Evaluating 'A *Course of English for the Students in the Colleges of Physical Education in Iraq*' and Suggesting a New Up-to-Date One
(AN ESP SPIRAL MODEL)
An Abridgement of an M. A. Thesis

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The paper is an abridgement of an M.A. thesis entitled 'Evaluating *A COURSE OF ENGLISH FOR THE STUDENTS IN THE COLLEGES OF PHYSICAL EDUCATION* and Suggesting a New Up-to-Date One'.

The study was carried out by Ahmed Khalis Shalan (first researcher, a member of faculty at the College of Languages/ University of Baghdad/ Iraq) and assist. Prof. Sami Abdul-Aziz Alma'mori (second researcher, a member of faculty at the College of Basic Education/ University of Diyala/ Iraq).

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It was discussed on January, 16th, 2008 by an appointed committee and was graded as ***Very Good***, and accordingly the researcher was awarded a **Master Degree in Education/ Methods of Teaching EFL/ESP**.

The study is essentially two-dimensional. On the one hand, it targets at evaluating the *COURSE OF ENGLISH FOR THE STUDENTS IN THE COLLEGES OF PHYSICAL EDUCATION* (henceforth CESCPE), (compiled by Abdul-Razzak & Al-Mufti 1987), to identify, according to certain criteria and through a critical analysis; the extent this supposed ESP course responds the EFL learners needs in the colleges of physical education. On the other hand, the study aims at suggesting an alternative ESP course can respond the learners' needs.

Hence, in order to justify their work, the researchers view the steps of study as follows:

(1)Statement of the Problem

English for Special (or **Specific**) **Purposes** (henceforth **ESP**) has come into view, as a teaching/learning method, part of the mainstream of English as a Foreign Language/ English as Second Language (henceforth EFL/ ESL) practice discipline in many parts of the world. This happened since the beginning of the World War II era. But, in Iraq, it comes into view much earlier in history than this date. As a matter of fact, the ESP history in Iraq may go back further to the beginning of the 20th century. At that time it was based on the experience of the so-called **'The Army method'** (the underlying rationale behind the sprung-up of the '**Audio-Lingual Method**' in a later historical period of the English-Language-Teaching-Learning, ELTL henceforth). So, if it were, it can be considered as an initial ESP version in terms of the currently usually stated ESP objectives. Naturally, the ESP practice has been basically founded to meet, generally, almost the needs of the learners, who find themselves lacking the skills of **speaking** or **writing** in English, or both, in specific contexts. In other words, the term ESP addresses all those who have to use English, as a medium in communication in fields like job, study, or any other social and educational contacts, whether integrative or instrumental.

In the field of ELTL, the theorists and experts have suggested a set of general principles, to be used as grounds for designing and planning of any ESP curriculum. But, it seems that designers and planners' views may differ in the point of both, theory and practice, i.e., they may differ pursuant to the relevant factors:
- Cultural and academic background ,
- Imagined methodology prospects ,

- Whether the designer is a native-English-speaker or non-native, and
- Consequences of the cultural and linguistic supply.

Those factors, all or part, may affect the adequacy of any ESP curriculum (Colebrook, cited in Crooks et al., 1996).

However, as for the Iraqi local ESP phenomenon's situation, compared with the global practice mentioned somewhere else in this study, it obviously, seems, in general, not only very poor in quality, but it is also very limited even in quantity.

For the own sake of this study, the researchers took one of the ESP courses, taught in the Iraqi tertiary educational level, as a sample of the Iraqi ESP scene, which is seen as unpromising by the researchers. Accordingly, an examination of the current course materials taught in the colleges of physical education in Iraq (for the academic years 2005/2006 and 2006/2007), namely the CESCPE, unfold that only the comprehension content is strongly considered in this course, whereas other important points, needed in the EFL learning process, are paid very little attention. For instance, among the considerations, which the CESCPE has very little to do with, ones related strongly to the learning of language as a communication medium, such as:

- Academic study,
- Cultural purposes,
- Social contact, and
- Future career.

More importantly, it is true that the CESCPE seemingly appears to satisfy, probably in the least, the academic needs of the targeted audience in the College of Physical Education (CEP henceforth), but on the other hand, it almost fails to satisfy the above-mentioned aspects of language learning.

This, doubtlessly, on the other hand, may give rise to a number of significant questions, such as:

- Does learning English mean only learning contact?
- Is English taught for the purpose of helping the learners to learn subjects of their academic specialization?
- Is reading comprehension the only technique available in the bag of any ESP curriculum?
- Is the reading-skill considered the only skill that learning language can be sum-up in?
- Does the ESP learner in the CEP need the EFL course as channel only to enrich his/er specialization study with extra knowledge, or he/she needs it also to enrich his/er life style, in work in particular, and in his/er life mainstream in general as well?

Logically, the expected answer to all the afore-mentioned questions would emphatically be "*No*." This is, simply, because the prospects of study, profession, and life style, have, in general, some further dimensions than those given above.

But, on the other hand, this may give rise, at the same time, to a very important further question about the learners' attitude and motivation towards the ESP, i.e., whether it is integrative or instrumental, or both.

In a research, recently carried out at the University of Diyala, for the purpose of evaluating the English-Language-Proficiency-Test conducted at the University (Al-Jumaily & Al-Khalidi, forthcoming), and a survey of the prospective skills needed for the students, as seen by the deaneries of the CPEs in the Iraqi universities, have both shown and expressed the need to improve and develop the students' training in certain language skills, such as creative reading and writing, besides speaking and communication skills, which the CESCPE pay very little attention to, if none at all.

Furthermore, the deanery of CPE/ University of Diyala figured out the following skills as demands for the learners' interest in any suggested ESP course:

a- Affective reading skills.

b- Creative writing skills, such as:
- Research writing.
- Proposal writing.
- Self-expressing.
- Study skills.
- Report writing.

c- Speaking and communication skills.

Unfortunately, a survey of the CESCPE has unfolded a hard, if not glaring, fact indicates that this ESP course does not provide the learners with enough training in any of the afore-mentioned important language skills except that which are related to reading comprehension loaded up with heavy, if not boring, content.

Consequently, what may remain to be identified is whether the current materials of CESCPE satisfy the said needs or not, and not to mention the inevitable growing learners' needs imposed by the availability of the international network advent and the prospects it provides.

Finally, if the current materials are found to be lacking a layout of a creative, new, and modern syllabus, it is also imperative that a new up-to-date textbook should, consequently, be designed for this purpose.

(2)Aims

The study aims at:
- Identifying CPE student's needs in the University of Diyala, and the types of skills they need in ELL.
- Evaluating the current CESCPE in the light of the students' identified and specified needs.
- Suggesting a new type of materials as grounds in viewing a design of a sampling textbook consists, at least, of one module with two units of a new up-to-date English course-book.
- Investigating the effectiveness of the new materials from the point of view of course-books designers and ESP teachers working in the field.

(3)Hypothesis

It is hypothesized that:

- The current materials of the CESCPE taught in CPEs are neither efficient nor adequate enough to respond the needs of the targeted students in the CPE, improving their competence in language skills.
- The suggested materials are seen as more responsive to the needs identified in (1) above, as argued by EFL professional experts and ESP pedagogues.

(4)Value of the Study

Curriculum evaluation, improvement, and development have all given evident good in favor of the EFL teaching-learning process throughout the history of education. And curriculum evaluation by itself always leads to inevitable syllabus improvements. Beside this and that, the evaluation may often take different forms. One of these forms has been adopted in this study, and based on analyzing the materials included in the CESCPE. The analysis was made in reference to the language skills which the CESCPE provides; if sufficient training is given to the learners in adequate procedures or not, and if such training is made pursuant to the learners' needs specified by the Deanery of the CPE/ University of Diyala.

Unquestionably, results of such analysis would help to make decisions about the CESCPE adequacy as an ESP textbook adopted to be taught in a tertiary educational level as the CPEs. Furthermore, passing such a judgment, in respect of the CESCPE, may later justify suggesting a sample of a new ESP course-book for the CPE, or at least draw the attention of the people who have concern over the ELT, to the necessity of doing marking improvements in the field of ESP practice. And not to mention that the evaluation of the CESCPE may open the door wide to discuss the role and significance of the ESP pedagogue, as a teacher majored in a specific field of teaching-

learning career, which is argued for to be a complementary factor in the success of any ESP project.

So, hopefully, the study is carried out to be of both, theoretical and practical significance. The theoretical part of value tends to provide support to the working researchers in the field of ESP, by means of presenting a survey of the theoretical setting of the ESP in the world. At the same time, a scene, as panoramic as possible, of the ESP multiple-various practice all over the world would be provided, in particular that one which is going on in Southern and Southeastern Asian countries. This, no doubt, is to be done by figuring out the aspects of both, similarities and dissimilarities, between the nature of the ESP objectives in Iraq and those which are of those two regions' countries.

Furthermore, and hopefully again, the study is to provide knowledge about the world's ESP ever-growing practice. And it is for this reason, the study is hoped to be of a great value to:

- those *who have concern with the teaching* of any ESP course-book as a remarkable independent disciplinary profession, and
- those *who have concern with ESP textbooks designing*.

Yet, the expectations of providing such help might not be realized full, unless pinpointing the students' recognition and production of the type of English which is targeted here.

(5)Limits

The scope of study is restricted to:

- Evaluating the current syllabus taught to the students of the 1st and 2nd grades in the CPE/ University of Diyala for the academic year 2005/2006.
- Suggesting a new up-to-date ESP course-book for the CPE's 1st year students only.

(6)Procedures

The procedures to be followed include the following:

1- Presenting a theoretical background of the study by reviewing the relevant literature, beside a survey of the study in the area of the ESP as a sub-discipline.

2- Evaluating the current syllabus taught in the CPE in the light of the needs identification and specification.

3- Giving-in the proposed types of materials, including one module of two units, as a new up-to-date sample course-book, to a board of experts in this respect for the sake of assessment and evaluation.

4- Analyzing the specialists feed-back, by using a proper scheme designed for the purpose of testing the adequacy of the hypotheses put forward.

5- Drawing relevant results concluded from the analysis stage, followed by an outline of the general conclusions, recommendations derived from the resultant findings, and suggestions for further study.

(7)Definitions of Basic Terms

It is worth mentioning here that all the definitions marked bellow are all practically selected and used in this study. The following are the most important ones:

- **ESP**: A special type of EFL course is almost designed to be used in a *specific discipline* of study other than the English language study, or in a *specific field* of work. It is usually provided with as much relevant vocabulary as possible from the related to the said discipline or field register.

- **Evaluation**: It is the process of passing judgments about the suitability and adequacy of an ESP teaching program, in order to mainly identify the extent it responds to the learners' growing needs.

- **Current syllabus**: it is the syllabus presently taught in the CPE, namely '*A COURSE OF ENGLISH FOR THE STUDENTS IN COLLEGES OF PHYSICAL EDUCATION*'.

- **Students of CPE**: First-year students in CPE/ University of Diyala/ Iraq, whom are taught the

CESCPE during the academic years 2005/2006 and 2006/2007.

Furthermore, within the theoretical setting, the researchers made a shift to survey the ESP phenomenon in many parts of the world. But, they made a particular stop at the experience of the Southern and Southeastern Asian countries' in ESP. This is, because the EFL conduct in these countries, according to the researchers' intuition, supported by results given by research, has had so many features in common with the Iraqi EFL practice:
- Historically being under the same English-speaking colonial power in the near past;
- Consequently following almost the same educational system;
- English is tilting to be a second language, and
- Others.

This, in reality, has made it possible, by analogy, for the study to use the ESP research community findings in the said countries, as far as it concerns the ESP course, to argue for a new ESP course.

Consequently, though not through a clear-cut point detailed comparison, the study in this point unfold the terribly wide gap between the global dynamic and ever-on-going ESP experience and the almost static and poorly conducted ESP Iraqi practice. Hence, certain evidences have been drawn by conducting a survey of ESP courses in countries like Japan, Korea, Indonesia, Malaysia, Taiwan, China, and other countries. These evidences have shown that so many difficulties have been gone across there before they could develop a sort of advanced ESP paradigms, which not only served to teach English as an FL, but also to gradually adopt English as an SL in the said countries' communities, in Japan, India, southern Korea, and Malaysia in particular (Mahater 1991- cited in Vasan & Sargunan 1996).

The paradigm shift, happened in Southern and Southeastern Asian countries, in methods of teaching English, has shown that the attitude there towards adopting a hierarchical order of the Language's four skills differs from that the Audio-lingual one; (*listening, speaking, reading,* and *writing*) adopted before in the teaching-learning process (Izoo 1997, Yoshida 1998, Sanhaneti 1994/ Chantupanth 1993, Shakur et al. 1993, etc.)

In practice, the majority of those countries' ESP experience significantly have adopted the following hierarchical language skills order:

WRITING; READING; SPEAKING; DISCUSSION

However, a critical evaluation was made to the currently taught course, i.e., the CESCPE, and this evaluation has generally unfolded the inadequacy of the course whether in objectives, techniques, content, or methodology according to the following criteria:

- Purpose of the course,
- Teacher's readiness,
- Content sufficiency,
- Methodology,
- Design, and
- After-course prospect.

The evaluation, undoubtedly, has unfolded also some by-results such as the shortages which the CESCPE suffers from in the covering of a supposed integrative language learning process related to the activities of the language's four skills all, not only a to the activities of a certain skill.

Hence, before making a design of a course-book sample (module of 2 units) for the new suggested syllabus, it seems very necessary to conduct a review of the models, which have been put forth in the field of ESP all over the world.

Models of ESP Programs

From among the ESP models variety, the researchers have selected, for importance, the following two models as samples:

1- Hutchinson and Water's Model

It is said that almost all the ESP models' designs have emerged from Hutchinson and Water's Model. This model consists of the following components:

INPUT,   CONTENT,   LANGUAGE, and *TASK*

(cited in Carreon and Balarbar 1997)

INPUT is defined as a text (written or oral) used to stimulate the students and as a source for a new language items and a correct model of language use.

CONTENT is drawn from the INPUT; it involves exercises to stimulate thinking.

LANGUAGE is meant to be enabling the students to analyze and manipulate LANGUAGE.

TASK is identified as a tool which leads the learners forward using previously learnt CONTENT and LANGUAGE in a certain communicative activity.

The above-realized model can obviously show or suggest what types of materials can be implied and expressed by sequence of lessons and exercises. It is as Carreon and Balarbar (1997) state: "The model . . ." that " . . . answers a major concern of the ESP materials' *writer*", which the researchers have found it here to be of a great help to the ESP materials *compiler*, as well.

On the other hand, although acknowledging the importance of Hutching & Waters' model, it is argued by Carreon & Balarbar (1997) that the model responds only to the major concern of the ESP materials, whereas it does not thoroughly explain the process of conceptualizing, planning, and writing materials for a group of learners.
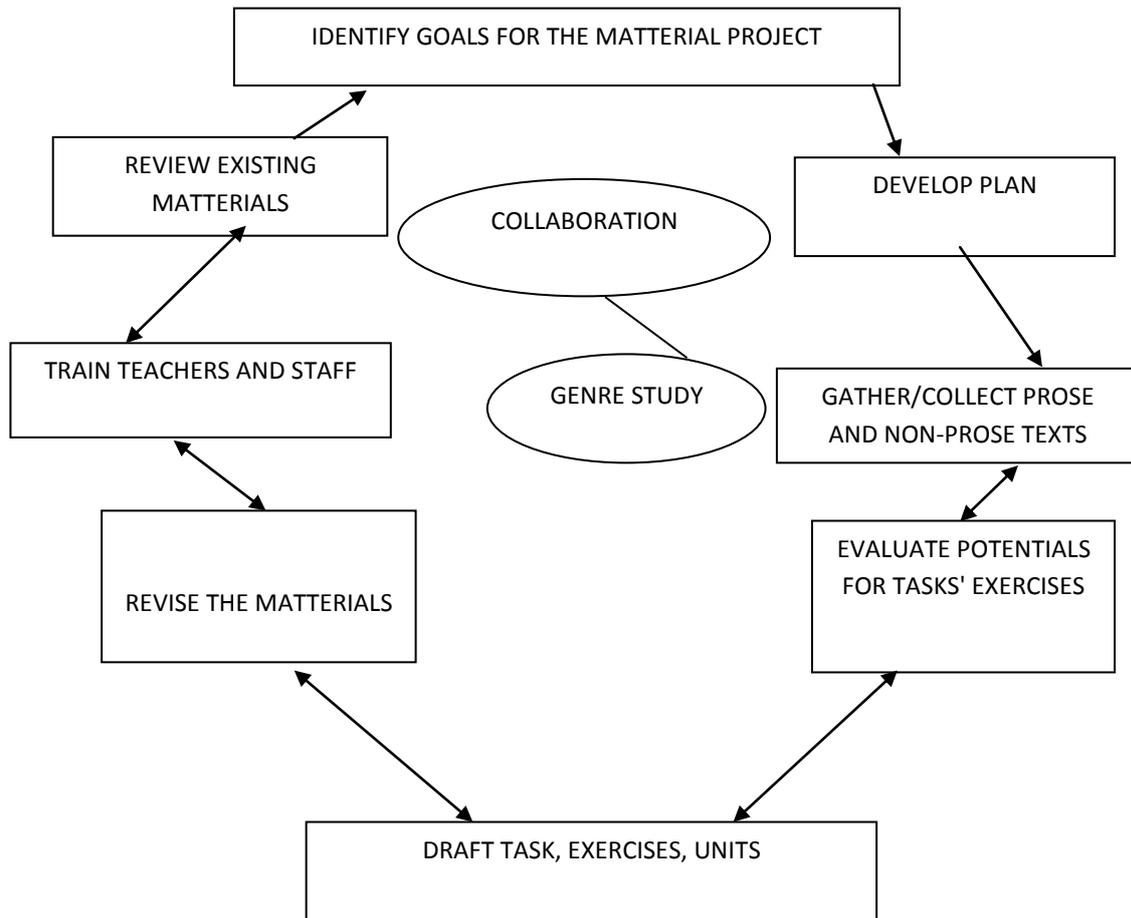
2- De La sale University Cyclical Model

Hence, and from the point Carreon & Balarbar have reached, ESP programmers, at De La Sale University,

Manilla, Philippine, developed a cyclical model, instead of the linear one of Hutching & Waters (Carreon 1996).

The following diagram illustrates their conception about the process:

A PARADIGM FOR ESP MATTERIALS PREPARATION

IDENTIFY GOALS FOR THE MATTERIAL PROJECT

REVIEW EXISTING MATTERIALS

COLLABORATION

DEVELOP PLAN

TRAIN TEACHERS AND STAFF

GENRE STUDY

GATHER/COLLECT PROSE AND NON-PROSE TEXTS

REVISE THE MATTERIALS

EVALUATE POTENTIALS FOR TASKS' EXERCISES

DRAFT TASK, EXERCISES, UNITS

. . . based on the paper presented by Edwina Carreon and Corazon Balabar at Orlando TESOL (March, 14, 1997)

Figure No. 1

However, in practice, the planning and implementing of a syllabus for any ESP course entails devising a series of certain detailed practical and cultural needs of the learners to be satisfied. Such needs should, no doubt, be translated into sufficient amount of exercises and activities distributed over the most sought-after language skills. And this is better to be done with

significantly weighted-design towards the language skills. And no doubt, the most sought-after language skills, which are supposedly adopted, in our theory, should be included in the designing of a suggested ESP new course, i.e., ESP-CESCPE. The said sought-after skills can be primarily illustrated in the following suggested hierarchical order (successively in importance):

READING,   WRITING,   SPEAKING, and ***LISTENING***

It is conspicuously obvious that our hierarchical order, above-illustrated, is different from all the ones made before, though it may agree with the general hierarchical guide-lines of the Southern and Southeastern Asian countries' experience, in respect of giving priority to ***READING*** and ***WRITING*** successively.

Hence, the researchers would like to make it clear here that this study tilts not to advise adopting certain methodology, as a magical and binding one in mind, for the ESP-CESCPE, suggested to be taught in the CPEs. So, they, instead, have preferred to make appeal to their better mind to imagine an innovative model, developed out of Hutchinson & Waters' one, whether in methodology or in drawing a more progressive model design.

3- The Spiral Model, This Study Suggests

Since the issue of the models has been, still, and will stay, an open-ended controversial one, it becomes possible, then, to argue for a model can be developed by this study.

Arguably, it is true that the cyclical model of the Philippines ESP is a more developed one than Hutchinson & Waters' linear one, but on the other hand, it is a more complicatedly abstract one as well. This is, because

Hutchinson & Waters' model actualizes its simplicity generally without losing touch with the situation.

As for, the model developed by the present study, the **Spiral Model**, although it seemingly adheres to the general guide-line of Hutchinson & Waters' model (cited in Carreon & Balarbar (1997), it is at such extent that makes it different, as thought it to be a more responsive one to the learners needs.
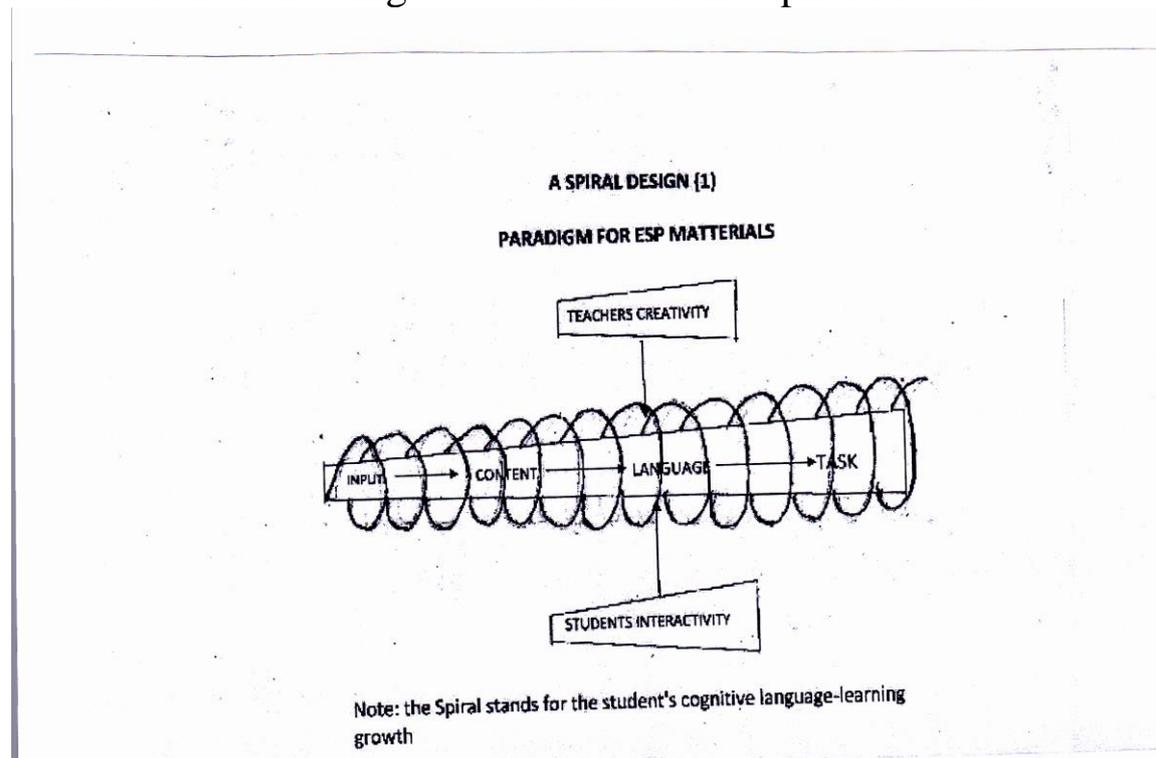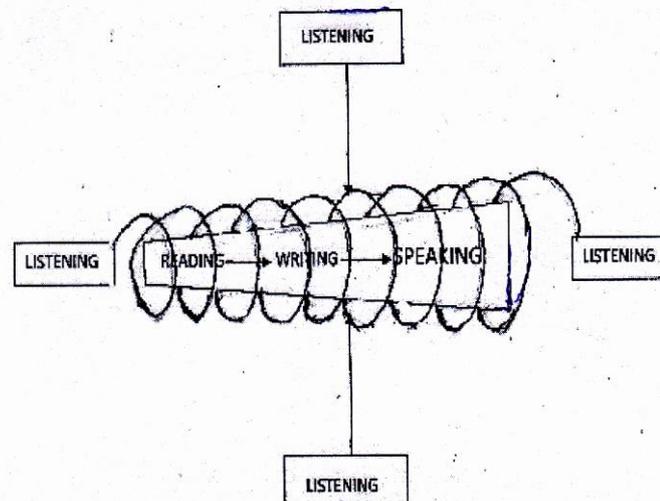
Consider the following two versions of the Spiral Model:

A SPIRAL DESIGN (1)

PARADIGM FOR ESP MATTERIALS

TEACHERS CREATIVITY

INPUT → CONTENT → LANGUAGE → TASK

STUDENTS INTERACTIVITY

Note: the Spiral stands for the student's cognitive language-learning growth

figure No. 2

A SPIRAL DESIGN (2)

PARADIGM FOR ESP LANGUAGE SKILLS' HIERARCHICAL ORDER

LISTENING

LISTENING | READING → WRITING → SPEAKING | LISTENING

LISTENING

Note: the Spiral stands for the integrative language-skills growth

Figure No. 3

It is obvious here that the **spiral model** works at two interconnected levels:

- Pedagogical: the process of teaching, study or represented in figure No.2
- Learning: Integrative growth in the language's four skills represented in figure No.3

In figure No.2, the narrowest curves of the spiral involve **INPUT** as a starting point in the process, whereas the widest ones involve **TASK**. And see how the connected curves in the spiral are ever widening, involving **CONTENT** and **LANGUAGE**.

Furthermore, in this model, the connected ever widening curves of the spiral rely most, in their interconnected advance, on two sources of support:

- The pedagogue's creativity, and
- The learner's interactivity.

The imaginary **spiral**, in the diagram, stands for the supposed learner's general cognitive growth in language learning. As a matter of fact, the notion of cognitive

growth is derived from epistemology. For, it is philosophically assumed that man's epistemic growth, along the way, has historically taken an imaginary *Spiral Course*; its connected curves sequence are ever widening upwardly.

But, it seems that it is not an easy job to try hardest to spell out the ESP model's version in figure No.2 into the ESP model's version in figure No.3, in order to be interconnected analogically to the language's four skills, and how these skills to be ultimately integrated into an ESP-CESCPE.

As it occurs in figure No.3, the **LISTENING** skill position in the diagram, yet it seems not within the imaginary space of the *spiral;* it occupies a peripheral status, not a winding one in the centre of the *spiral*. That is, in fact, because it should accompany the process from its lower phases to the upper phases, in all directions and in a limitless time. This is, simply:

- **First**, because the learner has only minimum possibilities to practice **LISTENING** from the model in the classroom, i.e., the pedagogue, whereas she/he has maximum possibilities to do so with unlimited chances to practice, not only **LISTENING** but also learning, in general, outside the classroom. And it is very important here to point out that such affective dimensions of learning practice outside the atmosphere and feelings of the classroom depends largely on the learner's motivation to make use of countless resources of the media and other electronic channels of learning; from the simplest ones to the more advanced ones such as:
- Movies of all kinds,
- Specific language radio programs,
- TV programs and CDs programs,
- Internet programs in general, and not to forget especially.. .

- . . . some steered and channeled programs have to do with the student's language-register used in the relevant field of study.

Secondly: the peripheral status given to **LISTENING**, as a language skill (as it is prescribed by the Audio-lingual method to be naturally as a starting-point condition in learning), this is in order to let it not be a barrier that may limit the student's ability to make progress in the other three skills: **READING, WRITING,** and **SPEAKING**.

However, back to the diagram in figure No.3, to illustrate the status of language skills other than **LISTENING**, i.e., **READING, WRITING** and **SPEAKING**, which could be represented by a ***Lead-in*** entry items at the beginning of each part of the ESP-CESCPE course.

As a matter of fact, one of the most remarkable features of this newly suggested ESP-CESCPE method is its emphasis on the significant role of **READING** and **WRITING** skills in determining what kind of difficulties the learner encounters.

Furthermore, the assumed training in **READING** and **WRITING**, in this sample course, mostly is not programmed only to satisfy the learners' needs of study in carrying out research, but also to propose possibilities of making development and improvement upon the very poor speaking skill and make it better through two tributaries:

- A relatively teacher-led environment, and
- Using access accumulation on **READING** and **WRITING** training.

In other words, this may make it possible for the learner to acquire acceptable speech habits, accessed by building competently sufficient repertoire,   through the recurrence of intensive training of **READING** and **WRITING**. And this can be achieved whether in **CONTENT** exercises or in **LANGUAGE** activities.

Therefore, on the other hand, **SPEAKING** appears, in our *Spiral Model,* in figure No.3, as though it is an outcome of **READING** and **WRITING**, while, in other respects, it intervenes the whole ESP-CESCPE from the very beginning of the unit to the end of it, as a *teacher-lead* activity.

Finally, it needs not to remind the reader of this study about our theory's guide-lines meeting the CPE learners' needs of ESP specified by authorities cited in the lines above.

Conclusions

In a non-English speaking background environment, there is no existence of a pedagogical, or methodological, prescription that dares claiming the possibility of making an undergraduate realize fluent communication in a time-period of weeks, if not even in months. Otherwise, why such a goal has not yet been achieved in all the Iraqi pre-tertiary level programs of ELT at least, and let alone the EFL tertiary level? In other words, what reasons have made the EFL learners in Iraq so poor at English, though, as a matter of fact, they are actually exposed to English for 8 years at least in the pre-college levels plus 4 years for the non-department English during the college study? And the situation may seem more pitiful, when it is stated that even the majority of those who graduate in the *departments of English*, whose medium of communication and study is absolutely English, except very few of them, fall short of achieving such a goal till now!

Hence, to conclude, two issues immediately call for a lot of attention as major findings. They are:

1. It is the general need for ESP programs that meet the challenge posed by the use of English as a second medium-to-be of instruction in higher education in a country wherein English is most likely considered as a second-language-to-be, sooner or later, or modestly speaking, as soon as

the economic and socio-political developments happening in Iraq may allow.

Realizing that very fact may help to . . .

2. . . . address the problems that may arise as an outcome of the moving circumstances. No doubt, some of such problems have already been under discussion in the course of this study, at least the problems posed by the ECSCPE, or the like. Unfortunately, the funny loose and misty academic climate prevailing nowadays in the Iraqi academic campuses is putting off the occurrence of such problems!

3. ESP cannot afford keeping on; avoiding the ultimate need to more realistic ESP course, in meeting the language and communication needs of the university's both undergraduate and graduate, whether at study, at work, or at any other from-day-to-the-next activities. Therefore, ESP for the EFL learners in a learning context like that in the Iraqi universities, particularly in Diyala University, will have first to be redefined, and secondly to be reformed, in terms of both contents and materials, and let alone the methodology. Only thus, it will be possible to compensate for the learner's low level of motivation to learn English, his/er cultural setting, his/er poor background in English (though he/she has been exposed before to English for not less than 8 years) and let alone the very inadequacy of the ESP teachers themselves, who most of the time falsely turn the conducting of any ESP course to a thing seems ". . . just like that!", or as a ". . . piece of cake!"

Recommendations

Consequently, this study, if it were, is a call for a serious and painstaking improvement of the Iraqi ESP practice, which it has not for long witnessed any earnest care, in order to bring it in the line of the real ever-growing needs within the course of the EFL experience.

Moreover, attaining such a goal may, at least, significantly show that having done any reform in the ESP Iraqi programs will be worthy of time and efforts given to it by any person takes on risking a sail across the promising and limitless ESP lake.

Hence, it is possible to mark some of the ESP areas that require the reform attention in the following:

1. Needs specification
2. Syllabus design
3. Learning motivation
4. Instructional materials
5. ESP teachers
6. Strategies and prospects.

Finally, for the reform of the Iraqi ESP programs, it is very important to plan, above all, for holding and conducting national conferences, seminars, symposiums, and meetings, at the level of tertiary educational level, and be devoted for the following:

1 – ESP planners, designers and authors.
2 - ESP pedagogues and teachers.

In so doing, a very significant step would be achieved, that is the marking of a real starting point and a standpoint for the reform of the ESP programs.

Suggestions for Further Study

Importantly, the following suggestions are found to be justifiable for further study:

1 – The need to investigate the effectiveness and the significance of the ESP programs taught in the major departments and colleges, other than the CPEs, and

2 – The need to adopt a comprehensive plan, steered by a central body of experts comes from all the academic institutions in Iraq to investigate the current situation of the ESP programs.

Last but not the least; one may wonder whether we have lost our imagination!

Do we need, like ***Peter Pan*** in the fairy tale, to keep ***holding a happy thought*** that makes us ever able to let our ***imagination fly***, which implies leaving ***our windows open***?

The researchers think so. For, nobody at present can willingly and happily keep a happy thought or can leave the ***windows open***, because it seems true that: everybody's business is nobody's business, and that, in other words, means that everybody is almost happy-go-lucky!

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