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Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature

**ESP Course Design : The Case of First Year Master's Students in the
Department of Law University of Saida**

Dissertation submitted in partial fulfillment of the requirements for the degree
of *Master* in Didactics.

Presented by:

Miss. CH.SAHEL

Supervised by:

Dr. N.KHIATI

Board of Examiners

Dr. SEKKAL	(MCB) Chair Person	University of Saida
Dr. N.KHIATI	(MCB) Supervisor	University of Saida
Mrs. HICHOOR	(MCA) Examiner	University of Saida

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 02/09/2020

Name: Sahel Chaimaa

Signature: S.CH

Dedication

I dedicate this humble work to my parents, to my friends, especially, Asma Sahraoui for her support and patience and all those who helped me in the accomplishment of this work.

Acknowledgment

First of all, I would like to express my thanks to a number of people who contributed and helped a lot in the accomplishment of this work namely my supervisor Dr N. Khiati for her feedback and unconditional support, suggestions, and priceless advice. Special thanks also go to the outstanding members of jury, who gladly agreed to read and evaluate this work. I would also like to thank the students and teachers at law department who spent some of their precious time responding to the research instruments.

Finally, many thanks again for the assistance and encouragement of all the people around me.

Abstract

Teaching English for specific purposes has expanded and varied its fields to become an essential subject to be taught at universities in their various departments, and the law department of the Algerian university is no exception. The main problem in English for specific purposes teaching at the university level is the misconception of the ESP course. ESP courses confuse teachers and create learning hardships for most learners. The present investigation was a case study conducted in the Department of law at D Moulay Taher University of Saida to both, investigate the student's perceptions towards the ESP courses at this department and identify the students' language needs then, design a consistent ESP course and propose sample lesson and materials to fulfill their needs. The sample population comprised 42 master one students, and 2 English language instructors at the same department, This research was based on two research instruments; a questionnaire which was addressed to law students and an interview which was administrated to teachers. It investigated law students' needs and expectations, and the existing ESP teaching situation to overcome the challenges and barriers which were faced by both teachers and student, and that hindered successful teaching and learning and to create a relevant course that suits their needs. Accordingly, the main results obtained from this investigation showed that students were aware of the importance of the English language for their studies and profession but almost all of them had a weak level in English. At last, the researcher concluded this research study by putting forward a series of suggestions and recommendations that seemed useful to master the four language skills.

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List of Abbreviations

EAP: English for Academic purposes.

EFL: English as foreign Language

ELI: English Language Teaching.

ELP: English for legal purposes.

ESP: English for specific purposes.

GE: General English.

LHTL: Learn how to learn

LMD: Licence Master Doctorat.

NA: Needs Analysis.

General Introduction

When English became the world language, everything changed including the language teaching-learning processes. At first, English was taught generally, but the appearance of a new generation of learners, who knew for what reason they are studying English, gives birth to what is known as ESP in the 1960s. English for specific purposes is, in fact, an approach to language teaching, in which everything depends on the needs of the students who, inevitably, play a crucial role in the processes, thus, the teaching-learning experience is not restricted to teachers only. Also, there are two main parts of ESP: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

A great deal of attention should be paid to developing ESP courses that can better prepare students for future professional careers. Based on the explanation above, it is very important to explore the students' perceptions to investigate their needs, lacks, and wants. This study explores the role of needs analysis in identifying the gap between what students know and what they have to know to develop a suitable ESP course.

As far as ELP is concerned, Law students are expected to read and understand legal passages written in English in order to gain knowledge of the legislative laws. So, to prepare and understand the legal terminology before taking a true law course, the law students must be educated in a specific language (ELAP) courses. Therefore legal students should receive ideas and information about managerial and regulatory rules by listening to lectures and studying multimedia resources and reading various publications.

The aim behind the current study is to investigate the student's perceptions towards the ESP courses at this department, and identify the students' language needs then, design a consistent ESP course and propose sample lessons and materials that will fulfill their needs. Therefore, the researcher will try to investigate the following research questions.

- 1- What are the language needs of the law students?
- 2- What is the kind of materials that are suitable for them?
- 3- What are the difficulties that law teachers encounter?

The above questions led to the following hypotheses:

1-Students of law need to develop listening and speaking skills so that to be active participants in international legal events, They will need to develop the writing skills to attract a larger foreign readership and, more importantly, since any paper not written in English will have little chance of being read and published in the coming years.

2- The teaching materials that law students need are; visual aids and realia.

3-The lack of knowledge about the subject matter and the absence of the cooperation between the English teacher and teacher specialist may widen the gap between the learners' needs and the courses planned and can trigger several problems in the teaching/learning stage.

With these hypotheses in mind, the researcher used two data collection tools to gather data from the (42) informants' who are law Master's students plus two teachers of English. The first research tool is a questionnaire addressed to both teachers and students, and the second research tool is an interview addressed for teachers, and all this to demonstrate the teacher's perception and attitude towards the course design and whether they use needs analysis or not; in addition to the perception of the students towards their current courses and their specific language needs.

Accordingly, this research work consists of three chapters. The first chapter is devoted to the overview of the literature in which some notions of ESP according to some scholars, additionally to the definition of ESP course design, and also some parts related to legal English.

The second chapter in its first part describes the research design and the research tools, sampling. The second part is concerned with the findings of this research work.

The third chapter deals with the discussion of the findings, then suggestions. Its first part aims at analyzing the findings. While the second part consists of a set of suggestions and recommendations besides a simple lesson is suggested.

Chapter One

English for Specific Purposes

1.1. Introduction

The present chapter is an overview of the literature which tackles the main points concerning ESP; it tends to provide the reasons behind the appearance of ESP. Moreover, it demonstrates many ESP definitions, additionally to the definition of ESP course design, and also some parts related to legal English are mentioned.

1.2. The Origins of ESP

ESP is known as English for specific purposes; and it is one of the most famous areas of English language teaching (ELT), designed to develop courses that meet the special needs and goals of students, both professional and academic, and in the 1960s it attracted the attention of many scholars due to three factors: (new requirements of the world, linguistic revolution, student-oriented) The co-operation of these factors contributed to the improvement of more specific language teaching/learning.

Firstly, after the end of World War II in 1945, a new bold global demand arose, which led to an unprecedented expansion of science, technology, and economic activity throughout the world (Hutchison and Waters, 1987). As a result, English has become the language of international communication, creating a new generation of students who know exactly why they are learning this language. Additionally, The oil crisis of the early 1970s brought Western money and knowledge to oil-rich countries.

The second factor that influenced the emergence of ESP was the language revolution, the way language is used for communication, but many linguists are aware of changes in the world, so they focus on how the language is used in real-life situations. The traditional approach to language learning focuses on grammar rules for using the language, moreover, discourses vary according to contexts and depend on the situation, Therefore, it is important to restore appropriate teaching/learning methods based on specificities of each situation English needed by doctors or engineers... Etc

Linguists can be determined by analyzing the linguistic characteristics of their specialist area of work or study. Tell me for what you need English and I will tell you the English that you need (Hutchinson and Waters, 1987).

The last factor or reason cited by Hutchinson and Waters (1987), which has a significant impact on ESP outbreaks is the focus on the learner. The idea was based on the notion of

Informing us of what you want English and we will let you know the English that you need it is recommended that each type of student develop a specific course to meet specific needs and interests. Simply this factor is a development in educational psychology, the importance of learners' needs, interest in the learning of the English language.

1.3. Definition of ESP

Researchers argue that all language teaching can be regarded for specific purposes as special purposes or English courses. However, others considered it more accurately as English lessons for academic study or English courses. For example, ESP was described by numerous scholars like Mackey & Mount ford (1978) states that “English should be taught to fulfill their purposes” (p.2)

Robinson (1991) writes that students do not study English, because they are interested in it or its culture and because they need it for study or work. This means that the main focus of the ESP area is helping students learn the various language skills that are needed in their specific disciplines.

In the same vein, Basturkman (2006) writes that language “learning in ESP is not only about the collection of information or knowledge, but also about the introduction or improvement in the language in an academic or professional setting” (p.18) This means that ESP helps language learners to develop their required skills to work in a particular field, workplace or profession. Under the definitions above, ESP can be described as target-oriented. This approach is based on language learning objectives and reasons for language learning.

Hutchinson and Waters (1987) offered that” the approach of learning a language which is a basic approach, rather than a product which adopts all informational and methodological decisions which depend on the students, must be English for a specific purpose” (p.19)

It is therefore clearly stated that ESP should be seen as an approach to language education based on specific learning needs and clear reasons. The value of teaching realistic language skills with an emphasis on literature and culture in the English language was stressed and, on the other hand, he shared the view that language preparation would fulfill students ' needs and intentions

1.4. ESP vs GE

(GE) is mainly used to refer to the English taught at primary or secondary school, to pass exams. According to Mackay & Mount ford (1987) when teaching English as a foreign language to children with primary and secondary education, they usually study it for general education purposes.

According to what has been said by Hutchinson and waters (1987) that there are no theoretical differences, but there are significant differences in practice. Like any other language teaching, ESP relies on facts about the nature of the language, while the general English approach is language-centered and the emphasis is on language learning with a wide perception that encompasses all language skills and cultural aspects of the English speaking community. In addition to Hutchinson and Waters(1987) The distinction between this two terms is that in teaching ESP, an ESP practitioner is dealing with older learners whereas in teaching GE, the English courses are provided to pupils as a primary or secondary schools which their purposes are passing an exam

1.5. ESP Course Design

Dynamically interacting between many factors, including needs analysis, curriculum and methodological approaches of course designers and the materials available is a product of ESP course design. The course design refers to the planning and organization of a training course to reach the objectives of the needs; it is the result of several elements (Hutchinson and Waters,1987). Thus identify the subject as a complex series of integrated teaching-learning experiences to make students have a certain level of knowledge so that the subject is seen as an integrated learning experience that gives students a certain level of knowledge.

Munby (1978) confirms that ESP is a program and topics defined by the first study of the learner's contact needs. This implies firstly that the interests of the learners have to be decided and that ESP teachers have to plan their ESP lessons accordingly. Such standards include guidelines for curriculum creation, key content, a system of teaching, and evaluating. The analysis of requirements examines what students must do for using language topics and how they are used in predicted situations, in addition to identifying linguistic subjects. It can be seen here. On the other side, a need analysis is known as an Information-gathering practice, which provides the foundation for designing a curriculum that meets a community of students' education needs (Brown, 1995).

1.6. Steps in Designing an ESP Course

Therefore designing an ESP course that is suitable for an ESP target group is determined by many important factors or steps that have a great influence on a successful ESP course.

1. Conducting or identifying the needs.
2. Specifying goals and objectives
3. Teaching theory or content conceptualization
4. Selecting and developing materials and activities
5. Organizing the course
6. Evaluation.

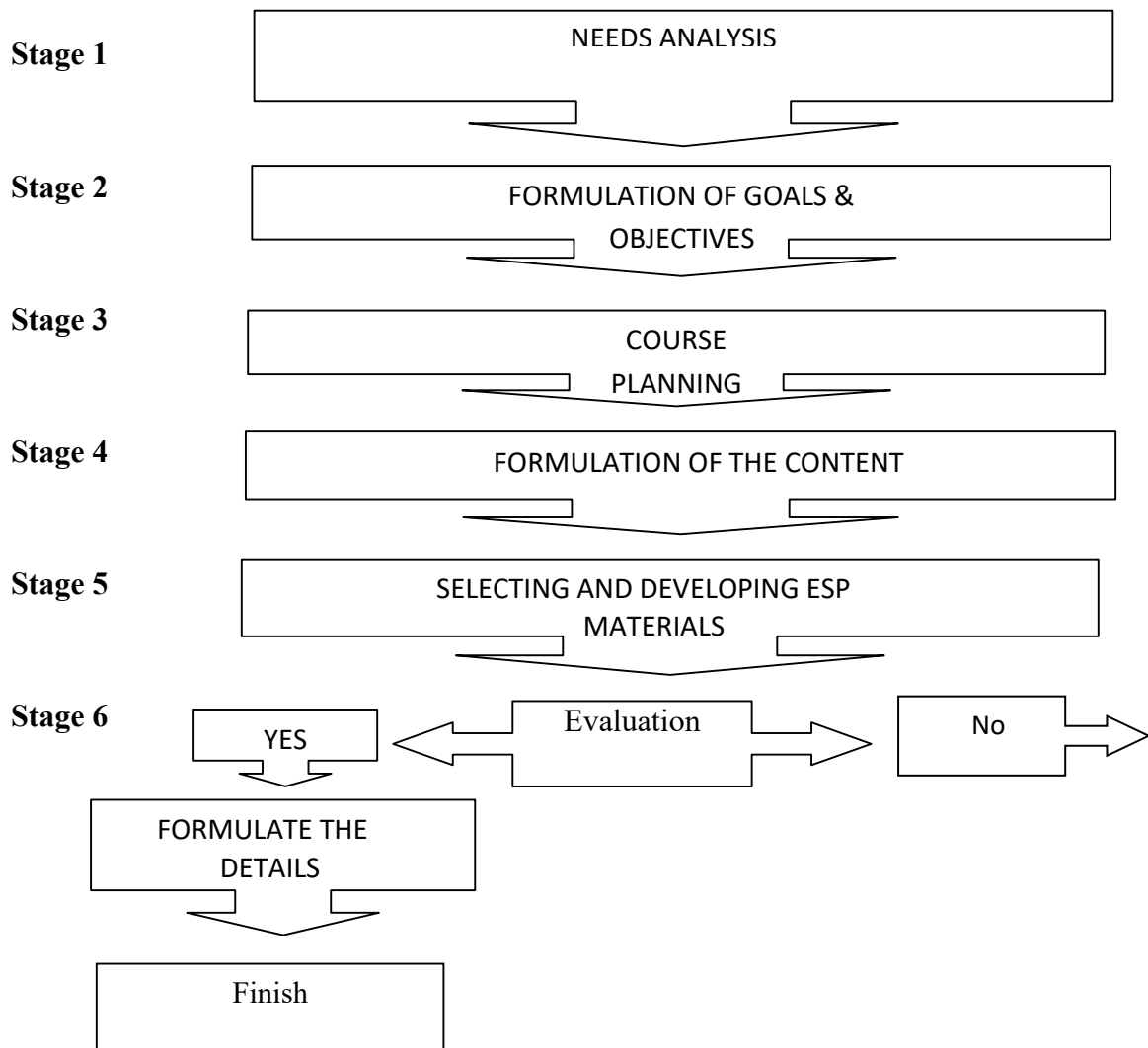


Figure 1.1 Steps in Developing an ESP Course Source (White, 1988).

1.6.1. Needs Analysis

It is the main process in designing a course and all the scholars agree that in designing any syllabus, needs analysis must be taken as the priority. In attempting to define what the term "need" means, Hutchinson and Waters (1987) state that "language need is the core of learner language-centered approach to course design" (p.54) That is to say the ability to understand or create language.

In ESP settings, learner's needs are not only language-oriented but also related to the situation and the learning process. Besides that Hutchinson and Waters (1987) define needs as necessities, wants, and lacks.

From the perspective of Lwai et al. (1991) the term "needs analysis" usually refers to information-gathering activities that the development of a curriculum that meets the needs of a specific student based on it. Thus it can be said that it is very important to identify learner's needs to provide adequate material and teaching methods.

Dudley-Evans and St. John (1998) discusses issues for an effective ESP course design and put some questions for ESP practitioner to take it into consideration when designing a course which are as follows :

- Should the course be intensive or extensive?
- Should the performance of learners be evaluated or not?
- Should the course deal with the immediate needs or with delayed needs?
- Should the role of the teacher be that of the provider of knowledge and activities or should be as a facilitator of activities arising from the learner's expressed wants?
- Should the course be wide or narrow in focus?
- Should the course be preliminary or special, or should it be conducted in parallel with research?
- Should the material be basic or specific to the training or intern?
- Should the group attending the course be homogeneous or heterogeneous?
- should the course design be worked out by the language teachers after consultation with the beginners and the organization, or need to it's a situation to a system of negotiation with the inexperienced persons?

1.6.2. Determining Goals and Objectives

When developing an ESP course, it is very important to set goals and objectives for a particular course, as it gives the ESP practitioner a clear idea about why a course is being taught and what is going to be about, in addition to a clear understanding of goals and objectives that will help the course designer about giving appropriate materials for teaching.

A goal is what the person wants to achieve, and in the case of language learning, goals are general statements of the overall long-term purpose of the course. But they are not vague. And goals should be realistic, otherwise the student would be demotivated (Richard, 1990).

Objectives, on the other hand, are the specific ways in which the goals will be achieved and objectives serve as a bridge between goals and needs, and generally, several objectives make up a goal (Graves, 2000).

1.6.3. Content Conceptualization:

After formulating objectives, the next step is to determine the appropriate approach within which goals are achieved. According to Graves (2000), conceptualizing the content means understanding which aspects of language learning are included, highlighted, integrated into a course. Therefore when taking into account the student's information, goals, and objectives. ESP teachers should determine which aspects of ESP are included, highlighted, integrated, and used as a course to meet student's needs and expectations.

There are two different ways to create or to organize the courses, either using courses that follow the same topic or switch from one topic to another without a lot of links which means, the ESP practitioner can teach either different subjects or use the same topic. However, the first way of using a lot and different topics lead to appearing of a great number of vocabularies, while the second way can be boring if the learners always have the same topic, anyhow teachers should consider this issue and deal with it.

Reilly (1998) stated some tips in developing the content: Based on the results of the lesson, determine what students can do as accurately and realistically as possible, develop an appropriate curriculum, explain the available resources and compare them with the curriculum, designate one or two syllabi as dominant, Review how combination and

integration of syllabi types can be achieved and in what proportion, and translate decisions into actual teaching units

1.6.4. Selecting and Developing Materials and Activities

After the three steps that are mentioned above, the ESP teacher should select materials that are appropriate to the objectives and the language content. For many ESP teachers, the choice of study materials depends on their availability, and most of the materials available are textbooks. Many of which may not be suitable or appropriate for the teaching situation and learner's needs and this doesn't mean that textbooks are always bad, but in the absence of suitable materials, the development of new materials may be included in the selection of materials for teaching the course. This may include collecting various materials or adapting existing materials to the needs and interests of the students.

Allwright (1990) stated that teaching materials should teach learners how to learn and from his perspective, textbooks are not flexible to be used as material, however, O'Neill (1990) argue that materials may be appropriate and useful for both teachers and students in terms of time and money and that textbooks can and should allow for adaptation and improvisation. Hutchinson and Waters (1987) introduced a materials design model which has four important elements:

The first, the input can be a text, dialogue, video, recording, or any piece of communication data and it provides a number of things :

Stimulus materials for activities.

New language items.

Correct models of language use.

A topic for communication.

Opportunities for students so they can use their information processing skills.

Opportunities for students so they can use their existing knowledge both of the language and subject matter.

Second, the content in which the language is not an end in itself, it is a means of conveying information and feelings about something.

Third, a language which its aim is to enable learners to use language.

Fourth, the task in which language and content depend on input.

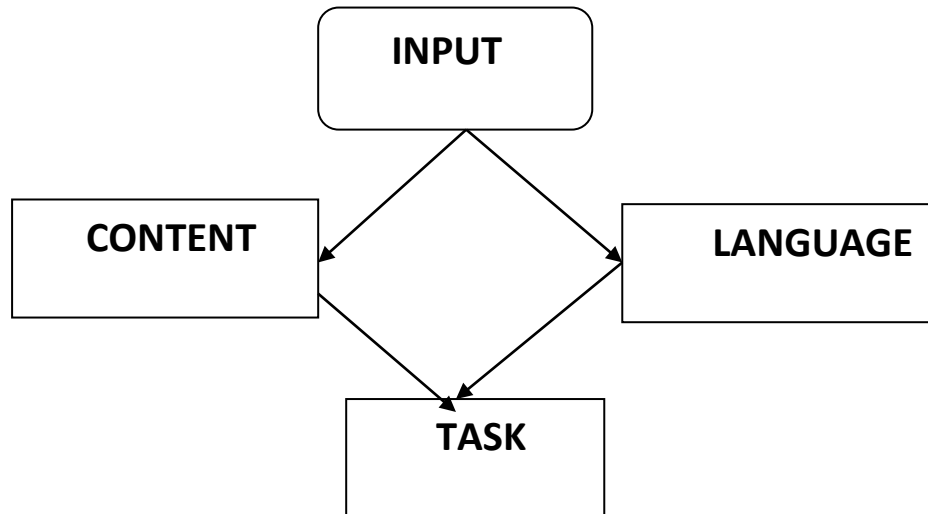


Figure 1.2 A Materials Design Model (Hutchinson and Waters 1987)

1.6.5. Organizing the Course

The organization of the course content and activities is considered as sequencing since it gives both the teacher and student a clear image of what should be taught (Xenodohidis, 2006). In addition to the steps that are mentioned before, are very important and have a vital role in the organization of the content and activities.

1.6.6. Evaluation

Is the last step in course design. Hutchinson and Waters (1987) stated that evaluation consists of two forms: learners' assessment and course evaluation, while the learner assessment should be evaluated to determine whether the knowledge they want to receive in their communication tasks has been achieved and whether the results of this type of assessment will help all participants to determine if language training is required.

1.7. Branches of ESP

According to Mackey & Mount ford (1978) " ESP is a teaching of the English language for virtually enough or precise functions. "And those specific purposes refer to the learners' needs which could be academic or occupational. These two purposes have made a distinction between two types of ESP :

English for educational purposes (EAP) and English for occupational purposes (EOP)

While the first refers to the English that is needed for studies, and the second refers to the English that is needed at work.

Dudley Evans and St John made a classification of ESP which divides EAP and EOP by professional area as shown below

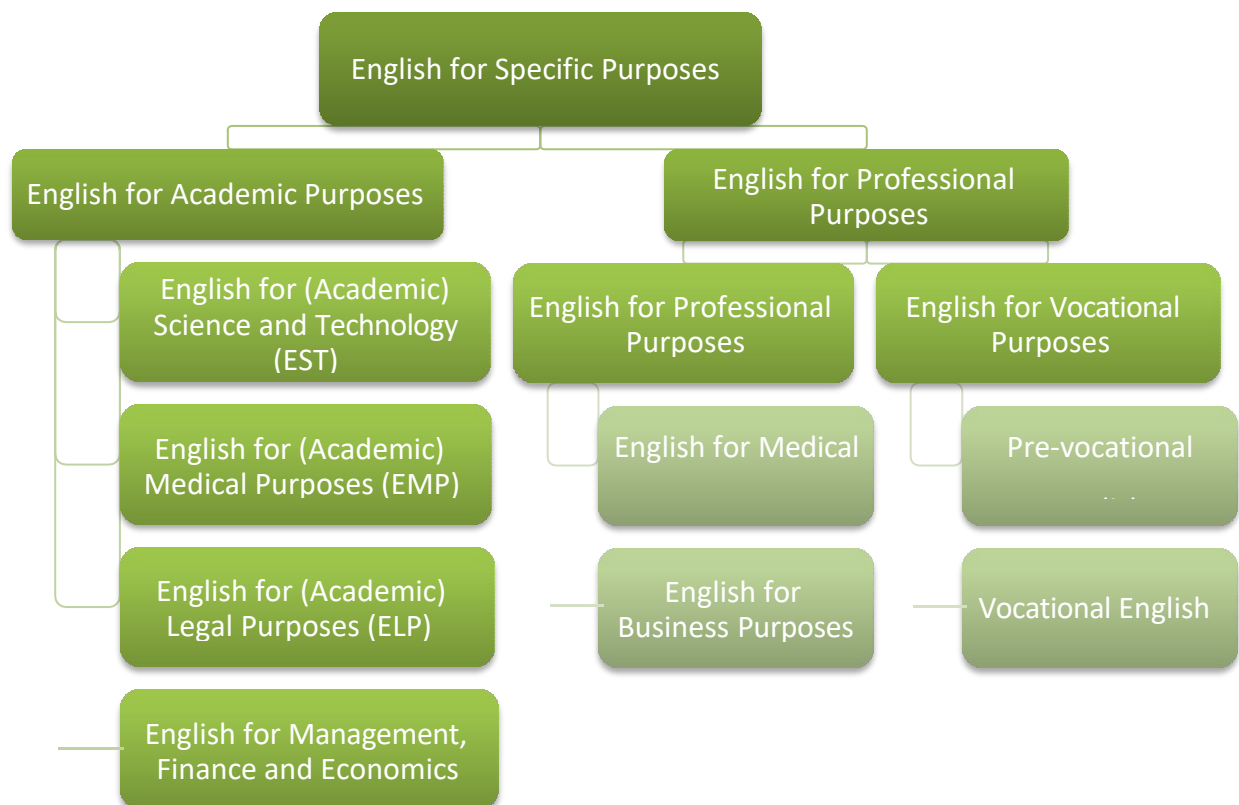


Figure 1.3 ESP Classification by Professional Area (Dudly-Evans,1997,p.6)

1.8. English for Academic Purposes (EAP)

EAP courses are designed to enable students to study specific subjects in an educational institution, to help them in their specialized field to read, listening to lectures, making oral presentations, writing reports and in this regard, English is used as a medium of study, not as a subject matter.

Stevens (1977a) characterizes the EAP region in a broad sense.

Stevens considers EAP an offshoot of larger English for Specific Purposes or ESP.

On the one hand, he emphasized the importance of teaching practical language skills with an emphasis on literature and culture in English, and on the other hand, he explained the view that language education should meet the needs and purposes of the learners.

1.9. EAP Focus

The EAP courses' content primarily depends on the English language needs of students in a specific learning context. Thus, it is of great importance to review the various ideas of EAP experts or practitioners to find out which area of EAP course content best suits the student's needs.

Jordan (1997) argues that an EAP academic curriculum aiming at catering for students who study at the university level should be academically oriented and presuppose solid "literacy abilities". This is quite close to the claims made by Liyanage and Birch (2001) that the EAP curriculum will build on student knowledge of a specific academy language and certain forms of speaking, reading, and writing about ideas and texts. This means that language proficiency and teaching skills are two essential components of any EAP course.

According to Dudley-Evans and St Johns. The language component of EAP is still very much on the teaching of grammar. Besides John (1998) reveal that When grammatical difficulties affect language proficiency, EAP educators should focus on the difficulty and spend time on teaching both the form and use of the language. Here the grammatical forms include tenses, words, styles, articles, and logical connectors. Besides, it is also important to illustrate the use of grammar beyond the sentence level in different contexts.

According to Mo (2005), instruction of study skills is an important part of the EAP courses since they are consciously learned, not an issue which is acquired instinctively. Jordan (as cited in Shing & Sim, 2011, p.5) describes a relatively comprehensive list of study skills in the study situations that may be required for an EAP program. Discussions / supervisions, practical / laboratory work/ field work, private study, reference material, lecture / talks, seminars / tutorials.etc. Consequently, all of these skills must be implemented for both native and non-native speakers of English (Robinson, 1991).

Various learning skills are taught to help students succeed in their studies. Is an idea came from the practice of "Learner Training" or " Learning How to Learn" (LHTL).

According to Ellis & Sinclair (1989), EAP courses based on this understanding, must highlight the features which are also included in the LHTL program such as consciousness-raising, explicitness, use of task-appropriate strategies, learner-centeredness, self-directed learning and learner autonomy.

By encouraging learners to acquire learning skills or by focusing on learning skills, learners can become more independent learners and take on greater responsibility for their learning (Teoh, 1995).

1.10. Needs Analysis in EAP

The instructor will take into account the specific language requirements of the students when planning and introducing of the program for an EAP. Undoubtedly, a solid basis for the general idea of having a language course is the understanding of the language needs of students. This background can simplify the whole process of curriculum development, from defining course objectives to choosing courses and learning activities. This can lead to trust in the consistency of the course, in particular to ensure that students achieve the expected outcomes. Teachers need to conduct a needs analysis to collect information about the language needs of students. In discussing the required study, ESP / EAP researchers and experts both hold this perspective.

Weddel & Duzer (1997) reported that needs analysis is a type of instrument that examines students' English as well as reading and writing skills and defines the technical context of the target language they are using, according to their desires and assumed by the curriculum

1.11. Types of EAP Situation

The EAP was differentiated from four types by Dudley-Evans and St John. The teachers will consider the content, and look at course accounts before determining whether or not they are important.

1.11.1. EAP in an English-Speaking Country

Throughout English speaking nations such as the United States and the United Kingdom, several students study overseas throughout different college and cultural activities. The key goal is, however, to "enable certain students to achieve their maximum academic potential"

To prepare students for training, pre-study classes, which are targeted at the academic language and study ability of all key skills, or in-session lessons in those cases, where English is part of the curriculum, the non-native speaker needs to learn the two languages in this sense (Dudley-Evans and St John, 1998, p.36).

1.11. 2. EAP in ESL Situations

EAP in ESL countries like African, Nigerian, and South-East Asian countries like Singapore are expanding. EAP is also rapidly rising. The degree is high in these countries due to its usage in the education system, students must learn the necessary research skills especially at all stages in this case.

1.11.3. EAP Situations in which Particular Subjects are Taught in English

The Middle East is a perfect illustration of how English is used to teach topics such as medicine and science only. There is no standard or norm of medium-sized English instruction in the world and most of the school system uses any topic to teach (students must thus change their national language to English).

1.11.4. EAP Situations where Subjects Courses Are Taught in the National Language

The guideline is typically the language of the region. The courses in practical speech processing with the instructor and a study of the function of the English text are close to problem-solving lessons. For example, Classes in Portuguese are offered. In this way, the instructor will explore quite extensively the linguistic features of the language and how significance is extracted from the language.

1.12. English for Legal Purposes (ELP)

English is also known as a professional scholarly language (ELAP), or formal legal English (EALP). English is also recognized as civil scholarly law. English applies to ESS for legal purposes and is a subset of EAP as illustrated in Dudley-Evans and St John classification by professional area (1986, p.6).

ELP is thus called an English course for the completion of other academic goals. The ELP is therefore a science area with some unique characteristics which in other fields are not that.

Garner (2001) saw ELAP as incredible, soft, daily word-replacing words. The old habits of ambiguous words, unserviceable phrases, repetition, and archeological instructions are some of the reasons this word is not common (Bhatia, 1993). But it is an important linguistic resource for professionals which ensures precision, consistency, originality, and completeness (Ibid, p.102). To prepare and understand the legal terminology before taking a true law course, the law students must also be educated in a specific language (ELAP) courses.

1.13. Teaching and Learning ELP

ESP is somewhat distinct from general English as certain challenges and complexities exist in the textual facets of law, Linguistic characteristics and legal language characteristics relate to the creation and formation, utilizing the corresponding number of words in conjunction with ESP learning methods, of specialist and university law student programs and graduates in administrative facilities around the globe.

Legal and administrative students should receive ideas and information about managerial and regulatory rules, by listening to lectures, and studying multimedia resources and reading various publications

In this context, the program is based mostly on material and relies more on the outcomes needed, such that students appreciate concepts and knowledge from specific legal outlets. Political research is natural science. Mackay & Mount ford (1978) state here that students need to acquire a much higher degree of language skill when science teaches English as an English or a scientific reference to understand and handle complex intellectual materials. Science progress or failure in this case is typically a common indicator of English success or failure.

1.14. Characteristics of Legal English

ELP is mainly used by legal professionals, lawyers, judges, legal advisors... Et, because English is currently the language of international legal practice. (ibid), naturally, legal English pays more attention to the exchange of legal experience through the application of international law and training in this field of knowledge.

Legal English, expressed in a specific vocabulary and sentence structure, is also considered a difficult task for those who speak English as their mother tongue (Lojko, 2011). Therefore, it is not surprising that foreign teachers and students in the English language are struggling with various additional reasons. To understand the nature and complexity of English for Law, it is necessary to explore the essence of its vocabulary and form and style.

1.14.1. Vocabulary

The English law dictionary is so weird that it mixes experts with native English speakers, according to David Melinkoff (1963), legal English includes Latin, French, Anglo-Saxon

and English words and phrases that are often difficult to understand for example words such as guardianship, testimony, Latin murders, acts, and thieves, come from the old English language, and robbers and acts from the old French. Legal English also includes several synonyms that are used together and can not be understood by students or professors who are not experts in the field of law. Besides, legal English is full of archaic, ambiguous words that have completely different meanings in legal situations.

1.14.2. Form

The structure of Legal English is much different than the structure of General English used in everyday speech, one of the main characteristics of English law regarding formal issues is the use of very long and complex phrases. This particular structure is caused by the fact that each legal document in the past consists of one single sentence containing a lot of information. This type of complex language composition with rare punctuation greatly complicates the understanding of the content and legal situations. Lawyers in modern law often use punctuation to avoid ambiguity in meaning. But the lack of punctuation is an important factor when writing a law based on the legal practitioners' belief that punctuation is not important compared to words (The first international conference on teaching English for specific purposes, 2013).

1.14.3. Style

Legal documents consist of legal reports, wills, contracts, constitutions... Etc, therefore the written style of English law is very formal and conservative while spoken Legal English has more freedom and creativity especially with regards to lawyers (Stanojevic, 2011).

The right style of legal expression requires a whole new level of communication skills, this is because these types of formal expressions are significantly different from the expression styles used in the student's plain English or native language.

1.15. The Most Challenging Issues in Legal English Teaching

1.15.1. The Cultural Aspect of Legal English Teaching

The cultural aspect of teaching is probably the most difficult part of teaching English law, because this includes the teaching legal systems and laws which differ from country to country in the same way as law.

Surely Teachers will be familiar with the legal system, such as the British legal system or the American legal system. It is not easy for teachers to teach in different cultures and legal systems. This is because teachers have to discuss a lot of facts, and it is not always easy to imagine in a cultural context based on tolerance. Teachers of English law are mainly teachers of General English, and in general, this particular task is very difficult, since there is no prior knowledge of legal issues and rules, this lack of experience may disappoint teachers who, as a result, have begun to lack confidence in teaching methods (Anthony, 2007).

1.15.2. Vocabulary issues

After seeing the characteristics of the Legal English vocabulary above, it can be noticed that there is not much to be added To the problem of vocabulary specifics, a foreign language, archeology, synonyms, abbreviations, etc. However, when teaching legal English, additional vocabulary problems often arise.

One of the most common problems with a vocabulary arises when learning various legal systems. It is known that it develops an independent legal system that can be used in legal systems depending on each country and region of the country (Kocbek, 2008).

This only applies if the teachers believe that the vocabulary has improved. For example, concerning the UK legal system and the student country legal system, terminological problems are completely new when the training materials contain a specific legal text that refers to a US text. This is due to the legal system. This is a problem that all English law teachers must take into account to study subjects correctly.

Another problem with legal terms arises when English legal terms are translated into students 'native languages. This is a common situation when some words and phrases used in legal English do not correspond to the native language due to different legal systems, which makes it difficult for teachers to find the correct legal situation during training. that students see as being completely abstract (The first international conference on teaching English for specific purposes, 2013).

1.16. Conclusion

This chapter highlighted an overview of ESP. It drew a clear distinction between general English and ESP, besides that it has dealt with ESP branches as well as course design and its main steps. Then, it has examined some concepts about legal English and the

challenging tasks in teaching Legal English. The following chapter aims to discuss the methodology that has been followed in the accomplishment of the present work and the results revealed from the data obtained.

Chapter Two

Research Methodology and Data analysis

2.1. Introduction:

The present chapter aims at revealing both the methodology and the findings of this research investigation. The first part of this chapter entails to describe the research methodology, the sample of informants, and the research tools. While the second part of it, is devoted to uncover the research findings.

Part 01:

2.2. Research Design:

2.2.1. Research Questions and Hypotheses:

Our universities currently teach general English under the term of ESP. problems arise when learning outcomes deteriorate because students' needs are not met. Thus it is of great importance to investigate some issues to answer the following research questions :

- 1 – What are the language needs of law students?
- 2-What are the kind of materials that suite them?
- 3- What are the difficulties that law teachers encounter?

This would lead the researcher to put forward the following hypotheses:

1-Students of law need to develop listening and speaking skills so that to be active participants in international legal events, They will need to develop the writing skills to attract a larger foreign readership and, more importantly, since any paper not written in English will have little chance of being read and published in the coming years.

2- The teaching materials that law students need are; visual aids and realia.

3-The lack of knowledge about the subject matter and the absence of the cooperation between the English teacher and teacher specialist may widen the gap between the learners' needs and the courses planned and can trigger several problems in the teaching/learning stage.

2.2.2. The Purpose of the Study:

The aim behind the current study is to investigate the student's perceptions towards the ESP courses at the department of law from the academic year (2019/2020). and identify

the students' language needs then, design a consistent ESP course and propose sample lessons and materials that will fulfill their requirements.

2.2.3. The Research Methodology:

It is believed that using more than one type of analysis can provide more reliable research findings that are why for this study investigation, the researcher used two forms of analysis which are as follow:

- ***Qualitative :***

This kind of analysis is based on the observation and interpretation of The researcher. the study aims at explaining and discovering specific data which "can occur as a result of explanations, interviews, written responses, or even in a form of unstructured observations (Weir and Roberts, 1994).

Therefore, in the present study, the researcher used the qualitative method for the analysis of all the tools used in that research. It was achieved as follows:

Responses were gathered and interpreted. Then, an analysis of major points enabled the researcher to gather the informants into groups that allow for synthesizing of their comments.

- ***Quantitative :***

The researcher used this kind of analysis for the student's and teachers' questionnaires. The aim behind it is to measure their answers so that they can assess their language needs and requirements. The data collected are summarized in tables and figures, while the figures transformed into percentages which make it easy for the researcher to compare between them.

2.2.4 The Sampling:

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. In the same line of thoughts, C. R. Kothar (2004) underlines the significance of using a sample when he states: "The respondents

Selected should be as representative of the total population as possible to produce a miniature cross-section" (p.55) That is to say, the respondents selected to refer to "the sampling". We conducted our research using the case study research design because it focuses on understanding the phenomenon within its natural setting. Since the researcher

had the case study of law, she selected a sample to simplify the work because there exist many areas of specialization in the Master One law' field of study.

A randomly selected sample of forty-two (42) students from the law department at Saida University as part of conducting the present research, in addition to questioning their teachers to get the needed information. In this case, the chosen forty-two students represented a quarter of the number of the whole section.

2.2.5. The Sample Population

Population refers to the group of people that we want information about and a sample refers to the part of the population that we take out to examine and draw conclusions from.

The sample population of the present study consists of :

1- (42) Master one students of Law who study in D.r Moulay Tahar Saida University, these 42 students belong to different classrooms, and the researcher has chosen to construct the investigation upon first-year master students because they are advanced in their studies and who better understood of their needs, and the importance of English instruction.

As cited in Kennedy and Bolitho (1984), Older students are more likely to have their definitions, ideas about what they learn, and why, and the usefulness of learning English is becoming more and more clear.

2- Two teachers took part in this study, one of them is a general English teacher and the other one is a subject specialist and they were invited to answer an interview and questionnaire. The teachers were a woman and man who were in charge of teaching English to all levels in that Department. That is to say, they were the only available English teachers there. The aim of choosing them is that they know the courses that they teach and whether the learners' needs and lacks were taken into account. After selecting informants who can effectively represent the entire population, the researcher proceeds to the next stage of this study and selects data collection tools.

2.2.6. Research Instruments

Two research instruments have been used in this research work, a questionnaire which was directed to students and teachers, and interview witch addressed to teachers.

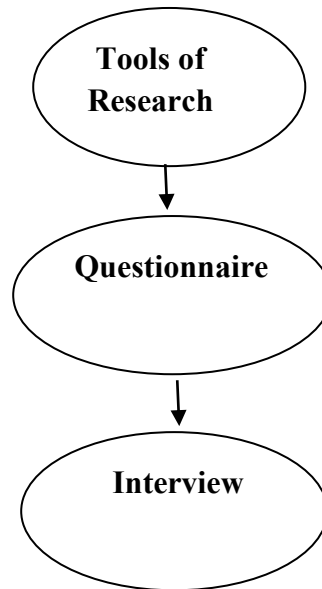


Figure:2.1 Tools of Research Used in this Study

2.2.6.1. Questionnaire:

A questionnaire is a research instrument that consists of a set of questions that aims to collect data from a respondent about a given work, as claimed by Richards (2005) “Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze” (p.60) Thus, the questionnaire is used as a source of collecting data because it is useful for obtaining quantitative and qualitative data where students can express themselves freely through the questions, that is, both methods help the researcher getting a large amount of data in a short period along with classroom observation. Therefore, the results would be very helpful to confirm the research question and hypothesis.

2.2.6.2. Interview:

Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic.

Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. (McNamara, 1999)

Part 02:**2.3. Data Analysis and Discussion****2.3.1. Description of the Students' Questionnaire:**

The questionnaire was used to investigate the students' awareness about what and how they were learning, besides their needs, that is to say, It aimed at testing the research hypothesis. It consisted of eight (8) questions as explained below.

Question 1 and 2 was meant to gather information about the participants and their proficiency level.

Questions 3 and 4 highlighted the learners' points of view about English courses and seek to self evaluate their English proficiency in the four skills.

Questions from 5 to 8 were to investigate the students ' wants and their attitudes towards the current English courses at the University besides their expectation from the course.

2.3.2. Students' Questionnaire Results:**Question 1: The importance of English**

Importance of English	Students	Percentage
Very important	24	57.14%
important	8	19.04%
Not so much	10	23.80%

Table 2.1 Importance of English for Law Students.

The results obtained from the table will be interpreted in the figure below

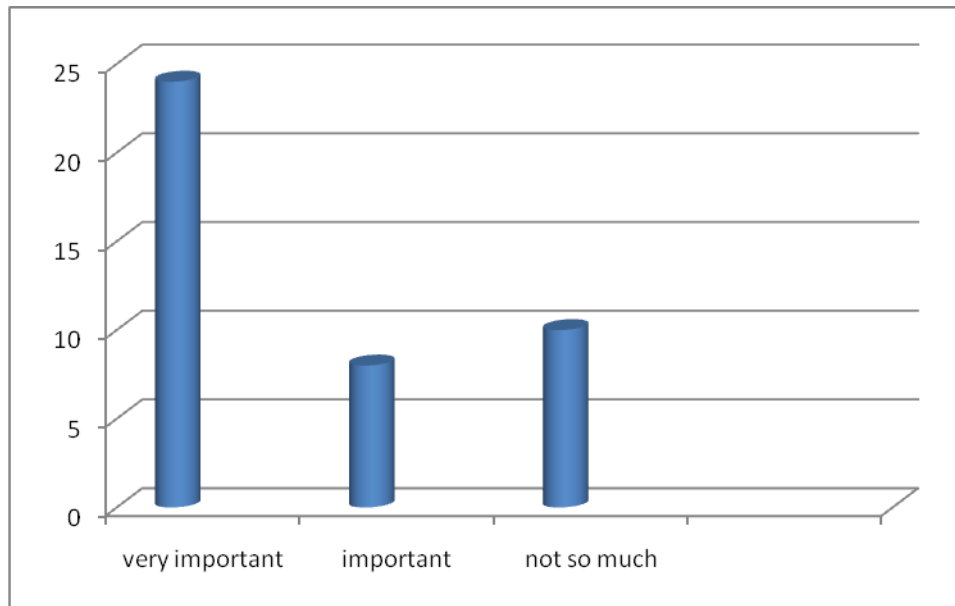


Figure 2.2 the Importance of English for Law Students.

Regarding the importance of English in the law studies, almost all the students agree that English is very important for them, and they justified their answers by saying that there are a lot of articles are in English, only 8 participants say that English is important because it helps them to communicate with foreigners. And (10) participants answer with not so much important.

Question 2: Indicating their Language Skills

		High	Intermediate	low
Reading	Number	15	19	8
	percentage	35.7%	45.2%	19.04%
writing	Number	10	20	12
	percentage	23.8%	47.61%	28.57%
speaking	Number	3	19	20
	percentage	7.14%	45.23%	47.61%
listening	Number	12	18	12
	percentage	28.57%	42.85%	28.57%

Table2.2 Students' Self- Assessment in the Four Skills.

As shown in the table above, it can be noticed that the students self-assess their proficiency in the four skills writing, listening, reading, and speaking.

The table presents that the students have an intermediate level in the four skills in which (47.61%) of the students answer that they are intermediate in writing and (45.23%) in

speaking, (45.21%) in reading and (42.85%) in listening. (35.7%) of the participants are highly skilled in reading, which is the highest percentage, while 20 participants about (47.61%) answer that they are low in speaking skill.

(28.57%) in listening, 8 students answer they are low in reading and the other 12 students are Low in writing.

The data collected mark that the students are sort of intermediate proficiency in the four skills

Question3: Evaluation of the English Courses whether they Are Beneficial for them

Yes/No	Students	Percentage
YES	33	78.57%
NO	9	21.42%

Table2.3 Beneficial of English Courses for Law Students.

The table shows that (78.57%) of students think that English courses are beneficial for them while (21.42%) think that are not

And this signifies that 33 participants see it important and beneficial and only 9 of them do not think that they are important.

Why?

Why	Students	Percentage
For the reading and translation of articles in the area of law.	10	23.80%
Help them to understand legal terms.	7	16.66%
Help them to pass exams.	8	19.04%
Help them to attend international events	8	19.04%

Table 2.4 Student's Reasons towards the Importance of English in their Studies.

The results obtained from the table above are represented as follows:

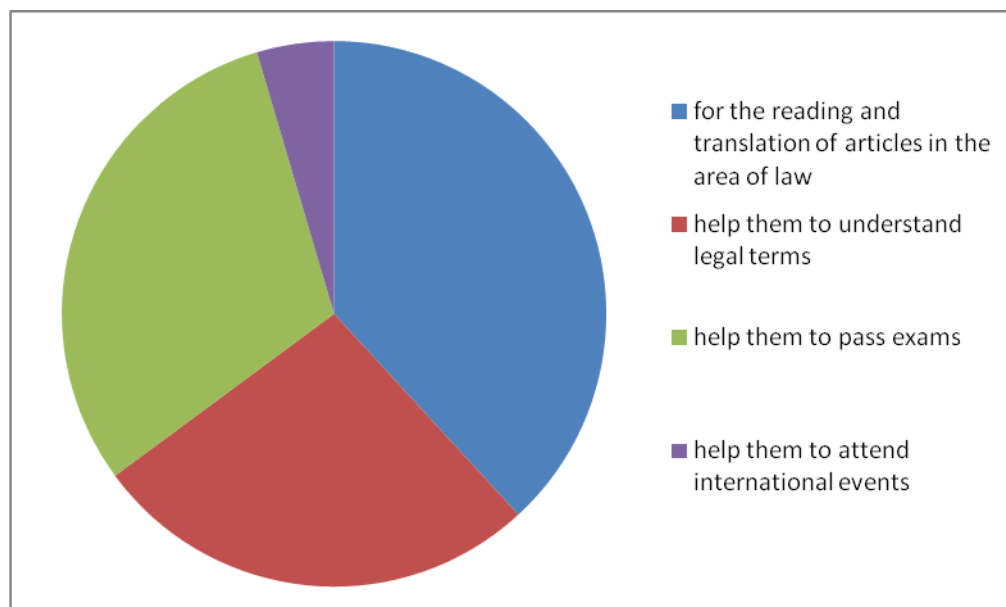


Figure:2.3 Student's reasons for the importance of English in their studies.

The figure shows only the answers of the group which think that English courses are beneficial for them. However, (23.80%) of the participants answer with: To read and translate articles in their field. And about (16.66%) answer to help them to understand legal

terms., and (19.04%) answer with: help them to pass exams And also (19.04%) say that it helps them to attend international events.

Question 4: Classification of the Skills According to their Needs

The skills		1st	2nd	3rd	4th
Reading	Students	6	19	10	7
	percentage	14.28%	45.23%	23.80%	16.66%
Writing	Students	2	7	20	13
	percentage	4.76%	16.66%	47.61%	30.95%
Speaking	Students	34	4	3	1
	percentage	80.95%	9.52%	7.14%	2.38%
Listening	Students	00	12	9	21
	Percentage	00.00%	28.57%	21.42%	50%

Table2.5 Classification of the Skills According to the Needs.

The results obtained from question 4 are represented as follows:

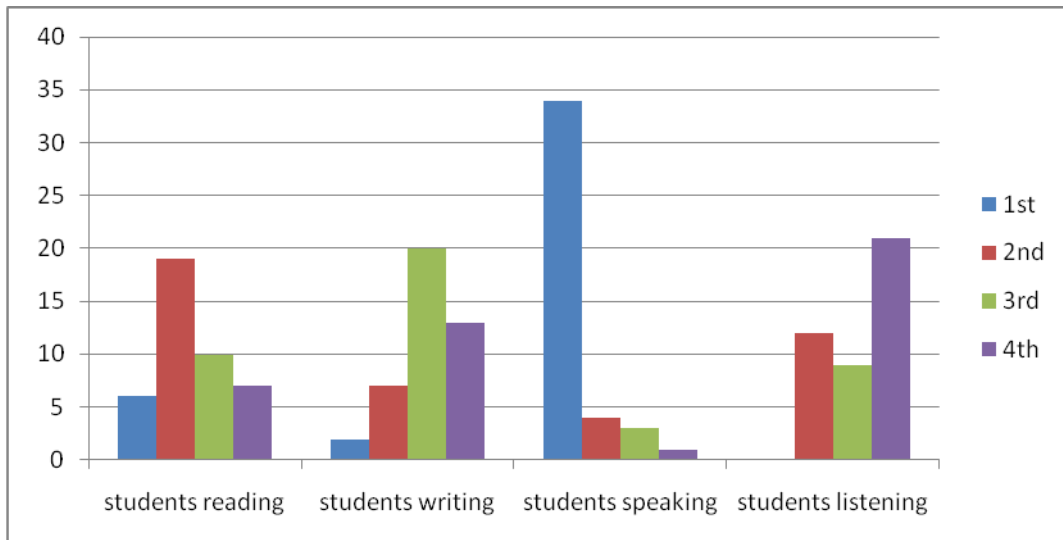


Figure2.4 Classification of the Four Skills According to the Students' Needs.

in the table above, students were asked to classify the four skills according to their needs.

The priority skill for Law students seems to be speaking by (80.95%), then the reading skill by(14.28%), and writing skill by (4.76%) and (0.00%) for listening skill.

The second priority skill for Law students seems to be reading by (45.23%)of the participants, then listening by (28.57%), after that writing by (16.66%)and speaking by (9.52%)

The third priority skill for Law students seems to be writing by (47.61%), then reading skill by (23.80%), and listening by (21.42%), then speaking skill by (7.14%)

The fourth priority skill for Law students seems to be listening by (50%), then writing by (30,95%) and reading skill by (16.66)

Question 5: The Needs of Law Student

The needs	students	percentage
Legal English	17	40.47%
Books and materials	19	45.23%
Non-response	6	14.28%

Table: 2.6 The Specific Needs of Law Students in English.

The results obtained from question 5 are represented as follows:

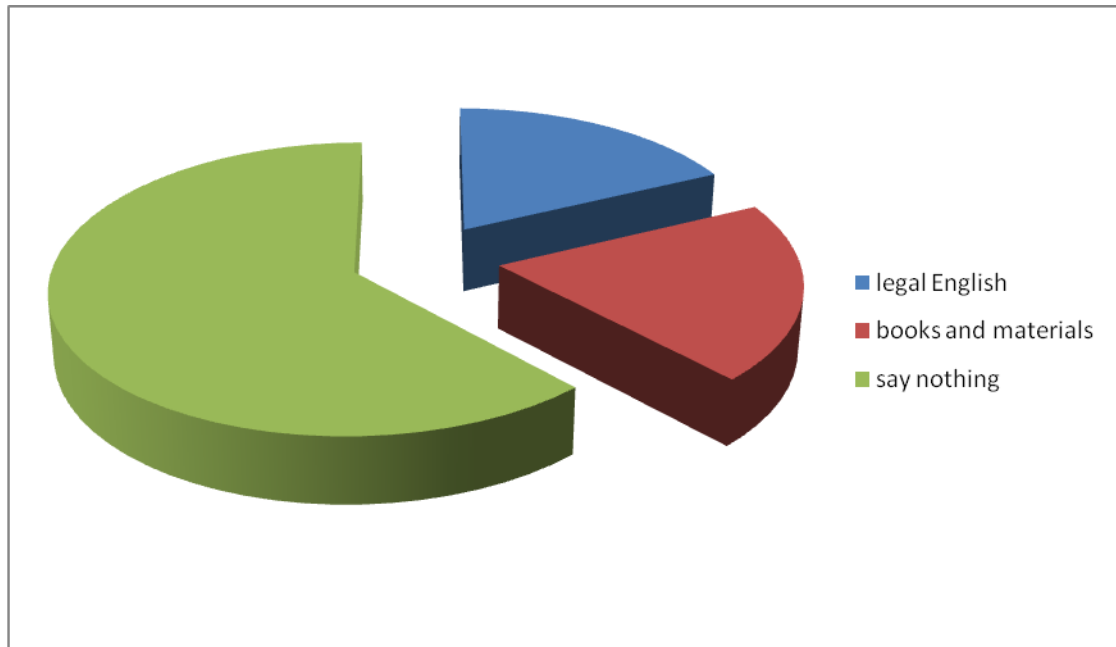


Figure 2.5 The Specific Needs of Law Students in English.

This table revealed that 17 of the participants say that, their specific needs are the legal English, followed by the reading books and materials by (45.23%) of them, finally comes 6 of the participants had non-response.

Question 6: Students' Satisfaction with English Courses at their University

Yes/No	Students	percentage
Yes	28	66.66%
No	14	33.33%

Table2.7 Students' Satisfaction About English Course.

The table above shows the attitudes of the learners towards the English courses, However, (66.66%) of the students are satisfied, while (33.33%) are not satisfied with their English courses at their University. and this means that 28 of the learners are satisfied with what they are taught and motivated, whereas 14 of the students are not motivated since they are not satisfied

(7) If no explain?

The 21.42% are dissatisfied with the English courses at their university because of 1-time allocated.

And about 11.90% are dissatisfied because of

2- The absence of materials.

Question 8: What do you expect from the ESP course (content)

Learners' expectation	Number	percentage
Learn specialized vocabulary	10	23.80%
Improve their speaking	13	30.95%
Gain the four skills	12	28.57%
Say nothing	7	16.66%

Table2.8 Learners' Expectations from the Course.

The table above represents the participants' expectations from the course. The findings indicate that (23.80%) of the learners want to have courses for learning specialized vocabulary: the legal vocabulary. And about (30.95%) want to have courses for helping them to improve

Their speaking, in addition to (20.57%) who want courses which help them to gain all the skills, and the remaining (16.66%) of the participants did not provide any answer

2.3.3. Description of the Teachers' Questionnaire

The teacher's questionnaire was prepared to validate the research questions of this study. It included eleven (11) questions; some of them were close-ended used for the sake of having a suitable answer, whereas the others were open-ended ones used for the purpose to get extra information. The teacher's questionnaire was planned to gather data about ESP course design which divided into two sections as explained below.

Section 01:

Provided the researcher with essential information about the participating teachers 'degree, the field of specialism, and their experience.

Section 02:

It is concerned with their visions about the course, their student's needs, materials available, and some suggestions to improve the situation in the department.

2.3.4. Teachers' Questionnaire Results:

Section one: personal information

Question 1: specifying your degree

Answers	licence	Magister/master	doctorate
Frequency	–	2	–

Table 2.9 Teachers' Degree

The table above shows that both teachers have a master's degree. One have obtained a d

Question 2: what is your field of specialist

Answers	GE teacher	ESP teacher	Subject specialist
Frequency	2	–	–

Table2.10 Teachers' Field of Specialism.

Question 3: How long have you been teaching English at the department of law?

teachers	Period
2	3 years

Table2.11 Period of English Language Teaching.

This question helped the researcher to know more details about the participant's teaching experience, which both of them have three years of experience in the department of law.

Section 2: ESP data**Question 4: According to you what are the needs of your students?**

The learner's needs according to teachers are:

"Legal English" is one teacher's answer.

The other one said everything, which including communication needs, learners should access to specialized English references (books of law edited in English), and this teacher noticed students' weaknesses in some aspects of the language; and thinks that what student are in need are the grammatical syntactic and phonetic lessons.

Question5: Do you think that English should be taught by a subject specialist, language teacher, collaborative teaching?

Both teachers agree that English should be taught by collaborative teaching, and none of the informant teachers denied the value of consulting specialists before planning their lectures; however, they acknowledged that such cooperation did not occur because they had no contact with them except their students.

Question 6: in your course/lesson do you include?

The two teachers answered with subject content

Question 7: What are the problems encountered when teaching ESP?

Both of them agree that the level of the students is too weak.

Question 8: Before planning your course did you proceed to a needs analysis?

The two teachers claimed that it is very important to take this step before designing their lectures.

Question 9: Is there any syllabus provided by your department? And which type of teaching materials did you use?

According to what both teachers said, it can be noticed that there is no syllabus provided by their department. And the materials that they select are either courses from general English textbooks or some legal articles

Question10: Do you think that the lessons/course provided to your students is relevant to their needs?

Having a ready syllabus can be beneficial for the teacher, but since there is no syllabus provided by a law department, both teachers think that the lessons designed to the learners do meet their needs and relevant to them.

Question11: Do you have any comments or suggestions to develop or to design an ESP course for students of law?

Proposals and feedback from teachers:

The informants claimed that almost all the legal files the students are in need are published in the English language that is why they encourage the students to start developing their level in this language and the department to move to implement the English language as a language of instruction to provide law students with more resources thus more information and experiences.

2.3.5. Description of the interview

As mentioned before, the second data-gathering tool is the teachers' interview. It was supposed to be a tape-recording structured interview, but due to the current situation because of covid19, the researcher could not meet the teachers instead she used the e-mail to send the interview's question to teachers. The participants were teachers of English at the Department of law. This tool is composed of 9 questions whose main objective is to determine teachers' status and their training in ESP, besides it aims at investigating different issues concerning ESP course design, it also aims at gathering teacher's attitudes and perceptions towards the needs analysis before doing their lectures.

2.3.6. Results of the interview

Q1: What is your status?

One is general English, and the other one is currently assistant professor class B

Q2: have you had some training in ESP?

One answered that he did some training but not intensively. And the other one did not, but got some training on didactics of English and have been teaching ESP for six years

T1 stated that:

Unfortunately, I haven't had any, but I got training on didactics of English and I have been teaching ESP for six years.

T2 stated that:

“Yes. But not intensively “

Q3: do you think that you need it?

The results revealed that the teacher who doesn't receive any training in ESP believes that it is not necessary, and the other one believes that it is important to get training to be qualified in teaching it.

T1: stated that: “no there is no need. “

T2: “actually, I need to know more about teaching ESP particularly in the field of Law, and if I get the opportunity I won't miss it. “

This means the teacher eager and willing to receive such training if available because it improves the quality of teaching and learning

Q4: do you think that using needs analysis is important before designing any course? And why?

It was affirmed that conducting a needs analysis is the first step before designing any lecture.

T1 stated that: yes. Needs analysis is very important

I cannot just come and teach my students what I need them to learn.

I teach them what they need.

I need to examine their background, what they lack, what is necessary for them to learn, what they want so that I give them a course that meets their needs. This will enable me to get them to the desired goal (target situation).

T2 stated that:

Of course, analyzing students' needs is vital in teaching Esp... Because it helps the teacher to identify the requirements and the areas in which students are lacking and in need of improvement for instance (reading, listening, writing, and speaking), it brings the students to their field of interest... Therefore they make a sense of learning the language

Q5: What types of materials do you use and why?

One mentioned that using worksheets, language lab, data show, games, computers. Etc

And the other one mentioned that using paper-based due a short time.

T1 stated that well... Due to the short time allocated for English lessons... I do not use much of them ...the key material I use is paper-based..I provide students with handouts contain syllabus related the law field.. Each subject is divided into titles and subtitles.. Involve definitions of key terms...and the lesson is concluded with exercises.

T2 stated that:

5Worksheets, language lab, data show, games, computer, Smartphone, video, etc...

The materials are necessary.

The teacher always remains the most influential part of the learning process, but sometimes he/she needs materials to convey the teaching in a better way.

Q6: Do you think that collaboration is useful in achieving good results?

Collaboration between English teachers and subject specialists is required to achieve the learning objectives of ESP courses. so one answered like this way

T1 stated that: Yes, of course, collaboration is of great importance, especially in teaching.

You know the English proverb that says: "Two heads are better than one".

And the one did not get the question

And mentioned this answer

T2 stated that: Of course, From time to time I provide students with team works or projects to increase the spirits of collaboration and responsibility among the students. As well as

motivating them through communicating and learning from each other's mistakes and experiences.

Q7: How do you find the contents of your present English courses?

One teacher affirmed that his courses are relevant to students'

level and identified needs. This means that the results of analyzing learners' requirements and priorities to learn English reveal what teachers would include in the ESP course content.

T1 stated that: I find them suitable because I made sure that they would go with the level and needs of my students when preparing them.

That is to say, they meet their requirements.

This shows that the needs analysis was carried out with great care.

T2 stated that: Usually, I ask professors who are more experienced than me in teaching legal English and my previous teachers in English department, Sometimes I use legal English books (leading authority), Dictionaries (Oxford, Merriam-Webster' s law dictionary). I use internet to get updated information, Translation especially when it comes to Algerian laws.

Q8: What are some problems you meet in designing the course?

One teacher said that the problem is not when designing the course, but when starting to design the textbook. Whereas, for the other teacher the problem is with time and determining students' needs.

T1 stated that: The problem is not when designing a course. The problem is when you start to design the textbook, worksheets, or other materials that will cover the course you have designed.

With the internet, EBooks, YouTube, tons of materials are available. But, you need a lot of time to select the right material.

T2 stated that:

Among the problems:

- Determining students' needs due to the lack of interaction between the teacher and the students (students' lack of interest in learning English)
- Not enough time to reach the lesson objectives and to use different teaching materials.
- Determining the evaluation method (assessment) Due to a large number of students.

Q9: Finally, do you have any further commentary on ESP instruction?

This question aimed at opening the scope for teachers to comment or add opinions about the subject of the current study. Besides, it encourages them to raise issues related to ESP

Instruction, and they commented as follow:

T1 stated that: Yes, I have. Normally, we teach ESP to learners whose level is B2 or at least B1.

That is to say, intermediate or pre-intermediate levels.

However, we sometimes find ourselves with learners whose level is less than A1 (beginner).

This obliges us to design something very low with a simple and very limited language.

T2 stated that:

- Well, As ESP teacher I highly recommend the following:
- Allocating more time for legal English module.
- Minimizing the number of students in the amphitheater.
- Providing teachers with new teaching materials for example projectors, Listening labs, Smart boards...etc
- Organizing regular meetings and forums for ESP teachers and learners...about the updated methods to teach and learn English language to improve teacher's teaching skills, And to sensitize the students to the importance of leaning English (ESP)
- Increasing the number of ESP teachers through providing academic formation to law professors.

2.4. Conclusion

This chapter discussed the research methodology and the findings of the study. The aim behind it was to provide suitable answers to the research questions and to test the validity of hypotheses. Its first part revealed details related to the present research work by stating the research questions and hypotheses, identifying the population under investigation. Moreover, its second part revealed all the findings of the current study. The next chapter aims to discuss and analyze the collected data since it is an important parameter in the design of the course.

Chapter Three

Findings, Interpretation, and suggestions

3.1. Introduction

The purpose of this chapter is to present the interpretation of the results to confirm or refute the proposed hypothesis; besides suggestions. It is divided into two parts, which the first one is about analyzing the results, while the second part is about a set of suggestions and recommendations. in addition to a sample lesson to illustrate the results obtained.

3.2. Interpretation of Results

3.2.1. Interpretation of Students' Questionnaire Results

The questionnaire was indispensable because it helped the researcher to collect information that determines the students' weaknesses and what they expect from the course. After analyzing the results of data collection, the following conclusions were made: The majority of the students were aware of the importance of English language and they considered it not only a language of books or something they learned just in university and nothing more, but they considered it a language of research and a tool of communication with foreign people in international events as well. Another thing that the results of the questionnaire indicated that law students have an intermediate level in writing and about(35.7%) are highly skilled in reading but the other ones were in urgent need to improve their level in English since they were very weak in the other skills (listening and speaking), besides, one can notice from the question 4 which is about the classification of the skills according to their needs, and according to the table and the analysis above, students are in need speaking and reading and writing over than listening. These results have great importance for the English teacher to know about and reconsider the teaching methodologies adopted.

Students were also asked to give their opinions about their specific needs in English, many said that they needed legal English, while others said that they need books and materials including dictionaries. In addition to some law students were satisfied with current English courses at their university, while others not because of time allocated to English sessions, which represent one hour and a half per week and they think that is no way enough to them besides they complained about the absence of the materials. The data showed also that those learners expect a lot from the course such as (Learn specialized vocabulary, Improve their speaking, Gain the four skills) as mentioned before, and this means that the syllabus should be redesigned appropriately to meet their expectations.

3.2.2. Interpretation of Teachers' Questionnaire Results

Questioning the participants in that department enables the researcher to gain insight into the learners' current English situation. After analyzing the results of data collection, the researcher gained the following conclusions which are as follows:

The first questions were targeting mainly the English language teachers 'profile, while the teachers who were concerned with the questionnaire were all graduated from English department: both teachers holds a master degree in English, and both have 3 years of experience at the law department. Within the questionnaire, the participants were asked about their students' needs and it claimed that everything, which including communication needs, learners should access to specialized English references (books of law edited in English), and the teacher noticed students' weaknesses in some aspects of the language; and thinks that what student are in need are the grammatical syntactic and phonetic lessons.

Besides both of them claimed that collaboration between the subject specialists and language teachers is very important because the language teacher not being a specialist in the specific area can not decide by himself or herself how to adopt or select the appropriate course. Also, both of them agreed on the fact that students have a weak level in English, and this encounters the process of teaching. The participants were also claimed that it is important to take the first step which is "needs analysis" before designing their lectures since needs analysis is the cornerstone of each course design, and the essential and first step for every course designer to develop teaching materials

According to the participants, there is no syllabus provided by their department. in that case, organizing the course depends on the teacher himself or herself. The problem of materials was also pointed by both teachers since the only materials used during the lectures were handouts and articles due to the lack of audio-visual materials to carry out the English lectures, and this leads to the idea that listening to presentations and lectures in the target language is absent, and which is it a necessary element in developing the listening skill for law students. The last question was dedicated to further suggestions to improve the teaching/learning process in that department and they claimed that nothing can be achieved without more sessions, in addition to the focus on the importance of English language in today's world

3.2.3. Interpretation of the Interview Results

Analysis of interviews with teachers revealed that needs analysis played an important role in ESP course design. The primary step that any ESP practitioner should consider must be the needs of the learners (Hutchinson and Waters, 1987), (Dudley-Evans & St. John, 1998). While the key role of needs analysis in teaching has been recognized, most teachers do not do it regularly. Additionally, training for English teachers proved to be a requirement in ESP teaching. Furthermore, the collaboration between English teachers and subject specialists can enhance teachers' performance and improve student's proficiency levels.

All teachers agreed that teaching plays a critical role as it increases their performance and Keeps teaching results higher. That is, it helps them to adjust their views, and develop their classroom positions, e.g. course content, subjects, materials, and teaching methods. this analysis also revealed the teacher's comments about some issues related to ESP such as (Allocating more time for legal English module, Minimizing the number of students in the amphitheater, Providing teachers with new teaching materials for example projectors, Listening labs and Smart boards...etc)

3.3. General Recommendations

This humble research work was an attempt that tries to handle the problem of ESP course design for master one Law students at Saida University. When reading the provided data, one may notice that the majority of the participants have a weak proficiency level in the English language, and they are complaining about one session per week. Therefore In this section, the researcher tried to suggest and recommend some ideas that seem useful.

According to what being said about their low level, for developing an acceptable mastery of the four language skills, ELP students have to learn or combine a mixture of general English, terminology related to the legal context, and specific language forms and structures. Besides, to give the English language much importance, its coefficient should be the same as the other modules. This can motivate students to learn it and take it into consideration; It is also recommended that at least two sessions, one hour and a half per week. ESP does not deal with terminologies only but it deals with the four skills, reading, and writing, listening, and speaking. And here the practitioner's role comes; he or she has to design tasks that seek to improve the four skills. That is why a sample course is recommended as follows (Lamri, 2011):

3.4. ELP Course Design

Before the creation of any teaching materials, ELP course designers have to take into account the analysis of students' needs. To design an ELP course, the researcher in this part tries to suggest a set of steps which are as follows (Lamri, 211).

3.4.1. Topics

It is very important to choose a topic during the course design process. The students who took part in this investigation work are law students, for this reason, it is necessary to select a topic that relates to their specialty. Accordingly, it is well-known that if the students have not any interest in the subject, their motivation for learning will be reduced. Therefore, dealing with topics that are closely associated with their field of study can help them to learn more.

3.4.2. Text Selection

After choosing a topic that is appropriate for the unit of study, ELP teachers should choose a text that is appropriate for language practice. For an efficient course, the ELP teachers have to provide interesting texts which reflect real-life situations such as authentic texts which are intensively motivating and helpful.

In short, if teachers believe that this will add value to education, they can apply or simplify the authentic text. However, these materials must be adapted to the needs and requirements of students, and they can create many practical and interesting classes in the classroom to achieve very interesting and necessary goals.

3.4.3. Language Activities

After selecting the appropriate texts, teachers should develop and prepare an appropriate set of exercises to overcome students' linguistic shortcomings, meet their needs, and achieve the objectives of the course. The reason for language activity is to help students develop the ability to use the target language correctly. Hence, it will help students understand the discourse associated with their field of study and prepare acceptable parts of speech and text. (i.e to develop their language skills.) Also, teachers should choose interesting activities that motivate and maintain interest. The purpose of the suggested activities is to help interested students to become effective users of the target language. It is important to introduce the topic of the lecture and let the students understand the objectives

of the unit and that before dealing with the skills activities. And this stage is considered a warm-up activity, and teacher can provide images or videos related to the court session, crime scene, where students can freely view and comment in both (target language and native language) By this way, the learners will be familiar with the context of the situation under study.

3.4.3.1. Listening Comprehension

As students become familiar with the subject, the selected text is displayed orally. However, language teachers may systematically read the text i.e. gradually, clearly and carefully which means after each passage, the teacher has to explain the difficult words and take into account the keywords that are related to their field of study. And whenever, the teacher notices the students' progress, he or she can move to another thing which is using audio or video recorded real-life situations. This technological support encourages students to focus more on the course. And over time, they can build a kind of communication skill.

3.4.3.2. Reading Comprehension

The teacher moves to the next step which is reading Comprehension After getting acquainted with the topic of the study. However, the students of law have to read texts related to their field of study. The study showed that Law' students have linguistic lacks that can influence their comprehension during the reading process. At this stage, students should be familiar with the genre and format of the text in front of them, for example, the teacher makes them discover the type of discourse in the text: narrative, descriptive, instructional, expository, argumentative ... and also the format of the text: letter, academic article, official instruction, newspaper... Etc. Teachers should provide a detailed context, structure, and style for this text. Thus, students read a text with all the necessary information. For better text understanding, the teacher at this stage suggests some activities Such as Answering comprehension questions using students' own words; and Translation exercises.

3.4.3.3. Vocabulary Activities

Acquiring the required terminology that is used in communicative skills is the purpose of any language process. It is important to focus on vocabulary in ELP courses because it helps the students to build the four skills proficiencies, however, if the students are not motivated or interested, it will hard to be achieved.

After the vocabulary, activities the teacher moves to the functional and notional characteristics of the suggested text that needs to be raised.

3.4.3.4. Language Use

The goal of ELP practitioners is to help students to communicate effectively in the target situation. To achieve this goal, you need to master the skills and concepts of the language. The latter should be based on the presented texts and included in various types of activities.

3.4.3.5. Production Activities

To facilitate language production, it should consider activities as an important step in developing ELP courses, Also Taking into account the requirements of the target situation, the students will be called after their graduation to produce oral and written texts, either for their post-graduate research works or professional activities as an employee or lawyer. For this reason, to meet the needs of students, it is necessary to gradually improve and develop production skills, gradually practicing the different writing required for the target situation.

Teaching writing and speaking skills is not an easy task, it is a complex process that requires long and constant contact with many language practices, And with such conditions, students will know the different structures, types of writing.. Etc before producing any of them, Also, they will acquire a skill that enables them to produce coherent and correct outputs.

3.5. Sample Lesson

The present lesson is devoted for master one Law students because through this research, the researcher takes some aspect into account to design a course that meets the students' needs, and would help them to update their specialty knowledge and language progress, and it is also an example or suggestion for teachers to work with it. Its aim and objectives are as follows (Lamri, 2011)

Aims: The purpose of this section is to familiarize students with legal terminology. At the end of the course, students should be able to understand and translate basic legal terminology associated with the US and UK legal systems and prepare written paragraphs.

Objectives: At the end of the course, the students should be able to:

-Using legal terminology to understand the various texts.

- To communicate about legal topics.
- Writing essays related to their field of study
- Translating legal texts from English to Arabic and vice versa.
- Communicating about legal topics.

The Selected Topic: Legal Systems.

Part One: Listening Comprehension

Task one

Listen to the text and try to answer the following questions

The **head of state** is the monarch, currently the Queen in the UK, but the government carries the authority of the Crown (the monarch). The Westminster Parliament has two **chambers**: the House of Lords and the House of Commons, which **sit separately** and are **constituted on** different principles. The Commons is an **elected body** of members. Substantial reform is being carried out in the **upper house**, the House of Lords, where it is proposed that the majority of members be **appointed**, with a minority **elected**, replacing the hereditary peers. There is no **written constitution**, but **constitutional law** consists of **statute law** (see Unit 2), **common law** (see Unit 3), and **constitutional conventions**.

Cambridge Professional English in Use Law (Gillian & Sally, 2008, p.8)

Who is the head of the state?

How many chambers the U.K parliament consist of?

What they are called?

What does constitutional Law contain?

Task Two

Listen again to text (2) and match each word item with its corresponding definition.

- | | |
|-------------------|--|
| 1. The commons is | a -The head of state |
| 2. The lords are | b-An elected body of members |
| 3. The Monarch | c-The majority of members be appointed |

with a minority elected

An English course for Law and administrative sciences student (Lamri, 2011).

Part Two: Reading comprehension

Text02



Cambridge Professional English in Use Law (Gillian & Sally, 2008, p.8)

Task one:

Which of the following titles do you think suits the text best?

- a- The structure of the Law.
- b- Jurisdiction
- c- The Constitution.

Task two:

Read the text carefully and fill in the blanks with the following words

(Civil law, Public law, Criminal law, Procedural law, Substantive law)

1-..... is law relating to acts committed against the law which are punished by the state.

2-..... is concerned with the constitution or government of the state, or the relationship between state and citizens.

3-..... is rules which determine how a case is administered by the courts.

4-..... is concerned with the rights and duties of individuals, organizations, and associations (such as companies, trade unions, and charities)

5-.....is common law and statute law used by the courts in making decisions.

Part three: Vocabulary:

The best way to learn vocabulary is to translate texts and here is it an example task about that

Task one :

Look at the table below and match the appropriate definitions from English to Arabic.

ACCUSED – The person that is charged with a crime and has to go to criminal court. (See DEFENDANT).	شريك - من ساعد شخص آخر ف ارتكاب الجريمة سواء كان بالقصد او بدون قصد
ACCORD – A satisfaction agreed upon between the parties in a lawsuit, which prevents further actions after the claim.	متهم - الشخص الموجه له تهمة جنائية وعليه ان يمثل أمام محكمة الجنايات. (انظر : المدعى عليه
ACCOMPLICE – A person that helps someone else commit a crime. Can be on purpose or not.	اتفاق /تراض/مصالحة - تسوية بين طرفين متنازعين في دعوة قضائية ،تمنعهما من اتخاذ اي اجراء قانوني بعد ذلك

English/Arabic Legal Glossary (Zumout, S, 2005, p.2).

Part four: Language use

Ask questions on the underlined words.

1. During the court case, the judge will evaluate all the evidence and legal issues.
2. The principle of following the decisions of higher courts is fundamental to case law.
3. Judges have different titles depending on their experiences, training, and level.
4. Broadly speaking, the lower courts decide matters of facts and the upper courts deal with points of law.

(Adopted from An English course for law student dissertation)

Part five: Language Production

Task one

A-Translate the following paragraph into English

قاتل

عندما يحاول أحد اىذاء شخص، مع وجود احداث خطر إصابة بدنية له دون مبرر، مستعملا سلاح كمسدس او سكين

English/Arabic Legal Glossary (Zumout, 2005, p.9).

B- Translate the following paragraph into Arabic

BENCH WARRANT

An order was given by the judge (or“bench”) to arrest a person who didn’t do what the court

ordered. For example, didn’t go to court when they were supposed to. (See WARRANT, WRIT)

English/Arabic Legal Glossary (Zumout, 2005, p.13).

3.6. Conclusion

This concluding chapter presented an analysis of the results of this investigation and a set of suggestions that may help to improve the ELP teaching/learning conditions; and the obtained results from the practical part highlighted strongly the significance of needs analysis before designing any lecture, however, the researcher has closed this chapter by the design of a sample course.

General Conclusion

As most ESP learners, Law students have specific needs to be fulfilled, which, must go hand in hand with what they want to be in the future. However, These students are increasingly required to read texts published in English related to their area of interest, either to communicate with foreigners or gain a good English level during their studies or in their future professional activities. For these reasons, law teachers must be aware of these needs and differences. The law practitioner is considered to be responsible for the success of his class, he is supposed to know the needs of students, guide, select materials, present lectures, and evaluate. The present study aimed at identifying the English language needs for law students as well as drawing some guidelines to the course designers to follow so that they can fulfill their students' needs

Based on the aim set above the following questions were asked:

- 1- What are the language needs of the law students?
- 2- What is the kind of materials that are suitable for them?
- 3- What are the difficulties that law teachers encounter?

In an attempt to answer the research questions, the following hypotheses have been proposed:

1-Students of law need to develop listening and speaking skills so that to be active participants in international legal events, They will need to develop the writing skills to attract a larger foreign readership and, more importantly, since any paper not written in English will have little chance of being read and published in the coming years.

2- The teaching materials that law students need are; visual aids and realia.

3-The lack of knowledge about the subject matter and the absence of the cooperation between the English teacher and teacher specialist may widen the gap between the learners' needs and the courses planned and can trigger several problems in the teaching/learning process.

To check whether the research hypotheses are valid or not, two research tools have been used. The first one was a questionnaire addressed to both participants (teachers, and students) while the second one was an interview directed only for teachers, and the researcher also used a random sampling method when selecting the population.

The researcher started by introducing some important concepts and theoretical background related to ESP and ELP, Then the research design was set up in the second

chapter, while the researcher provided a detailed description of the research method, sampling, tools, and procedures used in this study, besides uncovering the findings. Chapter three dealt with the analysis of the data obtained from the instruments that have been used to seek for suggestions and recommendations that would help in achieving the objectives of the present study.

The results of this study provided an interesting overview of the informants' viewpoints regarding the importance of the English language. In response to the first research question, students under investigation assumed that English is an international language and everyone needs it either for academic or occupational purposes because of its necessity. However, they claimed that they have great difficulties in using it. Concerning language skills, students revealed that they need to develop their listening and reading skills, followed by speaking and writing.

Regarding the second research hypothesis, the researcher noted that needs analysis is a necessary step before designing any lecture and that can affect students' performance. This is the most important point that teachers are required to take into account so that they can provide developed materials and stop using traditional ones such as handouts and printed articles. Concerning the last question about the circumstances that law teachers encountering, the researcher noted that teachers are not provided with any type of teaching materials or syllabi besides the weak level of students which they were not active participants in the classroom and relied on the teacher in every task in addition to the time allocated.

On the basis of the results obtained, it is necessary to make recommendations as follow:

Checking the students' needs is the cornerstone while designing an ESP course. That is why it is required from teachers to see what their students are lacking, wanting as well as their target situations so that the objectives behind designing a particular course can be achieved successfully. To do so, it is recommended to follow Graves' steps in the development of the ESP course as mentioned previously which are organized as follows

- Conducting needs analysis
- Determining the goals and objectives of the course
- Conceptualizing the content

- Selecting and developing materials and activities
- Organizing the content and activities
- Evaluation

While conducting this research investigation, the researcher met several hindrances such as students' misunderstanding of the inquiries and their lack of interest in the matter. Without forgetting, the current situation which is the spread of covid19 which hindered the researcher to meet their participants directly and contact them only by mails.

Although this research work can be considered as a humble guide for ESP course designer since it includes some suggestions and recommendations and aims at finding how important needs analysis is before designing any lecture since the researcher tries to shed lights on how can they design the course and the material needed for their students to achieve the target situation behind designing a particular course, it is missing some information concerning the matter because of the spread of Covid19 stands as an obstacle to achieve all the objectives were expected behind this research work. However, it will pave the way for further researchers to complete what was missing in this research investigation.

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Appendices

Appendix (A)

Teachers' Questionnaire

Dear teachers,

This research is about « ESP course design » in the department of Law .Your contribution will be a great help to make the research work achieve Its objectives . you are kindly requested to answer these questions. The questionnaire should take between 15 and 20 minutes.

Thank you for your co-operation.

Section1:personal information

1)would you please specify your degree

a-Licence

b-(Magister/ Master)

c-Doctorate

2) What is your field of specialism?

GE teacher

ESP teacher

Subject specialism

3)How long have you been teaching English in the department of Law?

.....
.....

Section2:Esp data

4) According to you, what are the needs of your students in English?

.....
.....

5)Do you think that English should be taught by

Subject specialist language teacher collaborative teaching

6) In your course/lesson do you include :

Subject content language structure both

7) What are the problems encountered when teaching ESP?

.....
.....
.....

8) Before planning your course did you proceed to a needs analysis ?

.....
.....
.....

9) Is there any syllabus provided by your Department ? and what materials did you use ?

.....
.....
.....

10) Do you think that the lessons /courses provided to your students are relevant to their needs?

.....
.....
.....

11) Do you have any comments or suggestions on how to develop or to design an ESP law course for students of law

.....
.....
.....
.....

Appendix (B)

Students' Questionnaire

Dear student

You are kindly asked to answer the following questions which aim at investigating « ESP course design ».

Your answers are very important for the reliability of this work.

1-Do you think that English is important for you?

Not o much ليس كثيرا

Important مهمة

Very important مهمة جدا

2-How would you evaluate your current level in English ?

كيف يمكنك تقييم مستواك الحالي في اللغة الإنجليزية

	High عالي	Intermidiat متوسط	Low ضعيف
1- Reading			
2- Writing			
3- Speaking			
4- listening			

3-Do you think that English course is beneficial for you?

هل تعتقد أن دروس اللغة الإنجليزية مهمة بالنسبة لك

Yes

No

4-Classify the skills according to your needs 1,2,3,4

listening	speaking	reading	writing

5-What are your specific needs in English ?

ماهي احتياجاتك الخاصة في اللغة الإنجليزية (متعلقة بتخصص القانون)

.....

.....

6-Are you really satisfied with English courses at your university ?

هل أنت راض عن دروس الإنجليزية في جامعتك

Yes

No

7- If no , explain why ?

.....

.....

8-What do you expect from the ESP course /module?

ماذا تتوقع من دروس esp (المحتوى)

.....

.....

Thank you

Appendix (C)

Teachers' Interview

Firstly, thank you for giving me some of your time.

I am currently conducting an investigation about ESP course design at the department of Law .I would be very grateful if you could answer the following questions

1)-what is your status?

2)- Have you had some training in ESP?

3)-If no do you think that you need it ?

4)- In the questionnaire you answered that you use needs analysis before designing your lectures.

So do you think that analyzing student's needs is important when designing your lectures?

Why?

5)-What types of materials do you use and why?

6)- Do you think that collaboration is useful in achieving a good results?

7)-How do you find the contents of your present English courses?

8)-What are some problems you meet in designing the course ?

9)- Finally, do you have any further commentary on ESP instruction ?