

بناء برنامج اللغة الانكليزية لإغراض خاصة لطلبة العراقيين في كليات التربية الرياضية

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الملخص

هذا البحث هو محاولة لبناء برنامج للغة الانكليزية لاغراض خاصة وهذا الغرض هو التربية الرياضية. من المفترض للبحث اعطاء الطلبة للتمرين على اللغة الانكليزية من خلال مهاتي المفردات والاملاء بطريقة شيقة وممتعة وهي الصور والتقليد وسهولة اعادة الكتابة لاتقان هذه المهاترتين. ولتنفيذ هذا البرنامج تم جمع المعلومات عن طريق امتحان لقياس مهارات اللغة الانكليزية بالاضافة لاستخدام نموذج (نانن ١٩٨٥) لجمع المعلومات الخاصة بالطلبة واستخدم استمارة لهذا الغرض مع بعض التعديلات الضرورية. وقد جمعت المعلومات من عينة مكونة من ١٠٠ طالبة من المرحلة الثانية في كلية التربية الرياضية للبنات وطبق البرنامج للعام الدراسي ٢٠١٠-٢٠١١ من ٢٠١٠/١٢/١ ولغاية ٢٠١١/١/١ وأخيرا البرنامج تم تعديله على ضوء معوقات التطبيق بالصورة النهائية.

كليات التربية الرياضية موصية باستخدام هذا البرنامج التطويري للمفردات والاملاء لتطوير القراءة والكتابة للطلبة في تعلم اللغة الانكليزية وذلك لضعف الطلبة في هاتين المهاترتين.

Abstract

The research is an attempt to construct an ESP programme for students at College of Physical Education. The proposed programme is supposed to help the students to practice English through vocabulary and dictation by using pictures and spaces to write and clean the words which give the students more interest and some autonomy to practice English.

To fulfill the aim of the research written test is applied to identify the weakness of the students also a closed questionnaire is adopted to collect the information of students' needs according to Nunan's model (1985). The questionnaire has adopted (100) students' need from second year stage at College of Physical Education for Women at the academic year 2010-2011. The programme has applied from 1/12/2010-1/1/2011. Finally, the last version of the programme has modified and changed as a result of applying it.

Colleges of Physical Education have recommended to use this programme for developing vocabulary and dictation skills in teaching English.

Chapter One: Introduction

The Problem and Significance of the Study

During the 1970s, the communicative view of language teaching began to be incorporated into programme design. The central question for the proponents of this view was what does the learner want/need to do with the target language? This movement led to the development of ESP. So, programme designers focused, not only on language functions, but also on experiential content (that is, the programme materials through which the language is taught). The learner is involved, as far and feasible as possible, in the planning implementation, and evaluation of programme. This involvement is felt to increase the interest and motivation of the learners. It is also felt to be a particularly effective way of developing the learners' learning skills by fostering a reflective attitude toward the learning process and English language (Nunan, 1988:135-138).

For many years ESP instruction was limited to training special lexicon and translating numerous texts. Of course, such methods did not reflect students' interests and resulted in low learner motivation and poor participation. With the spread of the learner-centered approach and the continued increase of international contacts in various spheres, much attention has been paid to the design of ESP programme that prepare students for professional communication. Each year, we have different students with different needs and backgrounds. That will inevitably make it necessary and important to modify every syllabus and adjust it to a particular group of students. Therefore, syllabus development can be seen as an on-going process (Sysoyev, 2000:1).

Learners are seen to employ different learning strategies, use different skills, inter with different learning schemata and they have different needs and interests. Therefore, focus on the learners' needs has become equally paramount to the methods employed to disseminate linguistic knowledge. Designing a specific programme to better meet these individual needs is a natural extension of this thinking (Gatehouse, 2001:2).

The problem lies in the fact that many researchers and programme designers have ignored the students as a source of information in designing any syllabus. They focus on special lexicon and translation in their texts. Such designers and researchers try to design their syllabus according to their

objectives without paying attention to the students' objectives in learning English.

Vocabulary learning is central to foreign language acquisition although vocabulary has not always been recognized as a priority in language teaching. The increased interest in vocabulary is evidenced by a rapidly expanding body of ESP studies (Murcia, 2001:285). Also, the major problem with English language, however, is the complex rules that govern the way the letters are arranged in words and spelling (Cook, 2001:76). As issue that makes spelling and dictation difficult for students is the fact that not all varieties of English spell the same words in the same way (Harmer, 2001:256). The research has mostly tackled the problems that arise in learning a foreign language by using meaning-based route to alphabetic route. The students get training and practicing the letters by imitation the words in spaces under the words.

This research is an attempt to construct an ESP programme for EFL students at Colleges of Physical Education. The programme is hoped to give the students the opportunities to use English effectively by expressing themselves giving response in interesting way by giving them more pictures and exercises in dictation and vocabulary through imitation to solve the problem of large sizes of the English classes also to give the students some autonomy to improve themselves outside the classes in learning sports and games. This programme is focused on certain topics regarding games and sports and it is built upon the process of learning rather than the content itself.

1.1

Aim of the Study

The present research aims at:

- 1- Identifying the weakness of students at College of Physical Education in English subject ; and
- 2- designing an ESP skills programme for students at College of Physical Education.

1.2

Limits of the study

The following are the major limits of the present research:

- 1-The sample of the students are limited at College of Physical Education for Women, University of Baghdad during the academic year (2010-2011).

- 2-The first year students will be the concern of this research; and
- 3-Vocabulary and Dictation skills in teaching English will be the concern of this research.

1.3

Value of the Study

In brief, it is hoped that this research will make some contribution towards improving the teaching of ESP in Iraqi colleges especially in vocabulary and dictation skills which are necessary for teaching ESP students.

Procedures of the Study

The following procedures are conducted in order to achieve the aims of this research:

- 1- A brief review of literature studies in the field of constructing programme.
- 2- Test the students in English skills.
- 3- Closed questionnaire is used to collect information about the proposed programme; and
- 4- collecting the materials and content of the proposed programme, and grading and then sequencing them.

1.4

Definitions of Basic Terms

1.6.1 Programme

(Richards& Schmidt, 2002:427) define programme as “it is an approach to the design of teaching / learning in which the subject matter to be learned is presented as an ordered sequence of items, each of which requires a response from the learner. The student then compares his or her response with the correct response which is provided”.

1.6.3 ESP

Wilkins (1976:73) holds that learners’ needs in special purpose language courses are met with a restricted kind of language in which the vocabulary has a rather specialized character and the grammar is either limited in its range or has an unusual distribution. This definition represents the old view

in teaching English which is focused on ‘grammar and vocabulary’. But the modern definition emphasizes the way of teaching English which is ‘an approach’. Hutchison & Waters (1987:17) state that ESP “is an approach to language teaching in which all decisions as to content and methods are based on the learners’ reason for learning”.

Chapter Two

Theoretical Background and Related Studies

2.1 ESP

In the rapidly changing society the teaching of English for Specific Purposes has grown to become one of the most prominent areas of teaching English as a Foreign Language EFL. Accordingly, it is useful to define ESP, and have a clear idea about what it deals with. A lot of scholars like Dudley, Johns, James and others have been studying and researching the area of ESP. They have come to conclusions that ESP is defined to meet specific needs of learners. It makes use of methodology and activities of discipline it serves. Also, it centres on the language appropriate to these activities (Yeserskaya & Rostovtseva, 2003:2).

Hutchison & Waters (1987:7) give a broader definition of ESP as “it is an approach to language teaching in which the decision as to content and methods is based on the learners’ reasons for learning”.

While Richards (1987:94) puts an important and modern element in the definition of ESP “the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”.

As Mackay and Mountford (1978:4) state that the notion of special language can be understood as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.

As a conclusion all these definitions emphasize learners and what they need to learn as an important role in ESP. so, this research will take the learner as a source of constructing the programme.

2.2 Development of ESP

There are many phases in the development of ESP, these phases are:

1-The first phase took place mainly in the 1960s and early within the work of Peter Strevens and Jack Ewer. The basic principle was to produce a syllabus which gave high priority to language forms (grammatical and lexical features) students would meet in their science studies (Dudley & St John, 1998:21-26).

Since the 1960's, (ESP) has become a vital and innovation activity within the teaching of English as a foreign or second language movement (Howatt; 1984:4). ESP is regarded as an "approach" not as a "product" (Hutchinson & Water; 1987:17). It is an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning,

2- The second phase shifted the attention to the level above the sentence (how sentences are combined). ESP became involved with the emerging of discourse or rhetorical analysis (Dudley & St John, 1998:21-26),

3-This phase emphasized the explanation of the "Target Situation Analysis" the work of Munby (1978) which gave a detailed profile of the learners' needs in terms of communication purposes (Dudley & St John, 1998:21-26),

4-There has been a shift of emphasis in the thinking processes that underlie language use. In this perspective and in line with the cognitive learning theories, the language of learners are treated as thinking beings who are asked to observe and verbalize the interpretive processes they employ in language use(Dudley & St John, 1998:21-26).

5-It is held in this phase that the main concern in ESP is not language use, i.e. what people do with the language, but learning the language. A valid approach to ESP must be based on an understanding of the processes of language learning strategy (Dudley & St John, 1998:21-26).

The present research is adopted the fourth and fifth phases of ESP development that means the research is adopted the cognitive learning and learner-center approach in learning and teaching.

2.3

Constructing the programme

The present research is adopted Nunan's model (1988:16) for constructing the programme. In this model Nunan asks many questions for collecting the information from learners to be used in designing. These questions do not ask only why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the programme (See Appendix 1).

2.4 Related Studies

Reviewing previous studies is considered important in deciding the dimensions of this study and getting acquainted with the procedures followed in selecting the sample and determining the suitable statistical tools.

2.4.1 Sha'lan (2008)

The aims of the study are:

1-identifying the College of Physical Education students' needs in the University of Diyala, and the types of skills they need in ELL,

2-evaluating the current 'a course in English for students in the College of physical education', and

3-suggesting a new type of materials, if any to be used as a ground in the view of designing a sampling textbook.

The procedures of the study are:

The researcher used the interview to collect the students' needs. The study shows that the course does not provide the learners with speaking and communication skills, effective reading skills, creative writing skills. The course is heavy in content and reading comprehension. The study borrows two units from the student and teacher's book of (Virginia & Jenny, 2002). Also an interview has been conducted to ELT specialists to evaluate the materials.

The current course failed to meet the requirements of the students. The materials have been recommended to students at the College of Physical Education in Diyala.

2.4.2 Sadiq (2009)

The aims of the study:

- 1- evaluating the existing English course entitled "A Course in English for Students in the Colleges of Physical Education, 1987" through a questionnaire distributed to both instructors and students at these colleges.
- 2- designing an ESP syllabus for 1st year Iraqi students at the Colleges of Physical Education,
- 3- applying the proposed syllabus to a sample of ESP Iraqi students at the Colleges of Physical Education, and
- 4- evaluating the proposed syllabus according to the students' achievement, attitude, and ELT specialists' points of view.

Many procedures are adopted in this study. First, an open-ended questionnaire is given to instructors as well as students at colleges of Physical Education to evaluate the existing course for teaching English for special purpose. Second, subjective need analysis has been conducted to collect the information of students' needs according to Nunan's model (1985) and objective needs analysis according to Nunan & Burton's model (1985). The syllabus has been designed according to the learner-centered approach and multi-syllabus design.

Chapter Three

Procedures and Methodology

This chapter involves a discussion of the procedures that have been followed in carrying out the research. More specifically, the chapter covers the following aspects:

- 1- Testing the students' abilities on the English skills,
- 2- Analzing the results of the test to identifying the weakness,
- 3-Collecting information about the proposed programme according to Nunan (1985) closed questionnaire with some modification and changed,

4- Analyzing the results of the questionnaire; and

5- Constricting ESP programme for Iraqi students at the Colleges of Physical Education.

3.1 The Test

The students have tested according to written test (see appendix 1). The test has submitted to (100) students. The test has included four questions. The first question has contended eleven items which reflect the pronunciation skill. The second question has contended sex items which reflect the grammar skill. The third question about the spilling and dictation skill. And the last question about the vocabulary skill which has included eleven items.

3.2 Identifying the Students' Needs

The first step in constructing any ESP programme is identifying the students' needs. Scientific procedures have been followed for collecting students' needs. The research has adopted Nunan's needs' analysis .Nunan's (1985) checklist has been applied to collect the needs' analysis data for the proposed programme.(See appendix 1). The questionnaire is applied on (120) students first year stage at College of Physical Education for Women on May 2010. But (100) students questionnaire have adopted in analyzing the results.

3.2 Objective of the programme

These needs shed light on the suitable programme for students at the Colleges of Physical Education. Objectives of the programme have been derived from students' achievement in the written test and need analysis, which are:

1-to develop vocabulary and dictation skills; and

2-to develop the skills necessary in sports and games in order to take part in academic study.

3.3 Constructing the programme

The proposed programme has consisted alphabetical order of English letter of many games and equipment with their meaning which are necessary for learning ESP at College of physical Education. Also, there are spaces for dictation and spelling for imitating the words. At the end of the programme there are many exercises on measuring vocabulary and dictation progresses. These exercises reflect the students' cognitive development in these two

skills in teaching English. The proposed programme can be used either in the class duration or as self- autonomy programme outside the class duration. The proposed programme also has constructed as short programme. The lecture may cover four letters and give two letters outside the class.

Chapter Four

Analysis Data, Conclusions, Recommendation and Suggestions

4.1 Analysis the Data of the Written Test

The mean value of the first question is found (0.7). The mean value of the second question is found (0.5). While the third and fourth question the mean are found (0.2) and (0.4).

4.2 Analysis Data of Students' needs

The results of the questionnaire have been analyzed in order to determine the important items in the questionnaire.

Table (1) Percentage of the questionnaire

Item	Option1	Option2	Option3	Option4
A-	9%	51%	10%	30%
B-	12%	40%	8%	40%
Reading (c)	63%	30%	7%	-----
(d)	7%	6%	87%	-----
(e)	2%	12%	86%	-----
(f)	51%	38%	11%	-----
(g)	31%	32%	18%	19%
(h)	62%	38%	-----	-----

4.2 Discussion of the results

The mean value and percentages of the results show the following:

These results indicate that the students have showed good achievement in first and second questions, but the third and fourth questions have showed the difficulties of the other two questions.

The students have preferred to learn new words and spelling of the words instead of grammar and practice the sounds.

4.3 Conclusions

In the light of the results and findings of the research, the researcher concludes the following:

- 1-The use of the proposed programme encourages students to use , know the meanings and dictation of their field of study.
- 2-The proposed programme encourages critical thinking in production and recognition.
- 3-The use of the proposed programme is useful for improving the dictation and vocabulary of students which are necessary skill in learning their carrier.
- 4-The proposed programme is suitable for Colleges of Physical Education because it is short and extensive with information for their field of study.
- 5-The use of this proposed programme encourages the students to have interest the subject by watching pictures of many games and equipment.
- 6-The proposed programme is constructed according to the students' needs therefore it fits the students' needs and interests so it is more learnable.

4.4 Recommendations

The proposed programme is recommended for these reasons:

1. In teaching ESP, teachers are advised to focus on the procedures of syllabus and activities by using language in concert way rather than using traditional ways i.e. memorizing words in abstract.
2. The proposed programme promotes interest and fun inside the class as well as outside the class.
3. The proposed programme improves the students in vocabulary and dictation skills.
4. Many students use the proposed programme as home work so this develops their self-autonomy in learning English.

4.5 Suggestions for Further Studies

In the light of the conclusions and findings of the research, the following are suggestions:

- 1- Applying the proposed programme to suitable sample .
- 2- A similar research may be conducted to constructing programme to other fields of ESP.

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Appendix (1) The Written Test

Q1- Circle the silent letter for each word:

Thigh- listen- island- resign- supper- write- know- please- ice- whistle-
wrestling

Q2- Put the words in correct order to make questions or statements:

1-Football/ Olympic/ Iraqi/ team/ match/ the/ lost/ the/

2-Health/ sport/ is/ good/ for/ the/

3-Basketball/?/ you/ do/ which/ team/ like/

4-English/ want/ learn/ to/ you/ do/ why/?/

5-Often/ is/ Haba/ for/ late/college/the/

6-Are/ four/ champion/ there/ Olympic/ swimmers/ Iraqi/

Q3-Write games for this classification:

Water games:

Q4- Odd the different word from each group:

1-

Belt- mask- guard- helmet – cap

2-

Pitch- beam- court- ring- field-

3-

Shelf – shin- elbow- neck- calf

4-

Jog- swing- big- bend- tackle

5-

Baseball- billiards- squash- basketball- badminton

6-

Bow- desk – club- goggles- oar

7-

Pistol- tank- rifle- target- bullet

8-

Skates- skis- shoes- chops- sneakers

9-

Bike- rod- suite- blower- helmet

10-Hoop- rope- ball- ribbon- roller

11-Archer- fencer- cyclist- rubber- diver

Appendix (2) Nunan's Subjective Needs Analysis Survey Form

Do you like to study grammar, learn new words, practice the sounds and spelling?

Which one do you like most?

Do you like to learn English by: cassettes, games, studying English books, watching pictures.

Which one do you like most?

1-Reading:

c- Can you use a dictionary (No.....a little.....very well.....)

d- What can you read in English: (simple stories, newspapers, neither)

2-Writing:

e- Do you ever write letters, notes to teachers, neither

f-Do you ever write correct words (No..... A little.....very well)

g- How do you learn best? (alone- group- class- outside class)

h-What do you feel are the most important for you to learn in the:

(short term, long term).

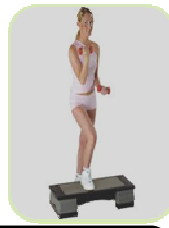
Appendix (3)

A Sample from the Programme

A



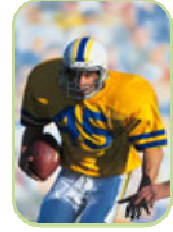
الرمائية Archery
بالقوس والسهم



الجم Aerobics
باز البدني



الجم Acrobatics
مباز البهلواني



الكرة American football
القدم الامريكية