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LAW AND ADMINISTRATIVE SCIENCES STUDENTS:

THE CASE OF FOURTH- YEAR STUDENTS
AT ABOU BEKR BELKAID UNIVERSITY – TLEMCEN

Thesis submitted in candidacy of the degree of 'Magister' in ESP

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ABSTRACT

The Algerian administrators and lawyers in public and institutional workplaces who graduate from the Department of Law and Administrative Sciences are always faced with legal documents to be studied written in English, or with English speaking economic operators seeking for information. However, the majority of them are not able to read, interact correctly or understand the English language in general and specifically the legal discourse used in formal contexts. The reason behind such a situation is that in the tertiary studies of this elite no English courses are provided.

The present research work is a case study of fourth year under-graduate students at the Department of Law and Administrative Sciences, which relate on questionnaires and interviews to students and teachers. In fact it was threefold: First, an analyses of the situation regarding the use of English in some Algerian institutional and official work places, involving informants from five working situations is presented; second, a needs identification and analysis of the target population is designed and conducted in an academic setting involving the students of law and administrative sciences at the University of Tlemcen; Finally, an English course that will fulfil their needs is suggested. Accordingly, the study includes four chapters. The first one examines the literature related to ESP. Chapter two provides a description of the research design and a situation analysis. Chapter three is devoted to the collection and analysis of data. On the basis of the findings pedagogical recommendations are suggested in chapter four.

The main results obtained from this investigation showed that the students under investigation are aware of the importance of English for their studies and profession, but have a low proficiency level in English. They need to learn a mixture of general and specific English terminology, language forms and structures, aiming at developing satisfactory and reasonable mastery of the four language skills with a special focus on the receptive ones through an eclectic syllabus.

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LIST OF ABBREVIATIONS

AU: African Union.

CAPA: Certificate of Professional Aptitude for Advocate.

CNP: Communicative Needs Processor.

DAL: Direction de l'Administration Locale.

DRAG : Direction de la Réglementation et des Affaires Générales.

EAP: English for Academic Purposes.

EBE: English for Business and Economics.

EGP: General English Purposes.

ELP: English for Legal Purposes.

ELT: English Language Teaching.

EOP: English for Occupational Purposes.

ESP: English for Specific Purposes.

EST: English for Science and Technology.

ESS: English for Social Sciences.

ICT: Information and Communication Technologies.

LMD: Licence Master Doctorat.

LSP: Language for Specific Purposes.

MSA: Modern Standard Arabic.

NATO: North Atlantic Treaty Organization

NIA: Needs Identification and Analysis.

SP-LT: Special Purpose- Language Teaching.

TEFL: Teaching English as a Foreign Language.

UN: United Nations.

General Introduction

English has become the prevailing language in the globe in the twenty-first century due to various reasons, essentially the economic one which is the reflection of the political power of industrial countries. The English language is used in all fields especially in the information and communication technologies, politics, science, hobbies, and exceedingly to a large scope business regulation and trading.

The statistics proclaimed by the British Council attested that actually more than twenty percent of people on earth speak English. For this reason, TEFL courses are planned all over the world among them all the special or specific kinds of purposeful teaching (ESP) including all the sub-varieties such as English for Science and Technology (EST),English for Business and Economics (EBE) and English for Legal Purposes (ELP).

By the implementation of the different levels of integration, with the globalization process, world countries leaders found themselves implicated in an international socio-economic structure where English is the common used language and referred to as the 'lingua franca' of the modern era. Algeria is by no means an exception with its guided insertion into the globalization phenomenon, mainly as the government is in advanced negotiations for the country integration in world trading organization WTO. Furthermore Algeria is considered as prominent in organizing important world manifestations as in 2006 Algiers was the African capital of culture, in 2008 the world capital of Sahara, the Gas None Liquefied (GNL) world conference was held in Oran in April 2010, and in 2011 Tlemcen will be the cultural capital of Islamic World. So, the English language is starting to have a specific position in the Algerian society.

During the seventies, the Algerian government integrated general English (GE) teaching in the educational system to prepare the future elite to be active actors in the national and international scenes. Algeria, also tried, like the other developed countries, through the university, to integrate English for specific purposes in order to respond with pride and efficiency to the growing demand formulated by work place

managers, scientific researchers and politicians. Accordingly, the English language teaching programmes and syllabuses were adjusted to reach this aim.

The Algerian administrators and lawyers in public and institutional workplaces are always faced with legal documents to be studied; or are faced with foreign economic operators aiming at acquiring information. Furthermore the Algerian government in 2006 (see Appendix 1) obliged all the national official institutions to publish the documents concerning the call for international tender for the realization and equipments of the different projects in three languages: Arabic, French and English.

However, the majority administrators and jurists in public administrations, who graduated from the Department of Law and Administrative Sciences, are not able to interact correctly or to understand the English language in general and specifically the legal discourse used in formal contexts. This situation led them to seek for immediate solutions to solve the problem, as computing translation, or official translators for the judicial cases, but the two options are insignificant, very costly or time consuming. To sum up, in Algeria, the majority of the administrators and jurists have a low proficiency level in the English language for the simple reason that in the tertiary studies of this elite no English courses are provided.

With respect to research conducted in the various departments of Algerian universities investigating some English teaching/learning situations, it should be mentioned that the Department of Law and Administrative Sciences has been given less attention by researchers as far as the language needs of students are concerned. It seems, then, urgent for the researcher to investigate at this level by analyzing the occupational and academic English language needs of these students.

The objective of this study is threefold: First, analyse the situation regarding the use of English in some Algerian institutional and official work places; second, identify the students' language needs; then, design an English course that will fulfil their needs. Therefore, the researcher will try to investigate the following research questions.

1-Why do Law and Administrative Sciences students need the English   language?

2-What do they need to learn?

3-What kind of syllabus and pedagogical materials would be appropriate to reach satisfactory results?

Accordingly, the following hypotheses are proposed:

1-The Algerian administrators and lawyers, who graduate from the Faculty of Law and Administrative Sciences, need English to exploit legal texts and formal papers written in this language required in prototype discourse, in political magazines, the internet, and field books. They also need to interact in English without restraint with foreigners when interfering in discussions, and to communicate instructions and ideas through official documents either for occupational or academic purposes.

2-Law and administrative students need to learn a mixture of general English vocabulary and that used in legal contexts in addition to specific language forms and structures. They also need to develop an acceptable mastery of the four skills with more focus on the receptive ones.

3- An eclectic syllabus which promotes receptive skills, and emphasizes vocabulary and translation, using motivating pedagogical materials can help both the students to increase their interest for learning English, and the ELP teacher in achieving his course objectives.

Accordingly, this research work consists of four chapters. The first one considers the status of the English language in the world, in addition to the theoretical background related to ESP and some key notions in ESP and course design.The main stages in the ESP process which are needs' identification and analysis, syllabus design, material production, teaching and assessment are also examined in this chapter. The

second chapter in its first part deals with the research design and highlights the theory related to it. A detailed description of the research method, sampling, instrumentation and procedure used in the study is provided in this part; the second part is concerned with the situation analysis of English in some Algerian work places, an interview is intended to managers and lawyers in workplace. The main results of this investigation are analyzed and discussed. The third chapter is based on a needs analysis; questionnaires are addressed to both teachers and students to collect information on students' needs, but this chapter begins with a brief description of the status of English at Tlemcen University and in the Faculty of Law and Political Sciences. The fourth chapter provides some suggestions based on the collected data. Specific recommendations related to the language skills to be promoted, in addition to a suitable syllabus and language activities that would be appropriate for law and administrative sciences students are proposed.

CHAPTER ONE

TEACHING ENGLISH FOR SPECIFIC PURPOSES

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1.1 Introduction

The prevalent use of the English language as an international means of communication is in constant expansion. This fact is reflected in different fields and in various domains where English is considered as a working tool. In order to reach specific objectives, world countries, including Algeria, introduced English courses at all the levels of the educational system especially at the university through ESP. The latter is the common and well established teaching methodology that the language teachers actually use to achieve the specific learners' needs, and meet the social requirement.

Accordingly, this chapter aims to give an idea of the different domains in which English is used and provide a brief overview about ESP characteristics, development and identify its main branches. It also highlights the teaching and learning processes and methodologies in ESP. The different stages in the ESP process which are needs identification and analysis, syllabus design, material production, teaching and assessment are also presented in this first chapter.

1.2 English Language Areas of Use

Above and beyond being a major vehicle of debate at the UN, and the language of command for NATO, English is the official language of international aviation, and unofficially is the first language of international sport and art. English has grown to its present status as the major world language. The primary growth in the number of native speakers was due to population increase in the nineteenth century in Britain and the USA.

The spread of technological inventions during the 20th century and especially with the information and communication technologies (ICT's) resulted in an unimaginable volume of different kinds of interactions. To ensure the technological, economic, scientific, cultural and diplomatic exchanges, the English language imposed itself as a medium to ensure this function, and its position of imperialist language

shifted to the status of language of knowledge embarrassed officially by more than one hundred countries (Crystal, 1997:3).

The attribution by the international community the label of "lingua franca" to the English language was on the principles of its usage in widely areas that are of great importance for the efficiency of communicative purposes between nations seeking tolerant comprehension.

A variety of domains are actually the subject of English use on an international scale as identified by Graddol (1997:8):

- English is the working language of international organisations and conferences.

- It is the international language of science and technology.

- It is used in international banking, economics affairs and commerce.

- Advertising for global brands is done in English.

- English is the language of audio-visual and culture product.

- It is the language of international tourism.

- It is the language of tertiary education.

- It is the language of international safety in the fields of aeronautics and sea

- It is the language of international law.

- It is a relay language in interpretation and translation.

- It is the language of technology transfer.

- It is the language of internet communication.

Nowadays, English is the language of official institutions of law courts, local and central governments, and education. It is also the language of large commercial and industrial organisations. The multinational staffs are generally highly trained in

English in a manner which enables them to deal with the professional situations easily, knowing that a fluent communication is the success key for the widespread of the companies. Unfortunately in Algeria the official institutions and the socio economic enterprises are still today far from the international criterion with regard to the training of the qualified employees, for a variety of reasons essentially the co-existence of two languages Arabic and French.

Actually world institutions organise training sessions for their staff with the help of ESP specialists in order to update employees proficiency level of English. Additionally almost all world universities adopted English as a pedagogical tool for the studies or integrated English for Legal Purposes (ELP) as a compulsory module in students' curriculum. This module is methodologically and pedagogically based on ESP teaching and learning approaches and methods.

1.3 English for Specific Purposes

Since the 1960's ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. Among the factors that could explain its vitality and its expansion is, as previously mentioned, the emergence of English as a world language, for this reason the necessity to cope with the different teaching situations and needs that such a position brings about. Such necessity implies an understanding of its development, types and the different teaching concepts of ESP. However, it is of great importance to start with the main definitions stated by the linguists concerning ESP.

Apparent variations in the interpretation of ESP definitions can be observed;

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

Anthony (1997: 9-10).

"ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose*.*" Mackay and Mountford (1978: 2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of speciality.

Generally the Students study English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes" (Robinson, 1991: 2). In ESP, "language is learnt not for its own sake   or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" Basturkmen (2006: 18). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. These definitions were stated according to ESP evolution through time, this latter is viewed in more details in the following section.

1.3.1 ESP Genesis

The origins of teaching Language for Specific Purposes (LSP) can be traced as far back as the Greek and Roman empires (Dudley-Evans and ST Johns, 1998:1). In the same vein, Strevens (1977) stated that the history of LSP goes back to "at least half a century". For Hutchinson and Waters (1987: 6) "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends". The latter have functioned and operated in diverse ways around the world, "but we can identify three main reasons common to the emergence of all ESP."(Ibid, 1987: 6): the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

After 1945, the New World knew an age of massive and unprecedented growth in all the activities especially the economic, technical and scientific ones dominated by two divergent forces, inexorably it engenders a demand for an international language, this responsibility was accredited to English for various reasons. Consequently"…, it created a new generation of learners who knew specifically why they were learning a

language…"(Hutchinson and Waters (1987: 6)aiming at fulfilling the daily needs which consisted in the comprehension of the simplest brochure or manuals to most complicated genres of discourses as law texts and scientific articles .

Some linguists, being aware of the world changes, began to focus their studies on the ways in which language is used in real situations. Traditional approach in language study centred the attention on the grammatical rules governing the language usage, though it was found that the discourses varies according to the contexts, it was necessary to reorganise the teaching and learning methodologies and make the specific features of each situation the basis of learner's courses. The English used by doctors, linguists or officers is not based on the same terminological terms consequently, the teaching and learning process was directed on the basis of the use of specific corpora for each field.

In the same period learner's motivation towards acquiring a foreign language was the subject study of the educational psychologists, who noticed the use of different learning strategies by learners; they have different attitudes, needs and interests. The idea was based on the statement of tell me what you need English for and I will tell you the English you need. It was a natural expansion of this philosophy to plan special courses for each range of specific learners. Strevens (1977:152) notes: "...the existence of a major 'tide' in the educational thought, in all counties and affecting all subjects. The movement referred to is the global trend towards 'learner-centered education".

Like the world, language study and concepts of education fundamentally changed, the English language teaching changed with it, and knew the birth of teaching English for Specific Purposes which is considered as the direct result of the world evolution. However, ESP is seen differently by the scholars in terms of its characteristics and functionality.

1.3.2 ESP Characteristics

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns' tried (1998) to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP.

Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;

2. ESP makes use of underlying methodology and activities of the discipline it serves;

3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;

2. ESP may use, in specific teaching situations, a different methodology from that of General English;

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

(Dudley-Evans & St. John, 1998:4)

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. For that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind'. Similarly, Hutchinson and waters' (1987:19) stated that, "ESP should

properly be seen not as any   particular language product but as an approach to language teaching in which all decisions   as to content and method are based on the learner's reason for learning".

In the course of the statements suggested below great similitude is noticed between ESP and General English Purposes (EGP) as teaching approaches knowing that each methodology is set up to fulfil specific social requirements, So in what terms are they different?

1.3.3 The Difference between ESP and EGP

Hutchinson and Waters (1987) stated that there is no difference between the two in theory; however, there is a great deal of difference in practice. ESP, like any other language teaching activity, stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English.

ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas General English approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community.

Robinson (1980: 6) stated that "the general with which we are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course". However, In ESP after the identification and the analysis of specific learning needs, students learn "English en route to the acquisition of some quite different body of knowledge and set of skills" (ibid 1980: 6).

Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987). Whereas, General English courses are provided to pupils as compulsory module at schools, their unique purpose is to succeed in the examinations.

Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. "The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour" (Basturkmen, 2006: 9)

It is observed from the above distinctions that ESP and General English are different in the aims and objectives of the courses, the nature of the learners and the themes. The latter is also a point of disagreement between the linguists concerning ESP branches or the categorisation of its subjects of practice.

1.3.4 Types of ESP

The maturity of ESP through time knew multiple views concerning its subdivision. Different types are proposed by the linguists; the present study relies on Hutchinson and Waters' subdivision. In 1987, they rooted one of the most well known and useful theories regarding English language teaching branches with the 'Tree of ELT' (see Appendix 6), in which they divided ESP into three types:

a) English for Science and Technology (EST),

b) English for Business and Economics (EBE), and

c) English for Social Studies (ESS).

Each type is concerned with specific field of scientific knowledge as technology, business and economy or the social fields in general; with its various and large amount of human sciences studies. Additionally, each of these is divided into further sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the ESS branch is 'English for Psychology' whereas an example of EAP for the ESS branch is 'English for Teaching'.

Yet Hutchinson and Water's classification of EAP and EOP is rather unclear; that is why further clarification is needed in order to distinguish between them.

1.3.5 EAP versus EOP

Hutchinson and Waters admitted that there is not a precise distinction between EAP and EOP:

> People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.
>
> (Hutchinson and Waters, 1987: 16).

However, the distinction can be made in the sphere of convenience. Courses in English for Occupational Purposes (EOP) train individuals to perform on the job, using English to communicate. This type of course would be useful for the training of lawyers for instance and administrative chiefs aiming at reaching a proficiency level.

On the other hand, English for Academic Purposes (EAP) is applied for common core elements also known as 'study skills'. They basically consist of writing academic texts, taking notes and observations, listening to formal academic discourses and making presentations.

Through this clarification it is noticed that both the academic and occupational domains are concerned with teaching ESP, but the main question that should be answered is: where does ELP stand ?

1.4 English for Legal Purposes (ELP)

Dudley Evans and St Johns' (1998:6) classification of ESP was according to the professional areas, and English for Legal Purposes belongs to ESS and it is considered as a sub-branch of EAP. Thus ELP is viewed as a course in English designed to achieve specific academic aims and objectives. Nevertheless ELP as a field of science

is characterised by some specific features that are not commonly found in other domains.

1.4.1 Legal Language

In his commentaries on the law of England, Sir William Blackstone (1723-80) was the first to give a comprehensive description to legal language. He said that:

> ...What is generally denominated legal language, is in reality a
> mere technical language, calculated for eternal duration and easy
> to be apprehended both in present time and future times, and on
> those accounts best suited to preserve those memorials which are
> intended for perpetual rules of action...

(Quoted in David Crystal 1995 :374).

Legal English is a complex language, which needs combination of both good basic skills, and legal background. The lawyers and administrators play important roles in managing different affairs related to regulation. They are responsible for people's interests and if there is a language barrier which leads to confusion in the interpretation of meaning, it will be highly risked for the results of the files under study.

For that reason, acquiring English specific to legal context is not an easy task to be reached because of the various existing situations that are found in real life. Language specialists being aware of these facts adopted the teaching methodologies according to these facts and have designed courses, specific to this range of the society, known as ELP namely English for Legal Purposes.

1.4.2 Teaching and learning ELP

Teaching and learning English specific to legal purposes, differs significantly from general English because the "linguistic aspects of the law raise many issues and difficulties" (Gibbons 2004:285). The linguistic characteristics and features of Legal

language, contributed all over the world to the creation and the design of specific courses and syllabus, at tertiary level, for law and administrative students, and the planning of training courses for the professionals in this field, in order to equip them with the appropriate amount of terminological corpus, on the basis of ESP teaching methodologies.

Law and administrative students are required to obtain ideas and information about managerial and regulatory rules by listening to talks and lectures, viewing multimedia resources, and reading a variety of publications. In such situation, the syllabus is more content-oriented and focuses essentially on the desired outcome that students can understand ideas and information in a wide range of legal materials.

Furthermore, learners are required to produce written documents using appropriate and simple language terminology; also exchange oral information with their peers. Accordingly, they should to be in contact with the key legal concepts and ideas in English as well as the register and the related vocabulary. This means that students are expected to have a wide-ranging data on themes related to ELP.

Legal studies belong to human sciences. In this vein, Mackay & Mountford (1978) state that it is evident where science is taught in English or science reference materials are in English, students need to acquire a considerably higher standard of language proficiency to be able to comprehend and manipulate difficult intellectual material. In such situations, success or failure in science is in large a standard measure of consequence of success or failure in English.

1.5 Objectives in Teaching ESP

The main aims of the teaching and learning process is to enable the learners to acquire information in its general sense. Concerning ESP Basturkmen (2006: 133) states the existence of five broad objectives, which are also applied to ELP, on which specific teaching process is based and should be reached:

-To reveal subject-specific language use.

-To develop target performance competencies.

-To teach underlying knowledge.

-To develop strategic competence

-To foster critical awareness.

The researcher shall examine these objectives one after the other.

a-Reveal subject-specific language use: this objective aims to demonstrate to the learners how the language is used in the target setting.

b- Develop target performance competencies: this objective is concerned with what learners do with language and the needed skills to be competent. "This orientation can be categorized as a proficiency objective, according to Stern's classification (1992)" (Basturkmen, 2006: 135).

c-Teach underlying knowledge: the aim is to focus on developing students' knowledge of fields of study or work in addition to their language skills. "The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern's categorization (1992)" (Basturkmen, 2006: 137).

d-Develop strategic competence. "Strategic competence is the link between context of situation and language knowledge" (Basturkmen, 2006: 139) and enables successful and efficient communication.

e- Foster critical awareness: "This objective can be linked to the cultural knowledge and affective objectives in Stern's (1992) classification" (Basturkmen, 2006: 143) and aims at making students conscious and culturally aware of the target situation.

It is evident that great similarity exists between the objectives established by Stern (1992) for language education and the ones stated by Basturkmen for ESP context. The teaching /learning process associated to appropriate methodology may result in mastery of language by correctly using it in the context.

1.6 ESP Teaching and Learning Processes

The methodologies of ESP teaching conform to the same model of the language teaching process as does any other form of language teaching. That is to say, the basic teaching activities are these; Shaping the input; Encouraging the learners' intention to learn; Managing the learning strategies and Promoting practice and use.

(Strevens, 1988: 44)

In ESP teaching, some basic elements have to be taken into consideration, the most important of which are the learner needs, goals and motivation. Furthermore learners' attitudes towards learning and learning strategies are emphasized and seen as fundamental to the ESP process.

The ESP teacher in the classroom is"…a knowledge provider and a facilitator of students' learning and no more as a resourceful authority."(Kashani et al 2007: 85).However, he/she is more concerned with designing suitable syllabi and courses for different learners with various needs and fields. "Thus, whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition, choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload" (Hutchinson & Waters, 1987: 21).

As the students are sited in the core of the learning process they have to be dynamic contributors in their learning either in the classroom or out of it. Students use the adequate and favourite learning strategies and put a rapid and durable learning rhythm to achieve the stated objectives. They are more intrinsically than extrinsically oriented. "Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences". (Kashani et al 2007: 87).

ESP teaching/ learning processes necessarily go through different stages.

1.7 Stages in the ESP Teaching Process

Dudley-Evans and Johns (1998:121) maintain that "The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation." ESP course design is the product of a dynamic interaction between these elements which"… are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent".

Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations:
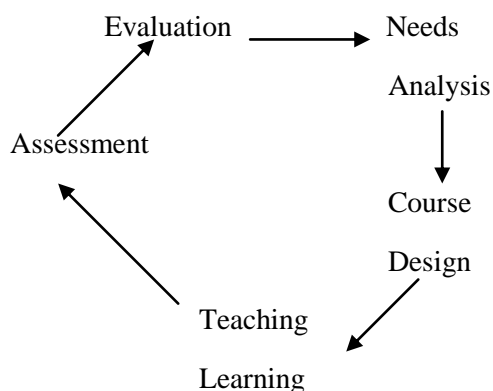
Figure 1.1: stages in the ESP process: Theory   Figure 1.2: stages in the ESP process: reality
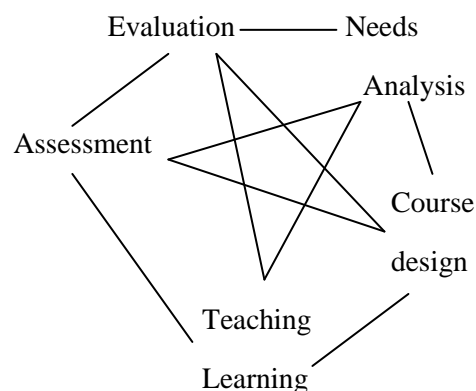
It is well demonstrated that the basic elements in the ESP teaching process are interconnected and there is no differentiation between theory and reality "the simplicity and clarity of figure 1 is in reality more like figure 2" (Dudley-Evans and St. Johns, 1998: 121). Therefore, the achievement of ESP courses are: those where the syllabus and the material are determined by the prior analysis of the communication needs of the learner (Mumby, 1978: 2),and those in which the aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner (Strevens 1977 :90).

However, designing effective ESP course is governed by further parameters that have to be examined first. According to Miliani (1994), after his exploration of the Algerian context, stated that four essential points have to be studied and analysed as a pre-design process, which consist of:

a-<u>Situation analysis</u>: it envelop the general requirements of both learners and institutions, their profiles and attitudes, also the existing materials.

b-<u>Setting Aims and Objectives</u>: the results of learners needs identification and analysis (NIA) lead to setting up general statements and what would be achieved at the end of the courses.

c-<u>Generating Syllabus Content</u>: organising the syllabus content "through the sequencing of materials whose layout and presentation should form a continuum". (Benyelles, 2009:58).

d- <u>Assessment:</u> gathering data regarding syllabus before or during the course implementation let to readjust the content of the syllabus.

From the quoted descriptions of ESP teaching process it is viewed that in the first instance, learners' needs have to be identified and analysed. Therefore, the development of an ESP course should be in line with learners' requests and wants. Thus, needs outcomes will operate as a guide for the teacher in designing a suitable syllabus, producing course materials as well as teaching and testing methods.

A detailed description of each step follows:

1.7.1 Needs Identification and Analysis (NIA)

"As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation"(Flook 1993 qtd in Benyelles 2009 :21) . In general, the term 'needs' is defined as the differences between the actual state regarding the group or situation in relation to a specific question and the desired state. They reflect the existence of a certain problem that requires an intervention and must be dealt with.

A needs assessment attempts to identify such problems, to analyse their nature and causes and to establish priorities for future actions. It is a systematic approach to identifying social problems, determining their extent, and accurately defining the target population to be served and the nature of their service needs (Rossi, P. H., Freeman, H. E., & Lipsey, Mark, W. L., 1998).

An NIA answers the questions who, what, when, and where but not how, that is, the target audience (who needs to be trained), the task or content (what needs to be taught) and the context or training environment (where and when the training needs to be conducted) (Clark, 1998).

1.7.1.1 Rationale for NIA in Pedagogy

Pedagogically, needs are always defined as the learners' requests in order to communicate efficiently in specific situations. "The idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP". (Mc.Donough 1984: 29). Hence, ESP has its foundation on the exploration and analysis of learners' purposes and the set of communicative requirements arising from these purposes.

The analysis of the specific needs serves as the introduction to an ESP course design, "…any course should be based on an analysis of learner need" (Hutchinson & Waters 1987: 53), because it determine the reasons and procedures that should be used to achieve satisfactory communicative results. "The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers". (Johns, 1991: 67).

In sum, the reasons for performing NIA, according to Long (2005) are to determine the relevance of the material to the learners situation, to justify the accountability of the material to all the constituents implicated in the situation, to describe and explain learners' differences in terms of needs and style and, finally to

produce efficient materials that will fulfil learners' requirements and needs as wholly as possible.

1.7.1.2 Types of Needs

ESP specialists (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993), agree on the fact that the term needs is the learners' requirements aiming at communicating effectively in the target situation. "An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation" (Benyelles 2001:26).

Accordingly, this entails that NIA taxonomy may be viewed differently, however two (02) types, i.e. 'Target Needs' and 'Learning Needs', are the main concepts used by the scholars in ESP literature and practices.

A-Target Needs:

Needs analysis is a complex process which has to take into account what Hutchinson and Waters (1987:54) define as "target needs", what learners need to do in the target situation. In other words, what are the linguistic elements needed to achieve specific communicative purposes.

Robinson presents aspects of the target situation and students' educational backgrounds: "study or job requirements," "what the user-institution or society at large regards as necessary," "what the learner needs to do to actually acquire the language," "what the students themselves would like to gain from the language course," "what the students do not know or cannot do in English" (Robinson 1991pp. 7-8).

In this respect, Hutchinson and Waters propose further subdivisions of target needs which are: Necessities, Lacks, and Wants.

Necessities

Are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991: 7) to be achieved.

Lacks

Are what the learners are deficient in, i.e what they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language training.

Wants

Are the learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

In order to design the syllabus content, the ESP practitioners have to take into consideration the learners aims; however, in almost all cases, these contrast with the lacks identified by the teacher or the necessities of the target situation. This divergence leads West (1993) to add 'constraints' as fourth type of target needs. " It involves the non-pedagogic limits that control a course planning process such as the role of the national policy, and financial restrictions, which the analysts need to be aware of once they start the process of NIA"(Benyelles 2001:31).

B-Learning Needs

According to Hutchinson and Waters a relevant needs analysis of the target situation can divulge and reveal "What the learners need to learn"; however, it is not sufficient, in ESP context the question "How will the learners learn" in order to learn, is of central importance to determine the content of the course.

Hutchinson and Waters (1987:54) define learning needs as "what learners need to do in order to learn". In the same vein, Robinson (1991: 7) states that learning needs are "…what the learner needs to do to actually acquire the language.". In this sense, learning needs look for data in relation to the learning situation which take into consideration learners' type, cultural awareness and proficiency level in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the appropriate knowledge.

All Wright (1982, qtd in West, 1994) states that "the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning".

The findings of the gathered data will provide an overview regarding learners' feelings and positions to learn a foreign language in specific contexts. For language audit, it is generally used to establish the role assumed by this foreign language in business, industrial or public enterprise, accordingly ESP researchers have to:

- Determine the language skills needed to carry out specific jobs or studies (West: 1993).
- Evaluate the actual proficiency level of the target population in order to compare the different   levels of achievement at the end of the course.
- Find out the necessary time volume needed for language instruction.

In sum and regardless of the various approaches recommended to identify students' needs, almost all the scholars mentioned above (West, Hutchinson and Waters, Robinson, All Wright) have the same opinion on the collection of the same type of information during the needs analysis stage. The information concerns:

a- The target situation: the role of ESP practitioner is to take into consideration the needs of the target situation through the enquiry of the variety, the language forms and the necessary level of performance required in the target language.

b- Learners: the researcher has to determine learners' language lacks, investigate their wants, and attitudes concerning language course, taking into consideration their current language ability.

c- **The learning situation:** it broadly reveals significant information regarding the learning environment and specifically the teaching situation, the nature of the setting, the available materials and the time volume.

After the identification and analysis of learners' needs the ESP teacher can go through the next phase which is syllabus design.

1.7.2 Syllabus Design

It is not easy to separate the issues concerning syllabus design set up for specific purposes programmes from general language teaching. Designing a syllabus to a specific group in a particular situation is not a simple task for the designers aiming at achieving learners requirements, since the existence of various concepts and basis dealing with syllabus. Thus, it seems of great importance to define 'syllabus' in order to have a better understanding of what it actually meant by the term in education.

Hutchinson & Waters (1987: 80) define "Syllabus" as "... a document which says what will (or at least what should) be learnt". In the same vein, Robinson (1991: 34) states that syllabus is "a plan of work and is, thus, essential for the teacher, as a guideline and context of class content." The above assertions point out that the syllabus first concerns the teacher, and that it helps him/her plan courses.

Basturkmen (2006:20) argues that "in order to specify what language will be taught, items are typically listed and referred to as the syllabus". She exemplifies the definition by giving a standard view of the syllabus through the figure below.

A syllabus:

  1- Consists of a comprehensive list of

        - content items (words, structures, topics)

        - process items (tasks, methods)

  2- Is ordered (easier, more essential items first)

  3- Has explicit document

  4- Is a public document

  5- May indicate a time schedule

  6- May indicate preferred methodology or approach

  7- May recommend materials

Figure1.3: Characteristics of a syllabus

(*Course in Language Teaching*, CUP, 1996:177 qtd in Basturkmen 2006:21)

Another issue in defining 'syllabus' is that it is "an instrument by which the teacher,..., can achieve a certain coincidence between the needs and the aims of the learners, and the activities that will take place in the classroom" (Yalden 1987:86) that is to say that the syllabus is "a teaching device to facilitate learning" (Nunan 1988:6) which organises classroom activities according to learners aims and requirements after the process of needs identification and analysis.

The syllabus is perceived differently in the goals and functions by the literature in the filed, because of the existence of different educational approaches, accordingly, various types of syllabi are suggested by the scholars each one being systematically planned according to specific language components.

1.7.2.1 Types of Syllabi

According to Basturkmen (2006:21) syllabuses can be 'synthetic' in which the "language is segmented into discrete linguistic items for presentation one at a time", or 'analytic' wherein "language is presented whole chunks at a time without linguistic control".

Long & Crookes, (1993) give a classification of the different syllabi which compose the synthetic and analytic programmes.

Syllabi

Synthetic   **Analytic**

-Structural (Grammatical)   - Task-Based

-Functional- Notional   -Procedural

-Lexical   -Process

-Relational   -Content- Based

-Skill-Based   -Learner Centred

-Situational   -Natural Approach
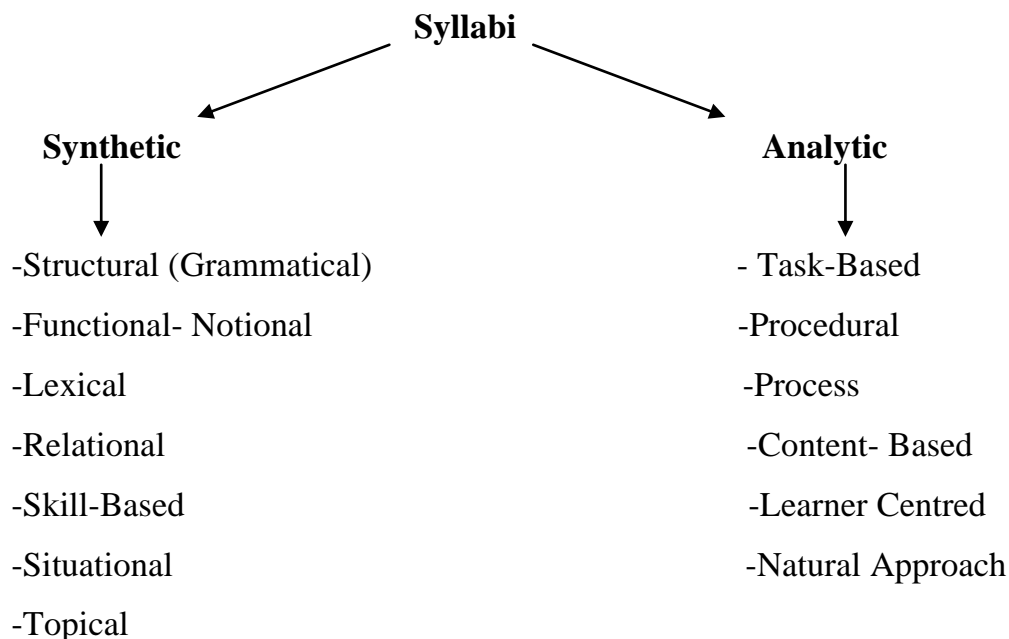
-Topical

Figure1.4: classification of syllabi (Long and Crookes, 1993).

The figure shows that the 'Synthetic' syllabus includes the classical approaches to syllabuses as the grammatical, the lexical, the functional- notional, the situational and topical ones. However, the 'Analytic' one consists of the task-based, the learner centred and content- based syllabi which are considered as modern approaches in language teaching methodologies.

Each one of them is based on a specific conceptual teaching ideology and not all of them received popular status, accordingly the researcher will deal only with the most known and largely used.

a-Synthetic syllabi

The synthetic syllabi "…rely on learners (assumed) ability to learn a language in parts independently of one another, and also to integrate, or synthesise the pieces when the time comes to use them for communicative purposes" (Long & Crookes, 1993:12). That is to say that the teaching/ learning process is based on providing the different language forms and structures separately.

b-Analytic Syllabi

The analytic syllabi "… rely on the learners' ability to induce and infer language rules, as well as on innate knowledge of linguistic universals" (Long & Crookes, 1993:11). So, analytic syllabi are based on learners' personal capacities and aptitudes to produce the different grammatical structures and forms. The syllabus plan is "organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (Wilkins,1976:13).

In reality, the different kinds and forms of syllabi previously referred to and even other types, not mentioned in this work, are relatively in almost all the times pooled when using them. Furthermore the syllabi elements are combined by the practitioners so as to find the correct and suitable teaching plan. It is important to admit that "no syllabus can bring positive results on its own because of the variety of students' needs." (Benyelles, 2009:55). For this reason it is essential to expose learners to the various elements of the target language knowledge in a systematic way in order to help the students to produce correct language forms and to use English appropriately.

In line with the fact that it is difficult to achieve satisfactory outcomes by using a single syllabus, Harmer (2001) suggests that instead of courses founded on a specific types, "the syllabus may show a combination of items from grammar, lexis, language functions, situations, topics, tasks and different language skill tasks or pronunciation issues" (Benyelles, 2009:55), this view is labelled 'multi-syllabus syllabus' or "eclectic syllabus" in which all the elements are matched and synchronized.

1.7.2.2 Conditions to Syllabus Design

Harmer (2001) establishes some rules that should be taken into consideration when designing a syllabus, and states that "every syllabus needs to be developed on the basis of certain criteria" (Harmer, 2001:295), which consist of:

a- <u>Learnability</u>: the content should be organised in a gradual manner in order to be more efficient, i.e. from the easier themes to the more complex ones.

b- <u>Frequency</u>: integration of the most frequent items used in target language.

c- <u>Coverage</u>: incorporate the terminology and structures that have wider coverage in the use of the language.

d- <u>Usefulness</u>: set up language forms and skills that are socially useful for the learners.

These criteria are greatly influenced by some environmental factors surrounding the teaching learning situation as the existence of a number of social restrictions that have a great impact on its effectiveness. Benyelles (2009) selected the main constraints as follows:

-The language setting which concerns the role of the language in the community.

-The areas of language use in society (how and where it is used).

-The role of the language in the political life taking into account the countries economy and technology (Ashworth, 1985 a).

-The attitudes of groups and individuals towards the language. This is determined by the degree of their awareness of the language (Van Leir, 1995).

(Benyelles, 2009: 58-59)

To summarise, the designer will have to take into consideration the various parameters that can influence the technical and pedagogical criteria in designing appropriate and practical syllabus.

1.7.2.3 ESP Syllabus

Designing an ESP syllabus is not an easy task to perform because of its significant and complex role. However, it obviously satisfies a lot of needs since it has a multi-functional purpose. Thus, syllabus designers need to be aware of the different functions the syllabus fulfils so that it can be designed and used most appropriately.

For that reason, Munby (1978) introduced Communicative Needs Processor (CNP) as an approach to investigate specific communication needs of a particular group, according to socio-cultural and stylistic variables which act together to find out a profile of such needs. That is to say that the target needs and target level performance are established by investigating the target situation. In the CNP, descriptions are taken from "the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (Munby, 1978: 32). This process will engender the nature of the content that will be selected and set up for ESP learners' programme.

In ESP, the nature of the content is extracted from real life situations in which the syllabus designers have to select the most relevant language discourses that will supply for learners target requirements. However, "it is necessary to introduce what is known as common-core language (Miliani, 1994) selected according to students own needs" (Benyelles, 2009:64) in order to provide basics of language knowledge. Accordingly, "one might begin with grammar and pronunciation only, as one does in a structural approach, but introduce work in the language functions, and in discourse skills fairly early, and in time increase the component of the course" (Yalden,1987:94).

ESP rejects 'synthetic' approaches to course design (Basturkmen 2006:103); so, it is important to present the language using an eclectic method by combining the required features of the language systematically and gradually according to the target objectives.

The syllabus is also an essential document in the teaching/learning process since it provides a set of principles for materials production, teaching, and testing; this is why, it should be flexible, open-ended, and subject to regular adjustment.

1.7.3 Material Production

Do ESP textbooks really exist? This is a fundamental question Johns (1990) addresses. One of the core problems he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

"In the real world, ESP developers are not provided with sufficient time for needs analysis, materials research and materials development" (Kristen Gatehouse, 1999). The notion of time in the teaching process is of paramount importance especially in ESP, because the analysis of the target situation and the research of the appropriate materials need adequate time.

Suitable materials in ESP are not generally easy to get "It is likely that a course tailored to the needs of specific group of learners will not be available," (Hutchinson & Waters 1987: 106). For that reason, the ESP teacher has to develop materials which present as clearly as possible useful area of the language so that learners can perceive the relation between the content of the course and their requirements.

The production of such materials and suitable activities is not a simple task because the ESP teacher is neither a materials designer nor a subject specialist; besides, "few teachers have had any training in the skills and techniques of materials writing". (Hutchinson & Waters', 1987: 106).

In order to assist and guide ESP teachers in producing adequate materials, Hutchinson & Waters (1987:106-108) identify some defining principles that should be stated as purposeful objectives in designing pedagogical materials:

a- good materials give a stimulus to learning; in other words, they do not teach but, encourage learners to learn, they will, therefore, contain:

-Interesting texts;

-Enjoyable activities which stimulate the learners' thinking capacities;

-Opportunities for learners to use their existing knowledge and skills;

-A content which both learner and teacher can cope with.

b- Adequate materials provide a comprehensible and rational unit structure which will conduct both the teacher and the learner through a range of activities in such a way as to maximise the chances of learning. Accordingly, "a materials model must be clear and systematic, but flexible enough to allow for creativity and variety". (Ibid, 1987:107).

c-Materials should represent a vision of the nature of language and learning, and reflect the teacher considerations and feelings about the learning process.

d-Materials should reveal the nature of learning tasks and should "create a balance outlook which both reflects the complexity of the task, yet makes it appear manageable." (Ibid, 1987:108).

e-Materials should introduce the teachers to the use of new and updated teaching techniques.

f-Materials should supply appropriate and correct representation of language use.

In ESP, the analysis of the target situation provides the basic data that leads the material designer to establish the process through which the course will be presented. By the combination of the different outcomes related to the learners needs, the learning environment and the pedagogical approach, it will be possible to produce the needed ESP course with an appropriate content.

Hutchinson and Waters(1987) designed a model for materials production aiming at providing a "coherent framework for the integration of the various aspects of learning, while at the same time, allowing enough room for creativity and variety to flourish" (Hutchinson and Waters, 1987: 108) .This model consists of four elements according to the figure:

Input (1)

Content (2)   Language (3)

Task (4)
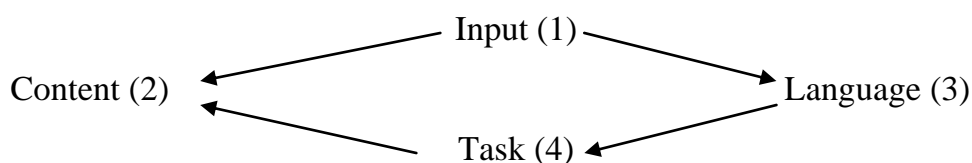
Figure 1.5: A material Design Model (Hutchinson and Waters,1987: 109).

The model established by Hutchinson and Waters aims to build a support to language use and shows that from, NIA process, the required input can be selected to achieve communicative tasks performance, using and combining the content needed by the target situation and the students' language knowledge.

The ESP learners aim to handle the communicative acts related to their field of interests and to acquire the linguistic repertoire associated to that matter. For that reason, they make use of authentic materials which is, generally, seen as indispensable in an ESP teaching situation, as maintained by Robinson (1991: 54) : " A key concept ...felt to be particularly relevant for ESP, is that of authenticity."

"It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic." (Widdowson 1990:67).

 "Materials writing is one of the most characteristic features of ESP in practice" (Hutchinson & Waters 1987: 106).In reality script materials are the major tool mainly used by almost all ESP teachers; however, with the availability of technological supports in academic settings "a great number of teachers, nowadays, use many types of language learning videos accompanied by course books or workbooks solely for instructional purposes" (Baleghizadeh &Oladrostam, 2010) targeting at providing authentic simulated situations, interesting and pleasant activities to the learners.

Therefore, and if videos are considered as technological materials it is recommended, "as one of the main types of authentic materials, be constantly used in order to contextualize language for students" (Baleghizadeh &Oladrostam, 2010). According to Harmer (2001, 2007), there are a number of reasons why videos should be used:

• Seeing language-in-use;

• Cross-cultural awareness;

• The power of creation;

• Motivation.

Moreover, video production can lead to creative and communicative uses of language to the extent that students may remember those exciting moments for relatively extended period of time. Also Brown (2007) argued, that the "students who are right brain dominant rely on images to remember and think, by which one of the sources he surely meant were videos".

In a sum the role of ESP teachers is to produce and present the language content and the course activities in a various ways to help and motivate the students to learn the target language needed to update their academic or occupational knowledge.

1.7.4 Teaching

The final aim of designing materials is the performance of the task; hence, with the help of the teacher, the students need to be given activities to achieve this aim. In an ESP situation, the roles of the teacher would be "instructor, facilitator, role-advisor, monitor, co-communicator, classroom manager and consultant". (Benyelles, 2009:42).

However, in almost all cases, the ESP teachers are in front of various problems of different nature. The main one occurs from the fact that they are called upon to carry out new assignment and perhaps with no specific training. In this respect, Strevens (1988: 41) describes the ESP teacher as "...a teacher of General English who has, unexpectedly, found him/herself required to teach students with special needs."

Explicitly, the ESP teachers have to adapt and adjust themselves in order to deal with a new situation and environment for which they are not generally well trained and equipped.

Hutchinson & Waters (1987: 157) states that the ESP teacher's role is one of many parts. "Swales (1985) prefers... to use the term 'ESP practitioner' ... It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation." That is to say that the ESP teachers are involved in designing, setting up and administering the ESP course, and teaching.

A further difficulty is facing ESP teachers when dealing with specific situations; it is that of knowledge specialist. In this respect, Hutchinson & Waters (1987: 163) state that "ESP teachers do not need to learn specialist knowledge. They require three things only: a positive attitude towards the ESP content; knowledge of fundamental principles of the subject area; an awareness of how much they probably already know." In other words, the teachers should have the "ability to ask intelligent questions".

Accordingly, Robinson (1991) states that flexibility is a key value needed by the ESP teacher, in order to change from being a general language teacher to being a specific purpose teacher, to cope with different groups of learners, and to perform different tasks.

The principle of flexibility implies an eclectic approach to the teaching methods. In this vein, Miliani (1994) stated that "…eclecticism …leaves the door open for any stratagem or technique which could fit in a given situation. It all depends on the teachers' know-how and his approach to language teaching".

As a conclusion the ESP teachers should implement different teaching methods, techniques and materials in order to reach the learners required competence.

1.7.5 Assessment /Evaluation

Assessment and course evaluation are two important stages in ESP teaching process. Hypothetically, an ESP course is supposed to be successful; it is set up to fulfil particular learners' needs and enable them perform specific things with language.

Normally, ESP course has specified objectives, which have to be assessed and measured in terms of how well these objectives have been provided and served. Targeting at helping the ESP practitioners and achieving these stages Hutchinson & Waters (1987) propose a complementary procedure based on two levels:

Learner Assessment:

This procedure main task is to measure the learners' performance and level of proficiency, in other words what they actually know in terms of language knowledge at this level of the course achievement. Assessment, also elicits learners' linguistic problems and difficulties, and sets other views for pedagogical solutions in the next courses.

Course Evaluation:

ESP course itself needs to be evaluated, whether the sets of objectives designed were achieved or not, to reach the course aims.

Both learner assessment and course evaluation facilitate and help providing the teacher with feedback on the efficiency of the course, the teaching methods and materials, and the improvement of the necessary revisions in the ESP course design.

1.8 Conclusion

This chapter has given an overview related to ESP and the various practices in course design. Some key concepts in ESP teaching process have also been highlighted in order to make a distinction between ESP and General English. It has shown that in ESP, learners' needs are of central importance. By identifying and analysing learners' requirements, the teacher can adopt and make use of the appropriate teaching methodology and plan the suitable syllabus in order to help the learners to perform specific language needs'.

In a scientific research work, the methodological approaches are also of great importance in conducting the study. Throughout the next chapter, the investigator provides the theory related to research in education and designs the framework of this investigation. Furthermore, a situation analysis of English use in the Algerian institutional context is presented with a special focus on some Algerian workplaces.

CHAPTER TWO

RESEARCH DESIGN AND SITUATION ANALYSIS

2.1 Introduction

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2.3 Research Objectives

2.4 Case Study

2.5 Sampling

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    2.5.2 Sample Population

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2.9 Situation Analysis: English in Algerian Work places

    2.9.1 Methodology

    2.9.2 Analysis

    2.9.3 Summary of the Main Results

2.10 Conclusion

2.1 Introduction

The literature of ESP, mentioned earlier, is strongly related to the systematic identification and analysis of the situation of context in which the language is used. This process cannot achieve satisfactory results without methodological design of the research work.

The first part of this chapter is devoted to the description of the research methods, the sample of informants and tools used in this study and to the presentation of the advantages and disadvantages of each research instrument. In the second part, the researcher investigates the English language situation in Algerian work places and explains why the administrators and jurists need it in their professional activities. The degree of awareness regarding the importance they give to the learning of English is also dealt with.

2.2 Research Questions and Hypotheses

With the globalisation process, English has become the working language of international organisations, conferences, law and the language of tertiary education. Actually, the Algerian Government is updating its policy of the economic development according to the global vision. Consequently, Algeria opens its territories to the international and multinational companies.

In Algeria, the public and institutional offices regulate and control the documents of the local and foreign economic operators according to the national and international laws and treaties. However, when dealing with English, in almost all cases in public administrations the administrators and jurists who graduated from the Departments of Law and Administrative Sciences are not able to understand or use the English language, particularly the legal discourse used in formal contexts. This situation led them to seek for immediate solutions to solve the problem, as computing translation, or official translators for the judicial cases.

To abridge, the administrators and jurists have a low proficiency level in the English language simply because they have not been trained by their employers; furthermore, in their tertiary studies no English courses were provided.

Thus, it is of great importance to investigate in the academic context, in order to answer the following research questions:

1-Why do Law and Administrative students need the English language?

2-What do they need to learn?

3-What kind of syllabus and pedagogical materials would be appropriate to the target students to reach satisfactory results?

In view of that, the following hypotheses are suggested:

1-The Algerian administrators and lawyers, who graduate from the Faculty of Law and Administrative Sciences, need English to exploit legal texts and formal papers written in this language required in prototype discourses, in political magazines, the internet, and field books. They also need to interact in English without restraint with foreigners when interfering in discussions, and to communicate instructions and ideas through official documents either for occupational or academic purposes.

2-Law and administrative students need to learn a mixture of general English vocabulary and that used in legal contexts in addition to specific language forms and structures. They also need to develop an acceptable mastery of the receptive skills with more focus on the receptive ones.

3- An eclectic syllabus which promotes receptive skills, and emphasizes vocabulary and translation, using motivating pedagogical materials can help both the students to increase their interest for learning English, and the ELP teacher in achieving his course objectives.

With these hypotheses in mind, the researcher focuses on the following research objectives.

2.3 Research Objectives

Nowadays, in the Algerian Universities and due to English departments' efforts, almost all the faculties have integrated English courses in the learning programme as a compulsory module from the first year of graduation. Nevertheless, in spite of the important magnitude of English for future officers and lawyers, these students are still deprived at graduation level from the opportunity to have English instruction, the fact that led the researcher to think about the suggestion of introducing English as a means of instruction which is strongly needed by the target students.

Thus, the main objectives of the present study are to:

- Portray the situation of English in the Algerian official institutions and offices.

- Carry out an NIA to identify law and administrative sciences students' English language needs'.

- Design a course that will fulfil those needs and requirements.

In order to reach these research objectives the researcher has designed the study according to the different methodological approaches used in scientific work.

2.4 Case Study

In scientific research, it is of great importance to choose the appropriate method, though combining the advantages of the different methods can help to achieve an objective position. But in using either a combination of approaches or only one, research must be conducted with methodological rigor.

This methodological rigor is based first on the selection of the appropriate research model that will give valid outcomes. Nunan (1992) selects nine types of research in applied linguistics which are: experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation. Each of these methods differs in terms of purposes, foci and key characteristics.

Being aware of these facts and after a literature review of the research models, the investigator is more interested in a case study for the theoretical reasons that are advocated below.

There are various descriptions of the case study approach. In explaining what a case is, Yin (1993:11) states that it "refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence". For Anderson (1993: 152) a case study is "concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred". It is intended to focus on a particular issue, feature or unit of analysis. This method enables to understand the complex real-life activities in which several sources of evidence are used.

The use of case study to investigate an area of interest is mainly appropriate as described by Patton (1987:18) "Case studies become particularly useful where one needs to understand some particular problem or situation in great-depth, and where one can identify cases rich in information".

Case studies are criticised by some "as lack of scientific rigour and reliability and that they do not address the issues of generalizability" (Johnson, 1994). Though in case study there is some strength; For instance, it enables the researcher "to gain a holistic view of a certain phenomenon or series of events" (Gummesson, 1991:83) and can offer a surrounding picture as many sources of evidence are used.

A further advantage is that "case study can be useful in capturing the emergent and immanent properties of life in organizations and the ebb and flow of organizational activity, especially where it is changing very fast" (Hartley, 1994:208). Case studies also allow to generalizations as the findings can lead to some form of replication.

The case study method covers various characteristics that are summarised in the following table:

Model	Purposes	Foci	Key Terms	Characteristics
Case Study	-To portray, analyse and interpret the uniqueness of individuals and situations through accessible accounts - To catch the complexity and situated ness of behaviour - To contribute to action intervention -To present and represent reality -To give a sense of 'being there'	-Individuals and local situations -Unique instances -A single case -Bounded phenomena and systems: *individual *group *roles *organizations *community	-Individuality, uniqueness -in-depth analysis and portrayal -interpretive and inferential analysis -Subjective -Descriptive -Analytical -understanding specific situations -sincerity -complexity -Particularity	-in-depth, detailed data from wide range source. - participant and non-participant observation -non-interventionist -Empathic -Holistic treatment of phenomena What can be learned from the particular case

Table: 2.1 Elements of Research Styles (qtd from Hamzaoui, 2010).

These elements give a clear idea that case study method is not limited to a unique purpose or a single characteristic, hence it explains the diverse definitions describing the case study approach.

Thus, being interested in detailed data regarding the actual situation in the Algerian offices and on teachers' and students' vision towards the introduction of English courses in the Department of Law and Administrative Sciences, the researcher opted for a case study approach. The aim is to describe, present and represent the

situation and propose solutions to the observed facts after an in-depth investigation. Consequently the researcher will explore the use of English in legal settings and describe and explain both the target situation needs and the learning needs (see section 1.7.1.2).

According to Yin (1984:11) "there are three types of case study research exploratory, descriptive, and explanatory".For the present research work it is a combination of the three types, the purpose is to portray, analyse and interpret the uniqueness of individuals and situations. The study is threefold: First, it analyses the situation regarding the use of English in the Algerian institutional and official work places, involving informants from five working situations; second, an NIA of the target population is designed and conducted in an academic setting involving the students of law and administrative sciences at the University of Tlemcen.(One hundred and sixty students were selected from fourth year under-graduation at the Department of Law and Administrative Sciences); Finally, an English course that will fulfil students' needs and requirements is designed.

2.5 Sampling

After choosing the appropriate method for the study, the researcher has to seek for the informants that will represent the population. However, the sampling is not an arbitrary process; it is based on scientific techniques that will have a great impact on the collected data.

2.5.1 Sampling Techniques

In scientific research, representative sampling is of great debate among the researchers, however, almost all of them, for practical considerations, make use of 'Random' 'stratified' or 'Quota' techniques in their studies because each one of them has specific advantages.

In the theory "random sampling involves selecting at random from a population list" (Robson 1993: 137). Its advantage is to give each person a chance of being included in the sample. In this context "randomness is not an arbitrary process but a statistically defined procedure that requires a table or set of random numbers which are generated by a computer or by statistical calculations" (Oppenheim 1966: 40).

Although this method is regarded as ideal in theory, in practice it would be very difficult to obtain a full list of all the students in the university or all the officers and lawyers in Tlemcen. Therefore, other sampling methods were consulted which would allow representativeness.

In a stratified sample, the population is divided into a number of sections before sampling them. "A sample is then drawn in correct proportion from each section within the group being studied" (Moser and Kalton 1971: 85). For 'quota' sampling, Oppenheim argues that it can be used to obtain a representative sample and states that "a "quota" is a cell within an overall sample, designed to have the same socio-demographic characteristics as its population" (Oppenheim, 1966: 41).

The quota can be set in advance, in order to decide on the number of informants or the frequency of males, females, age groups, which need to be included in the overall sample. "it is this non-random element that constitutes its great weakness" (Moser & Kalton ibid: 127). Furthermore, the quota method, like most methods, "is prone to bias because of its non-randomness and its statistical errors, which cannot be measured with precision" (Bissoonauth,1998:76).

Therefore, for this study the researcher uses a combination of the quota and stratified method for both workplace managers and students, and random method for the specialist teachers'. The aim in using these methods is that they can give a way for a relatively great amount of data in a quite short amount of time.

2.5.2 Sample Population

2.5.2.1 Workplace managers

Taking into consideration the fact that not all the officers and lawyers can be included in the investigation, the researcher selected a cell of informants which has the same characteristics as the whole population. These characteristics are defined; first, in terms of their professional domain i.e. that they are officers in public administrations and lawyers in tribunals and courts; Second, for their personal experience in both the academic setting as former students and as managers in charge of managing and controlling different administrative and judicial files directly related to the social and public areas in institutional and governmental settings.

The sample population consists of the following officers:

- <u>First Informant</u>: The head of regulation and general affairs office in DRAG1.

- <u>Second Informant</u>: The head of contentious affairs office in DRAG.

- <u>Third Informant</u>:The head of local animation and public contracts office in DAL2.

- <u>Fourth Informant</u>: An agreed solicitor in Tlemcen Court.

- <u>Fifth Informant</u>: A judge in Tlemcen Tribunal.

2.5.2.2 Students

Course planning in the Department of Law and Administrative Sciences is basically set up according to the number of students registered for the academic year i.e., all the students are distributed into groups. Thus, the stratified sample exists before sampling the population. However, the informants are chosen on a quota basis from all the groups according to their gender and age.

NOTES

1-DRAG :The official appellation is 'Direction de la Réglementation et des Affaires Générales'.

2- DAL :The official appellation is 'Direction de l' Administration Locale'.

The researcher has chosen to construct his investigation upon fourth year students because they are advanced in their studies and consequently, more conscious of their needs and the importance of the English instruction as cited in (Kennedy and Bolitho, 1984:13-14): "The older the learner is, the more likely he is to have his own definition, ideas on what and why he is learning English the utility of learning English is likely to be more apparent".

This research concerns fourth year law and administrative sciences students at the Department of Law and Administrative Siences, Faculty of Law and Politics, Tlemcen University. One hundred and sixty (160) students out of seven hundred and fifteen (715) students were dealt with. This makes an average of 22, 37% of the whole fourth year students, dispatched into twenty groups. In order to ensure all types of informants, the sample population is composed of 4 male and 4 female students, which makes a total of 8 students out of 25 from each group (20 groups). Concerning their age, they are between 22 and 29 years old, an exception is made to three students who are 38, 39 and 41 years old; they are carrying out their studies with a long experience in workplaces.

The students involved in the investigation are Baccalaureate holders from literary and scientific branches. They learned English for two years at middle school level, and three years at secondary school level, which makes five years before entering University. At tertiary level however, only French courses are provided in the Department of Law and Administrative Sciences. Being in the last year before graduation, students have not practised English for at least four years, i.e. from the day they left the secondary school, and feel a strong need to learn English because of their awareness of the capital importance of this language for them as future researchers and managers in working places.

2.5.2.3 Teachers

The teachers are concerned with this study in order to give their points of view as academicians and as subject specialists regarding students' English language needs and requirements. The teachers' number in the faculty is eighty three, forty two teachers were concerned with this study representing a frequency of 51%.

The informants involved in the questionnaire are full-time teachers .Their teaching experience in the Faculty varies from two to twenty-five years specialised in the different kinds of law: civil, criminal, administrative, assurance and international law and political relations. One of the teachers is in charge of instructing legal English terminology for the post graduate students without receiving any prior specific training.

After the selection of informants that can represent effectively the whole population, the researcher moves to the next step of the study which is choosing the instruments for collecting the data.

2.6 Instrumentation

In scientific research important elements have to be taken into consideration. One of them is the conception and the selection of the appropriate tools or instruments used in gathering the information chosen for the study. These elements in NIA process are selected after considering some key conditions.

2.6.1 Conditions in Conducting NIA

According to Iwai et al. (1999), the term 'needs analysis' generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Three important conditions are required in conducting NIA, Sources; Triangulation; and Multiple methods (Long, 1996):

2.6.1.1 Sources

A variety of sources can help in performing needs identification process, the most important and widely consulted are the previous analysis, the students, the language specialists and the experts in the domain.

All of them constitute good sources which provide working data experienced in similar situations, information related to the students themselves and a range of viewpoints from the linguists and the ESP practitioners.

2.6.1.2 Triangulation

The validity of the collected data and the legitimacy of needs outcomes should use the above sources or at least three of them in order to allow cross –checking of the gathered information.

> A combination of data source is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity to features as is found in educational settings and because of the need for corroboration of findings   by using data from these different sources, collected by different methods and by different people (i.e. triangulation).

<div align="right">Weir and Robert (1993:137)</div>

2.6.1.3 Multiple Methods

Using a single method of collecting data will possibly not supply a full representation of the situation under investigation. By means of various research instruments in gathering information may add essential insights and help obtain a more realistic picture of the target situation (Bacha, 2004). "The most frequently used methods are questionnaires; interviews; observation and informal consultations with sponsors, learners and others". (Benyelles, 2009:26).

For these theoretical reasons the present study uses different sources and various research instruments summarised in the table below:

Sources	Instruments	Observation
Literature in the Field of ELT, Applied Linguistics, TEFL, ESP and Research Methodology	-Books; -Articles; -Internet.	Theoretical Information
Previous Research Works	Theses in the field of Applied Linguistics, TEFL and ESP	Theoretical Information
English Language Teachers and ESP specialists (Experts in Pedagogy)	-Seminars; -Courses.	Theoretical Information
Workplace Managers (Experts in the Domain)	-Semi-Structured Interview.	Data Collection for Practical Study
Subject Specialist Teachers (Experts in the Domain)	-Questionnaire.	Data Collection for Practical Study
Students	-Questionnaire.	Data Collection for Practical Study

Table 2.2: Sources and Instruments Used for the Study.

All these sources and instruments help to build a theoretical knowledge in the field of ESP and research methodology, however putting into practice this wide range of information is not an easy task, specifically when it concerns the selection of the suitable research instruments. For that reason, it is necessary to mention some notions about these elements.

2.6.2 Research Instruments

"Since any one source of information is likely to be incomplete or partial, a triangular approach is advisable" (Jack Richards 2001:59) by multiplying data sources. Accordingly the investigator has chosen to use two different research instruments.

2.6.2.1 Semi Structured Interview

A semi structured interview was designed for work place managers and another one for the only teacher of English in the department, because it is "feasible for smaller groups and allows more consistency across responses to be obtained" (Jack Richards 2001:61). Moreover, it provides a mutual interaction and enables the interviewer to rearrange his questions according to the answers, and for the interviewee to develop his ideas without restrictions.

2.6.2.2 Questionnaire

The second instrument is the questionnaire. One for subject specialist teachers and the other for students, because "questionnaires are structured instruments for the collection of data which translate research hypotheses into questions" (Richterich and Chancerel 1980:59) and they "can be used with large number of subjects, and they obtain information that is relatively easy to tabulate and analyse" (Jack Richards 2001:60) in a shorter period of time compared to other research tools.

Hutchinson and Waters (1987) aiming at helping ESP practitioners to design research instruments for their studies, provide a framework of both target needs and learning needs, which consists of a list of questions the analysts are supposed to find answers to.

The analysis of target situation needs is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process" (Hutchinson and Waters 1987, 59). The content of the questions and answers are as follows:

1.Why is language needed?

    - for study;

    - for work;

- for training;

- for a combination of these;

- for some other purposes, e.g. status, examination, promotion.

2. How will the language be used?

-Medium: speaking, writing, reading, etc.;

- Channel: e.g. telephone, face to face;

- Types of text or discourse: e.g. academic text, lectures, catalogues, etc.

3. What will the content areas be?

-Subjects: e.g. medicine, biology, commerce, shipping, etc.;

- Level: technician, craftsman, postgraduate, etc

4. Where will the language be used?

- Physical setting: e.g. office, lecture, theater, hotel, workshop, library;

-Human context: alone, meetings, demonstrations, on telephone;

-Linguistic context: e.g. in own country, abroad.

5. When will the language be used?

- Concurrently with the ESP course or subsequently;

- frequently, seldom, in small amounts, in large chunks.

Hutchinson and Waters (1987: 62-63) have also suggested a framework for analyzing the learning needs, which consists of several questions, each divided into more detailed questions:

1. Why are the learners taking the course?

-Compulsory or optional;

-Apparent need or not;

- Are status, money, promotion involved?

- What do learners think they will achieve?

- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?

-What is their learning background?

- What is their concept of teaching and learning?

- What methodology will appeal to them?

- What sort of techniques bore/alienate them?

3. What sources are available?

- Number and professional competence of teachers;

- Attitude of teachers to ESP;

- Teachers' knowledge of and attitude to subject content;

- Materials;

- Aids;

- Opportunities for out-of-class activities.

4. Who are the learners?

-Age/sex/nationality;

- What do they know already about English?

- What subject knowledge do they have?

-What are their interests?

-What is their socio-cultural background?

- What teaching styles are they used to?

- What is their attitude to English or to the cultures of the English speaking world?

Taking into consideration Hutchinson and Waters' framework, the researcher adapted the above questions to design the present research instrument according to the situation under investigation.

The reliability of the instruments for valid data cannot prove its consistency without studied procedure, i.e. testing the tools then applying them.

2.7 Procedure

2.7.1 Piloting the Study

Before embarking in the fieldwork, a pilot study is necessary to "....identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper" Weir and Roberts (1994:138). This study questionnaires

and semi structured interviews were established according to Hutchinson and Waters' (1987) framework on target and learning needs. Some modifications were made in their structure taking into consideration the Algerian context and also the previous research works done in the field of ESP in Tlemcen University.

In this study the researcher decided to pilot only the questionnaires, because of the important number of informants. However, concerning the interviews they were not piloted since the questions could be modified according to informants' answers during the interview.

The first draft of students' and teachers' questionnaires was distributed to three language teachers in the Department of English and two teachers in the Faculty of Law and Politics. In the light of these comments the first draft was revised and tested in a pilot study. Personal contacts with specialist teachers helped the researcher to conduct the pilot work with a small sample consisting of five students and three teachers. For both teachers and students the completion of the questionnaire required between twenty and thirty minutes. The language in which they were most at ease with in completing the questionnaire was Arabic.

There were a few constraints faced by the researcher in the pilot study, particularly those concerned with the planning, the timing of the visits, also the time for completing the questionnaires was important in duration; it was noticeable that some informants were on unpleasant situation.

The pilot study proved to be essential in suggesting modifications of the questionnaires. These changes were made to ensure the efficiency of the materials for carrying out the data collection. The responses were examined to see if they were yielding the required data.

The exploratory work helped to finalize the form and length of the questions in the questionnaires, and suggested the elimination and the addition of other questions to be incorporated into the final version of the teachers' and students' questionnaires. Some questions were reworded, and others broken down into separate questions in the final draft (see Appendices 4 and 5).

2.7.2 The Study Proper

After piloting the study, a planning was necessary to collect the data rapidly, knowing that it was not easy to get in touch with work place managers without making prior rendezvous. Moreover, the teachers at some periods of the academic year, are called to attend seminars and meetings and have academic obligations, and the students are often busy working on their exams and research projects.

The first step of the study was to make preliminary contacts with the managers in order to explain the purpose of the study and to plan a schedule for interviewing them. Each informant gave a date for the appointment. The day of the meeting, and aiming at creating a natural atmosphere and an enjoyable ambiance, the interview was conducted in Algerian Arabic i.e in an informal way so as to collect "illuminating information that cannot be obtained by any other way"(Weir and Roberts 1993:145). Informants' answers were recorded with the help of audio support and later interpreted.

Regarding the students' questionnaire, and aiming at avoiding the constraints faced during the pilot study, the researcher decided with the help of some teachers of the department to organise meetings with the students concerned during their teachers' courses. On this basis, the researcher was able to give explanations regarding the purpose of the study and asked them to complete the questionnaire.

Concerning the teachers' questionnaires, and as they were randomly chosen, the researcher opted for a direct approach after being permitted by the department. During their courses and in the teachers' offices the questionnaire was distributed and then collected. The same procedure was applied for interviewing the English language teacher.

2.8 Data Analysis

Since it is difficult to interpret the collected data, the researcher has chosen to use two types of analysis. "Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement" (Hamzaoui, 2006:130). However, the researcher had to match correctly the different kinds of analysis to the information resulting from the research instruments used in this study.

2.8.1 Qualitative Analysis

This type of analysis is founded on the observation and the interpretation made by the investigator himself. Its purpose is to explore, describe and discover facts. These facts "may take the form of verbatim descriptions, interviews, written responses, or unstructured observations" (Weir and Roberts, 1994:159).

Then, the researcher used the qualitative method in this study for the analysis of all the instruments used in this research. It was carried out as follows: Firstly the responses were collected and interpreted. After that, a key word analysis allowed to make categories of informants' assertions permitting the synthesis of statements. This method also allowed quantifying data.

2.8.2 Quantitative Analysis

Quantitative analysis was used by the researcher for the students' and teachers' questionnaires. The aim is to quantify their answers to allow the estimation of their language needs and requirements. The data are summarised in tables and figures in which numerical data are transformed into percentages to permit comparison.

To close this section the researcher provides the following figure to summarise the present research design.
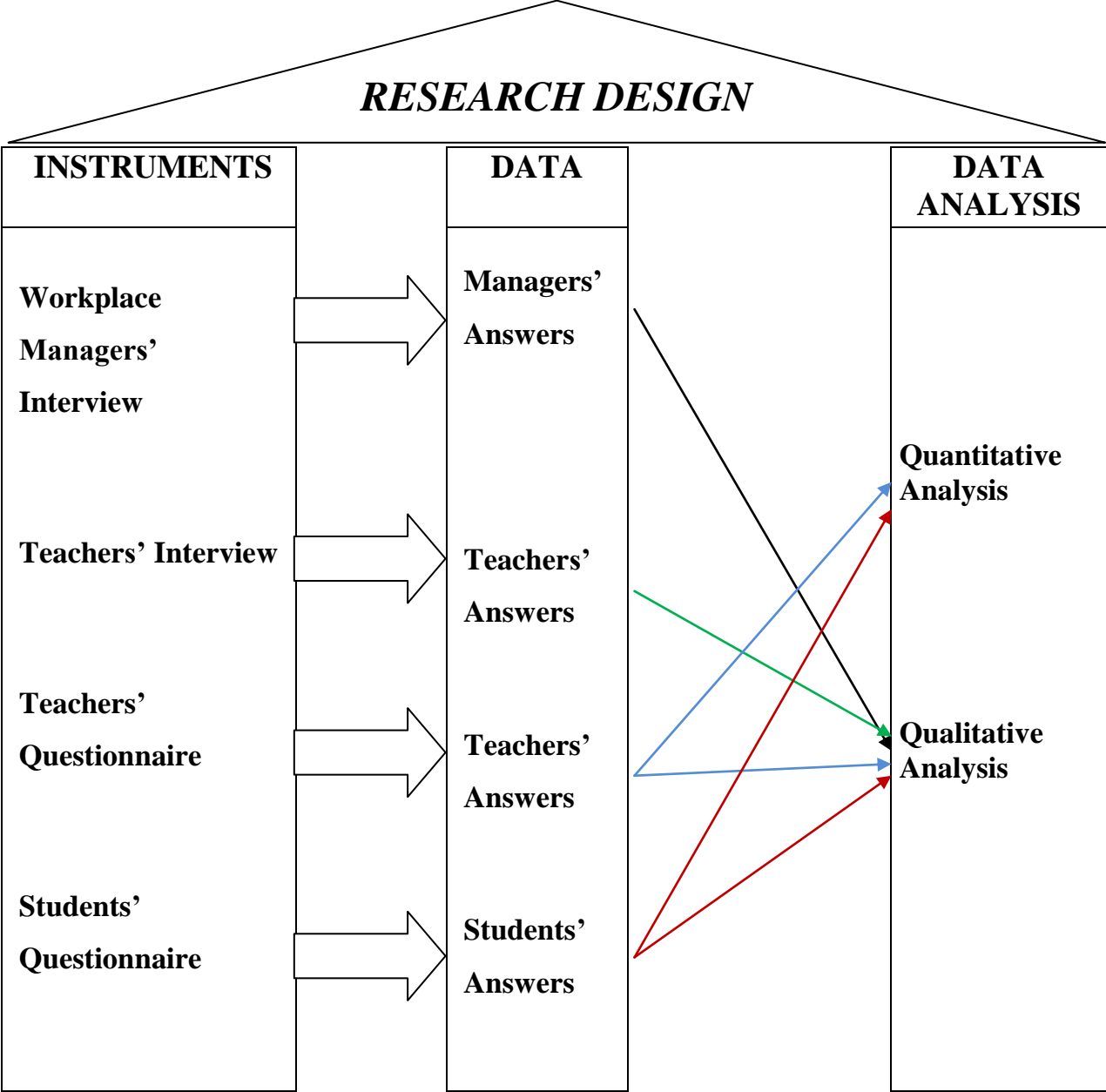
Figure 2.1:   Research Design

After a description of the research methods, a sample of informants and tools used in this study, the researcher investigates the English language situation in Algerian work places. He also gives the reason why the administrators and jurists need the English language in their professional activities and measures the degree of their awareness regarding the importance of English.

2.9 Situation Analysis: English in Algerian work places

In order to have a clear idea about what the English language represents to the Algerian work place managers, in administrative and judicial offices, for their professional activities, a semi-structured interview was conducted with a sample population composed of officers and lawyers in official settings.

2.9.1 Methodology

Concerning work place managers, the interview turned around seven broad lines, each one with a specific purpose aiming at revealing the status of English in Algerian institutional settings. As the informants were former students, it was interesting to have their points of view concerning the introduction of an English course in the Department of Law and Administrative Sciences. (See Appendix 2).

1st Point: To known the speciality studied by the informant at university.

2nd Point: To identify the informants' proficiency level in English.

3rd Point: To seek for the informant's vision about English.

4th Point: To state the reasons for using English in their domain.

5th Point: To inquire about how they manage to study and produce legal documents in English.

6th Point: To show the importance of English for the professional career of this category of officers.

7th Point: To seek for suggestions as regards the English inclusion in education of the future law and administrative sciences students at tertiary level.

2.9.2 Analysis

The interview has revealed a compilation of data that the researcher tries to analyse and interpret qualitatively.

Question 1: <u>Informants' speciality.</u>

The five informants stated that they hold a licence degree in Law and Administrative sciences and they carried out their studies at the Universities of Sidi- Bellabes and Tlemcen. Furthermore they received specific training related to their working fields.

Question 2**:** <u>Informants' proficiency level.</u>

The informants said that they had the beginner level in English, and stated that they had no communicative competence, for the simple reason that all of them stopped learning the English language for a long period of time after the secondary school, and since that time, they have not received any teaching of English.

Question 3**:** <u>Informants' vision of English.</u>

The informants agreed that English is a world language used in all domains especially in the information and communication technologies, politics, international relations, trading and regulation.

Question 4**:** <u>Informants' use of English.</u>

The answers of the informants varied, each one of them advanced differently the cases in which he was confronted to the use of English.

The head of regulation and general affairs office in DRAG said that his office is in charge of extending entry permit to the foreigners working in the international companies settled in Tlemcen, and for the immigrants living in our wilaya knowing that their civil documents are written in English.

The head of contentious affairs office in DRAG, assumed that his administration is not concerned with English documents for the moment because the contentious affairs of foreign companies are studied directly at the level of ministries; however, in some situations, foreign operators come to his office asking for information concerning the Algerian legislative procedures in order to avoid misinterpretation of legal texts.

The head of local animation and public contract office in DAL, stated that according to the instruction of the Algerian Prime Minister in June 2006 (Appendix1) the office uses English when the administration publishes an international call for the realisation of different socio economic projects.

 A solicitor officially agreed in Tlemcen court said that he is called to take the defence of the clandestine African immigrants coming from former Anglo-Saxon countries and their legal documents such as identity cards and passports are transcribed in English.

A judge in Tlemcen tribunal stated that in various affairs, the basic papers of the files under study are written in English, as the official language of the Algerian institutions is Arabic, he instructs the transfer of the English documents to a legal translator in order to avoid misunderstanding or misinterpretation.

Question 5: Informants' strategies to use English.

As the informants are concerned differently with the use of English, the researcher analysed this question according to three key points which are: Interaction, document study, text production.

Interaction:

The three first informants stated that they cannot interact with English speakers; however, they try to understand them using French and some common English terms and phrases as Good morning, Hello Sir, can I help you?.

For the two other informants, they have to call for a translator, especially in the tribunal or the court, in order to defend the person correctly or to avoid wrong judgement.

Document study:

The managers declared that constitutionally, the official language in the Algerian administration is Arabic; for this reason, they transmit the documents to legal translators to pass up confusion or misreading in the case they are faced with important papers. But when they want to understand some basic words for more information about a case, and for a rapid solution, they use computer on-line translation.

Text Production:

Only the head of local animation and public contracts office in DAL is concerned with text production. According to the instruction of the prime minister, his administration should publish in all mass media the international calls for the realisation of diverse socio-economic projects in three languages Arabic, French and English. Yet, the latter is produced on the basis of computing translation from French to English.

Question 6: The importance of English for the informants' professional career.

All the informants assumed that, nowadays, mastering the English language is the first condition required by the governmental and non-governmental institutions, at national and international levels, where they are seeking for competencies to be recruited. As they are graded in the required speciality, they can present themselves as potential candidates for administrative jobs in United Nations (U.N) institutions, the

African Union (AU) with all its organisations and also in the Supreme Court for the lawyers'. However, and knowing that the communicative tool used in these institutions is English, the Algerian candidates are almost all the time rejected.

Question 7**:** Informants' suggestions.

The interviewees affirmed that Algeria, during this period, is moving towards a global system imposed by the multinational companies which use English as a tool for communication. That's why the future certificated students have to continue learning English after the secondary school, focusing on specific terminology used in legal settings.

2.9.3 Summary of the Main Results

The interview with the Algerian workplace managers revealed facts that are summarized as follows:

- All the informants are specialised in law and administration.

- They are not linguistically competent in English.

- They are aware of the international status of English.

- English is used in their domain of work.

- They find difficulties when dealing with a situation in which English is required, so they look for alternative solutions.

- Mastery of English helps them in their professional career.

- They suggest that English language courses should continue at university.

The analysis and interpretation of the collected data with the managers revealed that the Algerian officers and officials who graduated from the department of law and administrative sciences, have a very low proficiency level in English in spite of their high educational level and professional aptitude. Lack of linguistic competence in English constitutes a handicap in dealing with some administrative and judicial affairs.

Nowadays, significant changes are taking place in Algeria in the organisation of workplace systems, especially in the economic and the industrial domains. With the opening of the Algerian market towards the world economy, English has become more needed by a specific group of the society, aiming at communicating with foreigners. However, in a given society, the various fields of the economic exchanges need human competencies particularly those persons who master law to regulate and control the legacy of the different documents. The people who have this ability of control are the administrators or the lawyers; and they are the representatives of the Algerian government. But nowadays, only ministries have some managers able to do so in their staff.

Concerning the staff in local offices, who compose the important mass of managers, they have not received any specific training in legal English in order to deal with the situations in which English in needed. The reason behind such a situation is that, at the tertiary level of education, no English courses are proposed to the students of law and administrative sciences in their curriculum.

The preliminary results of the information gathered from Algerian officers concerning the use of English in work places, has led the researcher to investigate at the level of the University of Tlemcen more precisely in the Department of Law and Administrative Sciences. The purpose was to highlight the academicians' vision regarding the status of English in their field, to determine why they need English and what for. This is done in view of proposing the introduction of an English course in the curriculum of these students.

2.10 Conclusion

In this chapter the researcher described the research method of this study. The sample population, instruments and procedures used to collect the data were highlighted in the first part of this chapter. In the second part, the researcher investigated the English language situation in the Algerian administrations and law courts. Furthermore, the investigator showed the importance of legal English in the professional activities of the Algerian administrators and jurists. The main results obtained from this investigation led the researcher to seek for information in the academic context.

It is well known that any ESP investigation is based upon the identification and analysis of the specific needs of particular groups of learners. For this reason, the implementation of an ELP course for law and administrative students must be preceded by a needs identification and analysis of the target situation which is the concern of the next chapter.

CHAPTER THREE

NEEDS IDENTIFICATION AND ANALYSIS

3.1 Introduction

3.2 The status of English at Tlemcen University

3.3 The Faculty of Law and Political Sciences

3.4 English Teacher Interview

    3.4.1 Methodology

    3.4.2 Analysis

    3.4.3 Summary of the Results

3.5 The Questionnaires

3.6 Teachers' Questionnaire

    3.6.1 Methodology

    3.6.2 Analysis

    3.6.3 Summary of the Results

3.7 Students' Questionnaire

    3.7.1 Methodology

    3.7.2 Analysis

    3.7.3 Summary of the Results

3.8   Summary of the Main Results and Discussion

3.9 Conclusion

3.1 Introduction

In the previous chapter the researcher has described the design of his research work and investigated the English language situation in the Algerian work places more specifically in the institutional and administrative settings. The main results obtained from the exploration led him to conduct an NIA aiming at collecting more information.

Systematically the present chapter stands for the experimental stage of the study. The aim is to carryout an NIA in order to suggest an ELP course intended for students of law and administrative sciences at the university level.

3.2 The status of English at Tlemcen University

With the globalisation process Algeria integrated English in education as a second foreign language to be taught as a compulsory course at middle and secondary schools. However, English in the Algerian society is "neither a medium of instruction, nor used in the government, or involved in any societal function" (Hamzoui, 2006:78).

The educational policy of the Algerian Ministry of Higher Education and Scientific Research, intends to promote the use of English and to develop its status as it has become of vital importance in international communication and the main medium to exchange scientific and technological information.

The Department of Foreign Languages in Tlemcen University is considered as one of the most prominent in Algeria. From his opening in 1988 the department tries to prepare general English language teachers for secondary and middle schools. During their studies, the students of Tlemcen University are mainly concerned with learning the target language system and skills in language based and content modules.

With the opening of post graduation in diverse specialities as TEFL and sociolinguistics the department was able to provide other faculties with fulltime English teachers. In 2009, and aiming at gathering faculties' needs concerning specialised English teachers the department has opened post graduation in ESP. The major objective is to meet students language needs in all the faculties of Tlemcen University and help them to reach specific purposes.

3.3 The Faculty of Law and Political Sciences

The Faculty of Law and Political Sciences of Tlemcen University is composed of two departments. Initially only the Department of Law and Administrative Sciences was composing the faculty. Recently and aiming at the diversification of the specialities and to meet the social needs, the Department of Politics and International relations was created.

The students in the faculty go through a programme of study of four years to have a 'Licence' degree in law and politics, with a possibility to continue post graduation studies on a competition exam. Or they have the ability to register themselves in the LMD system which takes eight years to obtain the doctorate degree. They can also carry on their studies to become judges or obtain the CAPA degree in order to practice as advocate, or go into the professional life as jurist in all administrative sectors.

Concerning English instruction, the Department of Politics and International relations has introduced English as a compulsory module from the first year of graduation studies. However, in the Department of Law and Administrative Sciences English courses are provided only in post- graduation. The aim of such courses is to enable the learners and the future researchers or managers to read the literature concerned with their field of study, to keep abreast of the newest research works and be in contact with peers and colleagues. However English courses are regarded by the students as an additional subject because its coefficient is calculated on the basis of one point while the other modules are between two and five.

The experimental stage of this research is constructed upon subjects implicated in the teaching and learning process. An interview was conducted with the English teacher and questionnaires were submitted to students and subject specialist teachers.

3.4 English Teacher Interview

The Only informant concerned with teaching English is in reality a subject specialist, specialised in international laws. He studied in Britain for three years in which he had acquired legal terminology.

3.4.1 Methodology

For the language teacher, the purpose of the interview is to have his opinion concerning the introduction of English instruction in the Department of Law and Administrative sciences for graduation students. Also try to have his judgement concerning the ELP course intended for his post graduate students in terms of developing the four language skills, the importance devoted to different activities, the time that should be allocated to the course, and other factors contributing to its effectiveness.

It tackles eight main points which are as follow: (see Appendix 3).

Question1: Is concerned with the teacher experience and aptitudes.

Question2: Asks about his view regarding the introduction of English instruction in the Department of Law and Administrative sciences.

Question3: Intends to know whether there are any syllabi or teaching materials provided by the department.

Question 4: Deals with the apparatus for the effectiveness of an ELP course.

Question 5: The classification of language skills according to their importance for law and administrative sciences students.

Question 6: This question aims at enlightening the suitable activities for the ELP course.

Question 7: Is concerned with the importance of using MSA or Algerian Arabic in ELP context.

Question 8: This question seeks for the teacher suggestions and propositions.

3.4.2 Analysis

The interview has revealed the following information:

Question1: Teacher experience and aptitudes.

The teacher is a subject specialist, he had his master degree in U.K. Actually he is teaching the module of international laws and English terminology for the post graduate students, without receiving specific training for teaching ELP.

Question 2: The introduction of English instruction in the Department.

Regarding the introduction of English instruction in the Department of Law and Administrative sciences he considers that it should be integrated from the first year of university studies as French, because of its important function in the actual world context.

Question 3: Teaching materials

The teacher replied that no syllabus or teaching materials are provided by the department. All his courses are based on some published materials taken from diverse sources.

Question 4: ELP course efficiency.

He stated that considering the time allocated for teaching English, students' linguistic competence is hard to achieved, yet, the average of three sessions of one hour and a half per week can help to attain a certain proficiency level in English.

Question 5**:** <u>Language skills importance</u>

According to his experience, he considers that the skills that should be developed first are reading and speaking, in addition to, providing students with the legal terminology.

Question 6:   <u>The suitable activities for the ELP course</u>

Concerning the suitable activities for the ELP course, he indicates that teaching terms related to their field of study is essential for acquiring legal jargon. He also explains that reading comprehension is important then followed by listening and speaking and finally writing activities.

Questions 7**:** <u>The use of translation</u>

He assumed that with the use of MSA or Algerian Arabic in his course and translation in general a lot of barriers can be broken down in the sense that he can gain time in explaining words and concepts and the students' would be able to understand the target aims of the ideas and compare their knowledge.

Questions 8**:** <u>Teacher suggestions and propositions</u>

The informant insists on the fact that almost all the published research works in legal fields are in English. The Algerian socio economic system nowadays is moving towards a global system for this reason it is important to introduce English instruction in the department in order to equip the students' with an additional tool for their studies.

3.4.3 Summary of the Results

To sum up the interview revealed that the teacher is in reality a subject specialist in international laws practising as a language teacher without receiving specific training for teaching ELP. However he was able to analyse the students' needs

by stating that it will be of great benefit for the students to introduce English courses from the first year of graduation because the time devoted will be more consequent at the end of their studies. Furthermore and regarding the students' linguistic competence it is essential to focus on the activities in all the language skills with a specific interest given to reading and listening comprehension followed by the productive activities as speaking and writing. The use of translation as a pedagogical tool can also help the teacher to achieve his course objectives rapidly, and for the students' to comprehend easily and compare the legal English terminology with their first language.

3.5 The Questionnaires

Two questionnaires were designed, one addressed to target students and the other to their teachers. The questionnaires were distributed to one hundred and sixty (160) students, and forty two (42) subject specialists during the second term of the academic year (2009-2010).

To avoid any kind of misinterpretation of the questions addressed and enable the informants to answer as clearly as possible the Questionnaires were translated to Arabic.

Three (03) types of questions were used: - Closed - Open - and Mixed.

-Closed Questions:

The informants have to select the appropriate answer according to their point of view, from a range of possibilities without adding any comment.

e.g. 1-What is your level in English? (Appendix 4)

- Beginner   ()

- Intermediate   ()

- Advanced   ()

2- Do you think that collaboration between English language teacher and the subject specialist can help you in your studies? (Appendix 5)

- Yes   ()   no   ()

-Mixed Questions:

In this kind of questions both teachers and students have to choose one of the proposed suggestions, and then give explanation and reasons for his respond.

e.g. 1- Is English important for you in your studies? (Appendix 4)

-Yes   ()   no   ()

-If yes why......................................

2- Do you think that your students are in need to learn English? (Appendix 5)

- yes   ()   no   ()

-If yes please comment................

-Open Questions:

In order to have fuller ideas the informants are completely free through this type of questions; to give judgement and state their own view.

e.g. 1 – Do you think that collaboration between English language teacher and the subject specialist can improve students learning? (Appendix 4).

2- What are the modules that can be taught in English? (Appendix 5).

3.6 Teachers' Questionnaire

This section deals with the methodology and the analysis of the results obtained from the subject specialist teachers' questionnaire.

3.6.1 Methodology

Through this questionnaire the researcher attempts to find out the different opinions of the subject specialist teachers concerning the value of the English language used particularly in academic research and as a linguistic instrument in international settings. It also aims to identify the teachers' vision regarding the introduction of English instruction in the Legal meadow and what type of English should be taught.

All of them are subject specialists from the Faculty of Law and Political Relations, Tlemcen University. The questionnaire consists of thirteen questions:

-Questions 1 to 3: Are related to the teachers' qualifications, their status in the faculty and also their field of specialisation.

-Questions 4 to 6: Ask about their proficiency level in languages especially in English.

-Questions 7 and 8: Look for the teachers' ability to use English language.

-Questions 9 to 11: Deals with the introduction of ELP courses in the department.

-Question 12: Is concerned with the student language skills that should be developed.

-Questions 13: Examines the teachers' suggestions regarding the teaching of ESP to these students.

3.6.2 Analysis

The analysis of the questions will be interpreted disjointedly.

-Question 1 and 2: Teachers' qualification and status

The informants are subject specialist in Law and regulation twelve (12) of the forty two (42) teachers' concerned with the questionnaire are 'doctorate' the others have a 'magister' degree. All of them are full time teachers practicing in the two departments with a long teaching experience for the majority of them. Their experience enables them to analyse the real pedagogical needs 'of their students'.

-Question 3: Teachers' field of specialism

These teachers are in charge of different modules: international relations, comparative law, civil law, public law, international law, trading law, criminal law and law of contracts and responsibilities. All these subjects are commonly dealt with in all world universities.

-Question 4: Teachers' Language proficiency level

From the answers it appears that all the teachers are fluent in both Arabic and French, however no one of the informants said that he has the aptitude in using perfectly the English language.

-Question 5: Teachers' English proficiency level

They confirmed through this question that they had no advanced level in English. Statistically the answers were as follows:

Proficiency Level	Absolute Frequency	Relative Frequency
Beginner	17	40,48 %
Intermediate	25	59,52 %
Advanced	0	0,00 %

Table 3.1: Teachers' English proficiency level
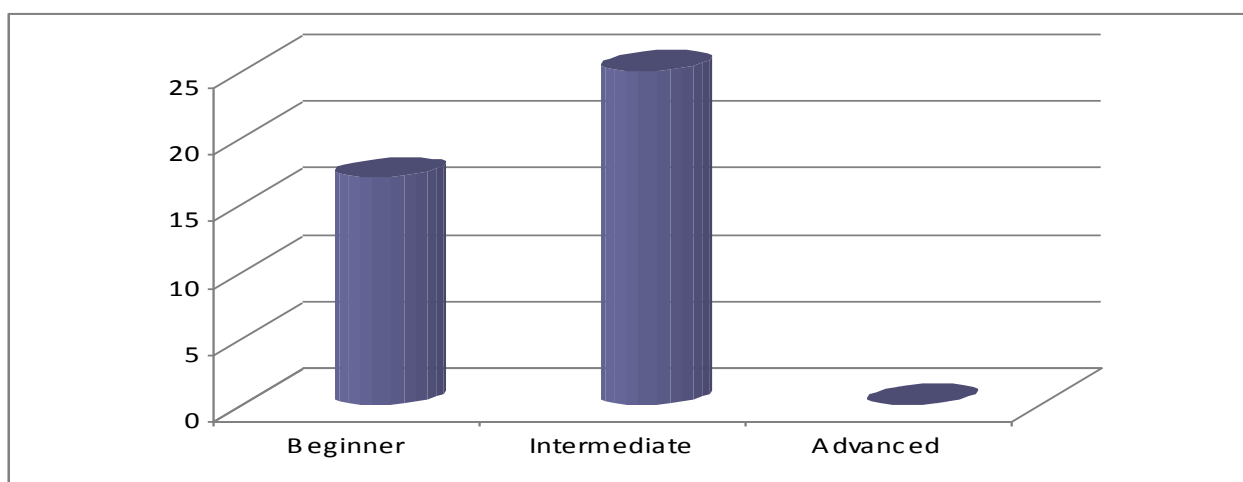
Figure 3.1: Teachers' English proficiency level

-Question 6: English courses during teachers' studies

All the informants' responses were negative i.e they did not have an English course at the university, an exception is made for one teacher who stated that he received general English instructions during his studies at the University of Oran knowing that he is specialised in international relations.

-Question 7: Languages Use

From the teachers' answers it appears that their research works are not communicated and published in English either for international settings or internet exploration. The table below shows numerically the languages they use for their academic activities.

Languages use	National Conferences	International conferences	Publications	Internet
Arabic	39	23	33	13
French	03	11	06	09
English	00	00	00	00
Arabic and French	00	08	03	18
Three Languages	00	00	00	02

Table 2.2: Languages Use
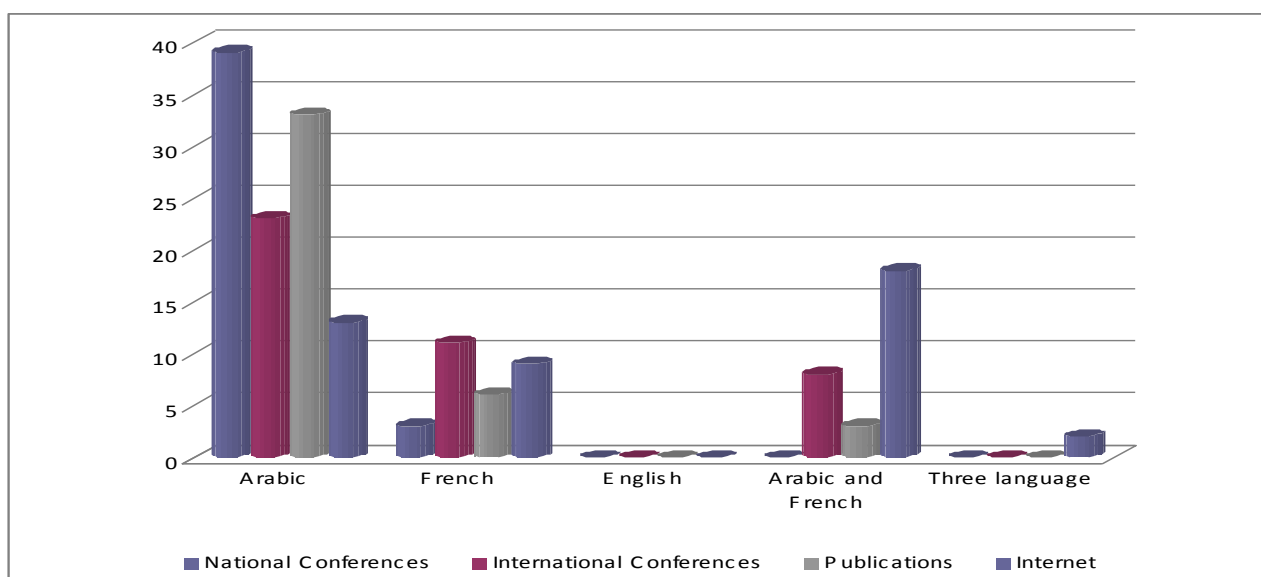
Figure 2.2: Languages Use

-Question 8:   Teachers' ability to teach their subject of speciality in English

Regarding the teachers' opinion concerning their ability to teach their subject of speciality in English four informants (9.52 %) out of forty-two teachers stated that they were able to do it.

-Question 9: Collaboration between English teachers and subject specialist

Concerning the collaboration between language teachers and subject specialists in order to improve students' learning almost all the teachers' (38) said that it will be beneficial for the students'. They stated that there are a lot of academic books references published only in English that the students' are not able to consult; furthermore there are some law specialities as the international laws and the British and American laws in which English knowledge is necessary. With common efforts the teachers' can identify the type of texts and tasks students' need to perform.

-Question 10: Importance of learning English

None of the informants denied the importance of learning English and stated that English instruction should be introduced as a compulsory subject as in the department of politics and international relations. They justify their answers by assuming that Arabic and French are not sufficient for scientific research works and the mastery of English language open doors for more work opportunities.

-Question 11: Introducing an English course at university level

According to the majority of the teachers (37) it is preferable to introduce English from the first year at university.

-Question 12: Importance of language skills

The majority of the teachers believe that all the skills are important and should be developed; yet, fifteen (35.71%) teachers consider reading and listening as vital skills to be developed.

-Question 13: Teachers suggestions and propositions

The subject specialists maintain that with the introduction of ELP instruction it will be of great help for both teachers' and students'. In the sense that with English as a tool students can acquire more knowledge in their field of study and the teacher will be able to convey information concerning international, British and American regulations easily.

3.6.3 Summary of the Results

To summarize, the subject specialist teachers have a considerable teaching experience in their field of specialism, the fact that enables them to analyse the student pedagogical needs'. Though, almost all the teachers are not linguistically competent in foreign languages especially in English because they have not received English courses as students and no specific training as teachers or researchers. Even if they are aware of the importance of the English language in the actual scientific world context, they communicate their works in Arabic or French. Conscious of this problematic situation they insist on introducing English courses for the students of the Department of Law and Administrative Sciences from the first year of graduation with the help of ESP teachers focusing first on receptive language skills.

3.7 Students' Questionnaire

The present section deals with the methodology and the analysis of the results obtained from the questionnaire addressed to students in the department of Law and Administrative Sciences. The aim was to seek information about these students' needs in learning English.

3.7.1 Methodology

Through the questionnaire, the investigator's aim was to find out students' profile, to draw their educational career, to unveil their points of view concerning the importance of English language, and to examine their attitudes towards the target

language. Furthermore, the questionnaire is based on a needs analysis. In the course of the questionnaire the researcher, attempts to detect students' needs, elicit their lacks and requirements, and determine their objectives to learn English.

The current questionnaire is composed of fourteen questions each with a definite purpose. (Appendix 5).

Questions 1 and 2: Are designed to report students' profile.

Question 3 to 6: Ask students about their learning periods and their proficiency level in English.

Question 7:   Inquires about the importance of English for their studies.

Questions 8 and 9: Seek to measure the students' motivation to learn English and check their opinions about the introduction of an English course in their studies and the period during which the course will start.

Question 10: Asks about the nature of the modules they have in their curriculum that can be taught in English language in order to detect the type, nature and topics that are of interest for them.

Question 11: Aims at knowing whether students have recourse to other means to learn English outside the classroom.

Questions12 and 13: Ask students to classify the four language skills according to their difficulty and importance.

Question 14: Ask students to make suggestions on their need to learn   English.

3.7.2 Analysis

The information accumulated from the students' questionnaire will help the investigator to determine students' needs, to have a clear idea about the target situation, and to enable him to provide basis for the production of teaching materials that will be proposed.

The questionnaire was distributed to one hundred and sixty (160) students, however only one hundred and fifty two (152) of them returned it. It should be noted that the investigator submitted the questionnaire written in two languages English and Arabic; the first observation that was highlighted is that all the students responded in Arabic, except two of them who were able to answer in English.

-Question1: Students' gender.

The quantitative analysis of the sexual categories of the students reveals that all the females has returned the questionnaires (80), and only seventy two (72) males were motivated by the research theme.

-Question 2: Students' Age.

The data collected revealed that most of the students (99%) are between 21 and 29 years old an exception is made for three of them who are 38, 40 and 41 years old.

-Question 3: Duration of English learning.

Before university, the majority of students (61,84%) have learned English for five years, while only 28,29% have received the English instruction for six years. The following table shows the frequencies related to English learning duration.

Years of English learning	Absolute Frequency	Relative Frequency
Four years	2	1,32 %
Five years	94	61,84 %
Six years	43	28,29 %
Seven years	8	5,26 %
Eight years	3	1,97 %
Nine years	2	1,32 %

Table 3.3: Duration of English learning
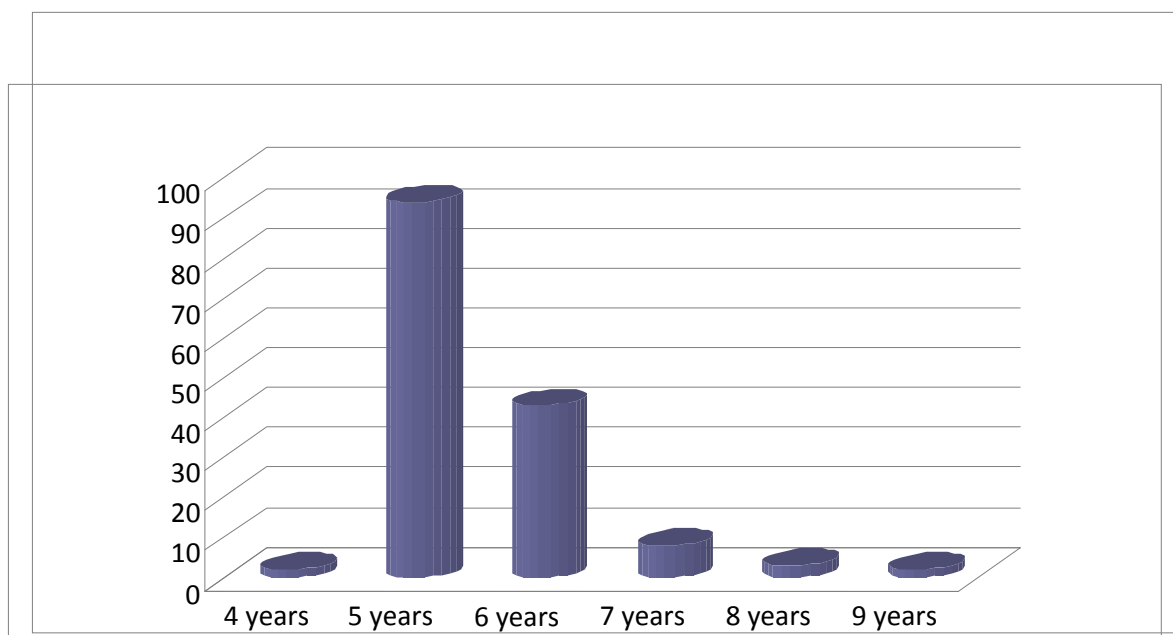
Figure 3.3: **Duration of English learning**

-Question 4:   Non practice of English

The majority of students under investigation stopped following English courses for a period of four years, i.e. from their entrance to university, eighteen of them were not exposed to English instruction more than four years. This period varies between five to twenty years without practising English.

Non practice of English	Absolute Frequency	Relative Frequency
One year	2	1,32 %
Two years	2	1,32 %
Three years	8	5,26 %
Four years	122	80,26 %
More	18	11,84 %

Table 3.4: Period of non practice of English
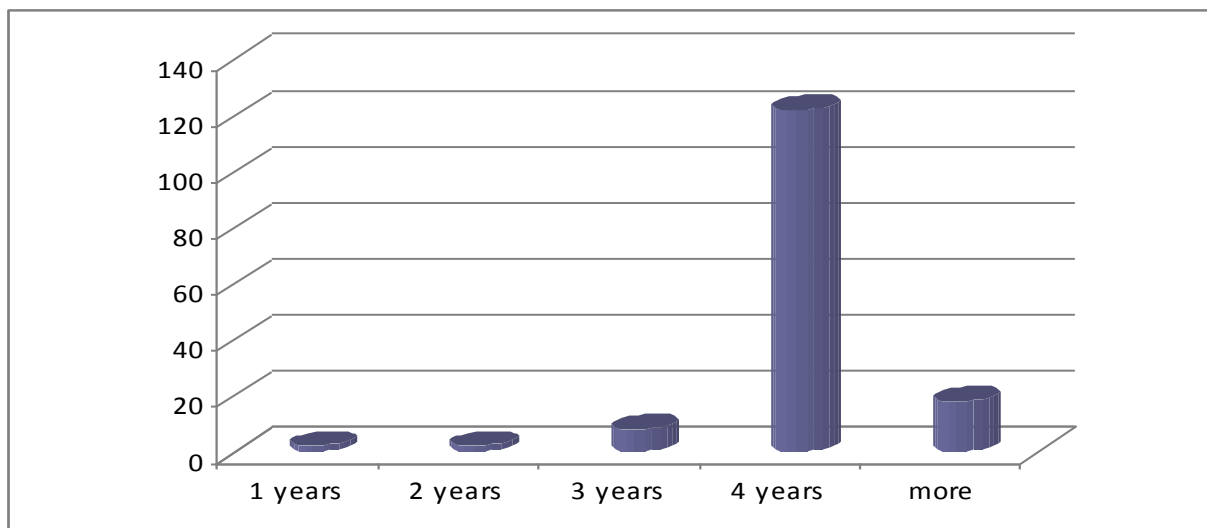
Figure 3.4: **Period of non practice of English**

-Question 5:   Students' English instruction at university level.

Concerning students' English instruction at tertiary level, 99% of the informants reported that they had no English course at the university. The others were registered in the department of politics and international relations in which they have received English instruction for one year.

-Question 6: Students' proficiency level in English.

More than half of the students (65, 13%) evaluate their level in English as weak, while 32, 24% of them consider themselves having an average level.

Proficiency Level in English	Absolute Frequency	Relative Frequency
Advanced	4	2,63 %
Intermediate	49	32,24 %
Beginner	99	65,13 %
Total	152	100 %

Table 3.5: Students' proficiency level in English.
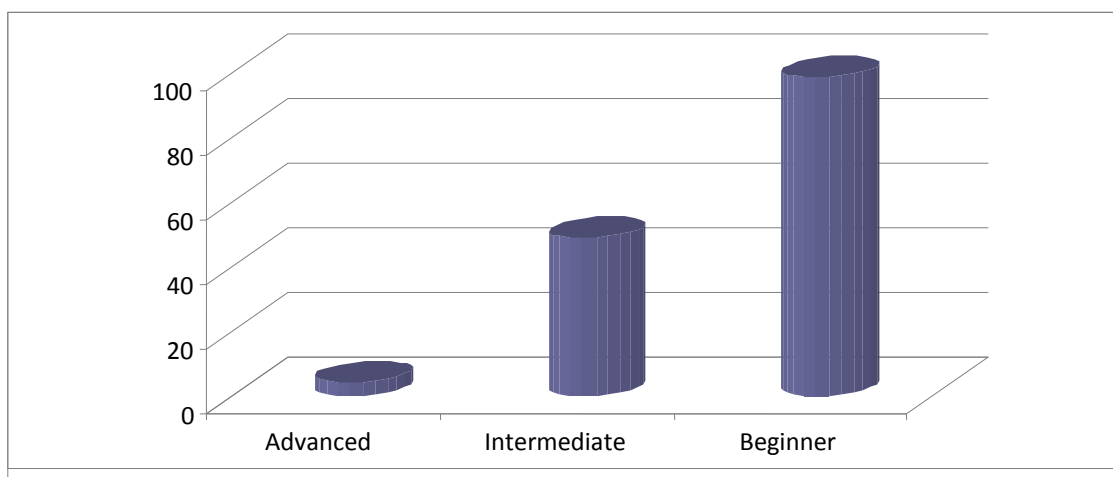
Figure 3.5: Students' proficiency level in English.

-Question 7: Importance of English.

Concerning the importance of English vis-à-vis their studies, 67,11% of the students believe that English can help them, whereas 29, 61% consider negatively its utility.

Importance of English	Absolute Frequency	Relative Frequency
Yes	102	67,11 %
No	45	29,61 %
No answer	5	3,29 %

Table 3.6: English language importance.
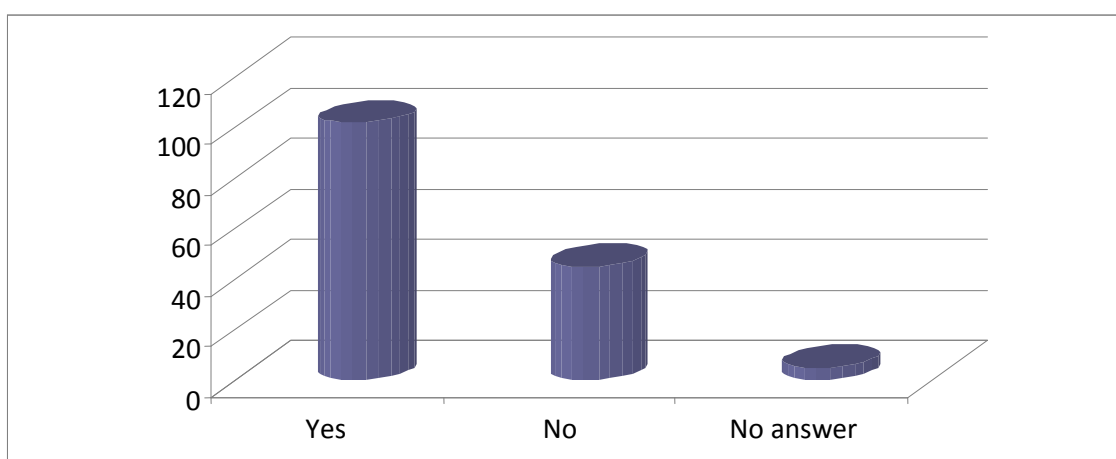
Figure 3.6: English language importance.

Question 08:   Learning Legal Terminology

Regarding this question 141 informants were in favour of learning legal terminology in English, it appears that they were motivated to acquire knowledge of legal terminology in English because it helps them for the following reasons.

Students' answers	Absolute Frequency	Relative Frequency
World Language	59	38,82 %
For the studies	25	16,45 %
Language used in research	18	11,84 %
Internet language	11	7,24 %
Working opportunities	8	5,26 %
Cultural awareness	5	3,29 %
International conferences	2	1,32 %
Others	24	15,79 %

Table 3.7: Learning Legal Terminology
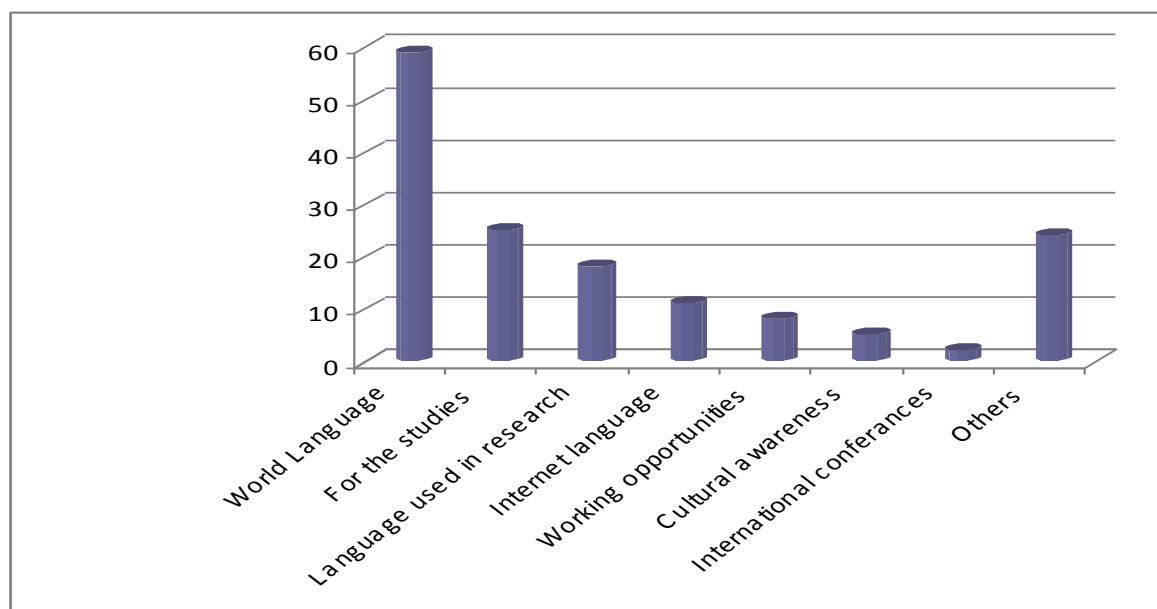
Figure 3.7: Learning Legal Terminology

-Question 09:   Level of introduction of English instruction

For the majority of students it is preferable to have an English course from the first year of graduation, thus it shows that they are in need to acquire English in general and legal terminology in particular. Their answers are summarised in the following table:

Starting from	first year graduation	second year graduation	third year graduation	fourth year graduation	post graduation
Students' Answers	105	06	03	04	29

Table 3.8: Level of introduction of English instruction
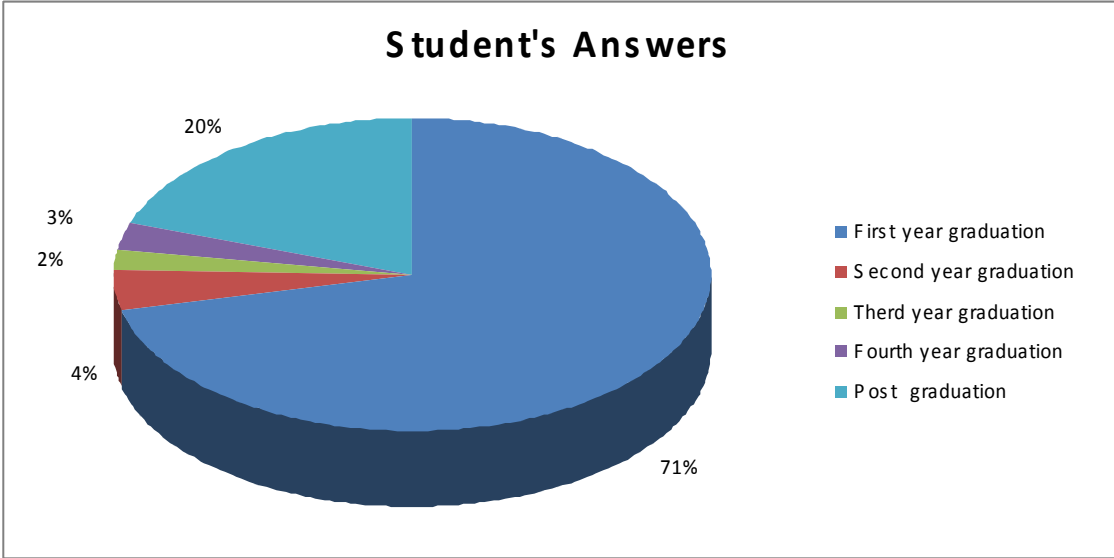
Figure 3.8: Level of English instruction integration

-Question 10**:**   Curriculum modules that can be taught in English

According to the students, there is a variety of important modules that can be taught in English. 90% of them are in favour of acquiring knowledge in international laws; administrative laws; human rights; legal systems and the comparative laws (British and American laws) in English.

-Question 11:   The use of ICT in their studies

It appears that for most students the use the information and communication technology is important for their research works and studies; for the simple reason that 149 informants out of 152 answered positively to the question. However, only five student's use English on the internet as it is mentioned in the table. i.e the students did not have recourse to other means to learn English.

The languages used by the students in internet	Absolute Frequency	Relative Frequency
Arabic	49	32,24 %
French	13	8,55 %
English	0	0,00 %
Arabic and French	85	55,92 %
Three languages	5	3,29 %
Total	152	100 %

Table 3.9: The use of ICT in the studies
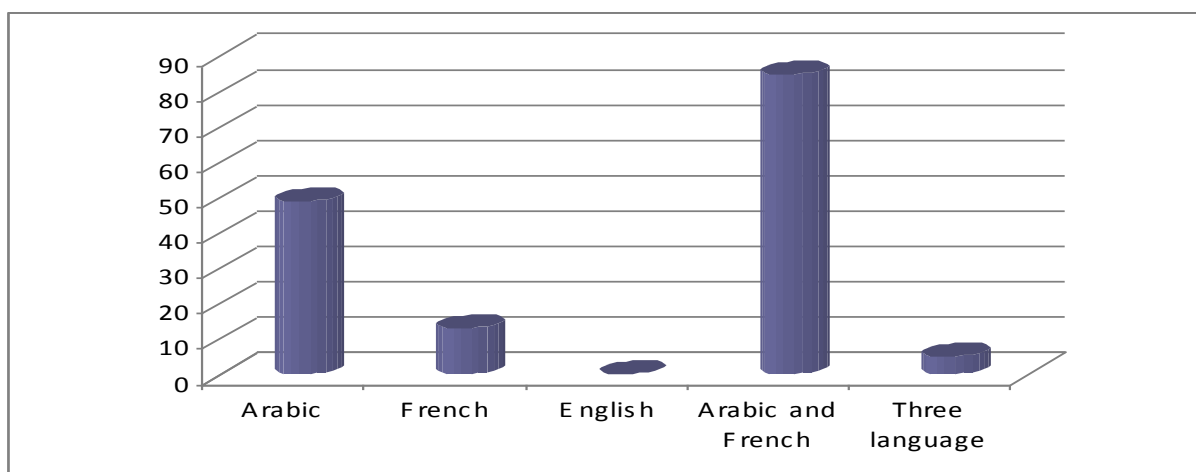
Figure 3.9: The use of ICT in the studies

-Question 12: Skills complexity.

It is noticeable from students' answers that for 32.22% of them speaking is the principle obstacle in learning English, 27.33% view writing as extremely complicated, whereas 21.78% of them said that the comprehension of English language is difficult, and 18.67% find reading less complex. The following table illustrates the students' answers.

Skills complexity	Absolute Frequency	Relative Frequency
To interact with English speakers.	145	32,22 %
To write in English.	123	27,33 %
To comprehend English speech.	98	21,78 %
To read legal articles.	84	18,67 %

Table 3.10: Skills complexity
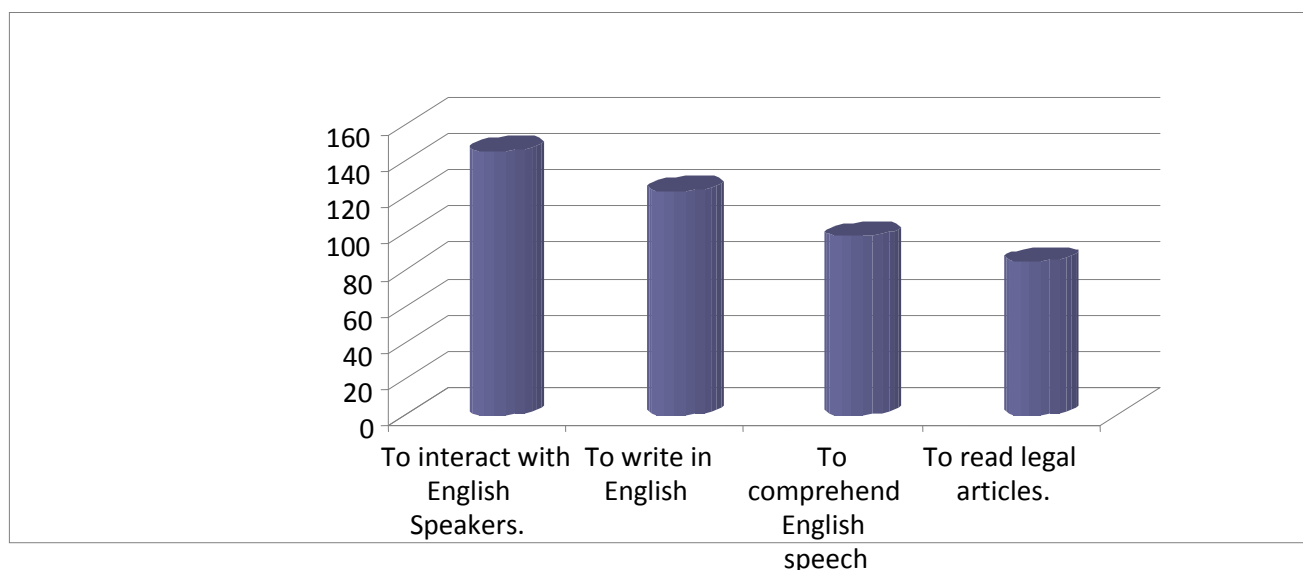
Figure 3.10: Skills complexity

-Question 13: Skills importance

From the students answers' its appear that all the four language skills are important to focus on, however they are in favour of promoting interactive skills as speaking (79.60%) and listening (71.05%), then reading (58.55%)followed by writing with 54.60%.

Skills importance	Absolute Frequency	Relative Frequency
Speaking	121	79,60 %
Listening	108	71,05 %
Reading	89	58,55 %
Writing	83	54,60 %

Table 3.11: Skills Importance
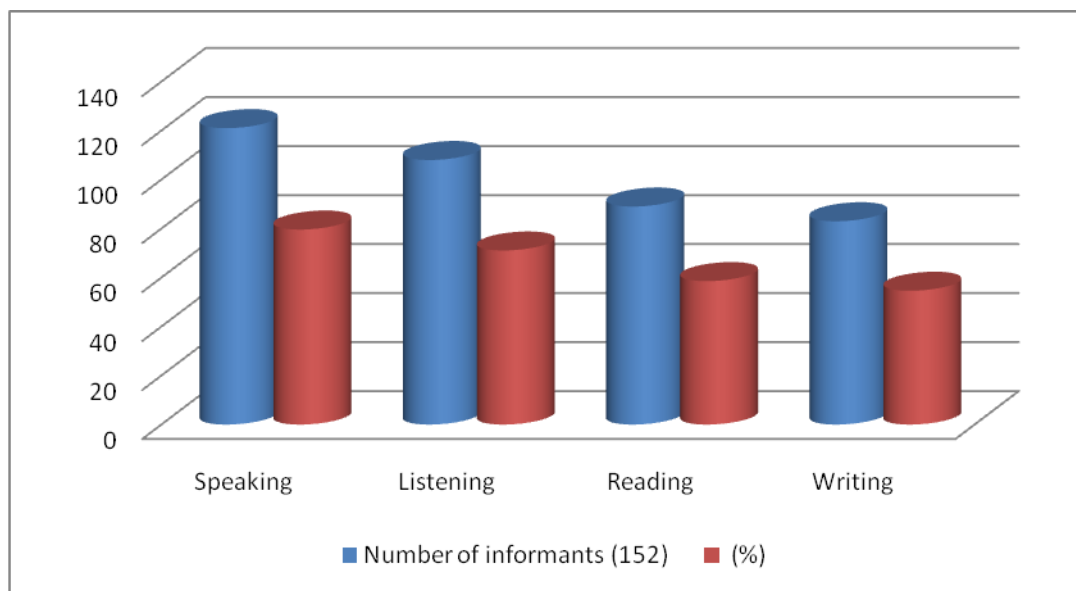
Figure 3.11: Skills Importance

-Question 14**:**   Students' suggestions.

Almost all of the informants demonstrate a high interest to the proposal of introducing English courses in their field of study and expect that for the future the students of the department can benefit from such a course.

3.7.3 Summary of the Results

The collected data, from the students' questionnaire, show that the majority of informants under investigation are motivated by the research theme, which demonstrates that they are aware of the importance of English. Nevertheless, the quantitative information makes obvious other facts. Their proficiency level in English is for, almost all of, the informants that of beginners. The relative frequencies for the questions asked to the informants reveal that a high percentage is noticed for the students that have learned English for five years and have stopped practicing it for a long period of time (four years and more), also they never employ English for their research works through ICT's. A wide number of the informants' are in favour of acquiring legal knowledge through English form the first year of graduation. Regarding language skills, it appears form the statistical data, that they are relatively balanced in terms of the complexity of comprehension or use.

3.8   Summary of the Main Results and Discussion

Work place managers' interview, teachers' and students' questionnaires have enabled the investigator to collect a large amount of data concerning the importance of English whether in professional or academic settings. The aim was to identify the students' language needs and measure the degree of their awareness for the introduction of English instruction in the Department of Law and Administrative Sciences. Furthermore the researcher looked for students' and subject specialists teachers' deficiencies in the target language and extracted the reasons behind this situation. The outcomes will help the researcher to have a clear idea about the design of a syllabus and materials destined to these students.

As previously mentioned the results of the collected data from the managers showed that the Algerian officers have no proficiency level in the English language which forms a barrier to their professional activities and careers. For that reason the researcher investigated at the academic level, knowing that this range of intellectuals follow the tertiary studies at the departments of Law and Administrative Sciences. The aim was to determine why the students need English and what should be learned to reach their requirements. The researcher intends also to propose the introduction of English courses in the learning curriculum of these students.

The analysis of the target needs, showed that law students are increasingly interested in learning English and the subject specialists' encourage this idea. The majority of the informants in this study are in favour of introducing an English course in students' studies from the first year at university. In addition, they assert that English is a world language and everyone needs it either for academic or occupational purposes because of its necessity. They believe that learning English will play a facilitator role in their careers and help them to communicate with their peers. Actually they need to exploit and use legal texts found in all types of discourses and in the web. The findings also revealed that learning English is significantly beneficial for the students in terms of improving their communicative skills in the target language and equip them with the legal jargon they are in need of.

The learning needs analysis revealed that the students have a low proficiency level in English because they have stopped learning it for a long period of time, and this explains the fact that they didn't use English for their research works via internet in spite of their daily use of ICT. The students under investigation assumed that they encountered great difficulties in the English language mainly in speaking and writing; this is related to the lack of practice. The data outcomes also highlighted various points of view regarding the importance of language skills that have to be developed. According to the students they are in need first to develop their speaking and

listening skills, then the reading skill and finally to improve the writing one. However, regarding teachers' viewpoints, they argue that the four language skills must be equally developed with much more focus on reading because they believe that the reading skill has a great deal to offer to the students in their research works and future careers. For the ELP teacher, it is essential to focus on receptive skills followed by the productive ones. It is clearly noticeable in question13 that students are eager to learn English and aim at developing the four skills all together in order to achieve their objectives which range from being able to interact freely with foreigners, read and understand legal discourse, and produce acceptable pieces of writing.

Regarding the pedagogical materials, the teachers speak about the existence of authentic references written in English that the students are not able to exploit. The content of these pedagogical references are related to the international laws, the British and American laws knowing that these laws are part of their curriculum. In addition to that translation can help the students to compare between their speciality knowledge acquired in their first language and the terminology used by English users in the same context.

To sum up the NIA outcomes showed that the students need to make use of legal texts for their studies and research works, they have also to learn and acquire a combination of general English because of their low proficiency level, lexis related to their context of use and specific language forms and structures, aiming at developing satisfactory and reasonable mastery of the four language skills with a special focus on the receptive ones. In addition, the use of technological means and translation as pedagogical support can help both the ELP teacher in achieving his course objectives and the students to increase their motivation and interest for learning English.

3.9 Conclusion

The third chapter tried to analyse and interpret the results drawn from the work place managers as a first step in the investigation then the teachers' and students' questionnaires. Interesting findings were achieved in terms of students' needs, interests, and objectives as well as teachers' knowledge, assumptions and recommendations. It has been found that both students and teachers are aware of the vital importance of English for Law students, and show a positive attitude vis-à-vis the introduction of English instruction in the department of Law and Administrative sciences. They believe that academic research cannot be achieved without an acceptable command of the English language.

The identification and analysis of students' needs is an important parameter highly considered as the main support to fulfil the design of a suitable syllabus and the production of appropriate ELP materials.

CHAPTER FOUR

RECOMMENDATIONS AND SUGGESTIONS

4.1 Introduction

4.2 General Recommendations

4.3 Develop the Receptive Skills

4.4 Promote Translation

4.5 Use of Visual supports

4.6 The Suggested Syllabus

4.7 ELP Course Design

    4.7.1 Topics

    4.7.2 Text Selection

    4.7.3 Language activities

        4.7.3.1 Listening Comprehension

        4.7.3.2 Reading Comprehension

        4.7.3.3 Vocabulary Activities

        4.7.3.4 Grammar Activities

        4.7.3.5 Language Use

        4.7.3.6 Production Activities

4.8 Sample Lesson

4.9 Conclusion

4.1 Introduction

The previous chapter has concentrated on analysing and interpreting the data collected about students' target and learning needs. The results obtained revealed the existence of a high motivation to acquire English, however, considerable language deficiencies were also noticed. Taking into consideration the fact that the exploratory results of this study are the starting point for more advanced investigations in the field of ELP in the Algerian academic and professional context, the researcher will provide recommendations related to the managerial implication to introduce an English course at the graduation level of the tertiary studies in order to put into practice the pedagogical proposition that will be also suggested.

Accordingly, in this chapter general recommendations are suggested in addition to the promotion of the receptive skills, translation and the use of visual supports are recommended. Concerning the didactic side, a framework for designing an ELP syllabus with a course conception are provided in addition to a sample course to interpret the results obtained.

4.2 General Recommendations

The results obtained from the different research instruments used in this study revealed important facts that have to be taken into consideration. Firstly, an English course has to be introduced in the Department of Law and Administrative Sciences as a compulsory module from the first year, since the situation analysis showed that Algerian lawyers and officers are in need of English to master the communicative acts in their professional settings. Furthermore, the NIA results revealed that the students need to exploit legal texts for their academic studies and research works and they have expressed a great motivation for such a project. For that reason, it is necessary to set up administrative reforms by officially stating the introduction of these courses in the

students' curriculum; thus, it will help the students to acquire some language knowledge which enable them to use it in their future professions and academic research. Moreover, the majority of the informants are in favour of having an English course throughout their tertiary studies, i.e. from the first year of graduation. It will be of great benefit for the students to have an ELP course just after their general English instruction received in the secondary school, since it can be seen as continuation of their foreign language learning process. Besides, the English course coefficient should be the same as the other modules. This will give the English course importance and a better consideration on the part of the learners, the teachers and the administration. Furthermore, the researcher recommends at least two sessions, of one hour and a half per week, in order to reach a certain degree of course reliability and efficiency. However, these recommendations should be the subject of further in depth investigation in which both academicians and ministry officials would take part in order to generalise the idea across all the Algerian universities.

Concerning the didactic side of this investigation, the answers of the sample informants chosen to represent the whole subjects showed that in spite of their English instruction gained previously, they have a low proficiency level in the English language. Therefore, it is recommended that the ELP students learn a mixture of general English, terminology related to the legal context and specific language forms and structures. The aim under this combination is to help the learners to develop an acceptable mastery of the four language skills, with a special focus on the receptive ones, which will allow them to produce acceptable discourses i.e to communicate. Some pedagogical materials have to be used to fulfill this purpose, such as technological supports more specifically the visual ones, and also translation to stimulate the students' motivation and interest for learning English. These suggestions are examined in more details in the following sections.

4.3 Develop the Receptive Skills

If the act of communication is considered as the process of receiving information that will be retrieved for producing discourse, and knowing that the students under investigation showed a low proficiency level in English, the researcher suggests that the receptive skills have to be promoted firstly, with more emphasis on reading. The reason behind such a recommendation is that "reading exposure is the primary stage of developing language skills" (Krashen, 1989: 109).Through intensive reading the learners will be familiarised with the terminology used in their speciality, the grammatical structures, and the different functions and notions used in the language register. Then, it seems reasonable for the ELP teacher, when using reading strategies in his course, to concentrate on content-based instruction in a way to enable his learners, after text comprehension, to produce a correct piece of writing. Therefore, reading comprehension activities will be designed to guide the students to guess the meaning of the text through frequent skimming and scanning practices of the different pieces of writing suggested.

Concerning listening, "students of foreign language won't be able to speak the target language accurately unless they perceive the ability to distinguish features of the new phonetics system" (Valette, 1989:74). i.e students must acquire listening skill. Throughout intensive exposure to the target language, students will be able to distinguish the sounds commonly used in their context. Accordingly, ELP teacher should design simple and clear listening comprehension activities that can help the students to make these distinctions and "they will be better able to focus on essential vocabulary and grammar and listen for specific information. This will help them to complete the learning objectives in a shorter amount of time" (Ross, 2005).

To sum up, through listening and reading, students will have the possibility to be exposed to various types of structured texts which help them to develop their knowledge and language aptitudes. The latter constitute an inner language knowledge corpus that the students will use to produce efficient written or oral discourses in communicative situations.

4.4 Promote Translation

In the EFL classroom, the use of L1 is of great importance when the students are unable to retrieve their lexical corpus to perform a task. In this situation, "the mother tongue may be useful in the procedural stages of a class, for example setting up pair and group work, giving instructions, sorting out an activity which is clearly not working and checking comprehension in reading and oral activities" (Kourou, 2008). Cook (2001) argues that the L1 "can be used positively for conveying meaning, for example explaining grammar, for organising the class, and for students use". Such use can be organised "in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression… In order to facilitate the learning process" (Dedrinos, 2006:15).

In teaching legal English, as the analysis of the learners' needs and language teacher suggestions indicates (see chapter three), efficient improvement of basic language skills is bond to the skill of terminology translation which is considered in the ESP context as the fifth skill in addition to listening, reading, speaking and writing. "The development of basic communicative skills needed in some particular professional situations depends to a great extent on students' ability to translate legal terms" (Mishchenko, 2010:01). Therefore, the primary role of the ELP teacher "is to help students cope with difficulties caused by system bound nature of legal terminology, which means spending time and effort on mastering the subject content"(Mishchenko, 2010:01). That is why translating concepts belonging to diverse legal systems is not an easy task to perform because "a legal concept is an abstract general notion or idea which serves as a category of legal thought or classification, the title given to a set of facts and circumstances which satisfies certain legal requirements and has certain legal consequences…" (Walker 2001: 93). However, "translation may be useful, because it can be interactive; learner centred, and promotes learners' autonomy in using materials" (Mahmoud 2006 qtd in Benyelles 2009: 179).

In our context, translation can be designed and proposed at the end of the receptive activities after acquiring the necessary topical and terminological knowledge emphasised in the studied texts, i.e. following listening and reading comprehension tasks. Translation can also be incorporated through the different language activities suggested in the didactic unit as exercises or tasks to be achieved in the lexical, structural, language use and language production activities.

In the first stages of the learning process and with the help of images, the students will be asked to translate, individually, some terms related to their specialty using both Arabic and French. Gradually, translation activity will be more complex, since they will have to deal with sentences, paragraphs and texts found in authentic situations. However, and knowing that the students have different language aptitudes, the ELP teacher need to motivate them by suggesting pairs or group work. In this way, the learners will assist themselves by comparing their actual knowledge of English with their proper specialised information of the subject. Translation tasks can process as follows: ask student to translate from English to Arabic, then they exchange their productions. After that, their friends output will be retranslated back to English and finally the translations are compared to the original text. This procedure may possibly raise learners' lexical, structural, stylistic and language transfer awareness and they will be conscious of the lexico-grammatical difference between the English and the Arabic languages when producing discourse in the target situation.

4.5 Use of Visual supports

As previously mentioned, the ELP teachers will introduce updated teaching techniques which enable him to produce and present the language content and the course activities in various ways to help and motivate the students to learn the target language (see chapter one). This learning motivation can be stimulated by "Choosing technology that supports text with images such as photos, graphs, or charts is highly advisable since it links text with its visual representation and acts equally as a mnemonic device". (Erben et al, 2009:80). Nowadays, with the accessibility of technological supports in academic settings, the ELP teacher can make use of video or

images projections via his personal computer in order to contextualize language for the students. Using such a procedure leads students to remember those exciting moments for a relatively extended period of time.

4.6 Suggested Syllabus

Before embarking upon the suggested syllabus, it should be noted that the elaboration of a particular programme for specific learners is not an easy task to fulfil. It requires thorough effort on the part of the teacher, since the syllabus is designed on the basis of learnability, frequency, coverage, and usefulness (Harmer, 2001) and also the requirements of the target situation. Moreover, it is advisable that such a task should be done with the help of subject-specialist teachers, ESP specialists and the administrative staff. However, for this research work the investigator, on the basis of the NIA outcomes, will suggest recommendations related to the appropriate syllabus, and approach that can be used for this situation.

In this research, needs analysis revealed that law and administrative sciences students under investigation express a need to develop all the language skills at the same time with more focus on the receptive ones, because they have to read specialised texts, to interact with foreigners, and to write either for occupational or academic purposes. Accordingly, the ELP syllabus has to be contently and communicatively based. But, this does not imply that teaching grammar should be ignored. It should be introduced through the teaching of functions. Furthermore, regarding the students' low proficiency level in the English language, the researcher suggests a mixture of both synthetic and analytic syllabuses i.e an eclectic approach when designing the syllabus in order to allow the students to develop the necessary language aptitudes efficiently. Therefore, it is important to combine different types of syllabuses and use a "multi-syllabus" (see section 1.7.2.3) which offers instruction in language skills, study skills, structures, functions, notions, content, tasks and situations. To sum up, it is well-known that this combination of approaches to syllabus design is commonly used in the ESP context, because it gives the opportunity to the learners to be aware of the various uses of the English language.

4.7 ELP Course Design

Since there is no preceding description and no analysis of the ELP learning situation in Tlemcen University, the investigation undertaken in the two previous chapters has shown that the students of law and administrative sciences need to be familiarised with English in their context. However, the present study was conducted with a limited group of informants who have their own particularities in terms of language aptitudes and that cannot be found in other students. Accordingly, the ELP teacher in his proper situation should take into consideration all the students differences when devising teaching materials. Besides, the aim of any teaching / learning situation is to develop the learners' capacity to communicate effectively in the target situation; for that reason the learners need to be provided with inspiring language exercises which have clear content and communication focus. Consequently, it is advisable for the ELP course designer to carry out thorough identification and analysis of students' needs in order to organize course objectives before the production of any teaching materials. Furthermore, as no assistance is presented to the ELP researcher in order to assume such a task, the researcher will try to propose; in this part of the work, how an ELP course could be designed and conducted. He suggests the following steps which consist of selection of suitable topics and texts, and choice the appropriate language activities that have to be incorporated in the courses.

4.7.1 Topics

Topic selection is of central significance in the course design process. In this specific context, the ELP learners are under-graduate students who are specialising in the field of law and administration; for this reason, it is necessary to select topics that belong to their specialisations taking into consideration subject specialists' suggestions and the learners' requirements in materials design (see 1.7.1. 2. A). These topics can be related to the British and American legal systems; international laws; administrative laws and human rights.

Furthermore, when the students have no personal and useful needs to study the language, they have a tendency to be less motivated to learn it. However, they will consider learning English as an interesting activity if they deal with topics closely associated to their field of study. Accordingly, the more narrowly and explicitly a topic is related to their area of concern, the more they are motivated to work on and to deal with the language content presented.

4.7.2 Text Selection

Subsequent to the selection of the suitable topics that will be used for the didactic units, the ELP teacher will have to select the appropriate texts for language practice. Therefore, the ELP teacher has to provide interesting texts which reflect real-life situations, i.e authentic texts. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (Widdowson 1990:67).

To assure course efficiency, authentic texts are intensively motivating and helpful. The students should be exposed as widely as possible to legal discourse from the beginning of the course. The selected texts should include text genres that the students are likely to become familiar with, and to produce for academic or professional purposes. These resources are available in diverse printed or electronic sources related to the students' field of speciality such as specialised journals and articles, academic textbooks, magazines and newspapers written in the target language by native or non-native speakers.

By using authentic texts the students will be able to identify the most and widely used specific vocabulary and the grammatical structures applied in English. Besides, it allows them to be familiar with the different levels of semantic difficulty and levels of formality frequently used in the target language. Furthermore, it is

important that the ELP teacher be aware of the function of the texts when selecting and using them because, in addition to their representative role of language use, the texts have to be useful and helpful devices in language learning, i.e. authentic texts embody particularities of specific situations, but such materials should also have a pedagogical purpose in order to reach course objectives. This means that the ELP teacher has to look at the suitability of the text to the teaching/learning purposes (Hutchinson and Waters, 1987).

Robinson (1980) suggests that each text must have a "topic, function, channel and audience" that are specific to it, so as to suit the target situation texts. Their use in an ELP context should be ".. the means by which he (the learner) can bridge the gap between classroom knowledge and an effective capacity to participate in real language events." (Wilkins 1976:19).Therefore, and as previously stated, the ELP teacher has to explore the target needs of his students and teach the language in use specific to their field of study.

To sum up, authentic texts can be implemented or simplified if the teacher feels that this would develop its pedagogic value. However, such materials have to be set up for learners' needs and requirements purposes, be prominently interesting, and able to generate a lot of practical and interesting classroom activities in order to reach the required objectives.

4.7.3 Language activities.

After the selection of relevant texts, the ELP teacher needs to devise and arrange sequences of adequate activities to overcome students' language deficiencies, to cater for their needs and to achieve course objectives. The rationale behind language activities is to assist the learners to develop their abilities to use the target language correctly. Accordingly, it should help the learners to comprehend the discourse related to their speciality and produce acceptable parts of speeches and texts i.e to develop

their language skills. Furthermore, the teacher should select interesting activities which stimulate their motivation and maintain their interest. The aim of the suggested activities hereafter is to enable and help the concerned students to be efficient users of the target language.

Before dealing with skills activities it is necessary to introduce the topic of the course and ensure that the learners understand the purpose of the unit. This step is considered as a warm up activity in which the teacher can propose images or videos related to court session, crime scene or an office to be viewed and commented freely by the students using both the target language and their mother tongue. By this way, the learners will be familiar with the context of situation under study.

4.7.3.1 Listening Comprehension

After introducing the students to the theme, the selected text is presented orally to them. This activity varies according to students' level of instruction. For example, first year learners may listen to the teacher reading the text after having been provided with handouts in order to give them the ability to receive the message by listening and observing the related script. From the second year, listening becomes a more complex activity, the teacher asks his learners to listen carefully to the text before it is distributed to them. The aim is to introduce them to real life situation in which they have to comprehend speech.

However, either for the first year students or the others, the language teacher may read the text in a systematic way i.e. gradually, clearly and carefully. After each passage, the teacher may give explanation to the complex items and take into consideration the key words that are to be taught. As the learners progress, the teacher can make use of audio or video recorded real life situations. Using this technological supports, the learners will be exposed to situations in which the features of interactive discourse are presented. This will encourage the learners to be more attentive and concentrated

during the course. With time, they can develop a kind of self-assurance in their communication.

Nevertheless, the learners may find difficulties with those naturally-occurring extracts, so the ELP teacher has to think about these difficulties by selecting the suitable context, adjusting the speed of the presentation according to students' competence, and consider the lexis and structures' level of difficulty.

Different kinds of practical exercises can be planned for the listening comprehension activity, for instance:

- Choosing a text title from various propositions;
- Providing a title to each paragraph;
- Finding out true or false statements;
- Seeking given information to be completed in tables;
- Coping with vocabulary exercises.

Even if listening comprehension represents the best way to introduce the topic, and as the target use of the language involves promoting all the skills, it is of great importance to integrate listening with the other skills so that the learner will not have a certain routine in dealing with listening as an isolated skill.

4.7.3.2   Reading Comprehension

After introducing the theme under study and the learners have listened to the information related to the topic, the teacher moves to the next step which is reading comprehension. The aim of the students of law and administrative sciences is to read texts related to their field of study; however, the NIA showed that they have linguistic lacks that can influence their comprehension during the reading process. For this

reason, it is advisable to propose for first year students, during the first semester simple, texts adapted for pedagogical purposes. Gradually, specialised and complex texts will be used in which real and authentic situations are suggested.

Concerning the reading process, first year students may get their text during the previous phase, but for the other levels, the teacher may distribute the selected text during the presentation. Knowing that each student has his own reading strategy and probably ignores the phonological characteristics of words, the teacher has to guide his learners indirectly by reading the passage aloud and clearly, several times if necessary, and the students follow silently. During this phase, the teacher should make good academic pronunciation, intonation, contractions, and also stress on words and sentences. Then, the teacher asks his learners to read silently, after that some of them will be designed to read loudly some passages from the text. This procedure aims at familiarising the students to communicate in English.

During this step, the learners should be made aware of the genre and the form of the text in front of them, i.e. 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 editorial, summary, extract from a book, conversation... Furthermore, the teacher has to give details about the context, the structure, and the style of this text. By this way, the students will read their texts with all the necessary information related to it.

Afterwards the teacher introduces exercises which allow text comprehension. Some activities can be suggested for this phase:

- Browsing the text to have the general and the main ideas;
- Finding out the format of the text, i.e. prototype text, article, letter;
- Scanning the text carefully in order extract specific data required;

-Finding out the type of discourse, i.e. instructional, expository or argumentative;

- Answering comprehension questions using students' own words;

- Guessing word meaning from context;

- True and false statements;

- Completion exercises;

- Translation exercises.

According to the complexity of the tasks, they can be suggested to the students as pair or individual work; they can also be proposed as homework at the end of the course in order to ensure continuous learning process. However, the teacher has to introduce them systematically and gradually taking into consideration his learners' ability to achieve such tasks.

4.7.3.3 Vocabulary Activities

The aim under any language learning process is to acquire the required terminology to be used in communicative situations. In ELP courses, it is of great importance to focus on vocabulary because it helps the learners to build listening, speaking, reading and writing proficiencies, i.e it is necessary for all the language skills. However, it is a difficult task to be achieved if the learners are not motivated, unless they are provided with concrete and stimulating activities as the use of visual support. Images and videos can play this role, as they can represent contextual situations related to the learners field of interest. Such activities will allow the learners to master not only the use of general English vocabulary, but also the specialised terminology encountered in their field of study.

The exercises related to vocabulary learning can be of various types such as:

-   Word formation;
-   Word classification;

- Word relationships;

- Checking the meaning of words or expressions;

- Sentence construction using the studied words or expressions;

- Completion exercises;

- Substitution exercises;

- Translation exercises.

These activities are proposed to the learners for individual work. Concerning the correction, the teacher can make an individual evaluation if students' number is not too big; otherwise, the teacher cannot look for the students' answers individually. So, only some are invited to make the correction for the entire group. After acquiring the needed vocabulary, the learners will see the different structural variations through grammar activities.

4.7. 3.4 Grammar Activities

The NIA revealed that the learners are in need of grammar instruction in order to express themselves correctly as indicated in chapter three. Even if teaching ELP is contently and communicatively-oriented, the teaching of grammar has to be consolidated in order to familiarise the learners with the grammatical structures mostly used in legal discourse. The activities should focus only on those structures which are particularly important for law and administration community and often met by the learners in the different types of writings of discourse.

The text used in the reading comprehension section will be used to design these activities because it includes several examples of such grammatical structures that can be graded in a way to fulfil the learners' needs. The advantage of selecting examples taken from the text under study is to enable the students to see how these structures operate in an authentic situation. In view of that, the grammar activities will put emphasis on:

- Teaching the tenses of regular use in ELP context such as: the simple present, the present perfect, the present continuous, the simple past, the past perfect, the past continuous as well as the future and the conditional;

- The passive voice because it is frequently used to state something and to describe a regulatory procedure.

- Word and phrase order;

- Sentence construction;

- Use of sequences.

Grammar comprehension can be taught in a way in which particular cases are deduced from a general rule i.e. deductively, the rule is given from particular examples depending on learners' competencies and learning styles. After the completion of the suggested activities, the teacher will make the necessary corrections during which he encourages students' oral participation.

Subsequent to grammar activities the teacher moves to the functional and notional characteristics of the suggested text that needs to be raised.

4.7.3.5 Language Use

The aim of the ELP practitioner is to enable his learners to communicate efficiently in the target situation. However, the achievement of this aim calls for a mastery of language functions and notions. The latter have to be based on the presented texts and included in different types of activities.

These activities have to be graded in terms of difficulty as courses progress and represent the general and subject-specific uses of the language. The language use that can be introduced in ELP courses can include the follow functions:

-Defining;

-Describing;

-Explaining;

-Comparing;

-Reporting;

-Giving instructions;

-Exposing a situation, facts;

-Requesting and asking something;

-Giving advice;

-Expressing judgements;

-Expressing accords and divergences;

-Expressing the feasibility or the unfeasibility of a procedure;

-Expressing assumptions and conclusions;

-Expressing intentions and objectives;

-Expressing personal or institutional hopes, desires and wants for something;

-Expressing formal salutations, greetings, sympathies and gratitude.

As pointed out previously, teaching language notions has to be accentuated too, because they allow linking language functions with the grammatical categories through which they are realised. In order to help the learners to produce correct discourse the following notions have to be incorporated in ELP courses:

-Time;

-Position ;

-Action;

-Procedures;

-Commencement ;

-Progression;

-Cessation ;

-Incidence;

-Dimension;

-Quantity;

-Quality;

-Value;

-Space.

4.7.3.6 Production Activities

Activities which encourage language production have to be integrated as an essential step within the designed ELP course. Taking into consideration 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 for their professional activities as officers or lawyers. For that reason, and in order to fulfil learners' needs, the productive skills have to be encouraged and developed through a gradual practice of the different types of writings required in the target situation.

Teaching the written and oral skills is a complex process which needs a long-lasting and permanent contact, with much practice of the language. With such conditions the learners will be aware of the different structures, types of writings before producing them; they will have a direct influence on the form and the content of their production. Additionally, they will acquire notional knowledge which enables them to sequence ideas and connect them to produce coherent and correct outputs. Consequently, the ELP teacher should guide his learners to produce firstly simple activities, then move to more complex and task-solving productions aiming at promoting their self-autonomy. In this context, various types of activities can be proposed:

-Information transfer: from images, tables to a text;

-Essay writing;

-Letter writing;

-Note taking;

-Translating texts from Arabic to English and vice versa;

-Describing a situation, a procedure, a process, orally or in writing;

-Writing academic abstracts and summaries;

-Writing administrative or judicial reports;

-Writing articles;

- Individual research projects.

Concerning oral productions, after these written activities, the learners are invited to communicate their works to the audience. The aim under such a procedure is to train the learners to have a good pronunciation and develop a kind of self-assurance when dealing with real-life situations.

4.8 Sample Lesson

The proposed unit is intended for first year under-graduate ELP students, at the middle of the academic year, after they have acquired some speciality knowledge. The aims and objectives of the suggested course are as follows:

Aims: The aim of this unit is to familiarize the students with the legal terminology. After the end of the course, the learners must be able to comprehend basic legal terminology related to the US and UK legal systems, translate them, and produce written paragraphs.

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

-To understand English speakers and professionals, speaking about their job.

-To understand a wide variety of texts using legal terminology.

-To communicate about legal topics.

-To write related essays.

-To translate legal texts from English to Arabic and vice versa.

-To analyse reports and articles written in English.

The Selected Topic: Legal Systems.

Part One: Listening Comprehension

Look at the pictures and listen carefully to the following text (text 1).

Picture one

Picture Two
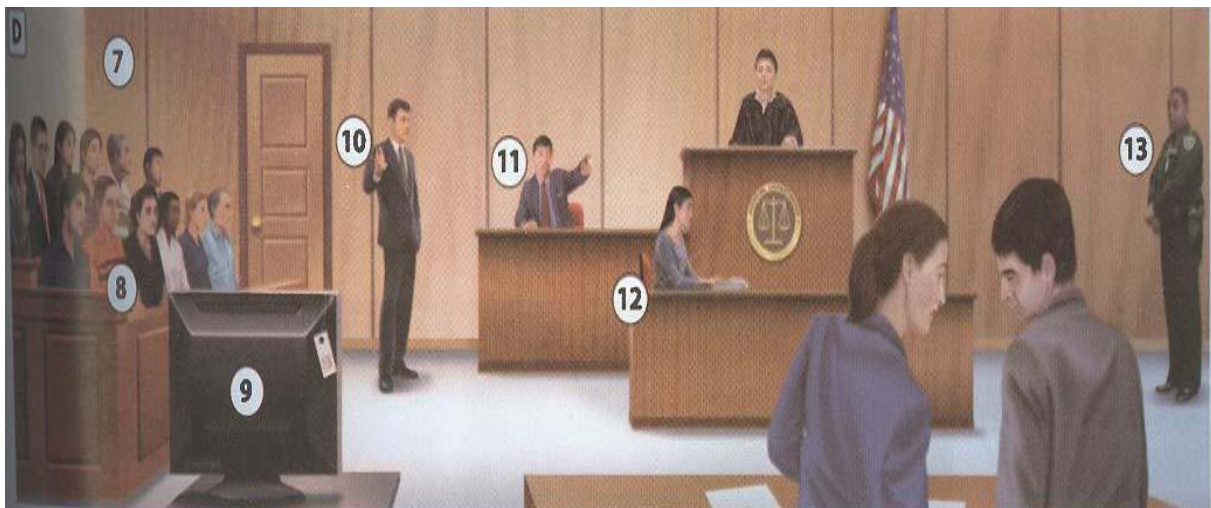
Picture Three

(Pictures adopted from The Oxford Pictures Dictionary, Teachers' Book p :99)

Selected Text 1:

U.S. Legal System

> **In the U.S.,** criminal law protects the rights of the defendant to: 1) be presumed innocent until proven guilty; 2) be appointed an attorney if he or she cannot afford one; 3) receive a fair trial by a jury of 12 peers; and 4) be able to appeal a jury's decision to a higher court.

(Adopted from The Oxford pictures Dictionary Teachers' Book p:99.)

Task One

1. In the two first pictures what are the appropriate numbers to the following words?

Police Officer- handcuffs- guard- defense attorney- defendant- judge- courtroom- jury- evidence- prosecuting attorney- witness- court reporter- bailiff.

2. In picture three what is the appropriate situation to the following phrases?

-Go to jail/ go to prison.

- give the verdict.

- Sentence the defendant.

-Be released

Task Two: Listen to the text

Selected Text 2:

U. K Constitution

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**.

(Adopted From Cambridge Professional English in Use Law p: 8.)

1. Which of the following titles do you think fits the text best?

   a- The structure of the Law.

   b- Jurisdiction

   c- The Constitution.

2. Listen to the text and answer the following questions.

   a-What is the Queen in the U.K.?

   b-What are the names of the chambers in the Westminster Parliament?

   c-What consists of statute law, common law and constitutional conventions?

Task Three

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 is	b-An elected body of members
3. The Monarch	c-The majority of members be appointed with a minority elected.

Task Four

1. Listen again to Text 2 and jot down the lexical items that you've never heard before.

2. Look up their meaning in your dictionary.

3. Find their synonyms in Arabic.

Part Two: Reading Comprehension

The structure of the law

The legal system in the United Kingdom (UK)

The study of law distinguishes between **public law** and **private law**, but in legal practice in the UK the distinction between **civil law** and **criminal law** is more important to practising lawyers. Public law relates to the state. It is concerned with laws which govern processes in local and national government and **conflicts between** the individual and the state in areas such as immigration and social security. Private law is concerned with the relationships between **legal persons**, that is, individuals and corporations, and includes family law, contract law and property law. Criminal law deals with certain forms of **conduct** for which the state **reserves punishment**, for example murder and theft. The **state prosecutes the offender**. Civil law concerns relationships between private persons, their rights, and their duties. It is also concerned with conduct which may **give rise to a claim** by a legal person **for compensation** or an **injunction** – an order made by the court. However, each field of law tends to overlap with others. For example, a road accident case may lead to a criminal prosecution as well as a civil action for compensation.

Substantive law creates, defines or **regulates rights**, **liabilities**, and **duties** in all areas of law and is contrasted with **procedural law**, which defines the procedure by which a **law** is to be **enforced**.

(Cambridge Professional English in Use Law p: 8.)

Task One

Read the text and answer the following questions.

1. What is important to practising lawyers?

2. Are public law and private law distinctive?

3. In which law is the individual concerned with the state? How?

4. What are the laws which concern legal persons?

5. How are all the laws that concern a legal person interrelated?

6. Is substantive law different from the other civil laws?

Task Two

Read the text and put next to each statement 'True', 'false' or 'Not Mentioned'.

1. In U.K the civil law is more important than criminal law.

2. Public law deals only with public affairs.

3. A criminal is prosecuted by the state in a criminal law court.

4. Civil law deals with issues that private persons have in common.

Task Three

1. In which paragraph is it mentioned that a given domain of law may interfere in another?

2. Write the sentences that illustrate this.

Task Four

1. Find in the text words, phrases or expressions that are close in meaning to:

   a- Differentiate.

   b- Application.

   c- Involve.

   Use the synonyms in sentences of your own

2. Find in the text words, phrases or expressions that are opposite to:

   a- Similarity.

   b- Exclude.

   c- Weakened.

   Use the opposites in sentences of your own.

3. Find in the text words, phrases or expressions whose definitions are:

   a- A person whose business is to advise people about laws and to represent them in court.

   b- A behaviour.

Part Three: Mastery of Language

Vocabulary:

Task One

Cross the odd one out.

1. Law- Crime- State- lawyer.

2. Civil- Criminal- public- lawful.

3. Prosecution- punishment- court- relationship.

Task Two

Add more words to the following list.

1. Court- judge.

2. Law- offend.

3. Private-legal.

Grammar:

Task Three

Complete the following table.

Verb	Noun	Adjective
___	Legislation	___
Proceed	___	___
___	___	Distinctive
Elect	___	___
___	___	Persuasive
Train	___	___

Task Four

Express it differently.

1. -More complex civil cases are heard in the high court of justice.

   -...of justice.

2. -There are circuit judges and recorders who sit in the county courts.

   -Circuit judges...

3. -Court can proceed to sentence. Court can commit to the Crown court for

   sentence.

   -Court can...

4. -The court may not find the defendant guilty.

   - The defendant ....

5. -The procedural judge allocates cases to a regime.

   - Cases...

Language Use:

Task Five

Ask questions on the underlined words.

1. During the court case, <u>the judge</u> will evaluate all the evidence and the legal

   <u>issues</u>.

2. The principle of following the decisions of <u>higher courts</u> is fundamental to case

   law.

3. Judges have different titles <u>depending on their experiences, training and level</u>.

4. Broadly speaking, the <u>lower courts</u> decide matters of facts and the <u>upper courts</u>

   deal with points of law.

Vocabulary through Translation:

Task Six

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

Arabic.

1-**170.6 PC MOTION** - Request to disqualify the assigned judge from hearing a matter.	أ- **طلب تعديل قانون جنائي رقم 1203.03**- طلب إلغاء، تعديل، تغير أو إنهاء فترة الاختبار
2-**995 PC MOTION** - Request made by a defendant to dismiss a count of information.	ب- **طلب تعديل قانون جنائي رقم 1203.4**- طلب تراجع عن جواب بقرار بالذنب، أو نقض قرار إدانة، ورد التهم أو ألمعلومات.
3-**1203.03 PC MOTION** - Request to cancel, modify, change or terminate probation.	ت- **طلب تعديل قانون جنائي رقم 170.6**- طلب نزع أهلية القاضي المعين في سماع دعوى.
4-**ABATEMENT OF ACTION** – A suit which has been set aside and ended.	ح - **طلب تعديل قانون جنائي رقم 995**- طالب يقدمه المدعي عليه لإسقاط مادة من مواد الاتهام.
5- **1203.4 PC MOTION** - Request to take back guilty plea or set aside a guilty verdict, and dismiss the accusations or information.	ج - **سقوط دعوى**- دعوى وضعت جانبا و انتهت.

(Adapted from Zumout, S. English/Arabic Legal Glossary.p5)

Part Five: Language Production

Task One

Write a paragraph of six to ten lines where you have to provide a general description of the Algerian legal system.

Task Two

A-Translate the following paragraph into Arabic

ACKNOWLEDGMENT OF SATISFACTION OF JUDGMENT

Acknowledgement of satisfaction of judgment is a court form that the person who wins the case must fill out, sign, and file with the court when the judgment is fully paid. If there are no liens, the back of the *Notice of Entry of Judgment* can be signed and filed with the court.

(Adapted from Zumout, S. English/Arabic Legal Glossary.p6)

B- Translate the following paragraph into English.

استئناف الحكم

يستأنف الحكم عندما يخسر شخص قضية أو جزأ من القضية، ينقل قضيته الى محكمة أعلى تدعى **محكمة الاستئناف** و ذلك لإعادة النظر في الحكم و البت في صحته أو خطأه. هذا الإجراء يسمي **استئناف**، و الشخص الذي استأنف يسمي **المستأنف** و الشخص الأخر يسمى **المستأنف ضده**.

(Adapted from Zumout, S. English/Arabic Legal Glossary.p12)

Task Three

Look at the following picture and read the letter.

Dear Mr. Smith,

About two months ago, my friend was convicted of killing his brother, but the real fact is that at the time of the crime he was in his work place. It was surprising that five witnesses were in the court to testify his guilt. Now my friend is in prison and is really depressed. I know that you are a very skillful attorney. By means of this letter, I beg you to accept his case to prove that this indictment is not true at all.

Yours faithfully,

A. Imagine that one of your friends is now in prison accused of committing a crime and you want to write a letter to an attorney to accept your friend's case. You need to be divided into groups of three. Try to write persuasively. You are provided with a sample.

B. Now exchange your letters with your friends. Try to read each others' letters carefully and correct each others' mistakes.

4.9 Conclusion

In this concluding chapter, the researcher has attempted to expose a set of suggestions that may help to improve the ELP teaching /learning conditions identified in the previous chapter and to remedy students' lacks. Some administrative reforms were first recommended in order to officially introduce English courses in the students' curriculum. After that, the investigator has suggested further recommendations related to the promotion of the receptive skills, teaching vocabulary and the use of translation as a fifth language skill in ELP courses.

The researcher has closed this chapter by the design of a sample course hoping to account for the needs of the students under consideration. For this purpose, a set of language activities have been selected. Their aim is to develop the five language skills and to provide practice in vocabulary, grammar, language use and language production; with the hope to help law and administrative sciences students' to achieve a certain level of performance and competence.

General Conclusion

The objective of this work was to identify the English language needs of students of law and administrative sciences, and design an ELP course that will fulfil their needs. These students are increasingly required to read texts published in English related to their area of interest, to interact with foreigners, and to write in acceptable and correct English, during their studies or in their future professional activities. However, what kept the researchers' attention is that the under-graduate students do not receive English courses at the Department of Law and Administrative Sciences in Tlemcen University.

The researcher started reporting findings research in the area of teaching ESP in chapter one. First, he considered the actual status of English in the world, then he dealt with the theoretical background related to ESP and ELP. The research design was set up in the first part of the second chapter. The researcher provided a detailed description of the research method, sampling, instrumentation and procedure used in the study. In the second part the researcher investigated the use of English in Algerian workplaces, specifically in some administrative and judicial offices. The aim of this investigation was to demonstrate the importance of English for the Algerian managers and lawyers for their professional activities. Chapter three dealt with the collection and analysis of the data obtained from the students' and teachers' questionnaires and interview. Finally on the basis of the results obtained; the researcher suggested in chapter four a contribution to educational change through the introduction of an English course in the Department Law and Administrative Sciences. A syllabus and some language activities that would be appropriate for law and administrative sciences students are also proposed. Chapter four aimed to provide some guidance about teaching and to suggest possible ways of helping students improve their English language aptitudes in order to be active and efficient participants in the Algerian society.

Before collecting data, careful consideration was given to research methods commonly used in ESP. Bearing in mind the requirements and constraints of the present study the researcher opted for a case study approach. The latter allows the researcher to describe, present and represent the situation and propose solutions to the

observed facts. A NIA was conducted after the selection of sample informants and research instruments. Questionnaires were designed for the students and teachers, in addition to interviews for workplace managers and English language teacher. The multiple perspectives provided by the research instruments enabled to collect a variety of data. The methodological triangulation allowed an accurate description of the situation and helped to counterbalance the instruments. The three instruments used in combination provided a larger quantity of information than each one in isolation. In sum, by using the three instruments as complements, the researcher obtained richer and more informative data. Moreover, the researcher was able to cross-check resulting information.

The results emerging from this study provided interesting insights into the informants' vision regarding the importance of English. For the Algerian lawyers and administrators, which are considered as former law students, it is of great importance to master English in the professional context, because the Algerian society is actually moving toward a global, economic and social, system in which the English language is labelled the 'lingua-franca' of the modern era. In the academic context, the analysis of the target needs showed that law students are increasingly interested in learning English and the teachers support the idea. The qualitative and quantitative data revealed that the majority of informants are in favour of introducing an English course from the first year of university in the Department of Law and Administrative Sciences. They also assert that English is a world language and everyone needs it either for academic or occupational purposes because of its necessity. They believe that learning English will play a facilitator role in their careers and help them to communicate with their peers. Actually they need to exploit and use legal texts found in all types of discourse and in the web. The findings also revealed that learning English is significantly beneficial for the students in terms of improving their communicative skills in the target language and equiping them with the legal jargon they are in need of. It should be noted that these results corroborate the first hypothesis.

As far as the second research hypothesis is concerned, it was found that students have a low proficiency level in English because they have stopped learning it for a long period of time. The students under investigation assumed that they have great difficulties in using English. Concerning the language skills, students revealed that they need to develop their listening and reading skills, followed by speaking and writing. Yet, subject specialist teachers see that the four language skills must be equally developed with much more focus on reading because they believe that the reading skill has a great deal to offer to students in their research works and future careers. For the ELP teacher it is essential to focus on receptive skills followed by the productive ones. The results obtained from the present investigation led the researcher to suggest that law and administrative sciences students' have to learn a mixture of general and specific English, terminology used in legal context and specific language forms and structures, aiming at developing an acceptable mastery of the four language skills with more focus on the receptive ones.

Regarding the third research hypothesis, an eclectic syllabus which promotes receptive skills would be appropriate to the target students, in order to enable them to retrieve the basis of the English language acquired in secondary studies. Concerning language activities, listening and reading comprehension, as well as mastery of language tasks, are of great importance to focus on, so as to help the students to perform communicative acts, taking into consideration the content, the themes and the topics fitting their interest. In addition to that, the majority of the teachers stated that translation can help the students to compare between their speciality knowledge acquired in their first language and the terminology used in English in the same context. Furthermore, the use of technological supports can help both the students to increase their motivation and interest for learning English and the ELP teacher in achieving his course objectives. This may help set out the right conditions for the students to fulfil their needs towards success and development of our society.

It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. The present research

was undertaken with 152 students, who are obviously not representative of all the students in the Department (5.62%). In addition; this research did not investigate all the levels of the tertiary studies, it was concerned only with fourth year students. The researcher also encountered some problems with the research tools that had some effects on the study. Being aware of these limitations, the researcher tried to overcome them by using two other instruments, a questionnaire and an interview, designed for the subject-specialist and the English language teachers in order to complete the necessary data for the study.

Future research is necessary to complete this study, action research is more appropriate to identify the language lacks and collect complementary information; it was not possible to do so because no English courses are provided at under-graduate level. In post-graduation studies action research can be developed, by asking some questions such as what are their language needs? Can teaching content course in English help ELP students to fulfil their requirements?

To conclude, the present work, has tried to explore the target and learning needs of law and administrative sciences students. In this study the aim was to highlight the pressing need for innovation in the legal academic setting by introducing an English course that would help the students to update their speciality knowledge and language progress. Such improvement cannot be achieved without change i.e., it is of great importance that the Ministry of Higher Education and Scientific Research sets up the necessary administrative reforms and offers the financial help to the Algerian Universities in order to introduce an English course as a compulsory module for under-graduate students in the Departments of Law and Administrative Sciences. In addition, it would be beneficial that ESP teachers be prepared and trained, in Foreign Language Departments, English Sections, in order to teach in the different faculties.

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APPENDIX 1:

Government Instruction

APPENDIX 2:

Work Place Managers' Interview

I am presently conducting an investigation in order to introduce an ESP course in the department of Law and Administrative sciences, in the Algerian university. I would be very grateful if you could answer the following questions.

1- Can we know in which speciality you have carried out you tertiary studies?

2-What is your proficiency level in English?

Beginner ()   Intermediate ()   Advanced ()

- What are the reasons behind that situation?

3- What English language represent to you?

4- In your working, are you faced to situations in which English language is used?

5-What are the methods you use to interact to study and produce legal documents?

6-Do you think that the lack of English competence constitutes a handicap for your professional career?

7-According to your experience what do you suggest for the academic education of the future generations?

APPENDIX 3:

English Teacher Interview

I am presently conducting an investigation to try to introduce an ESP course in the department of Law and Administrative sciences, in the Algerian university. I would be very grateful if you could answer the following questions.

1- Can you present yourself according to your qualification and teaching experience?

2- According to your experience, should English instruction be introduced in the department of Law and Administrative sciences?

From when?...

3- Is there any syllabus or teaching materials provided by the department?

4-In your opinion, what are the conditions required for achieving efficiency for the learners'?

5-What are the language skills that the teacher should focus on?

6-What are the suitable teaching activities needed by law students'?

7-Do you think that the use of MSA or Algerian Arabic is important in ESP course?

8-What are final words' concerning this subject?

APPENDIX 4:

Subject Specialist Questionnaire

<div dir="rtl">

أعزائي الأســـاتذة

هذا الاستجواب يدخل في إطار دراسة لمعرفة الاحتياجات المعرفية الخاصة باللغة الإنجليزية لأساتذة كلية الحقوق و الإدارة العامة بجامعة أبو بكر بلقا يد تلمسان، من فضلكم سأتشرف بمعرفة رأيكم حول هذا الموضوع من خلال إجاباتكم، شكرا جزيلا.

</div>

01. Qualification:
 -License   (in………….…............)
 -Master   (in…………...…..........)
 -Doctorate (in……………............)
 -Other please specify……...............
 	
 ....
 	
02.Your status in the Faculty:
   - Full time teacher   (….)
   - Part time teacher   (….)
 	
03. The subject you teach....................
………………………………....… ....
 	
04. What are the languages you are fluent in?
           yes   no
   -Arabic   ()   ()
   -French   ()   ()
   -English   ()   ()
   -Other…………………………
 	
05. What is your proficiency level in English
   - Beginner   ()
   - Intermediate   ()
   - Advanced   ()
 	
06. During your study, did you have English courses at the university?
 	
 - yes   ()   -no   ()
 	
-If yes in which years of study.............
....
   -What was the nature of these courses
   * General English   ()
   * English for Law   ()
   * English for Administration ()
	<div dir="rtl">01. المؤهلات و الشهادات:
	- ليسانس (في……………..............)
	- مجستار (في ……………….............)
	- دكتوراه (في………………............)
	- شهادات أخرى……………...............
	....
	
	02. وضعيتكم الإدارية بالمعهد
	- أستـــــاذ مرسم (....)
	- أستـــاذ متعاقد (....)
	
	03. ما هو تخصصكم في التدريس..................
	....
	
	04 . ما هي اللغات التي تتقن استعمالها ؟
	لا نعم
	- العــــربيــة () ()
	- الفرنسيــة () ()
	- الإنجليزية () ()
	- لغات أخرى…………………...............
	
	05. ما هو مستواكم في اللغة الإنجليزية؟
	
	- مبـتدئ ()
	- متوسط ()
	- جـــــيد ()
	
	06. خلال دراساتكم الجامعية، هل تابعتم دروس باللغة الإنجليزية؟
	- نعم () - لا ()
	- إذ نعم، في أية سنة
	....
	....
	- ما هي طبيعة الدروس المقدمة
	* لغة إنجليزية عامة ()
	* لغة إنجليزية خاصة بالحقوق ()
	*لغة إنجليزية خاصة بالإدارة ()</div>

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07. What language do you use in?	07- ما هي اللغة التي تستعملونها في
- National conferences (.........)	- المحاضرات الوطنية (....................)
- International conferences (.........)	- المحاضرات الدولية (....................)
- Papers for publication (.........)	- نشــــر البحــوث (....................)
- Internet research (........)	- الإنـتـرنـت (.....................)
08. Can you teach your subject in English?	08. هل بـإمكـانكم تدريس تخصصكم بـاللغـة الإنجليزيـــة؟
- yes () no ()	- نعم () لا ()
09. Do you think that collaboration between an English language teacher and the subject specialist can improve students learning?	09.هل تضنون أن عمل مشترك بين أساتذة المعهد مع أساتذة اللغة الإنجليزية قد يعود بفائدة علي طلبة المعهد؟
- yes () no ()	- نعم () لا ()
- Why? ……………………............	ـلماذا؟..
…………………………………	....
	....
10. Do you think that your students need to learn English?	10. هل تضنون أن الطلبة الّـذين تشرف عليهم هم بحاجة لتعلم اللغة الإنجليزية المتخصصة في الحقوق و التعبير الإداري ؟
- yes () no ()	- نعم () لا ()
- please justify	- من فضلكم التوضيح
....	....
....	....
....	....
....	
11. At what level of study ?	
- From the first year of graduation ()	11. ابـتداء من أيـــة سنـــة دراسيـــة؟
-From the second year of graduation ()	- السنة الأولـي تدرج ()
-From the third year of graduation ()	ـ السنة الثـانيـة تدرج ()
-From the fourth year of graduation ()	ـ السنة الثـالـثـة تدرج ()
- From post graduation ()	ـ السنة الرابعة تدرج ()
	ـ مــا بعـد الـتـدرج ()

12. According to you what are the skills that the student should develop ?	12. بالنظر إلي خبرتكم ما هي الحواس بالبداغوجية التي يستوجب تطويرها عند الطلبة و الخاصة باللغة الإنجليزية ؟
- Listening ()	- الســـــمع ()
- Writing ()	- الكتابــــة ()
- Reading ()	- القـــــراءة ()
- Speaking ()	- التكــــلم ()
13 Do you have some remarks or suggestions regarding the teaching of English to these students	13. هل لديكم توضيحات أو اقتراحات إضافية متعلقة بتدريس اللغة الإنجليزية لطلبة المعهد
....	....
....	....
....	....
....	....
....	....
....	
Thank you	شكرا علي مساهمتكم

APPENDIX 5:

Students' Questionnaire

استجواب خاص بالطلبة

في إطار دراسة خاصة بمعرفة احتياجات طلبة كلية الحقوق و الإدارة العامة للغة الإنجليزية بجامعة أبو بكر بلقا يد تلمسان، فإنكم مرجوون للإجابة علي هذا الاستجواب.

01.Sex : - Male　　　() -Female　　　() 02. Age : ………….years 03. For how long you have been learning English?　　　(………) years 04.For how many years did you stop practicing English after secondary school: 　- 1 year　　() 　- 2 years　　() 　- 3 years　　() 　- 4 years　　() 　- More, please specify...................... .... 05. Did you have English courses at the university? 　- yes () 　　　　no () 　- If yes at what years of study ? .... 　- What was the nature of these courses? * General English　　　　　　() * English for Law　　　　　　() * English for Administration　()	01.الجنـس: - ذكــر　　() - أنثـى　　() 02 . العمـر: .... سنـة. 03. ما هي طول المدة التي درستم فيها اللغة الإنجليزية ؟　　(.....................) سنة 04 . ما هي طول المدة التي انقطعتم فيها عن استعمال اللغة الإنجليزية بعد الطور الثانوي ـ سنــــة واحدة　() ـ سنتيـن　() ـ ثلاثـة سنوات　() ـ أربعـة سنوات　() ـ أكثر من فضلكم التوضيح .... 05. هل تابعتم دروس باللغة الإنجليزية علي مستوي الجامعة ؟ - نعم () 　　　- لا () -　إذا نعم في أية ســنة ؟ .... - ما هي طبيعة الدروس المقدمة ؟ * لغة إنجليزية عامة　　　() * لغة إنجليزية خاصة بالحقوق　() *لغة إنجليزية خاصة بالإدارة　()

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06. What is your proficiency level in English? - Beginner () - Intermediate () - Advanced () 07. Does English help you in your studies? Yes no () () why?.. .... 08. Are you motivated to learn legal English? - yes () no () -Please justify your answer................ .... 09. At what level of study? - From the first year of graduation () - From the second year of graduation () - From the third year of graduation () - From the fourth year of graduation () - From post graduation () 10. What are the modules that can be taught in English?	06. ما هو مستواكم في اللغة الإنجليزية ؟ - مبـتدئ () - متوسط () - جـــــيد () 07. هل اللغة الإنجليزية تساعدكم في دراساتكم و بحوثكم ؟ - نعم () - لا () - لماذا ؟ .... 08. هل أنتم متحفزون لتعلم اللغة الإنجليزية متخصصة في دراساتكم ؟ - نعم () - لا () - من فضلكم علل إجابتك .... 09. إبتداءا من أيــة سنــة دراسيــة ؟ - من السنة الأولى تدرج () - من السنة الثانية تدرج () - من السنة الثالثة تدرج () - من السنة الرابعة تدرج () - بعد التــــــــدرج () 10. ما هي المواد التي يمكن دراستها باللغة الإنجليزية ؟ ....

11. Do you make research in Internet? - yes () -no () -If yes, in which language?	11. هل تقـــومون ببحوث دراسية بالإنتــرنت ؟ - نعم () - لا () - إذا نعــم، بــأيــة لــغة ؟ ………………………………………… ………………………………………… …………………………………………
12.In what language skills you find difficulties in comparison to your proficiency level in English -To interact with English speakers…% -To write in English…………………% -To comprehend English speech……% -To read legal articles………………%	12. ماهي المجالات التي تجدون صعوبات في إستعمال أو إستعاب اللغة الإنجليزية؟ - التكلم مع الأجانب ....% - التحرير بالغة الإنجليزية...............% -فهم الحديث ....% - قراءة النصوص القانونية...............%

13. Classify these skills according to their degree of importance for your studies.
 	
  - listening   ()
 	
  - writing   ()
 	
  - reading   ()
 	
  - speaking   ()
	13. رتب الحواس البيداغوجية التي تجدون فيها صعوبات بالنسبة لإستعاب أو استعمال اللغة الإنجليزية في دراساتكم ؟
	
	- الســـــمع ()
	
	- الكتابـــــة ()
	
	- القـــــراءة ()
	
	- التكـــــلم ()

14.Do you have any remarks or suggestions to propose .... Thank you	14. هل لديكم ملاحظات أو اقتراحات إضافية يمكنكم تقديمها .... شكرا علي مساهمتكم

APPENDIX 6:

The Tree of ELT

ESP: *approach not product*

English for Medical Studies
English for Technicians
English for Economics
English for Secretaries
English for Psychology
English for Teaching

English for Occupational Purposes (EOP)
EOP
EAP
EOP
EAP

EAP Courses often have a study skills component

English for Academic Purposes (EAP)

English for Business and Economics (EBE)

EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language)

English for Science and Technology (EST)

English for Social Sciences (ESS)

English for Specific Purposes (ESP)

Adult
Tertiary
Secondary (US:High School)
Primary

GE is usually studied for exam purposes

General English (GE)

ESL can be divided in the same way as EFL.

various branches

English as a Mother Tongue (EMT)

English as a Foreign Language (EFL)

English as a Second Language (ESL)

English Language Teaching (ELT)

In American ELT the dominant branch is ESL

Language Teaching

LEARNING   COMMUNICATION

The Tree of ELT (Hutchinson and Waters, 1987:17)

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الملخــــص

الهدف من هذه الدراسة هو تسليط الضوء على أهمية إدخال اللغة الإنجليزية المتخصصة في البرنامج الدراسي لطلبة قسم الحقوق والعلوم الإدارية، وذلك من خلال تحديد الاحتياجات الخاصة باللغة الإنجليزية لطلاب السنة الرابعة بجامعة تلمسان. هذه الدراسة لها ثلاثة جوانب :أولا، تحليل الوضع فيما يتعلق باستخدام بهذه اللغة في بعض المؤسسات القضائية و الإدارية الرسمية بالجزائر، ثانيا، تحديد الاحتياجات اللغوية للطلاب، ثم، تصميم درس نموذجي في اللغة الإنجليزية الذي من شأنه تلبية متطلباتهم .أظهرت نتائج البحث أن الطلبة قيد التحقيق يدركون أهمية اللغة الإنجليزية في دراساتهم ومهنهم المستقبلية، لكن لديهم مستوى منخفض الكفاءة في هذه اللغة. لهذا السبب إنهم بحاجة إلى أن يدرسوا مزيج من الإنجليزية العامة و المصطلحات اللغوية الخاصة بالقانون و الإدارة، و قواعد اللغة، قصد تطوير مهاراتهم اللغوية الأربع مع التركيز بشكل خاص على السمع و القراءة من خلال برنامج دراسي متشعب.

الكلمات المفتاحية: اللغة الإنجليزية لأغراض خاصة، اللغة الإنجليزية خاصة بالقانون و الإدارة، تحديد وتحليل الاحتياجات، تصميم برنامج دراسي، إنتاج النشاطات البيداغوجية.

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Résumé

L'objectif de la présente étude est de mettre la lumière sur les besoins pressants pour l'introduction d'un enseignement de l'anglais à objet spécifique pour les étudiants des Sciences Juridique et Administrative. A travers cette étude, nous essaierons de dégager l'identification et l'analyse des besoins de cette langue en enquêtant sur les étudiants en fin de cycle (quatrième année) à l'Université de Tlemcen. Ce travail de recherche a trois objectifs: d'abord, il analyse la situation concernant l'utilisation de l'anglais dans les institutions juridiques et administratives Algériennes, ensuite il identifie les besoins linguistiques des étudiants, et enfin, il tend à concevoir un cours d'anglais qui répondra à leurs besoins. Les résultats ont montré que l'échantillon des étudiants observés sont conscients de l'importance de l'anglais pour leurs études, mais ils ont un niveau de compétence faible en cette langue. Par conséquent, ils ont besoin d'apprendre un mélange d'anglais général et une terminologie spécifique, des formes et des structures grammaticales spécifiques, visant à développer une maîtrise raisonnable des quatre compétences linguistiques avec un accent particulier sur les réceptifs à travers un programme éclectique.

Mots clés: Anglais à but spécifique, Anglais juridique, identification et analyse des besoins, conception d'un programme, production de matériaux pédagogiques.

Abstract

The aim the present case study is to highlight the pressing need for introducing an English course at the Department of Law and Administrative Sciences, by investigating the English language needs of fourth year under-graduate students at Tlemcen University. This research work is threefold: first, analyse the situation regarding the use of English in some Algerian institutional and official work places; second, identify the students' language needs; then, design an English course that will fulfil their needs. The results showed that the students under investigation are aware of the importance of English for their studies and profession, but have a low proficiency level in English. They need to learn a mixture of general and specific English terminology, language forms and structures, aiming at developing satisfactory and reasonable mastery of the four language skills with a special focus on the receptive ones through an eclectic syllabus.

Key words: ESP, ELP, needs identification and analysis, syllabus design, materials production.