

The Educational Content of the ESP Curriculum at Iran Language Institute: reappraisal at policy, planning, and practice levels

Mahmood Reza Atai**

Professor of TEFL, Kharazmi University,
Tehran, Iran

Esmat Babai***

Associate Professor of TEFL, Kharazmi University,
Tehran, Iran

Mohammad Shahin Taghaddomi*

Ph.D. Candidate of TEFL, Kharazmi University,
Tehran, Iran

(Received: 11th, December, 2017, Accepted: 12th, September, 2018, Date of publication: October, 2018)

Iran Language Institute (ILI), as the largest, non-mainstream foreign language institution in Iran and the Middle East, has been running ESP programs for more than two years. Meanwhile, the literature on curriculum evaluation and renewal indicates that the success of a given curriculum depends largely on the extent to which all stakeholders develop and share similar understanding of different aspects of that curriculum. Accordingly, the present study, which was a part of a larger study, aimed to shed light on the ILI ESP stakeholders' perceptions as to the educational content of the programs. In so doing, a semi-structured qualitative interview and a questionnaire were employed to probe the stakeholders' perceptions regarding the educational content. Descriptive statistics and content analysis were employed to analyze the data. The results indicated that there were different, and at times contradictory, perceptions with regard to the educational content. The findings of this study might be considered a starting point for the ILI ESP curriculum renewal.

Key words: English for Specific Purposes, Iran Language Institute, Curriculum Evaluation, Curriculum Renewal.

* E-mail: mahmood.atai@gmail.com

** E-mail: ebabai@gmail.com

***E-mail: taghaddomi.shahin@gmail.com