of Significance
					Computed	Tabulated	
Recognition	40	18.79	18.53	39	1.26	2.00	0.05
Production	40	12.96	19.05				

4.1.2 Comparison between the Mean Scores of the Students' Achievement in the Pretest and that of Their Achievement in the Posttest.

In order to find out if there is any significant difference between the mean scores of the experimental group's achievement in the pretest and that in the posttest, t-test formula for the two paired samples is used. Results show that the mean scores of the students' achievement in the pretest is 21.83 with a standard

deviation 14.28, while their mean scores in the posttest is 62.60 and with a standard deviation 14.76. The calculated t-value is 7.93 which is bigger than the tabulated t-value which is 1.98 with (39) degree of freedom and (0.05) level of significance, as shown in table (6). This means that there is a significant difference between the students' achievement in the pretest and their achievement in the posttest and in favour of the posttest. So, the second hypothesis is rejected.

Table (6)
The Mean, Standard Deviation, and T-value of the Pretest and the Posttest

Experimental Groups	No. of the students	Mean	SD	DF	t- value		Level of Significance
					Computed	Tabulated	
Posttest	40	62.60	14.76	39	7.93	1.98	0.05
Pretest		21.83	14.28				

4.2 Discussion of the Results

The statistical analysis of the collected data points out that the achievement of the students in the achievement posttest is significantly higher than that of their achievement in the pretest. This means that the designed ESP syllabus is more effective and appropriate than the conventional one for teaching English to the university students of Art Education and this efficiency could be attributed to the following factors: :

1- The presented activities of the designed ESP syllabus offer an opportunity for the students to use and practise English effectively by using role –play, discussion, interview, ect..

2- The designed ESP syllabus is enjoyable and interesting. It has motivated the students to choose their own materials, and activities as well as to use the given pictures and charts to explain art vocabulary.

3-Students have a lot of opportunities to collaborate and to express about their own opinions and ideas freely.

4.3 Conclusions: According to the obtained results of the current study, the following points have been concluded:

1-The designed ESP syllabus has an effective role in improving university students' performance in reading comprehension, listening comprehension, writing and speaking.

2. Applying the designed ESP syllabus has brought a new English teaching approach into practice for the first time at the department of Art Education.

3- The designed ESP syllabus has essentially encouraged students to think critically, i.e. students start to be able to ask questions, evaluate what is read or heard, engage more actively in the presented activities and tasks and show great interest during their course of study.

4- The designed ESP syllabus has driven students' attention of 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.

5- It provides the students with an actual opportunity to utilize the language appropriately and negotiate meaning rather than to know English structures.

6- The designed ESP syllabus has enabled the students to gain Art vocabulary and expressions, Art language functions, and Art-related structures that are very necessary for Art Education in study-and-job contexts.

5.4 Recommendations: In terms of the obtained results and driven conclusions, some points are recommended:

1. The designed ESP syllabus can be adopted by the Ministry of Higher Education and Scientific Research for teaching English to the second-year students at the Art Education Department of the Colleges of Education in Iraqi Universities instead of the currently used English course.

2. Colleges faculty are recommended to employ the designed ESP syllabus for teaching English to the students of Art Education.

3. In teaching ESP, teachers are advised to focus on the consequence of syllabus and activities by using language in real life situations rather than using traditional ways, i.e. memorizing words and forms.

4. The designers of syllabuses are recommended to design modern and new ESP syllabuses, which emphasize on communication, needs analysis, using of all English skills interactively and integrally without ignoring any skill or focusing on one skill only.

5. College faculty are recommended to emphasize meaning rather than form while teaching ESP in art communicative situations.

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