

Analysis of ESP Syllabus: Analysing the Book Basic English for Computing as a Sample and Testing its Suitability for ESP Learners in Public and Private Yemeni and Saudi Arabian Universities

Ahmed Mohammed S. Alduais

Department of English Language, King Saud University, Kingdom of Saudi Arabia

Abstract

Purpose: Any syllabus could be evaluated and analysed in terms of design and format and achieving the goals of the designed syllabus in reality; in this paper the first type of analysis is conducted in addition to integrating the researcher's experience of teaching ESP in Yemen and Saudi Arabia.

Method: Reviewing previous and related literature along with collected data from the text book, the researcher used different types of methodologies to come up with detailed analysis of the above named ESP book.

Results: The book Basic English for Computing seems to have high standard design and format as an ESP curriculum in terms of: planning stage, implementation, evaluation, and management, and in terms of selection and grading of the content and tasks of the curriculum as an ESP syllabus as well. However and from the research's perspective, this syllabus in spite of its high standards, it doesn't suit the level of ESP learners in both public and private Yemeni Universities due to misuse and wrong interpretation of the term ESP in Yemen among English teachers, specialists in the field of English language and decision-makers as well.

Conclusions: It is the learner, the environment learning, and the teacher rather than the book that would greatly affect on deciding the success of achieving the goals of a certain syllabus and testing its usability in a certain country where English is being taught and/or learned for specific purposes.

Keywords: English for specific purposes ESP, ESP curriculum, ESP syllabus, syllabus design, and syllabus evaluation.

Introduction

It is a fact that everyone has a reason for learning a particular language in addition to his/her first language (mother tongue). For that matter, there are various purposes for learning language. Consider, for instance, learning a language for specific/special Purposes ESP, English for Academic Purposes EAP. Similarly, any language be it English as in the case of this paper, Arabic or whatsoever language, will be taught either as a first language 1st, second language 2nd

or as a foreign language, just like the case of English as a second language ESL, and as a foreign language EFL. What matters more than the determining the purpose of learning is, however the how this or that purpose could be fulfilled to achieve the most of it. At this point, thinking about what to teach, how teach it, and even when to teach is so that learners can learn will all start under the issue of curriculum and syllabus design. Needless to say, when teaching English for example as a second language, or even a foreign language, the process is easier than teaching it for specific purpose. This is actually true, because the objectives in the former case will be very general and so is the selection of the taught materials. On the contrary, in the case of the latter, a teacher is dealing with very specific goals which must be achieved in a very specific and accurately designed syllabus.

Teaching English language for specific purposes ESP has become a crucial issue in research and among educators of languages and researchers etc. Students from different fields need to learn the English language to serve their purposes and fulfill their needs. Of course, these fields will include: students of medicine in general, dentistry, biology, microbiology, physics, chemistry, mathematics, computer science, geology, engineering, architecture, accounting, business, administration and management, tourism and archeology, psychology, and many other fields in all fields of human science and knowledge.

It may be true that all of the above students share the same general purpose, which is that they all nearly do not necessarily want to be proficient in English language, though they really wish. Therefore, a course designed for the students of computer science might not suit the students of dentistry. On the basis of this, we need to design our syllabuses carefully, cautiously and creatively.

Thus, in this paper, a book designed for the students of computer science will be introduced analytically in terms of planning, implementation, evaluation, administration, management, selection and grading of the contents, selection of tasks and activities to be involved in the syllabus and finally the how question that is methodology of teaching this course for the students of computer science. The researcher will include his own experience in teaching ESP throughout the evaluation of the book and the possibility of using such a book to be taught in the Yemeni Universities for the students of computer science.

Literature Review

In this section, different and related issues to this paper before analyzing the syllabus will be synthetically introduced. These topics will merely include: English language teaching and learning (general introduction), English for Specific Purposes ESP, ESP for the students of computer science, ESP for the students of computer science in the Yemeni Universities (researcher's experience), curriculum versus syllabus, approaches to syllabus design and finally approaches and techniques for evaluating a syllabus.

The fact that English language but not another language, say, Arabic, French or German has become the dominant language in many fields cannot be ignored. For that matter, English

language is being taught and learned by many teachers and learners all over the world without exception.

There are actually many reasons for everyone who is speaking English, or has chosen to learn the English language. These reasons would vary from one to another, from one country to another. In other words, in case of Arabs they need to learn this language, otherwise, they will be distracted from the world of knowledge, science, technology, etc. Dissimilar to this, in case of European people who would have personal, political and minor educational reasons for learning the English language. At any rate, English is an international language used by many speakers around the world remains unquestionable fact.

It has been mentioned in the introduction that learners learn English language for different purposes. However, teachers teach the English language following different methodologies, strategies and techniques to transfer such linguistic items to their learners. Again, syllabus designers follow different approaches, theories and directions for designing their syllabuses. So what? We are met by many contradictions and learners and teachers are the victims of the many theories of language teaching and learning, many approaches for syllabus design, and many opinions for what to teach and how to teach.

Learners in fields like: medicine, dentistry, biology, microbiology, agriculture and forestry, computer science, mathematics, physics, chemistry, accounting, business, management, tourism, engineering, architecture, archeology and so on and so forth need to learn English language in Arab world in particular to so that they can cope the last development of every and each field of the above mentioned ones. They may not need to speak fluently, learn the linguistics of English language or the high level of such language. Instead, they need the basics of this language, albeit, reading and comprehending what they have read, writing reports for their experiments or whatsoever, and etc.

ESP by definition is a learning language for achieving a specific purpose of a learner, say, for being able to communicate with others (business purposes), to read and write in biology (biological purposes), and etc. Hutchinson, T., & Waters, A. (1987) argue in favour of that ESP is neither “a matter of teaching specialized varieties of English”, or ‘a matter of science words and grammar for Scientists, Hotel words, and grammar for Hotel staff and so on’, nor it is “different in kind from any other form of language teaching, in that it should be in the first instance based on principles of effective and efficient learning” (Hutchinson & Waters, 1987, p. 18); it is instead “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19).

Douglas (2000) emphasized in his book on the integration of both language skills and language components for teaching, learning and yet testing the specific purpose language ability of a learner. One can infer that though a teacher needs to teach what the his/her learners need only but again the language basic components and skills must be there whatever the needs of the learner were.

In spite of this, the difference between what is known as General English and Specific English is to a great extent clear, that is, the former is general-learning process, and the latter is centred-learning process. This can be made clearer with quoting Basturkmen's, (2006) claim that "whereas General English Language teaching tends to set out from point A toward an often pretty indeterminate destination, setting sail through largely uncharted waters, in ESP aims to speed learners through to a known destination" (p. 9).

One more definition of ESP is brought by Ruiz-Garrido, Palmer-Silveira, & Fortanet-Gómez, (2010) who maintain that:

"Specialised languages usually refer to the specific discourse used by professionals and specialists to communicate and transfer information and knowledge. There are as many specialised languages as there are professions. This is what has usually been known as Language for Specific Purposes or, when applied to English, English for Specific Purposes (ESP), i.e., the special discourse used in specific settings by people sharing common purposes". (p. 1)

Philip Skeldon in Tomlinson, (2008) believes that ESP is 'a parlous state and is being abandoned by many tertiary institutions, like Sultan Qaboos University found that "the English teachers seemed to learn a lot of science, but the students didn't seem to learn much English', (p. 72). Skeldon, argues that teachers whatever were the situations they still can offer help for types of learners and to whatsoever purposes they need.

In addition to what have been mentioned above, Bankson (1996) defines ESP as "a branch of the English language as a Second Language (ESL) profession" (p. 2). S/he continues it is 'it is an *approach* to language teaching not a *product* of language teaching', (ibid). More importantly, 'ESP courses are designed to concentrate on the identified language needs, skill needs and interests of a particular group of ESL student learners...the language becomes the not the sole object of study...is the medium through which specific topics mastered while building English skills', (Bankson, 1996, p. 2).

Similar to Bankson is Heredia (2000) who states that ESP is a branch of teaching English as a Second Language according to the needs of the learners and similar to this is the syllabus which must address the specific needs of the learners.

Jeong (2001) claims that what distinguishes ESP English from General English is not 'the existence of a need, but rather an awareness of the need', (p. 2). She/he adds 'an ESP course is characterized by its content, namely science, medicine, commerce, tourism, etc.', (ibid).

Agreeing to all that have been mentioned above about the ESP, Tharp-Wiesauer (2002) adds that "the needs of the learners may be assessed at many levels and functions, including fluency, learning styles, occupation, and how the target language will be used... the ESP curriculum is then designed to best fit the learners" (p.3).

According to Robinson (1980), summarized in Dehrab (2002) “an ESP... course is purposeful and is aimed at satisfying the specific needs of the student with ultimate goal of the learners’ successful performance of the occupational and educational roles” (p. 68). Dehrab (ibid) concludes literature review about ESP with that “the context in which the learners was required to use SL (second language) determined the type of ESP program and the range was wide... there was English for airplane pilots, nurses, economists, lawyers, restaurant managers, mechanics, tourist guides, and so forth” (p. 69).

Wallace (1985) summarizes Blackie article (Towards a Definition of ESP, 1979) by stating that Blackie divided ESP into groups in one language is ‘primarily a system which has to be mastered by the learner’ and in the second language is ‘seen as primarily a medium of communication... the former is called the descriptive approach, and the latter, the communicative approach... theoretical ESP model is given for both approaches’, (p. 62).

Fox, et al. (2003, p. 530) in Kanaoka (2005) defines ESP as “the teaching of English to business people, scientists, etc. whose first language is not English”, (p. 26). Actually, other studies seem to agree and stress on the same notions regarding ESP, ESP course design, and its spread and as an international phenomenon and need and influence by computer and technology CALL (Computer-assisted Language Learning) (look for Berrios-Escalante (1993) and Chiu (2004) for more details about this issue).

To conclude this part, ESP seems to be well-defined that it refers to the teaching (for teachers) or learning (for learners) of the English language focusing on certain skills levels, certain language components levels which are measured and governed by their determined needs and reasons, and more importantly by their aware of why they want to learn the language.

Computer science students like other students in other fields like medicine, dentistry, biology, etc. needs to learn English language. Needless to say, the degree to what extent a particular learners in a particular field will differ from one type of learner to another. That is to say, in the case of computer science, no English mean no use of computer at all; of course here, I am referring to the sophisticated use of computers, not playing a game, turning on/off, listening to a song, watching a film which can be done and practiced by even an illiterate person by keeping such written orders in the computers as images in the brain and then clicking on them simply to serve such superficial purposes. So, when talking about English here, we are referring exactly to the students of computer science who are expected to get a degree in this field.

English for the students of computer Science in Middle East countries is a basic course if not courses that students who join this department or study in this field must pass. But actually, how these courses are taught, what is taught and who taught it are all different from one Arabian country to another based on and influence by economical status, educational goals of the educational institutions, and more importantly to what extent the decision-makers and leaders are supporting such a programme and paying attention to its importance, of course represented by the academic and professional institutions. However, in Yemen, for example,

English generally taught for pupils in the schools from the first preparatory school level to the third secondary school level with syllabus designed and adopted to suit the Yemeni culture in the United Kingdom, administered by the British Council in Yemen.

One more thing regarding school learning here is that in the private schools, it is different, English is being taught from Kindergarten level using different syllabuses, mostly British (Oxford, Macmillan, and Cambridge publishes syllabuses). Again, in some of the private schools, the students study all scientific courses in English). Regardless to say that the British Council has a plan with government of Yemen represented by the Ministry of Education to teach English from the fourth primary school level. Once again, it should be noted that other competing languages for English has started like French, and German who have launched teaching such language in the schools for the secondary school level in the main governorates of Yemen, namely Sana'a, Ibb, Taiz, and some others. What is amazing regarding this competition is that another English variety, namely American English is trying to compete with British variety which is being taught and used in Yemen since the 18th century may be (influenced by the colonization of the South of Yemen by Great Britain). The American embassy in Yemen, mainly a representative, has stated the readiness of his government to support this programme in Yemen and replace the British syllabus with American one, but this suggestion was declined. Instead, it was suggested to them to support the University programmes and leave the schools for the UK.

In the Universities, English language is being taught as a second language in the departments of English, yet taught for specific purposes for all students in all fields of study in the Universities of Yemen. Of course, some of the fields like medicine, dentistry, microbiology, computer science, engineering and some other related fields they mostly have more of their courses in English (as medium of instruction) rather than Arabic language. In spite of this, after these students graduate from their departments, they still dream of the nightmare of the TOEFL or IELTS test to be able to complete their higher studies. The main reason behind this is may be that English is not being used effectively as a mean of communication and medium of instruction for them during teaching; it is restricted to technical terms and limited readings in their fields, but the tests, the assignments etc. are all in Arabic. Have been required in English, they are not dealt with seriously from the teachers themselves as they lack enough experience and knowledge of the English language (their knowledge is restricted to their fields and they do the same thing for their learners).

In effect, students of the computer science and mathematics have to pass four courses as part of their bachelor degree, namely, (Eng. 101, Eng. 102, Eng. 103, and Eng. 104). The courses are taught by teaching-assistants (demonstrators) from the Faculty of Arts, Department of English Language and Literature, a graduate of any University in Yemen, male or female.

Curriculum, Syllabus Designs

Accounted for ESP from different angles, now it is worthy to explore briefly some definitions of curriculum and syllabus, approaches to syllabus design, and finally approaches to syllabus

evaluation in relation to courses designed for ESP purposes in general and for the students of computer science in particular.

Principally, it is worth to introduce basic principles like: curriculum, syllabus and methodology. To start with curriculum, it simply refers to or consists of planning stage, implementation, evaluation, and management and administration of education programmes. On the other hand, a syllabus would refer to both selection and grading of the content and task of the curriculum. Yet, methodology which usually confused with syllabus design refers to the selection of language tasks and activities. Differently put, whereas a syllabus answers the WHAT questions, that is, (what do you teach?); methodology answers the question HOW, that is (how to teach what you have selected to teach?).

By definition, both curriculum and syllabus have been defined in many ways and there many definitions for them. The following are some definitions, (for more general discussion of the definitions of curriculum and syllabus refer to (Kelly, 2004, Sullivan, 1967, Ornstein & Hunkins, 2004, McNeil, 2006, and Posner & Rudnitsky, 2006).

It is used to “indicate, roughly, a plan for the education of learners... and to identify a field of study”, (Zais, 1976, p. 3). Orlosky, & Smith, (1978) claim that “curriculum is the substance of the school program... the content pupils are expected to learn”. (p. 3). Allen (1984, p. 61) in Nunan, (1988) compares between both curriculum and syllabus stating that “curriculum is a very general concept which involoves consideration of the whole coomplex of philosophical, social and adminstrative facotors which contribute to the planning of an educational programme”, (p. 6). On the contrary, syallbus is a ‘subpart of curriculum which is concerned with a specification of what units will be taught’, (ibid).

Well, basically any syllabus [must] consist of a number of the components, referred to components of a language syllabus. In spite of this, the way these components are presented, which component is stressed more than another and why is a controversial and arguable issue which to a great extent depends on the objectives of the course, the followed approach and also the learners needs. However, the following table is adapted from Van Ek (1975, p. 8-9) in Nunan (1988, p. 7).

Table (1): Components of a language syllabus

Language component in the syllabus	Remarks
Situations	To be dealt with
Activities	To be engaged in (learners)
Functions	To be fulfilled by learners
General notions	To be handled by learners
Specific notions	To be handled by learners
Forms	Learners will be able to use

Skills	Learners will be able to perform (level)
Topics	To be covered and what the learners will be able to do with each and every one

Well, what matters more when designing a syllabus or a course for teaching English language is how the following points are approached and fulfilled by the syllabus designer and the teacher of the course as well? Consider the following questions: Am I focusing more on product or process? Am I concentrating more on grammatical structures or communicative skills of the language? What do my learners want to learn? Why do they want to learn the English language, that is, what for? Have I taken into consideration the learners needs and goals? Have I take into consideration the teacher’s role? Munby (1978) in Nunan (1988, p. 19-20) mentions nine (9) components which have to be taken into consideration during the planning stage by the designer for doing needs analysis.

Table (2): Planning stage components

Component needs for data-collection	Needed data
Participant	Learner’s identity, language skills
Purposive domain	Why you want to learn the language
Setting	Environment for learning the language
Interaction	Person will interact with the learner
Instrumentality	Medium, mode and channel
Dialect	Variety and dialect will be used
Target level	Degree of mastery of the specified variety or/and target
Communicative event	Required receptive and productive skills to be mastered
Communicative key	Specifying interpersonal attitudes and tones a learner required to master

Methodology

In addition to paying attention to the above points, a syllabus designer will have also to decide on the followed approach and type of syllabus within the same approach also. The following table illustrates the major approaches to language syllabus design and yet the major types of syllabuses within each and every approach, with the major themes and differences for each one.

Table (3): Major approaches to language syllabus design

Approach	Characteristics	Possible types	Planning approach
Product-oriented syllabuses	More synthetic, less analytic, linguistic items and skills are taught separately, step by step learning and teaching, processes of learning the language are secondary	Grammatical syllabuses, functional-notional syllabuses	More Synthetic, less analytic
Process-oriented syllabuses	More analytic, less synthetic, language is learned more in the form of chunks and coercing the learners with as many tasks as possible, grammatical, functional and notional elements of language are secondary	Procedural syllabuses, task-based syllabuses, content syllabuses	More analytic, less synthetic and natural

Have got the syllabus planning, design and implementation, and selection of materials finished, then one has to start thinking about the last stage, that is, evaluating the designed material. Unless the designed syllabus is evaluated in terms of objectives achievements, achieving learner's needs, achieving society needs, etc.; otherwise it is valueless and being used aimlessly and randomly. For that matter, this stage, the stage of development is worth-conducting as it provides all-teachers, students, syllabus designer and decision-makers with both weaknesses and strengths of a certain a syllabus or/and course to be judged via the goals of each and every member in the society.

Actually, there are many ways, approaches or criterias for evaluating a syllabus or a course, the following figures; however, show briefly possible purposes of evaluation, possible uses of evaluation, advantages of evaluation, possible types of evaluation, and finally possible criteria for evaluation.

Table (4): Possible purposes, uses and also definitions of syllabus evaluation (gathered from: Brown, 1995, Diamond, 2008, Graves, 2000, Nation & Macalister, 2010, and Richards, 2001)

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- To serve the needs of those involved in decision making
 - To decide on the successfulness of the course
 - To check which elements of the syllabus need to be improved
 - Improving the course wither parts or all
 - Judging the course
 - Describe critically and analytically what happens in the classroom and the schools during teaching such a course
 - Promote, review, reflection and revision of curriculum based on careful compilation of information from a variety of different sources
 - Assessing needs
 - Assessing student's learning
 - Evaluating the course itself
 - Systematic gathering of information for purposes of making decisions
 - Formal assessment of the worth of educational programme
 - Determination of the worth of a thing
 - Systematic collection and analysis of all relevant information necessary to promote to the improvement of a curriculum and assess its effectiveness within the context of a particular institutions involved
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This table (5) lists a number of major advantages which can be achieved as a result of effective syllabus evaluation.

Table (5): Possible advantages resulting from effective syllabus evaluation

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- Based on the reported results regarding the level of the learners; the syllabus can be modified and improved to complete the reached level and fill the gaps
 - Based on the reported results regarding teachers performance, a teacher's books can be provided filling the gaps
 - Based on the unfulfilled needs of the learners reported recently in the process of evaluation; strategies, materials or whatsoever can be added to solve such a problem
 - Based on the results regarding decision makers, the syllabus can be improved
 - Based on the reported results regarding sponsors; required modifications and recommendations can be treated better by syllabus designers
 - Based on the reported results regarding all participants and audiences of the evaluation, the course or the syllabus can be improved to best fulfill all needs desired
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The following table (6), adapted from (Nation & Macalister, 2010, and Richards, 2001) illustrates the major types of evaluation and their purposes, which can be followed when evaluating a language syllabus of course.

Table (6): Formative, summative and illuminative evaluations compared

Process	Formative	Summative	Illuminative
Purpose	Improve the course, addressing problems that have been identified, to improve the delivery of the programme	Judge the course, determining the effectiveness of the programme, efficiency, acceptability,	How different aspects of the programme work, deeper understanding of the processes of teaching and learning occurring in the programme, no aim to change to modify the course
Types of date	To look at causes, processes, individuals, time and objectives, placements tests and the level of the students, quality of receiving the text book, appropriateness of the methodology used by the teachers, learners' interest and motivation by the programme, enough task or/and exercises or not, enough material or not	To look at results, standards, groups, mastery of the objectives, performance on tests	Carrying out groups-work tasks (how), participation (all or some), types of error correction strategies used by teachers, employed decision while teaching by teachers, use of lesson plans by teachers, type of teacher-student interaction, reading strategies used by learners, understating teacher's intentions (how), most and least active students in the class
Use of date	Counseling, mentoring, professional development, setting goals, adapting material,	Making decisions on adequacy	Deep understating of the used processes of teaching and learning

Presentation of findings	of Presented to individuals	Presented to and with	Presented in a report	Presented to the teacher
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In addition to the above table, this table (7) adapted from (Richards, 2001) clarifies the parties who should be addressed and involved during the evaluation stage. It should be noted that the first two genres can be classified as insider participants, and the rest three genres as outsiders on condition they provide only as much objective data as possible. In other words, teachers and students and their relevant are to be considered as insiders since they are subjects in the process of the evaluation. On the other hand, those who only take part to state their opinions about such a thing can be considered as outsiders.

Table (7): Audiences of the evaluation

Genre	Remarks
Students	Learnt elements, compared to others, rate of the course, relationship to future, need for another course.
Teachers	Teaching quality, learning quantity, learners' satisfaction with course, usefulness of the materials in the course work, effectiveness of the course organization.
Syllabus developers	Appropriateness of the design of the course, things to be replaced or revised, favorable/unfavorable respond to the course by teachers and learners, making sure that teacher do need/ do not need additional support.
Administrators	Appropriateness of the timeframe of the course, successfulness in managing and monitoring the course, meeting clients' expectations, adequacy testing and assessment procedures, use/not using provided resources.
Sponsors	Justifying the cost of the course, etc.

These tables (8 & 9), adapted from both (Richards, 200, McGrath, 2002 and Diamond, 2008), present certain aspects which can be evaluated either separately or as a whole but classified to help produce a comprehensive and effective evaluation of a language course. In this paper for evaluating a book designed for beginners who are specialized in the field of computer science, the researcher will to a great extent depend on the criteria adapted from

both (McGrath, 2002 & Diamond, 2008). It should be noted, however that in each general theme (heading) there a number of subheadings where in a number of questions have to be answered to cover all aspects of each and every general theme. (For full criteria for McGrath and Diamond, look at the appendix).

Table (8): Criteria for syllabus evaluation based on classification of aspects evaluated

Type of aspect (Richards, 2001)	Type of aspect (McGrath, 2002)
Curriculum design	Level one: Publication data and accompanying materials
Syllabus and programme content	Target learners
Classroom processes	Textbooks cost
Materials of instruction	Target teachers
Teachers	Target teaching context
Teachers' training	Components/ supports for teacher
Students	Level 2: close evaluation
Pupils' monitoring progress	Topics
Learner motivation	Context
The institution	Skills
Learning environment	Methodology
Staff development	
Decision making	

Table (9): Possible questions and/or criterion for evaluating a course and/or a syllabus

General theme
Rationale
Development and current status
Credit and curricular implications
Objectives
Contents
Instructional strategies
Procedures and criteria for evaluating students' achievements
Organization
Outcomes

Discussion

Analysis Of The Course

This part is an analysis or say superficial evaluation of the chosen book. For that matter, this superficial evaluation will be based on the following criterion: publication data, target

learners, textbook cost, target teachers, target teaching context, and components/supports for teachers as level one analysis. After that, close evaluation will be done again based on the following criterion: topics, context, skills, and methodology. Have done this, then, I will move to the another criterion introduced by Diamond (2008), where data regarding the following aspects will be presented: rationale, development and current status, credit and curricular implications, objectives, content, instructional strategies, procedures and criteria for evaluating students' achievements, organization and finally outcomes. It should be noted that items which require teachers', students', syllabus developers', administrators', and sponsors' opinions (data) will be ignored and the evaluation will be delimited to syllabus design, content, selection of materials, organization, etc.

Table (10): Publication data

Required data	elicited data
Name of the book	Basic English for Computing
Author(s)	Eric H. Glendinning & John McEwan
Publisher	Oxford University Press
Date of publishing	1999
Number of pages	130
Quality	Colored
Other components	Basic English for Computing, Teacher's book (100 pages); cassette (about 65 minutes), CD (same material)
Edition	Old (1999)- now 2011, there is an impression edition (2002)
Accessibility of other components	A teacher must have access to the teacher's book, and the students must have access to either the cassette or the CD

Table (11): Target learners

Required data	Elicited data
Type of learners	Students of computing and information technology, for professionals who have not studies English formally for some time, secondary school and technical college students.
Level of learners	Beginners and lower-intermediate.
Age range of learners	16+
Other requirements	Learners must have studied at least three years or more general English.

Table (12): Text book cost

Required data	Elicited data
Cost of the book	£15.00
Cost of other components	£15.00 (for teacher's book) and £2.00 (for the CD)

Necessity of having other components and reasons	A teacher should have the teacher's book, especially who has not enough knowledge about the field itself, plus the guide for teaching methodology, so it is a must; for students they must have the either the CD or the cassette otherwise, listening skill as one component of language skills will be lost plus some tasks which are depended on the listening material.
Practicality of the cost	The book is very expensive when it comes to students from different regions, it is certain that a very few number of the students can own this book; at all rates it depends on the economic situation of the country which will be reflected at the level of individual. However, the books deserves its cost, but again, all social classes should be taken into consideration and this will make a gap in achieving the objectives of the course; in case learners cannot afford the price of the book, that is, having an original copy, so photocopying will be the last and only solution regardless of the illegal and immoral issues.
Availability of the book in bookstores	It is unarguable that expensive books such like this will not be available; if available only when ordered by a customer, at any rate when decided to be used by any teacher in any place, this point should be taken into consideration (of course photo copying can solve the whole problem).

Table (13): Target teacher

Required data	Elicited data
Type of teachers	Teachers of English for specific purposes, or experienced teachers.
Teacher's certificate type	At least four-year programme graduates with interest in the field itself.
Mother tongue language	It is not stated in the syllabus, but if teachers have the same L1 language of the learners, it will be better on condition that switching to the learners' L1 language is only done in critical situations; otherwise, the class will turn into translation rather than language skills.

Table (14): Target teaching contexts

Required data	Elicited data
Intended teaching situation(s)	Generally, most of the units, parts and tasks require pair and group working situations. In spite of this, individual working and tasks are also included but very limited.
Purpose(s) the course designed for	ESP mainly students of computer science and

Total amount of time for the course	technology. The authors did not determine this point, but and as far as the researcher is concerned a total time range for this course could carry depending on at least four variables: level of the learners, extra aids provided, their number in the class, and time for taking the class. So, the total time could go in the range of 30 hours (minimum), 60 hours (in between) and 90 hours as (maximum).
Length of the textbook	130 pages, 65 minutes (recorded material).
Number of the units	28 units plus a glossary of computing terms and abbreviations.
Number of lessons per unit	6-7 components: turning in, listening, reading, language work (grammar), problem-solving, writing, and speaking sometimes.
Syllabus type	More analytic, less synthetic, process-oriented syllabus, more specifically task-based syllabus and finally communicative rather than grammatical (more focus on communicative aspects of language, and secondary focus of grammatical elements of language [presented indirectly and secondarily]).
Possibility of self-study	Generally no, but can be done by above intermediate learners (in computer and technology).
Aims of the textbook	In addition to the stated objectives by the end of each and every unit in the teacher's book, the general objectives of the course according to authors of this books are: To develop students' language skills in the context of computing and information technology Emphasis on reading, listening, speaking and writing in order Covering a number of grammatical items and their functions integrated within each unit About 400 terms are introduced for decoding texts in specialism
Type of aims (logical, smart, achievable, etc.)	All real-world (outside the classroom reflection of learning), pedagogic (inside the classroom reflection of learning), process (experiences learners would undergo inside the classroom) and product (what the learners will do as a result of instruction, say, reactions and outcome) objective are integrated in this course.

Piloted or not before the actual use	Not stated in the book, but since the book has been published by Oxford University Press, a highly-trusted place and institution, so there is no doubt that this book has been piloted.
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Table (15): Components/supports for teacher

Required data	Elicited data
Availability of teacher's guide	It has a teacher's book and it guides the teacher for the methodology of each and every unit, with key answers of the tasks, and background for each unit for non-specialists in the specialism (computer science and technology).
Inclusion of tests	The teacher can choose from among the provided tasks in each and every unit with slight changes; generally the book is not supported with ready-made tests.
Availability of workbook	Both the textbook and the workbook are integrated in one book.
Availability of cassettes or/and CDs	The book has a cassette (65) minutes, mostly authentic recorded materials, dialogues, monologues and meetings, from experts in the field, students, and general people showing their simple experiences in using computers and what type of computer they prefer to buy/use; the same material in the cassette is also available in a CD.
Type of aids	Audio aids (cassette, CD) [type of material authentic], visual aids (major in the book), real aids can be also used and provided during the classroom depending on the possibility of institution where in the course is taking place.
Use of pictorial materials (flashcards, wall charts, etc.)	Not applicable, visual aids can replace such a thing according to the design of this book; additionally, real aids can replace even visual aids except for the tasks which really need such visual aids; in spite of this such materials can be used, but they are not provided as other components of this book.
Layout of the textbook	The book seems psychologically, mentally and visually attractive; it is full of visual aids showing computer and its anatomy and other related technologies; a learner feels directly attracted to the organization of the books and the provided

Level and type of attraction	<p>aids, plus the insistence of involving the learner in the major work and process of teaching and learning specially in the case of (problem-solving part in each unit).</p> <p>As mentioned above it is psychological, mental and also visual (cognitive in general); the degree of attraction can be estimated prospectively as moderate (the major colors are dark, that is, black and gray).</p>
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Having superficially analyzed the material, then, it is worth to move to part two analysis, namely a close evaluation for the text book in terms of: topics, context, skills, and finally methodology.

Table (16): Topics

Required data	Elicited data
Organization of the topics and sequence	<p>The topics in the book are creatively organized and logically sequenced. Say it another way, it is very clear; the authors have started first with topics in relation to parts of the computer, generally. They have, then, moved to provide a unit for each computer item in detail. The last units (topics) have introduced theoretical issues plus computer-related topics.</p>
Topics compared to objectives	<p>Because the authors have restricted the objectives of their course, and because the materials provided is to a great extent purposeful that is, achieving the identified objectives. So, it is fully yes that the topics provided match the determined objectives of the course. Hence, to what extent they can help the learners to achieve these objectives will depend actually on the performance and reactions of the learners towards the syllabus. This of course cannot be decided subjectively and unless data has been collected from both learners who have studied the course and teacher(s) who have taught the course.</p>
Interest and motivation of learners and teachers by the material	<p>As a matter of fact and as far as the researcher is concerned, the book seems very interesting and each particular unit as well. However,</p>

Type of language	<p>since this book is directed for students in the field of information and computer science, so they might feel bored for having everything in relation to their field of study. Say it another way, a little dosage of at least some short stories and plus other general English materials would have served to make it more interesting and motivating for the students. Actually, the language is in between, it is neither too simple nor too difficult. Therefore, this judgment is very personal and comes from my experience in teaching student of computer science for a year. In other words and objectively, the language of the book is so simple except the use of the terms related to information technology and computer science, a problem which can be overcome with the help of the provided dictionary provided by the authors, but this will not serve of course in case of teaching this books for example for Arabs. They also actually need the Arabic alternative for such terms in their native language.</p>
Gender in the topics (equality)	<p>Well, in general in the first units there is a kind of insistence in talking about different families (both male and female). Yet, in different tasks including conversations and taped material, it seems there is a kind of balance in having difference characters from both males and females. One more thing to add, there is only one thing which cannot be considered as equal, that is, photos provided as visual aids in this book, females' ones are double times more than males' photos.</p>
Gained knowledge, issues awareness and experience	<p>Of course, the learners will not only learn the language. Instead, they will gain experience in their field even. This is can be proved in the huge number of terms which they will gain provided with pictures. Additionally, they also practice the English language in their field of study when doing task like (problem solving), or when being asked to combine parts of the computer or divide them and know their</p>

names, etc.

Table (17): Context

Required data	Elicited data
Appropriateness of grammatical items	In each unit, the authors have included at least on task or subheading titled as (LANGUAGE WORK) which consists of a grammatical rules. Thus, the grammatical items included and selected seem to be very suitable for the learners and suitable compared to the objectives of the book in general and the objective of each unit in particular.
Appropriateness of the vocabulary items	In spite of the fact that the book is following a more process-oriented approach, and analytic more than synthetic; it is clear that they author have also tried to balance between language components and language skills but with more focus on language skills, a thing which has been indicated clearly by the author in the introduction of the teacher's book (look at page 3).
Focus: forms/functions or both	More focus is on functions, but forms have not been ignored by the authors.
Organization and gradation of grammatical and vocabulary items	According to communicative approached or process-oriented syllabuses, these items will be sequenced according the purpose of each unit. So here it is the organization of the units and grading rather than the items themselves.
Pronunciation issues (what, how)	The authors have specified a certain order for the emphasis on each skill in this book; speaking skills comes the 3 rd one, listening is number two emphasized skill. Yet, such things would not really serve to teach pronunciation thought they can help learners to pronounce some words correctly. Whatever were the tasks and topics that teach speaking and listening, pronunciation is not mentioned and is not taken into consideration by the authors of this ESP book and/or course.
Appropriateness of the content in general	The content in general is to a great extent appropriate. It has various topics, various types of tasks and materials which can the

Communicatively of the textbook	learners and the teacher as well interact with the course. With the help of the both aids used in the book and attractive design, the book can be considered as being communicative. The learners can actually be involved in the book.
Clearness of layout and presentation of the textbook	It is very clear; well-organized, attractively and clearly presented.
Essential/not essential (audio) components	The audio components which last for about 65 minutes are greatly essential for the course; it covers about 25 % of the goals of the course, tasks depending on such components, and other language items as well.

Table (18): Skills

Required data	Elicited data
Skills covered (compared and contrasted)	It has been mentioned by the authors in the introduction of the teacher's book (p.3) that the four skills have been covered equally and with the following sequence in terms of which one is more emphasized than the another (reading, listening, speaking and writing). They move from receptive towards productive skills in each and every unit in particular and in the whole book in general. In effect, each skill is being practiced and studies through different tasks, exercises with other accompanying materials integrated with language components and with one another. It should be noted however that speaking skill is the least important one; it has been mentioned only in each fourth unit, compared to other skills which are emphasized in each unit. Of course, it is also mentioned that a teacher must also manage some other speaking tasks in each unit. Yet, the focus is on survival English in general. For that matter, provided tasks for this skills were restricted to achieve this purpose,
Representation of each skill and language component	Actually, each language skills and each language component is presented and indicated clearly and appropriately in the book

except the sound system component. For example, reading skills is presented through reading texts related to computer, reading vocabulary items as well. Vocabulary, on the other hand, as one of the language components is presented through different related vocabulary items to computer and information technology.

Table (19): Skills and language components covered (detailed analysis)

Required data	Elicited data	
	Number of unit	Topics covered
Reading		
Listening		
Speaking		
Writing		
Grammatical structures/rules		
Vocabulary items		
Pronunciation (sound system)		
Other accompanying related items		

Table (20): Methodology

Required data	Elicited data
Language learning approach used	The authors have followed the communicative approach, yet have indicated that most of the tasks and activities in the books promote, encourage and above all require pair working. Additionally, in each unit there is a task called problem solving, so the book is totally behind the behaviorism language learning approach. They students are not imitating, they produce new items, and are greatly encouraged to use their cognitive abilities.
Appropriateness of the language learning approach to the learning-teaching situation	This cannot be decided unless the book has been taught and data have been collected and elicited from both teachers and learners.
Used and introduced techniques for practicing the new language items	They generally include different tasks, exercises and activities which generally aim at applying what have been earlier in each unit.
Suitability of the techniques for the learners	The techniques seem to be very sophisticated ones, that is those who have been used to the

Availability of any clues for learners to follow any learning strategy

traditional approach of teach and learning will need may be too much time to cope with such techniques followed in this book. Needless to say, here it is the role of the teacher to help his/her learners in solving such matter.

In spite of the fact that the book seems very complicated for a learner has been used to the traditional approach of teaching, the books can be self-study for a learner who for example want to refresh his/her information in this field (for higher levels of course, out of the objectives of this course). For the intended learners in this course, however, it is even indicated in each unit and in each task since the book is a task-based syllabus for the learner what to do in each task and how to do it even. To conclude, it heavily loaded and accompanied with cues for each task and unit.

Conclusions

This paper aimed at a superficial and roughly analysis, evaluation and assessment of the book Basic English for Computing, by Glendinning and McEwan which is an ESP book designed for the students of computer science and technology. So, first this paper has been generally and briefly introduced. Second, a related literature to syllabus design, curriculum evaluation, and methodology, and ESP have been all synthetically reviewed and discussed in relation to this paper. Third, a selected methodology and/or criteria for the analysis, and evaluation of this book have been selected. Of course, the fourth part is the most important thing where both analysis and evaluation are accounted for. In the last part, this paper has been concluded, references have been listed and an appendix for a syllabus analysis and curriculum evaluation has been also included.

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Appendices

Appendix (A)

Level one Materials Analysis Questionnaire:

Publication Date:

When was the textbook published?

Is it an old edition or a revised one?

Who is the publisher(s) of the textbook?

Are there any other components for the textbook?

What are these other components?

Are these components accessible by the teacher and the learners?

Target Learners:

What type of learners is this textbook designed for?

What is the level of these learners?

What is the age range of these learners?

Textbook Cost:

How much does the textbook cost?

How much do the other components cost?

Should the learners buy all the other components? Why?

Is the cost affordable by learners?

Target Teachers:

What type of teachers this textbook should be taught by (e.g. experienced, more experienced, less experienced, or novice teachers)?

What certificates should the teachers of this textbook have (e.g. two-year program graduates, four-year program graduates, master's degree holders, etc.)?

Should the teachers have the same L1 the learners have?

Target Teaching Context:

What kind of teaching situation is the textbook intended for?

What type of course is it designed for?

Is it designed for general English, English for specific purposes, a compulsory course in the program, etc.?

What is the total amount of time given for teaching the textbook?

How long is the textbook, the units and the lessons within the textbook?
What type of syllabus is this textbook based on?
Can this book be self-study?
What are the aims of this textbook?
Are the aims smart, achievable, logical and so on?
Has the textbook been piloted before the actual use?

Components/ Supports for Teacher:

Does the teacher of this textbook have a teacher's guide?
Does the textbook include tests or they are included in a separate one?
Is there a separate workbook or is it integrated in the students' book?
Are there cassettes to be used by teachers and learners?
In which form can these cassettes be obtained (e.g. CD, video, etc.)?
Does the textbook depend on using the pictorial materials such as flashcards, wall charts and so on?
How is the layout of the textbook?
Is it visually, mentally and psychologically attractive?

Adapted from McGrath (2002).

Appendix (B)

Close Evaluation for the textbook or one unit:

Topics:

Are the topics used well organized and linked to one another?
Are the topics used enough for helping the learners achieve the aims set before?
Are the topics used interesting and motivating for both teachers and learners?
Which type of language do they use (simple or difficult structure)?
Is there an equal use of gender in the topics?
Do the topics help the learners be aware of some issues and gain some experience?

Context:

Are the grammatical items used in the textbook appropriate for learners?
Are the vocabulary items used in the textbook appropriate to the level of learners?
Does it focus on the forms or the functions of the language or both at the same time?
How the grammar and vocabulary items are organized and graded in the textbook?
Is there any attention paid to pronunciation? If yes, how and what is covered then?
In general, is the content appropriate to the learners?
Is the textbook communicative? How?
Are the layout and the presentation clear?
Are the audio/video components essential?

Skills:

Are the four skills covered equally? If not which one is covered more and why (this depends on the aim of the textbook)?

Is each skill used in the textbook followed by appropriate activities or tasks?

Methodology:

Which language learning approach is used in the textbook?

Is such an approach appropriate to the learning-teaching situation?

What techniques are used for introducing and practicing the new language items?

Are these techniques suitable for the learners?

Are there any clues for learners to follow any learning strategy?

Adapted from McGrath (2002).