Investigation the Importance of the Four English Language Skills in Teaching a New ELP (English for Legal purposes) Course Design

ABSTRACT

This study is concerned with investigation of the importance of the four English Language Skills in teaching a new ELP (English for Legal purposes) Course Design.

The present study is limited to the first-year students in the College of Law / Tikrit University during the academic year 2017/2018.

It is hypothesized that in teaching a new ESP course, i.e., LE, all the four English language skills are extremely important and should be emphasized in a closely similar degree.

This study aims at:

1. Designing an ESP course for teaching an ELP (English for legal purposes), according to the analysis of students' constructed needs.

2. Investigating whether the four English Language skills are important and should be emphasized in teaching an ELP course.

After instruction for six weeks, a situation analysis has been constructed by the application of questionnaire and interview analysis.

Results indicate close importance of the four English language skills along with the inclusion of the two elements of language are all required to be emphasized in the proposed specialized legal English course.

Finally, in the light of the obtained results, a number of conclusions, recommendations and suggestions have been put forward.
Chapter One: Introduction:

1. 1. Statement of the Problem:

Recently, during the 21st century, English becomes the prevailing language in the globe, due to various reasons, essentially the economic ones which reflect the political power of the major industrial countries, evidently English is now dominant in almost all fields, especially in the information and communication technologies (ICTs), politics, sciences, hobbies and exceedingly to a larger scope in business regulations and trading (Lamri, 2011: 12). Nowadays, English is the language of official institutions of law courts, local and central governments and education. The multi-national staffs are generally highly trained in English, in a manner which enables them in dealing easily with the professional situations, knowing that a fluent communication is the successful key for the widespread of the companies (Graddol, 1997: 8).

Students need language skills, the ability to read special texts and translate them, write on special topics; the topics that interest and meet the learner's needs (Medrea and Rus, 2012: 1166). They must learn specific skills as they develop their careers, such as the ability to argue, discuss, analyze, or defend their viewpoints based on their own experience or knowledge (Chovancova, 2014: 44). Therefore, the new course should place more emphasis on the four skills that future lawyers will need.

There is no such a thing as a single course book, which can provide a complete training for the future professionals. Therefore, the biggest problem or dilemma for the LE teacher is the content to teach and the selection of materials, for most teachers, LE is unknown, suddenly experienced teachers found themselves in a situation in which they have to teach a variety of English they had never been trained at (Luczak, 2009: 5), and the teachers cannot identify a single legal English textbook which fully covers the diversified needs of the English for legal purposes users; on the other hand, the job of the legal English teacher is considered time and energy consuming one (Medrea and Rus, 2012: 1156).

All these have an impact on the teaching of English and the rising importance of an EFL field known as English for specific purposes (ESP) because English has many varieties and needs to be taught for a specific field of study (Chovancova, 2014: 44).

Kandil (2008:7), observes that, "The Arab world is in need of extensive researches into needs analysis", so one of the purposes of the present study is to fulfill the students' needs in the Arab world in general and in Tikrit University syllabuses in particular.

So, there is a need for new English material for legal language to presents activities and functions that help lawyers use them in their legal discussions all over the world.

1. 2. Aims of the Study:

1. Designing an ESP course for teaching an ELP (English for legal purposes), according to the analysis of students' constructed needs.
2. Investigating the effect of the proposed ELP course on enhancing students' linguistic skills.

1. 3. Value of the Study:
1. The study contributes to the development of students' understanding of legal English vocabulary, also to promote both law professionals' and students' appreciation to gain newer language skills in their field of specialization.
2. It emphasizes on developing an efficient legal language course in Iraq. In the same time, ESP teachers at the College of Law are expected to get benefit from this course.

1. 4. Hypothesis of the Study:
   It is hypothesized that in teaching a new course design, i.e., Legal English, all the four English Language Skills and the two elements of language are extremely important and should be emphasized in a closely similar degree.

1. 5. Limits of the Study:
   This study is limited to:
   1. First year students at the College of Law / Tikrit University, during the academic year of 2017-2018.
   2. Focuses on the analysis and production of authentic legal texts and also language functions common to legal texts as well as skills needed for communication in EFL.

1. 6. Definitions of Basic Terms:
1. 6. 1. Course Design:
   It is a process of planning and setting up courses for the sake of learning a language (Hutchinson and Waters, 1987: 65).

1. 6. 2. ELP:
   It is a new branch of English for specific purposes ESP courses. Designing and conducting (ELP) courses have become everyday reality and a must for all universities' English teachers during the last few years (Luczak, 2009: 1).

Chapter Two: Theoretical Background and Previous Studies:
2. 0. Introductory Note:
   This chapter is essentially divided into two parts. The first part is devoted to the theoretical background of the study, namely: ESP and ELP, while the second part is concerned with the previous studies related to the current work, as follows:

2. 1. Theoretical Background:
2. 1. 1. Definitions of ESP:
   ESP emerged from within the overall field of English language teaching (ELT) family in the early 1960’s and continues to be an important and dynamic area of specialization within (ELT) (Orr, 2001: 207).
Hutchinson & Waters (1987: 19) define ESP as an approach rather than a product. It is not a particular kind of language or methodology, nor it consists of a particular type of teaching material, it is an approach to language learning which is based on learners' needs.

Robinson’s (1991: 3) definition of ESP is based on two criteria:
1. ESP is normally (goal - directed).
2. ESP courses develop from needs analysis which aims to specify what exactly it is that students have to do through the medium of English.

2.1.2. Types of ESP:
ESP as a type of (ELT) can be divided into different types. Throughout its history, ESP scholars have suggested different views of categorizing ESP types, such as those of McDonough (1984: 7); Hutchinson & Waters (1987: 16-17) & Dudley-Evans & St. Johns (1998: 9-10).

Hutchinson & Waters (1987: 16) divided ESP into three types:
1. English for Science & Technology EST.
2. English for Business & Economics EBE.
3. English for Social Studies ESS.

Each type is concerned with the specific field of scientific knowledge such as Technology, Business and Economy or the Social Fields in general.

Since ESP courses are of various types, depending on the scientific field or profession, teachers when teaching such courses need to play different roles and acquire certain knowledge, the teachers can give students different tasks to simulate the conference preparation, involving the preparation of papers, note-taking, reading and writing (Bojovic, 2006: 489-490).

However, Bernard and Zemach (2003: 107) argue that ESP should not be regarded as a discrete division of ELT, but its courses are usually more specific in their aims and make use of a narrower range of topics. While Kennedy & Bolitho (1984: 3) observe that ESP types provide an overall picture of the main groups of learners which might be of concern to the ESP teacher. In addition, the division of ESP can be helpful in differentiating ESP courses from those of general English.

Traditionally, ESP has been divided into two main types, according to when they take place:
1. English for Academic Purposes EAP.

Indeed, the type of ESP under investigation in this study is assumed to prepare the students for both their academic studies, and their professional careers.

1.1.3. English for Legal Purposes ELP:
English for legal purposes ELP classes at universities present relatively a new branch of English for specific purposes ESP courses. Designing and conducting (ELP) courses have become everyday reality and a must for all universities' English teachers during the last few years (Luczak, 2009: 1).

The legal English course should be designed for law students at university, who are obviously pre-experience learners, since the English language
course is among compulsory subjects, the students' performance is evaluated at the end of the semester. It is a bridge between their subject matter and their foreign language skills to further enhance their English expertise in authentic legal communication context (Yu & Xiao, 2013: 3-4). 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 characterized by some specific features that are not commonly found in other domains (Dudley-Evans and St. Johns, 1998: 6).

The course should focus broadly on the four basic language skills of listening, speaking, reading, and writing with legal purposes, and the overall objective of the course is to help the law students prepare for their future profession, because good command of their expertise coupled with high level of English proficiency can give them an edge in today’s competitive job market (Yu & Xiao, 2013: 4).

Law students are expected to become familiar with legal terminology and write adeptly in English by the end of the course. They should, for instance, be able to write simple legal documents, e-mail as well as a resume of high quality. Students in their future legal career, might be working in a law firm or an international company or institution, where English is employed as a working language when they communicate with other colleagues or customers from all over the world. (Yu & Xiao, 2013: 4), because ESP is considered as the professional areas of English (Dudley Evan & St. Johns, 1998: 6).

2.1.4. The Difference between ESP and EGP (English for General Purposes):

Richards (2017: 27-28) stated that there are no difference in theory between English for specific purposes (ESP) and English for general purposes (EGP); 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, which is different from general English.

ESP teaching approach is known to be learner - centered where learners’ needs and goals are of supreme value, whereas general English approach is language-centered, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English-Speaking Community (ibid).

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 an ESP after the identification and the analysis of specific learning needs, students learn English while they are acquiring some quite different body of knowledge and set of skills.

Further distinction between general English courses and ESP courses is that, learners of the latter are mainly adults with a certain degree of awareness concerning their language needs. Whereas, General English courses are provided to pupils as compulsory module at school, their unique purpose is to succeed in the examinations (Lamri, 2011: 23).
Basturkmen (2006: 6) 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 to a known destination in order to reach specific objectives. She continues that “the emphasis on 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 endeavor”.

The primary goals of students learning English for general purposes is to master the language for its own sake or in order to pass in a general examination, while the ESP student is usually studying English in order to carry out a particular role, such as that of a foreign student in an English-medium university, flight attendant, mechanic, lawyer or doctor (Richards, 2017: 28).

It is observed from the above distinctions that (ESP) and (EGP) are different in the aims and objectives of the courses, the nature of the learners and the themes (ibid).

2. 1. 5. Teaching and Learning English for Legal Purposes ELP:

The teaching of ESP can be seen as a separate activity within ELT. It is believed that for some of its teaching, ESP has developed its own methodology and its research draws on research from various disciplines, in addition to applied linguistics, and has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation (Bojovic, 2006: 487).

Meanwhile, the emphasis of ELT has always been on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need – related nature of teaching (ibid).

Northcott and Brown (2006: 359-360), state that there are some obstacles in teaching and learning LE:

1. Legal discourse has its own specificity which is profoundly affected by ethics, philosophy, history, religions and even the culture of a particular nation.
2. Legal discourse is hardly ever identical from one country to another, some discrepancies result from differences in institutions and lack of equivalents between common law jurisdictions and civil law jurisdictions, or political systems.
3. Legal English constitutes a problematic field due to "the close interplay and content".
4. Legal English seems to be isolated from the rest of common language.
5. Lack of teaching materials or resources for LE teachers.
6. Lack of guidelines for LE teachers who frequently do not possess a legal background and legal terminology, which makes the process of teaching LE extremely stressful and challenging.
7. Teaching LE often requires very close co-operation with the subject-specialists, who are frequently reluctant to help.

2. 1. 6. ESP Course Materials:

Richards and Renandya (2002: 65) state that the teaching materials are a key component in most language courses, whether the teacher uses a
textbook, institutional prepared materials or makes use of his / her own materials.

Therefore, in such cases, course designers can rely on experienced language teachers and their knowledge, experienced language teachers who have taught different groups of learners in different institutions will probably constitute the best source of knowledge on how to design an ESP course. A few years of teaching ESP courses can give English teachers confidence that what they teach is what their students need (Luczak, 2009: 4).

In one hand, the teachers need to give themselves extra time to prepare and have background knowledge of the main systems and areas of law that they are going to use as teaching resources. On the other hand, in the case of teaching LE to professionals; the most valuable resource is the learners themselves, as they possess expert knowledge in the respective fields. The material design largely depends on the collaboration between the teacher and the students in a process where the starting point and the ending point are represented by students. For most cases, the students need LE to explain aspects of their own legal system to international clients (Medrea and Rus, 2012: 1168).

2. 1. 7. Types of ESP Materials:

Benmakhlouf (2013: 12-14) has classified ESP materials according to their specific purposes as follows:

Materials for reading, materials for writing, materials for listening, materials for Speaking and finally materials for integrated skills activities, which are adopted in this study.

Integrated skills activities are the materials that integrate two skills or more: speaking, listening, writing, and reading on the same activity. The use of such activities should help in making the lesson well prepared and organized. Moreover, the teacher has to confirm the presence of all available facilities. Teachers must confirm that activities are simple and can provide the instructions that are intended to do.

2. 1. 8. Needs Analysis:

There is a widespread assumption that ESP is designed to meet the specific needs of the learners and different types of students have different language needs and what they are taught should be restricted to what they need (Hutchinson & Waters, 1987: 45), (Richards, 2017: 33).

Richards (2017:33) proposes that learners, teachers and employers could be involved in determining learners' needs. Harris and Bell (2003: 42) emphasize that "different individuals and different groups will have different needs", and they also write more optimistically of the possibility of "agreement on needs between teacher and student".

Needs analysis is a procedure used to collect information about learners' needs, it is introduced into language teaching through an ESP movement. It may take place prior to, during or after a language programme. It should be designed to help the course designers gather some information about the learners themselves; their likes and dislikes, learning strategies, general English lacks and wishes (Nation and Macalister, 2010: 23). This kind of
analysis will concentrate on identifying the factors which will affect the learning process and what learners will need in order to learn the language (Richards, 2017: 51).

In this study, ESP learners' needs are understood to include the activities that will be used both in their academic studies and target careers, the extent of English language proficiency in each main skill required, in their academic studies and target careers.

2. 1. 9. Types of Needs:


2. 1. 9. 1. Target Needs:

Target needs are what the learners need to do in the target situation, i.e., the knowledge and abilities they must have to be able to perform to the required level of competence and proficiency in the target situation. In other words; what are the linguistic elements needed to achieve specific communicative purposes. It is the most appropriate type of needs analysis for classic ESP courses, which concentrates on defining the skills that the learners should obtain by the end of the course.

In this respect, Hutchinson & Waters (1987: 55); (Robinson, 1991: 8), (Nation and Macalister, 2010: 25) propose further subdivision of target needs which are: Necessities, Lacks and Wants.

2. 1. 9. 2. Learning Needs:

(Hutchinson & Waters, 1987: 61); (Robinson, 1991: 3); (Nation and Macalister, 2010: 26) observe that needs are always defined as the learners' requests in order to communicate efficiently in specific situations. In this sense learning needs look for data in relation to the learning situations that can help the teacher to provide the learners with appropriate knowledge. In the same vein, Robinson (1991:7) states that learning needs are "… what the learner needs to do to actually acquire the language".

2. 2. Previous Studies:
2. 2. 1. Mohammed (2013):

Mohammed (2013), has conducted a study for the evaluation of the Mass Media ESP syllabus in the lights of its behavioral objectives. This study aims at:

1. Deriving the behavioral objectives behind teaching EMM syllabus.
2. Evaluating the effectiveness of EMM syllabus in the light of the derived behavioral objectives.
3. Finding out the faculty's point of view about EMM syllabus concerning its content (reading comprehension passages, vocabulary and structures, skills) and methodology.

The study includes two selected samples. The first sample includes seventy students (40 first and 30 fourth), while the second sample includes fifteen college faculty at Baghdad and Tikrit University.
The procedures used to achieve the aims of the study are as follows:

Two multi-dimensional tests for the first and fourth stages undergraduate students at the department of MM and a questionnaire for the college faculty of EMM who teach those students, have been constructed, validated and applied to the selected sample of the students and college faculty.

The analysis of data found in the study:

1. The performance of the first and fourth stages students in English, is below the average level of success.
2. There are significance differences between the performance of the first and the fourth stages undergraduate students and in favor of the fourth stage students.
3. All the college faculty believe that the intended syllabus does not develop student's English skills abilities and it fails to respond to students' actual needs and interests and they also believe that there should be a well identified objectives behind teaching English in the department of MM.

2.2. Rodriguez (2014):

Rodriguez (2014), has conducted a study among a group of law students to investigate the effect of applying reading through ESP programme under the criteria of the communicative approach.

The aim is to show that specialized reading motivates students to increase both vocabulary knowledge about their own field of study and also encourages them to use English in everyday situations and to analyze the effects of applying reading through ESP programme under the criteria of the communicative approach.

The data collected through semi-structured interviews, the student's oral and written samples and the researcher's journal.

The sample of the study consisted of 62 students of law in the fifth-level English at the private institution of higher education in Colombia.

It is hypothesized that specialized ESP reading helps students gain a deeper knowledge in their own field of study, to promote student's use of English for debating law topics and to increase the student's acquisition of vocabulary in the foreign language through reading specialized texts and to develop reading comprehension abilities in their subject matter.

Results show the effects of student's reading under the implementation of ESP through the communicative approach which encourages students to investigate information related to their own needs which is useful for their future lives as professionals. It offers a great opportunity for students to become familiar with reading techniques and this facilitated the acquisition of a specialized vocabulary which made students self-confident and motivated in the learning process.

Chapter Three: Procedures and Discussion of Results:

3.0. Introductory Notes:

This current study is proposed to investigate and identify the importance of the four English language skills and the two elements of language, in
teaching a new ESP legal English course to the first-year students in the College of Law / Tikrit University during the academic year 2017-2018.

3. 1. Data Related to Situational Analysis:
3. 1. 1. Students' Questionnaire:

A questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. Questionnaires are printed forms for collecting data, which include questions or statements to which the student is expected to respond, often anonymously (Zohrabi, 2006: 181-182). It is an expensive way to gather data from a potentially large number of respondents.

In this study, a questionnaire consists of (27) items. The students have been asked (three-point Likert scale questions) related to both their present situation needs and target situation needs.

The questionnaire has been evaluated and identified the skills in accordance to students' perspective of skills' degree of importance, it is important here to indicate that students have identified the skills in accordance to their perspective of skills' degree of importance as follow:

Listening skills, writing skills, reading skills, vocabulary acquisition, grammar accuracy and finally the speaking skills. Also, it is important here to clarify that results show no wide variances among different language skills.

The following tables (from Table 1 to Table 6) show the mean for each answered item.

Analysis of items from 1-6, investigated responses about important listening tasks, shows narrow ranking, table -1 shows that both items 5 and 6 gain an answer of (Very Important) by all the (40) participants indicating that they are the two most important listening activity for the students in ELP classes, this in particular, reflect their perception for the (ELP) as an important method to improve their language knowledge in the light of their future employment and careers.

Table (1) Items Related to Listening Skills and Activities

<table>
<thead>
<tr>
<th>Item</th>
<th>Language Needs</th>
<th>N</th>
<th>Mean</th>
<th>(S.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The importance of listening skills are to ELP studying.</td>
<td>40</td>
<td>2.95</td>
<td>0.18</td>
</tr>
<tr>
<td>2</td>
<td>The importance of listening skills are to instructions understanding.</td>
<td>40</td>
<td>2.93</td>
<td>0.19</td>
</tr>
<tr>
<td>3</td>
<td>The importance of listening skills in following answering questions.</td>
<td>40</td>
<td>2.88</td>
<td>0.3</td>
</tr>
<tr>
<td>4</td>
<td>The importance of listening skills in understanding of legal discourse.</td>
<td>40</td>
<td>2.95</td>
<td>0.18</td>
</tr>
<tr>
<td>5</td>
<td>The importance of listening skills in understanding questions in a job interview.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>The importance of listening skills in phone conversation.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
</tbody>
</table>

Due to students general perception of speaking skills as the least important skills in their instruction, although it is important for presentation and interview, the analysis of items from 7-13, shows various ranking for the activities, but notably as in Table 2 shows that the items 12 and 13 gain an answer of (Very Important) by all the (40) participants indicating that
they are the two most important speaking activity for the students in ELP classes, once again as clarified above is related to students future careers.

Table (2) Items Related to Speaking Skills and Activities

<table>
<thead>
<tr>
<th>Item</th>
<th>Speaking skills</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The importance of speaking skills are to ELP studying.</td>
<td>40</td>
<td>2.63</td>
<td>0.26</td>
</tr>
<tr>
<td>8</td>
<td>The importance of speaking skills in asking questions.</td>
<td>40</td>
<td>2.73</td>
<td>0.27</td>
</tr>
<tr>
<td>9</td>
<td>The importance of speaking skills in answering questions.</td>
<td>40</td>
<td>2.63</td>
<td>0.31</td>
</tr>
<tr>
<td>10</td>
<td>Importance of speaking skills in participating in classroom discussions.</td>
<td>40</td>
<td>2.65</td>
<td>0.32</td>
</tr>
<tr>
<td>11</td>
<td>The importance of speaking skills in conversation.</td>
<td>40</td>
<td>2.83</td>
<td>0.28</td>
</tr>
<tr>
<td>12</td>
<td>Importance of speaking skills in giving oral presentations.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>The importance of speaking skills are to be able to speak properly in a job interview.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
</tbody>
</table>

The next six items (14-19) are about the importance of reading skills and activities as viewed by students. Analysis of students’ ratings shows non-significant variations in the rankings of such skills. Thus, in conclusion that students expressed high anticipation to develop interactional skills of communication as presented in all reading skills and therefore methods of teaching in (ELP) classrooms will focus on reading skill as they are consistently widely used in many aspects of the law education and future practice, as shown in table (3):

Table (3) Items Related to Reading Skills and Activities

<table>
<thead>
<tr>
<th>Item</th>
<th>Reading skills</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>The importance of reading skills are to ELP studying.</td>
<td>40</td>
<td>2.88</td>
<td>0.3</td>
</tr>
<tr>
<td>15</td>
<td>The importance of reading skills in reading articles in journals / legal documents.</td>
<td>40</td>
<td>2.85</td>
<td>0.29</td>
</tr>
<tr>
<td>16</td>
<td>The importance of reading skills in reading instructions for assignments.</td>
<td>40</td>
<td>2.70</td>
<td>0.32</td>
</tr>
<tr>
<td>17</td>
<td>The importance of reading skills in reading handouts given by teachers.</td>
<td>40</td>
<td>2.88</td>
<td>0.3</td>
</tr>
<tr>
<td>18</td>
<td>Importance of reading skills in understanding an e-mail.</td>
<td>40</td>
<td>2.98</td>
<td>0.21</td>
</tr>
<tr>
<td>19</td>
<td>The importance of reading skills in reading field-related textbooks.</td>
<td>40</td>
<td>2.93</td>
<td>0.23</td>
</tr>
</tbody>
</table>

Writing skills as perceived by students are covered in the analysis of the following six items (20-25), which investigate the importance of writing activities, they show narrow rankings with high importance scoring. In general, it can be concluded that the narrow ranking and high scores of the writing activities is due to their importance in exams, assignments, memos, legal documents as well as writing e-mails, as shown in table (4):

Table (4) Items Related to Writing Skills and Activities

<table>
<thead>
<tr>
<th>Item</th>
<th>Writing skills</th>
<th>n</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>The importance of writing skills are to ELP studying.</td>
<td>40</td>
<td>2.83</td>
<td>0.28</td>
</tr>
<tr>
<td>21</td>
<td>The importance of writing skills in taking notes during lectures.</td>
<td>40</td>
<td>2.83</td>
<td>0.28</td>
</tr>
<tr>
<td>22</td>
<td>The importance of writing skills in writing for class exams.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>The importance of writing skills in writing assignment and homework.</td>
<td>40</td>
<td>2.88</td>
<td>0.3</td>
</tr>
<tr>
<td>24</td>
<td>The importance of writing skills in dealing with legal cases.</td>
<td>40</td>
<td>2.88</td>
<td>0.3</td>
</tr>
<tr>
<td>25</td>
<td>The importance of writing skills in composing an e-mail.</td>
<td>40</td>
<td>3.00</td>
<td>0</td>
</tr>
</tbody>
</table>
Considering at large the high importance of grammar accuracy and vocabulary acquisition to English language instructions, the two items are separately investigated in the form of one item per each element of language and proved of high importance from the perception of students.

**Table (5) Items Related to Grammar Accuracy**

<table>
<thead>
<tr>
<th>Grammar Accuracy</th>
<th>n</th>
<th>Mean</th>
<th>(S.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 The importance of grammar are to ELP studying</td>
<td>40</td>
<td>2.83</td>
<td>0.28</td>
</tr>
</tbody>
</table>

**Table (6) Items Related to Vocabulary Acquisition**

<table>
<thead>
<tr>
<th>Vocabulary Acquisition</th>
<th>n</th>
<th>Mean</th>
<th>(S.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 The importance of specialized vocabulary is to ELP studying</td>
<td>40</td>
<td>2.85</td>
<td>0.29</td>
</tr>
</tbody>
</table>

Finally, the questionnaire generally proves students' tendency toward specialized English for law material that can improve almost all relevant language skills that shall support their English education in the academic years, post education qualification and their future employment and future careers. The results of the questionnaire revealed the need for instructional materials of English for law purposes instruction integrated with general English language skills and the two elements of language improvement components.

### 3. 1. 2. Teachers' Interview:

Five (5) teachers have been asked nine (9) questions to give their opinions about the students' present and target situation needs. The qualitative data and recommendations are discussed here in comparison with each question:

1. **What is your opinion about the materials of the course "The New Headway Plus"?**

   Even though the answers varied in the context of general English language material, though the entire interviewed teachers share the same negative view about the currently used textbook, "The New Headway Plus" considering it more likely to comprise general English language instruction rather than a specialized material in the legal field.

2. **What do you think the needs of your students are with regard to ELP as compared to the results of the questionnaire?**

   Contrarily to the students' results that ranked speaking as the less important, one of the teachers regards speaking skills as the most important, another teacher believes that productive skills (speaking and writing) are more important than receptive skills (listening and reading), another two teachers think that all the skills are equally important and that the students need to be able to read more in their field of study, they need English especially in computing tasks such as emails, presentation and interviewing tasks they tend to encounter in their future careers. Finally, the last one thinks that vocabulary is the most important skill and that the students need to learn specific vocabulary better.

3. **What are the general objectives of a proper ELP course?**

   The five teachers have shown agreement in their perceptions to the objectives; therefore, all the mentioned objectives will be listed in a manner that guarantee no replication for any objective.

4. **Could you describe a typical class?**
The answers were relatively similar as all the five interviewees indicate that a typical class shall possess adequate resources, of further time, professional instructors, adequate complementary materials (computers, visual and audio equipment, internet, overhead projector etc.)

5. What else should be included?

They suggested practical methods such as: oral presentation, court situation simulation (mock court presentation) and also the projection of English language court-based films to provide more interesting aspect to the topics of law.

6. What aspects of the ELP do you think could be improved, and how?

Two teachers indicate that the course should include group discussion, use of authentic texts and actual cases, so the students will be able to practice and apply the law in a more dynamic environment. Another teacher refers to the importance of students’ writing skills that could be improved by teaching them research writing skills and report writing, to enable them to write with appropriate structures and stylistics, which are both legal and formal, focusing on how to teach them to write sentences with correct legal terms and structures.

7. Is the proposed course provided for your students effective? If not, why?

All the five teachers indicate that more time and further implementation for course for the other three academic years are essential to judge the course effectiveness.

8. Do you ever cease to discuss texts in English because of the difficulties that students face in understanding them? If yes, what types of texts?

All the five interviewees confirmed that whatever the difficulty of text encountered is, the teachers should have their best effort to clarify and simplify the meaning of the text.

9. Is English professional mastery important in the competition in the job market in law practice?

All the five teachers ensure the importance of an ESP course for the students in their future career and their advanced post-graduation studies.

3. 2. Pilot Administration of the Questionnaire:

The pilot administration of the questionnaire and interview is conducted to estimate the appropriateness of the involved items for showing the importance of the four general language skills and the two elements of language as well as to re-write clearly any ambiguous items. Results have shown that the given items are clear and the average time required for answering the questionnaire items is about thirty (30) minutes.

3. 3. Reliability of the Questionnaire:

Reliability is the quality of consistency that the instrument demonstrates over a period of time as an effective instrument for data gathering (Kerlinger, 1986: 95). A questionnaire is said to be reliable when provides consistent results at any time (Lado, 1962: 330).

The final form of the questionnaire has been distributed individually to the same sample of forty students. Their responses have been collected to be checked, also by the researcher herself.
To find out the reliability of the constructed questionnaire, Pearson Correlation Coefficient formula has been used by the test - retest method. It indicates that the Correlation Coefficient of reliability is (0.82).

3.4. Discussion of Results:
Concerning the results obtained from the questionnaire regarding the importance of the four general language skills and the two elements of language. Results indicate that both productive skills and receptive skills are ranked in a similar close degree of importance. It is that law students needed English primarily for academic purposes as well as for professional purposes.

Also, the results of the questionnaire reveal the need for instructional materials of English for legal purposes and indicate close importance for the four general language skills: listening, writing, reading and speaking along with the inclusion of the two elements of language: vocabulary and grammar, are all required to be emphasized on similarly in the proposed specialized LE material course.

Finally, the results of the interview, indicates that all the five teachers share the same negative view about the currently used textbook "The New Headway Plus" considering it more likely to comprise general English language instruction rather than a specialized material in the legal field.

And all of them state the importance of an ELP course for the law students in their future career and their advanced post-graduation studies, the answers for the five interviewees were closely similar indicating the importance of English language mastery for law employees.

3.5. Statistical Means:
To achieve the aims of the present study, the following statistical mean have been used as shown below:

Pearson correlation coefficient formula is used to calculate the reliability of the questionnaire. The following formula is used:

\[ r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \]

\( N \) = The number of students included in the analysis.
\( X \) = The first variable
\( Y \) = The second variable (Carroll and Hell, 1985: 120).

Chapter Four: Conclusions:
The results of this study indicate the relative superiority of teaching LE course for law students that encourages students to become professionals in their future careers as lawyers.

Concerning the results obtained from the questionnaire regarding the importance of the four general language skills and the two elements of language, results indicate that both productive skills and receptive skills are ranked in a similar close degree of importance, with little variation. Therefore, general results in the context of the proposed ELP instruction indicated
close importance for the four general language skills of listening, writing, reading and speaking along with the inclusion of the two elements of language (vocabulary and grammar), are all required to be emphasized in the proposed specialized LE material course.

Finally, the results of the interview, indicate that all the five teachers share the same negative view about the currently used textbook "The New Headway Plus" considering it more likely to comprise general English language instruction rather than a specialized material in the legal field and all of them stated the importance of an ELP course for the law students in their future career as lawyers.

It can be concluded that the collection of multiple types of data from various sources and places is necessary to overcome many of the problems commonly associated with needs analysis and evaluation studies because the purpose behind any teaching material is to make the learner utilizes from what he has learnt after studying the course, but on the contrary this course, i.e. "The New Headway Plus", disregards the quality and the quantity of the natural needs of the students.

It is recommended for the importance of the existence of a real, useful and an interesting course that makes the students interact effectively with it to make the learners able to communicate all over the world and to get benefit in their future career.
Bibliography


