

Hebron University

Faculty of Graduate Studies

English Department



**Analyzing the English Language Needs of Law Students at Hebron
University: a Case Study**

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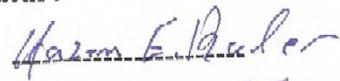
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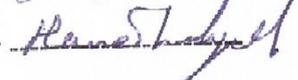
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DEDICATION

This work is dedicated to my dear parents, brothers, and sisters who supported and encouraged me during my study

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ABSTRACT

English has become the international language of communication in various fields. Law is one among the fields in which English is gaining a considerable place calling for designing English for Legal Purposes courses that help law learners cope with such a place of the English language. Needs analysis appears to be the first and significant stage in designing relevant and useful English courses that assist learners to use English in their disciplines. This study has aimed at identifying the English language needs of law students at Hebron University (HU). Implementing Hutchinson and Waters' (1987) approach to needs analysis, this study has investigated the perceptions of law students and instructors toward the English language skills and sub-skills necessary for studying law at HU, the learners' perceptions toward their English language proficiency level, the learners' perceptions toward the language sub-skills they hope to get training in as well as the perceptions of both (the learners and the instructors) toward the currently offered (Law) course and English language training at the faculty. Moreover, the study has explored the usefulness of performing genre analysis with respect to the language of law in the process of needs analysis in this research. To collect data, a quantitative method represented by the use of an adapted questionnaire has been used for the learners and the instructors, in addition to qualitative methods represented by a semi-structured interview with the instructor of the course/the Dean of the School of Law and a review of the genre-related features that characterize the legal language. The findings of the study have shown that all the suggested language skills are necessary for law students at HU giving priority to reading and writing. The study has also revealed the various perceptions toward the important language sub-skills as will be shown later. The results have shown that the students have evaluated themselves to be of a high level of proficiency in vocabulary and of an average level in the other suggested language skills ordered respectively as reading, grammar, listening, writing, and speaking. However, the instructors have shown that the

students are of a poor level of proficiency. This study has shown that the students have problems either in assessing their level of proficiency or in predicting the acceptable and required English language proficiency in their field of study. The study has also revealed that law students are interested in getting training in the various suggested language sub-skills giving priority to some of them as shown later. The study has shown that the learners and the instructors have positive perceptions toward the currently offered course (Legal Terminology in English L1209); however, with some mixed perceptions toward some points related to English language training at the college. The study has also emphasized the significance and the usefulness of performing genre analysis with respect to the language of law in the process of needs analysis in this research.

ARABIC ABSTRACT

ملخص

أصبحت الانجليزية لغة التواصل العالمية في مختلف المجالات، ويعتبر القانون احد هذه المجالات حيث تكتسب فيها اللغة الإنجليزية مكانة كبيرة تحض على تصميم مساقات اللغة الإنجليزية للأغراض القانونية التي تساعد الطلاب على التماشي مع مثل هذه المكانة. كمات يعتبر تحليل الاحتياجات المرحلة الأولى والهامة في تصميم مساقات اللغة الإنجليزية ذات الصلة والمفيدة التي تساعد الطلاب على استخدام اللغة الإنجليزية في مجال تخصصهم. تهدف هذه الدراسة إلى تحديد احتياجات اللغة الإنجليزية لطلاب القانون في جامعة الخليل، وبتطبيق منهج (1987) Hutchinson and Waters لتحليل الاحتياجات فان هذه الدراسة تستكشف تصورات طلاب ومدرسي القانون في جامعة الخليل حول مهارات اللغة الإنجليزية والمهارات اللغوية الفرعية اللازمة لدراسة القانون في الجامعة، وتصورات الطلاب حول مستوى إجادتهم لمهارات اللغة الإنجليزية والمهارات اللغوية الفرعية، وتصورات الطلاب لمهارات اللغة الإنجليزية الفرعية التي يهتمون بتعلمها وتلقي التدريب عليها بالإضافة إلى تصورات كل من الطلاب والمدرسين حول المساق المفروض حاليا وتدریس اللغة الانجليزية عموما في الكلية. كما وتوضح الدراسة أهمية وجدوى تحليل النوع بالنسبة لتحليل الاحتياجات فيما يتعلق بتخصص القانون. ولجمع البيانات، تم استخدام الأسلوب الكمي الذي يمثله استخدام استبيان لكل من الطلاب والمدرسين، و الأسلوب النوعي الذي يمثله مقابلة شبه منظمة مع مدرس المساق/عميد كلية الحقوق، واستعراض للخصائص المتعلقة بالنوع التي تميز لغة القانون عن غيرها. تظهر نتائج الدراسة أن جميع المهارات اللغوية المقترحة ضرورية لطلاب القانون في جامعة الخليل مع إعطاء الأولوية للقراءة والكتابة. و تظهر الدراسة أيضا مختلف التصورات للمهارات اللغوية الفرعية المهمة لدراسة القانون كما سيظهر لاحقا. بالإضافة لذلك، تظهر النتائج فشل الطلاب إما في تقييم مستوى إجادتهم للغة الإنجليزية في مختلف المهارات و المهارات اللغوية الفرعية، أو في تقييم مستوى المهارة المطلوب منهم في مجال دراستهم وتخصصهم حيث قيم الطلاب أنفسهم بمستوى عال من المهارة فيما يخص المفردات و بمستوى متوسط في باقي المهارات والتي يمكن ترتيبها كالاتي: القراءة ثم القواعد ثم السماع وأخيرا التحدث، في حين أشار المدرسون إلى أن مستوى الطلاب في اللغة الانجليزية ضعيف. وتكشف الدراسة أيضا أن طلاب القانون يبدون اهتمام لتلقي التدريب في مختلف مهارات اللغة الانجليزية الفرعية المقترحة مع إعطاء الأولوية لبعض منها كما سيظهر لاحقا. كما وتظهر نتائج الدراسة أن المدرسين والطلاب لديهم تصورات إيجابية نحو المساق المفروض حاليا، ولكن مع بعض التصورات المتضاربة حول بعض النقاط المتعلقة بتدریس اللغة الانجليزية في الكلية. أخيرا تشير الدراسة أيضا إلى أهمية وجدوى إجراء تحليل النوع بالنسبة لتحليل الاحتياجات فيما يتعلق بتخصص القانون.

CHAPTER ONE

BACKGROUND AND PROBLEM

1.1 Introduction

Throughout time, education all over the world has been considered a priority by different communities and countries, recognizing it as an essential key that leads to the development of societies. This can be interpreted through the investigations, modifications, and amendments that have been done to create more comprehensive and up-to-date curricula that cope with the different developments and requirements of the world particularly when talking about English which has become the international language of communication. Actually, the same is the case for Palestine where English is the first foreign language taught to students from their early elementary stages to their high tertiary levels. Despite this position of the English language in Palestine, Awad (2013) has pointed out that Palestinian students at different educational levels including the college level are of low level of proficiency in English. He has argued that this crucial situation is a pressing requirement for conducting more and more research to explore the situation of English language teaching in the Palestinian context.

At the tertiary level in Palestine, the recognition of the position of English as an important international language of communication can be noticed, for all universities offer different English language courses for students as compulsory university requirements they have to attend whatever major they choose. Moreover, more specific courses are provided for students in different specializations other than that of general English ones offered for all university students. Bader (2002) has argued that providing students with such specific courses leads to the development of ESP courses that are built around the identification of learners' needs in different specializations. Addressing the situation of ESP in Palestine, he

has maintained that ESP courses are only presented at the tertiary level institutions, and that this type of courses is completely neglected at the pre-tertiary levels. He has also shown that this may be affected by the lack of "specialists in the field" (p.9) and the general poor English language proficiency level of students at various levels. He has suggested that the urgent requirement to such courses has encouraged different departments and colleges at the Palestinian universities to present courses that match the "needs" of the learners. Yet he has also shown that such courses seem to be "not well designed, and poorly developed" (p.9). Qaddomi (2013) has suggested that Palestinian universities are mostly interested in offering courses that are concerned with "general English" (p.1110).

1.2 Teaching Law at Palestinian Universities

Different universities in Palestine offer various law programs for their students such as AL-Quds University, An-Najah University, Al-Azhar University, Al-Ahlyia University, Birzeit University, Hebron University, and others either in Gaza Strip or in the West Bank. The United States Agency for International Development (2007) has investigated the teaching law in Palestine and explored different law programs engaged in "Arkan" - a project to improve law teaching in various Palestinian universities. It is stated that "Palestinian law faculties are all relatively new" (p.8), and this by turn affects teaching in universities. This exploration has resulted in various recommendations that reflect the situation of teaching law, particularly with the offered English language courses. For example, regarding Al-Quds University, it is recommended that the number of courses allocated to "university" requirements in favor of other "new courses tailored to the needs of law students" (p.11) are to be minimized. Moreover, the faculty has to improve its students competence in using English by offering more English language courses "for legal professionals" (p.13); that is, Legal English or English for Law courses because the offered courses do not match the "needs" of the learners. Another example, from Gaza Strip, Al-Azhar University has also some

recommended points to be taken into account such as to improve the level of proficiency in English of both students and teachers and to equip teachers with teaching "methodologies". Despite the point that the faculty provides students with different English courses, these courses do not match their "needs", and learners "would benefit from advanced course offerings in the English language" (p.21). An-Najah National University shares the situations of Al-Quds University and Al-Azhar University since teachers are incompetent in English, and this will be an obstacle which makes it difficult to cooperate and connect with other teachers and universities at the international level. In addition, teachers need to vary their ways and procedures of teaching using up-to-date teaching methods. As for students, they also need to develop their competence in English, and this can be done through "offering English courses tailored for law students as part of its elective package" (p.28). To be fair, it is worth mentioning that the situation of teaching English at the Faculty of Law at Birzeit University is less critical than that of others since this report does not recommend any point regarding the use of English language since teachers are of high level of proficiency in a number of different languages, assumedly, English is one of which, and the program offers various English language courses. Finally, the situation of the Arab American University of Jenin is quite the same as that in Birzeit University in terms of English language, for most of the teachers are of high level of proficiency. However, the faculty of AAUJ is encouraged to keep working more on the development of the teachers' language skills since this, by turn, will affect that of the students. And the faculties of both universities -Birzeit and AAUJ- have to improve their teachers' knowledge of various teaching methodologies.

Actually, these recommendations correspond with what the Palestinian Center for the Independence of the Judiciary and Legal Profession- Musawa (2012) has pointed out since the publicity of law students from various Palestinian law schools encourages the use of a "foreign language" in their study, objecting and disagreeing with the use of "Arabic" solely.

The same idea is consolidated by teachers for the popularity of them encourages the use of other languages besides "Arabic" as it should not "be the only language of instruction" (p.27), and that language skills other than that of Arabic should be developed.

1.3 The School of Law at Hebron University

The development of the School of Law can be traced as the following. Originally, in 2008 the Faculty of Islamic Law (AL-Sharia) started to offer a BA degree in Jurisprudence and Law. In 2011, the Legal Clinic was established which caters law students with the required and necessary training, and provides them with many facilities, and gives support to the ignored and needed people in the community. Then, in 2013, the School of Law was founded to include three departments: Public Law, Private Law, and Jurisprudence and Law (*Overview*, n.d.). The faculty aims to supply the community with specialized people to work in various professions pertinent to law. In addition, it aims qualify people who can be able to communicate and work at the national and international levels and work with community institutions for the purpose of providing support to neglected people under the supervision of the Legal Clinic. Furthermore, it aims to use communicative practical ways in teaching law and to enhance research in the field by providing different facilities such as a library, a computer laboratory (*Our objectives*, n.d.).

1.4 Statement of the Problem

Because ESP has become increasingly important in the field of ELT, and since English is becoming the international language of communication in various fields, it should not be marginalized by our Palestinian educational institutions when designing any academic program especially at the university level.

In our Palestinian context, although law is not practiced in English, it is important for law practitioners since the work of the lawyers extends and goes beyond courts. Students can work in banks, diplomatic relations, import and export companies after graduation. They may complete their high studies, MA or PhD, where English is needed. Moreover, specifically in our Palestinian context, law practitioners and students are in need of using English communicatively and effectively as with the NGOs, in negotiations at the international level, and while representing their Palestinian issue at the international arenas.

Consulting the Dean of the School of Law/the teacher of the currently offered course (Legal Terminology in English L1209), it has become clear that English courses offered at the faculty, particularly the course (Legal Terminology in English L1209) are not designed in light of a sound, solid, well-established needs analysis. Legal Terminology in English furnishes and builds only on collected materials from various resources (legal books, legal journals, internet, etc.) with assessment to students' needs.

To present courses in English reflects the recognition of the important and international position of English. However, this recognition should be accompanied with the identification of the learners' specific language needs to be finally culminated with successful relevant courses. The School of Law which is a newly opened faculty needs special English courses that meet the needs of its majors. In this respect, this investigation is meant to give answers to various students' English language needs to help those in the college who desire to develop successful courses in this novel school that meet the needs of the students. Moreover, this research is conducted to help the School of Law avoid some of the problems that other Palestinian law schools in different universities encounter and suffer from. It also helps the faculty fulfill its objectives of assisting its majors and graduates to be qualified in communicating and working at the national and international levels.

1.5 Purposes of the Study

The study aims at:

- 1- Investigating the English language needs of law students at HU according to their own perceptions.
- 2- Investigating the English language needs of law students according to their instructors' perceptions.
- 3- Showing how performing genre analysis in respect to the language of law can be useful in the process of needs analysis.
- 4- Providing teachers, course designers, and those who are in charge of education at Hebron University with guidelines that help furnish new ESP courses for law students that meet all their needs.

1.6 Significance of the Study

- Realizing the importance of English in the field of law, this study will highlight the English language needs of law students at Hebron University. This study is a needs analysis that can serve as a solid basis and a well-established guide that help in designing more relevant and appropriate courses for those students.
- This study will hopefully be a considerable contribution in giving answers to any person in authority for law students' English language needs to help in improving teaching at the School of Law at Hebron University.
- This study will demonstrate the position of needs analysis in the process of teaching as an important stage to be conducted before making any decision when implementing any new courses whether for law students or even for others at the university.
- In line with the needs analysis, this study incorporates a genre analysis section that aims at investigating various genre-related features of the legal language collected and

drawn from various resources. This will show how performing genre analysis parallel with needs analysis can help in providing a more obvious picture about the teaching situation, and create more effective courses.

- To the best knowledge of the researcher, this study is one among the first studies in the Palestinian context in this field, so this investigation will contribute to the literature of ESP and needs analysis in Palestine.
- This study will hopefully encourage Palestinian researchers to start investigating similar topics and will open the gate for further research.

1.7 Research Questions

- 1- What are the English language needs of law students at Hebron University (HU) on the basis of their perceptions?
 - A. How important/necessary are the English language skills for law students at HU?
 - B. What are the English language lacks of law students at HU?
 - C. What are the English language wants of law students at HU?
 - D. To what extent is the offered course (Legal Terminology in English L1209) relevant/ useful to law students at HU?
- 2- What are the English language needs of law students at HU on the basis of their instructors' perceptions?
 - A. How important/necessary are the English language skills for law students at HU?
 - B. To what extent is the offered (Legal Terminology in English L1209) relevant/ useful to law students at HU?
- 3- How can performing genre analysis with respect to the language of law be useful in the process of needs analysis?

1.8 Hypotheses

1. There are no English language needs for law students at HU on the basis of their perceptions.

A- There are no important/necessary English language needs for law students at HU.

B- There are no English language lacks for law students at HU.

C- There are no English language wants for law students at HU.

D- The offered course (Legal Terminology in English L1209) is not useful to law students at HU.

2. There are no English language needs for law students at HU on the basis of their instructors' perceptions.

A- There are no important/necessary English language needs for law students at HU.

B- The offered course (Legal Terminology in English L1209) is not useful to law students at HU.

3. Performing genre analysis with respect to the language of law is not useful in the process of needs analysis.

1.9 Limitations of the Study

This study cannot be generalized to students of other fields of study or students of other schools of law.

1.10 Design of the Study

This study consists of five chapters. Chapter one presents background about teaching law in Palestinian universities in general and teaching law at HU in particular. It also presents the statement of the problem, purposes of the study, significance of the study, research questions, hypotheses of the study, limitations of the study, design of the study, and definition of key terms. Chapter two presents the theoretical part of the study regarding the foundation

of ESP, course design, needs analysis, genre analysis, and related studies. Chapter three shows the methodology of the study, including instrument, participants, procedures, statistical analyses, interview protocol, and a genre analysis section represented by a review of genre-related features that characterize the legal language. Chapter four presents the discussion of the findings of the study. Finally, chapter five presents a summary of the findings, recommendations and suggestions for further research.

1.11 Definition of Key Terms

- 1- ESP courses: courses which focus on the needs of the students in different fields and disciplines of study; "concerns of ESP have always been, and remain with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation" (Dudely-Evans & St John, 1998, p.1).
- 2- EAP: a type of English for Specific Purposes which is concerned mainly with study contexts (Carlin, 2005).
- 3- Legal English: the English which is often used by law practitioners and specialists whether at occupational or academic situations (Codruta, 2012).
- 4- ELP courses: "English language education to enable L2 law professionals to operate in academic and professional contexts requiring the use of English" (Northcott, 2009, p.166).
- 5- Needs analysis: a key stage in ESP through which the researcher can identify and determine "the what and how of a course" (Dudely-Evans & St John, 1998, p.121).
- 6- Necessities: a term which refers to the kinds of needs established through the "target situation" requirements which help students perform sufficiently in academic or occupational contexts (Hutchinson & Waters, 1987).
- 7- Wants: a term which refers to how students perceive their own needs (Hutchinson & Waters, 1987).

8- Lacks: a term which reflects what students can perform compared with what they have to be able to perform (Hutchinson & Waters, 1987).

9- Genre analysis: "the study of how language is used within a particular setting, i.e. from our point of view, ESAP" (Jordan, 1997, p.231).

1.12 Conclusion

This chapter has presented background about the teaching law in Palestinian universities in general and teaching law in HU in particular. It has also presented the statement of the problem, the purposes of the study, significance, research questions, hypotheses, limitations, design of the study, and definition of key terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The English language has increasingly become more and more important as an international language. Because of this importance, different ways, methods, techniques, and other issues related to language teaching and learning are gaining more attention from language experts, governmental institutions, teachers, and even students themselves with the purpose of creating a learner who can use English appropriately and confidently.

Various trends and approaches to language teaching have appeared and been explored as important trends to consider. ESP is one of such trends that has received considerable attention since many research papers have been and will be conducted in the field. Abu-Zahra and Shayeb (2010) have stressed this importance of ESP and showed the universal position of ESP emphasizing that nowadays numerous universities "offer MA programs in ESP like Tel Aviv University, Birmingham, and Aston University" (p.1).

2.2 ESP

2.2.1 Definition of ESP. Due to such position of ESP, many definitions are discussed in literature. Dudley-Evans and St John (1998) have defined ESP as a new and important addition to the field of ELT whether TEFL or TESL which focuses on the needs of the students in different fields and disciplines of study. They have stated that the "concerns of ESP have always been, and remain with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation" (p.1). ESP depends either on the peculiarities of "text" which learners have to know or on the needs of the learners, so what may be suitable for one particular group of learners may not be for

others. Their definition agrees with what Robinson (1991) has suggested as "what is specific and appropriate in one part of the globe may well not be elsewhere" (p.1). Hutchinson and Waters (1987) have also shown that any ESP course can be distinct and featured by the learners' field of study or specialization. They have indicated that ESP courses are often found out of the learners' reasons that urge them to learn such a foreign language. Knowing and recognizing such reasons will create a net of inter-related points and aspects pertinent to learners, language and study context.

2.2.2 Characteristics of ESP courses. Elaborating on their own definition of ESP, Dudley-Evans and St John (1998) have suggested the following characteristics for ESP courses:

- "Absolute characteristics" (p.4):
 - a. It is found to match learners' needs.
 - b. There are different practices or tasks and activities used, drawn from the field or specialization the course is designed for.
 - c. It is focused on and built around the "language (grammar, lexis, register), skills, discourse and genres" (p.5), suitable for and match with the practices and tasks of a specific discipline.
- "Variable characteristics" (p.5):
 - a. It can be found and developed for a particular field.
 - b. Different methods other than that of general English might be implemented in some special educational contexts.
 - c. It is often provided for adults either in post-secondary academic or occupational settings, but young learners may get use of such courses.

- d. Learners of ESP courses are often of a high or moderate level of proficiency with a good background about the language. However, learners of a low level of proficiency may get benefit from these courses.

Robinson (1991) has added the following as "criteria" features of ESP. First, it is "normally goal directed" (p.2), for learning English is one of the means to achieve certain aims either in academic or professional life. This implies that topics, language, and tasks should be relevant to the specialization of the students. Yet some general content could be acceptable. Second, ESP is built upon "needs analysis" which defines the specific and exact needs of learners "through the medium of English" (p.3) normally before the course gets started and takes place.

The following are decided by Robinson (1991) to be "characteristics rather than criteria" (p.3) because they do not constantly stratify though they could be considered as consequences of the previously mentioned "criteria". ESP courses often take place for a specific and determined period of time with a set of objectives to be fulfilled in this limited time through the cooperation of the various stakeholders. Moreover, ESP courses are often provided for adults. However, in some countries, ESP courses are implemented for learners in "vocational secondary schools" (p.3); it is frequent to provide ESP courses for practiced adults in a certain profession or a post-secondary level. Finally, ESP courses are often designed for learners who mainly share the same characteristics and needs of the same specialization either at work or for study. However, mixed classes can be found; even if the learners of the same class are of the same specialization, they may have some differences such as those related to language proficiency.

It can be noticed that the features provided by Robinson (1991) and the characteristics suggested by Dudley-Evans and St John (1998) share a great number of similarities. These features and characteristics show how ESP courses can differ from other courses presented in

the field of ELT since these peculiarities make ESP a distinguished trend which increasingly gains consideration.

2.2.3 Factors behind ESP. Hutchinson and Waters (1987) have referred to different factors behind the appearance of ESP. The first factor was the Second World War which caused a surpassing and outstanding development in different fields of science, technology, and economy at the international level. This development as well as the noticeable status of the United States after the war has affected the status of English as an international language. Such importance of English has encouraged people to learn this language as it has become "the key to the international currencies of technology and commerce" (p.6). And this has helped in creating learners who could specify their reasons for learning English. Every group of learners has selected and specified the language they wanted to learn. For example, doctors were interested in English books related to medicine which made them acknowledged with the improvements and up-to-date information in their specific field – medicine. Second, "a revolution in linguistics" (p.7). New trends in ELT have started to appear opposed to the old-fashioned ways that aimed at discussing and explaining different grammatical rules of English and how to use these rules. These new trends have given more consideration to the actual, authentic use of language in real-life situations and contexts, indicating that what might be suitable for one situation might not be for others. Consequently, what could be presented for a group of learners in a certain field could not be presented for others in different disciplines. They have stated, "tell me what you need English for and I will tell you the English you need" (p.8). Third, modern evolutions in the pedagogical "psychology". This has paid more attention to the learner who had his/her own "needs" and concerns, and which also encouraged designing English courses that were related to these needs since this would make learners more motivated and encouraged to learn and to enhance their language performance.

2.2.4 Types of ESP. Robinson (1991) has indicated that there are many types and classifications of ESP. Broadly speaking, ESP is divided into EOP (English for Occupational Purposes) and EAP (English for Academic Purposes). EOP focuses on the needs which are related to jobs and professions while EAP refers to what learners need in educational contexts. Both EAP and EOP have their further distinctions. Dudley-Evans and St John (1998) have stated that ESP can be classified in two ways: The first one can be in terms of "the degree of specificity" (p.6) that suits a course. When courses take place simultaneously or after a certain academic study or work period, more specific and relevant materials will be placed in the course. However, when courses are "pre-experience" or "pre-study", such specific language or content will not be included. The second classification is based on the specialization, study or work. In this division, many sub-categories can be indicated. Within EAP, for example, there are English for Science and Technology (EST), English for Legal Purposes (ELP) and others. In EOP, there are English for Professional Purposes as English for Business Purposes (EBP), and English for Vocational Purposes (EVP) which is divided into "Pre-Vocational English" (p.7) which focuses on skills that help in getting a job, and "Vocational English" (p.7) which concentrates on the language and skills required in different professions.

2.2.5 Development of ESP. According to Hutchinson and Waters (1987), the history of ESP has been developed out of five stages. They can be summarized as the following:

1- "The concept of special language: register analysis" (p.9)

This phase which is pioneered by Peter Strevens, Jack Ewer, and John Swales has occurred in the period between 1960s and 1970s. In this stage, consideration is given to recognize the syntactic and lexical characteristics of various "registers". That is, different fields of study have their own "registers" that distinguish them from others, so the language

used in a particular field has its own characteristics that must be given the advantage and primacy over others when being taught.

2- "Beyond the sentence: rhetorical or discourse analysis" (p.10)

In this stage, attention is paid to how sentences are joined together to create meaning at the "discourse" level since ESP has contributed to the development of "discourse or rhetorical analysis" (p.10). The key figures of this stage were Henry Widdowson, Louis Trimble, John Lackstrom and Mary Todd-Trimble. It is assumed that the way in which language, spoken or written, is organized differs from one field and specialization to another.

3- "Target situation analysis" (p.12)

This phase is basically based on the learners' purposes to learn a language, and recognizing why they need to use the language. This will help them use it sufficiently in the context in which it will be used, i.e., the "target situation" (p.12).

4- "Skills and strategies" (p.13)

This stage does not focus on the language but rather on the "thinking processes that underlie language use" (p.13) which helps learners be able to understand and use the language confidently in situations where they have to.

5- "A learning-centered approach" (p.14)

To describe, select, and recognize the language that learners need -though important- is not enough; "a truly valid approach to ESP must be based on an understanding of the processes of language learning" (p.14).

2.2.6 EAP. English for Academic Purposes (EAP) is a type of English for Specific Purposes which is concerned mainly with study situations (Carkin, 2005). She has added that

EAP has two sub-types including English for General Academic Purposes (EGAP) which focuses on tasks and skills that can be used in various fields of study. It is mainly connected to "lower-level EAP courses" (p.85) in which learners are provided with preparatory training for their posterior study situations. As for (ESAP), it is concerned with more advanced levels of learners, expertise, and conventions of various specializations.

Dudely-Evans and St John (1998) have referred to various situations in which English for Academic Purposes can be found or introduced. First, EAP courses are presented in countries in which English is the first language such as Britain or America, and in which learners are "members of international students" (p.36) where they are made to be ready and prepared to their academic study. Second, contexts in which English is a second and official language that is vastly used like in South Africa. In such countries, English is used in various educational levels. However, it is discovered that learners need to be assisted to master various language skills in their study. Third, contexts in which English is used to teach particular university disciplines at the time in which the first language is the language of education at the other educational levels- secondary or primary. For example, is Jordan in where universities present some disciplines in English such as medicine. Fourth, the contexts in which the study is in the first "national language" (p.39). However, English is essential for "ancillary reasons" (p.35), for instance, in South America where English courses widely focus on reading.

2.2.7 Legal English and English for Law courses. English is an important international language to be used in various disciplines and specializations. English in the field of law reflects such importance. In addition to its significance, it also has its own conventions and traditions. Umera-Okeke et al. (2011) have argued that "legal English" (p.223) has become an international universal "phenomenon" which is also called "lawspeak" (p.223). They have added that although the recently used English in legal situations is

"Standard English" (p.223), it has various distinctive characteristics and traditions that distinguish it from the general language or the language of other disciplines which can be at lexical, syntactic/grammatical or other language levels and aspects. Codruta (2012) has defined legal English as the English which is often used by law practitioners and specialists whether at occupational or academic situations. This leads to the need of offering specific courses in universities to introduce and present such specific English for students. Northcott (2009) has defined English for Law courses as "English language education to enable L2 law professionals to operate in academic and professional contexts requiring the use of English" (p.166). He (2013) has suggested that different expressions and phrases are used to refer to legal English courses such as English for Legal Purposes (ELP), English for Academic Legal Purposes (EALP), English for Occupational Legal Purposes (EOLP), and English for General Legal Purposes (EGLP).

Jalil and Kamarudin (2009) have stated that legal English is a complicated language that makes students in need to be presented with special types of courses that allow them to practice and comprehend such a language. Bhatia (1993) has described the legal language as containing "obscure expressions and circumlocutions, long-winded involved instructions and tortuous syntax, apparently meaningless repetition and archaism" (p.101). Gibbons (2004) has emphasized the place of legal language in the field of "applied linguistics" (p.285) due to its significance as "an influential institution" (p.285) and because "it is packed with problems" (p.285).

2.2.8 Language skills and ESP. English four language skills (listening, speaking, reading, and writing) is constantly discussed in the field of ESP whether as EAP or EOP. Dudely-Evans and St John (1998) have pointed out that in respect to language skills, they "do not differ dramatically between EAP and EOP" (p.95), and many of the skills are relevant to both.

2.2.8.1 Reading. McDonough (1984) has stated that reading is the focal and central skill in ESP because it is important in learning the language of a special field of study or profession. Hirvela (2013) has supported this view and showed that its use is often co-related with other language skills as writing. Moreover, reading is the starter and the basis that help learners comprehend "genres" and learn the "linguistic and rhetorical information" (p.88) that assist them later in producing similar language.

Jordan (1997) has suggested that in the field of ESP, learners often read for a goal, for example, to "get information", to comprehend different points, to explore writer's opinion, etc. He has stated that in reading "students will be concerned with the subject-content of what they read, and the language in which it is expressed. Both aspects involve comprehension though of different kinds" (p.143). This advocates and matches with the acronym presented by Johns and Davies (1983) who have suggested that a text in ESP is TAVI (Text as a Vehicle of Information). Therefore, students in ESP courses have to be taught how to select and recognize related data from different texts. According to Hirvela (2013), this idea of "TAVI" corresponds with the appearance of discourse or "genre analysis" which suggest that the way in which data are arranged and placed varies according to different specializations or fields.

Hirvela (2013) has also argued that although there are different views that suggest that reading is not a demanding skill to develop compared with other language skills, it still constantly receives the attention of researchers and educators.

A final yet important point to refer to is that of Jordan's (1997) who has stated that in the field of ESP, reading materials are often "authentic, though possibly adapted or abridged, depending on the language level" (p.144). Harmer (2001) has claimed that a great deal of difficulty that faces learners in reading could be a result of using such materials that can be difficult for them especially if such materials are not chosen with caution- as not being

suitable for students' level. Dudley-Evans and St John (1998) have indicated that in the case of ESP and particularly reading, "a balance" is needed between the language level of proficiency and the skills to be taught or learnt.

2.2.8.2 Writing. It is an important and essential skill that has gained considerable attention in the field of English language teaching and ESP. Hyland (2013) has stated that it is a prime skill in different organizations and educational institutions and shows that persons - in order to succeed - should comprehend and recognize various English writing traditions of their specializations either in workplace or academic study.

Although English language students may have to do a plenty of writing in their academic life, writing can be demanding and difficult for them. Reasons behind this difficulty have been discussed and addressed by many researchers. Hyland (2013) has argued that this difficulty may result from the fact that languages have various ways of organization of written texts as well as from students' previous practices of writing which do not equip them with the demands of their study or occupation. Harmer (2001) has argued that some of the writing traditions cannot often be transmitted among various languages. Hyland (2013) has advocated and agreed with this. He has added that the writing skill of learners is not a "homogenous and transferable skill which they can take with them as they move across different courses and assignments" (p.96). Harmer (2001) has maintained that the subject or the type of written texts "genre" may also cause such hardness. Moreover, writing in ESP recommends that students deal with a complicated variety of "genres, contexts, and practices" (Hyland, 2013, p.96).

Jordan (1997) has listed different kinds of written texts that learners have to be common with and "produce", including "essays, reports, case studies, projects, literature

reviews, exam answers, research papers/articles, dissertations and theses" (p.166). Each one of these has its own design, organization, pattern, and traditions.

Dudely-Evans and St John (1998) have referred to different approaches to writing. First, "the product approach" (p.116). In such an approach the focus is on the characteristics of the "actual text" or the final draft of the piece of writing that has to be produced. The emphasis is given to "a model text" that students have to follow in order to write a text with similar characteristics. Second, "the process approach" (p.117) which is considered as "a problem-solving" approach. This approach consists of two stages: The "thinking stage" in which students have to recognize a "rhetorical problem, plan solution or a series of solutions to the problem and finally reach an appropriate conclusion" (p.117), and the "process" phase in which the outline previously prepared is put into "paragraphs and sentences" (p.117), edited, and revised before finishing the final draft. Third, "the social constructionist approach" (p.117) in which writing is a "social act" since writers should take into account the conventions and traditions of the group they are members of, i.e., "discourse community" (p.118). This approach is connected with the emergence and recognition of "genre analysis" in ESP.

Jordan (1997) has commented on different approaches to writing arguing that it does not matter what approach to embrace or follow; what really matters is engaging learners in activities that promote their consciousness of the writing skills and practices pertinent to their field.

2.2.8.3 Speaking. Dudely-Evans and St John (1998) have shown that speaking is essential for learners, yet it is difficult to be mastered. They have suggested that speaking is difficult for second and foreign language learners who often have a great deal of difficulty to converse in different situations. They have claimed that in the field of ESP, this skill was

given no importance and consideration particularly at the early stages of its progression. Goh (2013) has agreed with this and stated that "apart from academic lectures, spoken genres have not been as well-described in ESP" (p.60). Feak (2013) has pointed out some reasons that may cause that position. She has argued that the written language is assumed to be more important for learners in order to succeed. In addition, she has suggested that picking up the spoken language is much more difficult than collecting the written language, which has affected the research process in the field. However, she has mentioned that the availability of the spoken data have been increasing, and the prevalent use of English as a "lingua franca" has shifted a great focus toward the spoken language in ELT and in ESP as well.

Jordan (1997) has suggested that in ESP and particularly in EAP the spoken language is "formal" or "neutral" and follows the traditions of specific disciplines and situations. He has added that it is usually referred to as "speaking for academic purposes" (p.193). He has created a list regarding the various situations in which speaking as a language skill is used. The following list is adopted from Jordan (1997, p.193):

- asking questions in lectures;
- participating in seminars/discussions;
- making oral presentations; answering ensuing questions/points;
- verbalizing data, and giving oral instructions, in seminars/workshops/laboratories.

Feak (2013) has argued that the investigation of different speaking situations makes the mission more challenging and demanding for ESP teachers and material developers because they have to match these contexts with students' needs.

It is worth mentioning that Feak (2013) has referred to different websites of "ESP speaking corpora" (p.63) such as "English as a Lingua Franca in Academic Settings corpus (ELFA) (<http://www.helsinki.fi/englanti/elfa/elfacorporus.html>)", "Michigan Corpus of

Academic Spoken English (MICASE) (<http://quod.lib.umich.edu/m/micase/>)" (p.36), and "Vienna Oxford International Corpus of English (VOICE) (<http://www.univie.ac.at/voice/>)" (p.37) which contains language in different occupational, academic, and "leisure" contexts.

2.2.8.4 Listening. Goh (2013) has suggested that in ESP, research concerning the listening skill has been conducted in regard with academic situations and contexts other than in professional settings. Comparing listening in ESL and ESP contexts, Goh (2013) has shown that they embrace similar "cognitive processes" (p.57). Moreover, difficulties that face students in both situations are nearly the same, and resulting out of some effects that impact "fundamental cognitive processes" (p.58). She has argued that despite the idea that ESP and ESL have many features in common regarding the listening skill, ESP listening appears to be more specific in terms of topics. She has added that the dissimilarity of listening in these contexts is that in ESP contexts it is previously supposed that students are of a good level in English, so the aim of the course is to improve their specified knowledge of their specialization either in the workplace or academic context.

Dudely-Evans and St John (1998) have discussed listening skills in ESP in two major sections: The "macro-skills" of listening including "listening (to monologue)" and "listening and speaking" (p.95). Each section has its various "micro-skills". Goh (2013) has stated that "macro-skills" are situations where listening occurs in "one-way listening and interactive listening" (p.61). As for the "micro-skills", Dudely-Evans and St John (1998) have stated that they are the skills used to comprehend listening in different contexts as lectures, workshops, occupational talks, and other communicative contexts.

Goh (2013) has shown that in ESP, listening seems to be demanding for different reasons. The terminologies of different specializations make students quarrel with the listening materials they are provided with since these terminologies are "technical and

specialized" (p.59). In addition, students may be able to identify such words that are common for them. However, they may face a great deal of difficulty in understanding these words in the flow of communication. Moreover, students may not be familiar with the "idiomatic and fixed expressions" (p.59) or the phrases that are related to cultural and social differences.

As for the aim of teaching listening in the post-secondary level, it is often to improve learners' ability to understand "lectures", so this will assist them to take part and engage in different scholastic situations (Goh, 2013). However, Dudely-Evans and St John (1998) have stated that listening skills which are developed to help students understand "lectures" can help them communicate in other communicative situations.

According to the materials presented for students to practice different listening skills, Dudely-Evans and St John (1998) have referred to the fact that learners in ESP should experience and practice listening from real, "authentic" materials, so that they can able to get and deduce the prime data from particular materials for a special goal. They have also argued that listening materials should be "authentic in source and purpose". For example, listening to a lecture or a discussion is not the same as just reading a written piece of language about a certain topic since "such listening lacks authenticity of purpose" (p.105).

2.2.8.5 Vocabulary and grammar. Vocabulary "is not a specific study skill, but relates to all language learning" (Jordan, 1997, p.149). He has also suggested that vocabulary should be given more consideration since learners often try to raise their vocabulary repertoire in order to improve their language. Coxhead (2013) has shown that vocabulary in ESP is drawn from the question: "what vocabulary do ESP learners need?" (p.114). This query addresses vocabulary used in a specific specialization, either in academic or occupational contexts.

Vocabulary is essential in ESP for different points. Coxhead (2013) has pointed out that the use of specified vocabulary demonstrates that students are members of a specific

group. Jordan (1997) has also emphasized the importance of vocabulary in ESP and has noticed that, particularly in EAP, vocabulary is not given that much attention, and that the treatment of vocabulary can be insufficient especially as there are directions to make vocabulary "incidental to reading comprehension" (p.149).

Jordan (1997) has shown that learners may face different problems when dealing with vocabulary, including "using a word correctly; own lack of vocabulary; and confusion between similar sounding/looking words" (p.150). Moreover, Coxhead (2013) has shown that the range and the number of the specific terminologies of various fields are not totally demonstrated. So students are to be introduced with highly massive training in order to improve their comprehension of such vocabulary in their specializations.

Generally speaking, in their discussion of vocabulary, Dudley-Evans and St John (1998) have referred to "technical vocabulary" and "semi-technical vocabulary". "Technical vocabulary" refers to special terms used in certain academic or occupational contexts. As for "semi-technical vocabulary", they have argued that there is no agreed upon definition for such kinds of vocabulary. However, they have shown that there are two main sub-categories of words, and referring to terms that can be found in different specializations and fields. Yet, more recurrent in a particular discipline, and the terms that have specific and "restricted meanings in certain disciplines and which may vary in meaning across disciplines" (p.83). They have stated that teaching vocabulary in ESP does not differ from that of general English courses, and that the same methods can be used for both. However, they have referred to the use of "corpora" as an important source that can help in creating vocabulary "lists" for different academic and occupational situations. Coxhead (2013) has suggested that in ESP, there are various means to recognize terminology such as counseling specialists, using technical lexicons, creating "rating scales", and getting use of "corpus linguistics" (p.117).

As for grammar, Dudley-Evans and St John (1998) have argued that it is inaccurate to think that ESP -EAP or EOP- courses do not pay attention to grammar. They have argued that this is a fallacy because "much of the skills-oriented work in EAP or EBP does not concentrate on grammar in itself" (p.74). They have shown that learners may have different grammatical problems that can hinder their ability to produce language or to manipulate various language skills, so it is important to focus on such problems. However, this relies on the English language proficiency level of the students and on the primacy of language use which can be allocated either "to grammatical accuracy or to fluency" (p.74). As for presenting grammar for learners, they have stated that it is important for the teacher to depend on the situation to introduce different grammatical forms since some situations may require a specified use of grammatical structures.

2.3 Syllabus and Course Design

2.3.1 Definition of syllabus design. Harmer (2001) has shown that the process of designing syllabi considers the choice of different points to be presented and sequenced in a convenient suitable way. To this definition, Jordan (1997) has added that this process includes investigating "needs" and setting objectives.

2.3.2 Types of syllabi. Jordan (1997) has argued that there are many types of syllabi that have been classified under three general categories. He has provided an overview of the different types of syllabi including:

1- "Content or product (focusing on the end result)" (p.60)

a- "Grammatical/structural/language form" (p.60)

This type stresses grammar structures such as "verb tenses, sentence patterns, articles, nouns, etc." (p.60) and sequences them in order to be taught and presented in terms of

simplicity, recurrence, and utility. If such a syllabus focuses on oral language, it is called the "oral structural method" (p.60).

b- "Notional-functional" syllabus (p.60)

This type of syllabus focuses on "(notions: e.g. time, space, quality" (p.60) and "functions" which refer to the purposes which language is used for such as greeting, describing, apologizing, etc. This syllabus is also called "the communicative approach" (p.61) because it emphasizes the communicative aspect of the language.

c- "Situational" (p.61)

It shows how and what language is to be used in different situations.

d- "Topic" (p.61)

"Topics" are chosen from learners' specializations, and language is being dissected in order to provide learners with practice for the proper and relevant vocabulary and structure.

e- "content-based" (p.61)

This type of syllabus emphasizes the specified demands of particular specializations. Learners should be provided with the skills, traditions, and language related to the "content" of their specializations.

2- "skills" (p.61)

f- "skills" (p.61)

This kind of syllabus emphasizes "language skills" and "sub-skills or micro-skills" either in solitary or in combination with others. For example, reading is a "macro-skill" that may consist of various "micro-skills, for example, skimming, scanning, reading for information, ideas, opinions, etc" (p.61).

3- "method/process" (p.62)

g- "Process" (p.62)

This type of syllabus considers "the learner and learning processes and preferences" (p.62). A "negotiation process" is a parcel of such a syllabus since learners have to make the last decision among different choices available. An example of that can be the activities which require learners to define and recognize trouble "problem", arrange information and finally have a talk.

h- "Procedural/task-based" (p.62)

The foundation of such type of syllabus is a "problem or task" in which learners have to fulfill and finish the "task" and concentrate on "meaning", for example, "opinion-gap, reasoning gap, and information transfer" (p.63).

i- "Learning-centered/negotiated" (p. 63)

The focal point is the student who has the responsibility of deciding in different issues. In addition to various variables affecting the learning situation, learners are to be given the consideration in order to create courses that are suitable and relevant to them.

2.3.3 Approaches to course design. Hutchinson and Waters (1987) have discussed different approaches to course design in relation to ESP. They can be summarized as the following:

1- "The language-centered course design" (p.65)

It appears to be the plainest and the most recognized by language teachers especially in ESP. The main goal of this approach is to create a link between "the analysis of the target situation and the content of the ESP course" (p.66). However, this approach does not give much importance for the "learning needs" of the learners, and this is why Hutchinson and Waters (1987) have referred to it as being "learner-restricted". This approach does not realize

that "learners being people, learning is not a straightforward, logical process" (p.68). It also ignores different elements that take part in course design, for example, the information provided through analyzing the needs of the learners.

2- "Skills-centered course design" (p.69).

This approach is based on two points. First, "underlying any language behaviors are certain skills and strategies" (p.69) that help students understand and use the language. Second, ESP courses are seen as being "process-oriented". The aim of such ESP courses is to help learners fulfill as much as they can in a particular situation based on the premise that there is "no cut off point of success or failure" (p.70). In this approach, an ESP course aims at assisting learners to improve the "skills and strategies" that will even keep improving after finishing the course, and it doesn't aim at supplying the learners with the specifics and peculiarities of the language. Although it pays attention to the learner compared with the language-centered approach, it views the learner as a "user" not "a learner of language".

3- "A learning-centered approach" (p.72)

This approach is based on the premise that learning is not completely decided by the learners. There are many variables in the learning situation that should be taken into account. That is, although the learner is an essential and influential factor, the learning process has to be negotiated between learners, teachers, and community; "it is a process of negotiation between individuals and society" (p.72).

2.3.4 Stages of course design. Throughout their book, Dudley-Evans and St John (1998) have shown that in working on any ESP course, different yet inseparable stages have to be recognized. These stages start with a needs analysis which is the way by which the researcher can identify "the what and how of a course" (p.121). It can be conducted before,

during, and after the course takes place. It can be conducted continuously when implementing a certain course. The second stage is the design of the course. In this stage, different matters related to the nature of the course itself have to be decided -building upon the primarily done needs analysis- such as the type of the syllabus, instructions to be used, time of the course, purposes of the course, etc. Another stage is the development and selection of materials in which the type, quality, and distribution of the materials have to be decided in order to meet the needs of the learners that have been previously identified in the needs analysis stage. Then, teaching and learning in which different practices, techniques, procedures, and methods that will be used inside and outside the classroom have to be recognized. These practices have to answer and match with the results shown in the needs analysis process in order to achieve more successful and fruitful learning. Finally, evaluation which has the purpose of measuring how effective the course is, and to what extent it manages and succeeds in achieving its goals.

2.4 Needs Analysis

As shown previously, it is clear enough that the process of needs analysis is a critical and indispensable stage among other stages of course design since the whole process of creating an ESP course has to depend -for a great part- on needs analysis. Needs analysis is a basic cornerstone and one of the most essential stages in designing an appropriate and effective ESP course.

2.4.1 Definition of needs analysis. Dudely-Evans and St John (1998) have referred to needs analysis as being, in its broad meaning, a key stage in ESP through which the researcher can identify and determine "the what and how of a course" (p.121) which results in "a very focused course" (p.122). Hutchinson and Waters (1987) have suggested that this "awareness of the need" is what makes ESP courses different from other English courses such

as general English ones. They have also added that this consciousness will give the chance to determine what exactly to be presented in order to seize different opportunities of learning.

2.4.2 Significance of needs analysis. Richards (2001) has shown the importance of needs analysis and stated that it is "a distinct and necessary phase in planning educational program" (p.51). In addition, Long (2005) has pointed out that needs analysis is greatly important in ESL and EFL situations, adding that needs analysis has become increasingly important because of the pressing requirement of creating courses of different types to be pertinent to the "needs" of a special community or a particular group of students.

Whatever their respective merits and limitations, the new approaches to second and foreign language instruction require NAs to be conducted using units of analysis that are compatible with the ensuing syllabus specification, methodology, materials and assessment, ... (Long, 2005, p.22)

Dudely-Evans and St John (1998) have stated that needs analysis is the tool that helps in identifying whatever learners are expected to be able to perform; i.e., "target situation analysis" (p.125). They have also suggested that needs analysis can assist in collecting some demographic information about learners and other related data which affect the expected designed course such as the purposes behind joining the course, anticipations about the courses, perceptions toward the language, etc. In addition, it helps in establishing the "present situation analysis" (p.125) which examines the actual existing language abilities of the students. Richards (2001) has indicated that needs analysis assists in recognizing the "gap" between the present abilities of the students, and what they have to perform. This is what Dudely-Evans and St John (1998) have called "learners' lacks" (p.125). It is worth mentioning that needs analysis can be used to collect data about the sufficient means that help learners in acquiring the "skills and language"; these are called "learning needs" (p.125). In addition,

needs analysis gives information about the use of "language and skills" through "linguistic analysis, discourse analysis, genre analysis" (p.125). Other data include information about the situation or the educational climate where the course will take place and other related issues (Dudely-Evans & St John, 1998). Moreover, Richards (2001) has suggested that needs analysis can be used by people responsible of designing courses to value and esteem the currently used syllabi or curricula, or by people trying to present novel course books.

2.4.3 Approaches to needs analysis. Looking through literature, different predominant approaches to needs analysis can be recognized.

2.4.3.1 A sociolinguistic approach. Kaewpet (2009) has stated that this approach is pioneered by Munby. Hutchinson and Waters (1987) have shown that it provides an elaborated description of the learners' communication needs, including goals, medium of communication, tactics of communication, strategies of communication, etc. Jordan (1997) has added that it focuses more on the "target situation analysis" (p.23). However, Dudley-Evans and St John (1998) have suggested that although this approach can provide a detailed description about learners' communication needs, it ignores and neglects the variables related to the learners' emotional or "affective" aspects which are important factors to consider. Nunan (1988) has suggested that Munby's approach has been criticized for it is "too mechanistic, and for paying too little attention to the perceptions of the learner" (p.20).

2.4.3.2 A systematic approach. Jordan (1997) has shown that the key figures of this approach are Richterich and Chancerel. He has pointed out that in this approach, learners' needs are elicited from learners themselves and educational institutions. Kaewpet (2009) has suggested that this model has been criticized because it ignores students' actual-world needs and emphasizes the needs as perceived by students and their understanding and impressions

about their own needs since learners may not have an obvious vision or a clear picture of their needs.

2.4.3.3 A learner-centered approach. This approach has been proposed by Berwick (1989) and Brindley (1989) who are considered the proponents of this approach to needs analysis. There are many distinctions of needs in regard to this approach. Brindley (1989) has shown that "subjective needs" are the "cognitive and affective needs" (p.70) of students at different educational contexts, for example, "personality, confidence, attitudes" (p.70) and others, while "objective needs" refer to real, "factual" data about learners, and how they use the language in different contexts, for instance, how proficient they are in the language, and what hardness they face when using the language. Dudley-Evans and St John (1998) have made a distinction between "product-oriented" (p.123) needs which are often connected with a certain aim, and "process-oriented" (p.123) needs which are related to the process of learning itself. Berwick (1989) has differentiated between "felt needs" (p.55) which are derived from the perceptions of the students and "perceived needs" (p.55) which are derived from experienced professionals. Hutchinson and Waters (1987) have criticized this approach because it is built upon "the principle that learning is totally determined by the learner" (p.72) which is a weak point that made them prefer to call for a learning-centered approach since the learner is an influencing factor, yet not the only factor, and that learning is to be negotiated between learners, teachers, and community.

2.4.3.4 A task-based approach. Long (2005) has shown that there are many positive attitudes toward the consideration of "task" as a constituent of the needs analysis since it will not be that much relevant if various language items are analyzed and dissected, and the "syllabus content is not to be specified in such terms" (p.22) in reference to tasks. Flowerdew (2013) has agreed with this and stated that this type of analysis considers "the dynamic

qualities of the target discourse, thus revealing more than static, product-oriented text-based analyses" (p.328).

2.4.3.5 Strategy analysis. Jordan (1997) has argued that this approach to needs analysis is concerned with the implemented "methodology" in teaching language. It is concerned with learners' "learning styles and strategies" that help them learn the language. Allwright (as cited in Jordan, 1997) has distinguished between the terms "needs", "wants", and "lacks" which are in subsequent time embraced by Hutchinson and Waters (1987). Jordan (1997) has stated,

In this respect, Allwright makes a distinction between needs (the skills which a student sees as being relevant to him/herself), wants (those needs on which the student puts a high priority in the available, limited time), and lacks (the difference between the student's present competence and the desired competence) (p.27).

2.4.3.6 Means analysis. Jordan (1997) has argued that this approach to needs analysis aims at adjusting the "local situation" or what is referred to as "constraints" which according to Dudley-Evans and St John (1998) are not shown to be negative limitations but rather "relevant features" such as those which Jordan (1997) has suggested, including "cultural attitudes, resources, materials, equipment, methods" (p.27). Dudley-Evans and St John (1998) have stated that means analysis shows data regarding the situation where the course will take place. They have shown that one of the premises that this approach is built upon is that what is suitable or appropriate for one context may not be for others. Jordan (1997) has claimed that it can be called "an environmentally-sensitive teaching approach" (p.28).

2.4.3.7 A learning-centered approach. This approach has been suggested by Hutchinson and Waters (1987). They have shown that the learner is an influential factor in the

learning process, yet not the only one. Courses offered should be based on negotiation between learners, teachers, and community. Nunan (1988) has suggested that information about society requirements and environment, including limitations, restrictions and resources should be considered. Hutchinson and Waters (1987) have stated that the purpose of this approach is to "maximize learning". In respect to this approach, they have proposed two different "frameworks". The first one is "a target situation analysis framework" (p.59) which aims to investigate language needs in a particular specialization: what language skills are required the most, what kind of language to be used, in which situations English will be used the most, and such issues. The second is "a framework for analyzing learning needs" (p.62). It aims to collect information such as the purposes for taking the course, the type of the course, attitudes and perceptions toward courses, some demographic information about learners, styles, strategies, procedures and methods of teaching, etc. Robinson (1991) has stated that "one is likely to seek and find information relating to both the TSA and PSA simultaneously. Thus needs analysis may be seen as a combination of TSA and PSA" (p.9). According to Al-Tamimi and Shuib (2010), this model is frequently recommended by researchers since "it is thorough, manageable, well-known, and appropriate" (p.8). Hutchinson and Waters (1987) have pointed out that this approach views the needs in terms of three concepts: "necessities", "lacks", and "wants". The term "necessities" is used to refer to the kinds of needs established through the "target situation" requirements which help students perform sufficiently in academic or occupational contexts; "wants" refers to how students perceive their own needs, and "lacks" reflects what students can perform compared with what they have to be able to perform. Such "lacks" can be equated as Massouleh (2012) has argued to "deficiency analysis" (p.62).

2.5 Genre Analysis

As has been shown earlier, Dudley-Evans and St John (1998) have stated that "the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation" (p.1). Dudley-Evans (2000) has claimed that text analysis is a "promising approach" to ESP (p.4), and that various tasks in ESP are related to such analysis. He has also argued different approaches or models to text analysis. He has pointed out that "register analysis" (p.4) aims at recognizing various grammar aspects in a text; it is connected in its first stages with the language of science. Nodoushan (2011) has shown that in terms of ESP pedagogy, the main primacy would be allocated to the structures and patterns that learners may face in their specialization, and the less primacy to the structures they may not face. Dudley-Evans (2000) has stated,

The work of register analysts have shown that an ability to use certain key grammatical features is vital in ESP work and that other grammatical features of little relevance to ESP work can be ignored (p.4).

Dudley-Evans (2000) has shown that "rhetorical analysis" (p.4) is connected with the "functional/notional approach" (p.4). According to Swales (as cited in Nodoushan, 2011), this approach focuses on showing the ways in which sentences are linked and connected to each other with reference to the various "organizational patterns in text" (p.65). Dudley-Evans (2000) has claimed that it is the most prevailing approach.

As for genre analysis, which is the main concern of this section, Jordan (1997) has suggested that genre analysis is "the study of how language is used within a particular setting, i.e. from our point of view, ESAP" (p.231). Dudley-Evans and St John (1998) have shown that in genre analysis, the emphasis is on "text analysis" and on the "regularities of structure"

that discriminate one kind of texts from another. They have added that genre analysis investigates different peculiar characteristics of various written or spoken language in different ESP fields. Moreover, they have suggested that in the field of EAP, it should be kept in mind that -as a result of such analysis- various colleges or faculties predict learners to use various models or styles. Massouleh (2012) has argued that genre analysis is significant because it will help teachers choose among the various methodologies, practices, and materials that are suitable for their learners, particularly in writing. She has also added that genre analysis presents

a lens for categorizing and analyzing the texts they ask their students to do, furthermore, teachers become more attuned to the ways meanings are created and more sensitive to the specific communicative needs of their students (p.69).

2.6 Related Studies

Studies analyzing and investigating learners and their needs are increasingly conducted. At the international level, a wide range of studies can be indicated. Rajabi and Azarpour (2011) have explored the academic needs of Business majors in Iran at Malayer Islamic Azad University using a questionnaire for students and interviews for instructors. The results have showed that reading and writing were the most essential skills to be used in the classroom. However, speaking was considered to be important to guarantee success in professional life. This study has also revealed that students struggled and had problems in technical vocabulary related to their field. Daloglu and Tas (2007) have investigated the language needs and lacks of international relations and political science sophomores at the Turkish Baskent University in general and to writing in particular either in their academic study or professional life. The study analyzed the perceptions and opinions of learners,

lecturers, and employers using questionnaires, structured interviews, and analysis of written pieces produced by learners in various academic activities. Results showed that the students, lecturers, and employers perceived the academic needs, lacks, and occupational needs differently despite the fact that there were some similar points. Moreover, the offered course did not effectively treat or handle the writing skill to match learners' needs either in academic or occupational situations. Jalil and Kamarudin (2009) analyzed the needs of Malaysian law students using two kinds of questionnaires for learners and instructors. They explored the skills and sub-skills required showing the perceptions of learners as well as the instructors. The results revealed that law learners agreed upon the significance of the use of English for their academic and professional life. The results also showed the importance "of the integration of the 4 skills" (p.133). However, the instructors believed that speaking was the most significant skill while the learners ordered writing to be the most significant for them, followed by speaking, reading, and listening. In addition, the results showed that "productive skills constitute problematic areas" for the learners (p.134), and that there were some sub-skills that had to be treated and addressed.

At the Arab level, Al-Tamimi and Shuib (2010) explored the English language needs of petroleum engineering learners at Hadramout University of Science and Technology using a questionnaire. The results reflected the importance of English for those learners, referring to learners' "lacks, wants, and necessities" (p.2), and recommending several points to help in developing English language courses that meet these needs. They used Hutchinson and Waters' (1987) approach to needs analysis. In this study, they examined how recurrently English language skills were used by the learners in which listening appeared to be the most recurrent one, followed by writing, and reading. They examined also several sub-skills concluding that all the sub-skills were viewed by the learners to be significant. However, the sub-skills of "reading textbooks and course handouts" (p.14) appeared to be the most

important. As for the learners' lacks, they were identified in terms of their language proficiency in various skills and sub-skills. Students assigned themselves in regard to writing, reading, vocabulary, pronunciation, and grammar to be of a moderate proficiency level, while for listening, speaking, and communication skills they assigned themselves to be of a poor proficiency level. Moreover, learners' wants were also analyzed showing that they needed to get training in speaking and listening other than writing and reading. The last section of this investigation was specified to explore the learners' opinions and impressions regarding the offered course and other related issues such as language aspects to be given the primacy in various English courses, time of the course, type of the course, etc. It concluded that the majority of the students perceived the current language course as being inappropriate to them, and that "one year is not enough for the English course to help them gain proficiency in the language" (p.22). Basturkmen (1998) investigated the language needs of students at the College of Petroleum and Engineering in Kuwait University and provided recommendations for course development. In this study, qualitative methods were used, including interviews, analysis of materials and samples, classroom observation as well as a quantitative method represented by the use of a questionnaire. Results suggested that instructors indicated reading and listening to be of the same importance, but students pointed at listening to be more essential. The results also showed that both reading and listening should be more emphasized than other skills. According to problematic areas, a discrepancy between students' and lecturers' perceptions could be noticed; the lecturers viewed that the learners had more problems in writing while the students showed that problems in speaking could be noticed rather than in other skills.

In respect to the Palestinian context, different studies related to needs analysis can be shown. Alastal and Shuib (2012) explored the English language needs of students at the Faculty of Applied Science at Al-Aqsa University using a questionnaire and implementing

Hutchinson and Waters' (1987) approach to needs analysis. They investigated how students perceived their current proficiency level, essential skills they needed for their study, and the skills they hoped to learn. The results of their study suggested that English is widely used in teaching at this faculty. According to the students' estimation of their level, the study indicated that they were of an average level in writing and reading, yet of low level in speaking and listening. Results suggested that the students assigned reading, listening, and writing -by order- to be important for them. As for the different language sub-skills, the study showed the sub-skills that were perceived by the students as being the most significant. They were "reading textbooks; reading to understand text and exam questions; following and understanding class lectures; understanding lectures in order to take notes; writing class notes, and writing test and answer exams" (p.6). The study revealed that the learners hoped to develop their English language skills, and mostly they were interested in developing speaking particularly for discussions in lectures. Abu-Zahra and Shayeb (2010) explored English courses offered at Birzeit University in general focusing on the courses taught for the majors of public administration. They used a questionnaire to measure the degree of the students' preferences for either ESP or GE courses. The questionnaire was administered among 60 students divided into "20 sophomore, 20 junior and 20 senior students" (p.1). This study investigated the attitudes of the learners toward the use of English, deficiencies of the students regarding English language skills, and the skills that the students were interested in learning. Results showed that the learners liked to have ESP courses replacing that of General English ones, and looking for more successful and fruitful learning situations through courses that are tailored to match their needs. This study also revealed a little discrepancy in how the students perceived their needs caused by their academic year of study. They stated that "nevertheless, there is a slight difference in student participants' responses which could possibly be attributed to students' awareness" (p.11). Qaddomi (2013) investigated the English language

needs of learners at Al Istiqlal University. This study revealed how the learners perceived their English language needs and their level of proficiency in various skills. The study also showed that the learners perceived their level of proficiency to be moderate, and that the four language skills were perceived to be important giving the primacy to listening and speaking. This study reflected that "following English conversations" (p.1110) was the most problematic area for the learners. Moreover, the study showed that a discrepancy could be indicated in the responses of the students and how they perceived their needs in light of their academic programs or fields of specialization.

2.7 Conclusion

This chapter has introduced the theoretical background regarding ESP, including the definition, characteristics, factors behind ESP, types of ESP, development of ESP, EAP, and legal language and English for Law courses. Moreover, it has investigated syllabus and course design with reference to the definition, types, approaches, and stages of course design. Next, it has explored needs analysis in terms of the definition, significance and approaches as well as genre analysis. Finally, related studies that show how the concept of needs analysis is treated and investigated at the international, Arab, and Palestinian contexts have been presented.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study and describes the participants, the instrument, and the procedures of conducting the study. It also shows the statistical analyses of the questionnaires of law students and lecturers, the protocol of the interview which is conducted with the instructor of the currently offered course/the Dean of the School of Law, and a review of various prime characteristics that feature the legal language drawn from different resources in the field with reference to some examples illustrated from samples of the legal readings (handouts) provided to students in the course (Legal Terminology in English L1209).

3.2 Participants

3.2.1 Students. They are the primary stakeholders and the main source of data. They are 86 law students at Hebron University. They are a random sample of 26 male and 60 female students distributed as the following: 35 third-year students, 28 fourth-year students, and 23 ex-students. Long (2005) has claimed, "to be sure, learners sometimes not only wish to be consulted, but also are well informed" (p.20). The sample of third, fourth, and ex-students are selected as being the best informants about students' perceptions since they have taken or were taking the offered course (Legal Terminology in English L1209) and have attended and experienced many of the faculty activities, including workshops, seminars, and conferences. Therefore, they know better their language needs, and they have created their own perceptions, impressions, and attitudes toward such courses and English language training at the faculty more than first and second-year students who were excluded from the study as they don't have the experience either with the courses or the activities at the college.

3.2.2 Instructors. A sample of 8 instructors, 7 males and 1 female, participated in this study. They teach students, and they know much about them. Because they practice teaching, they have created their own perceptions toward the English language needs of law students. They can help in making decisions of what to be included in future ESP courses at the college in order to be relevant to law students. Moreover, they are the expected instructors for any newly implemented ESP course. Their English language proficiency level, qualification, years of experience, and other related issues have to be considered. Long (2005) has stated,

..., even when learners are indeed able to provide useful and valid insights about their present or future needs, better and more readily accessible sources may be available, including experienced language teachers and graduates of the program concerned, employers, subject-area specialists, and written sources ...
(p.27).

3.3 Instrument

3.3.1 Questionnaires. In this study, two sets of questionnaires were used, one for the students and another for the instructors. Long (2005) has argued that the use of questionnaires "is among the most widely used procedures in NA" (p.39). It is worth mentioning that both sets of questionnaires were translated into Arabic.

3.3.1.1 Validity of questionnaires. Both questionnaires were approved and judged by instructors from Hebron University and Al-Ouds Open University to check their validity. Then, the questionnaires were tested by means of a pilot study. Different amendments were made for both questionnaires as recommended by the judges and after conducting the pilot study before using them in the study.

(See Appendix A for the names of the jury p.123)

3.3.1.2 Students' questionnaire. In this study, a students' questionnaire was adopted from Al-Tamimi and Shuib (2010), and then adapted to suit the situation. It is composed of several sections. Section one of the questionnaire is used to elicit some general information about law students at HU, including their gender and their academic year. In section two, students are requested to show their perceptions toward their necessities regarding the English language skills in general in part A and regarding the various language sub-skills in part B; a five-point Likert scale was used (very important, important, moderately important, of little importance, unimportant). The level of importance they state indicates to what extent a particular skill/sub-skill is necessary for them. Sections C and D are decided to elicit students' lacks through their indication of their level of proficiency in each of the language skills, grammar, and vocabulary in part C and in various sub-skills in part D, using a five-point Likert scale (very good, good, average, weak, very weak). In part E, wants are elicited through asking students to decide on the amount of training they need in various language sub-skills. In this section, a four-point Likert scale was used (a lot of training, training needed, little training needed, no training needed). The final section, section three, is used to deduce and elicit students' perceptions toward English language training at the faculty, particularly their perceptions toward the usefulness of the currently offered course (Legal Terminology in English L1209). It is composed of 6 questions, including 2 open-ended questions requesting as much information as possible. In question one, to show how useful the course is, a five-point Likert scale is used (very useful, useful, of some use, of little use, not useful). In question two, students are asked to choose the language aspects that they believe should be included and emphasized in such offered English courses. In question three, students are asked about the time allocated to the offered course to see if it is enough or not; they have to respond either with yes or no. In question four, students are asked to show their opinions regarding who is the best to teach such English courses for law students: a law practitioner or

an English language teacher. In question five, students are asked to mention the weaknesses of the offered course, followed by the final question in which students are given the chance to mention some suggestions concerning the improvement of the currently offered course or English language training, in general, at the faculty.

(See appendix B for the English version of the students' questionnaire p.124)

(See appendix C for the Arabic version of the students' questionnaire p.129)

3.3.1.3 Instructors' questionnaire. This questionnaire shares similar sections with that of the students; however, with some modifications and changes. In the first section, some demographic information about the instructors are requested, including gender, years of experience, English language proficiency level, and qualification. In the second section, instructors are asked to show how they perceive the important English language skills to be emphasized, grammar, and vocabulary in part A and the language sub-skills in part B. Section three is used to deduce instructors' perceptions toward English language training at the faculty and toward the usefulness of the offered course (Legal Terminology in English L1209). It consists of 6 questions, including two open-ended questions to elicit as much information as possible. In question one, a five-point Likert Scale is used (very useful, useful, of some use, of little use, not useful) to elicit the instructors' perceptions toward the usefulness of the course (Legal Terminology in English L1209). In question two, instructors are asked to choose the language aspects, they believe, have to be included and emphasized in any designed English language course. In question three, instructors are asked about the type of language courses to be offered for law students; they have to choose among EAP, EOP and GE - (they have the chance to suggest others and choose more than one option). In question four, instructors are asked about the time allocated to the offered course to see if it is enough or not; they have to respond either with yes or no. In question five, instructors are asked to

show their opinions regarding who is the best to teach such English courses for law students; a law practitioner or an English language teacher. In question six, instructors are asked to mention the weaknesses of the offered course, followed by the final question in which they are given the chance to mention some suggestions regarding the improvement of the current course or English language training, in general, at the faculty.

(See appendix D for the English version of the instructors' questionnaire p.133)

(See appendix E for the Arabic version of the instructors' questionnaire p.136)

3.3.2 Interview with the instructor of the currently offered course/the Dean of the School of Law. This interview is of three advantages. First, the interview with the instructor of the course is important because he is the person who teaches the course and can provide relevant information about law students and the teaching law at the university. He is the person most frequently in contact with them and knows their level, the materials presented, and other relevant information. The second advantage is that the teacher of the course is the Dean of the faculty and the director of the Legal Clinic; this means that he may reflect an administrative point of view of HU about the various courses offered, workshops, seminars and conferences held in the university, and the vision of the School of Law. Third, he is an expert in the field and can speculate on the importance of English in the field of law. Long (2005) has argued that "the interview is a key data-gathering tool in many branches of social sciences, most notably in anthropology and linguistics fieldwork" (p.35).

It is worth mentioning that this interview was decided to be structured. However, the discussion was fruitful, and the interviewee was cooperating and welcoming. This led to the discussion of more issues and points, and shifted the interview into a semi-structured one.

3.3.3 Genre analysis. In the questionnaires, the various skills and sub-skills were investigated and examined, and the perceptions toward the offered course and English language training at the faculty were also explored. There is nothing specific about the language itself - meaning characteristics and features of the language that should be also taken into account when designing any predicted ESP course for law students. Actually, it is found to be necessary to undertake this section to investigate the various features that characterize the legal texts provided for law students at HU parallel with the information collected either through the questionnaires or the interview. In this section, various prime features of the legal language drawn from different resources are presented with reference to some examples illustrated from samples of the legal readings (handouts) provided for law students at the course (Legal Terminology in English L1209). This section will show how performing genre analysis with respect to the language of law can be useful in the process of needs analysis. It will also give a more thorough, comprehensive, and obvious picture about the situation at hand for teachers and course designers.

3.4 Procedures

The data of this study were collected starting from the first semester of the academic year 2013-2014 till the beginning of the second semester of the same year after taking the approval from the Faculty of High Studies to conduct the study. Questionnaires were adopted from Al-Tamimi and Shuib (2010), then adapted and modified to suit the situation. After that they were given to a jury of instructors to be judged and verified, and different modifications have been made in light of the jury's. Next, the questionnaires were translated into Arabic as not all the respondents are of good command of English. Then, the questionnaires were tested through a pilot study before using them in the study. Finally, both sets of questionnaires were distributed to law students as well as instructors at HU. By the end of the first semester, the process of collecting data through questionnaires was completed, and the questionnaires were

ready to be analyzed by then. They were computed and analyzed using SPSS. By this time, the section of genre analysis had been worked on. As for the interview with the instructor of the offered course/the Dean of the college, it was conducted after administering the questionnaires since this would have allowed for the chance to discuss with the Dean some points that resulted from the questionnaires.

3.5 Statistical Analysis of Law Students' Questionnaire

SECTION ONE

Table (1)

Sample distribution according to gender and academic year

| Variables | Number | Valid percent | System missing |
|----------------------|---------------|----------------------|-----------------------|
| Gender | | | - |
| Male | 26 | 30.2 | |
| Female | 60 | 69.8 | |
| Academic year | | | - |
| Third | 35 | 40.7 | |
| Fourth | 28 | 32.6 | |
| Ex-student | 23 | 26.7 | |

SECTION TWO

A. What are the most important English language skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (2).

Table (2)

Students' perceptions toward the importance of English language skills

| English language skill | Mean | Std. Deviation | Degree |
|-------------------------------|-------------|-----------------------|---------------|
| Reading | 4.52 | 0.66 | High |
| Writing | 4.48 | 0.69 | High |
| Speaking | 4.41 | 0.87 | High |

| | | | |
|------------|------|------|------|
| Listening | 4.41 | 0.87 | High |
| Vocabulary | 4.29 | 0.78 | High |
| Grammar | 3.83 | 1.15 | High |

The previous table shows the most important English language skills for law students at HU. They are ordered as the following: reading being the most important, followed by writing, speaking and listening having the same degree of importance, vocabulary, and finally grammar.

B1- What are the most important reading sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (3).

Table (3)

Students' perceptions toward the importance of reading sub-skills

| Reading sub-skills | Mean | Std. Deviation | Degree |
|---|------|----------------|--------|
| Reading course handouts | 4.21 | 0.95 | High |
| Reading instructions for assignments/ projects | 4.09 | 0.87 | High |
| Reading legal articles in journals | 3.97 | 0.96 | High |
| Reading legal textbooks | 3.70 | 1.05 | High |

The previous table shows the most important reading sub-skills for law students at HU. They are ordered as the following: reading course handouts being the most important, followed by reading instructions for assignments/projects, reading legal articles in journals, and finally reading legal textbooks.

B2- What are the most important writing sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (4).

Table (4)

Students' perceptions toward the importance of writing sub-skills

| Writing sub-skills | Mean | Std. Deviation | Degree |
|---------------------------|-------------|-----------------------|---------------|
| Answering exams | 4.17 | 0.94 | High |
| Taking notes in lectures | 4.09 | 1.13 | High |
| Writing summaries | 4.05 | 1.08 | High |
| Writing assignments | 4.00 | 0.88 | High |
| Writing reports | 3.90 | 0.95 | High |
| Writing research papers | 3.85 | 1.05 | High |

Table 4 shows the most important writing sub-skills for law students at HU. They are ordered as the following: answering exams being the most important, followed by taking notes in lectures, writing summaries, writing assignments, writing reports, and finally writing research papers.

B3- What are the most important listening sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (5).

Table (5)

Students' perceptions toward the importance of listening sub-skills

| Listening sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Following and understanding lectures | 4.27 | 0.92 | High |
| Following question/answer sessions in class | 4.26 | 0.99 | High |
| Listening to oral presentations | 3.98 | 0.99 | High |
| Listening to instructions for assignments | 3.94 | 0.97 | High |

Table 5 shows the most important listening sub-skills for law students at HU. They are ranked as the following: following and understanding lectures being the most important, followed by following question/answer sessions in class, listening to oral presentations, and finally listening to instructions for assignments.

B4- What are the most important speaking sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (6).

Table (6)

Students' perceptions toward the importance of speaking sub-skills

| Speaking sub-skills | Mean | Std. Deviation | Degree |
|--------------------------------------|-------------|-----------------------|---------------|
| Participating in lecture discussions | 4.22 | 0.91 | High |
| Asking questions in class | 4.09 | 0.95 | High |
| Giving oral presentations | 3.98 | 1.06 | High |
| Participating in seminars | 3.97 | 1.03 | High |
| Participating in conferences | 3.81 | 1.06 | High |

The previous table shows the most important speaking sub-skills for law students at HU. They are ranked from the most important to the least as the following: participating in lecture discussions, asking questions in class, giving oral presentations, participating in seminars, and finally participating in conferences.

C- How proficient are you in the English language skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (7).

Table (7)

Students' perceptions toward their level of proficiency in English language skills

| English language skills | Mean | Std. Deviation | Degree |
|--------------------------------|-------------|-----------------------|---------------|
| Vocabulary | 3.60 | 1.21 | High |
| Reading | 3.43 | 0.98 | Middle |
| Grammar | 3.33 | 0.96 | Middle |
| Listening | 3.27 | 0.87 | Middle |
| Writing | 3.27 | 1.03 | Middle |
| Speaking | 3.01 | 1.06 | Middle |

Table 7 shows how proficient law students at HU are in various English language skills. The following is their order from the one which they are the most proficient in to the least: vocabulary, reading, grammar, listening, writing, and speaking.

D1- How proficient are you in the reading sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (8).

Table (8)

Students' perceptions toward their level of proficiency in reading sub-skills

| Reading sub-skills | Mean | Std. Deviation | Degree |
|--|-------------|-----------------------|---------------|
| Reading course handouts | 3.13 | 0.99 | Middle |
| Reading instructions for assignments/ projects | 3.09 | 1.04 | Middle |
| Reading legal articles in journals | 3.00 | 1.05 | Middle |
| Reading legal textbooks | 2.98 | 1.01 | Middle |

The previous table shows how proficient law students at HU are in various reading sub-skills. According to this table, they are ranked from the sub-skill they are the most proficient in to the least as the following: reading course handouts, reading instructions for assignments/ projects, reading legal articles in journals, and reading legal textbooks.

D2- How proficient are you in the writing sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (9).

Table (9)

Students' perceptions toward their level of proficiency in writing sub-skills

| Writing sub-skills | Mean | Std. Deviation | Degree |
|---------------------------|-------------|-----------------------|---------------|
| Answering exams | 3.43 | 1.13 | Middle |
| Taking notes in lectures | 3.19 | 1.12 | Middle |
| Writing summaries | 3.13 | 1.10 | Middle |
| Writing assignments | 3.07 | 1.11 | Middle |

| | | | |
|-------------------------|------|------|--------|
| Writing reports | 3.06 | 1.05 | Middle |
| Writing research papers | 3.03 | 1.14 | Middle |

The previous table shows how proficient law students at HU are in various writing sub-skills. They are ranked according to the level of proficiency from the most to the least as the following: answering exams, taking notes in lectures, writing summaries, writing assignments, writing reports, and writing research papers.

D3- How proficient are you in the listening sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (10).

Table (10)

Students' perceptions toward their level of proficiency in listening sub-skills

| Listening sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Following question/answer sessions in class | 3.37 | 1.03 | Middle |
| Following and understanding lectures | 3.37 | 1.03 | Middle |
| Listening to instructions for assignments | 3.36 | 0.98 | Middle |
| Listening to oral presentations | 3.31 | 1.03 | Middle |

The previous table shows how proficient law students at HU are in various listening sub-skills. They are ranked according to the level of proficiency from the most to the least as the following: following question/answer sessions in class, and following and understanding lectures with the same degree of proficiency level, listening to instructions for assignments, and listening to oral presentations.

D4- How proficient are you in the speaking sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (11).

Table (11)

Students' perceptions toward their level of proficiency in speaking sub-skills

| Speaking sub-skills | Mean | Std. Deviation | Degree |
|--------------------------------------|-------------|-----------------------|---------------|
| Asking questions in class | 3.08 | 1.03 | Middle |
| Giving oral presentations | 3.07 | 1.03 | Middle |
| Participating in lecture discussions | 3.07 | 1.02 | Middle |
| Participating in seminars | 3.06 | 1.02 | Middle |
| Participating in conferences | 3.03 | 0.96 | Middle |

The previous table shows how proficient law students at HU are in various speaking sub-skills. They are ranked according to the level of proficiency from the most to the least as the following: asking questions in class, giving oral presentations, participating in lecture discussions, participating in seminars, and participating in conferences.

E1- How much language training would you like to receive for the following to improve your reading sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (12).

Table (12)

Students' perceptions toward the degree of training needed to improve their reading sub-skills

| Reading sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Reading legal textbooks | 3.40 | 0.65 | High |
| Reading legal articles in journals | 3.27 | 0.64 | High |
| Reading instructions for assignments/ projects | 3.24 | 0.68 | High |
| Reading course handouts | 3.11 | 0.79 | High |

The previous table shows the reading sub-skills ordered according to the degree of training required. They are ranked from the most to the least as the following: reading legal

textbooks, reading legal articles in journals, reading instructions for assignments/projects, and finally reading course handouts.

E2- How much language training would you like to receive for the following to improve your writing sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (13).

Table (13)

Students' perceptions toward the degree of training needed to improve their writing sub-skills

| Writing sub-skills | Mean | Std. Deviation | Degree |
|---------------------------|-------------|-----------------------|---------------|
| Writing summaries | 3.41 | 0.69 | High |
| Writing research papers | 3.37 | 0.73 | High |
| Writing assignments | 3.32 | 0.71 | High |
| Writing reports | 3.32 | 0.69 | High |
| Answering exams | 3.31 | 0.81 | High |
| Taking notes in lectures | 3.21 | 0.79 | High |

Table 13 shows the writing sub-skills according to the degree of training required. They are ranked from the most to the least as the following: writing summaries, writing research papers, writing assignments and writing reports with the same degree of training required, answering exams, and finally taking notes in lectures.

E3- How much language training would you like to receive for the following to improve your listening sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (14).

Table (14)

Students' perceptions toward the degree of training needed to improve their listening sub-skills

| Listening sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Following and understanding lectures | 3.31 | 0.73 | High |
| Following question/answer sessions in class | 3.30 | 0.68 | High |
| Listening to instructions for assignments | 3.25 | 0.70 | High |
| Listening to oral presentations | 3.24 | 0.71 | High |

Table 14 shows the listening sub-skills according to the degree of training required. They are ranked from the most to the least as the following: following and understanding lectures, following question/answer sessions in class, listening to instructions for assignments, and finally listening to oral presentations.

E3- How much language training would you like to receive for the following to improve your speaking sub-skills?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (15).

Table (15)

Students' perceptions toward the degree of training needed to improve their speaking sub-skills

| Speaking sub-skills | Mean | Std. Deviation | Degree |
|--------------------------------------|-------------|-----------------------|---------------|
| Participating in lecture discussions | 3.40 | 0.70 | High |
| Giving oral presentations | 3.33 | 0.71 | High |
| Asking questions in class | 3.28 | 0.83 | High |
| Participating in seminars | 3.28 | 0.81 | High |
| Participating in conferences | 3.23 | 0.76 | High |

The previous table shows the speaking sub-skills according to the degree of training required. They are ranked from the most to the least as the following: participating in lecture

discussions, giving oral presentations, asking questions in class and participating in seminars with the same degree of training required, and finally participating in conferences.

SECTION THREE

Table (16)

Students' perceptions toward the usefulness of the offered course (Legal Terminology in English L1209)

| Degree of usefulness | Number | Valid percent | System missing |
|----------------------|--------|---------------|----------------|
| Very useful | 41 | 47.7 | - |
| Useful | 16 | 18.6 | |
| Of some use | 15 | 17.4 | |
| Of little use | 13 | 15.1 | |
| Not useful | 1 | 1.2 | |

Table 16 shows to what extent law students at HU think the course (Legal Terminology in English L1209) to be useful to their study. The results show that the students have positive perceptions toward the course. The majority of them think that it is very useful (47.7%) and useful (18.6%).

Table (17)

Students' perceptions toward language aspects to be emphasized

| Language aspects | No. | Valid percent | System missing |
|-------------------------|-----|---------------|----------------|
| Grammar | 8 | 9.4 | 78 |
| Technical vocabulary | 45 | 52.3 | 41 |
| General vocabulary | 30 | 34.9 | 56 |
| Listening comprehension | 36 | 41.9 | 50 |
| Reading comprehension | 48 | 55.8 | 38 |
| Speaking skills | 50 | 58.1 | 36 |
| Writing skills | 31 | 36.0 | 55 |
| Others | 5 | 5.8 | 81 |

Table 17 shows how students respond to various language aspects they believe should be emphasized in the English language courses offered at the faculty. As shown, speaking is the language aspect that is chosen by students to be given the primacy (58.1%), followed by

reading comprehension (55.8%), technical vocabulary (52.3%), listening (41.9%), and writing (36.0%).

Table (18)

Students' opinions regarding the time allocated to the offered course

| Variables | Number | Valid percent | System missing |
|---|--------|---------------|----------------|
| Is the time allocated to the offered English course enough to you to use the language effectively? | | | 1 |
| Yes | 13 | 15.3 | |
| No | 72 | 84.7 | |

Table 18 shows that the majority of the students (84.7%) agree that the time allocated to the offered course is not enough to help them use the language effectively.

Table (19)

Students' perceptions toward the teacher of such English courses

| Variables | No. | Valid percent | System missing |
|--|-----|---------------|----------------|
| English courses offered for law students should be presented by | | | |
| A specialist in the field (law practitioner) | 44 | 51.2 | - |
| An English language teacher | 39 | 45.3 | |
| It doesn't matter | 3 | 3.5 | |

The perceptions of the students toward the teacher of such kind of courses vary. (51.2%) of the students think that a specialist in the field (law practitioner) is the best to teach such courses while (45.3%) think that these courses should be presented by English language teachers. Only (3.5%) of the students show a neutral answer revealing that it does not matter whether it is taught by a law practitioner or an English language teacher.

Table (20)**Weaknesses of the offered course as mentioned by students**

| Weaknesses | No. | Valid percent | System missing |
|---|------------|----------------------|-----------------------|
| The overcrowded classes | 12 | 14.8 | 5 |
| There is no textbook | 8 | 9.9 | |
| Teaching methods and styles are traditional and there is no use for new methodologies. | 16 | 19.8 | |
| The students do not understand the materials presented at the course | 2 | 2.5 | |
| There is no use for the modern technological means which assist the students to communicate with English speakers | 3 | 3.7 | |
| The focus is on vocabulary away from other skills such as speaking and writing | 5 | 6.2 | |
| The large number of the legal materials presented | 19 | 23.5 | |
| It depends for the most on memorizing, so it takes much time in studying | 5 | 6.2 | |
| It is the only course that focuses on the English language special for Jurisprudence and Law students | 1 | 1.2 | |
| The lack of the basic information of the English language | 1 | 1.2 | |
| The terms provided are very difficult | 3 | 3.7 | |
| There are no weaknesses for the course | 3 | 3.7 | |
| There is no practical training connected with the course | 1 | 1.2 | |
| One course is not enough | 1 | 1.2 | |
| The students' lack of interest in this course | 1 | 1.2 | |

The previous table presents the responses of the students regarding the weaknesses of the offered course (Legal Terminology in English L1209). These responses are translated from Arabic into English and then paraphrased.

Table (21)

Students' suggestions to improve English language training at the college and particularly the offered course

| Suggestions | No. | Valid percent | System missing |
|---|------------|----------------------|-----------------------|
| To reduce the number of the students in the classroom so as not to exceed the number of 15 students | 6 | 8.2 | 13 |
| To design a textbook | 9 | 12.3 | |
| To teach speaking by giving more training for the | 6 | | |

| | | | |
|---|----|------|--|
| learners and by arranging more meetings with English language speakers | | 8.2 | |
| To organize training sessions for the students and the teachers | 6 | 8.2 | |
| To use different teaching methods | 7 | 9.6 | |
| To consolidate this course with other English courses for law students | 18 | 24.7 | |
| To use technology | 10 | 13.7 | |
| There is nothing to suggest | 4 | 5.5 | |
| To take into account the English language proficiency level of the students | 6 | 8.2 | |
| To Reduce the number of terms | 1 | 1.4 | |

The previous table shows some suggestions provided by the students in order to improve the offered course, as well as English language training at the college in general. These responses are translated from Arabic into English and then paraphrased.

3.6 Statistical Analysis of Law Instructors' Questionnaire

SECTION ONE

Table (22)

Sample distribution according to gender, years of experience, English language proficiency level, and qualification

| Variables | Number | Valid percent | System missing |
|---|--------|---------------|----------------|
| Gender | | | - |
| Male | 7 | 87.5 | |
| Female | 1 | 12.5 | |
| Years of experience | | | 1 |
| Three years | 5 | 71.4 | |
| Seven years | 1 | 14.3 | |
| Sixteen years | 1 | 14.3 | |
| English language proficiency level | | | - |
| Excellent | 1 | 12.5 | |
| Very good | 3 | 37.5 | |
| Good | 4 | 50.0 | |
| Average | - | - | |
| Low | - | - | |
| Qualification | | | 1 |
| MA | 5 | 71.4 | |
| Other/PhD | 2 | 28.6 | |

SECTION TWO

A. What are the most important English language skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (23).

Table (23)

Instructors' perceptions toward the importance of English language skills

| English language skills | Mean | Std. Deviation | Degree |
|--------------------------------|-------------|-----------------------|---------------|
| Reading | 4.50 | 0.53 | High |
| Writing | 4.50 | 0.53 | High |
| Listening | 4.38 | 0.51 | High |
| Speaking | 4.38 | 0.51 | High |
| Vocabulary | 4.37 | 1.06 | High |
| Grammar | 3.88 | 1.12 | High |

The previous table shows the most important English language skills for law students at HU as perceived by their instructors. They are ordered as the following: reading and writing being the most important with the same degree of importance, followed by listening and speaking with the same degree of importance, then vocabulary, and finally grammar.

B1. What are the most important reading sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (24).

Table (24)

Instructors' perceptions toward the importance of reading sub-skills

| Reading sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Reading legal articles in journals | 4.25 | 0.88 | High |
| Reading instructions for assignments/ projects | 4.00 | 0.75 | High |
| Reading course handouts | 3.87 | 0.83 | High |
| Reading legal textbooks | 3.75 | 0.88 | High |

The previous table shows the most important reading sub-skills for law students at HU as perceived by their instructors. They are ordered as the following: reading legal articles in journals being the most important, followed by reading instructions for assignments/projects, reading course handouts, and finally reading legal textbooks.

B2- What are the most important writing sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (25).

Table (25)

Instructors' perceptions toward the importance of writing sub-skills

| Writing sub-skills | Mean | Std. Deviation | Degree |
|---------------------------|-------------|-----------------------|---------------|
| Writing summaries | 4.38 | 0.51 | High |
| Writing reports | 4.25 | 0.88 | High |
| Answering exams | 4.13 | 0.64 | High |
| Writing assignments | 4.00 | 0.75 | High |
| Taking notes in lectures | 4.00 | 0.75 | High |
| Writing research papers | 4.00 | 0.75 | High |

The previous table shows the most important writing sub-skills for law students at HU as perceived by their instructors. They are ordered as the following: writing summaries, writing reports, answering exams, followed by writing assignments, taking notes in lectures, and writing research papers holding the same degree of importance.

B3- What are the most important listening sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (26).

Table (26)

Instructors' perceptions toward the importance of listening sub-skills

| Listening sub-skills | Mean | Std. Deviation | Degree |
|---|-------------|-----------------------|---------------|
| Following and understanding lectures | 4.63 | 0.51 | High |
| Following question/answer sessions in class | 4.38 | 0.51 | High |
| Listening to oral presentations | 4.38 | 0.51 | High |
| Listening to instructions for assignments | 4.25 | 0.46 | High |

Table 26 shows the most important listening sub-skills for law students at HU as perceived by their instructors. They are ranked as the following: following and understanding lectures, following question/answer sessions in class and listening to oral presentations with the same degree of importance, and finally listening to instructions for assignments.

B4- What are the most important speaking sub-skills for studying at the College of Law?

To answer this question, means and standard deviations were analyzed. Results are shown in table number (27).

Table (27)

Instructors' perceptions toward the importance of speaking sub-skills

| Speaking sub-skills | Mean | Std. Deviation | Degree |
|--------------------------------------|-------------|-----------------------|---------------|
| Participating in lecture discussions | 4.75 | 0.46 | High |
| Participating in conferences | 4.62 | 0.51 | High |
| Participating in seminars | 4.62 | 0.51 | High |
| Asking questions in class | 4.13 | 0.64 | High |
| Giving oral presentations | 3.75 | 0.88 | High |

The previous table shows the most important speaking sub-skills for law students at HU as perceived by their instructors. They are ranked as the following: participating in lecture discussions, followed by participating in conferences and participating in seminars with the same degree of importance, asking questions in class, and finally giving oral presentations.

SECTION THREE

Table (28)

Instructors' perceptions toward the usefulness of the offered course

| Degree of usefulness | Number | Valid percent | System missing |
|--|--------|---------------|----------------|
| To what extent is the offered course (Legal Terminology in English L1209) relevant/ useful to law students at HU? | | | - |
| Very useful | 4 | 50.0 | |
| Useful | 4 | 50.0 | |

Table 28 shows to what extent instructors at HU think the course (Legal Terminology in English L1209) to be useful to law students. The results show that they have positive perceptions toward the course since (50.0%) of them think that it is very useful, and (50.0%) of them believe that it is useful.

Table (29)

Instructors' perceptions toward language aspects to be emphasized

| Language aspects | Number | Valid percent | System missing |
|-------------------------|--------|---------------|----------------|
| Grammar | 2 | 25.0 | 6 |
| Technical vocabulary | 7 | 87.5 | 1 |
| General vocabulary | 5 | 62.5 | 3 |
| Listening comprehension | 5 | 62.5 | 3 |
| Reading comprehension | 8 | 100.0 | - |
| Speaking skills | 6 | 75.0 | 2 |
| Writing skills | 5 | 62.5 | 3 |
| Others | 2 | 25.0 | 6 |

Table 29 shows how law instructors respond to various language aspects they believe should be emphasized in the English language courses offered at the faculty. It can be noticed that reading comprehension is the language aspect that is chosen by the instructors to be given the primacy (100%), followed by technical vocabulary (87.5%), speaking skills (75%), listening comprehension, general vocabulary, and writing skills with similar percents (62.5%), grammar (25%), and (25%) for a suggested point which is legal drafting in English.

Table (30)

Instructors' perceptions toward the type of the courses that should be offered at the college

| Types of courses | No. | Valid percent | System missing |
|---|-----|---------------|----------------|
| English for Academic Purposes (EAP) | 5 | 62.5 | 3 |
| English for Occupational Purposes (EOP) | 5 | 62.5 | 3 |
| General English (GE) | 3 | 37.5 | 5 |

This table shows the type of English courses to be offered for law students at HU as perceived by their instructors. It shows that the majority of the instructors prefer offering students with English for Academic Purposes (EAP) courses and English for Occupational Purposes courses holding similar percents (62%) over General English courses (37.5%).

Table (31)

Instructors' opinions regarding the time allocated to the offered course (Legal Terminology in English L1209)

| Variables | Number | Valid percent | System missing |
|--|--------|---------------|----------------|
| Is the time allocated to the English course enough to law students to use the language effectively? | | | - |
| Yes | 2 | 25.0 | |
| No | 6 | 75.0 | |

Table 31 shows that the majority of the instructors (75%) agree that the time allocated to the course is not enough to help students use the language effectively.

Table (32)

Instructors' perceptions toward the teacher of such English courses

| Variables | No. | Valid percent | System missing |
|--|-----|---------------|----------------|
| English courses offered for law students should be presented by | | | - |
| A specialist in the field (law practitioner) | 8 | 100.0 | |
| An English language teacher | 0 | 0 | |

The previous table shows that the perceptions of the instructors toward the teacher to teach such kind of courses are unified since all of them believe that the only qualified person to present such courses is a specialist in the field (law).

Table (33)

Weaknesses of the course (Legal Terminology in English L1209) as mentioned by instructors

| Weaknesses | No. | Valid percent | System missing |
|---|------------|----------------------|-----------------------|
| The time allocated to the course is not enough | 3 | 42.8 | 1 |
| There is no focus on conversation, and how to link ideas using practically the terms they have learned | 1 | 14.3 | |
| The poor English language proficiency level of the students | 1 | 14.3 | |
| The expertise that students get from this course is not enough to help them compete at the national, regional and international levels. | 1 | 14.3 | |
| Teaching in such a course depends mostly on lecturing, so there is no involvement for the learners in the learning process. | 1 | 14.3 | |

The previous table shows some weaknesses of the course (Legal Terminology in English L1209) as mentioned by the instructors. These responses are translated from Arabic into English and then paraphrased.

Table (34)

Instructors' suggestions to improve English language training at the college and particularly the offered course (Legal Terminology in English L1209)

| Suggestions | No. | Valid percent | System missing |
|---|------------|----------------------|-----------------------|
| To develop the level of proficiency of the needed instructors in order to be able to present such courses | 3 | 42.8 | 1 |
| To cope with the new legal articles and to follow up what is new regarding the legal language and terminology | 1 | 14.3 | |

| | | | |
|--|---|------|--|
| To pay more attention for assisting the students to speak and converse in English | 1 | 14.3 | |
| To increase the familiarity of the students with the rules of English, and how sentences are formulated and drafted to help them master reading magazines and books published in English | 1 | 14.3 | |
| To hold more workshops and conferences in which English is used | 1 | 14.3 | |

The previous table shows some suggestions provided by the instructors to improve English language training at the college and particularly the offered course. These responses are translated from Arabic into English and then paraphrased.

3.7 Interview Protocol with the Dean of the School of Law

The following are the questions requested from the Dean, and answers generated during the interview:

- How important are the English language skills for law students in their academic life?

Generally speaking, English language is an "important international language in the era of globalization". It is extremely important for law students in their academic and even occupational life. Most research papers in the field of law are in English, and the same is for legal books, journals, magazines, and internet resources. English language helps them be able to communicate with experts in the field at the international level.

- What are the English skills and sub-skills that you stress and aim to develop in your classes? Why?

In the course (Legal Terminology in English L1209) not much attention is paid for the development of the learners' skills or sub-skills since the main focus is given to the subject-matter helping students acquire various legal terms and concepts. It is assumed that students have developed their basic English language skills during their study at the school level, as well as the general English courses they have taken in the university. However, the students

are to do some summaries, presentations, discussions, answer exams, take notes, and others. This will help them develop their language.

- You are teaching an English language course. How can you evaluate your students' participation in the class? To what extent they are motivated and encouraged to use English in their course?

Students' participation can be said to be poor resulting from their poor level of proficiency in English. However, some of them show good motivation toward using English. Despite their poor level, they show good potential toward learning English which may help them improve their level.

- Being the Dean of the School of Law and the instructor of the offered course, have you ever thought of creating an English course that meets your students' language needs; that is, depending on needs analysis?

Actually, needs analysis for law students is important, but we haven't done any course depending on that.

- Do you think that the course (Legal Terminology in English L1209) is quite enough for your students to be able to use English Language effectively?

No, it is not enough and because of that, in the new plan of law students, there are some courses in English to be included, namely English for Lawyers and Legal Studies which require the students to do various things other than recognizing the legal terminology.

- Your students are often engaged in international conferences, meetings, seminars, etc., that are often presented in English. How do you evaluate their performance in such situations? Are they able to cope with English language demands in such situations?

Their poor level of proficiency affects their performance; however, some of them show some motivation and try to communicate with the participants in English. It is worth mentioning that translation is often found in such situations.

- How can HU develop the English language proficiency of its students?

This can be done by offering various courses during students' study, or by offering courses for students that enhance their language proficiency prior to their study such as intensive courses before they are engaged in their academic study.

- What are the kinds of materials provided for learners? Do you use any specific textbook?

In the offered course (Legal Terminology in English L1209), there is no specific textbook to use, and the dependence is on collected materials from legal books, legal journals, and internet resources following an "open art policy", and being the Dean, instructors are advised not to use such books. They should not depend totally on them, and such books -if used- should be supplemented by other resources.

- Do you recommend your students to do research papers and reports in English?

No, students are not recommended to do that, and they even do not have the ability to do that because of their poor English language proficiency. But they are sometimes recommended to read a particular legal text provided for them and summarize what they have understood and comprehended from it.

- The issue of the type of the instructors to teach such courses is also discussed.

Reflecting on the opinion of the Dean, he says that the teachers of these courses are to be law practitioners who are experts in the field, and stressing the importance of the subject-matter. However, he also refers to the importance of the English language proficiency level of the instructors.

- Being the Dean, how can you predict the position of English courses at the School of Law at HU in the future?

Actually, as has been said, English is essential for law students, and the College puts that in consideration by increasing the number of English courses. From a personal point of view, it is preferred (and worked on) to have English as the medium of instruction in the School of Law.

Note: It must be mentioned that this interview was decided to be a structured interview. However, the discussion of some questions was encouraging and fruitful which led to further questions asked by the researcher.

3.8 Genre Analysis

The following few pages will be specified to explore and review different characteristics that feature the legal language drawn from various resources in the field. Although this study aims at investigating the English language needs of law students at HU through a needs analysis, it is found more comprehensive and thorough to include this section. This will provide course designers and teachers with a more obvious picture about the situation at hand to help create more relevant and effective courses at the College of Law. It will also show how performing genre analysis with respect to the language of law can be useful in the process of needs analysis. Examples will be provided from the legal readings (handouts) provided to law students in the offered course (Legal Terminology in English L1209) in the first semester of the academic year 2013-2014.

(See appendix F for the samples of legal readings-handouts p.139)

Although the samples of the attached readings/handouts can be said to be limited, they are informative and quite enough to achieve the purpose of this section since they clearly and sufficiently show most of the features that characterize the legal language.

Various features of the legal language that can be referred to are the following:

1. The use of "archaic" legal language: Umera-Okeke et al. (2011) have shown that in the field of law, the English used is - to a great extent – is full of "archaic" words. However, such use of words "is not in vain" (p.224), and there are reasons that lead to this phenomenon. Tiersma (1999) has argued that this phenomenon is raised out of the tendency of looking for a more formal language. These terms that lead to formality are described by Stanojevic (2011) as "legalisms" or "lawyersims" (p.69). Williams (2004) has referred to these as infrequently used terms, and suggested that these words can be inspected in various language parts; adverbs as "hereinafter", verbs as "to arraign", nouns as "surrejoinder", adjectives as "aforementioned" (p.112).

Examples of such words and expressions from the attached samples:

- ..., the Powers who are parties **thereto** shall remain ...
- ... if the latter accepts and applies the provisions **thereof**.
- ... in the **aforesaid** or subsequent agreements, ...
- The **said** delegates shall be subject to ...
- ... to the League of Nations in all matters connected **herewith**, ...
- ..., services and utilities established or to be established **therein**.

2. The use of words and expressions of French and Latin origins:

Varo and Hughes (2002) have pointed out that the legal language is characterized by the use of Latin words affected by the Latin and Roman law. They have shown that Latin was considered as "the lingua franca" (p.5) of Europe at the middle ages, so various law systems

were written in Latin. Moreover, "Roman law was a coherent written system that ... had been developing over a wide area of Europe and had the force of an institution" (p.5). Williams (2004) has given some examples as "ex parte (on behalf of) or ratio legis (the reason for, or principle behind, a law)" (p.112). It is worth mentioning that Gibbons (2002) has shown that some Latin words are substituted with other English counterparts as "ex parte, inter partes, in camera and sub poena have become with notice, without notice, in private, and a summons" (p.289).

As for the use of French words, Varo and Hughes (2002) have shown that they result from the "Norman invasion of 1066" (p.6) which affected all the systems of England. Crystal (1991) has suggested the following examples, "appeal, assault, counsel, crime, plaintiff, verdict" (p.387).

Examples of Latin words from the attached samples:

- race, colour, religion or faith, sex, birth or wealth, or any other similar **criteria**.
-, not restrict the rights which it **confers** upon them.
- Court sessions shall be open and public, unless the court decides **sua sponte** or upon the request of one of the litigants that proceedings shall be held **in camera** for reasons of morality or to maintain public order.

Examples of French words from the attached samples:

- ... and those placed **hors de combat** by sickness, wounds, ...
- When sitting in the capacity of **appeal**, the courts of First Instance shall ...
- The courts of Palestine shall consider and adjudicate all disputes and **crimes**, ...

3. The use of the modal shall:

Umera-Okeke et al. (2011) have shown that the frequently used modal- shall is used to show "that the legal subject of a given sentence has a duty to do or not to do something" (p.225), yet sometimes it is used to indicate other meanings. They have also referred to the

fact that the use of this modal can be puzzling for readers since they may not be able to know whether it refers to "an obligation, futurity or false imperative" (p.226).

In the attached texts, the use of the modal shall is extremely high. The following are some examples:

- In addition to the provisions which **shall** be implemented in peace-time, ...
- The wounded and sick **shall** be collected and cared for.
- The Mandatory **shall** have full powers of legislation and of administration.

4. The use of "doublets and triplets" (Varo & Hughes, 2002, p.9):

Varo and Hughes (2002) have mentioned that the legal language is also characterized by the recurrent use of "reduplication", referring to the use of two or three "near synonyms" (p.9) in combination. Umera-Okeke et al. (2011) have argued that these words which can be verbs, nouns, adjectives, or prepositions have to be addressed "with caution" (p.227) because they may be used for specific goals whether they do have the same meaning as in "null and void" (p.227), or they do not and do have some differences as "dispute, controversy, or claim" (p.227). The following examples are adopted from Varo and Hughes (2002, p.10):

- seriously and gravely
- final and conclusive
- request and require
- full, true and correct
- rest, residue and remainder
- nominate, constitute and appoint

Examples from the attached samples:

- ..., in particular **humiliating and degrading** treatment;
- The **representatives and delegates** of the ...
- ... to **assist and take part** in the development of the country.

5. The use of legal technical language:

They can be divided into two types. According to Stanojevic (2011), type one is the "pure legal terms" (p.70) which ordinary people are not common with, and they are mostly familiar for law practitioners. Varo and Hughes (2002) have referred to various words of such type, including "'solicitor', 'estoppel', 'mortgage', 'breach of official duty', 'serve proceedings', 'refuse leave to appeal', 'bring an action'" (p.16-17). The second type is terms which have been referred to by Umera-Okeke et al. (2011) as "semi-technical terms" (p.228) pointing out to the words that are used in the ordinary language. However, they have different meanings in the field of law. Stanojevic (2011) has suggested various examples, including "attachment, action, consideration, execute, party" (p.70). It is worth mentioning that Varo and Hughes (2002) have argued that these terms are more problematic than the pure legal terms because they are "polysmic", so it may be difficult to identify the required meaning. Varo and Hughes (2002) have suggested another group, pointing out to the words that are usually used in ordinary English and also used in legal contexts and having the same meaning in both situations. That is, they "have neither lost their everyday meaning nor acquired others by contact with the specialist medium" (p.18).

Examples of pure technical terms from the attached samples:

- When sitting in the capacity of **appeal**, the courts of First Instance shall ...
- ... which they may **deem** it suitable to make separate provision.

Examples of semi-technical terms from the attached samples:

- ... total occupation of the territory of a High Contracting **Party**, ...
- ... of any conflict or occupation mentioned in **Article 2**.

Examples of ordinary words:

- any non-technical word

6. The use of the impersonal style:

Januleviciene and Rackeviciene (2011) have argued that the use of passive voice is "the most glaring feature of written legal English" (p.145). Varo and Hughes (2002) have suggested that one of the aims of the use of the passive is not to recognize the doer of an action. Moreover, Januleviciene and Rackeviciene (2011) have pointed out that the use of the passive gives the legal language "an aura of objectivity and authoritativeness" (p.145); however, it makes the legal language more complicated and ambiguous.

A great number of passive constructions can be noticed in the attached samples. The following are some examples:

- In addition to the provisions which **shall be implemented** in peace-time, ...
- They **shall** furthermore **be bound** by the convention in relation to ...
- ... as they **may be limited** by the terms of this mandate.
- An appropriate Jewish agency **shall be recognized** as a public body for ...
- Courts of all levels **shall be established** pursuant to the provisions of ...
- The authority of the Judiciary **shall be exercised** over all persons.

Another way to show impersonality is the "use of the third person" (Williams, 2004, p.114). He has shown that it enhances the sense of "impersonality and authoritativeness" (p.114). He has stated that, for example, "every person", "everyone", and similar pronouns will be used to show that "a provision" stratifies to all and to show "obligation and authorization" (p.114) whereas "no person, no one ...etc." are used to show "prohibition" (p.114). Moreover, Stanojevic (2011) has claimed that the main aim of the use of such pronouns is to create objectivity; however, their use is ambiguous and their effectiveness is controversial and debatable. Williams (2004) has suggested the following example:

- "Slavery, servitude and forced labour
- No one may be subjected to slavery, servitude or forced labour" (p.114).

Examples from the attached samples:

- In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting **Parties**, **each Party** to the conflict shall be ...

7. Repetition and redundancy:

Stanojevic (2011) has shown that in legal language, "anaphoric reference" (p.72) is not used, causing or creating reiteration of lexis. He has also pointed out that it can be noticed that reference pronouns whether "personal" or "demonstrative" are not used and are being averted. Williams (2004) has shown that the main aim of such repetition is to avoid obscurity and vagueness; this has been referred to by Umera-Okeke et al. (2011) as the "exactness of reference" that may seem "odd" for disciplines other than law. Williams (2004) has presented the following example:

Powers of *vice-chair* 11. Where - (a) a member of a Board is appointed to be *vice-chair* either by the Assembly or under regulation 10, and (b) the *chair* of the Board has died or has ceased to hold office, or is unable to perform the duties of *chair* owing to illness, absence from England and Wales or any other cause, the *vice-chair* shall act as *chair* until a new *chair* is appointed or the existing *chair* resumes the duties of the *chair*, ... (p.113).

Examples from the attached samples:

- In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting **Parties**, **each Party** to the conflict shall be ...
- Unless the Powers whose nationals enjoyed the afore-mentioned **privileges and immunities** on August 1st, 1914, ... these **privileges and immunities** shall, ...

8. Nominalization:

It refers to the process in which verbs are changed into nouns (Williams, 2004). For example, "to give consideration instead of to consider, to be in opposition rather than to oppose, to be in contravention instead of to contravene, to be in agreement instead of to agree" (Stanojevic, 2011, p.73). Januleviciene and Rackeviciene (2011) have argued that nominalization is used in the legal language to show "generality and objectivity" (p.145) and to create more formal English. However, it may lead to vagueness and create more sophisticated language.

Example from the attached samples:

- The High Judicial Council shall **issue a decision** delegating one or more Magistrate Judges to rule on ...

9. Long sentences:

Stanojevic (2011) has pointed out that sentences in legal English are long and complicated creating a prime characteristic of the legal language. Januleviciene and Rackeviciene (2011) have argued that such complexity of long sentences is also created by "compound sentences" (p.143) which makes the situation more sophisticated since the sentence may include more than three clauses. Williams (2004) has claimed that, in legal English, there is a tendency "to use punctuation sparingly" (p.113). This increases the complexity of the situation. He has argued that in the past, various written legal texts were drafted in only one sentence without any punctuation marks other than the full stop at the end of the sentence. Umera-Okeke et al. (2011) have pointed out that in recent legal writings, punctuation is considered in order to clarify the intended "meaning" (p.228).

10. Varo and Hughes (2002) have suggested that legal English is full of conditional sentences and hypothetical constructions expressed by various words which indicate that, for instance, "(if', 'when', 'where', 'whenever', 'wherever', 'provided that', 'in the event that/of', 'assuming

that', 'so long as', 'should' and many others)" (p.20) to express positive condition, and "(unless', 'failing', 'should... not...', 'except as/where/if', 'but for', and so on)" (p.20) to express negative condition. These sentences and constructions are to be treated with caution particularly in the cases where multiple constructions are used whether they are negative, positive or a blend of both. They have illustrated that in the following passage:

Where either party fails to perform their side of the bargain, then, subject to clause 15 above, if notice of non-performance is given in writing by the injured party within seven days, or, in the event that communication is impossible until the ship reaches a port of call, as soon thereafter as is practically possible, the injured party shall be entitled to treat the contract as discharged except as otherwise provided in this contract (p.20).

Examples from the attached samples:

- The Zionist Organization, **so long as** its organization and construction are in the opinion of the Mandatory ...
- **In the case of** armed conflict not of an international character ...
- Court sessions shall be open and public, **unless** the court decides sua sponte or upon the request of one of the litigants that proceedings shall be ...

11. The use of the suffixes –er, -or, and –ee:

Umera-Okeke et al. (2011) have stated that the use of such suffixes is derived from Latin. Varo and Hughes (2002) have stated that these word endings "added to the appropriate verb to form the names, respectively, of the active and the passive parties" (p.22). To illustrate that, they have shown various examples as "the party who grants a right is the 'grantor' and the person who receives it is the 'grantee' " (p.22).

12. Umera-Okeke et al. (2011) have suggested that phrasal verbs can characterize the legal language and can be considered as "quasi-technical" (p.229) terms. They have suggested

examples such as "parties enter into contracts, put down deposits, serve [documents] upon other parties, write off debts, and so on" (p.229).

Examples from the attached samples:

- ..., including members of armed forces who have **laid down** their arms...
- The Courts of Appeal shall **consist of** a President and an adequate number of Judges.
- The wounded and sick shall be collected and **cared for**.

13. Varo and Hughes (2002) have pointed out that the recurrent use of "preformative verbs" (p.10) can feature the legal language. Austin (as cited in Varo and Hughes, 2002) has stated that these are the verbs "by which the state of affairs expressed by the words comes into being, or those that commit the speaker to carrying out or performing the actions expressed by the words" (p.10). They have suggested the following examples (p.11):

- The Board of Trustees does hereby confer upon John Smith the degree of...
- An Act to amend...
- Be it enacted...

Examples from the attached samples:

- The High Contracting Parties **undertake** to respect and to ensure respect for the present Convention in all circumstances.
- ..., not restrict the rights which it **confers upon** them.
- ..., or shall have **agreed to** their non-application for a specified period, ...

14. Umera-Okeke et al. (2011) have shown that another characteristic of legal English is the uncommon word order. They have claimed that there is no obvious point to clarify that; however, they have referred to the syntax of the French language to be one reason. They have suggested the following example, "the provisions for termination hereinafter appearing or will at the cost of the borrower forthwith comply with the same" (p.228).

3.9 Conclusion

This chapter has presented the methodology of the study and showed a description for the participants, the instrument, and the procedures of conducting the study. Moreover, it has presented the statistical analyses of the students' and the instructors' questionnaires. It has also displayed the interview protocol showing the interview questions, answers, and comments as paraphrased by the researcher. Finally, it has presented the section of genre analysis represented by a review of the prime characteristics of the legal language with reference to some examples illustrated from the legal readings (handouts) provided for law students at the offered course (Legal Terminology in English L1209).

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter is allocated to discuss the findings of the study. It is to answer the research questions through the discussion of the statistical analyses of the questionnaires in relation to the interview conducted as well as the discussion of how performing genre analysis with respect to the language of law can be useful in the process of needs analysis.

Before starting the discussion, two points are to be restated. First, in building the methodology of this study, Hutchinson and Waters' (1987) approach to needs analysis is adopted. In this regard, the English language needs of law students are investigated in terms of three concepts, including necessities, lacks, and wants in addition to the relevance/ usefulness of the currently offered English language course at the faculty (Legal Terminology in English L1209). Second, the section of genre analysis, in this study, is represented by a review of the prime characteristics of the legal language drawn from various resources in the field with reference to some examples from samples of legal readings (handouts) provided for law students in the course (Legal Terminology in English L1209).

4.2 Discussion of the Statistical Analysis of Law Students' Questionnaire

4.2.1 Research question number one. What are the English language needs of law students at HU on the basis of their perceptions?

4.2.1.1 *The first sub-question.* How important/necessary are the English language skills for law students at HU?

As for the necessities which are indicated in the students' questionnaire in section two by tables 2-6, they are elicited through asking the students about the important English language skills for studying law at HU. Table 2 shows that law students assign all the four

language skills, grammar, and vocabulary to be important/necessary for them to be able to perform efficiently in their studying of law at HU.

Generally speaking, such importance assigned for the English language skills reflects law students' awareness of English as an important foreign language for their study. This comes in line with what is indicated by their instructor at the interview since he admits the importance of English language as an "important international language in the era of globalization". He has indicated that, in the field of law, most research papers, legal books, journals, magazines and various internet resources are in English. He has also added that English language assists learners to communicate with experts in the field at the international level.

Returning back to table 2, the suggested language skills are ranked as the following: reading being the most important (4.52), followed by writing (4.48), speaking and listening holding the same degree of importance (4.41), then vocabulary (4.29), and grammar (3.83). Hirvela (2013) has argued that "reading is at the heart of much what ESP students do" (p.77). Moreover, McDonough (1984) has claimed that it should not be shocking to find the majority in ESP courses select reading to be the most important skill of all. Actually, law students' recognition of the importance of reading is in line with the teaching situation in the faculty since the students especially at the offered course (Legal Terminology in English L1209) are often provided with various readings (legal texts) in the form of handouts in order to teach them some legal terms and concepts.

In terms of importance, reading is followed by writing. Jordan (1997) has argued that reading is often connected to writing. He has added that writing is a prime feature of various scholastic contexts in which learners have to take notes, summarize, answer exams, etc. Hyland (2013) has agreed with that and suggested that writing usually prevails in the realms of all learners. In the situation of law students at HU, despite the fact that the main aim of the

offered course is to provide the students with legal terminology as has been referred to by the instructor of the course, the students have to do activities and tasks, some of which are related to writing such as taking some notes, summarizing, and answering exams.

It is essential to say that although reading and writing are given the primacy, speaking and listening are also considered to be important. The students' choice of listening and speaking to be important is quite unsurprising since the School of Law in cooperation with the Legal Clinic holds a number of conferences and seminars in which most participants are from English speaking countries or at least use English as a *Lingua Franca* – a medium of instruction. The students find themselves in need to speak to those participant - professors and law practitioners in addition to the various speaking situations they are engaged in during lectures. This point is referred to by Feak (2013) who has argued for the consideration and recognition of the importance of the use of English as "a lingua franca (ELF)" (p.35). The same can be said about the importance of listening skills since Joe (as cited in Goh, 2013) has argued that "good listening comprehension has been shown to contribute significantly to academic performance" (p.64).

Vocabulary is also given its important position among others. This importance assigned for vocabulary can be said to be affected by the emphasis given to vocabulary in teaching law at the university since a whole course is offered for the students to help them identify the legal terminology they have to use in their field of study. In the field of ESP, vocabulary has its important place. Jordan (1997) has stated that vocabulary "relates to all language learning". Finishing with grammar, though of a high mean reflecting its importance (3.83), it is rated to be the least important of all. This may be justified as that law students at HU are not exposed directly to grammar used in the legal language, and that they may not be aware of the importance of grammar and unconscious of the point that some syntactic structures distinguish the language of law from that of other fields of study.

Table 3 shows the most important reading sub-skills as perceived by the students. They are ranked as reading course handouts being the most important (4.21), followed by reading instructions for assignments and projects (4.09), reading legal articles in journals (3.97), and reading legal textbooks (3.70). The choice of the students reflects their own situation. At the interview, the instructor of the offered course (Legal Terminology in English L1209) says that the students are provided with various readings and specialized legal texts in form of handouts in each class which are, by turn, taken from internet resources: legal books or legal journals. This is why law students rate legal journals to be also of a high degree of importance. After reading course handouts, reading instructions for assignments and projects is ranked to be of a high degree of importance. Understanding and correctly comprehending instructions for assignments and projects guarantees, though with different degrees, that the students pass their English courses, which is a major aim for them. Although there is no particular specific legal textbook provided for law students in their English course, they assign a high degree of importance for reading legal textbooks, which reflects their belief that it is important for them to have a specific legal English textbook. It is worth mentioning that, in the interview, the instructor of the course/the Dean of the college has indicated that he doesn't believe in depending on textbooks in teaching claiming that it will be more helpful to follow an "open art policy". Yet according to him, the instructors can use textbooks, but they should not totally depend on them in order to give themselves the chance to use other materials and to adapt various situations. This can be the suitable solution for this debate; legal textbooks will be used since law students find them to be necessary. At same time, the instructors have the chance to use whatever additional materials they want.

Table 4 shows the most important writing sub-skills. The means reflect that all the suggested writing sub-skills are important for law students giving primacy to answering exams (4.17) which suggests that the main aim of the students is to pass exams and to know

the ways that will help them do so. Then, comes taking notes in lectures (4.09) and writing summaries (4.05). These are followed by writing assignments (4.0), and the least important - though still of high degree of importance - writing reports (3.90) and writing research papers (3.85). Despite the point that the goal of the course is to present terminology and not to teach or develop the English language skills of the learners, they sometimes do some writings such as to answer exams, take notes, make summaries and others. It is worth mentioning that the instructor of the course reveals that the students in the offered course are not required to write reports or research papers; they are sometimes required to read a legal text provided for them and summarize what they have understood. This may justify the students' choice of writing summaries to be more important than writing reports and research papers. Although writing reports and writing research papers are found to be the least important in this table, the students recognize their significance and show that it is essential for them to be able to write research papers and reports in such English courses especially if the college is to increase the number of the offered English courses as the Dean of the college reveals in the interview.

Table 5 displays how important listening sub-skills are for law students. All the suggested listening sub-skills are indicated to be of high degrees of importance with different means ranging between the highest (4.27) for following and understanding lectures and the lowest - though still high - listening to instructions for assignments (3.94). This importance given to the various suggested listening sub-skills that are often found in academic situations is pointed out by Goh (2013). She has stated,

Besides the all important lecture, other activities included listening to instructors explaining course requirements, assignments and deadlines as well as listening to classmates' reports, questions and summaries (p.64).

It can be noticed from the interview that although the currently offered course aims at teaching legal terminology, law students are engaged in various situations in which listening sub-skills are important such as listening to discussions, presentations, instructions provided by the instructor, and other situations in lectures or even in other communicative situations. So it is not odd that the students assign such importance for all the sub-skills in the list.

Table 6 shows how law students rank speaking sub-skills according to their importance. They suggest that all the suggested speaking sub-skills are important. They are ranked as the following: participating in lecture discussions being the most important (4.22), followed by asking questions in class (4.09), giving oral presentations (3.98), participating in seminars (3.97), and participating in conferences (3.81). Recognizing the importance of speaking in lectures, Feak (2013) has pointed out that lectures are among the most investigated academic speaking situations. In lecture contexts, students are required to be engaged in the discussions created, give their own oral presentations, ask and answer questions, and others. All of these are required from law students in the course (Legal Terminology in English L1209) as has been referred to by the instructor though its main goal is to present legal terms and concepts. This is why the students assign such importance for these skills. Moreover, it seems that the constantly held conferences and seminars at the faculty have their effects in the way the students think because they recognize the importance of being able to participate in conferences and seminars. Ahmad (2011) has investigated spoken English language needs of law students and has shown that conferences and seminars are to be taken into account.

4.2.1.2 The second sub-question. What are the English language lacks of law students at HU?

Moving on to investigate the lacks of law students at HU, the students are asked to show how they are proficient in various English language skills and sub-skills. The skills

which the students are the least proficient in are the skills in which they have some lacks and deficiencies.

Richards (2001) and Kavaliauskiene (2010) have pointed out that it is extremely essential to know how proficient learners are when designing any course or program. Codruta (2012) has stated that "learners' level of proficiency of L2 skills as well as their language ability should be taken into consideration when teaching legal English" (p.832).

Table 7 shows how proficient the students are in the four English language skills, grammar, and vocabulary. They show that they are mostly proficient in vocabulary (3.60) compared with the middle or average level in reading (3.43), grammar (3.33), listening and writing holding the same degree of proficiency (3.27), and speaking (3.01). To have vocabulary and reading as the skills in which the students are the most proficient in can be predictable since the students are provided with a whole course (Legal Terminology in English L1209) that aims at teaching vocabulary through a number of reading materials. Next, comes grammar. It is worth mentioning that the students seem to be of a better level of proficiency in grammar more than speaking and listening. This is because during pre-university schooling the main focus of ELT is on grammar with some writing training (to write some compositions) and general reading comprehension passages neglecting for most of the time the skills of listening and speaking, aiming at preparing students for the Tawjihi exam in which listening and speaking are excluded. Furthermore, listening and speaking are not given that much attention at the university level. Moreover, Jordan (1997) has stated that students often have serious problems in "expressing themselves in speech" (p.193).

Table 8 shows the proficiency level of law students in various reading sub-skills. The students show that they are of a middle/average level of proficiency in all of them ranging between (3.13) for reading course handouts and (2.98) for reading legal textbooks. The

students have previously recognized the importance of course handouts for their study. However, being very important does not mean that the students are proficient in such reading since they find themselves lacking the ability to sufficiently read their course handouts - though it is of the highest degree of proficiency in the list-, and the same can be said for reading instructions for assignments/projects (3.09) which is followed by reading legal articles in journals (3.0), and reading legal textbooks (2.98). Although there is no legal English textbook used in the faculty, it can be said that the students may infer or draw their impressions from other general English textbooks and from the reading materials provided for them, assuming that things may be difficult since they have no experience with such a kind of special textbooks. Commenting on the level of proficiency in the reading skills, it is to be said that in EAP and particularly in the reading skill, it is important to know the level of proficiency of learners since this will affect the choice and the level of the materials to be presented (Jordan, 1997).

Table 9 shows how proficient law students are in various writing sub-skills, and subsequently what they lack. All the suggested writing sub-skills are shown to be of middle means reflecting the average level of the students. They are the most proficient in answering exams (3.43), and the lowest proficient in writing research papers (3.03). Hyland (2013) has argued that learners at the tertiary level academic situations and even at the occupational situations often struggle with various writing skills. The students in the offered course are only provided with technical legal terminology, and they do not know the various traditions and conventions of the writing practices or written pieces they are to produce. This can justify their insufficient level in these various writing sub-skills. So whatever the writing sub-skill is in this context, this level of proficiency is connected to the students' poor knowledge of the legal language they face during their study of law since they are not taught how legal texts differ from other texts except through their knowledge of some terms. As for the rank

provided, it is quite predictable when referring to the interview protocol because the students during the offered course are required to answer exams, take notes, and write summaries, so it is expected that they have developed - at least - some experience in such writing skills more than writing reports and writing research papers which the students are not familiar with. According to their instructor they are not qualified and prepared to do such types of writing because of their insufficient level of proficiency.

Table 10 shows that law students are of an average level of proficiency in the various suggested listening sub-skills. They are ranked starting with following question/answer sessions in class and following and understanding lectures holding the same degree of proficiency (3.37), and ending with listening to oral presentations (3.31). It can be said that the students' level of proficiency in these various sub-skills is affected by their level of exposure to them during their study of the offered course.

Table 11 shows the level of proficiency of law students in five speaking sub-skills. They show an average level of proficiency in these sub-skills ranking them as the following: asking and answering questions in class (3.08), giving oral presentations and participating in lecture discussions with the same degree of proficiency (3.07), participating in seminars (3.06), and finally participating in conferences (3.03). Again, it can be said that the students' level of proficiency regarding these speaking sub-skills is affected by the level of their exposure to them and by the level of their use of a particular skill. For example, they often ask and answer questions in lectures more than participating in seminars and conferences.

It is important to state that in the interview, the instructor of the offered course argues that law students are of a poor English language proficiency level, and the same is pointed out by some instructors. It can be said that law students either fail to recognize their exact English language proficiency level, or they are unconscious of the required level of proficiency that

they have to enjoy, or they hope to have in such situations. However, the order which law students show for their proficiency level in the various skills/sub-skills can be said to be reasonable and can be taken into account. Generally speaking, in both cases whether as shown by the students or by the instructor, this level of proficiency is still insufficient and will not help the faculty achieve one of its major aims of creating learners and law practitioners who are able to compete at the international arenas. The instructor of the offered course indicates that the students' poor English language proficiency level affects their participation either in the class or in the conferences and seminars held by the faculty. To be fair, it is worth mentioning that the instructor also refers to the fact that despite their poor level of proficiency, the students show good potential toward learning English, and some of them also reflect good motivation toward using English.

It is to refer to the fact that, as repeatedly stated, the main aim of the offered course is to help the students acquire the technical legal terminology, and that it does not aim to develop the learners' various English language skills since it is assumed that these skills have to be previously improved in the school stage or in the general English courses offered at the university. Actually, it is unfair to think in such a way; this assumption should not eliminate the point that the students may not be of the required English language proficiency level, and this is the case of law students at HU. Moreover, it should not be forgotten that contexts differ, and that the situations students are engaged in during their study of law are not the same as that of the school period or even during the general courses, events and activities at the university. Law students are not to be predicted to perform proficiently if the whole attention is paid to develop their knowledge of the subject-matter neglecting the various used and required skills and sub-skills. Furthermore, it is to be said that this English language proficiency level of the students will hinder them from acquiring the sufficient knowledge of law (subject-matter).

4.2.1.3 *The third sub-question.* What are the English language wants of law students at HU?

Moving on to investigate the wants of law students at HU, the students are requested to indicate to what extent they are interested in getting training in various English language sub-skills.

To start with, table 12 shows the reading sub-skills that law students need to get training in. All the means appearing in the table are of high degrees. This reveals that the students think that they want to get training in all the suggested reading sub-skills. However, with different degrees starting with reading legal textbooks (3.40), followed by reading legal articles in journals (3.27), reading instructions for assignments/projects (4.24), and reading course handouts (3.11). Although the students do not have a specific legal English textbook, they previously show that such textbooks are important for them. And because there are no English legal textbooks offered at the faculty, they also assign this reading sub-skill to be the most they lack since they do not practice using such books. Students' interest in getting training in reading legal textbooks reflects their need for the use of such books in spite of the point that their use is not encouraged at the faculty. However, as has been mentioned before, they can be used in combination with other materials selected by the instructors. The students also hope to get training in reading legal articles in journals (although such articles are distributed among them in the form of handouts, and reading course handouts is assigned to be the least among others in this table). It will be more helpful if the students are trained to use legal journals in general (not as handouts). It is worth mentioning that McDonough (1984) has argued that "English is the language of textbooks and journals" (p.70). Hirvela (2013) has agreed with this argument particularly in situations where English is a foreign language. As for reading handouts and reading instructions for assignments, the students previously assign

themselves to be the most proficient in; this justifies why they are found to be of the lowest means in this list. Yet, they are still of high means, and the students hope to get training in.

Table 13 shows the writing sub-skills that law students hope to get training in. All the means are of high degrees revealing that the students hope to get training in all the suggested writing sub-skills; however, with various degrees starting with writing summaries (3.41), followed by writing research papers (3.37), writing assignments and writing reports holding the same degree (3.32), answering exams (3.31), and taking notes in lectures (3.21). Assigning writing summaries to be the first sub-skill that the students want to get training in corresponds with what Kavaliauskiene (2010) has stated since students should be capable of making summaries prior to their ability to do other types of writing. That is, it seems that if the learners get training in making summaries, this will affect their ability in performing other types of writing including the other sub-skills suggested in this table. It is worth referring to the fact that although writing summaries is being assigned to be the first sub-skill to get training in, this does not mean that the students do not need training in others since all of them are of high means with slight differences. Moreover, all of these sub-skills are previously stated to be important, and the students also have some lacks and deficiencies in.

Table 14 shows that all the suggested listening sub-skills are of high means, and this reflects that the students want to get training in all of them, yet with various degrees. They are ranked as the following: following and understanding lectures (3.31), following question/answer sessions in class (3.30), listening to instructions for assignments (3.25), and listening to oral presentations (3.24). It can be noticed that following and understanding lectures and following question/answer sessions in class are previously assigned to be the most important. In other words, the students want to get training in these two sub-skills because they are the most important for them. Moreover, they are not of a sufficient level of proficiency in either of them. Furthermore, it can be said that the students choose the listening sub-skills that they

want to get training in according to how frequently they are exposed to them since following and understanding lectures and following question/answer sessions are more recurrent listening sub-skills compared with listening to instructions for assignments and listening to oral presentations.

Table 15 shows the speaking sub-skills that the students want to get training in. The students believe that they want to get training in all of them since all the means analyzed are of high degrees. They want to get training in participating in lecture discussions (3.40), giving oral presentations (3.33), asking questions in class and participating in seminars with the same degree of training required (3.28), and participating in conferences (3.23). It is noticeable that participating in lecture discussions is chosen by the students to be of the highest degree of importance, and participating in conferences is assigned to be of the lowest degree of importance. That is, the degree of importance assigned for the various speaking sub-skills affects the degree of training required for them. Moreover, it is to be referred to the fact that participating in lecture discussions is a more recurrent speaking sub-skill in the academic life of law students at HU compared with participating in conferences.

4.2.1.4 *The fourth sub-question.* To what extent is the offered course (Legal Terminology in English L1209) relevant/useful to law students at HU?

To answer the fourth sub-question regarding the usefulness of the offered course (Legal Terminology in English L1209), the results of the following tables are considered.

Table 16 shows to what extent law students find the course (Legal Terminology in English L1209) useful to them. The table shows that the majority of the students reveal positive attitudes toward the usefulness of the course since (47.7%) of them think that the course is very useful, and (18.6%) of them show that it is useful. These positive perceptions will not eliminate the neutral or negative perceptions of the other students who do not believe in the usefulness of this course, and these perceptions should also be taken into account and

should not be neglected. Actually, knowing the reasons for these negative perceptions will help in improving the course and even the students themselves. This point will be discussed later when discussing the weaknesses of the course and the suggestions mentioned by the students which will, if considered, increase the positive perceptions toward the usefulness of the course and create more motivating and encouraging learning situation. As has been previously stated in this study, learners are the primary stakeholders and their perceptions toward the usefulness of the course are extremely essential.

Table 17 shows the perceptions of the students toward the English language aspects that should be emphasized and included in any predicted English course offered at the faculty. As can be noticed, they can be ranked as the following: speaking skills (58.1%), reading comprehension (55.8%), technical vocabulary (52.3%), listening comprehension (41.9%), writing skills (36.0%), general vocabulary (34.9%), grammar (9.4%) and other (5.8%) for another point suggested by the students which is communication skills. Looking at these percents, it can be easily inferred that the students admit the importance of legal terminology or technical vocabulary. However, they also find themselves in need to be provided with other language aspects in order to achieve more appropriate and effective learning, and to be able to perform effectively in various academic legal situations. Law students give the main priority to speaking skills and reading comprehension and the least priority to grammar. Well, this place of grammar is assumed since the students - in the Palestinian context - at the school level are mostly provided with grammar structures and rules, so they may think that they go beyond the learning of such an aspect of language and need to develop other essential English language aspects.

Table 18 views the students' perceptions toward the time allocated to the course (Legal Terminology in English L1209). The great majority of the students (84.7%) agree that the time allocated to this English course, which is offered as a 3-hour-weekly course, is not

enough for them to be able to use the language effectively. This result reveals the positive attitudes of the students toward English language in general and learning English in particular. It also reflects that they are interested in getting more and more training in order to develop their language especially that which is related to law.

Table 19 reveals the perceptions of the students toward the teacher of such courses. Their perceptions reflect the dilemma found in the field of ESP since (51.2%) of them prefer a teacher who is a specialist in the field - in this situation a law practitioner, while (45.3%) of them prefer an English language teacher, and (3.5%) show a neutral answer saying that it does not matter. The situation itself is confusing since the specialist will be more competent in providing the content or subject-matter of the discipline and will be more qualified to present legal topics, issues, and subjects. Yet he/she may lack the various language teaching methodologies. Vice versa for the English language teacher who is equipped with the different language teaching methodologies - modern or traditional, but lacks the knowledge of the discipline-law. With regard to teaching English courses for law students, Salusbury (2011) has investigated the issue under the question "Teflors teaching law or lawyers teaching EFL?" (p.16). In this investigation he states,

Peter Thompson, director of courses at the London School of English (LSE), believes, 'it's best to have both, as long as the lawyers are also ELT-trained and have ELT experience.' LSE has two kinds of trainers: qualified ELT professionals who have a wealth of expertise in ESP and have been given time to train up to teach the language of law, and qualified lawyers who have a formal ELT qualification and considerable experience.. (p.16).

Table 20 shows the responses of the students regarding the weaknesses of the offered course. They show the following points:

1. Overcrowded classes.
2. There is no textbook.
3. Teaching methods and styles are traditional and there is no use for new methodologies.
4. The students do not understand the materials presented in the course.
5. There is no use of modern technology which assists the students to communicate with English speakers.
6. The focus is on vocabulary away from other skills such as speaking and writing.
7. The large number of the legal materials presented.
8. It depends for the most on memorizing, so it takes much time in studying.
9. It is the only course that focuses on the English language special for Jurisprudence and Law students.
10. The lack of the basic information of the English language.
11. The terms provided are very difficult.
12. There are no weaknesses for the course.
13. There is no practical training connected with the course.
14. One course is not enough.
15. The students' lack of interest in this course.

It is worth mentioning that there are different points stressed by the students, and this reflects the seriousness of these points, including 1, 2, 3, 6, 7, 8. It is important to refer to the fact that these limitations are considered to be the negative attitudes of the students that have to be treated and taken into account in order to create more healthy learning situation. Al-Tamimi and Shuib (2009) have argued that "attitudes may play a very crucial role in language

learning as they would appear to influence students' success or failure in their learning" (p.33). As such, teaching law will be more successful if these limitations and weaknesses are considered and treated.

Table 22 shows the suggestions of the students to improve English language training at the college and particularly in the offered course (Legal Terminology in English L1209). These suggestions can be summarized as the following:

1. To reduce the number of the students in the classroom so as not to exceed the number of 15 students.
2. To design a textbook.
3. To teach speaking by giving more training for the learners and by arranging more meetings with English language speakers.
4. To organize training sessions for the students and the teachers.
5. To use different teaching methods.
6. To consolidate this course with other English courses for law students.
7. To use technology.
8. There is nothing to suggest.
9. To take into account the English language proficiency level of the students.
10. To reduce the number of terms.

All the provided suggestions are important and should be taken into consideration by course designers and teachers. It has been noticed that some of these suggestions match with some of the previously mentioned limitations and weaknesses. Moreover, some suggestions are emphasized and stressed by many students as shown in the table.

4.3 Discussion of the Statistical Analysis of Law Instructors' Questionnaire

The following is the discussion of the statistical analysis of law instructors' questionnaire. This questionnaire is analyzed to answer the second research question. It shows the instructors' perceptions toward law students' necessities (in terms of the important language skills and sub-skills for studying law at HU) and their perceptions toward the offered course and English language training at the college in general.

4.3.1 Research question number two. What are the English language needs of law students at HU on the basis of their instructors' perceptions?

4.3.1.1 *The first sub-question.* How important/necessary are the English language skills for law students at HU?

To start with the necessities which are shown in tables 23-27. Table 23 shows that the instructors assign all the English language skills to be of high degrees of importance. They are ranked as the following: reading and writing with the same degree of importance (4.50), followed by speaking and listening holding the same degree of importance (4.38), vocabulary (4.37), and finally grammar (3.83). A noticeable point is that this order is somehow similar to that of the students in that reading and writing are recognized to be more important than speaking and listening, and in that vocabulary is more important than grammar. Furthermore, all the skills are shown to be important by the students and the instructors. So for further discussion of such importance see (the section of necessities in the discussion of the students' questionnaire-table 2). It is worth mentioning that this similarity re-emphasizes and re-stresses the high degrees of importance assigned for these skills.

Table 24 shows the degrees of importance of various reading sub-skills. They are all of high means, and this reveals that they are all important. They are ordered as the following:

reading legal articles in journals (4.25) being the most important, followed by reading instructions for assignments and projects (4.00), reading course handouts (3.87), and finally reading legal textbooks (3.75). The instructors in this table do not share the students their perceptions toward the importance of different reading sub-skills. The instructors here emphasize the importance of reading legal articles in journals over reading course handouts though these handouts may sometimes be legal articles in journals. This can be justified as that those instructors do not teach this course, so they do not have the exact idea about the materials provided for the students, and that these handouts can sometimes be legal articles. Moreover, it seems that the instructors are concerned more specifically with the legal journals themselves since journals are well-known for their up-to-date topics and research in the field. Therefore, the instructors may think that legal articles in journals are the most important for the students in order to be acknowledged with whatever new and up-to-date in their field. It is to be referred to the fact that despite the high level of importance assigned for reading legal textbooks in this table, it is ranked to be of the lowest degree of importance. The instructors may here admit the importance of this kind of books, yet they may also share the vision of the Dean of the college regarding the use of textbooks in teaching law, especially that they assign reading legal articles in journals and reading handouts to be more important than reading legal textbooks.

Table 25 shows how the instructors perceive the important writing sub-skills for studying law at HU. All the suggested writing sub-skills are considered to be important for law students. The instructors rank them as the following: writing summaries (4.38) being the most important, followed by writing reports (4.25), answering exams (4.13), and finally writing assignments, writing research papers, and taking notes in lectures with the same degree of importance (4.00). This rank is different from that of the students since the instructors emphasize writing summaries over others. Jordan (1997) and Kavaliauskiene

(2010) have stressed the importance of summaries as being an essential parcel of writing in academic situations. Indicating the importance of summaries, Kavaliauskiene (2010) has argued that students should be capable of making summaries prior to their ability to do other types of writing.

Table 26 shows how the instructors at HU perceive the importance of listening sub-skills. The high means of all the suggested listening sub-skills reveal how important and necessary they are for the students. The instructors rank them as the following: following and understanding lectures being the most important (4.63), following question/ answer sessions in class and listening to oral presentations with the same degree of importance (4.38), and finally listening to instructions for assignments (4.25). The instructors and the students admit the importance of the various listening sub-skills. It is worth mentioning that the instructors and the students assign following and understanding lectures to be the most important listening sub-skill and listening to instructions for assignments to be the least important of all. There are only slight differences according to the other sub-skills assigned by the instructors to be of the same degree of importance and of various degrees of importance by the students. This similarity of perceptions emphasizes the importance of the listening sub-skills and particularly following and understanding lectures in the academic situations of law students at HU.

Table 27 displays the important speaking sub-skills as perceived by the instructors. All the suggested speaking sub-skills are important. As can be noticed, participating in lecture discussions is assigned to be the most important one (4.75), followed by participating in conferences and participating in seminars with the same degree of importance (4.62), asking questions in class (4.13), and finally giving oral presentations (3.75). Both, the students and the instructors, perceive all the speaking sub-skills to be important, yet the ways in which they are ranked are different with only one similar point which is the choice of participating in

lecture discussions to be in the forefront, and this over-emphasizes its importance for law students. It is worth saying that these varied orders do not eliminate that all of these sub-skills are shown to be essential and necessary.

4.3.1.2 *The second sub-question.* To what extent is the offered course (Legal Terminology in English L1209) relevant/ useful to law students at HU?

The following discussion will be specified to answering the second sub-question of the research question number two. It investigates the perceptions of the instructors toward the offered course (Legal Terminology in English L1209) in particular and toward English language training at the college in general.

Table 28 reflects that the instructors show positive perceptions toward the offered course since (50%) of them show that it is useful, and the other (50%) believe that it is very useful. Although the students also show positive perceptions, the perceptions of the instructors are extremely positive compared with that of the students.

Table 29 shows the various language aspects chosen by the instructors in order to be emphasized and included in the English courses offered for the students. They believe that reading comprehension is extremely important to be included in the offered courses (100%), followed by technical vocabulary (87.5%), speaking skills (75%), writing skills, listening skills, and general vocabulary with the same percents (62.5%), and grammar (25.0%). In addition, some instructors suggest legal drafting in English as an important aspect to be included and emphasized. Admitting the importance of technical vocabulary re-emphasizes the positive perceptions previously revealed toward the offered course by the instructors. However, as has been noticed, other language aspects are also assigned with high percents. So it can be said that despite its importance and relevance, technical vocabulary is not the only language aspect to be emphasized, and that the English language courses offered at the

college should aim at improving the other language skills and not only terminology in order to help the learners perform effectively in various academic legal situations.

Table 30 shows how the instructors perceive the kinds of the English courses that should be offered to the students. The table shows that a similar degree of importance is given for the two types of ESP courses, EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) with a percent (62.5%). This reveals the positive attitudes of the instructors toward such types of courses, and reflects the importance of English for law practitioners in academic and occupational settings. This is emphasized by Codruta (2012) who has stated that "so legal English has become an essential element of a legal training programme both at the academic and professional stage" (p.832). Instructors' attitudes are very important because they are vital stakeholders in any academic program- in addition to students.

Table 31 reveals the instructors' opinions regarding the time allocated to the offered course. It shows that the majority of them think that it is not enough to help the students use the language effectively. Their perceptions are quite similar to that of the students, so this emphasizes and stresses the importance of time in such academic situations. This limited time can even affect the performance of the teachers. Hyland (2006) has stated,

Unfortunately, as we know, EAP courses rarely provide enough time to meet all identified needs, nor adequate time to collect and analyse needs data, which means that teachers typically write their courses on the basis of incomplete information (p.74).

Table 32 reflects the instructors' opinions regarding who is supposed to present such courses. That is, who is better to present such courses? They all believe that a specialist in the field is the best to present such courses. It seems that the instructors give the priority to the

subject-matter overlooking two points. First, the English language proficiency level of the teacher who is to present such courses is important since he should be proficient enough to teach such English courses; unfortunately it is not the case of most of law instructors in the university. Second, law instructors should be skillful in various teaching methods, traditional and interactive, in order to be able to present such courses, and it is assumed that law instructors at HU are not of such types of teachers as most of them do not have a long experience in teaching. This is what urges the students to stay in between choosing either type of teachers, and this suggests that the teacher of these courses offered at HU should be a specialist in the field/law who is highly qualified and well-equipped with the skills of teaching English. Salusbury (2011) has pointed out that a law practitioner who presents such courses "absolutely need to have an initial Tefl qualification" (p.16), quoting "Maurica Cassidy, director of studies at the Executive Centre at International House (IH) London" (p.16). Moreover, USAID (2007) has investigated teaching law in Palestine and recommended that teachers at law schools should be equipped with different teaching methods in order to use them in their classes.

Table 33 presents the limitations or the weaknesses of the course as mentioned by the instructors. They include the following:

- 1- The time allocated to the course is not enough. (This point is the most emphasized, and this reflects that it has the priority to consider).
- 2- The expertise that students get from this course is not enough to help them compete at the national, regional, and international levels.
- 3- There is no focus on conversation, and how to link ideas using practically the terms they have learned.
- 4- The poor English language proficiency level of the students.

- 5- Teaching in such a course depends mostly on lecturing, so there is no involvement of the learners in the learning process.

Table 34 presents some points suggested by the instructors in order to improve the offered course and English language training at the faculty. They include the following:

- 1- To develop the level of proficiency of the needed instructors in order to be able to teach such courses.
- 2- To cope with the new legal articles and to follow up what is new regarding the legal language and terminology.
- 3- To pay more attention for assisting the students to speak and converse in English.
- 4- To increase the familiarity of the students with the rules of English, and how sentences are formulated and drafted to help them master reading magazines and books published in English.
- 5- To hold more workshops and conferences in which English is used.

Commenting on the first point, it is worth referring to fact that USAID (2007) has explored the situation of instructors in various Palestinian law schools and suggested that teachers should be provided with sufficient training to improve their level of proficiency in English and in various English language skills.

4.4 Discussion of the Usefulness of Performing Genre Analysis with Respect to the Language of Law in the Process of Needs Analysis

4.4.1 Research question number three. How can performing genre analysis with respect to the language of law be useful in the process of needs analysis?

To answer the third research question regarding how performing genre analysis with respect to the language of law can be useful in the process of needs analysis, the various

characteristics of the legal language that have appeared in the previous chapter are to be summarized and restated in a nutshell as the following: the use of archaic legal language, the use of words and expressions of French and Latin origins, the use of the modal shall, the use of doublets and triplets, the use of legal technical language, the use of the impersonal style, repetition and redundancy, long sentences, nominalization, the use of conditional sentences and hypothetical constructions, the use of the suffixes -er, -or, -ee, the use of phrasal verbs, the use of performative verbs, and the uncommon word order.

Knowing the various stylistic features and characteristics of the language of law will help the students use and manipulate the language in the various situations of the legal arena either academic or occupational. Moreover, they will be able to perform the various important language skills and sub-skills that are previously identified in the needs analysis. As for the teachers, recognizing the needs of the learners as well as identifying the prime characteristics and the stylistic features of the legal language will help them fulfill their duties and responsibilities in such courses since Massouleh (2012) has stated that "teachers have a duty- in addition to making students aware of the social and variable aspects of a genre- at the same time to provide linguistic input" (p.69). As for the course designers, this will assist them in developing more appropriate, useful, and relevant legal English courses.

The relationship between needs and genre analysis is noticeable in this study. It can be said that genre analysis is significant for the various language skills identified in the needs analysis. Dudley-Evans and St John (1998) have referred to the importance of the "knowledge of genre" for various language skills.

With respect to reading and writing skills, which are assigned to be the most important language skills by the instructors and the learners, Hirvela (2013) has argued that by employing various procedures of genre analysis, learners, in an ESP course, will be informed with different ways to identify "as readers" and to echo "as writers" the "schematic structure"

(p.80) of the written language of their disciplines or specializations. She has added that knowing the main features of a particular "genre" helps learners deal with and comprehend the written pieces they face depending on their characteristics. That is, in the situation of law students at HU, providing law students with the previously mentioned characteristics will help them perform effectively the important reading and writing sub-skills shown in needs analysis. In addition, raising their consciousness of these features will help them recognize and fill the gap between the predicted and required proficiency level in the various reading and writing sub-skills, and their present actual. Moreover, such characteristics should be provided in any language training that aims at the development of the reading and writing sub-skills which law students are interested in. More specifically regarding writing, it is worth mentioning that various languages have different traditions and means of organization and patterns. In addition, the previous expertise of students with writing do not make them ready for "the literacy expectations of their university or professional workplaces" (p.96). Referring to this particular sample of students, law students are faced with the traditions and conventions of the legal writing that they never use during their school stage. This will be an obstacle that prevents them from performing the important writing sub-skills for their field of law. If they are not provided with such knowledge, they will not be able to develop their insufficient level of proficiency and reduce their lacks in the various writing sub-skills viewed in the needs analysis. Furthermore, knowing those characteristics will make the language training provided for the sub-skills that the students are interested in more fruitful. Jordan (1997) has argued that students should be engaged in "initial awareness activities" that help them recognize and perform well in various academic writing skills through identifying their importance, hardness as well as knowing their various conventions, traditions, patterns, etc.

As for speaking and listening, Feak (2013) has argued that, in addition to the needs analysis, the use of "corpora" has its essential position in the research that explores speaking

skills in ESP. This reflects the importance of genre analysis in such situations since it assists the process of creating more relevant courses and teaching materials. Goh (2013) has claimed that in listening situations, the special terms of different specializations may hinder the performance of the learners. It is well-known that in such situations, genre analysis has its essential contribution in helping students be familiar with such terms which can, by turn, affect their listening comprehension in particular and their performance in various communicative contexts in general. It is easy to notice that a great number of the characteristics provided in this study are related to terminology, for instance, the use of the legal technical terms whether pure technical terms or semi-technical terms, the use of terms with Latin and French origins, and many others. If such words are presented to law students using various teaching methods, they will be able to cope with the situations in which these words are to be used, in speaking or listening, whether in lecture situations or other interactive situations as seminars and conferences. Moreover, the students will be able to perform effectively the various listening and speaking sub-skills that they show to be important in the needs analysis, develop their level of proficiency in the various listening and speaking sub-skills, and learn effectively the sub-skills that they are interested in.

As for vocabulary and grammar, it has been stated that genre analysis has an important role in establishing the most important and needed vocabulary that students have to be familiar with in a particular discipline. Coxhead (2013) has argued that "corpus studies" which are related to genre analysis help in recognizing and comprehending "specialized vocabulary" (p.118) further. Such terms are clearly referred to in the section of genre analysis in the previous chapter. Law students should be provided with such technical legal terms because they are extremely important for listening and speaking –as has been discussed in the previous paragraph-, and the same can be said for reading and writing. As for grammar, conducting a genre analysis will help in identifying the various syntactic/grammatical features

of a discipline (law) in order to be presented for the students to master and to perform more effectively in their specialization. A quick look to the investigated characteristics of the legal language, it can be noticed that many of these features are syntactic, for example, the use of the modal shall, the use of the impersonal style, nominalization, the use of conditional sentences and hypothetical constructions, and others. These characteristics should be given primacy when presenting law students with the grammar used in their field, and other aspects can be neglected in favor of the language forms and the grammatical aspects shown in the section of genre analysis because this will help the students use and manipulate the language in the various legal situations.

To sum up, the conducted needs analysis has identified the necessities, lacks, and wants of law students at HU regarding the skills and sub-skills as well as the perceptions toward the offered course and English language training at the School of Law. Genre analysis comes to complete the picture. This section will give course designers more obvious picture about the situation showing that these features should be taken into account. Northcott (2013) has argued that such "studies are pedagogically significant because in order to develop both receptive and productive skills students need familiarity with the generic structures of legal texts" (p.221).

4.5 Conclusion

This chapter has discussed the findings of the study and answered the research questions. It has discussed the statistical analyses of both law learners' and instructors' questionnaires in relation to the conducted interview. It has investigated the needs of law students in terms of the necessities, lacks, and wants as well as the perceptions toward the offered course and English language training at the School of Law. It has also discussed how

performing genre analysis with respect to the language of law can be useful in the process of needs analysis.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter sums up the findings of the study, presents some recommendations, and shows various suggestions for further research.

This study has investigated the English language needs of law students at Hebron University in terms of the necessities, lacks, and wants as well as the perceptions toward the currently offered course and English language training at the faculty in general. It has also explored how performing genre analysis with respect to the language of law can be useful in the process of needs analysis.

5.1 Summary of the Major Findings of the Study

The findings of the study has revealed that in terms of the necessities, law students and instructors have perceived all the English language skills, grammar, and vocabulary to be important giving the priority to reading and writing. As for the language sub-skills, they have been also perceived by the learners and the instructors to be important. The students have assigned 'reading course handouts' to be the most important reading sub-skill, 'answering exams' to be the most important writing sub-skill, 'following and understanding lectures' to be the most important listening sub-skill, and 'participating in lecture discussions' to be the most important speaking sub-skill. As for the instructors, they have assigned 'reading legal articles in journals' as the most important reading sub-skill, 'writing summaries' as the most important writing sub-skill, 'following and understanding lectures' as the most important listening sub-skill, and 'participating in lecture discussions' as the most important speaking sub-skill. It is worth restating that assigning the previously mentioned skills and sub-skills to be the most

important does not mean that others are to be marginalized; they are all important, yet the mentioned have to be given primacy.

As for the lacks, they have been elicited through asking the students about their level of proficiency. The students have assigned themselves to be of a high level of proficiency in vocabulary and of an average/middle level of proficiency in the other suggested skills and grammar. They have assigned themselves to be the most proficient in vocabulary and the least proficient in speaking. As for the sub-skills, the students have assigned 'reading legal textbooks' as the reading sub-skill that they lack the most or that they are the least proficient in, 'writing research papers' as the writing sub-skill that they lack the most, 'listening to oral presentations' as the listening sub-skill that they lack the most, and 'participating in conferences' as the speaking sub-skill that they lack the most. It should be referred to fact that although the questionnaire of the instructors lacks this section, it has been mentioned in the question regarding the weaknesses of the course that the students are of a poor English language proficiency level, and the same point has been assured by the instructor of the offered course/the Dean of the college at the interview. This has revealed that the students have some problems either in assessing their level of proficiency or in predicting the acceptable and required English language proficiency level in their field of study; however, the order of the skills and sub-skills can be taken into account.

With respect to the sub-skills that the students want to get training in, the study has shown that they hope to get training in all the suggested sub-skills. However, they have given the priority to 'reading legal textbooks' to be the first reading sub-skill to get training in, 'writing summaries' to be the first writing sub-skill to get training in, 'following and understanding lectures' to be the first listening sub-skill to get training in, and 'participating in lecture discussions' to be the first speaking sub-skill to get training in.

Moving to the perceptions toward the usefulness of the currently offered course and English language training at the college, various yet related issues have been examined. According to the usefulness of the course, the majority of the students have shown positive perceptions toward the offered course since most of them think that it is very useful (47.7%) and useful (18.6%). In the following questionnaire question, the students have shown the various aspects of language to be emphasized in the English language courses offered at the faculty giving priority to speaking, reading, and technical vocabulary. As for the time allocated to the course, the majority of the students (84.7%) have shown that they are not satisfied with it revealing that it is not enough to help them use the language effectively. With respect to the teachers of such courses, the students have shown mixed perceptions as half of them (51.2%) prefer a specialist in the field- a law practitioner, and the others (45.3%) prefer an English language teacher. Finally, the students have pointed out some of the weaknesses of the offered course and some suggestions to be taken into account in developing this course and English language training at the faculty as a whole.

The instructors have also shown their perceptions toward the usefulness of the offered course and English language training at the college. All the instructors have agreed upon the usefulness of the course and have shown positive perceptions since (50.0%) of them have indicated that it is very useful, and the other (50.0%) have shown that it is useful. They have shown, regarding the language aspects to be included and emphasized in the English language courses offered at the faculty, that reading, technical vocabulary, and speaking have to be given the priority in any suggested course. They have also shown that the students have to be offered with English for Academic Purposes (EAP) (62.5%) and English for Occupational Purposes (EOP) courses (62.5%). For the time allocated to the offered course, the instructors have shared the perceptions of the students and have shown that it is not enough to assist the learners to use the language effectively. Unlike the students, all the instructors have agreed

that the teacher of such courses should be a specialist in the field- a law practitioner. Finally, they have shown some of the weaknesses of the offered course and some suggestions aimed at improving the offered course and English language training at the college.

The study has revealed that performing genre analysis with respect to the language of law can be useful in the process of needs analysis since the needs analysis has investigated the various skills and sub-skills in terms of the necessities, lacks, and wants. Furthermore, it has examined the perceptions toward the offered course and English language training at the faculty as a whole. Genre analysis has come to complete the picture and has given a more thorough and comprehensive vision for the teachers and course designers through presenting different stylistic features that characterize the legal language which can, by turn, affect the performance of the learners of the various English language skills and sub-skills in different academic legal situations.

5.2 Recommendations

- 1- In light of the study, it is clear that law students have to master the four language skills, grammar, and vocabulary in order to perform successfully and effectively in the various legal academic arenas. If an ESP course is to be developed to meet the needs of law students, course designers should integrate the language skills focusing on reading and writing because they are assigned to be the most important by the students and the instructors.
- 2- The English language proficiency level of the learners should be taken into account before designing any course. Moreover, the learners should be assisted to raise their awareness of their present proficiency level and the required level for their discipline.
- 3- The students have to be offered with additional English language courses before they start their study of law in order to be able to cope with any predicted ESP course.

McDonough (as cited in Goh, 2013) has argued that "learners who require ESP training already possess some level of proficiency in the language that enables them to communicate in English" (p.56).

- 4- The instructors should be engaged in various training courses and workshops to equip them with different teaching methodologies and to help them create a solid and well-established background about teaching methods they have to use in their classes.
- 5- The English language proficiency level of the instructors should be improved making them qualified to present and teach ESP courses, interact and communicate with international institutions, and participate in international conferences, seminars, and events.
- 6- The findings of this study are recommended and should be taken into account because they are significant for the teachers and course designers as they help them select, classify, sequence or order the materials of an ESP/ELP course to be designed.
- 7- The concept of time should be given more attention since the time allocated to the offered course is not enough to help the students use the language sufficiently.
- 8- The currently offered course should be consolidated and supported by other courses that take into account different language aspects other than technical vocabulary- legal terminology.
- 9- The learners' consciousness of the various genre-related characteristics of the legal language should be considered because this will enhance their performance of different language skills, activities, and tasks relevant to their discipline -law.
- 10- To design legal textbooks as preferred and suggested by the students tailored to meet their needs. However, it should be kept in mind that the instructors should be given room to adapt in the situation by modifying, changing, and selecting materials, activities, and tasks.

11- Cooperation between the School of Law and the English Department is recommended. Various events (workshops, training sessions, meetings with English speaking people, etc.) can be organized in order to help students and instructors practice and use the language effectively in their discipline and promote their language proficiency.

5.3 Suggestions for further research

- 1- This study is recommended as a model to be followed by various Palestinian law schools if they are to design courses that meet their learners' needs.
- 2- Other aspects of the teaching situation at the School of Law at HU also need further research such as the attitudes and the motivation of law students toward the English language, and other variables can be investigated such as gender.
- 3- The instructors have suggested that the learners have to be offered with EAP and EOP courses. This study has investigated the English language needs of law students in the academic situations. Further research can explore the language needs in the workplace.
- 4- This study shows that performing genre analysis with respect to the language law is useful in the process of needs analysis. Further research can investigate the legal language in more depth through a study specified only for genre analysis.

5.4 Conclusion

It is hoped that this study has sufficiently identified the English language needs of law students at HU to be a solid and well-established basis that can help course designers build effective English for Legal Purposes courses tailored to meet the needs of law majors. Creating such ELP courses will help the college achieve one of its main aims of creating qualified specialists who are well-prepared to communicate and compete at the national and international arenas.

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APPENDIX A

Names of the Jury

- 1- Dr. Hanna Tushyeh Lecturer at the English Department, Faculty of Arts,
Hebron University, Hebron, Palestine.

- 2- Dr. Hazem Bader Lecturer at the English Department, Faculty of Arts,
Hebron University, Hebron, Palestine.

- 3- Iman Dmairi Lecturer at the Language Center, Faculty of Arts,
Hebron University, Hebron, Palestine.

- 4- Dr. Ahmed Salamin Lecturer at the Language Center, Faculty of Arts,
Hebron University, Hebron, Palestine.

- 5- Dr. Nadia Qawasmeh Lecturer at the English Department, Al-Quds Open
University, Palestine.

APPENDIX B

Students' Questionnaire

Dear law student,

This questionnaire is a part of a research project at Hebron University. This research aims at investigating the English language needs of law students at Hebron University. You are highly appreciated for your voluntary participation. The information you provide will be used to develop and promote teaching at HU and particularly at the School of Law.

Your name is not requested, and all the answers you provide for this questionnaire will be confidential and will be used for research purposes only.

Thank you for your time

Researcher
Samar Shadfan

Section One: Background Information

Please fill in the blanks with the appropriate information or tick (✓) the appropriate box:

1. Gender male female
2. Academic year third fourth ex-student

Section Two: Law students' perceptions toward their English language needs

A. What are the most important English language skills for studying at the College of Law?

| English language skill | Very important | Important | Moderately important | Of little importance | Unimportant |
|------------------------|----------------|-----------|----------------------|----------------------|-------------|
| Speaking | | | | | |
| Listening | | | | | |
| Writing | | | | | |
| Reading | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |

B. What are the most important English language sub-skills for studying at the College of Law?

| | English language skill | Very important | Important | Moderately important | Of little importance | Unimportant |
|----------------------|--|----------------|-----------|----------------------|----------------------|-------------|
| Reading sub-skills | Reading legal textbooks | | | | | |
| | Reading legal articles in journals | | | | | |
| | Reading course handouts | | | | | |
| | Reading instructions for assignments/ projects | | | | | |
| Writing sub-skills | Writing reports | | | | | |
| | Writing assignments | | | | | |
| | Taking notes in lectures | | | | | |
| | Answering exams | | | | | |
| | Writing research papers | | | | | |
| | Writing summaries | | | | | |
| Listening sub-skills | Following and understanding lectures | | | | | |
| | Listening to oral presentations | | | | | |
| | Following question/answer sessions in class | | | | | |
| | Listening to instructions for assignments | | | | | |
| Speaking sub-skills | Participating in lecture discussions | | | | | |
| | Asking questions in class | | | | | |
| | Giving oral presentations | | | | | |
| | participating in seminars | | | | | |
| | Participating in conferences | | | | | |
| | Other: | | | | | |

C. How proficient are you in the following language skills?

| English language skill | Very good | Good | Average | Weak | Very weak |
|------------------------|-----------|------|---------|------|-----------|
| Speaking | | | | | |
| Listening | | | | | |
| Writing | | | | | |
| Reading | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |

D. How proficient are you in the following language sub-skills?

| | English language skill | Very good | Good | Average | Weak | Very weak |
|----------------------|--|-----------|------|---------|------|-----------|
| Reading sub-skills | Reading legal textbooks | | | | | |
| | Reading legal articles in journals | | | | | |
| | Reading course handouts | | | | | |
| | Reading instructions for assignments/ projects | | | | | |
| Writing sub-skills | Writing reports | | | | | |
| | Writing assignments | | | | | |
| | Taking notes in lectures | | | | | |
| | Answering exams | | | | | |
| | Writing research papers | | | | | |
| Listening sub-skills | Writing summaries | | | | | |
| | Following and understanding lectures | | | | | |
| | Listening to oral presentations | | | | | |
| | Following question/answer sessions in class | | | | | |
| Speaking sub-skills | Listening to instructions for assignments | | | | | |
| | Participating in lecture discussions | | | | | |
| | Asking questions in class | | | | | |
| | Giving oral presentations | | | | | |
| | participating in seminars | | | | | |
| | Participating in conferences | | | | | |
| | Other: | | | | | |

E. How much language training would you like to receive for the following to improve your English language sub-skills?

| | English language skill | A lot of training | Training needed | Little training needed | No training needed |
|----------------------|--|-------------------|-----------------|------------------------|--------------------|
| Reading sub-skills | Reading legal textbooks | | | | |
| | Reading legal articles in journals | | | | |
| | Reading course handouts | | | | |
| | Reading instructions for assignments/ projects | | | | |
| Writing sub-skills | Writing reports | | | | |
| | Writing assignments | | | | |
| | Taking notes in lectures | | | | |
| | Answering exams | | | | |
| | Writing research papers | | | | |
| | Writing summaries | | | | |
| Listening sub-skills | Following and understanding lectures | | | | |
| | Listening to oral presentations | | | | |
| | Following question/answer sessions in class | | | | |
| | Listening to instructions for assignments | | | | |
| Speaking sub-skills | Participating in lecture discussions | | | | |
| | Asking questions in class | | | | |
| | Giving oral presentations | | | | |
| | participating in seminars | | | | |
| | Participating in conferences | | | | |
| | Other: | | | | |

Section Three: Law students’ perceptions toward the usefulness of the course (Legal Terminology in English L1209) and English language training at the College of Law

1- How useful is the English language course (Legal Terminology in English L1209) to you?

Very useful Useful of some use of little use not useful

2- What aspects of the English language should such courses emphasize? (You can choose more than one)

Grammar

Technical vocabulary

General vocabulary

Listening comprehension

Reading comprehension

Speaking skills

Writing skills

Others (please specify) -----

3- Is the time allocated to the offered English course enough to you to use the language effectively?

Yes

No

4- English courses offered for law students should be presented by:

A specialist in the field (law practitioner)

An English language teacher

It doesn't matter

5- Please mention some weaknesses of the course (Legal Terminology in English L1209).

6- Please mention some suggestions to improve the course (Legal Terminology in English L1209) or English language training at the College of Law.

Thank you

APPENDIX C

استبيان الطلاب

عزيزي الطالب:

هذا الاستبيان جزء من مشروع بحثي في جامعة الخليل، والذي يهدف إلى التعرف إلى احتياجات اللغة الإنجليزية لطلاب القانون في الجامعة. نحن نقدر مشاركتك الطوعية في هذا البحث. سيتم استخدام المعلومات التي تقدمها في تطوير وتعزيز التدريس في الجامعة وخاصة في كلية الحقوق. ذكر اسمك ليس مطلوباً، كما أن جميع إجاباتك في هذا الاستبيان ستبقى سرية، وسيتم استخدامها لأغراض البحث فقط.

شكراً على وقتك

الباحثة

سمر شدفان

القسم الأول: معلومات أساسية

الرجاء إكمال الفراغات التالية بالمعلومات المناسبة أو وضع إشارة ✓ في المكان المناسب:

- 1- الجنس: ذكر أنثى
2- السنة الأكاديمية: ثالثة رابعة طالب سابق

القسم الثاني: تصورات الطلاب لاحتياجاتهم للغة الانجليزية:

أ- ما هي مهارات اللغة الانجليزية المهمة للدراسة في كلية الحقوق:

| المهارة اللغوية | مهم جدا | مهم | متوسط الأهمية | قليل الأهمية | غير مهم |
|-----------------|---------|-----|---------------|--------------|---------|
| التحدث | | | | | |
| السماع | | | | | |
| الكتابة | | | | | |
| القراءة | | | | | |
| القواعد | | | | | |
| المفردات | | | | | |

ب- ما هي مهارات اللغة الانجليزية الفرعية المهمة للدراسة في كلية الحقوق:

| المهارة | مهم جدا | مهم | متوسط الأهمية | قليل الأهمية | غير مهم |
|------------------------|--|-----|---------------|--------------|---------|
| مهارات القراءة الفرعية | قراءة كتب القانون | | | | |
| | قراءة المقالات في المجلات القانونية | | | | |
| | قراءة نشرات المساق | | | | |
| | قراءة تعليمات المهام (التعيينات) والمشاريع | | | | |
| مهارات الكتابة الفرعية | كتابة التقارير | | | | |
| | كتابة المهام (التعيينات) | | | | |
| | تدوين الملاحظات في المحاضرات | | | | |
| | إجابة الامتحانات | | | | |
| | كتابة الأبحاث | | | | |
| كتابة الملخصات | | | | | |

| | | | | | | |
|--|--|--|--|--|---|-------------------------------|
| | | | | | فهم واستيعاب المحاضرات | مهارات الاستماع الفرعية |
| | | | | | الاستماع إلى العروض التقديمية | |
| | | | | | الاستماع وفهم الأسئلة والأجوبة في المحاضرات | مهارات التحدث الفرعية |
| | | | | | الاستماع إلى تعليمات المهام | |
| | | | | | المشاركة في المناقشات في المحاضرة | |
| | | | | | طرح الأسئلة في المحاضرة | |
| | | | | | تقديم العروض التقديمية | |
| | | | | | المشاركة في الندوات | |
| | | | | | المشاركة في المؤتمرات | آخر: |

ج- ما هو مدى إتقانك لمهارات اللغة الانجليزية التالية:

| المهارة اللغوية | جيد جدا | جيد | متوسط | سيء | سيء جدا |
|-----------------|---------|-----|-------|-----|---------|
| التحدث | | | | | |
| السماع | | | | | |
| الكتابة | | | | | |
| القراءة | | | | | |
| القواعد | | | | | |
| المفردات | | | | | |

د- ما هو مدى إتقانك لمهارات اللغة الانجليزية الفرعية التالية:

| المهارة | جيد جدا | جيد | متوسط | سيئ | سيئ جدا |
|---|---------|-----|-------|-----|---------|
| مهارات القراءة الفرعية | | | | | |
| قراءة كتب القانون | | | | | |
| قراءة المقالات في المجالات القانونية | | | | | |
| قراءة نشرات المساق | | | | | |
| قراءة تعليمات المهام (التعيينات) والمشاريع | | | | | |
| كتابة التقارير | | | | | |
| كتابة المهام (التعيينات) | | | | | |
| مهارات الكتابة الفرعية | | | | | |
| تدوين الملاحظات في المحاضرات | | | | | |
| إجابة الامتحانات | | | | | |
| كتابة الأبحاث | | | | | |
| كتابة الملخصات | | | | | |
| مهارات الاستماع الفرعية | | | | | |
| فهم واستيعاب المحاضرات | | | | | |
| الاستماع إلى العروض التقديمية | | | | | |
| الاستماع وفهم الأسئلة والأجوبة في المحاضرات | | | | | |
| الاستماع إلى تعليمات المهام | | | | | |
| مهارات التحدث الفرعية | | | | | |
| المشاركة في المناقشات في المحاضرة | | | | | |
| طرح الأسئلة في المحاضرة | | | | | |
| تقديم العروض التقديمية | | | | | |
| المشاركة في الندوات | | | | | |
| المشاركة في المؤتمرات | | | | | |
| آخر | | | | | |

هـ- كم تحتاج من التدريب لتحسن مهارات اللغة الانجليزية الفرعية التالية:

| لا حاجة للتدريب | القليل | يلزم التدريب | الكثير | المهارة | |
|-----------------|--------|--------------|--------|---|-------------------------|
| | | | | قراءة كتب القانون | مهارات القراءة الفرعية |
| | | | | قراءة المقالات في المجلات القانونية | |
| | | | | قراءة نشرات المساق | |
| | | | | قراءة تعليمات المهام (التعيينات) والمشاريع | |
| | | | | كتابة التقارير | مهارات الكتابة الفرعية |
| | | | | كتابة المهام (التعيينات) | |
| | | | | تدوين الملاحظات في المحاضرات | |
| | | | | إجابة الامتحانات | |
| | | | | كتابة الأبحاث | |
| | | | | كتابة الملخصات | مهارات الاستماع الفرعية |
| | | | | فهم واستيعاب المحاضرات | |
| | | | | الاستماع إلى العروض التقديمية | |
| | | | | الاستماع وفهم الأسئلة والأجوبة في المحاضرات | |
| | | | | الاستماع إلى تعليمات المهام | |
| | | | | المشاركة في المناقشات في المحاضرة | مهارات التحدث الفرعية |
| | | | | طرح الأسئلة في المحاضرة | |
| | | | | تقديم العروض التقديمية | |
| | | | | المشاركة في الندوات | |
| | | | | المشاركة في المؤتمرات | |
| | | | | آخر: | |

القسم الثالث: تصورات الطلاب فيما يخص أهمية وجدوى المساق (مصطلحات قانونية باللغة الانجليزية L1209) وتدريس اللغة الانجليزية في كلية الحقوق

1- ما مدى أهمية المساق (مصطلحات قانونية باللغة الانجليزية L1209) بالنسبة لك
 مفيد جدا مفيد بعض من الفائدة قليل الفائدة لا فائدة له

2- ما هي جوانب اللغة الانجليزية التي يجب التركيز عليها في مثل هذا المساق (يمكنك اختيار أكثر من واحد)؟
 القواعد
 المفردات التقنية (القانونية)
 المفردات العامة
 الاستماع
 القراءة
 التحدث
 الكتابة
 أخرى (يرجى التحديد)

3- هل تعد المدة المخصصة لمساق اللغة الانجليزية كافية لك كي تستخدم اللغة الانجليزية بفعالية؟
 نعم لا

4- يجب أن تقدم مسابقات اللغة الانجليزية لطلاب القانون بواسطة:

احد المختصين في مجال القانون

مدرس لغة انجليزية

لا يهم

5- يرجى ذكر بعض نقاط ضعف المساق (مصطلحات قانونية باللغة الانجليزية L1209)

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6- يرجى ذكر بعض المقترحات لتحسين المساق (مصطلحات قانونية باللغة الانجليزية L1209) وتطوير تدريس اللغة

الانجليزية في كلية الحقوق

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شكرا

APPENDIX D

Instructors' Questionnaire

Dear respondents,

This questionnaire is a part of a research project at Hebron University. This research aims at investigating the English language needs of law students at Hebron University. You are highly appreciated for your voluntary participation. The information you provide will be used to develop and promote teaching at HU and particularly at the School of Law.

Your name is not requested, and all the answers you provide for this questionnaire will be confidential and will be used for research purposes only.

Thank you for your time

Researcher
Samar Shadfan

Section One: Background Information

- 1- Gender: male female
- 2- Years of experience:
- 3- Level of proficiency in English: excellent very good good average low
- 4- Qualification: BA MA other

Section Two: Law instructors' perceptions toward law students' English language needs

A-What are the most important English language skills for studying at the College of Law?

| English language skill | Very important | Important | Moderately important | Of little importance | Unimportant |
|------------------------|----------------|-----------|----------------------|----------------------|-------------|
| Speaking | | | | | |
| Listening | | | | | |
| Writing | | | | | |
| Reading | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |

B- What are the most important English language sub-skills for studying at the College of Law?

| | English language skill | Very important | Important | Moderately important | Of little importance | Unimportant |
|----------------------|--|----------------|-----------|----------------------|----------------------|-------------|
| Reading sub-skills | Reading legal textbooks | | | | | |
| | Reading legal articles in journals | | | | | |
| | Reading course handouts | | | | | |
| | Reading instructions for assignments/ projects | | | | | |
| Writing sub-skills | Writing reports | | | | | |
| | Writing assignments | | | | | |
| | Taking notes in lectures | | | | | |
| | Answering exams | | | | | |
| | Writing research papers | | | | | |
| | Writing summaries | | | | | |
| Listening sub-skills | Following and understanding lectures | | | | | |
| | Listening to oral presentations | | | | | |
| | Following question/ answer sessions in class | | | | | |
| | Listening to instructions for assignments | | | | | |
| Speaking sub-skills | Participating in lecture discussions | | | | | |
| | Asking questions in class | | | | | |
| | Giving oral presentations | | | | | |
| | Participating in seminars | | | | | |
| | Participating in conferences | | | | | |
| | Other: | | | | | |

Section Three: Law instructors' perceptions toward the usefulness of the course (Legal Terminology in English L1209) and English language training at the College of Law

1) How useful is the English language course (Legal Terminology in English L1209) to law students?

Very useful Useful of some use of little use not useful

2) What aspects of the English language should such courses emphasize? (You can choose more than one)

- Grammar
- Technical vocabulary
- General vocabulary
- Listening comprehension
- Reading comprehension
- Speaking skills
- Writing skills
- Others (please specify) -----

3) Which type of English language courses would you like law students to attend? (You can choose more than one option)

- English for Academic Purposes (EAP)
- English for Occupational Purposes (EOP)
- General English (GE)
- Others (specify) -----

4) Is the time allocated to the English course enough to law students to use the language effectively?

- Yes
- No

5) English courses offered for law students should be presented by:

- A specialist in the field (law practitioner)
- An English language teacher
- It doesn't matter

6) Please mention some weaknesses of the course (Legal Terminology in English L1209).

7) Please mention some suggestions to improve the course (Legal Terminology in English L1209) and English language training at the College of Law.

Thank you

APPENDIX E

استبيان المدرسين

الأستاذ الكريم

هذا الاستبيان جزء من مشروع بحثي في جامعة الخليل، والذي يهدف إلى التعرف إلى احتياجات اللغة الإنجليزية لطلاب القانون في الجامعة. نحن نقدر مشاركتك الطوعية في هذا البحث. سيتم استخدام المعلومات التي تقدمها في تطوير وتعزيز التدريس في الجامعة وخاصة في كلية الحقوق .

ذكر اسمك ليس مطلوباً، كما أن جميع إجاباتك في هذا الاستبيان ستبقى سرية، وسيتم استخدامها لأغراض البحث فقط.

شكراً على وقتك

الباحثة
سمر شدفان

القسم الأول: معلومات أساسية

الرجاء إكمال الفراغات التالية بالمعلومات المناسبة أو وضع إشارة ✓ في المكان المناسب:

- الجنس: ذكر أنثى
- عدد سنوات الخبرة:
- مستوى الكفاءة في اللغة الانجليزية: ممتاز جيد جداً جيد متوسط سيء
- المؤهل العلمي: بكالوريوس ماجستير أخرى:

القسم الثاني: تصورات المدرسين لاحتياجات طلاب القانون لمهارات اللغة الانجليزية

أ. ما هي مهارات اللغة الانجليزية المهمة للدراسة في كلية الحقوق:

| المهارة اللغوية | مهم جداً | مهم | متوسط الأهمية | قليل الأهمية | غير مهم |
|-----------------|----------|-----|---------------|--------------|---------|
| التحدث | | | | | |
| السماع | | | | | |
| الكتابة | | | | | |
| القراءة | | | | | |
| القواعد | | | | | |
| المفردات | | | | | |

ب. ما هي مهارات اللغة الانجليزية الفرعية المهمة للدراسة في كلية الحقوق:

| غير مهم | قليل الأهمية | متوسط الأهمية | مهم | مهم جدا | المهارة | |
|---------|--------------|---------------|-----|---------|---|-------------------------|
| | | | | | قراءة كتب القانون | مهارات القراءة الفرعية |
| | | | | | قراءة المقالات في المجالات القانونية | |
| | | | | | قراءة نشرات المساق | |
| | | | | | قراءة تعليمات المهام (التعيينات) والمشاريع | |
| | | | | | كتابة التقارير | مهارات الكتابة الفرعية |
| | | | | | كتابة المهام (التعيينات) | |
| | | | | | تدوين الملاحظات في المحاضرات | |
| | | | | | إجابة الامتحانات | |
| | | | | | كتابة الأبحاث | مهارات الاستماع الفرعية |
| | | | | | كتابة الملخصات | |
| | | | | | فهم واستيعاب المحاضرات | |
| | | | | | الاستماع إلى العروض التقديمية | |
| | | | | | الاستماع وفهم الأسئلة والأجوبة في المحاضرات | مهارات التحدث الفرعية |
| | | | | | الاستماع إلى تعليمات المهام | |
| | | | | | المشاركة في المناقشات في المحاضرة | |
| | | | | | طرح الأسئلة في المحاضرة | |
| | | | | | تقديم العروض التقديمية | مهارات التحدث الفرعية |
| | | | | | المشاركة في الندوات | |
| | | | | | المشاركة في المؤتمرات | |
| | | | | | آخر: | |

القسم الثالث: تصورات المدرسين فيما يخص أهمية وجدوى المساق (مصطلحات قانونية باللغة الانجليزية L1209) و تدريس اللغة الانجليزية في كلية الحقوق

- 1- ما مدى أهمية المساق (مصطلحات قانونية باللغة الانجليزية L1209) بالنسبة لطلاب القانون
 مفيد جدا مفيد بعض من الفائدة قليل الفائدة لا فائدة له
- 2- ما هي جوانب اللغة الانجليزية التي يجب التركيز عليها في مثل هذا المساق (يمكنك اختيار أكثر من واحد)؟
 القواعد
 المفردات التقنية (القانونية)
 المفردات العامة
 الاستماع
 القراءة
 التحدث
 الكتابة
 أخرى (يرجى التحديد)
- 3- أي نوع من مساقات اللغة الانجليزية تفضل تقديمها لطلاب القانون:
 الانجليزية لأغراض أكاديمية
 الانجليزية لأغراض مهنية
 الانجليزية العامة
 أخرى (يرجى التحديد)

4- هل تعد المدة المخصصة لمساق اللغة الانجليزية كافية لطلاب القانون بحيث تتيح لهم استخدام اللغة الانجليزية بفعالية؟
 نعم لا

5- يجب أن تقدم مساقات اللغة الانجليزية لطلاب القانون بواسطة:
 احد المختصين في مجال القانون
 مدرس لغة انجليزية
 لا يهم

6- يرجى ذكر بعض نقاط ضعف المساق (مصطلحات قانونية باللغة الانجليزية L1209).

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

7- يرجى ذكر بعض المقترحات لتحسين المساق (مصطلحات قانونية باللغة الانجليزية L1209) وتطوير تدريس اللغة الانجليزية في كلية الحقوق.

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شكرا

APPENDIX F

Sample 1

Convention (IV) relative to the Protection of Civilian Persons in Time of War. Geneva, 12 August 1949.

Part I. General Provisions

Article 1. The High Contracting Parties undertake to respect and to ensure respect for the present Convention in all circumstances.

Art. 2. In addition to the provisions which shall be implemented in peace-time, the present Convention shall apply to all cases of declared war or of any other armed conflict which may arise between two or more of the High Contracting Parties, even if the state of war is not recognized by one of them.

The Convention shall also apply to all cases of partial or total occupation of the territory of a High Contracting Party, even if the said occupation meets with no armed resistance.

Although one of the Powers in conflict may not be a party to the present Convention, the Powers who are parties thereto shall remain bound by it in their mutual relations. They shall furthermore be bound by the Convention in relation to the said Power, if the latter accepts and applies the provisions thereof.

Art. 3. In the case of armed conflict not of an international character occurring in the territory of one of the High Contracting Parties, each Party to the conflict shall be bound to apply, as a minimum, the following provisions:

(1) Persons taking no active part in the hostilities, including members of armed forces who have laid down their arms and those placed hors de combat by sickness, wounds, detention, or any other cause, shall in all circumstances be treated humanely, without any adverse distinction founded on race, colour, religion or faith, sex, birth or wealth, or any other similar criteria.

To this end the following acts are and shall remain prohibited at any time and in any place whatsoever with respect to the above-mentioned persons:

- (a) violence to life and person, in particular murder of all kinds, mutilation, cruel treatment and torture;
- (b) taking of hostages;
- (c) outrages upon personal dignity, in particular humiliating and degrading treatment;
- (d) the passing of sentences and the carrying out of executions without previous judgment pronounced by a regularly constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples.

(2) The wounded and sick shall be collected and cared for.

An impartial humanitarian body, such as the International Committee of the Red Cross, may offer its

services to the Parties to the conflict.

The Parties to the conflict should further endeavour to bring into force, by means of special agreements, all or part of the other provisions of the present Convention.

The application of the preceding provisions shall not affect the legal status of the Parties to the conflict.

Art. 4. Persons protected by the Convention are those who, at a given moment and in any manner whatsoever, find themselves, in case of a conflict or occupation, in the hands of a Party to the conflict or Occupying Power of which they are not nationals.

Nationals of a State which is not bound by the Convention are not protected by it. Nationals of a neutral State who find themselves in the territory of a belligerent State, and nationals of a co-belligerent State, shall not be regarded as protected persons while the State of which they are nationals has normal diplomatic representation in the State in whose hands they are.

The provisions of Part II are, however, wider in application, as defined in Article 13.

Persons protected by the Geneva Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field of 12 August 1949, or by the Geneva Convention for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea of 12 August 1949, or by the Geneva Convention relative to the Treatment of Prisoners of War of 12 August 1949, shall not be considered as protected persons within the meaning of the present Convention.

Art. 5 Where in the territory of a Party to the conflict, the latter is satisfied that an individual protected person is definitely suspected of or engaged in activities hostile to the security of the State, such individual person shall not be entitled to claim such rights and privileges under the present Convention as would, if exercised in the favour of such individual person, be prejudicial to the security of such State.

Where in occupied territory an individual protected person is detained as a spy or saboteur, or as a person under definite suspicion of activity hostile to the security of the Occupying Power, such person shall, in those cases where absolute military security so requires, be regarded as having forfeited rights of communication under the present Convention.

In each case, such persons shall nevertheless be treated with humanity and, in case of trial, shall not be deprived of the rights of fair and regular trial prescribed by the present Convention. They shall also be granted the full rights and privileges of a protected person under the present Convention at the earliest date consistent with the security of the State or Occupying Power, as the case may be.

Art. 6. The present Convention shall apply from the outset of any conflict or occupation mentioned in Article 2.

In the territory of Parties to the conflict, the application of the present Convention shall cease on the general close of military operations.

In the case of occupied territory, the application of the present Convention shall cease one year after the general close of military operations; however, the Occupying Power shall be bound, for the duration of the occupation, to the extent that such Power exercises the functions of government in such territory, by the provisions of the following Articles of the present Convention: 1 to 12, 27, 29 to 34, 47, 49, 51, 52, 53, 59, 61 to 77, 143.

Protected persons whose release, repatriation or re-establishment may take place after such dates shall meanwhile continue to benefit by the present Convention.

Art. 7. In addition to the agreements expressly provided for in Articles 11, 14, 15, 17, 36, 108, 109, 132, 133 and 149, the High Contracting Parties may conclude other special agreements for all matters concerning which they may deem it suitable to make separate provision. No special agreement shall adversely affect the situation of protected persons, as defined by the present Convention, not restrict the rights which it confers upon them.

Protected persons shall continue to have the benefit of such agreements as long as the Convention is applicable to them, except where express provisions to the contrary are contained in the aforesaid or in subsequent agreements, or where more favourable measures have been taken with regard to them by one or other of the Parties to the conflict.

Art. 8. Protected persons may in no circumstances renounce in part or in entirety the rights secured to them by the present Convention, and by the special agreements referred to in the foregoing Article, if such there be.

Art. 9. The present Convention shall be applied with the cooperation and under the scrutiny of the Protecting Powers whose duty it is to safeguard the interests of the Parties to the conflict. For this purpose, the Protecting Powers may appoint, apart from their diplomatic or consular staff, delegates from amongst their own nationals or the nationals of other neutral Powers. The said delegates shall be subject to the approval of the Power with which they are to carry out their duties.

The Parties to the conflict shall facilitate to the greatest extent possible the task of the representatives or delegates of the Protecting Powers.

The representatives or delegates of the Protecting Powers shall not in any case exceed their mission under the present Convention.

Sample 2

1. LAWS

Law of the Formation of Regular Courts No. 5 of 2001

**The Chairman of the Executive Committee of the Palestine Liberation
Organisation,
The President of the Palestinian National Authority,**

Having reviewed the *Law of Courts No. 31 of 1940* in force in the Governorates of the Gaza Strip,

Having reviewed the *Law of Judicial Organisation No. 26 of 1952* in force in the Governorates of the West Bank,

Having reviewed the *Law of Magistrate Courts No. 45 of 1947* in force in the Governorates of the West Bank, and

Based upon the approval of the Legislative Council during its session of 17 May, 2000,

I hereby promulgate the following law:

Part I. General Provisions

Article 1

1. Courts of all levels shall be established pursuant to the provisions of the *Judicial Authority Law* and this law.
2. The scope of jurisdiction of the courts shall be determined by a decision of the Minister of Justice.

Article 2

1. The courts of Palestine shall consider and adjudicate all disputes and crimes, except those excluded by a special provision of the law. The authority of the Judiciary shall be exercised over all persons.
2. The rules of jurisdiction of the courts shall be determined by the law, and the courts shall exercise their jurisdiction pursuant to the law.

Article 3

1. Court sessions shall be open and public, unless the court decides *sua sponte* or upon the request of one of the litigants that proceedings shall be held *in camera* for reasons of morality or to maintain public order. In all cases, the pronouncement of the judgement shall be made in a public session.

2. The President of the Court shall be responsible for the organisation and orderly process of each session.

Article 4

Arabic shall be the official language used in the courts. The court shall hear the statements of non-Arabic speaking litigants or witnesses through a sworn interpreter.

Article 5

Judgements shall be issued and executed in the name of the Arab Palestinian people. Judgements shall specify the reasons upon which they are based.

Article 6

The President of the Court shall issue the decisions organising the internal administrative procedures of a court.

Article 7

The courts shall be organised as follows:

1. Magistrate Courts.
2. Courts of First Instance.
3. Courts of Appeal.
4. The High Court.

Part II. Magistrate Courts

Article 8

Within the circuit of jurisdiction of each Court of First Instance, one or more Magistrate Courts shall be established as necessary. They shall exercise their jurisdiction pursuant to the law.

Article 9

A Magistrate Court shall convene before a single judge, who shall exercise administrative control. In the event of a multiplicity of judges, this task shall be performed by the most senior judge.

Article 10

The High Judicial Council shall organise the work of the Magistrate Courts and divide them into specialised circuits of jurisdiction as necessary.

Article 11

The High Judicial Council shall issue a decision delegating one or more Magistrate Judges to rule on interlocutory matters; they shall be called 'Judges of Summary Matters' pursuant to the provisions of the *Law of Civil Procedure*.

Part III. Courts of First Instance

Article 12

Courts of First Instance shall be established at the seats of the Governorates as necessary.

Article 13

The Courts of First Instance shall consist of a President and an adequate number of judges.

Article 14

The Courts of First Instance shall convene before a panel of three (3) judges to be presided over by the most senior judge. A Court of First Instance shall convene before a single judge in the cases determined by the law.

Article 15

When sitting in the capacity of appeal, the Courts of First Instance shall consist of three (3) judges and consider appeals filed against judgements rendered by Magistrate Courts pursuant to the law.

Article 16

The Courts of First Instance may consider correctional cases lying outside of their jurisdiction by means of a decision issued by the President of the High Court upon the request of the Attorney-General.

Article 17

The High Judicial Council shall issue a decision delegating a First Instance Judge to consider interlocutory or summary matters; he shall be called the 'Judge of Summary Matters' pursuant to the provisions of the *Law of Civil Procedure*.

Part IV. Courts of Appeal

Article 18

Courts of Appeal shall be established in:

1. The capital, Jerusalem
2. Gaza
3. Ramallah.

Article 19

The Courts of Appeal shall consist of a President and an adequate number of judges.

Article 20

Each session of the Courts of Appeal shall convene before three (3) judges presided over by the most senior judge to hear criminal and civil actions appealed before them.

Sample 3

ARTICLE 1.

The Mandatory shall have full powers of legislation and of administration, save as they may be limited by the terms of this mandate.

ARTICLE 2.

The Mandatory shall be responsible for placing the country under such political, administrative and economic conditions as will secure the establishment of the Jewish national home, as laid down in the preamble, and the development of self-governing institutions, and also for safeguarding the civil and religious rights of all the inhabitants of Palestine, irrespective of race and religion.

ARTICLE 3.

The Mandatory shall, so far as circumstances permit, encourage local autonomy.

ARTICLE 4.

An appropriate Jewish agency shall be recognised as a public body for the purpose of advising and co-operating with the Administration of Palestine in such economic, social and other matters as may affect the establishment of the Jewish national home and the interests of the Jewish population in Palestine, and, subject always to the control of the Administration to assist and take part in the development of the country.

The Zionist organization, so long as its organization and constitution are in the opinion of the Mandatory appropriate, shall be recognised as such agency. It shall take steps in consultation with His Britannic Majesty's Government to secure the co-operation of all Jews who are willing to assist in the establishment of the Jewish national home.

ARTICLE 5.

The Mandatory shall be responsible for seeing that no Palestine territory shall be ceded or leased to, or in any way placed under the control of the Government of any foreign Power.

ARTICLE 6.

The Administration of Palestine, while ensuring that the rights and position of other sections of the population are not prejudiced, shall facilitate Jewish immigration under suitable conditions and shall encourage, in co-operation with the Jewish agency referred to in Article 4, close settlement by Jews on the land, including State lands and waste lands not required for public purposes.

ARTICLE 7.

The Administration of Palestine shall be responsible for enacting a nationality law. There shall be included in this law provisions framed so as to facilitate the acquisition of Palestinian citizenship by Jews who take up their permanent residence in Palestine.

ARTICLE 8.

The privileges and immunities of foreigners, including the benefits of consular jurisdiction and protection as formerly enjoyed by Capitulation or usage in the Ottoman Empire, shall not be applicable in Palestine.

Unless the Powers whose nationals enjoyed the afore-mentioned privileges and immunities on August 1st, 1914, shall have previously renounced the right to their re-establishment, or shall have agreed to their non-application for a specified period, these privileges and immunities shall, at the expiration of the mandate, be immediately reestablished in their entirety or with such modifications as may have been agreed upon between the Powers concerned.