

An Evaluation of Grammar's Curriculum of English Department According to Taba's Model at College of Education, University of Kirkuk

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Abstract

This study is entitled "an Evaluation of Grammars' Curriculum of English Department according to Taba's model at College of Education, University of Kirkuk ".The paper investigates the aim of the study, the problem of the study , and definitions of basic terms, which are related directly to the topics. The scope of this study is confined to survey of literature of curriculum development, models of evaluation; it includes Tyler's and Taba's models. Constructing the research instrument of evaluation, the research instrument is a checklist and its validity and reliability have been estimated. The study ends with conclusion followed by bibliography.

The results showed that needs and organizing of the content are very important elements to achieve their aims.

The researcher recommended to consider Taba's model for evaluation of the material in acquisition of grammatical concepts and ideas.

The researcher also suggests identical studies for other subject matters.

Section One

1- Introduction

Education is an organized human activity that provides individuals with good understanding of knowledge. The aims of the current study are to know whether the curriculum is suitable for the students who are using it. Thus revision and making changes are important to the Curriculum improvement process and its development, besides identifying points of weakness and strength.

Some confusion exists over the distinction between syllabus and curriculum, since the terms are used differently. In a distinction between these two terms, syllabus" refers to the content or subject matter of an individual subject".Whereas curriculum " refers to the totality of content to be taught and aims to be realized with one school or educational system" (White, 1988:4).

The subjects or syllabus of English departments deal with different types of topics that develop the ability of students in mastering the English language; thus this study is designed to evaluate the curriculum of English language department of the College of Education ,of the Kirkuk University according to Taba's model. Choosing a model is an important aspect in the evaluation design. So the function of a model in evaluation process is a conceptual framework for designing evaluation (House, 1980:603). Since curriculum is one of the major factors of the educational process, it needs evaluation.

Evaluation is concerned not with individual achievement but with making judgments about the curriculum. So the importance of curriculum development comes from its fundamental task of developing curriculum and programmed design, which deals with the following functions:

- 1-Stating objectives, the great goals of the curriculum
- 2-Material selection and choice of content and activities
- 3-Organization of materials and content

Thus the value of this study lies in the following

- 1- It is hoped to be of value for scholars and researchers who are interested in curriculum designing
- 2- It will be helpful to English language instructors .They can be given practice in analyzing textbook or curriculum in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum .The teacher must know not only how to use textbook or curriculum , but how useful it can be.

The curriculum must take certain factors into account such as, the nature of society, the nature of the learner, the nature of the subject, and the need and interest of the learner. Evaluation is considered as a part of planning and forming of curricula. Educational programme could be explored by process of evaluation; in other words, "programme evaluation aims at determining whether a programme is doing what is intended of it to do, and whether programme is meeting its goals (Moursund, 1973:27)

2-Limits of the study

This study is limited to evaluating curriculum of English Department, more specifically grammar in four stages at the College of Education, University of Kirkuk according to Taba's model during the academic year 2010-2011.

3-Definitions of Basic Terms

Education

Sylor et al (1981:2) define the term education as "an orderly deliberate and sustained effort to transmit or develop knowledge, concepts, skills, attitudes or habits."

Tyler (1949) considers education as "a process that attempts to change human behavior, develop personality, guiding person to serve his community and enables society to achieve its purpose"

Curriculum

Webster (1971:150) defines the term curriculum as "the course offered by an educational institution or one of its branches"

While, Good (1973:149) defines the term as "A group of courses and planned experiences which students have under the guidance of the school or college"

Model

Webster (1971:215) defines model as "A set of plans for building or structure Designing "

While Good (1973:50) defines model as a "group of logic relationships which was quality or quantity and gathering both of the characteristics of the realities"

Evaluation

Heloman (1972:31) defines the term as "a key to its future development and improvement"

While Tyler (1949:106) defines it as "the process of determining to what extent the educational objectives are actually being realized by the programmer of curriculum and instruction"

Also Good (1973:220) defines the term 'evaluation' as "the process of ascertaining or judging the value or amount of something by using a standard of appraisal which includes judgment in terms of internal or external criteria .

Section Two

Curriculum Development

Curriculum development is a complex undertaking that involves many kinds of decisions. Decisions need to be made about the general aims and about the specific objectives of instruction. Decisions have to be made about how to evaluate what students are learning and the effectiveness of the curriculum in attaining the desired ends.

So curriculum plan is a result of decisions regarding three different matters:

- 1-Selection and arrangement of content
- 2-The choice of the learning experiences
- 3-Plan for the optimum conditions of learning

(Taba, 1962:76)

The first use of the term 'curriculum' can be found in Scotland as early as 1820 .So the traditional definition of curriculum is" a course of study or training leading to a product or education" (Wiles, et al, 1984:3) for most lay persons, the term curriculum today is equated with course guides, syllabi, or textbook that establish the course (ibid).

An early observation made by Dewey (1902) was that" the fundamental factors in the educative process are:

- 1-The society
- 2-The learner
- 3-Organised subject matter

Rugg (1926) outlines the operational tasks of curriculum development in three steps

- 1-determining the fundamental objectives
- 2-selecting activities and other materials of instruction

3-finding the most effective organization and placement of the instruction (Rugg, 1926:22)

Caswell and Cambell (1935:66) consider the curriculum as "all of the experiences children have under the guidance of the teacher".

Also Simth et al (1957:3) define curriculum as "a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting"

Taba (1945:85) discusses three sources of data in curriculum planning as

1-society

2-learners

3-subject matter content

According to Taba, the term 'curriculum' is a way of preparing young people to participate as productive members of our culture. Taba considers curriculum as "a plan for learning, therefore, what is known about the learning process and the development of the individual as bearing on the shaping of a curriculum" (Taba, 1962:11)

Kerr (1968:16) defines curriculum as" all the learning which is planned and guided by the school, whether is carried on in group or individually, inside or outside the school".

Hirst (1969) defines curriculum as" the programme of activities ...the course to be run by pupils in being educated" (cited in White, 1988:4)

Lewis and Miel (1972:2) define curriculum as "a set of intentions about opportunities for engagement of persons to be educated with other persons and with things in certain arrangements of time and space"

Daniel and Tunner (1975:45) consider curriculum as planned and guided learning experiences and intended outcomes, formulated

through systematic reconstruction of knowledge and experience, under the auspices of the school.

Saylor et al (1983:3) defines curriculum as "the total effort of the school to bring about desired outcomes in school and out of school situation"

Saylor et al (1983:9) distinguished between curriculum and instruction. They defined curriculum as "a plan for providing sets of learning opportunities for persons to be educated". While they defines the term instruction as "the actual engagements of learners with planned learning opportunities"

A curriculum usually contains a statement of aims and specific objectives. It indicates some selection and organization of content; it implies certain patterns of learning and teaching. Finally it includes evaluation of the outcomes (ibid.)

Wiles et al (1984:3) discuss the term curriculum as "a plan for learning consisting of two major dimensions " vision" and " structure".

The term "vision" is defined as the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. While the term" structure" is actually the way in which the intentions of the plan are to be implemented.

The structure of the curriculum development process consists of a basic four steps cycle:

1-analysis

2-design

3-implementation

4-evaluation

Models of Curriculum

Tyler's Model

Tyler stated his rationale model for evaluating a curriculum in terms of four questions which must be answered in developing any curriculum or plan of instruction (Wiles, 1984:9) .

- 1- What educational purposes shall the school seek to attain?
- 2- What educational experiences can be provided those are likely to attain those purposes?
- 3- How can these educational experiences be effectively organized?
- 4- How can we determine whether these purposes are being attained?

The model proposed by Tyler (1949) revolved round four central questions; these questions may be reformulated into four-step process by which curriculum is developed as:

- 1- Stating objectives
- 2- Selecting of learning experiences
- 3- Organizing of learning experiences
- 4- Evaluation

Tyler defined learning experiences as "an interaction between the learner and the external condition in the environment to which he can react (Tyler, 1949:63).

Tyler specified selecting learning experiences as:

- 1- A student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.
- 2- Learning experiences must be satisfied such that the student obtains satisfaction from carrying on the kind of behavior implied by the objective.
- 3- The reactions desired in the experiences are within the range of possibility for the student involved.

4-There are many particular experiences that can be used to attain the same educational objectives.

5-The same learning experiences will usually bring about several outcomes. (Tyler, 1949:65-67)

The important characteristics required of effective learning experiences to attain various types of objectives are as follows:

1-Learning experiences develop skill in thinking

2-Learning experiences are helpful in acquiring information

3-Learning experiences are helpful in developing social attitudes

4-Learning experiences are helpful in developing interest

(Tyler, 1949:69-79)

Tyler described organization of learning experiences by three main criteria" continuity, sequence, and integration.

Tyler (1949:106) defines "evaluation" as "the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction"

In 1970 the four steps model was used by Briggs reflecting Tyler's question; these four steps are as follows:

1-goals to be attained are identified in terms of learner's performance

2-evaluative measures are designed to assess attainment of goals

3-alternatives sets of strategies are considered

4-design decisions conform to define inputs (Cited in Saylor et al. 1981:13)

Taba's Model

Taba in (1962) developed seven major steps, which were identified as:

1-diagnosis of needs

2-formulation of objectives

3-selection of content

4-organization of content

5-selection of learning experiences

6-organization of learning experiences

7-determination of what to evaluate and means of doing it

(Taba, 1962:12)

Taba's curriculum model is well represented in the figure given below:

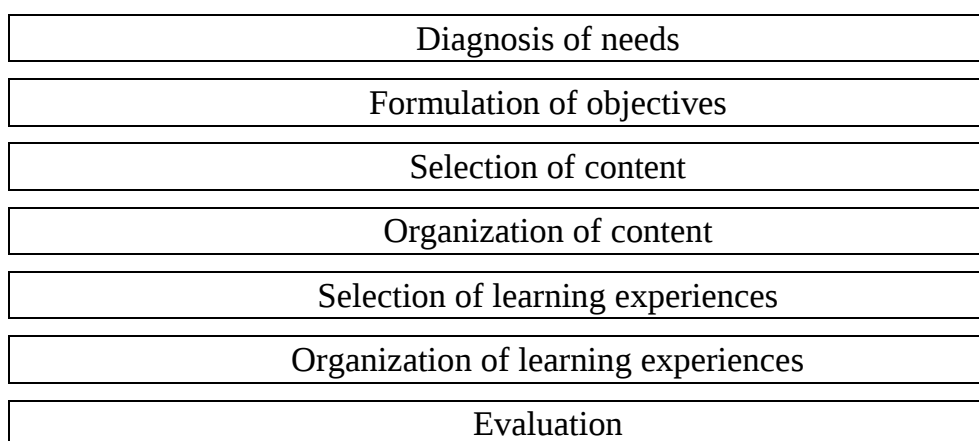


Figure (1)

Tabas' Curriculum Model

These steps are comparable to a sequence proposed in syllabus by Tyler. Because the backgrounds of students vary, it is important to diagnose the gaps. Diagnosis is an important step in determining what the curriculum should be for a given population. Formulation of clear objectives provides an essential platform for the curriculum through a large part of the stated objectives, what kinds of contents are important and how they should be organized. Selection and organization of the content of a curriculum involves consideration of continuities and sequences in learning and of variations in the capacity to learn.

The planning of learning experiences becomes a part of a major strategy of curriculum building instead of being relegated to incidental decisions made by the teacher at the moment of teaching. The task of selecting and organizing learning experiences involves more than applying certain principles of learning to an extent that learning activities are used to implement some objectives. Finally, plans need to be made for evaluation. How should the quality of learning be evaluated to assure that the ends of education are being achieved?. How does one make sure that there is consistency between the aims and objectives, and what is actually achieved by students? (Taba, 1962:12-13)

Taba remains a viable one. She studied the problem of the gap between theory and practice in both designing and implementing curriculum plans. English language teachers in university need to be acquainted with the principles of textbook or curriculum evaluation. They can be given practice in analyzing textbook or curriculum in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum. All the steps of evaluation should be considered by the teachers. Evaluation of the course should be integrated in the teaching process.

The teacher should be able to know whether goals and objectives were met, whether the teaching methods were effective, or whether new things and procedures should be involved in the course design process.

Curriculum or the textbook is a tool, and the teacher must know not only how to use it, but how useful it can be.

Section Three

Review of previous literature

It is very important for every researcher involved in evaluating curriculum or textbook or programs to review as much literature in the field as possible in order to give clear area of investigation. For this reason, the researcher has reviewed several studies to make fruitful conclusions that could be helpful to the direction of the study as well as other similar research work.

1-Mahmood's study (1990)

The study aimed at designing a criteria to develop curriculum in universities of Iraq in terms of higher education aims. In order to do this, the researcher attempted to answer the following questions:

- 1-What are the student's needs for English in the academic purpose?
- 2- How far does the existing programme meet these needs?

The sample of the study consists of 269 secondary school teachers to show the importance of items of evaluation. The sample is chosen randomly. The questionnaire was built and consisted of 103 items; face validity obtained by asking experts to decide whether the statements represented the features which are intended to be measured. Reliability coefficient has been found and it was very high. Pearson correlation coefficient was used as a statistical methods it reached 0, 90.

2-Qaddurie's study (2000)

The study aims at evaluating the curriculum of the department of English according to Tyler's model. It is limited to Colleges of Education, Universities of Baghdad, Mosul, and Tikri. The researcher investigates the intended curriculum according to Tyler's four steps. The questionnaire consists of four steps and each step includes 10 items with a total of 40 items. The questionnaire investigates the first step (stating objectives), the second step (selecting learning experiences), the third step

(organizing learning experiences), and the fourth step (evaluation). The questionnaire is the most suitable means of collecting data in survey studies. To ensure the validity of the questionnaire, it has been submitted to 16 jurors. A value of 0.95 was obtained representing the reliability coefficient for the questionnaire used in this study. The sample of the study includes 52 teachers. The following statistical methods have been used:

- 1- Percentage was used to show the order of the categories
- 2 - Fisher formula was used to find out the item's degree of power
- 3 - Coefficient correlation

Results of the questionnaire showed that:

- 1- Objectives should be formulated.
- 2- Ten principles of learning experiences should be considered by the staff members

Mickley's study (2005)

The study provides educators with a valuable tool for evaluating reading textbooks for use in ESL / EFL classrooms. The researcher used the checklist as a tool of evaluation. This checklist was constructed by using elements of Byrd's (2001) and Skiero's (1991) checklists. Since reading is so important in second language learning, we must utilize research on L2 reading both in classroom instructing and during the process of selecting a reading textbook, and this checklist can be a valuable asset in accomplishing that goal. The Checklist includes

- 1-textbook
- 2-teacher's manual
- 3-context

The textbook is divided into four aspects

Content, vocabulary and grammar, exercises and activities, attractiveness of the text

And each aspect includes many items

While teacher's manual is also divided into four aspects:

general features, background information, methodological guidance supplementary exercise and materials, and each aspect consists of many items.

But context includes 3 items in question form

- 1- Is the textbook appropriate for the curriculum?
- 2- Is the textbook appropriate for the students who will be using it?
- 3- Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?

Discussion of the previous studies

The researcher comes up with some major remarks as follows:

- 1- The previous studies have generally aimed at analyzing and evaluating programmes or textbooks of English language to determine the specifications of good quality.
- 2- The studies have varied in the size of their samples.
- 3- Different tools or instruments were used in previous studies such as questionnaire, checklist, and the current study uses checklist to achieve its aims. The conclusions of all previous studies agree on the significance of studying the learners' needs in constructing the English textbooks, programmes, and courses.

Section Four

Procedures

Procedures followed in the paper include the following aspects:

- 1-The sample of the study
- 2-The instrument of the evaluation, the validity and the reliability of the instrument
- 3-The application of checklist
- 4-The statistical methods used to validate the instrument of evaluation and to analyze the results

4-1 The Sample of the Study

The sample of students of this investigation has been selected randomly from first, second, third, and fourth stages in English Department, College of Education, University of Kirkuk, academic year 2010-2011 as shown in Table (1) below.

4-2 Instrument of the Study

In order to evaluate content of grammar in English Department, (i.e syllabus of grammar at first ,second ,third , and fourth stages),the researcher tried to build an instrument .The instrument of the current study is checklist. Qadduri (2000) has developed a checklist ,and since some of the checklist items suit the present study. The researcher has adopted many criteria from it. Then the checklist is developed by the researcher himself. The initial form of the checklist is submitted to specialists in methods of teaching, evaluation, and syntax. The checklist in this study provides educators and teachers with a valuable tool for evaluating grammar curriculum that is used in classrooms.

Each question in this checklist is based on either recent research or previously developed checklist. Educators and teachers will find the checklist presented here helpful in making the evaluation process more efficient.

This checklist is based on recent research in second language (L2) instruction and checklists for general textbook evaluation. This checklist was also constructed using items, emphasis on the text being a good fit for teachers, students, and the curriculum, all of which are important as educators seek the materials and methods appropriate to their particular context.

This checklist is effective, as educators and teachers should add additional questions when appropriate. Also teachers should remember that each topic will require that teacher to adapt the checklist accordingly. Since grammar is so important in second language learning, and this checklist can be a valuable assessment.

4-3 Constructing of Checklist

The checklist has been made for the sake of defining the general aims and specific objectives of content of English department depending on students' needs.

The checklist is chosen because it is the most important means to evaluate the content of grammar. The checklist consists of seven steps according to Taba's model. To do this, the researcher has consulted relevant literature including previous studies conducted in the field of evaluation.

Appendix (1) shows the number of jurors who agree and those who do not agree with each item. They are requested to agree or disagree with items of suitability. Also, they are asked to modify any criterion if needed. Items were approved by 80% of the specialists included in the checklist (i e the least percentage of the agreement is 80percent), others are deleted. As a result of (7) steps with (81) items have been identified.

Table 1
The sample of the study

Stages	Sample	Percentage
First stage	80 students	25 %
Second stage	80 students	25 %
Third stage	80 students	25 %
Fourth stage	80 students	25 %
Total	320students	100 %

To ensure face validity of the checklist, it has been submitted to 10 jurors who are specialists and concerned with methods of teaching English language, evaluation, and syntax. In the light of the jurors' responses, it has been found that the items are appropriately classified into the 7 steps with (81) items. The application of chi-square (chi) has proved that the numbers of the jurors who agree to each item is significantly more than those who do not at 0,05 level of significance. Thus the checklist has taken its final version.

Reliability

Reliability is regarded as the consistency and stability of the evaluation. There are various methods for obtaining reliability. The aim of these methods is to gain two sets of scores on the same evaluation and to find out the correlations between them. The method used in this study in obtaining reliability is (T-Ttest) method. To obtain reliability in evaluating curriculum (content) of grammar at English department, Checklist is applied twice by the researcher within two- week interval (i e between first and second 15days)

The Pearson formula is used to obtain the coefficient correlation to compute reliability between the results of researcher's first and second evaluation and it was 0, 88

The application of the checklist

At the beginning, the students have been acquainted with the purpose and nature of the checklist, and then the instrument has been applied to the sample of the study.

Statistical methods

The following statistical methods were used in this study:

1-Pearson's formula of correlation coefficient is used to compute reliability of the results of two evaluations. The result was 0,88

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[NX^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

N= number of students (sample of students)

X= degree (scores) of first evaluation

Y= degree (scores) of second evaluation

R= Pearson's coefficient correlation

$\sum$ = summation

2- chi- square has been used for the sake of computing validity the formula as follows

$$\chi^2 = \sum \frac{(o - e)^2}{E}$$

Where as

X²= chi- square equation

O = observant frequency

E = expectant frequency

$\sum$ = summation.

3-weighted mean(W.M) formula is used for each item.

$$WM = \frac{(F1X1) + (F2X2) + (F3X3) + (F4X4) + (F5X5)}{N}$$

F1= frequency of first option

W.M= weighed mean f2= frequency of 2nd option

F= frequency f3= frequency of 3rd option

N=sample of students f4= frequency of fourth option

F5=frequency of fifth option Σ =summation Σ = summation.

$$\frac{OP1 + OP2 + OP3 + OP4 + OP5}{\Sigma OP}$$

Theoretical mean =

Op= option or (Alternative)

Σ = Summation

Theoretical means is used for each item and its value three

Note: we compare between (W.M) and theoretical mean for each item. If W.M. of each item equals three or more, the item is acceptable (acceptance, achieved). If each item of W.M is less than three (i e less than theoretical mean {3}) it is not acceptable (not achieved).

4- Percentage is used.

Section Five

Analysis of the Results

Table (A) checklist of curriculum Evaluation reveals that all steps and items are characterized by weighed Mean (W.M) as a high power compared with theoretical Mean which is equal three.

All items are achieved except :p

1-Second step (formulation of objectives), item letter d at second stage

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- 2-third step (selection of content), items letter f, g and h at first stage
- 3-third steps (selection of content), item letter I at second stage.
- 4-Fourth step (Organization of content), items letters e, I, s, t and r at first stage
- 5-Fourth step (Organization of content) items letters h, j, k, m, n, o, q and s at third stage
- 6-Fourth step, items letters l, m, n, s and u at fourth stage.
- 7-Fifth and sixth steps (selection and organization of learning experiences) items letters j and o at first stage
- 8-Fifth and sixth steps, item No. b at fourth stage.
- 9-Steps seven (Evaluation) items letters C, d, e, f and j at first stage
- 10-Steps seven, items letter c at third stage.

Table A
Curriculum Evaluation Checklist

1st step	Diagnosis of need	1st stage	2nd stage	3rd stage	4th stage
a	We are studying English for school.	4.150	4.089	3.701	4.250
b	We are studying English for work.	3.900	4.179	3.313	4.125
c	We are studying English for travel	4.050	4.119	3.194	3.875
d	We expect to use English in the future.	4.150	4.552	4.060	4.250
e	We want to use a textbook.	3.800	3.895	3.567	3.500
f	We want to develop reading skill.	4.250	4.432	4.239	4.750
g	We want to develop writing skill.	4.900	4.567	4.358	4.625

1st step	Diagnosis of need	1st stage	2nd stage	3rd stage	4th stage
h	We want to develop speaking skill.	4.400	4.716	4.433	4.500
i	We want to develop listening skill.	4.500	3.776	4.164	4.375
j	We want to learn individually.	3.900	3.641	3.284	3.875
k	We want to learn in a group.	3.650	4.044	3.955	4.250
	Average	4.140	4.182	3.842	4.211

2nd step	Formulation of Objectives	1st stage	2nd stage	3rd stage	4th stage
a	Objectives should be formulated according to the values and needs of society.	3.700	3.970	3.642	4.000
b	Objectives should take care to their ages and interest.	3.650	4.222	4.045	4.000
c	Objectives should emphasize on future life.	3.900	4.388	3.881	3.500
d	Objectives should be covered by cognitive, affective, and psycho-motor domains.	3.050	2.179	3.418	3.625
e	Objectives should cover all language skills: Reading, writing, listening, and speaking.	3.450	4.402	4.299	3.875
f	Objectives should deal with language areas: vocabulary, structure, and functions.	3.600	4.298	4.209	4.125

2nd step	Formulation of Objectives	1st stage	2nd stage	3rd stage	4th stage
g	The function of curriculum should have continuity, sequence, and integration.	3.150	3.641	3.136	3.875
	Average	3.500	3.871	3.804	3.855

Step 3	Selection of content of first stage	
a	Present continuous (I am doing)	4.250
b	Present simple (I do)	4.000
c	Past simple (I did)	4.100
d	Past continuous (I was doing)	3.800
e	Present perfect (I have done)	3.200
f	Present perfect continuous (I have been doing)	2.950
g	Present perfect and past (I have done and I did)	2.900
h	Past perfect (I had done)	2.900
i	Future	3.850
j	Modal	3.650
k	Passive	3.850
l	Reported speech	3.100
l	Question and auxiliary verbs	3.800
m	Regular and irregular verbs	3.250
		3.540
	Average	2.629

Step 3	Selection of content of 2nd stage	
a	Morphology	4.089
b	Morpheme	4.388
c	Immediate constituent	3.522
d	Inflectional morpheme	4.223

Step 3	Selection of content of 2nd stage	
e	Derivational morpheme	4.373
f	Word formation	4.119
g	Inflectional paradigms	3.791
h	Parts of speech (forms, structure, and class)	4.014
i	Basic sentence patterns	2.985
	Average	3.945

step 3	Selection of content of 3rd stage	
a	Element of grammar	4.194
b	Verb phrase	4.224
c	Noun phrase	4.104
d	Adjectival phrase	8.513
e	Adverbial phrase	3.806
f	Prepositional phrase	3.806
	Average	3.997

3	Selection of content of 4th stage	
a	Simple sentences	4.000
b	Intensive relation in simple sentences	3.300
c	Intensive relation semantically	3.400
d	Concord	3.750
e	Vocative	4.100
f	Negation	4.250
g	Question	4.450
h	Command	3.850
i	The complex sentence	3.850
j	Nominal –ing clause	4.350
k	Nominal clause	4.250
l	Wh- interrogative clause	4.650
m	Bare infinitive clause	3.950
n	Adverbial clause of time	4.000

3	Selection of content of 4th stage	
o	Clause of result and purpose	3.900
p	Clause of reason	3.400
q	The verb and its complementation	3.525
r	Complement of adj phrase	3.300
	Average	3.904

4th step	Organization of content	1st stage	2nd stage	3rd stage	4th stage
a	The materials provide an appropriate balance of the language skills.	3.400	3.835	3.343	3.875
b	Topics and contents are relevant to students' need as English language learners.	3.150	3.820	3.552	3.870
c	Topics and content of the materials are interesting and motivating.	3.100	4.000	3.403	3.750
d	The materials' objectives are apparent to both the teacher and students.	3.050	3.865	3.418	3.700
e	The subject matter presented either topically or functionally in a logical organized manner	2.350	3.462	3.015	4.250
f	Are the new vocabulary words presented in a variety of ways?	3.250	3.925	3.209	4.000
g	Will the content meet students' need for learning English?	3.150	4.000	3.060	3.500
h	Is the content adaptable to a wide range of individual differences of students?	3.050	3.582	2.851	4.250

4 th step	Organization of content	1 st stage	2 nd stage	3 rd stage	4 th stage
i	Does the subject matter cover a variety of topics appropriate to the interest of the learners for whom the textbook is intended (learners and students)?	2.750	3.522	3.045	3.625
j	Is the ordering of material done by topics that are arranged in a logical fashion?	3.250	3.611	2.821	4.062
k	Is the content graded according to the needs of students?	3.400	3.343	2.791	2.875
l	How are the contents organized?	3.350	3.194	3.000	2.625
m	Is the syllabus carefully planned and graded?	3.250	3.089	2.925	2.625
n	Are the four skills developed systematically?	3.000	3.582	2.985	2.625
o	Are the materials presented interesting?	3.150	3.417	2.776	3.250
p	Are the various sections clearly indicated?	3.350	3.104	3.015	3.500
q	Does the content meet the maturity level of students?	3.400	3.343	2.776	3.750
r	Is the number of grammatical points as well as their sequence appropriate?	3.050	3.388	3.149	3.500
s	Does the content meet the needs	3.050	3.388	3.149	3.500

4 th step	Organization of content	1 st stage	2 nd stage	3 rd stage	4 th stage
	and interests of students?				
t	Do the structures increase in complexity to suit the growing reading ability of the students?	2.800	3.462	2.836	2.875
u	Do the exercises develop test knowledge of main ideas and sequence of ideas?	2.750	3.761	3.134	3.375
v	Do the exercises provide practice in different types of written work?	2.700	3.880	3.388	4.250
w	Does organization of content fit curriculum goals?	3.300	3.343	3.134	3.700
x	Is organization of content and explanations understandable and usable for students?	3.250	3.537	3.343	3.325
y	Does organization of content provide explanations that can be used by our teachers?	3.350	3.641	3.493	3.875
z	Are the students helped to acquire grammar rules with a variety of techniques?	3.100	3.716	3.239	3.870
	Average	3.111	3.580	3.122	3.496

5 th & 6 th steps	Selection of learning experiences and organization learning experiences (activities)	1 ^s stage	2 nd stage	3 rd stage	4 th stage
a	Learning experiences give the students opportunity to practice behavioral objectives.	3.350	3.746	3.373	3.000
b	Learning experiences give the students opportunity to develop their achievement.	3.100	3.895	3.478	2.875
c	Learning experiences give the students opportunity to improve their abilities of thinking.	3.600	3.940	3.552	3.000
d	Learning experiences should give the students opportunities to distinguish between kinds of materials, subjects, and topics.	3.300	4.059	3.478	3.625
e	Learning experiences give the students opportunities in acquiring information.	3.450	3.283	3.313	3.075
f	Learning experiences give the students opportunity in analyzing sentences.	3.150	3.805	3.343	3.775
g	Learning experiences give the students opportunities in distinguishing types of morphemes.	3.250	3.800	3.164	3.000
h	Learning experiences and organization of learning experiences give the students opportunities to perform their knowledge.	3.200	3.731	3.328	3.612

5 th & 6 th steps	Selection of learning experiences and organization learning experiences (activities)	1 ^s stage	2 nd stage	3 rd stage	4 th stage
i	Organization of learning experiences (activities) enables the students to apply their knowledge in the different situations in everyday life.	3.600	4.089	3.284	4.250
j	Organization of learning experiences (activities) affects the gradual developing and increasing of skills.	2.900	3.925	3.507	4.200
k	Organizing learning experiences as interaction between the students and external condition outside of the class to which he/she can react.	3.150	3.716	3.313	3.587
l	Organizing learning experiences (activities) make teachers give techniques for activating students' background knowledge.	3.400	3.686	3.310	4.025
m	Organizing learning experiences (activities) make the teachers proficient enough in English to achieve their aims.	3.200	3.731	3.403	4.125
n	Selection of learning experiences and organization of learning experiences (activities) provide enough emphasis on the consolidation of communication of	3.250	3.716	3.209	4.000

5 th & 6 th steps	Selection of learning experiences and organization learning experiences (activities)	1 ^s stage	2 nd stage	3 rd stage	4 th stage
	communicative abilities as well as structural and lexical knowledge.				
o	Selection of learning experiences and organization of experiences (activities) expose the students to real spoken and written materials	2.750	3.835	3.194	4.162
	Average	3.243	3.797	3.349	3.620

7 th step	Evaluation	1 ^s stage	2 nd stage	3 rd stage	4 th stage
a	Do you think that students find the most difficult skill is listening?	3.250	3.447	3.119	3.562
b	Do you think that students find speaking the most difficult skill?	3.200	3.641	3.552	3.325
c	Do you think that students find reading the most difficult skill?	2.850	3.029	2.642	3.225
d	Do you think that students find writing the most difficult skill?	2.750	3.298	3.119	3.250
e	Do you think that students perform most interesting topic?	2.800	3.716	3.313	3.750
f	Are the topics appropriate for the students' level?	2.700	3.388	3.108	3.962
g	Does teaching grammar provide students with knowledge about English	3.450	3.686	3.537	3.650

7th step	Evaluation	1^s stage	2nd stage	3rd stage	4th stage
	language?				
h	Are the grammatical topics arranged according to the order of difficulty?	3.550	3.537	3.149	3.321
i	Do the activities help the students interact with each other and use new vocabulary to communicate?	3.250	3.776	3.343	3.850
j	Are you satisfied with topics of grammar?	2.900	3.402	3.328	3.625
k	Can you apply the grammatical rules in your English class?	3.000	3.358	3.448	3.875
l	Does teaching grammar help students to communication English language?	4.100	4.164	3.522	4.487
m	Is the class situation suitable for using grammatical rules?	3.550	3.552	3.045	4.125
n	Do the activities facilitate students' use of grammar rules by creating situation in which these rules are needed?	3.700	4.000	3.050	4.275
	Average	3.217	3.571	3.233	3.733

Table B shows at first stage that all steps are achieved. The highest percentage is step 1 (Diagnosis of needs) (19.950% with 4.140 WM.) and the lowest percentage is step 4 (organization of content)(15.503%)with 3.217 W.M.

Table C shows at second stage that all steps are achieved. The highest percentage is step 1 (Diagnosis of needs) with 18.225 with 4.182 WM. And the lowest percentage is step 7 (Evaluation) 15.562 with 3.571 W.M.

Table D shows at third stage that all steps are achieved. The highest percentage one steps 3 (selection of content) 18.723% with 3.997 W.M.

The lowest percentage is steps 4 (14.625%) with 3.349WM.

Table E shows, at fourth stage, that all steps are achieved. The highest percentage is step 1 (Diagnosis of needs) 18.453% with 4.211W.M.

The lowest percentage is step 4(Organization of content) 15.320% with 3.496 W.M.

Table B
First Stage

	Steps	W.M.	Percentage
1	Diagnosis	4.140	19.950 %
2	Formulation of objectives	3.500	16.867 %
3	Selection of content	3.540	17. 060 %
4	Organization of content	3.110	14.987 %
5&6	Selection &organization of learning experience	3.243	15.628 %
7	evaluation	3.217	15.503 %

Step1= 19.950 %

Step 3 = 17. 060 %

Step 2 = 16.867 %

Step 5&6 = 15.628 %

Step 7 = 15.503 %

Step 4 = 14.987

Table C
Second Stage

	Steps	W.M	Percentage
1	diagnosis	4.182	18.225 %
2	Formulation of objectives	3.871	16.870 %
3	Selection of content	3.945	17.192 %
4	Organization of content	3.580	15.601 %
5&6	Selection & organization of learning experience	3.797	16.547 %
7	evaluation	3.571	15.562 %

Step 1 = 18.225 %

Step 3 = 17.192 %

Step 2= 16.870 %

Step 5 &6 =16.547 %

Step 4 = 15.601 %

Step 7 =15.562%

Table D
Third Stage

	Steps	W.M	Percentage
1	diagnosis	3.842	17.997 %
2	Formulation of objectives	3.804	17.022 %
3	Selection of content	3.997	18.723 %
4	Organization of content	3.122	14.625 %
5&6	Selection & organization of learning experience	3.349	15.688 %
7	evaluation	3.233	15.144 %

Step 3 = 18.723 %

Step 1 = 17.997 %

Step 2 = 17.022 %

Step 5&6 = 15.688 %

Step 7 = 15.144 %

Step 4 = 14.625 %

Table E
Fourth Stage

	Steps	W.M	Percentage
1	diagnosis	4.211	18.453 %
2	Formulation of objectives	3.855	16.893 %
3	Selection of content	3.904	17.108 %
4	Organization of content	3.496	15.320 %
5&6	Selection & organization of learning experience	3.620	15.863 %
7	evaluation	3.733	16.359 %

Step 1 = 18.453 %

Step 3 = 17.108 %

Step 2 = 16.893 %

Step 7 = 16.359 %

Step 5&6 = 15.863 %

Step 4 = 15.320 %

Discussion and Conclusions

This study focuses on Evaluating the curriculum of English department at the College of Education, University of Kirkuk.

The procedure followed, involved certain steps or stages; with needs assessment as the starting point and an evaluation instrument as a checklist.

The first element showed that English language teachers should acquire a scientific approach to language teaching, become experimenters in employing new techniques or design procedures, based on the learner's language needs and future language uses of the language learners.

The curriculum design should include the following:

- 1-Needs assessment and learning styles analysis
- 2-Specific and achievable goals and objectives
- 3-collecting materials which are suitable to the learners' needs exercises and topics.
- 4-Organising the material according to the student's needs
- 5-planning effective classroom strategies to enable students to achieve goals and objectives
- 6-Opportunities for independent self study outside the class
- 7-Administering and writing tests

Evaluation of the curriculum should also be integrated in the teaching process. The teacher should be able to know whether goals and objectives were met, whether the teaching methods were effective, or whether new things and procedures should be involved in the steps of evaluation which should be considered by the teachers; more specific Taba's Model.

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محمود، مقداد اسماعيل. بناء معيار لتطوير المناهج الدراسية في الجامعات العراقية في ضوء اهداف التعليم العالي. رسالة دكتوراه غير منشورة، جامعة بغداد، ١٩٩٠

APPENDIX (1)

List of Experts (juries)

1- Dr. Alaadeen Kadham	University of Kirkuk-
2- Dr. Rawi T. Habeeb	University of Kirkuk
3- Assist. Professor Falah Salahadeen	University of Kirkuk
4-Assist instructor Ahmed Jamal	University of Kirkuk
5- Assist instructor Noordeen Sedeek	University of Kirkuk
6- Assist instructor Yasseen Mahmood	University of Kirkuk
7- Assist instructor Maha Baker	University of Kirkuk
8- Assist instructor Jenan Qahtan	University of Kirkuk
9- Assist instructor Norjan Adel	University of Kirkuk
10- Instructor Abid Homood	University of Tikrit

الخلاصة

تهدف الدراسة إلى تقويم منهج القواعد في قسم اللغة الانكليزية/ كلية التربية جامعة كركوك وفقا لأنموذج هيلدا تابا. ويشمل الفصل الأول: مشكلة البحث وأهميتها وتعريف بالمصطلحات المهمة المستخدمة فيها.

والفصل الثاني يبحث في الجانب النظري مع عرض نماذج للتقويم كنموذج تايلر وتابا والفصل الثالث بناء أداة البحث واستخراج الصدق والثبات وعرض ما استخدم من الوسائل الإحصائية ثم عرض أهم النتائج والاستنتاجات لما توصل اليه البحث ثم عرض المراجع.

حيث ان النتائج اظهرت ان الحاجات وتنظيم المحتوى من اهم العناصر لتحقيق اهداف البحث وفي ضوء ما توصل اليه البحث يوصي الباحث اعتبار نموذج تابا افضل النماذج في تحقيق تقويم المواد في اكتساب المفاهيم النحوية والمعلوماتية.