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## Developing a Pluralistic Curriculum Model for ESP in Iran

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Received: March 01, 2022

Accepted: April 28, 2022

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### Abstract

No pluralistic curricula have ever been developed for ESP education in the context of Iran. Therefore, the present study was conducted to design a pluralistic curriculum (PC) model for ESP in the Iranian setting. In so doing, the study benefited from presenting an analysis scheme in a qualitative method. The participants of the study consisted of 20 Iranian male and female ELT experts who were chosen through purposive sampling from various universities of Iran, including Tehran University, Isfahan University, University of Shahid Chamran, University of Shiraz, Shahid Rajaei University, University of Allameh Tabatabaei, and the University of Tarbiat Modares, from among the teachers whose educational and research interests were curriculum planning and teaching materials, who had a history of teaching and research in TEFL for over 10 years. Semi-structured interviews were used to gather the needed data. The results showed that the PC components for ESP include three main components: pluralistic ESP teaching, pluralistic ESP materials, and pluralistic ESP content. Each of these components included several subcomponents. The findings indicated that if educational systems become pluralistic, students can achieve academic success with full potential in ESP courses by joining different groups such as racial, ethnic, and cultural groups.

**Keywords:** Computer Curriculum; ESP; Pluralism; Pluralistic Curriculum

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### INTRODUCTION

Recently, the field of English as a foreign language (EFL) learning has met some problems in various ways due to different phenomena such as globalization. One indication of the shifts in societies is the appearance of multicultural societies wherein pluralistic education components should be inevitably used in education systems (Zohrabi, Razmjoo, & Ahmadi, 2019). According to Stika (2012), a change of paradigms is observed in different societies, in which pluralism (defined as the space within which different viewpoints, thoughts, ideas, languages, values, norms, cultures, races, political arrange-

ments, etc. exist (Hongladarom, 2011) is a dominant issue in education systems to generate new lines of thinking and knowledge with the help of diversity. Giselbrecht (2009) suggested that pluralistic education is a democratic notion according to which linguistic and cultural diversity, open-mindedness, mutual resilience, and shared understanding should be emphasized in different educational systems. In pluralistic education, the learner is educated so that he/she becomes a supporter of intercultural communication and interaction (Mostafazadeh, Keshtiaray, & Ghulizadeh, 2015). According to McConnell (2008), in pluralistic education, difference and diversity are welcomed, rather than rejected. The belief is that due to diversity

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and variety, learners are stimulated to engage in multi-cultural interactions and reach an inter-cultural understanding.

In addition, one of the main areas of language teaching is English for ESP (Islam, 2014). ESP is defined as "a direction to the teaching of language in which all judgments about content and approaches are established on the student motivation for learning" (Hutchinson & Waters, 1987). ESP means "teaching and learning English as a second or foreign language in which learners aim to use English in a certain field" (Paltridge and Starfield, 2013). According to Skrifner (2011), each person has their own goal, even if it is ambiguous. In other words, ESP is a major component of different courses such as computer science, education, medical sciences, management, and so on. As the name implies, ESP intends to meet the special learning and technical needs of non-English language learners. Therefore, it is determined by the activities, methodology, materials, and assessment techniques of the learners' courses of study. It is assumed that this language is more centralized, practical, and object-oriented than general English, and is curious in examining the requirements of language learners, preparing teaching materials, and inventing appropriate teaching methods. (Dudley-Evans, St John, & Saint John, 1998). In this regard, Kitkauskis (2006, p. 91) states that "ESP seeks to acquire both linguistic and professional skills and knowledge as well as capabilities and qualification." Therefore, the curriculum and educational materials used for ESP are of high importance in educational settings.

### **Problem**

The curriculum is an integral part of any educational system. Thus, curriculum revitalization is a continuous method in educational planning and the Iranian educational system is no exception. In addition, curriculum renewal gives teachers as well as curriculum developers the chance to incorporate new understandings and expectations into academic curricula. (Riazi & Razmjoo, 2004). Hence, as Pring (2004) described, we are in a period of change, and evolution influences the content of the

educational program. It also appears that learners and their conditions, worldwide including Iran, have changed compelling in the last 10-15 years, (Alibakhshi and Rezaei Mazajin, 2015). New situations are characterized by greater complexity and variety in students' requirements, desires, expectations, dreams, purposes, ideals, and so on.

In addition, contrary to the argument that pluralistic education is a must in the globalized educational world, and that diversity of cultures, communities, identities, etc. should be recognized as a valuable resource in educational systems in different societies (Ferrero, 2003) few signs of the arrival of pluralistic education to the English Language Teaching (ELT) system of Iran are observed. More particularly, still, Unitarianism is prevalent in the educational system of Iran (Motamed, Yarmohammadian, & Yusefy, 2014). This is while the supporters of pluralistic education believe that pluralistic components should be used to warrant that educational systems are in the same line with the social, political, and cultural improvements (Zohrabi et al., 2019). As put by Kumar (2018), the main reason for the resistance of some systems toward multicultural education is that some educators cannot conceive the difficulty of confronting diverse groups of learners. Moreover, although the argument is that ELT authorities should try to make learners ready for living in the global village through pluralistic education as compatible with educational preferences of global educational systems (Zohrabi et al., 2019), pluralistic education principles are absent in ELT systems of Iran.

In addition, in the vacancy of pluralistic teaching in Iran's ELT system and despite the central role of ESP in ELT in various countries, including Iran, a review of the research literature indicates that, as far as the authors know, no pluralistic curriculum has been presented for ESP training in Iran. This gap, along with the recent felt need to implement pluralistic education in the field of ESP (Parker, 2019) and the key role of ESP in the Iranian educational system, acted as the major motivation of this study. In an attempt to fill this gap, this study was conducted to develop a

pluralistic curriculum (PC) model for ESP in Iran. For this purpose, the following research questions were developed:

*Q1. What are the components of a pluralistic curriculum (PC) model for ESP?*

*Q2. What evidence-based pluralistic curriculum (PC) model can be proposed for ESP in Iran?*

## LITERATURE REVIEW

In this section, some studies related to pluralistic education are reviewed. To seek to explore the components of pluralistic education in the National Curriculum of Iran, Sadeghi (2010) did a qualitative study. The findings from document analysis showed that although assessment procedures, statement of objectives, descriptions of courses, and some other parts reflect pluralistic principles to some extent, strategies of teaching and learning do not cover such components. Lee (2013) examined the impacts and challenges of advertising pluralistic education in the international student society. This is an issue study of pluralistic education policies and practices at the World United College of the Nordic Red Cross (RCNUWC) in Norway, which to understand and analyze pluralistic schooling policies and to examine what a school committed pluralistic does in practice. Theories of pluralistic education, particularly those used to analyze the whole school system, were used in this study to help comprehend why and how various school factors work. The major research processes are documentary analysis, semi-structured interviews, self-completion questionnaires, and observations. Quantitative analysis of a questionnaire from the Multicultural Attitudes Survey of teachers was also performed. This study examines the lives and educational experiences of RCNUWC learners, college and educator relations about pluralistic education, and with local college communities. The conclusions suggest that although there is no specific policy to promote pluralistic education in college, the thoughts behind its mission, values, and principles are aimed at pluralistic education that enables students to develop knowledge, correspond, and

the talents required to function in the international society (Banks, 2009). Taylor, Kumi-Yeboah, and Ringlaben (2015) examined 80 pre-service teachers for their perceptions of pluralistic education and the teaching of diverse students who were culturally and linguistically underrepresented.

Participants completed a revised version of the diversity survey of orientation. First, the results indicated that the bulk of pre-service teachers mostly approved the demand to include pluralistic education in education programs of a tutor to educate learners with culturally various languages. Second, participants show a lack of attention to the understanding of pluralistic education in terms of cultural cognition in educating students with special requirements. Generally, this article conceptualizes pre-service perceptions of teachers to pluralistic education and discusses the teaching of culturally various, linguistic, and lesser-known language students in K-12 schools. The writers suggest modifications to the curriculum of teacher education preparation programs in educational colleges, which include a comprehensive pluralistic education field at each education grade. Childs (2017) investigated the history of multicultural education in the USA. This study was an attempt to explore viewpoints and positions which can contribute to the formation of multicultural curricula in the future. This study discussed the need to uncover the role of multiculturalism in the classroom by recognizing the need to go beyond surface approaches to inter-cultural teaching. It was concluded that since the demographics of students are subjected to inevitable shifts, multicultural ideas should be integrated into such areas as planning future curricula, teacher education, etc. Enyew and Mellesse (2018) studied the time to which the subject of pluralism is influencing the atmosphere of Ethiopian universities.

By random sampling method, four hundred and forty-four educators and learners were chosen from five universities. The tools used for data collection are structured questionnaires and unstructured interviews. Quantitative data were studied using a one-sample t-test and qualitative data were examined using the

narrative method. Quantitative data show that the subject of pluralism is injected into universities programs, while not in the qualitative part. Parker (2019) addressed the values of multicultural education for ELT and teacher education in post-secondary education. To this end, different aspects of critical multicultural education were explored as guiding forces for EFL learners in comprehending the content of courses. It was recommended that stakeholders take these components as starting points for reconceptualizing their teaching principles and methods. Zahrabi, Razmjoo, and Ahmadi (2015) pursued to create and validate a pluralistic curriculum (PC) model for teaching English in Iranian high schools. For this ambition, a hybrid scheme was followed. Candidates in the study include experts' curriculum. The results of the data study led to a model including four parts. Content, strategies/methods of teaching/learning, assessment, and purpose. In addition, the results led to the recognition of the following components: cultural diversity, pluralistic assessment, racial and ethnic equality, pluralistic education, social class equality, and so on. Moreover, the model was validated from the perspective of the experts.

## METHOD

### Design

This study benefited from a thematic analysis design within a qualitative approach (Creswell, 2021). According to Creswell (2021), this type of design is appropriate for developing or testing an instrument, theory, or intervention.

### Participants

The participants in this study included 20 Iranian male and female ELT professionals. These individuals were chosen from various universities in Iran, especially, Tarbiat Mo-dares University, Tehran University, Shahid Chamran University, Shahid Rajaei University, Shiraz University, University of Isfahan, and the University of Allameh Tabatabaei, from among the teachers whose research interest was curriculum and materials development, with about 10 years of teaching experience. They were selected through purposive sam-

pling. They were Ph.D. holders, with the age range of 40-65.

### Instrument

The following instrument was used in the current study.

### Semi-structured Interview

This study benefited from qualitative thematic analysis of semi-structured interview data. This interview was designed in consultation with previous research and two colleagues who were experts in this research area. The participants of this interview were 20 ELT teachers whose interest was curriculum development. This interview was administered to propose the PC model for ESP in Iran. The language of the interview was Persian and there was no time limit for each interview session. Moreover, each interview was taken individually through social networks including WhatsApp and Telegram applications for the convenience of the interviewees. All the interviews were conducted by the authors and transcribed to create verbatim written data for analysis. Then, the transcribed version was subjected to coding to identify the recurring patterns, themes, categories, and sub-categories among the obtained data. To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Using low-inference descriptors means quoting from the interviewees. Member checking involves checking interpretations with the interviewees to see whether their sayings have been correctly interpreted.

### Procedures

To gather the data, PC components for ESP were first specified through literature and documentation on pluralism and pluralistic education, and interviews with ELT specialists. For this purpose, first, the existing literature and documents in the field of pluralism and pluralistic education were collected and qualitatively studied by the authors. Then, the content of the files was qualitatively analyzed through coding strategies.

Moreover, to enhance the consistency of the results, the files were qualitatively re-analyzed

after a one-month time interval to ensure the consistency of the results. Then, a researcher-made semi-structured interview, designed by the authors based on the developed model and consulting previous research and two colleagues, was done, and the transcribed version was subjected to coding to identify the recurring patterns, themes, categories, and sub-categories among the obtained data. To guarantee the dependability and validity of the interview data, low-inference descriptors and member checks were used. In fact, by integrating the data acquired from the interview and reviewing the current literature and documents in the field of pluralism and pluralism education, PC components for ESP were recognized. Then, through combining the identified components, and taking insights from different existing ELT curriculum models (which consist of different components including objectives, teaching materials/methods, evaluation, etc.), a PC model for ESP in Iran was developed through qualitative content analysis. The collected audio-recorded data from the interviews were transcribed verbatim and were qualitatively analyzed through qualitative thematic analysis. The thematic analysis was done in four steps. In the first step, the authors got familiar with the data through taking notes or looking through the data. In the second step, the data were coded. It involved making some phrases and sentences of the text bold and coming up with some codes which represented the content of bold parts. In the third step, the codes were checked to identify the recurrent patterns in them. In the fourth step, the extracted themes were reviewed to ensure their accuracy.

## RESULTS

To answer the first research question, ‘What are the components of a pluralistic curriculum (PC) model for ESP?’, by reviewing the books and papers in the field of pluralism and

pluralism education and interviewing curriculum professionals, the following components were recognized, for a Pluralistic English Curriculum (PC) for English for Specific Purposes (ESP).

### ESP Pluralistic Training

The first component of a pluralistic English curriculum (PC) for ESP was pluralistic ESP teaching. Under this component, seven sub-components were identified as follows:

#### Using various ESP teaching methods and strategies

As stated by candidate 3, the first sub-component of a Pluralistic English Curriculum (PC) for ESP was the use of various teaching systems and strategies when teaching ESP (P3):

*To fulfill the ESP needs of different groups of learners in terms of race, color, and culture, the use of different teaching methods and strategies are suggested, instead of limiting ESP teaching to one or two methods.*

#### Developing ESP instructional materials based on the needs and wants of students

The second sub-component of pluralistic pedagogy was developing ESP materials based on all learners’ interests and needs. As suggested by P5:

*Curriculum planners should develop ESP materials by taking the conditions, situations, and needs of all students.*

#### Provision of equal pedagogic opportunities for all students

According to this theme, all ESP students, regardless of their ethnic, racial, and socio-cultural background, should have access to equal opportunities for education. As mentioned by P1: *The rights of education and learning should be observed for all ESP students without prejudices related to their background and social class components hip. This may be materialized through providing equal educational opportunities for all ESP students.*

### **Teaching criticality and creativity to ESP students**

Another sub-component of pluralistic pedagogy was teaching criticality and creativity skills. P7 argued that: *ESP students should be taught to be creative and critical. This can be achieved by asking ESP students to criticize the current educational procedures and think about positive transformations in the current educational system.*

### **Taking interpersonal differences as an opportunity rather than a threat**

As another sub-component of pluralistic pedagogy, it was identified that the existing differences among ESP students should be seen as opportunities for personal identity development, not a threat for personal growth.

P15 stated: *ESP instructors can take advantage of existing differences among ESP students, instead of taking differences as problems or challenges for student learning.*

### **Encouraging interpersonal relationships among ESP students**

As a sub-component of pluralistic pedagogy, ESP students should be informed of the advantages of human relations. This can be enhanced through group activities in ESP classes. In this way, students learn to live in a heterogeneous society.

P19 stated: *The social relationship is a component with many merits which should not be neglected by ESP teachers. They should encourage ESP students to have interpersonal relations in ESP classes. This makes them more ready for building broader relations in society.*

### **Using Participatory ESP Teaching Strategies**

This subcomponent means that ESP instruction methods must be participatory and take into account the views of ESP learners from various races, ethnicities, cultures, and social classes.

P2 said: *Teaching strategies that do not belittle the attitudes and preferences of a particular group of students, either implicitly or explicitly, should be used while teaching ESP students.* P13 stated: *In ESP teaching, teachers should involve*

*all students in different steps of the curriculum development process, most particularly teaching methods and strategies.*

### **Pluralistic ESP Content and Materials**

The second component of a pluralistic curriculum for ESP was pluralistic ESP content and materials. This component had five sub-components as follows:

#### **ESP content should reflect the voices of ESP students with different backgrounds**

As mentioned by interviewees, ESP content should cover the attitudes of different groups of ESP students. P6 stated: *The preferences and opinions of ESP students with different cultures, classes, races, and ethnicities should be reflected in ESP content. ESP content should not be in favor of one or two majority groups.*

#### **ESP content should cover English and Persian proverbs**

This sub-component says that ESP content should not be limited to the English language but should include Persian language proverbs. P19 stated: *Since proverbs of any language are indicative of the culture of speakers of that language, ESP content should involve the proverbs of both English and Persian languages.*

#### **ESP content should introduce great English and Persian figures.**

According to this sub-component, famous persons in both English and Persian language should be introduced in ESP content. P11 mentioned: *I think great figures in different languages are representatives of the cultures. Therefore, to be representative of different cultures, ESP content should include stories about such figures.*

#### **ESP content should reflect the value system of both minority and majority groups.**

As implied in this sub-component, values of minority and majority groups should be paid heed in the ESP content.

P9 stated: *The traditions, history, art, values, costumes, culture, and norms of majority*

and minority groups should be included in the ESP content.

### **ESP content should contain conceptual and procedural knowledge of the subject.**

Essential components to be provided in EPS content are conceptual and procedural understanding as stated by this subcomponent.

P6 states: *ESP students should be taught conceptual and procedural knowledge. They must be able to make significant links across and within concepts so that they can devote their understanding to new conditions, solve problems, and decision-making.*

### **Pluralistic ESP Assessment**

The third component of a pluralistic curriculum for ESP was a pluralistic ESP assessment. This component consisted of three sub-components, which are explained as follows.

#### **Using different ESP assessment methods**

Based on the results of the interviews and the related literature, it was found that different assessment procedures and methods should be used by ESP teachers when measuring ESP knowledge of students.

P20 stated: *Since ESP students are not the same regarding their performance in different types of tests and exams, ESP teachers should try to utilize different assessment types in assessing ESP students' ESP knowledge. For instance, they should not just use multiple-choice tests or open-ended tests, but they are advised to apply different test formats.*

#### **Administering a fair ESP assessment procedure**

The second sub-component of pluralistic ESP assessment was that ESP assessment procedures should be fair and free from discrimination.

P2 stated: *Evaluation procedures that are used in the evaluation of ESP students should not be polluted with discriminatory opinions and activities. They should be the same for all students.*

### **Using formative and summative assessment procedures**

According to this sub-component of pluralistic ESP assessment, the assessment of ESP students should not be limited to summative assessment, but ESP teachers should also benefit from formative assessment in ESP classes. P16 argued: *Many ESP teachers only use final exams as indicators of ESP knowledge of students. But it is better to benefit from both formative and summative testing methods during the semesters and at the end of it.*

### **DISCUSSION**

The first research question aimed to extract components of multiple curricula (PC) for ESP. The results indicated that PC consists of three main components for ESP: Pluralistic ESP teaching, pluralistic ESP content and materials, and pluralistic ESP assessment.

Pluralistic ESP teaching consisted of the following sub-components: Using various ESP teaching methods and strategies (developing ESP instructional materials based on the needs and wants of students), provision of equal pedagogic opportunities for all students, teaching criticality and creativity to ESP students, taking interpersonal differences as an opportunity rather than a threat, encouraging interpersonal relationship among ESP students, and using participatory ESP teaching strategies.

Pluralistic ESP content and materials included five sub-components as follows: ESP content should reflect the voices of ESP students with different backgrounds, ESP content should cover English and Persian proverbs, ESP content should introduce great English and Persian figures, ESP content should reflect the value system of both minority and majority groups, and ESP content should include both subject conceptual and procedural knowledge.

Finally, pluralistic ESP assessment consisted of three sub-components: using different ESP assessment methods; administering a fair ESP assessment procedure, and using formative and summative assessment procedures.

The recognized components have been better or small accentuated in earlier investigations in the field of pluralism, pluralistic edu-

cation, and related concepts such as multicultural education, multiculturalism, and so on (Ahmadi & Sadeghi, 2016; Colombo, 2013; Daryai-Hansen et al., 2015; Mostafazadeh et

al., 2015; Sadeghi, 2012; Zohrabi et al., 2019).

Based on the above results, the following evidence-based pluralistic curriculum (PC) model was proposed for ESP in Iran.

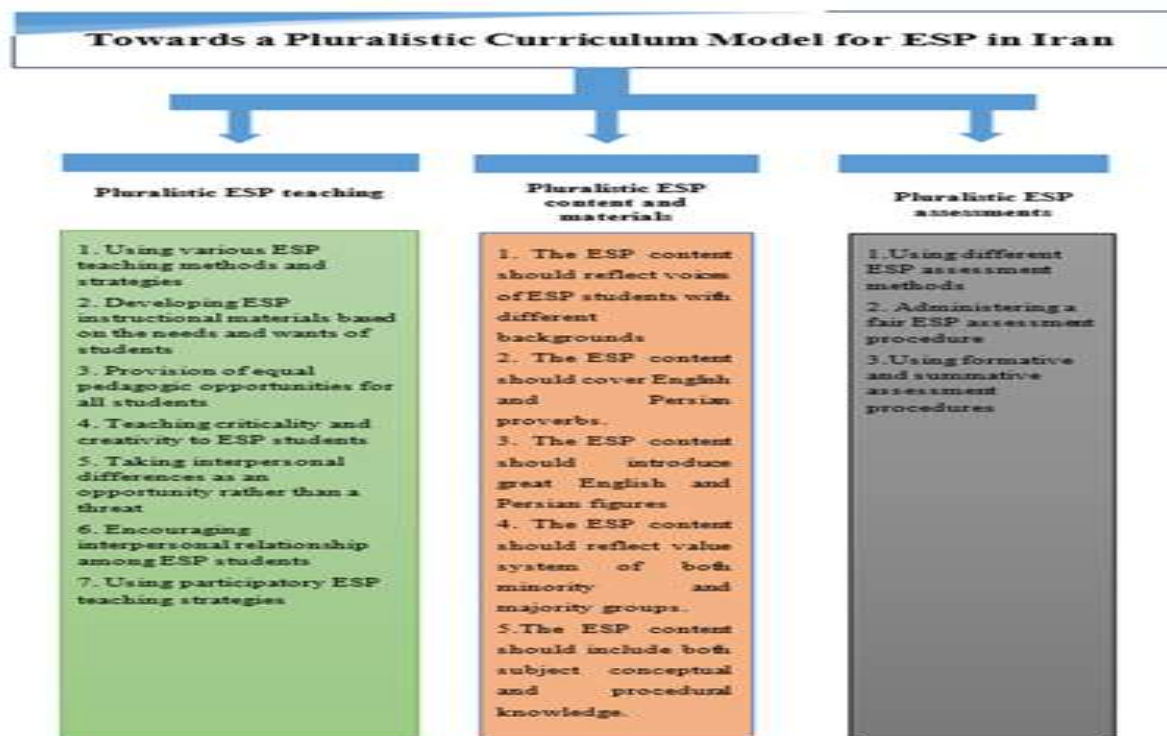


Figure 1

*A pluralistic curriculum model for ESP in Iran*

The first component of pluralistic education was ESP. This result is in line with many related studies (Colombo, 2013; Hunt, 1992; Taylor, 1994) in which pluralism is fundamentally related to educational function.

Thus, based on the research findings, it can be assumed that the pluralistic curriculum is not different from pluralistic education. Indeed, no curriculum model can exist as independent from teaching, and a pluralistic model of curriculum is not an exception in this regard.

Given that at the heart of pluralistic education is the emphasis on diversity and considering it as an opportunity, the extraction of sub-components whose connotations were the use of a variety of teaching methods, paying attention to needs of all groups of learners, welcoming criticality and creativity of learners, and benefiting from cooperative strategies when teaching ESP are justified.

In addition, the results are compatible with the results of the investigation conducted by Mostafazadeh et al. (2015) which is a qualita-

tive study that identified the main components of multicultural education. The results of their analysis showed that the curriculum is composed of the following components: educational racism, emphasis on diversity and pluralism, flexibility and diversity in educational programs, and observance of interpersonal differences. The second component of a pluralistic curriculum (PC) for ESP was pluralistic content and materials. A recurrent theme of this component was that all the students' (both majority and minority groups) voices and interests should be taken into account in ESP content. Moreover, it was revealed by the sub-components that the linguistic, cultural, and historical aspects of both English and Persian languages should be represented in the ESP content, in the form of both conceptual and procedural knowledge. Also, ESP Results are compatible with the outcomes of an analysis by Aikman and Anthalter (2007) which found that equality of education requires the freedom of



the majority and minority groups to attend school or university, 'to learn and participate in a safe environment without discrimination.' for the development of democratic values and the enjoyment of a wide range of valuable economic, political, and cultural opportunities and outcomes. Similarly, UNESCO (2003) noted that equality of education is fully achieved when all groups of learners' curricula

and teaching methods are 'free of stereotypes, non-discriminatory counseling, equality of results, learning progress and academic competence.' In general, equal job chances, regardless of gender, are based on having the same circumstances for equal credentials and knowledge.

The results of the current research are also compatible with Gulenik and China also (2002) who claimed that while teachers should look for ways to build student culture in their classrooms, they should also respond to learners' culture. As Golnik and China point out, today large numbers of learners with diverse linguistic and cultural backgrounds are scattered throughout modern language classes, and 'efforts to identify effective ways to educate these students are increasing, while 'the need for educational approaches that Responsive cultural opinion is strengthened' (p. 21).

The pluralistic ESP assessment was identified as the third component of a pluralistic curriculum (PC) for ESP. As implied in this component, the assessment of ESP should be diverse in terms of test types. Moreover, it was revealed that ESP assessment should be free from discrimination and prejudice in a way that just the performance of students determines the results of ESP tests and examinations. Pluralistic assessment component is consistent with Abdeli Soltan Ahmadi, and Sadeghi (2016); Colombo (2013), Daryai-Hansen et al. (2015), Mostafazadeh et al. (2015), Sadeghi (2012), and Zohrabi, Razmjoo, and Ahmadi (2019). This finding is also consistent with Adams (2005); Aikmann and Unterhalter (2007); Gollnick and Chinn (2002), Subrahmanian (2005); Unterhalter (2007) and Wilson (2003).

The argument put forth in this regard is that different and diverse evaluation methods which are participatory and democratic in the

form of qualitative, quantitative, summative and formative tests should be used. The rationale behind this argument is that one single form of test devoid of flexibility and dynamicity cannot fully reveal learners' learning and development, problems, needs, growth, and achievement.

It has also been argued that diversity of evaluation methods indirectly lead to the development of ESP learners' learning potentials, and democratic attitudes and values. Additionally, it removes domination of one type of ESP test and consequently provides different educational opportunities for cultural and ethnic minorities (Adams, 2005; Gollnick & Chinn, 2002; Subrahmanian, 2005; Unterhalter, 2007; Unterhalter & Aikman, 2007; Wilson, 2003). Since an important pluralistic belief is that no learner should be left behind learning and education opportunities due to components gap in ethnic, racial, social minority groups, this evaluation diversity is of great advantages for ESP learners.

## CONCLUSION

Based on the results of the current research, the following results can be achieved. First, By the developed example, it can be deduced that if the educational methods are pluralistic, learners can achieve scientific success with full potential in ESP lessons through joining diverse, racial, ethnic, and cultural groups. In this path, educational balance is inspired by eliminating marginalization. And various interests of learners from various cultures, ethnicities, and races are considered (Barnett & Napoli, 2008, as cited in Mohammadi et al., 2016). Furthermore, ESP students' innovative and critical thinking can be developed by reflecting the environmental, ethnic, cultural, religious, and linguistic variety and reflecting the ideals, expectations, histories, and idols of various cultures and communities in the ESP curriculum.

In addition, it can be deduced that quantitative (e.g., standardized tests) and qualitative (e.g., observation, interview, and curriculum vitae) assessment methods should be used in the review of ESP learners. ESP assessment should not be limited to just pen and pencil

tests or qualitative measurements but should be dynamic and flexible, using participatory assessment methods in which various stakeholder groups can participate in the evaluation approach. Moreover, it can be concluded that ESP curriculum designers and teachers should not constrain ESP teaching to the pre-determined ESP textbooks wherein fixed teaching and evaluation procedures are encouraged, but they should have the right and freedom to make any changes that might promote the application of PC model. Last but not least, it is concluded that ESP teachers' and students' voices about the shortcomings of the current ESP curricula should be heard by decision-makers in the area of the content of ESP textbooks.

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