The Impact of Students' Future Imagined Identities on Their English Language Learning in an EFL Context: The Case of English for Law.

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Leila Benseddik

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Abstract

This research project aimed at finding out ways of improving the teaching of English for Specific Purposes (ESP) by investigating the impact of students' imagined future identities on their English language learning. The context for the present research project is an English for Law module offered to Postgraduate students of law in Algeria where I had an experience as an English tutor. The study employed an action research approach in three phases: Planning, Acting and Reflecting. Through these phases a number of research methods were used including: interviews with English teachers and faculty staff, classroom observation of several English sessions, implementation of pilot activities, teacher field notes and focus groups with students. This research project drew on Norton's (2000-2010) understanding of English learners' identity and its impact on language learning. The findings of this research revealed that while in the classroom, students construct future images of themselves, referred to as imagined identities. The study also found that a focus on such imagined identities impacts positively on students of law English learning process; leading them to invest in the practices of English and seeking membership in their future communities as both lawyer-users of English and professional-users of English. In addition, the findings also offer more understanding to ESP tutors to extend their evaluation to their students as either motivated or unmotivated, to focus on their investment in learning through their identity changes and the images they have of themselves and who they want to become. Noticing that could significantly help the tutors to select meaningful tasks, to create a better environment of learning, and to lead the course to achieve its objectives.

Keywords: English for Specific Purposes (ESP), Action Research, imagined identities, investment.

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List of Abbreviations

CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EBP	English for Business Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
ELP	English for Law Purposes
ESP	English for Specific Purposes
EMP	English for Medical Purposes
ENP	English for Nursing Purposes
EST	English for Science and Technology
SFL	Systematic Functional Linguistics
SLA	Second Language Acquisition

1. **Chapter One: Introduction**

In Algerian, the importance of English at university level has increased recently as a result of the continuous spread of English in the sector of higher education and scientific research, where most of the sources that the students need and the teachers use to prepare their lectures are in English, as well as the peer reviewed journals in which students publish their research papers. Accordingly, stakeholders offer the English course for almost all specialties in Algerian universities to serve a particular purpose, which is teaching students the technical English of their specialty. These courses are referred to as English for Specific Purposes (ESP).

1.1 **Brief Summary on English Language Teaching in Algeria**

The compulsory teaching of English in Algerian schools started at the end of the 1970s when the language policy makers introduced English into the secondary schools. Both national and foreign teachers were employed to teach English, yet the number of such expatriate teachers decreased considerably by 1986 after the oil crisis. Presently, most of the teaching staff are Algerians (Bouhadiba 2006 cited in Bouazid & Le Roux 2014). Miliani (2000:13) believes that Algeria is "In a situation where the French language has lost much of its ground in the sociocultural and educational environment of the country, [So] the introduction of English is being heralded as the magic solution to all the possible ills- including economic, technological and educational ones".

Teaching English at middle school lasts four years during which pupils aged 11 to 15 study English three times a week. Once at secondary school, the number of English classes varies according to the stream in which the students are registered. For instance, for students of experimental sciences, accounting, and mathematics, the number of sessions is three per week which is similar to Arabic and French. However, for students registered in foreign language and literature streams, they have English four times a week. The Ministry of Education (2005:4) clarifies the aim behind introducing English in Algerian schools stating that:

> *Le but de l'enseignement de l'anglais est d'aider notre société à s'intégrer harmonieusement dans la modernité en participant pleinement et entièrement à la communauté linguistique qui utilise cette langue pour tous types d'interaction. Cette participation, basée sur le partage et l'échange d'idées et d'expériences scientifiques, culturelles et civilisationnelles,*

> *permettra une meilleure connaissance de soi et de l'autre (Ministere de L'education Nationale 2006: 3).*

[Translation]

> *The purpose of teaching English is to help our society to integrate harmoniously into modernity by participating fully and entirely in the linguistic community that uses that language for all types of interaction. This participation, which is based on sharing and exchanging ideas and experiences about science, culture and civilisation will allow a better understanding of one's self and the other.*

The way English is taught in middle and secondary schools witnessed many changes in the teaching approaches used because of the educational reforms occurring in Algeria. These approaches to teaching English ranged from the structural approach, the communicative approach, to the competency based approach which was introduced in 2003 until present (Benrabah, 2007).

As far as the tertiary level is concerned, and although all the Algerian universities use French as the medium of instruction in the scientific fields such as medicine, chemistry, science and technology, biology, geology and so on, an English course has been integrated in the curricula for each of these specialties and is provided once a week for postgraduates, as a result of the changes outlined above caused by globalization.

1.2   Context of the Study

This study took place in the Faculty of Law and Political Sciences in the University of Tlemcen, Algeria. The faculty is divided into two main departments: The Department of Law and Administrative Sciences and The Department of Politics and Foreign Relations. Undergraduate studies last three years while Postgraduate students last from three to five years (two years for Masters and three to five years for a PhD program). Students have a variety of specialties in the Masters level, as shown in Table 1-1.

Table 1-1 Areas of Specialization within the Faculty of Law and Political Sciences

	Department	
	Law and Administrative Sciences	**Politics and Foreign Relations**
Master Studies	Enterprise Law Competition and Consumer Law	General Policies Communication and Public Relations

	General Economic Law Business Criminal Law Public Law Maritime Law and Transport Law	Diplomacy and International Relations Public Administration and Political Development Strategic and Security Studies

To practice as legal professionals, students are required to get their CAPA degree (Certificat d'aptitude professionnel d'avocat) I translated this as Professional Certificate for Lawyers. Graduates can practice as lawyers, public notaries, jurists in a number of administrative sectors. This study is concerned with the English for Law module provided to Masters students of Law and Administrative Sciences. This module is only provided at the postgraduate level and is delivered weekly. The English session is an hour and half long, which means 22.5 hours per 15-week semester. Teachers of English are mainly graduates of the Faculty of Letters and Foreign Languages and who are recruited on a part-time contract. Usually subject specialists who graduated from English-Speaking countries are also hired as part-time teachers.

The English for Law module is compulsory for all Masters-level law students and it is usually taught in a lecture theatre where students from the different specialties are put together, or in larger teaching rooms. Teachers in charge of the English module teach mostly legal terminology and its equivalents in Arabic and French. In addition, there are some legal texts where students are asked to practice some readings and then answer some comprehension questions.

The University of Tlemcen consists of eight faculties (This information is available in the website of the University of Tlemcen: https://www.univ-tlemcen.dz/) and hence the language of instruction varies according to each faculty. Some disciplines use one language e.g. the Faculty of Medicine while some others use Arabic, French and English simultaneously. Equally, students write their assignments and dissertations in the language used in their faculties. However, doctoral students have the options to write their theses in English if they want to. All research papers in the scientific fields required as part of the PhD program have to be written in English. Figure 1.1 shows the language used in each faculty across the University. It is worth mentioning here, that in his recent speech 4 May 2020, the Minister of Higher Education and Scientific research insisted that all doctoral dissertations in all disciplines should be encouraged to be written in English, See Appendix M.

1.3 Story of my Research

When I graduated from the Faculty of Letters and Foreign languages, I started my journey to find a job, and I was eventually offered a cover role to teach English for Law students for the five remaining weeks of the first semester, in 2014. It was then that I started for the first time, observing the English teaching outside the department of English. In my first week at work, and as I missed the orientation week, I had an informal chat with the other teachers who informed me that there is not a textbook to be used, and I have to find materials and topics to teach. However, they stressed on the teaching of grammar and teaching students legal terms and their translated equivalent in Arabic and French.

In addition, one of the teachers gave me some lists of terminology and activities that he used with his groups. It was a very challenging task for me because students were at postgraduate level and seemed very confident of their law background. Also, in my groups I had quite a few students who were already in the profession, practicing as lawyers or legal assistants. The students' level of English varied, some of them were able to speak and write to an acceptable level, others were less so.

The five weeks I spent with these students were a turning point in my understanding of ESP teaching. I realized that none of the theories and the concepts I learnt and wrote assignments about in my own BA and MA modules concerning English teaching were applicable or at least that was how I felt in my session. I discovered that teaching terminology on its own (which most of the students mastered far better than me) was not exactly what students expected from the module. I could see students' dissatisfaction and hear different sorts of feedback from them. It was a very stressful period for me because I was not sure whether what was happening was only true in my sessions, or if it was the case for all the other groups. Whenever I spoke to the other colleagues and described the situation in my class, they would say almost the same sentence which I overheard "This is just because you are new to teaching and most students are older than you, but, Leila you will soon adapt and learn how to control your classes". Although, they used to say that in a sarcastic way (though annoying, for me at that time), I had always believed that such a situation needs to be changed, otherwise, what is the point of that English for law module?

The continuous reflections on my short experience, which I described, was difficult yet very

rewarding, led me to question the teaching of English for Specific Purposes in Algeria, in general and the teaching of English for Law in particular. I also started wondering what are the main objectives and learning outcomes expected from the module. I also wondered what had led teachers to focus on teaching terminology, what could the teachers do to respond to their students' continuous negative complaints, which were also constructive feedback? To find answers to all the questions I raised in my mind, I decided to explore further the situation of teaching English for Law by narrowing down all my queries to the following research questions:

1. What are the language competencies which law students need to develop in order to effectively engage in their professional community of law?

2. How could the English for Law course be improved to meet the requirements of the professional community of law?

3. Can an English for Law course based on an identity approach to language learning, help law students to better invest in learning legal English; to engage effectively in their professional community?

1.4   Clarification of terms

> Language Competence

The term "Competence" has its roots outside linguistics, (Lehmann 2007). It is used with various meanings in the literature and it is open to a variety of interpretations depending on who the users are and for which purpose is the term being used, (Llurda 2000). This term has a significant function both in professional life and in areas dealing with the professional personality such sociology, pedagogy, psychology and personal management. Lehmann (2007: 2) illustrates that: "A competence is a bundle of cognitively controlled abilities or skills in some particular domain. It implies both knowledge and the ability and disposition to solve problems in that domain". These skills are fundamentally developed through both practice and experience.

However, in the discipline of linguistics, the term "competence" is used differently, specifically in Linguistics Theory and Generative Grammar. In his dictionary of Linguistics and Phonetics, Crystal (2008:92) explains that the term "Competence" is used in Linguistic Theory and Generative Grammar to denote "speakers' knowledge of their language, the system of rules which they have mastered so that they are able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities". This understanding of linguistic competence is described as idealized and in opposition to the notion of performance. After that, the notion of "communicative competence" emerged referring mainly to what speakers need to know in addition to linguistic competence order to communicate effectively in socially distinct settings, (Hymes 1972). Following that various adjectives appeared to be attached to the term "competence" – to convey distinctive meanings- including linguistic competence, communicative competence, pragmatic competence, sociolinguistic competence, discourse competence, strategic or transitional competence.

In the context of my research, and in order to avoid any conflict with the different interpretations of the term "competence", I am using it in my first research question to mean: the ability to successfully use the shared legal repertoire among the member of the discourse community of law.

> *Identity Approach to Language Learning*

The term identity approach to language learning used in my third research question and in my thesis in general, is inspired from the view of language learning which addresses the notion of identity, and its connection to the social world. In this view identity has a significant effect on the way individuals learn a second language (see section2.3). Influenced by Norton (2008), I am using the term "Identity approach" to refer to the relationship between identity and a person's understanding of themselves and their positioning within various discourses, and questioning how much Masters' students of Law, in an Algerian setting, are invested in classroom communities. Norton (2010) argues that language is understood with reference to its social meaning and suggests that language educators need to consider the context in which foreign language learning takes place, and how individuals involved in learning negotiate or resist the different positions which such contexts offer them.

1.5   Methodological Decision and Significance of the Study

Since this is a PhD research and needs to be well planned and have a wider purpose beyond my own curiosity, as Dörnyei (2007: 9) states: "A good researcher also has a sense of social responsibility, that is, accountability to the field and more broadly, to the world. Research is not done for its own sake, but to generate knowledge and to further our understanding". I started reviewing the literature around research methodologies to find the most suitable approaches which could allow me to explore the ELP course more and find ways of improving it. Action research methodology (see section 3.3) was my choice because it is usually seen as a practical and problem-solving approach which makes it advantageous to practitioner-researchers who "are involved in exploring ways of improving their practice" (Koshy 2010:21). With the increasing interest in action research as a methodology, researchers in different disciplines and with different roles - teachers, policy makers, and administrators realize the benefits of AR in producing knowledge in different applied contexts (Koshy, 2010). AR involves practitioners seeking to improve understanding in their own community of practice.

The theoretical basis of this research is drawn from the poststructuralists' view to Language Learning (Bakhtin, 1981; Bourdieu, 1977; Luke, 2004), who suggest that the notion of identity, and its connection to the social world has a significant effect on the way individuals learn a second language (see section2.3). Such a view relates identity to a person's understanding of themselves and their positioning within various discourses, and for Norton (2008), it may lead educators to question how much learners of second languages are invested in classroom communities. Norton (2010) argues that language is understood with reference to its social meaning and suggests that language educators need to consider the context in which foreign language learning takes place, and how do individuals involved in learning negotiate or resist the different positions which such contexts offer them.

Accordingly, Norton's concepts of investment, imagined identities and imagined communities are central to this study. Investment connects the learners' desires to their commitment to learn a foreign language, and an investment in learning a target language is considered as an investment in learner's own identity (Norton, 2000, 2010). The relationship between identity and investment was further extended to include the concept of imagined communities that learners create while in the foreign language classroom. Anderson (1991) was the first to use this term to explain that a nation is socially constructed and eventually imagined by the

individuals who view themselves as part of that group. This understanding was applied to the communities that language learners create in their learning process. Norton (2001) argues that second language learners construct images of the communities they want to join in the future and she found that language learning is hugely affected by the imagined communities to which students hope to gain access and participate in the future. As a result, learners' investment in a target language is closely linked to their imagined future identities.

There are several researchers who examined the relationship between identity and language learning in different setting. However, the focus of these studies seemed to be on second language learners (Norton, 2000; McKay & Wong, 1996; Miller, 2003) and mainly in contexts where English is the language of communication. Research on identity construction among foreign language learners is relatively sparse, particularly in the field of English for Specific Purposes. The distinction between foreign language and second language contexts is explained in (section 2.1.3). When reviewing the literature, I could not find a research adapting the identity approach to learning English for Specific Purposes. Therefore, by conducting this study I will contribute to the field of EFL and ESP in particular, by offering more understanding on how students of particular disciplines (Law students in this study) construct their future images and the impact of such imagined identity on their English learning.

With the few identity research studies conducted in the EFL contexts, and the absence of studies considering the students' images of themselves and the impact of that on their learning, this research brings a follow up discussion on language learners' identity by considering a context where English is the second foreign language for the students. In a multilingual context such as Algeria (where Arabic and Berber are the official languages, French is the first foreign language and English is the second foreign language), being aware of the students' construction of their future images and their visions of themselves as users of English could impact significantly both their achievement in the module as well as tutors' selection of materials and their classroom practices.

1.6   Organization of the thesis

This thesis is organized as follows, the next chapter consists of three main parts, the first one reviews the literature concerning English for Specific Purposes and the evolving nature of this field, while the second part deals with the Needs Analysis. The third part provides a review of

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the identity approach to language learning and its related studies. Chapter three deals with the research design followed in this thesis. Then, chapter four presents the findings from the first phase of this research, followed by chapter five which explains the development of the pilot activities and provides examples as well as the reflective thoughts collected during this phase. Chapter six contains the findings from the focus groups and chapter seven provides the discussion of the main findings and highlights the contribution of this work. Finally, the thesis ends with a concluding chapter where the summary, the limitations and implications of the thesis are presented.

2. Chapter Two: Review of Literature

2.1 Introduction

This chapter consists of three main parts, the first reviews the literature concerning ESP highlighting its emergence, definitions and approaches to designing teaching materials. The second part defines the process of Needs Analysis and explains its various approaches. The third part presents the new directions in ESP studies and reviews research on identity and language learning in Second Language Acquisition (SLA) and EFL contexts; the first two sections review older approaches, whilst the third section includes much more recent literature. Throughout the chapter I explain the decisions I made concerning this project in the light of these approaches, showing how my contribution to the field emerged from existing theories.

2.1 Part I

2.1.1 Emergence of English for Specific Purposes (ESP)

ESP came into existence in the 1960s when the courses of general English failed to meet learners' and employers' needs. Constantinou (2009:95) summarises the factors which led to the development of ESP as follows:

1. The tremendous scientific and technical development which followed after World War II (business, medicine, engineering, manufacturing etc.).
2. The realization by linguists that language should be studied as a means of communication in specific situations with specific goal.
3. The attention to different learning styles, strategies, needs and interests.

Furthermore, Bottery (2000:6) claims that the global status that English has gained also contributed to the growth of English for Specific Purposes explaining that "the development of globalization has been associated with the dominance of the English language. The power and influence of English have been widely recognized nowadays in the context of globalization".

For Kennedy and Bolitho (1984), the arrival of ESP is largely associated with the field of Science and technology as much demand of ESP has come from scientists and technologists who required a certain degree of English language proficiency related to their areas of specializations.

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2.1.2   ESP Defined

While some linguists see ESP as the teaching of English for any purpose that could be specified, some others define it as the teaching of English for academic studies or the teaching of English for vocational or occupational purposes (Anthony, 1997). According to Mackay and Mountford (1978) ESP: "is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements". In a similar vein, Swales (1992:300) describes ESP as "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs". This means that the aim behind teaching English is to master some language skills in concrete situations, and to enable learners to use English in their specialization as well as in their future career.

Such language skills required in different specializations and professions "constitute a cornerstone in ESP teaching process" (Alharby, 2005:10). However, different subjects require different language needs and even within the same group, learners' needs may not be identical and "in many cases may differ quite considerably one from another" (Cunningsworth 1983: 153). From another perspective, Strevens (1988) gives a slightly different definition to ESP by making a distinction between absolute and variable characteristics of ESP. In terms of absolute characteristics ESP is:

➢ Designed to meet specific needs of the learner.

➢ Related in content to particular disciplines, occupations and activities.

➢ Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc. and analysis of this discourse.

➢ In contrast with General English.

In terms of variable characteristics ESP may be, but is not necessarily

➢ Restricted as to the language skills to be learned.

➢ Not taught according to any pre-ordained methodology.

Dudley-Evans and St-John (1998) have extended Strevens' (1988) definition in terms of absolute and variable characteristics; they note that ESP:

➢ Is defined to meet specific needs of the learner.

➢ Makes use of the underlying methodology and activities of the discipline it serves.

➢ Is centred on the language (grammar, lexis, register) skills, discourse and genres

appropriate to these activities.

Dudley-Evans and St-John (1998) add that in terms of the variable characteristics ESP:

- ➢ May be related to or designed for specific disciplines.
- ➢ May use, in specific teaching situations, a different methodology from that of general English.
- ➢ Is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation, and could also be for learners at secondary school level.
- ➢ Is generally designed for intermediate or advanced students.
- ➢ Assumes some basic knowledge of the language system.
- ➢ Can be used with beginners.

A comparison between the definition of Strevens and that of Dudley-Evans & St. John shows that the latter have removed the absolute characteristics that "ESP is in contrast with General English". They claim that ESP is not necessarily related to a specific discipline but to a specific purpose. Furthermore, it is likely to be used with young adults in a secondary school setting. It seems that Dudley- Evans & St John's definition is clearly influenced by that of Strevens (1988) though they have developed it by removing the absolute characteristics that ESP is "in contrast with General English" and has added more variable characteristics.

Dividing ESP in terms of absolute and variable characteristics is useful in distinguishing what is and what is not ESP. ESP then should be seen as an "approach" to teaching, or what Dudley Evans & St John refer to as an attitude of mind. This is what Hutchinson and Waters (1987:19) have concluded: "ESP is an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning". Therefore, the teaching of ESP is characterised by some features that Knight (2010:4) summarises as follows in Figure 2-1

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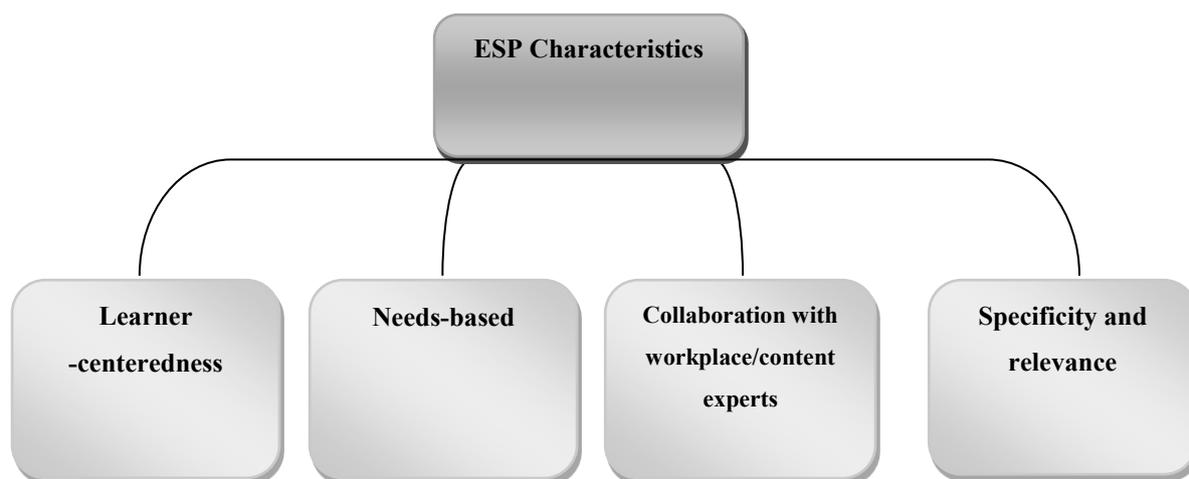
Figure 2-1 ESP Characteristics

The characteristic of learner-centredness means the main element in ESP courses are the learners, and what they need to do with the language in the target situation and the way they learn the language (West 1994). ESP is also needs-based, that is the main aim of its courses is to meet the learners' specific needs. It also includes collaboration with workplace/content experts that is the ESP teaching involves the contribution of both subject-matter specialists, and language teachers (John and Dudley-Evans, 1991, cited in Pradhan, 2013:9). Finally, specificity and relevance refer to the teaching materials designed for ESP course and which are relevant to the students' specific needs (Baghban, 2011).

It seems that the focus of the definitions presented above has mainly been on the specific discourse of the language, the learners' needs and learning settings. As outlined in (section 1.3) above, in the context of this study, the ESP course investigated is a "weekly English for Law" module offered to students of law who are already at University preparing their Masters degree, and English is among the compulsory modules they have. These students are expected to use English in their future workplace as legal professionals (only when dealing with clients/documents written in English). Therefore, learning the specific discourse of their discipline, is expected to prepare the law students to efficiently engage in their future work communities. To sum up, in this thesis I consider ESP as the teaching of English for students whose needs are defined within academic or occupational umbrella. However, I only focus on the occupational needs or in Swales' (1990) term, the emphasis is on the future discourse community. Consequently, ESP here is different from English for General Purposes (EGP) taught as a major/specialty in the English and linguistics departments.

2.1.3   The Difference between ESP and EGP

The issue of the difference between ESP and EGP has been tackled in literature in terms of theory and practice. Jordan (1997) explains that the two are similar in theory but they are dissimilar in practice. ESP is distinctive from EGP in that the words and sentences learned, and the subject matter discussed, are all related to a specific field or discipline. Furthermore, ESP syllabuses are needs-oriented aiming at developing learners' competencies in a particular setting using the vocabulary related to that field, for example negotiation skills and techniques for oral performance. This is achieved through a certain methodology of teaching since there is no fixed methodology relevant to all ESP situations.

However, in an EGP setting there is no particular situation targeted in this kind of language learning, instead the focus of EGP is on applications of English language in general situations. Another distinction between ESP and EGP is related to the age of the learners and the degree of their awareness "what distinguishes ESP from General English is not the existence of a need, as such but rather an awareness of the need" (Hutchinson and Waters 1987:53) since ESP learners are most of the time adults. On the other hand, General English is taught at schools as a compulsory module for learners in order to succeed their exams. (Note, what is called EGP in this discussion includes both English as a Second Language (i.e. aimed for migrants in order to operate in a new country), and English as a Foreign Language where this is a subject studied within the home country, e.g. in schools and colleges). In the context of this research, participants studied English for seven years prior to university, both in middle schools and in secondary school. In the middle school, they study English four times a week. In the secondary school, English is taught according to students' streams, in the Arts steam English is taught four times a week while it is taught three times a week for the Science and technology stream.

2.1.4   Approaches to ESP teaching materials

Several theories of language learning and methodologies of course design evolved with the development of ESP (Swales, 1985; Robinson, 1991; Dudley-Evans and St John, 1998; Garcia Mayo, 2000; Flowerdew and Peacock, 2001; Kim, 2008), so ESP is seen from different angles and approached differently by scholars concerning its teaching and learning process.

As an evolving field, ESP approaches have gone through several stages (Register Analysis,

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Rhetorical Discourse Analysis, The Functional-Notional Approach and Communicative Language Teaching, The Skills and Strategies Approach, The Learning Centred Approach and Genre Analysis) , with the aim to meet students' English language needs. For Hafner and Miller (2018) the ESP teaching materials went through different generations from focusing on register to genre and corpus studies. It should be noted, however, that newer approaches did not completely replace older approaches, rather they added extra understandings relating to students' needs, and so were additive not replacements. The early teaching materials ranged from reading passages where there is a section studying the words which are introduced and special features in the text are emphasized. This is often followed by practice activities. The teaching of formal structure and learning technical terminology are the main focus here. Then, still with emphasis on specific useful grammar and vocabulary, teaching materials appeared to encourage students to see language within the bigger community of that particular discipline. For instance, in the scientific domain, the focus extended from reading and learning terminology, to using it along with their linguistic resources to talk about science.

Then the communicative approach came to take the focus of attention away from the form and direct it toward the function. This approach dominated both general and specific language teaching. Although in this period, ESP course designs still aimed to respond to the learners' needs, the emphasis seemed to shift beyond focusing on learning specialized aspects of language to using the language to communicate. While communicative approach still dominated the ESP courses, more emphasis was put on providing students with opportunities to see language in action. This was expanded to a more eclectic teaching approach in the classroom through pair and group work and exchanging ideas from authentic readings.

In addition, teachers started to use video presentations (e.g. based on engineering topics) during which students are asked to use their note taking skills to write the main ideas of the talk. The idea here is to use authentic texts to communicate in a particular discipline through a more dynamic in-class debates and reflections on the materials. More recently (moving to 21sth century), and with the internationalization of English and the spread of information technologies (Warschauer 2000), importance has been given to corpus studies with a heavy focus on socio cultural aspects of language use.

A brief summary of each phase is presented below.

2.1.4.1 Register Analysis

Register analysis is text based and it deals with the analysis of the occurrence of lexical and grammatical items in a text, and this is how the analysis was done by the 1960s and 1970s. Richards (2001: 31) claims that "Register analysis focused primarily at the level of the word and sentence and sought to identify the registers that characterized different usage of language, such as business letters, academic textbooks, and technical writing". Hence this type of analysis focuses mainly on the sentence level (sentence form) and neglects the manner through which sentences are combined to form paragraphs and texts. In this research, some teachers seemed to use lists of terminologies (see Appendix E) without considering how these terms could be used to write sentences. Mackay and Palmer (1981) claim that most register analysis studies do not take into account the social function of the language. So, besides focusing on the grammatical aspects of the sentence, importance should also be given to the objective of learning, and they proposed that students need to acquire the interactive skills and abilities in order to use the language in their studies or future career.

In this line of thought, Hyland, (2002) believes that ESP is essentially based on the idea of using the language to achieve a purpose as well as to be involved as members in social communities and groups. In addition, studies have shown that the students' problems do not lie only on their low language proficiency but also on the unfamiliarity with the use of language to perform communicative purposes (Ahmed 2005).

Beside being useful in the field of stylistics, the term register has been at the heart of ESP research (Robinson 1991) and hence it has been defined in different ways in the literature. For Halliday (1978: 23), register is "the set of meanings, the configuration of semantic patterns that are typically drawn upon under specific conditions, along with the words and structures that are used in the realization of these meanings". In addition, Halliday and Hasan (1985: 38) divide register into three elements: field, tenor and mode of discourse. Field considers the ongoing social activity of a text, tenor indicates the social relationships among participants, and mode denotes the medium of communication (spoken/written) and the channel.

 These elements taken as whole define the term 'register'. In this view, register could embrace a variety of fields starting from the language of receipts, vouchers and greeting cards to more highly technical and specialized disciplines such as law, technology, and some types of interactions such as   doctor-patient (Halliday, 1978). This understanding reflects the link

between certain registers and some professions. Although in the early phases of ESP evolution, the function of register seemed to lie in determining some linguistic features in particular teaching areas, register has also allowed ESP specialists to identify various areas of interests in teaching English to various learners with different purposes, and with the recent focus on the discoursal community of such areas.

2.1.4.2 Discourse Analysis

In the 1970s, and as a reaction to the register analysis, the rhetorical/ discourse analysis approach attempted to shift the focus from the sentence level to the identification of the linguistic structure of longer samples of written or spoken texts. Discourse Analysis is seen as a research tool to investigate the link between texts and their social context (Hyland, 2009). It is usually used when developing materials as Johns and Dudley- Evans (1991:299) state that discourse analysis in ESP "refers to the examination of written and oral language, generally for purposes of designing curricular materials". The focus here is on the written text such as reports, or spoken texts such as lectures or conversations, not on the individual sentence. This was a remarkable movement from usage to use, and from the functional and grammatical aspects to sentence discourse and communication, (Bathia, 1993). (Note that: *Usage and use* are terms used by Widdowson (1978) to refer to two aspects of communicative performance which are: the ability to produce correct sentences, or manifestations of the linguistic system and it is referred to as *usage* and the ability to use the knowledge of the rules for effective communication which is referred to as *use*).

Furthermore, Widdowson, (1979:13) observes that "teaching English as a medium for science and technology must involve us in the teaching of how scientists and technologists use the system of the language to communicate, and not just what linguistic elements are most commonly used". This is because of the assumption that ESP learners will already have a grammatical knowledge of the language and they are unlikely to welcome a repetition of instruction in it. In fact, this was true for this research as students learn the English grammar from a basic level to advanced during the middle and secondary school, and so they seemed to be reluctant to lessons focused on teaching grammar (see section 4.4.2).

Discourse analysis studies have gained a paramount importance when designing ESP textbooks in which the aim is to teach students the ways through which sentences are combined to produce

real meaning. Therefore, this was an attempt to meet ESP learners' needs and help them to achieve particular communicative purposes such as defining, classifying, comparing and identifying (Widdowson, 1978). Nevertheless, this approach seems to have some weaknesses. For example, Hutchinson and Waters (1987) point out that making students aware of the structural properties and the functional patterns in sentences of a particular discourse, does not necessarily indicate that the learners will be able to use these patterns in communication.

2.1.4.3   The Functional-Notional Approach and Communicative Language Teaching

In ESP syllabus design and language teaching, the Functional-Notional approach appeared in 1970s, as a response to the structural approach which assumes that "language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system" (Richards and Rodgers 1986: 17.) These elements include phonological units (e.g. phonemes), grammatical units (e.g. clauses, sentences), grammatical operations (e.g. adding, joining) and lexical items (structure words and function words). The structural approach was seen to have many limitations, mainly emphasis is on the sentence rather than longer units of discourse, and on form rather than meaning (Richards, 2001:153).

The Functional-Notional syllabus however, focuses on the idea that the language is learnt to achieve communicative purposes (West, 1992). Here, the syllabus is divided into units; each unit tackles a topic related to a particular situation, aiming at achieving a specific objective. It is the focus on learners' needs which is the main feature of the Functional -Notional approach to language teaching (Finocchiaro and Brumfit, 1983: 9) "with the needs of adult learners in mind" (McDonough and Shaw, 1993: 21), and in an attempt to find out a successful way of teaching European languages, the Functional–Notional approach started to have a clear effect on the way languages were taught in the early 1970s (Hutchinson and Waters1987; Richards 2001). The aim behind this attempt was to shift the focus of teaching languages from grammar to communication.

The Functional-Notional approach developed along with the Communicative Language Teaching (CLT) (Krahnke, 1987). Therefore, some scholars such as Swales (2000:61) view "leaners' needs are best met using the CLT approach" as it gives them opportunities to practice the language in concrete situations. In the same line of thought, Widdowson (1979: 252) notes that "in ESP a communicative approach seems to be the obvious one to adopt because even the

most elementary assessment of needs reveals that learners will have to put the language to actual use outside the language teaching context". In fact, in this research, providing students with speaking opportunities was significant in this study and was mainly done through pair and group work and role-play (see section6.2.2).

The Functional-Notional approach received some critics for being just an adoption of the structural approach not a syllabus on its own. Critics added that the structural approach and the Functional-Notional approach should complement each other because "structure + context = function" (Hutchinson and Waters, 1987: 32). The Functional-Notional approach was also criticized for merely being a replacement of grammatical items with lists of notions and functions resulting in a specification of products rather than a way of teaching communicative processes (Kennedy and Bolitho, 1984).

2.1.4.4 Skills and Strategies

According to Hutchinson and Waters (1987: 13), the core of this approach is that:

> *Underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse. There is, therefore, no need to focus closely on the surface forms of the language. The focus should rather be on the underlying interpretative strategies, which enable the learner to cope with the surface forms.*

This indicates that for an effective teaching and learning process, one should not consider only the analysis of the language, but exceed that to also consider the psychological practices underlying the comprehension and the production of that language. Widdowson (1978) discusses the interpretative strategies used by both the reader and listener to discover the meaning of unknown words (e.g. guessing their meaning from the context in which they are presented, and analysing their meaningful parts). The aim of this approach is to help learners develop their skills and strategies during and after the ESP course. In addition, it seeks to make learners better in processing the information based on the assumption that people learn by making sense of what they see, feel and hear (Hutchinson and Waters, 1987).

Johnson (1996) points out that in a skills syllabus, language behaviour is organized into skills, and then into sub-skills or micro-skills. An example of that is reading which can be seen as a

macro-skill, and it can be broken down into reading for information, skimming and scanning. It is suggested that the principle for the skills syllabus is Widdowson's (1981:2) distinction between the 'goal-oriented' approach to course design (i.e. based on a description of terminal behaviour: focusing on the ends of learning) and the 'process-oriented' approach (i.e. based on transitional behaviour: focusing on the means of learning). Similar to the process-oriented approach, (Hutchinson and Waters, 1987: 69) the skills-centred approach focuses on strategies and processes which enable learners to be aware of their abilities, motivating them to approach target texts on their own after their course (Holmes, 1982: 8). This motivates learners to develop some skills and strategies that they are likely to need when using the language (Widdowson, 1981).

This is considered to be a successful way of learning the language, since learners here are seen as users rather than as mere learners (Hutchinson and Waters, 1987). It focuses on behaviour or performance in relation to specific activities and tasks (Richards, 2001: 161), making it suitable as a framework for designing related syllabuses and materials, which in turn are more likely to produce a course related to learners' needs. This understanding was useful for this research. As the participants are students of law, this approach provided me with insights about the importance of using activities and topics related to the legal profession. The skills-centred syllabus can be associated with Needs Analysis (see section 2.2.1) in ESP (Benesch, 2001; Hyland, 2006) in the sense that Needs Analysis is helpful in determining priorities among the four language skills for a given circumstance.

The skill-centred approach has also its limitations which exposed it to some criticism, namely that this approach puts emphasis on the performance skills and neglects the integrated and global communicative capabilities (Richards, 2001). This indicates that dividing language into skills may not lead to effective learning and that language is probably learnt better when taken as whole not as distinct elements: the reason might be that reading, writing, speaking and listening skills do not occur in isolation in concrete situations. However, the most recent developments in designing language courses are in favour of skill integration. This language skills integration approach is usually demonstrated in the adoption of the modern 'whole language' approach to language curriculum design, whereby reading, for example, is considered as one of three interconnected skills (Brown, 2001). Learning language skills in integration has some positive impacts on English language learners, as Oxford (2001), explains that the major benefit of this approach is that learners are exposed to authentic language, and

hence they are expected to naturally communicate in the language. The exposure to authentic language also helps them in understanding the complexity and the richness of English.

According to McDonough (1998b: 323) "in the field of ESP, there is a natural link between the principle of integrated skills teaching and the notion of the *target situation,* for the obvious reason that a learner's eventual goal is a real-world professional or academic context". The proposal is that ESP students can be presented with activities similar to the ones they face in real life, such as - for the research conducted for this thesis - clients and lawyer in a conversation for legal purposes. Task based language teaching seems to be helpful in approaching the integration of the four skills (Brown 2001). It uses tasks such as following instructions, as starting units in second language teaching (Richards, 2001).

The task-based approach is also found to meet the academic and professional needs of students in an ESP context, "many modern Needs Analysis in ESP increasingly use tasks as the focus of investigation" (Basturkmen, 2010:144), justifying that "learners are far more active and cognitively-independent participants in the acquisition process than is assumed by the erroneous belief that what you teach is what they learn, and when you teach it is when they learn it" (Long, 2005: 3). Although the task-based approach sees learners as users of the language rather than learners, "a truly valid approach to ESP must be based on an understanding of the processes of language learning" (Hutchinson and Waters, 1987: 14), this is explained later in this section.

2.1.4.5 The learning centred Approach

The learning-centred approach was put forward by Hutchinson and Waters (1987). While the four previous approaches focus on the description of language use (what students do with the language), this new approach puts emphasis on what students have to do in the classroom to learn the language. The issue was that the previous focus was largely on what was to be learnt and taught and little attention was given to how this language was to be learnt and taught. Supporters of the learning-centred approach propose a language is learnt best when the focus is directed toward understanding, saying and doing something with the language, rather than explaining the functions of a language and its linguistic features. (Kumaravadivelu, 2006). This is explained better by Hutchinson and Waters (1987:14) who state:

> *Our concern in ESP is not with language use – although this will*

help to define the course objectives. Our concern is with language learning. We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it. If that were so, we would need to do no more than read a grammar book and a dictionary in order to learn a language. A truly valid approach to ESP must be based on an understanding of the processes of language learning.

Hence, the learning -centred approach seeks to go beyond the language proficiency to the way through which this competence is acquired. This might include the learning process, the learners' motivation and learning styles (Dudley Evans and St John, 1998). These factors were highlighted both in the planning stage (chapter four) and the reflecting stage (see chapter six). In the same line of thought, Holliday (1984) sees the learning centred approach as more liberal compared to the previous teaching approaches to ESP.

For Hutchinson and Waters (1987), the learner is at the core of the learning-centred approach in all course design stages. Two major conclusions can be drawn from this point; first, course design in the learning-centred approach is a negotiated process, where both the ESP learning situation and the target situation contribute and guide the nature of the syllabus, the design of teaching materials, and types of evaluation. Second, course design is not a straight-forward process which starts from initial analysis to producing a complete course, instead needs and resources change with time and therefore ongoing feedback needs to be considered to track the developments of ESP courses. Thus, feedback is necessary to allow the course to be aligned with developments. The distinctive feature in the learning-centred approach is that it involves the analysis of both learning situation and target situations as complementing each other and includes evaluation at the end of the course design process. Here, Bloor (1984) states that identifying the needs of both learning and target situations is considerably useful when the aim is to design an effective teaching syllabus. Similarly, McDonough (1984) agrees that detailed account of target and learning needs are wanted and essential.

Hutchinson and Waters (1987:72) differentiate between the term learner-centred and learning-centred; they reject the former in favour of the latter. For them, learning is seen as an internal process relying basically on the knowledge that the learners already possess and their ability and willingness to use it. They go on to say "learning is not just a mental process; it is a process of negotiation between individuals and society. Holliday (1984: 29) describes the learning setting as "all the parties that make up the social dynamics of the classroom and the wider

social milieu that affects what happens in the classroom (e.g. course directors, institute principals). This approach has been criticized for being complex and time-consuming.

2.1.4.6 Genre Analysis

Swales (2004:3) states that "the first use of the term genre in ESP only occurred in 1981". It is defined as follows "a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rational for the genre" (Swales, 1990: 58). Therefore, starting from this view, Bathia (1993:13) comes up with another definition in which genre is seen as a

> *recognizable communicative event characterized by a set of communicative purpose (s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often, it is highly structured and conventionalized constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose (s).*

Although the two definitions consider genre as a communicative event, Swales' emphasis is on the linguistic and sociological aspects of genre, whereas Bhatia's goes further to include the psychological aspect. For Bhatia genre analysis answers the question: why do members of specific professional communities use the language the way they do? Commenting on this definition, Bathia (2014) suggested that an explanation of various features of it is needed.

Firstly, "is a recognizable communicative event characterized by a set of communicative purposes (s) identified and mutually understood by members of the professional or academic community in which it regularly occurs". That is the nature and structure of genre is affected by several factors including the content, form, intended audience, medium or channel, yet the most influencing one is the intended communicative purposes (s). Furthermore, genre can be hugely affected by major alteration; however slight changes can help in identifying sub-genre.

Secondly, "It most often is a highly structured and conventionalized communicative event": It is not only the communicative purposes which are shared by the members of a particular community being professional or academic, but also the conventionalized structure of the genre used when interacting and which is developed along with their regular training and practices.

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This recognition of the importance of linguistic practices being linked to and shared by professional communities was influential in designing the research for this thesis.

Thirdly, various genre display "constraints on allowable contribution in terms of their intent, positioning, form and functional value": this indicates that any writer can freely use any linguistic resources, yet there is a set of restrictions that this "writer or speaker" has to obey. Thus, in order to realize a certain objective, specialist can use the convention of a genre; however, they cannot entirely escape from it.

Fourthly, "these constraints are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purposes", this means that before using any conventions of genre, one needs to be familiar with them in order to use them for a particular purpose. Members of communities either academic and/ or professional are more aware of these special genres than other people who do not belong to the community. In this thought of line, Bhatia (1993: 15) gives the following example: "in the case of counsel-witness examination in the court of law, the counsel's private intention to win the case often takes precedence over the real communicative purposes of cross-examination, i.e., bringing facts of the attention of the court".

In ESP studies, genre has been used as a device to analyse the spoken and written language needed of non-native speakers in academic and workplace settings (Hyon, 1996), this is what is referred to as genre analysis (Swales, 1981, 1990; Bhatia, 1993; Benesch, 2001; Basturkmen, 2002; Johns, 2002; Hyland, 2006; Berkenkotter and Huckin, 2016). For Bhatia (1997:313), genre analysis:

> *is generally understood to represent the study of linguistic behaviour in institutionalized academic and professional settings. Instead of offering a linguistic description of language use, it tends to offer linguistic explanation, attempting to answer the question, Why do members of specific professional communities use the language the way they do?*

In short, ESP genre research has aimed to go beyond descriptions of texts, exploring the social action of genres, their socially situated nature and the role the genre is playing in a given context (Starfield, 2014). Another area which has increasingly been studied from a genre perspective is the multimodal nature of texts, particularly with the growing interest in digital genres which students and practitioners need to participate in current academic and workplace situations (Prior, 2013). Therefore, ESP has been expanded to involve spoken and written genre and the

type of communication ESP learners would encounter in their academic and professional discourse communities as described by Swales (2004:1) "there has been a continuing and accelerating interest in centralizing the concept of genre in specialized language teaching and in development of professional communication skills". In addition, ESP genre studies call for discussions with existing members of a given community to get insights about the types of genres needed for such a specific community (Basturkmen, 2006). Indeed, the next section provide a brief overview of the contribution of genre in the ESP field.

2.1.5 Contribution of Genre in the Field of ESP

Genre Analysis is seen by many ESP specialists as a tool of ESP to discover and analyze the target text-type (Paltridge, 2002) and to produce teaching materials, whereas Hyon (1996) and Hyland (2002) characterized ESP as a subcategory of genre studies with two branches: North American New Rhetoric and the Australian Sydney School, originating from Systemic-Functional Linguistics (SFL). The latter has contributed widely in the field of ESP, particularly with previously missing aspects on genre. Among the New Rhetoricians who suggest a more distinctive understanding of meaning and text in ESP is Prior (1995) who called for the consideration of an infinite variation, dynamism and situatedness of genre. New Rhetoricians believe that genre is seen through immersion in a specific context. This greatly influenced the design of my teaching intervention where I tries to create such an immersion for the students into legal contexts.

Similarly, the Sydney school being more theorized with its SFL basis (Hyland 2003) also views genre as more than the sum of its macro and micro parts. Seeing genre knowledge as a source of power in society, many in the Sydney School consider explicit genre as a moral imperative, (Cope & Kalantzis, 1999). Both views of genre are echoed in ESP teaching pedagogy today. As a way of illustration, Muangsamai (2003 cited in Belcher 2004) undertook a virtual approach to English for Medical Purposes (EMP) by asking her Thai paramedical students to create Web pages on medical topics using online courses. As a result, she stated that students became more enthusiastic, and critical when discussing online popular and professional health issues. Hence, forced to make their way through the internet, the students could engage in their future real life discourse, which might not have been that effective using traditional teaching tasks.

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In view of that, practitioner-researchers start to make use of the new technological tools in their classrooms, as an effective way to approach text as context. Creating virtual real-world settings has been progressively achievable through, for instance, video cameras. Technology was also helpful in using actual occupational situations to produce teaching materials such as tasks involving interactions between doctor/nurse/patient, lawyer/client, businessperson/customer, or air traffic controller/pilot, (Belcher, 2004). Examples of this include Shi et al (2001) who designed an English for Medical Purposes (EMP) course in Hong Kong. They considered two hospitals as a setting to record ward of teaching sessions in three months period to gain an understanding of the difficulties encountered by students once they participate in diagnostic hypothesis making, in the future. The insights gained from such investigation informed the EMP course as well as functioned as a teaching material to enhance students' critical analysis and metalinguistic awareness (Eggly, 2002). Furthermore, the course managers also organize a tour of Detroit for residents to get involved in conversations with their future patients (mainly African American). These kinds of conversations are crucial for future doctors once they are with their patients.

Beside complicating and problematizing ESP, New Rhetoric has also questioned the teachability of the strategic, functional relationship between genre of specific discourse communities and rhetorical situation (Coe, 2002). Hence, in addition to the emphasis of some theorists such as Vygotsky (1986) on the important role of situated learning and scaffolding, or "legitimate peripheral participation" (Lave & Wenger, 1991), New Rhetoricians argue for the need of immersion in the target situation, explaining that immersion is undoubtedly helpful in gaining the expertise in academic and workplace genres. However, ESP practitioners might struggle, or in Belcher's (2004:171) words "may be ill-equipped to provide the scaffolded cognitive apprenticeships the novices may need". In this context, ESP specialists and the Sydney School supporters (e.g. Christie, 1998) called for the need of a much more guided immersion.

Therefore some ESP practitioners, with much scaffolding for both tutors and students, follow a more immersion-like, simulation approach, and this involves some expertise infusion in ESP Pedagogy (usually by dual-professionals). Example of these dual-professionals include: Reinhart (Feak & Reinhart, 2002), who is an attorney and EALP (English for academic legal purposes) specialist; Artemeva (Artemeva & Logie, 2002), who is a trained engineer and technical writing teacher/researcher; and ENP (English for nursing purposes) specialist, and

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Candlin (Candlin, 2002), who is both a linguist and a nurse.

In another EMP course Eggly (2002) describes an intervention where international medical residents are already immersed in their target community, professional actors are recruited and used as a source for interactional expertise. These professionals play patients in a way of helping residents to learn and negotiate different doctor-patient interactions.

Boyd (2002) also reports about an English for Business Purposes (EBP) setting in New York City, which takes place in Columbia University's School of Business, and students are also taken on a "field-trip" to visit Wall Street to meet with a manager and chat about global business matters.

In the legal context, students were physically moved to different settings as part of their programs in an attempt to get closer to the target contexts. An example of that is an English for Academic Legal Purposes (EALP) course where students are instructed to sit through courtroom proceedings and meet with the judges, as well as touring prisons and talking with inmates. (Feak & Reinhart, 2002). Such practices that consider the target discourse community and take the future destination as the primary resource to inform their teaching, proves to be fruitful in raising students' motivation and achievement in their courses, (Eggly, 2002).

In addition, some ESP valued pedagogical interventions deliver onsite classes in the workplace, where learners are already in their professional communities. Such a practice facilitates the task of monitoring the situated interaction and makes the workplace realia readily accessible for classroom simulation. This, however, has definitely some issues, such as the irregular attendance and hence the class size and the different proficiency levels. Yet, experienced ESP instructors have thought of several ways of overcoming such problems arguing that the advantages of onsite teaching always outweigh its drawbacks (Garcia, 2002).

However, it is worth mentioning here, that the most important resources in the classroom are the students themselves. For instance, an American EBP program includes both pre-professionals and experienced professional business English learners, in an attempt to offer realistic mixed-expertise setting and a more inclusive and a collaborative environment, (Boyd, 2002). However, Hussin (2002) gave an example of English for Nursing Students course (ENP) ESP context where neither the teachers nor the students have subject knowledge, so students

were provided with videos of experienced nurses performing. In my own intervention, described later in this thesis, the participants included both student lawyers and praticing lawyers, and it will be shown that this was extremely valuable.'

2.2   Part II

2.2.1   Needs Analysis Defined

Needs Analysis plays a significant role when designing English for Specific Purposes courses. Its impact on learners' achievement has been studied by different scholars interested in the learning/teaching process. It is conducted through different activities and it aims at collecting data from the learners in order to design a syllabus which satisfies the learners and meets their needs. As the aim of this section is to show and demonstrate the evolution of Needs Analysis – in order to provide a context for the current study – many of the references supplied here are rather old, but newer references are used later in this chapter when discussing current approaches.

Richards (2001:51) defines Needs Analysis as: "procedures used to collect information about learners' needs". The idea of Needs Analysis developed along with the development of language for specific purposes teaching courses. In fact, it is the Needs Analysis which differentiates the ESP courses from the general English language teaching courses, and makes it more specific because ESP courses focus on the learners needs (Basturkmen, 2010). Hence, "If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable content in the language course and, on the positive side what potential can be exploited" (Hutchinson and Waters 1987:53). In the context of this research the planning stage (Needs Analysis) was conducted with students of law, teachers of English for law, the dean of the faculty, the lawyers and the translators.

2.2.2   The importance of Needs Analysis

In order to design effective educational programs that help students meet their requirements, the Needs Analysis step is needed, Graves, (1996: 12-13)

> *Needs assessment involves finding out what the learners know*
> *and can do and what they need to learn or do so that the course*
> *can bridge the gap (or some part of it). Thus, needs assessment*

involves seeking and interpreting information about one's students' needs so that the course will address them effectively.

Various definitions have been given to the term "needs" which exposed it to different meanings and interpretations: learners' goals, (desires, preferences, demands, interests, necessities, wants, expectations); their lacks (requirements and motivations); their awareness of their rights; their language proficiency; their reasons for taking a course; their teaching and learning constraints; gaps in their knowledge and even their fantasies (Chambers, 1980; Beatty, 1981; Richterich, 1983; Brindley, 1984; Johnson *et al.,* 1987; Robinson, 1991; Benesch, 2001; Hyland, 2006).

When discussing the significance of Needs Analysis, specialists stress on its function as the initial step for course design, syllabus design, materials selection, assessment or even classroom activities. Therefore, "The idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP" (McDonough 1984: 29). In addition to this "Information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content".

The importance of needs is also clearly detectible in the learner-centred language teaching, where both the learner and the teacher need to be aware of what would be presented during the course. This requires an analysis of needs throughout the course in order to reorganize the learning objectives. So, "The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers" (Johns, 1991: 67). However, later in this chapter (2.3.2) more recent understandings of needs -that goes beyond what students' need to learn- by investigating how students see themselves as users of the target language, and what they want to become in the future, will be presented.

According to Cawley (2009:3) Needs Analysis provides the following:
- ❖ **Impact:** Insight about how education and training can impact the audience;
- ❖ **Approach:** knowledge about educational approaches that may be most effective;
- ❖ **Awareness:** of existing programmes and of gaps in available training to enable efficient use of resources;

- ❖ **Outcomes:** information about the current situation that can be used to document outcomes;

- ❖ **Demand:** knowledge about the potential demand for future programmes and textbooks;

- ❖ **Credibility:** that the programme is serving the target audience, an important part of communicating greater competence and professionalism to funding authorities who want to know a programme or text book's impact.

2.2.3 Approaches in Needs Analysis

After the term Needs Analysis came into existence in the 1970s, many scholars attempted to discuss and define its approaches particularly in the field of ESP (Johns and Dudley-Evans, 1991; Benesch, 1996; Belcher, 2006; Harding, 2007; Oanh, 2007; Graves, 2008; McCarter and Jakes, 2009).

The definition which seems more appropriate to this research is Richards's *et al.,* (1992: 242) who see the process of Needs Analysis as

> *the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs analysts gather subjective and objective information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required.*

There are various approaches to Needs Analysis, Brown (2016) listed eleven approaches to Needs Analysis and explains that they are tools of researching, investigating and analysing information to identify the students' needs. In this thesis, I only list three approaches which are relevant to my research.

2.2.3.1 Target-Situation Analysis Approach

Munby (1978) put forward a famous framework regarding Needs Analysis, his approach focuses on the learners needs at the end of the language course, known as the target-situation analysis. Munby's main emphasis was on the communicative syllabus design; hence he developed the Communicative Needs Process. This model aims at determining the features that impact the communicative needs among learners. Target Situation Analysis helps in building a profile of students' language needs, and "the needs profile is then converted into *a*

communicative competence specification, from which a sequenced syllabus can be drawn up"
(Jordan 1997:24).

Through his model, Munby tried to be systematic and comprehensive. His work was very
influential in the field of ESP as many researchers reacted to it while trying to develop their
own frameworks. In this research, the data about the students' needs and teaching environment
were collected at the beginning of the course (See chapter four) because it was necessary in
planning the following stage (see chapter five). In fact, some scholars criticized Munby's
approach claiming that the practical constraints should be considered at the beginning of the
course not at the end, and the selected language topics for ESP and EAP should be related to
their real world.

2.2.3.2   Present-Situation Analysis Approach (PSA)

Unlike the Target Situation Analysis approach, the Present Situation Analysis approach looks
at identifying students' needs at the start of the course; this model was presented by Richterich
and Chancerel (1977/80). The learners are at the core of this approach; their environment and
culture are also considered. Jordan (1997: 24) states "the sources of information are: the
students themselves, the teaching establishment and the user institution e.g. place of work,
sponsoring body, etc." Questionnaires and interviews are mostly used in this approach seeking
information about the students' level of ability and their views on language teaching/learning.
(ibid) When planning language courses, designers may need information about the target
situation and the present situation, therefore, using both methods might be fruitful. These two
approaches have been the starting points of developing other strategies through which students'
needs are analysed. In this thesis, the data was gathered from both students, academic staff and
professionals through interviews.

2.2.3.3   Pedagogic Needs Analysis

Commenting on the Target Situation Analysis Approach, West (1998) believes that the course
designer has to gather information about the learner and the learning environment. There are
three components related to pedagogic needs analysis: deficiency analysis, strategy analysis or
learning needs analysis, and means analysis.

❖ Deficiency Analysis

Hutchinson and Waters (1987:54) define target needs as "what learners need to do in the target

situation". That is the needed linguistic knowledge that enables the learner to communicate effectively in any particular situation. Robinson (1991:8) mentions some features of the target situation and students' educational backgrounds: "study or job requirements," "what the user-institution or society at large regards as necessary," "what the learner needs to do to actually acquire the language," "what the students themselves would like to gain from the language course," "what the students do not know or cannot do in English".

The target needs are subdivided into: Necessities, Lacks, and Wants. These three types are explained as follows: ***Necessities:*** According to Hutchinson and Water (1987) necessities are related to the demands of the target situation i.e. what the learner needs to know in order to function effectively in the target situation, for instance, students will be able to understand English legal discourse by the end of the year. ***Lacks:*** according to Richards, (2001:54) "Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do" therefore lacks refer to the identification of learners' proficiency level in language, and recognizing their weaknesses and deficiencies e.g. what the learners need to do to understand a legal text. ***Wants:*** have to do with the learners' personal view to the situation including their wishes, motivation, attitudes, interests, personal reasons for learning, learning styles etc. in this respect, McDonough (1998:229) assumes "learners have expectations, demands and wishes". In this research, I aim to explore their imagined identities and their future images of themselves in relation to learning English for law.

❖ Strategy Analysis/ Learning Needs Analysis

This approach looks at the ways and methods that the learner makes use of when learning a language. It focuses on the way the learners learn rather than what they need to learn. Alwright (1982) claims that in order to have a clear picture on the learners understanding of learning, one has to study their preferred learning styles and strategies. Bower (1980) believes that learning needs are of vital importance, he states "if we accept …that a student will learn best what he *wants* to learn, less well what he only *needs* to learn, less well still what neither wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes".

Hutchinson and Waters (1987:54) define learning needs as "what learners need to do in order to learn". Similarly, Robinson (1991:7) defines learning needs as "…what the learner needs to

do to actually acquire the language." Hence, learning needs are defined thanks to information associated with the learning situation. This information will facilitate the teacher's task in providing his learners with the needed knowledge, taking into account learners' types of needs, cultural awareness and proficiency level in English and match them to the available materials and the existing resources. In the same line, Alwright (1982, cited in West, 1994) assumes that "the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning". Based on the interpretation of learners' needs the teacher can move further to design an appropriate syllabus.

❖ Means Analysis

This type of analysis has to do with curriculum design rather than syllabus design. It considers the practical constraints excluded by Munby's (1978) Model of Communicative Syllabus Design; and which play an important role in the success of language courses. In this vein Swales (1989 quoted in Haseli 2008:15) states five elements related to the learning environment and which can have a remarkable impact on the learners' achievement:

1. Classroom Culture
2. EAP staff
3. Pilot target situation analysis
4. Status of service operations
5. Study of change agents

Therefore, means analysis considers aspects such as availability of funding, facilities, equipment, materials, and cultural attitudes that might impact the teaching setting. (Brown, 2015). In the context of this research, I decided to attend some English sessions aiming at observing the current the practices, I also interviewed the teachers.

2.2.4   Brief Discussion on some Empirical Needs Analysis Studies

In the following sections, I present a brief discussion of the ways through which ESP specialists attempt to analyze the needs of students; aiming to help them join and participate in their future academic or professional communities. There has been a focus on enabling and including learners, as reflective community members, in the process of needs analysis along with the ESP professionals, (Benesch, 2001; Johns, 1997). The empirical studies in the field of ESP seemed

to have moved beyond what learners do with language to focus on more classroom investment and participation. The aim of the latter is to link the classroom practices with the students' future destination, in an attempt to better prepare students for their future communities of practice.

When reviewing needs analysis studies in different ESP settings, I noticed that some of them analyze students' needs in terms of language skills (reading, writing, speaking and listening). That is they focus on which of the language skills is more important than others for students. An example of that is a needs analysis study undertaken in an Indian context with 254 Engineering students at SASTRA University, Venkatraman and Prema (2007) reported that students clearly considered understanding scientific texts and the professional speaking skills (such as job interviews and professional discussions) as their main English needs in their English for Science and Technology course (EST). In addition, students viewed that knowing General English is not enough for their EST tutors, and training for specialized Engineering discourse is needed.

However, other researchers conducted more in depth analysis by examining the language practices needed for both their academic and the professional careers. For instance, in order to understand the English language requirements needed for Business graduates to work effectively in multinational settings, Briguglio (2005) analyzed the language practices in two multinational companies in two different locations (one in Malaysia and the other in Hong Kong). The findings of the study indicated that not only oral and written communication skills are essential but also the intercultural competencies which allow Business graduates to engage and collaborate successfully with people from various cultural and linguistic backgrounds.

Equally, Lodhi et al (2018) conducted a quantitative study using a survey questionnaire, to investigate the communicative needs of doctors in an academic and a professional setting in Pakistan. The researchers undertook their study with 200 medical students to find out their English language needs in their academic and future careers. In addition, they administered their questionnaire to twenty doctors to understand their professional linguistic needs. The data collected from both medical students and doctors already in the profession, highlighted a "huge gap" between what is being delivered in the classroom and what the profession requires in terms of English language skills. The study suggested the urgent need to consider the students future professional practices in the classroom in order to qualify doctors to practice their

profession effectively.

In a similar vein, and as a complex area of English for Specific Purposes, English for Law has been a topic of investigation for many linguists, sociolinguists and ESP researchers and needs analysts. Such researchers examined several aspects of legal English among students of law in different levels, such as lexical, syntactic, grammatical and other communicative aspects (Cheng and Cheng, 2014; Hafner, 2013; Hartig and Lu, 2014; Huhta et al, 2013; Shuy 2001).

Bartnikaitė and Bijeikienė (2017) undertook a qualitative study to understand the development of communicative competencies of English for Law among 34 law practitioners working in Lithuania. Using a semi structured interview and a questionnaire, they reported that the English for Law course received during their formal education does not meet the requirements of the practitioners' legal practices. Therefore, they concluded that: "to echo legal practitioners' demands and expectations of English in their professional activities better cooperation between the educational institution as a supplier of in-service language development and law companies is an important prerequisite to the development of courses most relevant to their needs" (Bartnikaitė and Bijeikienė, 2017:34).

These studies seem to suggest more emphasis on the future professional practices in the classroom, which is focused on in this thesis.

2.3   Part III

2.3.1   Interest in Identity in Language Learning

This section is devoted to the studies related to the identity approach in language learning. I start with reviewing the literature concerning identity in English language learning in general, I then move the focus to the introduction of identity in ESP.

Since the various roles that the self plays in society are primarily demonstrated through language, research in language acquisition has shown a growing interest in learners' identity in the last two decades (Taylor, 2013). Some of the authors who have investigated and conceptualized the relationship between language acquisition and identity in terms of the language learner and the language learning context include Goldstein (1995,1997), Heller (1987), McKay and Wong (1996), McNamara (1987), Miller (2003), Norton (1997,2013),

CHAPTER TWO: Review of Literature

Pavlenko and Blackledge (2004), Pavlenko and Lantolf (2000), Ricento (2005), Rubenfeld *et al.,* (2006) and Toohey (2000). By conducting studies either on young learners or adult learners, all these authors have focused on second language acquisition which is the study of acquisition of an additional language (L2) after one's mother tongue.

Research into SLA is usually conducted in a context where the second language is in a context where the second language is the official language, like the case of immigrants learning the language of their host community while striving to become efficient members of that particular community (Bussmann *et al.,* 1998). It is important to distinguish between second language contexts, and foreign language contexts. Most such studies were conducted in the United States, Canada, and Australia, with immigrant learners from different nationalities (Taylor, 2013). Although these learners profit from rich cultural and linguistic inputs in their host communities which help them in learning the target language, they might struggle to negotiate a new language because learning a new language has been associated with developing a new identity (Pavlenko & Lantof, 2000).

However, the process of learning a second language might be different in a foreign language context (where the second language is not the official language but is taught at school with little or no exposure to it in the society and limited opportunities for real life practice), such as learning English in Algeria. Taylor (2013:27) states that "while foreign language learners can be reasonably expected to experience similar identity processes to learners of a second language in their host country, research linking identity or the self and foreign language learning is much scarcer". Hence, in an EFL context, where identity studies have been relatively lacking, learners' investment and identity constructions might be influenced by other contextual factors which are different from those that impact ESL learning.

 In this vein, Block (2007) sees context as the physical settings along with the culture and the history of the setting. He views Foreign Language contexts as: "The context of millions of primary school, secondary school, university and further education students around the world who rely on their time in classrooms to learn a language which is not the typical language of communication in their surrounding environment" (Block, 2003: 48). He explains that this context differs hugely from an ESL context in terms of teacher-student relationship, teachers' competencies and experiences, the durations of teaching, the accommodation, the IT support, and the quantity and quality of teaching materials. He also suggests that there are other issues

to be taken into account such as the importance of learning a particular foreign language. Similarly, Yoshizawa (2010) agrees that among the factors that could affect learners' identities is the physical locations as well as the social values and ideologies underpinning a language curriculum.

In the area of applied linguistics and specifically in education, research in identity and language learning has been popularised by Norton who suggests that language is not a "neutral medium of communication" but "it is understood with reference to its social meaning" (Norton 2000:5). Hence the process of language learning cannot be understood without taking into consideration who the learners are and how they define themselves, the situations and contexts they are in or imagine themselves to be in. Therefore, identity has drawn the attention of many scholars in the teaching and learning area moving from psycholinguistic approaches to second language learning to a growing focus on anthropological, sociological dimensions with reference to sociocultural and poststructuralist theory. Examples of these studies include Block, (2003); Morgan, (2007); Norton & Toohey, (2001); Ricento, (2005). In reviews of the literature, Norton's work is highly cited and seen as revolutionary in enriching debates on identity and language learning which is established as a research area "in its own right" as Block (2007:864) claims a poststructuralist approach to identity "has become the approach of choice among those who seek to explore links between identity and language learning".

Poststructuralists in the field of second language learning have been trying to understand what identity is and how it relates to the society and particularly how it impacts an individual's language learning process (Yoshizawa, 2010). Accordingly, and following Norton and Toohey (2011) who assert that while much research on identity concentrates on second language acquisition, poststructuralist theory is also of great relevance to foreign language learning, few studies of EFL learners' identity construction in their home countries have been undertaken. In a Chinese context, Gao *et al.,* (2002) demonstrated how individual learners exercised different degrees of agency in the construction of their identities. Mathews (2000) maintained that identities are not entities into which one is raised; rather one assumes an identity and then works on it.

Among the studies that adopt a poststructuralist approach to discuss the concept of identity in a foreign language context is Silver (2010) who explains that the different perspectives of

looking at identity are in some ways related to the theoretical frameworks and research approaches used by those interested in exploring the concept of identity. For example, Morgan (1997) who worked in an institutional context, adopted a more sociological approach to his understanding of identity; different to Schecter and Bayley (1997) whose study focused on the language socialization of a particular group of people with a shared linguistic background, and who opted for a more anthropological approach to their conception of identity. Other approaches to identity undertake a sociocultural perspective like the work of Duff and Uchida (1997) who investigated the differences between American and Japanese teachers; whereas Leung, Harris and Rampton (1997) used theories of ethnicity to study the extent to which English schools adapt a bilingual and multilingual student population.

These studies propose that there seems to be a connection between the social and the cultural, which makes it possible to view identity as a sociocultural construct (Silver, 2010). Accordingly, Norton (1997) suggests that the construction of identity must be understood with respect to larger social processes, marked by relations of power that can be either coercive or collaborative. That is some identity positions may constrain opportunities for learners to listen, speak, read or write, whereas, other identity positions may offer enhanced sets of possibilities for social interaction and human agency.

Lave and Wenger (1991) examined the relationship between learning and the social situation in which it occurs. They explained that through a process that they called "legitimate peripheral participation", newcomers interact with old-timers in a given community and become gradually experienced in the practices that distinguish that community. Norton (2000) claims that this notion is useful in the field of SLA because it reinforces the idea that learners should be conceptualized as members of social and historical communities and not as isolated individuals. She also adds that the notion of "legitimate peripheral participation" calls for an analysis of the learning and the practices of a given environment, as recognizing the specific social practices of any community may limit or enable a fuller participation. In this regard, Lave and Wenger (1991:100) state: "to become a fuller member of a community of practice requires access to a wider range of ongoing activity, old-timer, and other members of the community; and to information, resources and opportunities for participation". A sociocultural understanding of language (Lave and Wenger, 1991; Norton, 2000), reveals that learning is a process of becoming a member of a community, and for Swain and Deters (2007) this process entails the ability to communicate through language and behaviour that characterize that given

community.

The focus on identity is now featured in most encyclopaedias and handbooks of language learning and teaching, (Norton & Toohey, 2011) even though, as Block (2007:12) mentions, in the early studies on motivation in Second Language Acquisition, the term identity was already "seemingly […] lurking in the wings without ever coming out as a full- blow object of interest". Thus, following Norton's call for "a comprehensive theory of social identity that integrates the language learner and the language learning context" (Norton, 1995:12), there have been different studies addressing the identity approach to language learning in the context of general English language teaching, (e.g., Dörnyei *et al.,* 2006; Ryan, 2009; Taguchi *et al.,* 2009), less attention has been given to it in the area of ESP, hence, this project aims at contributing and offering an understanding of the impact of learners' identities in ESP context. The importance of such research in the ESP teaching and learning process "can also show us ways in which we can help learners become central rather than peripheral members of their desired academic, professional or other communities in a way that can make their imagined communities more of a reality for them" (Platridge, 2015:79). In essence the project reported on here sets out to explore ways that Platridge's challenge to ESP researchers and teachers can be achieved in this specific context.

2.3.2   New Direction in ESP Research

Paltridge (2014:75) claims: "A focus on identity in ESP teaching and learning, has an important role to play in bringing about social change which is, for many, a goal of language learning". Paltridge (2016) argue that teachers should be aware of their learners' imagined communities and "who they want to become" that is their imagined identities. Hence, when conducting Needs Analysis, teachers need to place learners "front and center" aiming at helping them to achieve their desired selves through language, and leading them to accomplish their long-term rather than just short-term language learning goals. In this context, Belcher and Lukkarila (2011:89) pose the questions "How can our teaching ever really be called learner-centred?" and "Can we claim to be responsive to learners' own purposes for language learning if we are not aware of their sense of their own needs and goals?".

It is obviously not always practical to collect data about each learner's goals and imagined identities, but there are useful tools through which teachers can identify learners' views of their

evolving identities such as reflective journals about their language use, interviews with learners about their future learning goals and collaborative projects (Paltridge, 2016). In this research, different research methods were used including interviews, observation, teacher field notes and focus groups. The data about learners' visions of their futures, "encourages us to rethink not only what we offer learners in terms of content … but also how we offer that content – the degree to which we support learners' construction of a vision they have of themselves" (Belcher & Lukkarila, 2011: 90). Therefore, it is important for ESP teachers to gather information about where their learners want to go, what they want to do and who they want to become. This is not to say that the data will lead to courses designed to address all students' future needs, but it will be helpful in the sense that the learners' feedback and the classroom discussion will be more focused and constructive. Research on Identity approach to language learning is understood through concepts such as investment, imagined identities, imagined communities which are central to this thesis.

2.3.3　From "Motivation" to "Investment"

According to Dörnyei (1994), the motivation to learn a language is different from the motivation to learn to do other tasks, as the key feature in motivation to learn a foreign language is that learners get exposed to a new linguistic community with new culture and new values, in the case of this research the new linguistic community relates to the legal professions. The concept of motivation is primarily drawn from the field of social psychology that seeks to quantify the learners' commitments to learning the target language. Gardner and Lambert (1972) and Gardner (1985) came up with very influential identification of two motivational orientations in the area of Second Language Acquisition: instrumental orientation and integrative orientation. "Instrumental motivation references the desire that language learners have to learn a second language for utilitarian purposes", such as employment, whereas integrative motivation references the desire to learn a language to integrate successfully with the target language community (Gardner & Lambert, 1985).

Besides its methodological complexity and thoroughness, Gardner's work considers language learners as social beings and language as an important aspect of social identity. The absence of similar research in the area of motivation in language learning resulted in Gardner's model of integrativeness and instrumentality dominating the study of Second Language Acquisition for a long period of time. This socio-educational model considers L2 motivation as a dichotomous

construct, however the focus had been on the integrativeness side of the dichotomy, while instrumentality never generated similar amount of theoretical debates.

Gardner's work received different sorts of criticism, Au (1988) for instance raised the question "was proficiency a consequence of motivated behaviour arising from integrativeness or was integrativeness simply a by- product of proficiency in the L2?" There have been other critiques to Gardner's approach such as its separateness from mainstream psychology, and its generalizability (Gardner's work was very much associated with the Canadian socio-educational environment, i.e. the research concerned both migration and the bilingual situation of Canada). Also, Dörnyei (1994) questioned the applicability of Gardner's concept of integrativeness to EFL context: what was applicable in bilingual Canada was not necessarily appropriate to environments where learners lacked meaningful access to the target L2 community.

Crookes and Schmidt (1991) were the first to suggest the introduction of the cognitive perspective to language learning motivation by highlighting the significance of the learning environment as a motivating factor. Consequently, the research focus in the new approach to motivation moved to cover more classroom-oriented variables and factors of immediate relevance to practicing teachers (Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin, 1994).

A further extension to the motivation model was that of Dörnyei (2005:83) who referred to it as the 'process-oriented Period', it is linked to "the temporal frame of reference shaping motivational thinking" (Ushioda, 1998:82); where learner's motivation to acquire a second language may change over time because the second language acquisition is such a long process. For instance, in this research students studied English almost on a daily basis in both middle and secondary school. However, when they entered university, the English class was only offered at Masters level. Dörnyei (1994) described motivation in three levels: the language level, the learner level, and the learning situation level. The language level is essentially concerned with attitudes toward the target language such as the cultural values associated with it. The learner level deals with the personality of the individual learner and the different experiences and concerns they bring to the learning process. Finally, the learning situation level covers the immediate learning environment for instance the course content and classroom norms. The discussion in the field of L2 motivation was further extended by the work of Bonny

Norton who instead of "motivation", uses the term "investment"

2.3.4 Identity and Investment

In her study with immigrant women in Canada, Norton (2000) noticed contradictions between the results of motivation in SLA field, and her own findings from her ethnographic observation of language learners. It is worth noting here, that the research in this thesis is with a different group of learners, they are in their home country learning English as a part of their Postgraduate studies and their professional development too. Earlier studies on motivation assumed that learners who were unsuccessful in learning the target language did not have sufficient or adequate desire to learn the language. Norton and Toohey (2011) explain that these Second Language Acquisition studies did not consider the power relation between language learners and target language speakers because they perceived language learning as an individual achievement. Consequently, Norton and Toohey (2011) developed the concept of *investment* to complement the construct of motivation in the field of Second Language Acquisition to better understand the link between language learner identity and their commitment to language learning. In the context of this research, the concept of investment is applied in an ESP context where students are learning English for law, aiming to examine the relationship between the learners' identities and the extent to which they learn English.

Norton argues that this word clarifies and describes better the different motives and the complex reasons for wanting to learn the target language. The term investment is drawn from Bourdieu's notions of social, cultural, and symbolic capital (Bourdieu & Coleman, 1991; Bourdieu & Nice; 1977). It contrasts 'motivation' as being embedded in the individual, while 'investment' considers the social factors affecting the individual's identity and participation in a community.

Investment is hence different from motivation in that it includes complex variables, "an investment in the target language is also an investment in a learner's own identity that is constantly changing across time and space" (Norton & Mckinney, 2011:575). Furthermore, investment brings up questions related to the learners' commitment to learning a target language, so instead of asking "to what extent is the learner motivated to learn the target language?" the teacher or researcher asks, "what is the learner's investment in the language practices of this classroom or community?" as regardless of how high a learner's motivation

is, they might have little investment in the language practices of this classroom or this community.

As a result, they might be described as weak or unmotivated learners. This may be due to different reasons, such as a learner's expectations of good language teaching may not be consistent with the language practices that the teacher promotes in the classroom (Norton 2013). This has generated great interest among researchers in applied linguistics and language education. For instance, McKay and Wong (1996) have used the construct of investment to research the English language development of four Mandarin speaking students in grade 7 and 8 in a California school, explaining that their investment in the target language were associated with their needs, desires, and negotiations as students. In fact, as an action research project, this research explored first the students' needs (see section 4.4.3) and then investigated the extent to which students learn English when their needs are considered by the tutors and the institution as whole (see section 6.2.6).

In another context, Angelil-Carter (1997) realized that the concept of investment is helpful in understanding the language development of an English language learner in South Africa. Further, Skilton-Sylvester (2000) conducted research with four Cambodian women in adult ESL classes in the United States and found that the traditional views of motivation do not sufficiently explain the complex lives of adult learners, and that an understanding of a woman's domestic and professional identities is necessary to explain their investment in particular adult ESL programs. Also, Haneda (2005) undertook research to investigate the engagement of two university students in an advanced Japanese literacy course. She drew on the construct of investment to conclude that their multimembership in various communities may have informed the way these learners invest in writing in Japanese.

In the same vein, Potowski (2007) uses the term investment to explore students' use of Spanish in a dual Spanish/English immersion program in the United States, concluding that in order to meet the expected aims, it is not enough for a language program to be well-run, but also a learner's investment in the target language should be consistent with the goals of the program. In her investigation of the experiences of a young American woman called Alice, Kinginger (2004) documents that Alice negotiated many facets of her identity in her struggle to learn French over a four-year period in USA and France. She explains that the identity changes that Alice went through in her way to reconcile an *imagined* France with her mixed language

learning experience; concluding that Alice's efforts toward French language competence were a clear investment in social identity.

Furthermore, Pittaway (2004: 208) suggested that the concept of investment can explain the reasons behind the students' low achievement even if they are motivated. He states that "A learner can be integratively motivated to become an active member in the target language community, but can face rejection by that community and therefore acquire little to no language as a result of not being able to practice the language with that community". In fact, this point is highlighted in the case of this research but in a different way. Being in their home country where English is neither the first nor the second language, students need to learn English to be communicatively competent in situations where the legal documents are written in English or where the clients' language of communication is English. In addition, students' motivation to learn English for law is different as well as their degree of awareness, their learning style, and the efforts they put inside and outside the classroom, this is discussed in detail later in this thesis (See section 7.4.2).

The debate around motivation and investment does not disregard the importance of motivation, as Pittaway (2004) explained that while Gardner and Lambert follow an empirical approach to research individual attitude, Norton (2013) used a more qualitative approach in exploring the relationship between the individual and the social world. Pederson (2002) agrees with this explanation suggesting that criticizing traditional views of motivation does not do justice to it, because both concepts (motivation and investment) serve different research purposes and are embedded in distinctive epistemological frameworks. This research also adopts a qualitative approach to investigate students' perceptions of their course using different sources of data (see section 3.4).

2.3.5   Communities of Practice

Studies on the relationship between investment and identity have been extended to include the concept of communities of practice in which language learners participate in their process of learning a foreign language. A community of practice is defined as "an aggregate of people who come together around mutual engagement in an endeavour". The interactions between these people results in "ways of doing things, ways of thinking, ways of talking, beliefs, values, power relations-in short practices" (Eckert and McConnel-Ginet 1992:464).   Furthermore,

through engagement, imagination and alignment, people establish their membership in different communities of practice. What is important here is not who they are or where they are from, but whether they are in the process of doing some common mutual action or practice.

According to Wenger (2000), knowing is "a matter of displaying competences defined in social communities" (p.226). He sees the process of learning as an exchange between our personal experience and the competence as it is defined and offered by the community we participate in. The idea of community of practice is also applicable in a EFL/ESL language learning context, as students seek membership in a new imagined (when learning English as a Foreign Language in their home countries) or real (when learning English as a Second Language in the hosting countries) community (Kharchenko 2014). Consequently, researchers focused on the problems and barriers that prevent new language learners to fully participate in a new community. However, there is one possible advantage, that those newcomers could bring to an already established community of English language speakers with a well-defined social competence. This is because every new language learner brings their individual life experiences. Therefore, the learning process would be enriched once every individual learner is viewed as a new source of opportunities, knowledge and experience.

Wenger (2000) believes that for a learner to develop the necessary competencies, each community should "maintain the spirit of inquiry", which generally take place at the boundaries of various learning opportunities. For Wenger, the use of communities of practice in the field of teaching English represent a shift from cognitive approaches, which sees language learners from input output perspective, to socially-oriented approaches, which view learners as "part of a larger social matrix, affiliated with diverse communities and interacting in dynamic ways with members of these communities. Second language acquisition, and learning generally, is produced within communities of practice rather than reflecting an accomplishment of isolated individuals" (Cummins & Davison, 2007:615). Thus, interaction between novice and expert community members, with opportunities for new members to have "peripheral legitimate participation", enables and eases learners' development (Lave & Wenger, 1991 cited in Meadows, 2010).

In the same line of thought, Norton (2013) suggests that while using the target language and exchanging information with the target language speakers, learners are also representing who they are and "how they relate to the social world". She clarifies that an investment in certain

practices through English, would probably mean that English learners might need to integrate this language as part of who they are, in order to approach their "imagined identity" as it has to be coherent with the "imagined community" they aim to belong to. The term imagined identities and imagined communities are explained further in the next section.

2.3.6   Identities and imagined communities

Norton explains that, in life, we make interactions with different concrete communities like our workplace, our educational institutions, and our religious groups. Yet these are not the only communities we belong to. For Wenger (1998) "direct involvement in community practices and concrete relationships is not the only way we belong to a community". He suggests that people also affiliate with communities of the imagination since for him, affiliation can "extend beyond the local sets of relationships" (Warriner, 2007). Imagined communities hence refers to "groups of people, not immediately tangible and accessible, with whom we connect through the power of imagination". Imagination is therefore a powerful source of community. This has been discussed in relation to "positioning" (Davis and Harre, 1990) to explain how learners position themselves and position others within an imagined community and thus adopt certain identities.

The notion of imagined communities is suggested by Anderson (1991) in his work on the role of language in the creation of nation-states. Based on Anderson's suggestion, Norton (2013) concludes that these imagined communities are no less real than the ones in which learners have daily engagement and might even have a stronger impact on their current actions and investment. Wenger (1998:176) gives a complementary view to that of Anderson suggesting that imagination is both an individual and social process, and defines it as a "process of expanding ourself by transcending our time and space and creating new images of the world and ourselves". Following this view, Pavlenko and Norton (2007) explain that imagination is a different form of belonging to a given community of practice and a way through which "we can locate ourselves in the world and history, and include in our identities other meanings, other possibilities, and other perspectives" (Wenger,1998: 187).

Accordingly, Norton (2001) discusses further this conception of imagination in her second language learning studies by highlighting particularly the relationship between imagination and investment in communities of practice. She complements this thought by saying that when

learners join language classrooms, they are seen as newcomers to a set of language practices and to a community that involve those language practices. Therefore, Norton and McKinney, (2011:81), suggest that "an imagined community assumes an imagined identity" hence, in a language learning setting if the learners have images of the communities that they wish to engage with, they can be strongly guided and affected in their current learning. That is "whether or not the learners see the learning of L2 as leading them closer to the imagined communities influences their current investment in that learning" (Norton cited in Kanno, 203:287).

These studies greatly affect my understanding of students' identities in the classroom and its possible effects on their engagement, participation in the classroom and language learning in general. Therefore, the exploration of students imagined identities and their impact on their English for law learning was conducted through this research in three stages (see section 3.4). The data gathered in the first stage, informed me on the opportunities that the students have in their English session that inspire/lead them to construct imagined visions of themselves, then the data collected in the second stage helped me to find out how and when students construct/discover their imagined identities. Finally, the data collected in the third stage revealed the impact of students imagined identities on their investment in learning English.

2.4   Chapter Summary

This chapter presented and analysed the literature concerning English for Specific Purposes and the different development stages it went through, from the focus on register that is the vocabulary level to going beyond the description of texts by analysing the social action of genre. These approaches were further extended when researchers interested in identity started to call for the need to focus on students' identities and its roles in their language learning experience. Such studies focused largely on students' learning English in contexts where English is the medium of communication with some relatively modest attempts to research students' identities in contexts where English is a considered as a foreign language. However, examining the students' identities and their English for Specific Purposes learning has not been given attention despite the calls for needed research in such area. Hence, this research aims to contribute to the literature related to identity approach in language learning by focusing on English for Specific purposes in the case of English for law.

3. **Chapter Three: Methodology**

3.1 **Introduction**

The present chapter deals with the methodology followed in this research project. As this research consists of three phases (planning phase, acting and observing phase and lastly the reflecting phase); this chapter explains the process of each step by describing the participants and the data collection. It also presents the data analysis method and ends with the research ethical considerations.

3.2 **Conceptual Framework**

This research is informed by the approaches to teaching materials reviewed previously in section 2.1.4 and how they shifted the focus of ESP pedagogy (see section 2.1.5). This was further extended when researchers interested in identity started to call for the need to focus on students' identities and the roles this played in their language learning experience 2.3.2. Below I give a short summary of how these theoretical understandings inform my research questions, guide my study and underpin the design of the pilot activities.

3.2.1 **ESP Teaching Materials**

As reviewed in the literature, the early ESP teaching materials focused entirely on language and the accuracy of language use. That is the description of which elements of grammar and lexis were frequently encountered in subject-specific texts and hence more useful for ESP students to learn (Register). In fact, in the context of this study, learning the legal terminology is of paramount importance due to the nature of the legal discipline. Then, the following attempts, still with a clear foundation from the lexico-grammatical approach, extended further to focus on an understanding of how technical and scientific texts were fitted in within wider concepts of notions and functions of language (Discourse). Later, the move was toward an emphasis on the communicative aspects of the language emphasizing a social manner of interaction and learning between students, their peers and their tutors. Here, the focus was on accuracy as well as appropriate fluency of language use. In addition, more focus on authentic texts in social settings (through Communicative Language Teaching and Skills and Strategies approaches). Finally, designers of teaching materials started to take into consideration the aspects of genre and multiple modes of representation, along with the socio-cultural aspects of

communication (Genre). Following the evolving stages of ESP teaching, the aim seems to shift from teaching the surface level of language to how this language is used to then using the language in social communication. This is done through a combination of classroom practices as shown in figure 3.1.
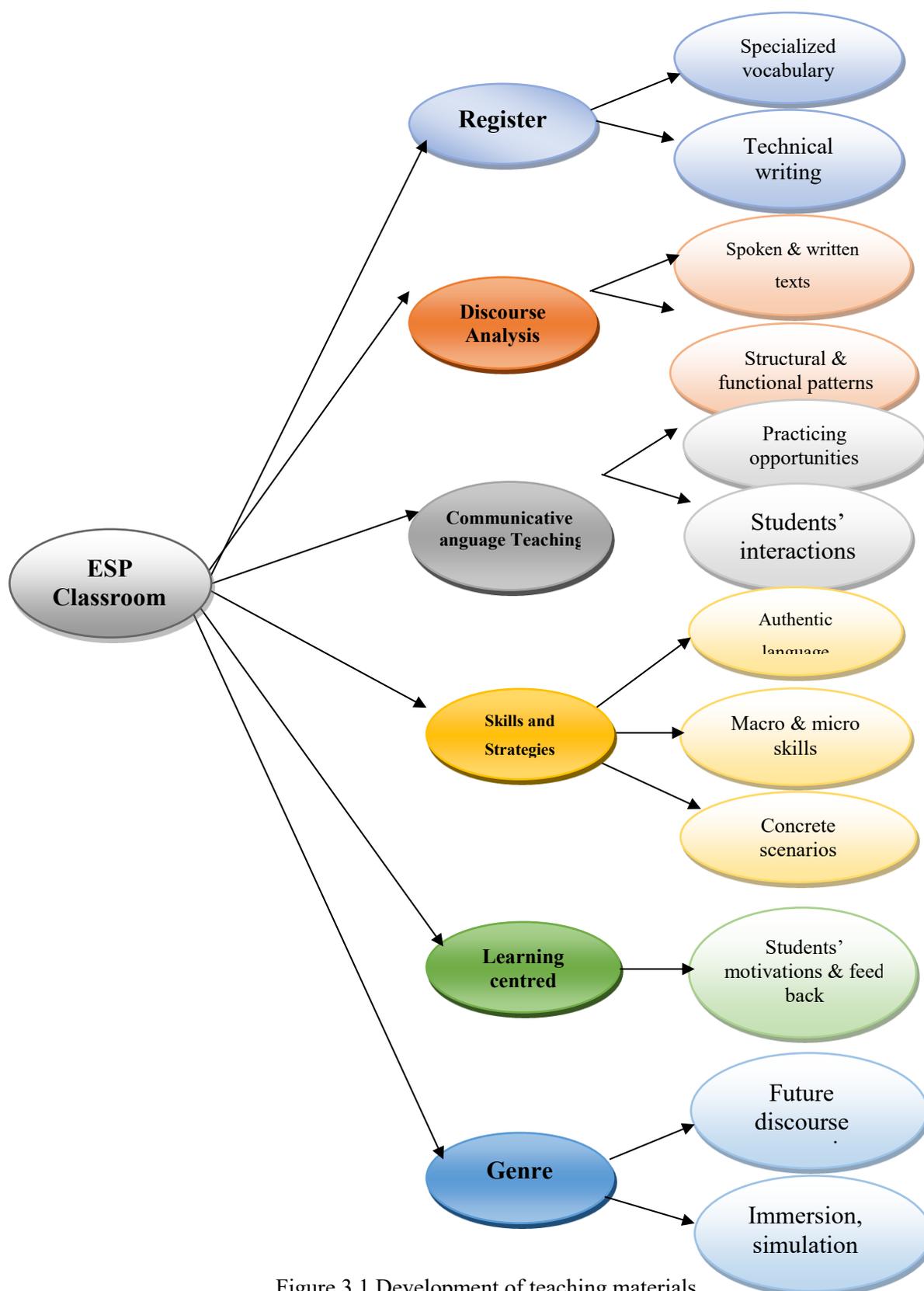
Figure 3.1 Development of teaching materials

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In the context of this study and based upon my earlier experiences of the current teaching practices in the English for Law course, (see section 1.4) it was seen that incorporating the legal register was clearly highlighted, through the heavy teaching of the terminology of law. This is supported by a modest attempt to cover some discoursal analysis of some short legal texts and articles and then practicing some translation activities. By focusing on terminology and grammar (notwithstanding their importance), English tutors are leaving out the communicative aspects of the language and the teaching of the legal discourse practices. As a result, by the end of the course students could only read some short legal texts and retrieve the list of legal terms they had learnt, for their final English exam.
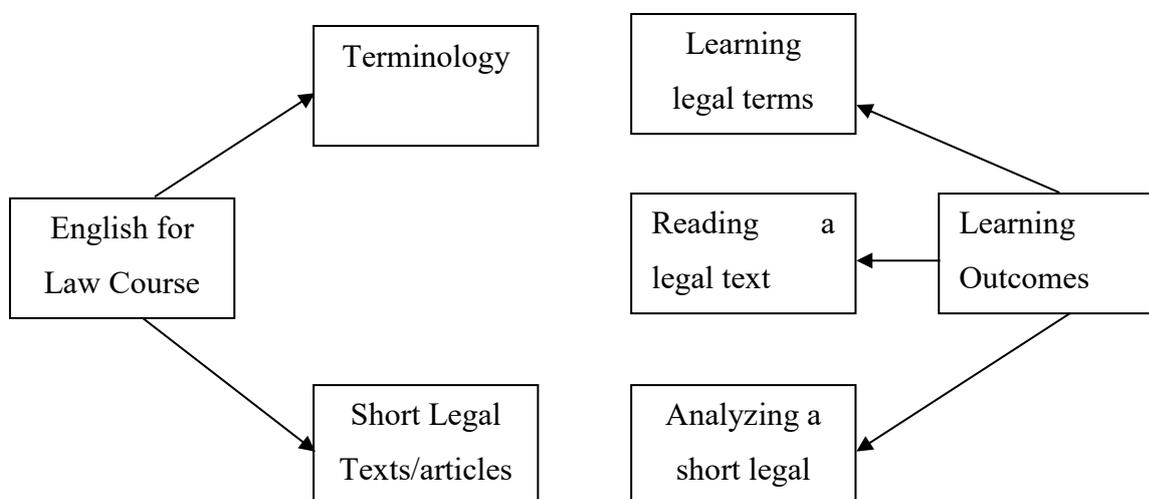
Figure 3.2 Content of the English for law course

The absence of important teaching practices mentioned in figure 3.2 and the heavy focus on the legal terminology led me to investigate the language competencies needed for the legal profession and how could the course help the students to acquire such competencies. The first 2 of 3 research questions I raised are:

1) What are the language competencies which law students need to develop in order to effectively engage in their professional community of law?

2) How could the English for Law course be improved to meet the requirements of the professional community of law?

3.2.2 Students' Identities in ESP Pedagogy

The recent growth of ESP pedagogy differs greatly from previous (Belcher 2004). Some ESP practitioners started calling for the need to explore the learners' target discourse communities, not only from a text-linguistic angle, but rather from a more social viewpoint (Robinson, 1991). Such a multifaceted view of context is described by Douglas (2000:89) as "dynamic, continually changing . . . constructed by the participants in a communicative situation". While many ESP experts recognize the importance of context, they suggest that it could be simulated by using authentic tasks (Bhatia, 1993; Ferguson, 1997).

Bringing such simulated context of a particular discipline (Law context in this study) would, often be used through activities and practices related to the target context (see 2.1.5) and here is where students' identities come into play. In fact, Norton (2001) argues that when learners join language classrooms, they are seen as newcomers to a set of language practices and to a community that involve those language practices. Pavlenko (2001) views language as a site of identity construction and, while it is a means of communication, it is also a social practice or a process of socialization.

Hence, in a language learning setting if the learners have images of the communities that they wish to engage with, they can be strongly guided and affected in their current learning. Norton and McKinney, (2011:81), suggest that "an imagined community assumes an imagined identity". Thus, "whether or not the learners see the learning of L2 as leading them closer to the imagined communities influences their current investment in that learning" (Norton cited in Kanno,203:287). This investment connects the learners' desires to their commitment to learn a foreign language, and an investment in learning a target language is considered as an investment in learner's own identity (Norton, 2000, 2010). Therefore, in my study I aim to discover the future imagined identities/possible self-images, which students construct in the classroom, and their impacts on students' investments in learning English for Law. This is formulated in the third research question:

3) Can an English for Law course based on an identity approach to language learning, help law students to better invest in learning legal English; to engage effectively in their professional community?

Figure 3.3 shows the way I combined the existing teaching approaches to the identity oriented framework to design the pilot activities.

Terms related to court				
Terms related to contracts	Legal Vocabulary (Register)		Legal Discourse Practices	
Terms used in trials				Pilot Activities
E.g. of statements of verdict	Legal Features of texts (Discourse)			
Analyzing work conversations/extracts of articles				
Pair/Group Work,	Communicative Activities and Critical Thinking skills (CLT)		Imagined Future Community	
Listening to videos/reflecting on the Algerian context. Negotiation				
Brainstorming ideas, writing notes and debating	Inventing law Scenarios (Imagined Identity)		Future Self Image	
Client-lawyer conversation, conducting a trial	Role Plays/thinking about the future workplace (Imagined Community)			
Performing multiple roles in the classroom	Peer-interaction (Imagined Identity)			

Figure 3.3 Design of pilot activities

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3.3 Action Research

Action research goes by different names in literature such as practice-based research, practitioner research, practitioner-led research and practitioner based research. The main feature of this approach is that it is relevant to a specific situation, therefore the researchers do not have to be distanced or detached from it. It is insider research i.e. the researcher is inside the situation, and will inevitably influence what is happening by their presence. This fact is a distinctive feature in action research which differentiates it from other approaches where studies are conducted from an outsider perspective for which observations are made about what other people are doing. The researcher makes descriptions and provides explanations which lead to generating theories about people. That is in these 'outsider practitioner' types of research, the researcher provides people with results that could be used to improve their practices aiming at meeting the generalizability and replicability criteria. On the contrary, in Action Research, the researcher comes with their own stories of research-based practice and invites other people to learn from and perhaps adopt or adapt what they have done to their practices. "This fulfils criteria to do with a dynamic transformational potential, because other people can learn from you and can see new possibilities for their own research" (Mcniff & Whitehead 2010:16). It also involves continuous evaluation and modification as the project progresses.

Norton (2018) explains that the common stages in action research are:

❖ Identifying issues or challenges (In this research, this represents the planning stage, the Needs Analysis).

❖ Reviewing possible interventions and selecting a course of action (this was also part of the planning stage (Needs Analysis).

❖ Implementing action (In this research, this represents the acting stage).

❖ Collecting data to evaluate the action (In this research, this represents the observing stage).

❖ Reflecting on learning (In this research, this represents the reflecting stage). Note that in this research, the acting and the observing phase took place simultaneously.

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3.3.1 Why Action Research

Before deciding to follow an action research approach, I had already researched other methodological approaches mainly in studies examining identity and language learning. I realized that, so far what is known about "identity" in EFL contexts can be learnt through Narrative enquiry type of research. This is mainly done in studies embracing a sociocultural view to language where the aim is to support learners' reflection on their experiences, such as language learning histories (Murphey *et al* 2004), learner diaries, autobiographies (Pavlenko, 2011), personal narratives (Liu, 2014). For example, Murphey *et al.* (2004) used language learning histories to investigate the relationship between learners' identities and their future language learning through written assignments and reflective questions. However, I rejected the Narrative approach in favour of action research because the participants in this research are busy and the lawyers are practising, so it would have been unrealistic to ask them to keep a reflective diary for five weeks. More importantly, the features that characterized action research methodology:

> *a type of inquiry that is: practical as it involves making change to practice; collaborative as it encourages engagement with others in the process; reflexive as it requires practitioner researchers to keep their own knowledge, values, and professional activities under review; contextual as it acknowledges institutional, national, historical and societal influences (Norton & Arnold, 2018:9).*

are tightly related the nature of this doctoral research, and hence they form the rational of my methodological choice as I explained below.

> ➢ Practical

As the aim of this research is to investigate and explore ways of improving my personal teaching practices in my community of practice and hopefully providing insights to other practitioner researchers, I opted for action research as "it assesses current practice, justifies good practice, looks in detail at teaching and seeks to find out how students actually learn successfully" (Reid, 2006: 5). This type of research allowed me to be inside the situation where I was involved both as a researcher, an observer, and as a practitioner. This understanding is

explained by Koshy (2010: 21) who sees action research as advantageous to practitioner-researchers who "are involved in exploring ways of improving their practice" (Koshy 2010:21). Furthermore, my aim was not only to modify practice but to contribute to theoretical knowledge in the teaching and learning field.

➢ Collaborative

This research involves other parties other than myself, which is a known feature of action research, (Norton 2018). Thus, I collaborated with different staff in the faculty of Law and Political Science, most of them ended up being participants in my research. The Dean of the faculty, members of the administration, lecturers of English for Law, Masters' students of Law, Practicing lawyers and certified translators. All these people helped me to familiarize myself with the research environment and provided me with informative data by voluntary accepting my invitation to take part in this study.

➢ Contextual

This study is motivated by questions emerging from my personal teaching experience, so this research considers a specific context (English for Law course) as Reason and Bradbury, (2001) explain "Inquiry is based on questions emerging from real life situations". Therefore, through this research I wanted to examine the context in which I operated (Faculty of Law and Political Science) and to determine possible actions to improve the actual practice, implement it and systematically valuate it. This is aiming at offering understandings to practitioners in other wider contexts who would hopefully review their English for Law practice and consider opportunities for a further iteration of this research.

➢ Reflexive

Reflection was an ongoing process in the stages of this study. This is an essential feature of action research "As action researchers we need to develop a reflexive mind-set" Norton 2018:21). Throughout the journey of my research, I found myself frequently standing back, looking at my practices, reflecting on my thoughts and asking questions. I have been reflexive not only when conducting the empirical part of the study, but also after finalizing the research as McNiff (2016:9) puts it "the 'action' part of action research should be both "in-here" in one's own mind, and "out there" in the social world". I should mention here that, as this research is all about students' construction of their imagined selves and how that impact their learning, I needed to be there front and centre implementing activities, observing, monitoring,

attending to students etc., However, I was very worried about bringing my own interpretations and imposing my own opinions which could affect the quality and rigour of the research. Fortunately, action research allows me that reflexivity and permits the subjective to be transparent. As a result, I turned this issue to the benefit of this research project by using teacher field notes where I recorded my reflective thoughts about the pilot activities after each session. This enabled me to move from recording everything to focusing more on some tasks rather than others, to discard some questions that I had prepared that were not useful, and extend the time for more practice and students' interactions. This is stressed by Stringer (2013) who reports that action research enables the researchers to reveal how individuals perceive their current experiences, and how they impact on them. Reflection was also important for my own understanding of ESP teaching practice, as stated Norton (2018), action research is not complete without asking the question: "what has changed in me".

3.3.2   Action Research Model

There are different models for Action Research, for this study I am using the model of Kemmis & McTaggart (2000) as shown in figure 3.4. However, it is important to mention that these two authors suggest that this model should not be used as a rigid structure. They explain that "in reality the process may not be as neat as the spiral suggests", they also clarify that the stages involved "overlap and initial plans quickly become obsolete in the light of learning from experience" and it is likely to be "more fluid, open and responsive" Koshy (2010: 4). This was true in my research, for instance, as when I was going through the first stage, I underwent an ongoing process of notes taking and identifying the main issues students mentioned, which helped me in the following stage. Also, implementing the sample activities overlapped with the recording of students' reactions and performance in the classroom.
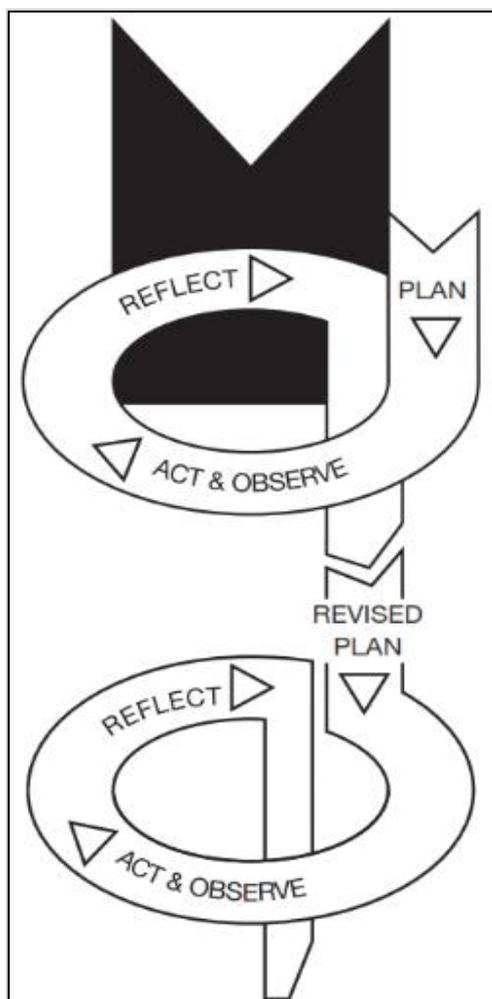
Figure 3.4 The Action Research Spiral (Kemmis & McTaggart, 2000)

The model shown above starts with a Plan phase, followed by Act and Observe and then a Reflect stage. As action research seeks improving practice and continuing reflection, each cycle results in a revised plan and hence another enquiry. For the purpose of this research I conducted only one iteration as shown in figure 3.5.
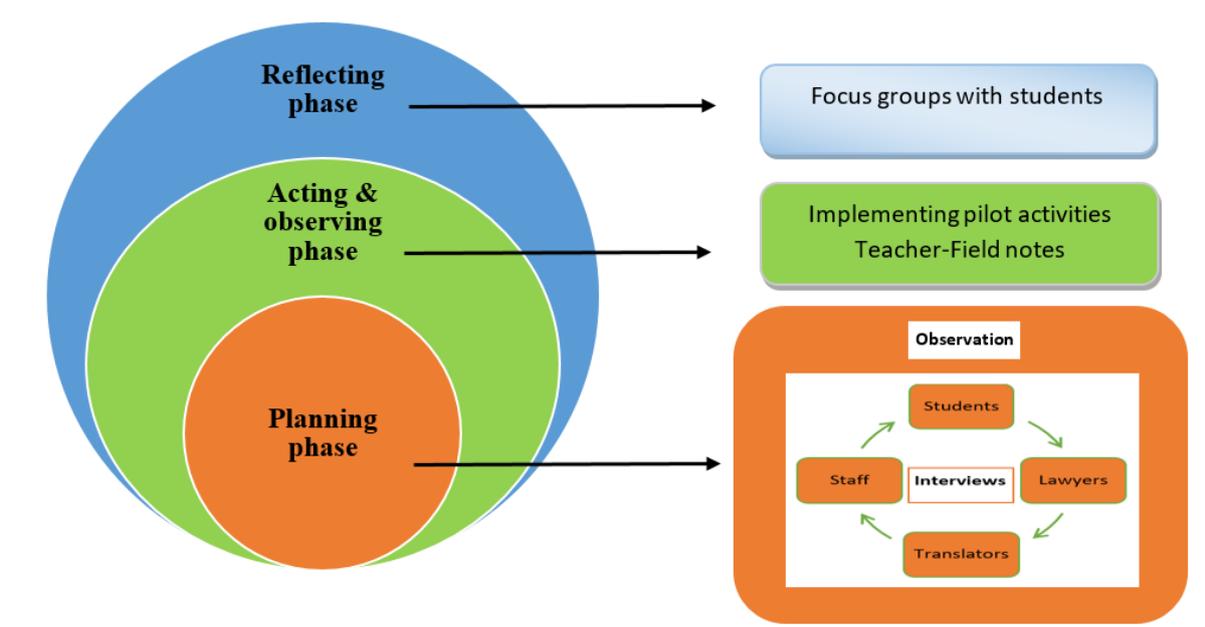
Figure 3.5 Research Iteration

3.4   Steps of the Research

Before explaining the steps, I went through in this research project, I will restate the research questions I aimed to discuss in this study:

1. What are the language competencies which law students need to develop in order to effectively engage in their professional community of law?

2. How could the English for Law course be improved to meet the requirements of the professional community of law?

3. Can an English for Law course based on the identity approach to language learning, help law students to better invest in learning legal English; to engage effectively in their professional community?

The main phases are summarised in figure 3.6.
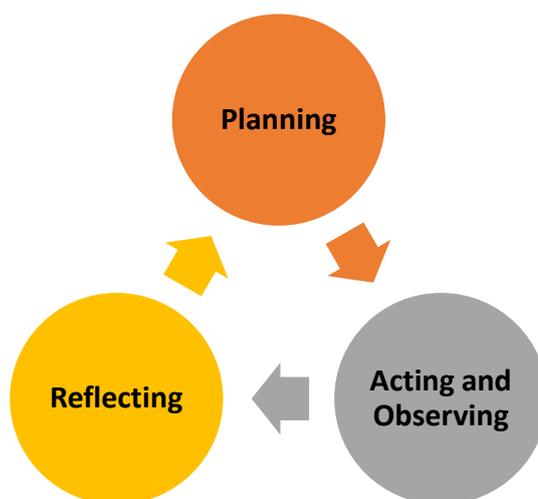
Figure 3-6 Main phases of the study

3.5 Research Process for the *"Planning Phase"*

Planning is the first phase in the research, I refer to it as Needs Analysis (explained in detail in chapter four) because my aim here was to find out the English language needs from the perspectives of faculty staff, students and professionals who were all participants in this study.

3.5.1 Participants in this phase

The participants in the planning phase are a mixture of Masters students of Law, administrators in the Faculty of Law, teachers of English for Law, practicing lawyers and translators. These participants have consciously been chosen in order to vary the sources of gathering data as explained by various authors (Robinson, 1991; Dudley-Evans and St John, 1998; Richards, 2001; Long, 2005; Kin 2006) using different sources to determine students' needs is of paramount importance in ESP course design. Furthermore, the diversity of sources of data collection adds more reliability to the findings as stressed by Long (2005:63) "triangulation of sources offers an important means of validating findings". The use of interview and observation in the Planning stage (Needs Analysis) aims not only at "offsetting the weaknesses of one method with the strengths of another" (Creswell 2009:143) but also at varying the sources of data. The variation of the sample is based upon the belief that each participant adds to a more in-depth, critically informed response-base, with a clearer perception of learning needs and teaching-learning issues (Creswell, 2011), and also various insights into the practices of the legal discourse community in Algeria. As these participants were chosen because of their connection to the topic, so they can be thought of as a purposive sample.

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3.5.1.1 Administrators

Administration staff, represented by the Dean of the faculty and the subject leader were invited to the interviews, however the subject leader could not attend because of other commitments. Hence, the Dean was interviewed in order to understand the reasons why the English module was introduced and to get a clear idea about the administrators' expectation of the course.

3.5.1.2 Students

The participants in this study were 45 out of 116 students enrolled in Masters studies for the academic year 2016-2017. These students were enrolled in the academic year 2016-2017. Their areas of specialization varied from international public law, banking and insurances law, judicial law, economic law, contract law and maritime law. Among the student participants, there were 10 who practice as lawyers (avocats) and 7 students who work as legal assistants (notaires). Their ages ranged from 25 to 45.

3.5.1.3 Language Teachers

There were four teachers of English in the Faculty of Law with whom the researcher conducted an interview. One of them has an MA in American literature studies and is employed as part-time lecturer teaching English for Law, she has been teaching for two years. One is a doctoral researcher specialising in sociolinguistic studies and is working as a full-time lecturer teaching English for law. The two others are subject specialists in law who graduated from UK universities and beside their role as senior lecturers in law, they have been asked to do English teaching because of their English language abilities.

3.5.1.4 Lawyers

Eight lawyers took part in this study, their ages vary from 30 to 50 years old. Their working experience range from 3 to 13 years. The lawyers deal with different types of cases such as family and estate matters. They were included in the study in order to get an understanding of the importance of English in the work place and to collect information about what language skills are needed in the legal profession.

3.5.1.5 Translators

Eight translators took part in this study, two of them are male and the rest are females. Beside their work in their own offices of translation, they are senior lecturers in the Department of Translation Studies which is part of the Faculty of Foreign Languages.

3.6 Qualitative Data

This research uses qualitative methods, and qualitative research is defined as the approach which "involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods" (Dörnyei, 2007:24). Qualitative research tends to analyze the process in their everyday settings, e.g. classrooms (Croker, 2009). It is described as interpretive rather than statistical, (Mackey and Gass, 2005:2), descriptive rather than predictive (Vanderstoep and Johnston, 2009:167), and characterized by being naturalistic, exploratory and useful for making sense of highly complex conditions, (Dörnyei 2007).

In this study, the interview and the observation are considered as research tools to collect qualitative data. The former is described by Silverman (2000:51) as "the gold standard of qualitative research" commonly used in identifying learners' needs in ESP, (Long: 2005). The latter is employed in this research because observing students' behaviours gives the researcher the opportunity to get an idea about their motivation, attitudes and perception during the learning process. It also helps in grasping the area of needed improvements among students.

3.6.1 Interviews

Interviews were used in the present research as they are "feasible for smaller groups and allows more consistency across responses to be obtained" (Richards 2001:61). Interviewing participants helps the researcher to find out answers to the research questions and to validate the information collected by other research instruments. It is useful in understanding people's views regarding issues; as Burgess (1984:102) states, the interview "offers different ways of exploring people's experiences and views". Interviews are used in this investigation for two main reasons: firstly to understand the importance of English in the field of law, to see which language skills are most important for students, and to gather information regarding the content and the teaching materials that the teachers use. Secondly, to help in designing a survey for subsequent use with students, since interviews are usually used to know which issues and questions should be tackled in the questionnaire (Brown & Rodgers, 2002). There are three types of interviews; they differ from each other in their degree of structure: unstructured, structured, and semi-structured. The latter is seen as more appropriate and suitable for this study compared with the two others, as O'Leary (2005:164) states that the semi- structured interview "starts with some defined question plan, but pursues a conversational style of

interview". Dörnyei, (2007:137) believes that defining the topics to be discussed in the interview is helpful:

   a) by ensuring that the topic is covered and nothing important is left.

   b) by providing a template for the opening statement.

   c) by offering suitable wording for questions.

   d) by listing some probe questions to follow if needed.

   e) by offering a list of comments.

The interviews with students, teachers and translators were held in English. The dean started speaking in French, so I checked with him whether he can use English (though I made it clear that using French is still fine). He commented that he could handle the conversation in English describing his English as acceptable but not fluent. The interview then proceeded in English. However, when interviewing lawyers, only three of them were comfortable speaking English, while the other five participants spoke in Standard Arabic. (Using Arabic or French was totally fine for me as I was raised bilingually and I conduct my studies in English, so I can handle the data in these three languages.

However checking with participants if they could speak English was for two main reasons: firstly my research investigates the teaching and learning of English in the law community, and all participants in the study are members either of a professional community (some students, practicing lawyers and translators) or the academic community (the dean, teachers and students). Therefore, their willingness/ ability to speak in English informed me about both: the importance of this language as well as their degree of awareness. Secondly, I wanted to minimize translation as much as I could, as I was quite nervous about bringing my own interpretations of what participants had said. Also, I was worried if my voice appeared in the data. To avoid this confusion and to maintain the trustworthiness of the data, I had to contact the participants again while transcribing. This is explained in the trustworthiness section (see section3.10). I recorded all interviews manually using a notebook, and had to type them again on my laptop. Although this was time and effort consuming, I looked at it as an opportunity to familiarize myself with the data even before engaging with the analysis.

The design of the interview questions was based both on my research questions and the theoretical understanding followed in this thesis. In table 3.1, I present two example questions with the theoretical rationale behind it.

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Table 3.1 Examples of Interview Questions

Interview	Example	Theoretical rational

Interview with teachers	Can we talk about the English session now, in terms of:
	
	  ➤ **Planning**: so how do you plan your lessons?
	  ➤ **Teaching materials**: can we talk about the materials you use in your lessons?
	
	When you say students are mostly demotivated and do not understan everything you say, does that mean that you often use Arabic or French during the lesson?
		Underpinning principles of teaching materials.
		
		Students' engagement
		Classroom management
		Classroom practices
		Resistance

Interview with lawyers	How do you deal with clients who communicate using English/th documents are in English?	Future community practices

3.6.1.1 Designing the Interview

I needed to plan the interview before using it; Richards claims (2009: 169) "It is important to prepare thoroughly for interviews. This involves piloting, preparing a realistic schedule, and paying attention to practical details such as timing and location". Therefore, when I produced the first draft of the interview, I consulted two teachers who hold a PhD in English for Specific Purposes studies seeking feedback. Consequently, I changed the wording of some questions and restructured some others. After that, the final revised draft of the interview was ready to use.

3.6.1.2 Piloting the Interview

My aim from piloting the study is to have an opportunity to make any changes or clarification before the actual study because piloting gives the researcher a chance to "identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper" (Weir and Roberts 1994:138). Therefore, I conducted the interview with two teachers who gave me some valuable feedback and comments. Piloting the interview helped me in:

- Including some items to which I gave less importance.
- Excluding some items which were redundant.
- Changing the wording of one question which was unclear for the participants.
- Measuring the time needed for the interview.

- Making sure to avoid any gestures or facial expressions because these might influence the participants' responses in the real interview and therefore affect the objectivity of my research.

- Taking notes very quickly while the participants are answering the questions in order not to miss any important detail.

- Selecting a comfortable place to interview the participants.

3.6.1.3   Interview Process

On each of the days when I had an interview appointment, I arrived at the location suggested by the participants before the agreed time in order to familiarize myself with the place, to prepare my notebook and to recall my main topics of the interview. In my first contact with the university staff, and after explaining my research aims, I was advised not to use a recorder because this might result in obtaining negative answers when inviting participants to the interview. In fact, at the beginning of one of the interviews, the participant claimed that he felt nervous when being recorded, and he politely asked me not to use the recorder, similarly, the other participants preferred not to be recorded.

The final interview was composed of nine topics, some participants preferred to be sent the interview schedule beforehand in order to have an idea about the nature of the questions. An information sheet (see Appendix A) was attached with the interview explaining to the participants the aim of the study, the ethical issues related to it, and inviting participants to take part in this study. These had all been approved by the University of Northampton Research Ethics Committee. The contact details were also provided in case the participants had any queries or issues. The interview started by a general question concerning the importance of English language in the area of law and then tackled questions about legal English, course content, and terminology translation in the classroom by using probes in order "to go further and to increase the richness and depth of the responses" (Dörnyei 2007:138). At the end of each interview I thanked the participants for their time and efforts, reminding them that contact details are available in the invitation letter in case they decide to withdraw their participation, and giving them the opportunity to give any comments regarding the process of the interview.

3.6.1.4   Interview with the Dean

The communication with the Dean was mainly through emails. He asked me to email him the topics of the interview in advance explaining that reading the topics would allow him to prepare

some notes if necessary. The interview with him was conducted in his office, and lasted 40 minutes where he mainly spoke about the introduction the English modules, the recruitment process of teachers of English and mainly the expected learning objectives of the course, (see Appendix F).

3.6.1.5 Interview with English for law Teachers

The interviews with the four English teachers in charge of the English course at the Faculty of Law took place in the classroom after the end of the English class, it was conducted in English and handwritten notes were used to record the answers. Two interviews lasted 30 minutes while the third one lasted 45 minutes because the amount of details given when answering differs from one interviewee to another.

3.6.1.6 Interview with Lawyers

Whenever I had an interview appointment with a lawyer, I had to go to their offices as they advised in my first meeting with them. Lawyers seemed clearly interested in the topic of the research and they expressed their willingness to help with any law related issues. The language of the interview was mostly Modern Standard Arabic.

3.6.1.7 Interview with Translators

Similar to lawyers, translators preferred to have their interviews in their offices. Only two participants - who beside their job as translators work as senior lecturers in the Faculty of Letters and Foreign Languages, Department of Translation - wanted to have their meetings in the faculty.

An important point is that when the eight lawyers were interviewed, all of them mentioned the role of translators and interpreters in most of the cases where clients' documents are written in a foreign language, a practice which I was not aware of when I started this study. This as an addition to my original expectation, is an example of the value of having a semi-structured approach to interviewing, in that it allowed me to take on this extra perspective. As a result, and since this research is looking at improving the English course taking into consideration the academic and the professional requirements; I thought it would be of positive impact on the design of the pilot activities to understand the status of legal translation, and also the role of translators and interpreters in the legal processes. I also decided to find out the translators' perspective of this practice and to have an idea of the type of documents they are frequently faced with. Therefore, I conducted interviews with eight translators.

3.6.2 Classroom Observation

Permission to attend the English course with students of law was also obtained aiming at collecting qualitative data regarding students' needs in a real context since classroom observation "provides direct information and it is one of the three basic data sources for empirical research" (Dörnyei 2007:178). The items observed included:

- Learning setting, this aims at understanding and describing the classroom context where the learning takes place.

- Lesson plans and components: this refers to what language knowledge is delivered and how that content is structured.

- Teaching handouts and activities: through which I intended to observe the teaching materials and the activities adopted by the teacher.

- Teachers' and students' use of language: this aims at exploring the medium of communication in the classroom during both 'teacher-students interaction' and 'students-students interactions'.

- Students' engagement: this aims at observing the extent to which students are involved in the lesson and the opportunities and time they get to communicate.

The following table summarizes the items observed with their underlying theoretical rationales.

Table 3.2 Observed Items

Observed items	Theoretical rational
Learning setting	Learning environment/contextualizing
Lesson plans and components	Course design principles
Teaching handouts and activities	Language practice opportunities
Teachers' and students' use of language	Shared linguistic repertoire
Students' engagement	Students' identities

The English session is offered to six groups and is an hour and half long, which means 22.5 hours per 15-week semester. However, for this research, I could only observe eight sessions with three groups because of the time constraint and also the fact that some sessions ran simultaneously. To conduct my observation, I arranged with teachers prior to each session to sit at the back of the classroom. In order to avoid any participation in the classroom and to avoid causing any discomfort to students, I was introduced as postgraduate student researcher, this is to protect the trustworthiness of the research.

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To break down the items mentioned above, I used an observation grid (see appendix D). The data collected during the observation were typed directly in my PC by both ticking the observed items. At the same time I was taking note of the classroom practices that is relevant to my research.

3.7 Research process for the "Acting and Observing Phase"

This is the second phase of this study in which I organized five sessions to run the pilot activities. The pilot activities (see section 5.5) were developed following the findings of the planning stage (see chapter 4).

3.7.1 Participants in this phase

The students concerned with the pilot activities were 45 student volunteers (who already took part in the planning stage) divided into three groups. (Group one: 19 students, group two: 15 students and group three 11 students). I ran my pilot sessions for group one on Tuesdays from 12-1:30, group two on Wednesdays from 12-1:30, and for group three on Thursdays from 3-4:30. The reasons for the timing were that the teaching schedule seemed to be freer by the end of the week and those were the only times I could find free rooms. Volunteers were either students who want to get their Masters degree and then plan to enter the legal profession and others who are already in the legal profession and graduated before 2003 (graduates of the old educational system could apply for a two-years professional course with their BA only) and after spending years in the job, have enrolled to get postgraduate degree.

3.7.2 Schedule for Pilot Activities

The pilot activities took place in the first semester of the academic year 2016-2017, it was quite challenging to organize them in one class because of their different availabilities. I hence asked them to provide me with the dates/times which suit them, so I could rearrange my prior plans accordingly. After collecting information about volunteers' availability, I had to readjust the room bookings and divide students into three groups. All these arrangements were then communicated to the faculty administration. Table 3- shows the details of the teaching dates and times.

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Table 3-3 Teaching time table

Groups	Date	Time	Group	Attendees	Lesson
Group 1	Tuesday 25/10/2016	12-1:30	1	19	
	Tuesday 01/11/2016	12-1:30	1	None	National holiday, no teaching
	Tuesday 8/11/2016	12-1:30	1	19	
	Tuesday 22/11/2016	12-1:30	1	19	
	Tuesday 29/11/2016	12-1:30	1	19	
Group 2	Wednesday 3/11/2016	12-1:30	2	15	
	Wednesday 9/11/2016	12-1:30	2	15	
	Wednesday 16/11/2016	12-1:30	2	15	
	Wednesday 23/11/2016	12-1:30	2	15	
	Wednesday 30/11/2016	12-1:30	2	15	
Group 3	Thursday 4/11/2016	3-4:30	3	11	
	Thursday 10/11/2016	3-4:30	3	11	
	Thursday 17/11/2016	3-4:30	3	11	
	Thursday 24/11/2016	3-4:30	3	11	
	Thursday 31/11/2016	3-4:30	3	11	

3.7.3   Data Collection tools

While running the pilot activities, I used *researcher field notes* to keep record of students' performance. Field notes consist of teacher's written observations of what is taking place in the classroom. Johnson (2012) highlights that the teacher may write observations while teaching, what he calls thick descriptions while there is another possibility to make quick notes or jottings during teaching. Here, the teacher (observer) should record what she sees, in terms of behaviours and skills, and should provide a sense of chronology so as to save time and keep pace with the classroom activity. The teacher researcher may also keep record of the observations after teaching (right after the lesson or by the end of the day) to be developed in detail later. I hence used this way both during the sessions at times where students were doing classroom activities and while monitoring them. I noted down all my reflections immediately after the end of the sessions. To organize my notes, I used the following field notes grid as shown in Table 3-.

Table 3-4 Field Notes Grid

Items	Questions
Appropriateness of materials	➢ Do the topics included in the teaching materials trigger students' interest? ➢ Is the terminology of the teaching materials appropriate to students' level? ➢ Do the selected articles reflect students' legal knowledge?
Students' interaction and engagement with activities	➢ Are students well engaged with the lesson? ➢ Are students-teacher interaction and students-students interaction held in English? ➢ Do students relate the content of the lesson/videos to their actual/future profession? ➢ Do students show interest in group /pair work? ➢ How did students involve with the role plays? ➢ How do students perform when they cannot express themselves during the activities? Do they use their first langauge?

3.8   Research process for the "Reflecting phase"

After the end of the pilot activities, and in order to find out students' reflections on the pilot activities, I decided to run focus groups with students who attended the pilot activities sessions. My field notes formed the basis of the focus group topics.

3.8.1   Focus Groups

A Focus group is seen as an organized conversation with a certain group of individuals with the objective of gaining information about their views and experiences on a topic (Gibbs, 1997). I have chosen focus groups at this stage because I was looking for the range of ideas or feelings that students had about the pilot activities. Besides, the facilitated discussion lead participants to build on each other's ideas (Leung, & Savithiri, 2009), I hence wanted to understand differences in perspective between members of the groups (Adams & Cox, 2008), in the case of this research students as well as students-lawyers (members of the groups who are already professionals and members of the group who are yet to become professionals). The presence of these students-lawyers and their contributions to the discussions greatly added to this project, in particular in helping the students to imagine their own future (see chapter five).

3.8.2   Participants in this phase

The participants who took part in the focus groups are all students who attended the pilot activities, which I previously divided into three groups. To run the focus groups, I had to divide

these into even smaller groups where each group has only five members, to be able to moderate them effectively and collect sufficient data. Therefore, there were nine focus groups. In order to establish the discussion with participants, I asked general questions about their own reflections and feelings on the pilot activities and then started specifying the topics of discussion (see Appendix K).

3.9 Data Analysis Method

The qualitative data collected from focus groups were analysed using thematic analysis which is defined as the process of finding themes in qualitative data. This method of analysis is described as flexible because it is not related to a precise epistemological or theoretical perspective. This makes it enormously advantageous in different and diversified contexts of researching about learning and teaching (Clarke & Braun, 2013). I used thematic analysis in this research because my aim was to interpret and make sense of the data generated in order to address the research overall aim.

After finishing the data collected from interviews and later focus groups, I immediately started organizing the data according to the sources, for instance interviews with each type of participant were typed in a separate document. After transcribing the data collected through interviews, I adapted Braun and Clarke's (2006) framework shown in table 3.5, to deal with the transcripts.

Table 3.5 thematic analysis framework adapted from Braun and Clarke's (2006)

Familiarizing with data	Transcribing data, reading the data, noting down initial ideas.
Generating Initial Code	Coding interesting features of the data systematically across the entire data s collating data relevant to each code.
Searching for Themes	Collating codes into potential themes, gathering all data relevant to ea potential theme.
Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire da set, generating a thematic map.
Defining and nami themes	Ongoing analysis for refining the specifics of each theme and the overall sto that the analysis tells, generating clear definitions and names for each theme.
Producing the report	The final opportunity for analysis selection of vivid, compelling extra examples, final analysis of selected extracts, relating back of the analysis to t research question and literature, producing a report of the analysis

The table above represents six-phase framework for doing thematic analysis. In the first stage I read the transcript as an initial step to familiarize myself with it and to gain a broad meaning of it, Creswell

(2012) refers to it as a preparation for the coding process. For instance, the first reading of the students' interviews enabled me to see the participants' views on learning English and the degree of their awareness. I also noticed how important they consider learning this language to be for their professional careers. I then printed hard copies of all the transcripts, and went deeply and thoroughly through the data, starting coding by segments. I coded each line separately as I was keen not to miss any detail. I used a collection of highlighters to go through the coding process. Later, I started arranging codes and joining them together. After reflections, I was able to come up with initial themes. Then, I started revising each theme with the data relevant to it. Here I needed to go through the data and read them again to make sure that all themes are in accordance with the data I had. To do this I drew a table in Office Word document, and started transferring the themes, the codes and extracts to illustrate them.

After drafting all the themes and making a final decisions about their names, the last stage was when I started writing up the themes by linking them to the extracts I had (see Appendix N). This, of course, was all done in relation to the literature I reviewed previously and my research questions.

3.10 Research Trustworthiness

Research is not a straight forward process and it could get messy, as Bryman (2008:13) explains "research is full of false starts, blind alleys, mistakes, and enforced changes to research plans". However maintaining the trustworthiness of the data is a vital element that need to be seriously considered throughout the research process. Given the nature of qualitative research, the research has to take into account certain concerns that emerge from the qualitative endeavour (Morrow, 2005). Therefore, I had adapted some measure to ensure the trustworthiness of the data I collected during the stages of my research:

  ➢ **Reflexivity**

Being both a researcher and a practitioner, I had to go through ongoing deep reflexivity, defined by Rennie (2004:183) as "self-awareness and agency within that self-awareness". Hence, I kept a self-reflective journal from the start of the research to writing up of this thesis. Recoding my experiences, reactions, participants' reaction, emerging self-understanding, and basically any research related activity/behaviour I noticed, was a great asset for conduct of my research. To illustrate, when delivering my activities, I realized that my first session was also a pilot. Although being in the classroom as a teacher was not my first time, I had not anticipated that

my first session of the intervention would be so challenging. I discovered that my instructions need to be clearer and precise, some questions did not need to be asked and there was no need to record every simple action happening in the classroom. This increased the reliability of the research because I had to focus my attention on certain practices and ignore others. See Appendix O for an example of notes taken in the first session, (where I was experimenting my pilot activities for the first time) with another sample of notes from a later session.

> ➢ **Member checking of interviews**

Another strategy which I followed to ensure the credibility of the data was by checking my transcriptions with participants to ensure whether I am reliably presenting their statements (Gass and Mackey, 2005). Therefore, I kept contact with my participants and double checked with them any ambiguities I had (this was true both for interviews that were conducted in English and certainly with those undertaken in Arabic). Through member checking, I wanted to clarify with the participants that my transcriptions reflect accurately their ideas and meanings, as well as going away from the slightest personal interpretations which could change or affect the intended meaning of the participants.

> ➢ **Seeking feedback from ESP team**

As action research allows collaboration with different people in the research context, I used this feature as an opportunity to enhance the quality of my pilot activities and therefore increase the trustworthiness of the data collected during the Acting phase. As a result, I employed another strategy which is "consulting with a research team or peer debriefers" (Hill et al., 2005; Hill, Thompson, &Williams, 1997; Morrow & Smith, 2000). In the case of my research, I asked feedback on the activities from the Dean, the teachers of English and also teacher of law subjects, detail about this are presented in section 6.2.

> ➢ **Managing the Presence of professionals**

I implemented my pilot activities with three groups of students, in each group I had a mixture of students and professionals. These professionals began to adopt a particular investment and became more autonomous (more details in chapter 5 and 6). Therefore, during the sessions, they needed my help and guidance less, this enabled me to step back and take more notes, and focus my attention on their performance. That is I was able to be more of a researcher for a while, than researcher-insider. Accordingly, I was able to incorporate such notes in my analysis or in Morrow's (2005:254) words "we may embrace it and use it as data. As a result, the notes helped me to enrich my understandings of students' investment in the classroom and hence

allowed me to draw in-depth conclusions, (see chapter 7).

> **Dual process of taking notes during the focus groups**

Beside the interviews, the observation and the teacher field notes, I used focus groups. The data gathered through focus groups was differently recorded as I was interested in two elements. First the students' individual feedback on the pilot materials and second their peer interaction and presentation of themselves, as members of a small group/community sharing and, exchanging feedback for the benefit of improving their English for Law course. Therefore, I decided to use two pieces of papers, one of which to record the individual feedback verbatim and another one which is more visual to represent the interaction (see appendix P). By doing this, I was intending to impose some sort of order on the data and at the same time visualizing my theoretical understanding. This is because in my research I am bringing the concept of investment and hence words are not enough to represent such practice. All these methodological decisions aimed to increase the quality and rigour of the data.

> **Triangulation of research methods**

Triangulating research methods is a way to show a comprehensive understanding of the phenomenon (Patton, 1999) and it is often used in qualitative research. This project considers the views of multiple stakeholders, from diverse sources of the data and using multiple research methods. In this research project, I used interviews, observation, teacher field notes and focus groups.

> **Dealing with the Messiness of the data**

I have also to mention here that the amount of reflections I went through in my research from beginning to end, created a huge messiness of the data. However, this messiness of my notes and diagrams presented in the appendices, are part of making sense of the data and although they do not look tidy informationally, in terms of trustworthiness and theory-informed research process, this is hugely functional and serves an important role in drawing my later conclusions.

3.11 Me as an Insider Researcher

Being both a researcher and practitioner brought some issues which needed to be carefully dealt with and turned into the benefit of the research. I adapted some techniques to minimize any sort of power dynamic that could affect the quality of the data and hence the trustworthiness of the research. Therefore, in the first stage of this research, when I conducted the observation, I

asked teachers to present me as a postgraduate students (just like the students in the classroom). As a result students started to take no notice of me during the classes. This helped me to gain a fairly accurate view of the setting.

The process of interviewing the dean, the teachers and students went smoothly as I was positioned as a researcher only. However, during the intervention and due to the amount of heavy reflexivity, informed by my readings Rennie (2004); Morrow (2005), Holliday (2016) that characterizes qualitative research, I thought I was prepared to be aware of my own actions and evaluation of the pilot activities as I am the designer of the materials. However reading about methodological difficulties and actually facing them in my research were two different things. Negotiating my two identities was a bit of a challenge at the start of the Acting phase, as I found it difficult to create a balance between me as a facilitator of the pilot activities and as a researcher in a limited time (90 min session). Yet, the direction that the sessions took, was an important solution for me, as a clear group-learning started to occur, and students appeared to discuss and help each other and share their legal background and expertise. This allowed to me to move away from being a facilitator to only focus on taking notes.

In addition, my early thinking about which research method is suitable to use in the reflecting stage led me to opt for focus group discussions after the end of the intervention, as a tool to support my field notes. This was an essential step that I needed to take to get reliable feedback about the sessions and not to rely only on my reflections. In addition, by giving the space to students to reflect and feedback on the sessions, I aimed at addressing any power relations that might have occurred during the research by allowing them to articulate their thoughts and concerns. In fact some of them gave some negative yet constructive feedback about the use of videos for examples, (see chapter 5).

Reflecting on my positionality as an insider researcher helped me to construct a better understanding on how to engage in a research process in a more meaningful way. Looking back at my challenges and struggles in every stage of this research, taught me to appreciate the huge function of reflexivity in doing this study and in my ongoing professional development as a researcher-practitioner.

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3.12 Ethical Considerations

Research ethics were taken into account before starting the study; Creswell (2014: 92) asserts that "attention needs to be directed toward ethical issues prior to conducting the study; beginning a study; during data collection and data analysis; and in reporting, sharing, and storing the data". Therefore, I contacted the Faculty of Law to obtained permission from the Dean of the Faculty to conduct the study explaining the reasons for conducting the research and the objectives of it. Once I received a letter of confirmation (see Appendix C), I then applied for ethical approval before starting the research. Once in the field of research, lecturers, lawyers, and translators who took part in the study were also provided with information sheets detailing the purpose of the study and clarifying that their participation is for research only and they can withdraw any time. All informants were also asked to sign a consent form allowing me to use their answers in this research.

An awareness of ethical ways of conducting interviews and focus groups was crucial, as Bryman and Bell (2003) suggest that researchers need to consider the research ethics regarding people taking part in the research and what activities they 'should' or 'should not' engage with, with participants. Therefore, before all interviews, and although I provided participants with an information sheet which contained all relevant information, I reiterated that their participation is entirely voluntary, no personal information will be disclosed and no right or wrong answers are expected. In addition, since the ethical considerations stress that it is the researcher's responsibility to avoid any unethical issues (Wellington, 2015), I had also reminded them that they can withdraw their answers at any time during the interview. All the questions I asked were research related and no personal information were collected. I also clarified to participants that the research data will published and their contributions will be anonymously included in the thesis. All participants showed an understanding of the research details and they accepted to be interviewed.

Furthermore, concerning the observation, measures regarding note taking inside the classroom, confidentiality and privacy of participants and the protection of the data collection were taken (Barnard 1998, National Ethics Advisory Committee 2012 and Howe and Moses 1999). Examples of these measures include:

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- *Respecting the confidentiality of the class information*: I have assigned all participants numbers to maintain their privacy and I made sure not to mention any personal names.

- *Students' information will remain confidential*. All the data I collected was for the research purpose only. All of the data was saved in a password-protected laptop as well as on Tundra2 (an online system that the University of Northampton offered the students, only users can access it after logging in using their student's ID and password.

- *Oral and written feedback will be protected*: All the notes taken in the classroom were for the purpose of gaining an understanding of the context and of the classroom practices relevant to my research aim. Therefore, I did not comment on the oral and written feedback that the students' received and I did not take any form of participation in the classroom.

- *The observer has no right to ask the learners any questions related to their classmates' behaviours, disabilities, needs, their teachers, or any personal information*: none of these were asked as at this early stage, my interest was to observe the context and importantly none of the personal information were relevant to my research in anyway.

- *Ensure no harm comes from observation and oral and written feedback*. After gaining the permission from the dean to observe the sessions, I also explained prior to all sessions that the purpose of observation is for research only. I also made it clear if my presence cause any sort of discomfort to either the teachers or the students, then I will immediately cancel the observation. All teachers showed their understanding of the research and they voluntarily accepted my attendance in their sessions.

- *Honesty and trust are required*: while attending the classes, I made sure that I am noting correctly the classroom practices relevant to my research and no amendments or additions were included. This is to ensure the reliability and the validity of the data collected.

- *Respect people's thoughts*: Although I did not take any part during the observation, a mutual respect was maintained before and after each session as my presence in the session was research and a learning opportunity aiming for improvement. Therefore, I did not impose any of my teaching believes in the informal chats I had with teachers before the sessions.

3.13 Chapter Summary

The present chapter described the practical journey of this project which was organized into three overlapping stages. The first stage was planning stage (Needs Analysis), this was informed by the theoretical reviews presented in the first chapter. I then used the data collected in the first stage to prepare a sample of activities to implement them in the acting and observing stage. In addition, as an insider researcher, I used the teacher-field notes method to record what was happening in the classroom such as students' reactions when they first see the worksheet, students' attentions when listening to the instructions, students' engagements and participations etc. The final stage was the reflecting stage by inviting students to the focus groups discussion in order to see their reflections on such experience. Reflection was an ongoing process in this study as it is one of the features of action research projects. Although, I encountered different issues (see section 8.2), this journey was substantially rich of informative data that was not only significant for this research but also enormously helpful for my personal development and awareness about English for Specific Purposes teaching and learning process.

4. Chapter Four: Planning Stage (Needs Analysis)

4.1 Introduction

This Chapter presents the data collected during the planning (Needs Analysis). The data were collected using interviews with administrators, Masters students of Law, teachers of English for law, lawyers and translators respectively.

4.2 Findings from administrators

A part of action research is to include the perspectives of multiple stakeholders, the aim of the interview with dean of the faculty was to note the reasons behind introducing this module in the faculty of law, exploring the objectives and the expected learning outcomes of it.

Figure 4-1 shows the themes I want to focus on from this interview are:
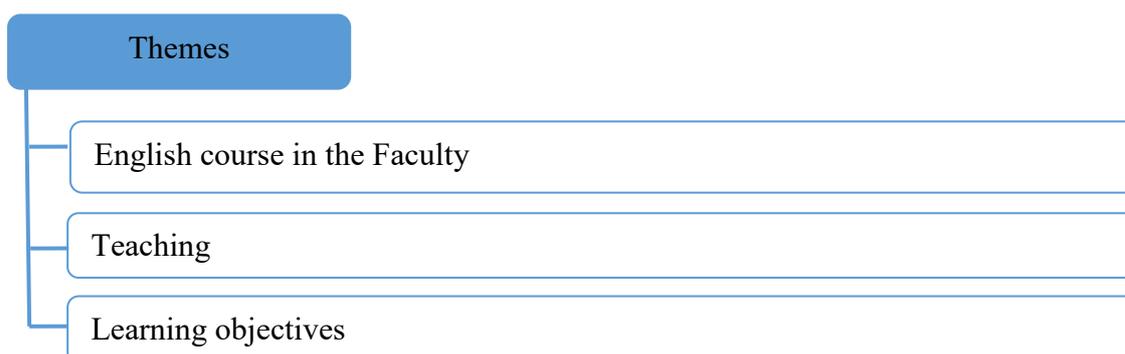
Figure 4-1 Themes from administrators' interviews

4.2.1 English Course in the Faculty

The Faculty of Law was established in the 1998, it is divided into two departments, the private law and the public law. In order for these students to have their bachelor's degree, they spend three years, during two of which they receive general background in law and the third year is for the speciality. During this period students have a French course and no English course is provided. The Dean explained that the faculty provides an English course at postgraduate level for all groups and it is compulsory for students to attend. The Dean added that learning English is important for students for both academic and professional jobs and an introduction of an English module was recently made compulsory in 2011 to respond to the postgraduate students' needs:

> *(Dean) Learning English is now a necessary, and the introduction of the English module, although relatively new and still modest, is a great initiative to prepare students to their academic and professional lives. (My translation)*

Previously, the students had a French course only with their main law subjects. At the postgraduate level students study for a Master's degree for two years and a doctoral degree for three to five years. For these students to work as lawyers, a training of one year is required followed by a national exam. The specialities concerned with this course are: international public law, banking and insurances law, economic law, contract law and maritime law. The English module is offered once a week for two semesters for Masters students and doctoral researchers. Students are required to pass the English exam to be considered with their general grade. In the Faculty of Law, English class is compulsory. Two tests are given at the end of each semester to assess the students who are supposed to have acquired some basic rules in English with some the terminology to be used in the Law context.

4.2.2   Teaching

The Dean stated that there is not a criterion in the recruitment process which obliges teachers of English to have a legal training, because the module is relatively new. All teachers have postgraduate certificate in English studies and they are employed on an hourly basis.

> *(Dean) With the lack of training of specialized teachers, we recruited graduates from the English department, but we do a one day orientation to them and we explain to them the objective of the course.*

4.2.3   Learning objectives

The Dean clarified that main objective of the module is to build up on students' previous English knowledge and focus more on legal English. He added that the Faculty staff are aware that is not easy because of various factors, mainly the lack of training, however he asserted that the English teachers do their best to help students.

> *(Dean) We know the sessions runs once a week and the teachers don't have textbooks to use, which certainly affects both teachers' performances and students' achievement, but for examples I am aware that the teachers do their best to deliver the legal terminology needed in law and they help students to remember it and use these terms and their equivalents in Arabic and French. It is obviously not ideal, but knowing the*

terminology of law is useful and could be a starting point for students to learn independently how to use it and how to learn more. We hope that this situation changes soon.

4.3 Findings from teachers' Interviews

This part of the research relates to understanding the ideas of all participants in a situation, not just the students, which is a feature of action research (see section 3.3). It also enabled me to understand how teachers see the constraints on their performance, which was described earlier as Means Analysis (see section 2.2.3.3). The following Figure 4-2 shows the main themes which emerged from the teachers' interviews.

Themes

Importance of English from the perspective of teachers

Teaching content
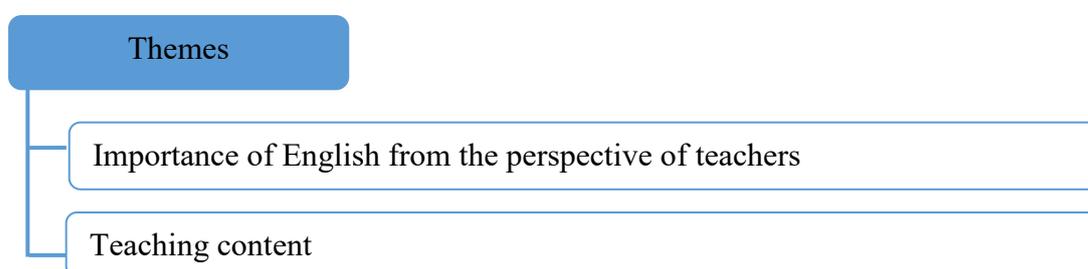
Figure 4-2 Themes from Teachers' interviews

4.3.1 Importance of English from the Perspective of Teachers

The teachers of English for Law explained that it is useful for students to learn English for both their academic and professional careers. They explained that for postgraduate students to submit their theses they need to publish their research in international journals.

> *Teacher (1) prior to submission, postgraduate students are required to publish at least one paper in an international journal or publish two papers in two local journals, however, students usually prefer to publish locally with either Arabic or French because they struggle with English and therefore their chances to participate in international conferences are very slim. I usually receive many emails from students asking me to translate their papers to English when they intend to communicate their work internationally, and unfortunately, I could not help because I find it difficult to understand the content of the paper.*

> *Interviewer how is that different from teaching translation in the classroom?*

> *Teacher (1) well, in the classroom I only do translation as an activity and I usually provide students with terminology instead of long texts, sometimes I use short legal articles, the longest*

> *article I used so far was five lines long, so I don't think that need someone specialised in law to do it. But translating a research paper is something which need somebody who understands both the subject and the legal English.*

They pointed out that the difficulty with English for students lies in the lack of exposure to this language in the Algerian society, explaining that although it is highly demanded, it is not used in daily communication and therefore there are not enough opportunities for students to practice it.

> ***Teacher (1)*** *the situation of this language in Algeria is problematic because there is an increasing need to learn this language as most jobs now require applicants to have an acceptable level of English including the field of law. However, as Algerian we mix Arabic and French in our daily communication, but not English, although we can see teenagers now speaking fairly well English because of the social media and the spread of private schools run by foreigners, but it is still limited to this category of the society. In this Faculty for example, all subjects are taught in Arabic and English is a weekly module for postgraduates, so it impossible to hope that these students will learn English by relying only on this session. They need to hear the language, familiarise themselves with it, and practice it to be able to attain an acceptable level. The contact with this language in the society is important for students' learning.*

The other teachers also highlighted the need for this language in dissertation writing, where some students need to read some online sources in English to use them in their writing.

> ***Teacher (3)*** *students need to be able to read and understand the sources they use for their writing. We have some cases where students found some useful online references in English and wanted to paraphrase and summarise some ideas, so they contact their teachers of English for help, I occasionally help when I feel confident that I can do so, but most of the time, I apologise, it is too specialised for me, I would not be here if I was asked to teach specific legal English, I am more comfortable teaching vocabulary, I mean terminology to my students, but I feel sorry for them because they struggle with such sources.*

Although the teachers seemed to focus on the academic need for English, a different opinion was given by teacher (2) who explained that learning English for Law students is a tool which could help them get better job opportunities because people with legal background and strong command of English are usually selected to work in respected institutions such as the ministry of justice.

> *Teacher (2) I always explain to my students that with their legal qualification, if they work on their English and reach an advance level, they will have very good chance to get an excellent job in the ministry of justice, such combination of skills is always an essential one in those jobs.*

4.3.2   Teaching Content

When asked about the teaching materials they used for their weekly session, the four teachers mentioned similar points concerning the absence of a curriculum/syllabus or a work book, leaving them with option of choosing materials that they judge as useful for students. They reported that they mainly focus on terminology and some readings (see Appendix E).

> *Teacher (4) I prepare a list of terms and use it for discussion in the classroom, in the following session, I try to find some texts where those terms are used, otherwise I use a different text. I try to stick to the legal context as much as I can.*

In a follow up question, I asked teacher (1) about the practice opportunities in the classroom, his answer was common between the other teachers too.

> *Interviewer: you said it is impossible to hope that students will learn English if they rely on the English module only, and that students need to practice the language, how do you encourage that in the classroom?*
>
> *Teacher (1) I do encourage them to do their own efforts, unfortunately, I can't do much in the classroom as I haven't got a predefined programme to use, and I am not very familiar with legal matters, I notice some grammar issues, and some writing problems, so I focus on them.*
>
> *Interviewer: that sounds to me like general English teaching, as it is not focusing on legal English.*
>
> *Teacher (1) Not really, I prepare list of terminology that students need and I search for short legal articles to help students translating them. What you are referring to as legal English, is really difficult because all English modules offered in faculties other than the faculty of foreign languages are taught by graduates of English, not specialised, we can't teach something that we don't know.*

They mentioned that teaching legal English requires trained tutor or specific teaching materials and an improved timetable. They stated that they are not satisfied with teaching situation suggesting that creating teaching materials or at least outline of topics with activities for

teachers would make the English module more useful.

> ***Teacher (4)*** *as general English teachers, we can only teach general English or some legal topics which we can understand, because we are not trained on how to teach English for Law, and we don't have a workbook/textbook that we can use to teach or adapt some activities. It is a hard job for us too, we are not satisfied with what we are delivering, but we can only hope that this situation will improve soon.*

> ***Interviewer:*** *How do you think this situation could be improved?*

> ***Teacher (4)*** *I suggest designing an outline of objectives, topics, activities with answers for tutors would helpful. I know we are asked to prepare our lessons, but we need to tailor our lessons to students' interests, and if we don't know much about their discipline, the module will fail in meeting students' needs. Students are not motivated because they are not interested in what we are delivering. Also, one session every week is not enough to do much, we are hoping that the administration will respond to our queries regarding increasing the number of hours.*

In summary, although the tutors explain the importance of English for students of law, they reported their inability to help students achieve a good level in English because of different reasons mainly the lack of training and teaching materials and the time constraint.

4.4   Findings from Students' Interviews

The questions of the students' interviews were around the following rubrics: the status of English in the field of law, the English class, English language skills that students' need to develop and the classroom topics. Therefore, after familiarizing myself with the data and reading it several times, I organized it into the following themes shown in Figure 4-3.
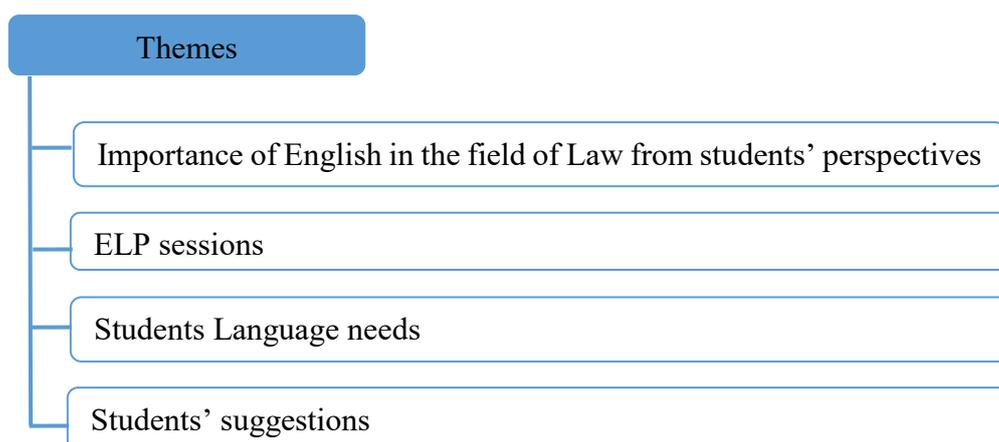
Figure 4-3 Themes from Students' interviews

4.4.1 Importance of English in the field of law from students' perspectives

Although students gave varying opinions regarding the status of English in the field of Law, they all agree that English is increasingly becoming an essential requirement in the legal domain both at university and in the work place. In addition, students state that English is gaining an increasing importance and becoming a requirement in today's globalized world.

> ***Student (3)*** *although I am fluent in Arabic and French and I speak basics of Spanish, I feel like I am illiterate because I am not good in English.*

They explain that globalization had its impacts on almost all life domains and the legal sector is no exception.

> ***Student (7)*** *we all know that English is the medium of communication in various domains, but what some people don't know and (by some people I mean those who think that globalization impacts mostly business, culture, politics, science etc and they think that if the official language of law in a certain country is not English like Algeria, where the English of law is Arabic then English it is not important in the Algerian legal studies). No, in my opinion that is not true, because law is present in every aspect of life, I give you an example: if an Algerian businessman is looking for business deals with a businessman in an English-speaking country and need a legal advice, how would a solicitor or lawyer understand their contracts and be able to advise if they don't speak English, I know I sound complicated, I hope you understand me.*

Some students seem to think that learning English is a requirement for the profession explaining that as lawyers, they might get cases from different clients who have documents

written in English.

> ***Student (9)*** *English is the language of the world now and as I want to become a lawyer I don't need to learn the official language of law in Algeria only, but I feel I must learn the international language, I might have cases from other countries, who knows.*

Explaining further the same reason, these students stated their fears of mistakes when they start practicing.

> ***Student (10)*** *I believe English is very important for my career, like any other Algerian I am bilingual I speak French and Arabic, but I only know basics of English from school, so when my kids ask me for help with the games in their iPad , I always change the language in their devices to French so I understand, I don't want this to happen to me when I start practicing as lawyers, you know every word matters in law, so I don't want to struggle when I am in the profession.*

Another student stated:

> ***Student (12)*** *I think it is necessary to learn English now, for me I did a Bachelor in economic and oh English there was very important, now I changed my career to law and although I can understand English and I can make myself understood, I am yet to learn the legal language which I think is very important for lawyers today.*

From a different perspective, a student claimed his need to learn legal English because of its importance in his academic activities.

> ***Student (13)*** *It is the language used wherever I travel in the world and I only realized its importance when I went to a conference in Sweden and I was so embarrassed because my presentation was poor because my legal English is weak and I felt that people did not understand me! It was so embarrassing. Not only that but I couldn't participate in the workshops they had, because the language was very technical and my basic general English did not help much! I keep advising my classmate to work hard on their legal English mostly.*

4.4.2 Students' Reflections on their English for Law sessions

Students described the English sessions differently but all expressed their desire to have a language course that fulfil their needs. They appreciated their teachers' efforts in delivering grammar content, however, they think that learning the legal English is what they need:

> ***Student (1)*** *I feel that my teacher does his best to explain grammar stuff and use a lot of Arabic to translate some legal short articles, but I feel shy to tell him that, that is not what I need, I wish I can tell him to teach me the true English for law.*
>
> ***(Interviewer):*** *Can you tell me a bit more on what you mean by "true English for law?"*
>
> ***Student (1)*** *Just like when we say legal Arabic which is not the general Arabic, there is a specific legal lexis, legal writing style, and legal presentations, this is in sum what I need to learn. Grammar and vocabulary are important of course but not for me, as I earnt them at school and so I can say that I am not a beginner in English.*

In addition, some students seem to be happy about learning terminology, but they stated that they need to use it in context.

> ***Student (6)*** *I like my teacher, she helped me to memorize the terminology but I cannot use it in writing or speaking about a legal matter. I can't understand the meaning of words even if I use the English- Arabic dictionary. When I go online I find it complex and I come across numerous meanings for one word, how I know the English equivalents I am looking for, this is somehow demotivating.*

Furthermore, they reflected that their sessions need more than just terminology, and referred to aspects which can be thought of as relating to the behaviours within a legal community of practice often specifically mentioning communication, stating that:

> ***Student (15)*** *Oh, I have a lot to say about the English session, because I already complained about it! For me it is not sufficient at all to have one session of English, the faculty needs to know that this language is now a necessary skill to all domain, yes, we heavily use Arabic in the legal transaction but does not mean that is the only language we need to know! Second, we are Master students, we can know whether our teachers are prepared or not, and what we see in this session, with all my respect to our teachers that there is not a link between the sessions, I don't feel like building up a linguistic package that could help me handle a legal conversation. Third, l have learnt English at schools for more than seven years and I think I had intensive classes on the present and the past and all the grammar things. Just like a politician needs English, and a businessman need English because it is an international language, me as a future lawyer I need to know my national language of law which I do, but I also*

> *need to learn the international language of law which I think is English. Unfortunately, the ELP session needs more planning, different content and trained teachers.*

However, some of them were very critical of their session, claiming:

> **Student (17)** *I think it is a waste of time for me, the problem is it is compulsory and it affects my general score, this is why I attend"*
>
> **(Interviewer):** *why do you think it's a waste of time?*
>
> **Student (17)** *Simply because I can use internet to do translation and I don't need grammar activities, I know the basics and they're very useful YouTube videos that I use to learn the basics, and honestly, I don't know how a teacher who does not have a degree in law teach us English for law.*

Finally, students admitted that learning legal English would not be easy, but their desire to be well prepared for their profession overcomes their fears.

> **Student (20)** *I think the session is something and what we want to learn is something else, I give you an example, I want to be a lawyer, so there is a big chance that I will deal with legal documents in English, so instead of giving us handouts about "Mohamed does his homework, not Mohamed do his homework" I expect the teacher to give me sample of contracts, sample of legal articles, and examples of legal issues. I know it is going to be difficult and I may not pass the exam, but I prefer to fail now as a student rather than failing as a lawyer.*

4.4.3   Student Language Needs

Concerning their needs some students explained in general that their overall aim is to develop English language competencies for instance, this student stated:

> **Student (1)** *I need to be competent in Legal English both in writing and speaking.*

While some others stated their needs to learn the specific language discourse claiming that:

> **Student (5)** *I need to have a certain level in English that can allow me to understand sources written in English because I am working on an interesting topic for my dissertation and I am*

> *using different sources, Arabic, French and English, so I am working harder to improve my English. What I need from my English teacher is to focus on the type of the legal language and discourse that would help us in our careers.*

For some of them, they stated that their aim is to be able to understand the legal genre

> ***Student (6)*** *I think my main problem is understanding the content of a legal document! I find it really difficult and I need to solve this problem before starting my career in the coming few years.*

> ***Student (7)*** *I need to learn the specific language of law that only people with legal background can understand, when I hear my wife who is a doctor having conversation in French with her mom who is a doctor too, I hardly understand their language, many medical long vocabularies that I don't understand although I consider myself fluent in French. Do you see what I mean? I need to be able to have that type of discourse with my colleagues. I think that would save me lot of time when I receive cases from clients whose documents are written French.*

4.4.4 Students' Suggestions Regarding ELP Session

When students where asked about their suggestions to improve their English module, stating that they need to learn the communicative aspects of English. They also suggested creating a syllabus for teaching English for legal purposes.

> ***Students (11)*** *I think teachers need to have a syllabus designed for teaching English for law, there are online courses with useful lessons but they are expensive, I can't afford them, I wish the teacher understands that what we need is not basics of English, we need to learn how to use English for law to communicate both verbally and in writing.*

In contrast, some of them proposed identifying students' weaknesses and then designing a course.

> ***Student (7)*** *for me, teachers need to be trained or at least made aware of our weaknesses, the time is obviously inadequate, the class need more interaction and activities that can help students do something different than grammar.*

> ***Students (9)*** *I suggest better planning of lessons that takes into consideration what we need to learn.*

Some of them were more specific suggesting:

> ***Student (2)*** *I think the faculty need to give more importance to this session in terms of the number of sessions, the qualifications of the teachers and the content of the lessons.*

4.5   Findings from Lawyers and Translators

The focus of this section is the relationship between lawyers and translators which is the theme emerging from their interviews and is shown in Figure 4-4. These interviews gave more understanding on the work relationship between them. This was an essential component of the research to discover more about the community of practice the students will enter (see section 2.3.5).
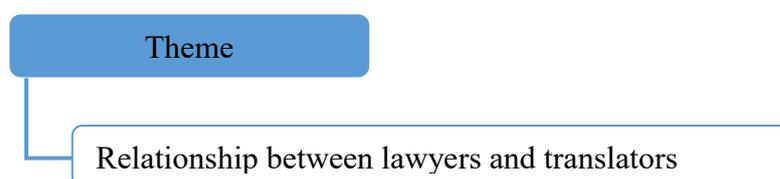
Figure 4-4 Theme from lawyers and translators' interviews

Both lawyers and translators explained that the legal language is described as abstract, complex and different in terms of its linguistic structure, genre, style of writing and punctuation. In addition, the verbal communication of law is characterized by some practices and behaviours which are typically related to the legal contexts such as the way people behave in courtrooms, and the specific legal genres they use. It was clear that these professionals had a realisation of the linguistic needs that goes far beyond terminology and genres of texts (see section 2.1.4.6) and must include expected behaviours within the community of practice.

In addition, lawyers explained that although the language of law in Algeria is Arabic and any legal document presented in tribunals or courts has to be in Arabic giving reference to the text of Article 08 "what is new is that not only compel the use of the Arabic language in all stages of litigation, but also not to accept text documents in languages other than Arabic without being accompanied by a translation into the language" (Article 08 of the Code of Civil Procedure and the new management issued in 2008).

> ***Lawyer (2)*** *there is an increase demand to learn English among jurists especially lawyers.*

Moreover, Lawyers and translators clarified that Algerian lawyers are faced with a range of

situations where clients can be migrants, foreigners, external investors who have documents written in French, Spanish, or English. Such documents might include: Acts of marriage, birth certificate, pay slip, contracts, estates documents, medical reports etc. Accordingly, the lawyers require their clients to consult a translator to provide them with an Arabic translated version of their documents not only following the article 8 of the civil procedures and administrative law, but also in order to enable them to understand the case properly and take the necessary actions. One of the translators explained to me that:

> ***Translator (1)*** *The translator in Algeria is generally a graduate from the faculty of foreign languages, department of translation after four years of bachelor in which we study subjects related to translation, its types, its techniques and ways of translation from one language to another. (Usually Algerian universities teach translation from and to Arabic, French, English, and Spanish, and in some faculties German too). The bachelor degree does not qualify the students of translation studies to be certified translators. We legally need to spend a minimum of five years of experience in companies or offices where we practice translating all types of documents. After that they we are required to sit for a contest which is organized once in five years in Algiers. It is only when we pass the contest that we can be authorized to work on our own office with the title of a certified translator and interpreter.*

It is worth mentioning that the translator does not receive a special training for special documents like the legal documents, however one participants stated that

> ***Translator (3)*** *we are officially known and considered as legal assistants and any translated legal document which does not carry the stamp of the ministry of justice and the stamp of a certified translator is not accepted in any legal institution. Because we spend six months of training in tribunals".*

Furthermore, both lawyers and translators concluded that:

> ***Lawyer (4)*** *so the serious problem that we have is that the lawyers who possess the legal knowledge lack the English language proficiency and the translator who has the linguistic capabilities lack the legal background.*

The participants justified the need to learn English giving many reasons including the legal cases where the clients are from English speaking countries and their documents are in English, cases of marriage between Algerians and foreigners, tourism issues, investments of foreign

companies in Algeria and the issue of contracts. The lawyers explained that whenever the lawyer is faced with any of the mentioned cases, a need for a translator is highly important. Hence, if the translators/ interpreters do not possess a strong background in law which allows them to produce an accurate translation to the documents, the consequences might be very serious, as one of the respondent argued:

> ***Lawyer (4)*** *in law cases every word counts, and if there is a misinterpretation or inaccurate translation of the legal documents or statements, this may cause serious problems, this is because the translators have the necessary linguistic competencies to translate any text, but we have to consider that they do not have a good knowledge of law such as codes, and that the legal texts is completely different from the literal texts in terms of structure, lexis, and style.*

Consequently, translation results in a number of issues mainly:

- ❖ The unfamiliarity with the legal terminology which could affect in one way or another in favour of or against one party to the lawsuit.
- ❖ The delay in litigation and lawsuits procedures as translation is time consuming. This is mainly due to the fact that translators usually need to revise and read through different legal systems in the world according to the clients' countries of residence in order to produce an accurate translation.
- ❖ The financial issues of translating documents, as the fees of translation are very expensive, and the clients have to pay fees for both the lawyer and the translator.

The inability to translate documents is not the only issue facing the Algerian lawyers and legal experts, but also the lack of the linguistic skills that allow them to express their legal knowledge in English.

> ***Lawyers (1)*** *such skills are required for participating in conferences and being up to date with changes in the legal systems in the world.*

4.6   Findings from classroom Observation

I arranged for observations sessions mainly to get a clearer understanding of the actual running of the English sessions. Beside the observation grid that I used, (see Appendix D), there were many unstructured notes that I took in relation to students' performance. The main theme of the classroom observation is teaching environment as shown in Figure 4-5.

Theme

Teaching environment

Figure 4-5 Theme from classroom observation

I noticed in the observation that English teachers used two ways to teach terminology, one of the teachers who was in charge of teaching English for contract law students, provided them with a text on a particular topic for instance a topic on "what is law", "contracts" and then asked students to read it and underline the legal terms that they found difficult within the context in which they occur. Later, the teacher started explaining and simplifying the underlined words in Arabic and French. Whereas, the other teacher who teaches English for banking and insurances students provided his students with a list of legal terms and sometimes in Arabic and during the lesson, they discussed their meaning and then he gave them the English equivalents of those terms.

Since the relevance of the teaching methods to the students' needs is part of my needs analysis process I attempted through my observation to notice to what extent students learn the given terms and are able to use it in meaningful sentences using the two mentioned methods. While observing students' perception of the legal terms and expressions, I have clearly noticed that the extent to which students learn and are able to use the terminology meaningfully is very narrow. The findings show that most of participants mentioned their problems with using the terminology appropriately:

> *Student (19) I have memorized all the legal terms we have been provided with until now, but I can't use them appropriately in a chat with friend or when answering the teacher's questions.*

This is justifiable, because, in the first method in which the teacher provided the students with a text, the problem is the explanation, which is done in Arabic. As for the second method, I noticed that students were unable to communicate in the classroom using the terms they learnt because the terminology is out of context, and memorizing words without knowing when and how to use them correctly can only prepare them for the examination day when they are asked to retrieve them, but it might not help to communicate appropriately.

The classroom observation was used as a third method to give more reliability to the results of the interviews and to cross check the obtained data. The main observation notes are listed below:

- ❖ Materials are given to students
- ❖ A focus on legal terminology
- ❖ Absence of visuals
- ❖ Absence of communicative activities
- ❖ Code mixing between English, Arabic and French during the explanation
- ❖ No pair or group activities

4.7   Chapter Summary

This chapter reviewed the first stage of this research which was the planning (Needs Analysis) and which was planned based on the theoretical understanding presented in chapter two. The interview with the dean provided a clearer idea about the introduction of English module in the Faculty of law as well as the teaching situation and the learning objectives of the module. Also, the findings from the teachers' interviews highlighted mainly their views and perspectives of the importance of English in the legal field. They also explained the teaching materials they use in their English classes. Furthermore, the interviews from students mainly helped in noting their reflections on their English module and their language needs. Besides, the students gave their feedback and offered proposals for improving the module. An important finding related to the students' future profession was the findings from lawyers and translators regarding their relationship when dealing with clients whose language of communication is English. The notes from the classroom observation also helped me in familiarizing myself with the teaching environment and getting an idea about the delivery of the English class and classroom atmosphere in general.

Moreover, during the interview with the Dean he mentioned the importance of specialised vocabulary for students, the point which was emphasized by some teachers who added that after teaching the terminology, they try to find texts that could present such terminology in a context. However, although admitting its usefulness, students reported their frustration with lessons based on list of terms only, expressing their desire to learn legal communicative skills. Additionally, the lawyers and translators offered a more rounded understanding of terminology

+ genres + situation + practices related to the discourse community of law. In sum, all these confirm the decision of choosing action research as methodology for this thesis and also validate the need to obtain multiple perspectives from various sources of data.

5. Chapter Five: Acting and Observing Stage

5.1 Introduction

This chapter explains the implementation of the pilot activities. It starts with underlying principles of the pilot activities design and its procedures. It then presents the topics of the activities and the reflective notes I recorded using teacher field notes method. The chapter ends with the limitations and the challenges encountered.

5.2 Principles underlying the design of the pilot activities

Based on my reflection on my ESP teaching experience and following the outcomes of the Needs Analysis (chapter 4) conducted with Law students and professionals, I designed pilot activities (I will be using *pilot activities* and *intervention* interchangeably), the aim of which is to see to what extent the emphasis on students' future identities in the English for law module could help them to invest in their language learning and could equip them with the English language competencies they need in their future profession.

The data collected from students and professionals helped me to gain an understanding of the language requirements needed in the academic and the professional careers. In addition, reviewing the teaching methods used in English module and exploring the teaching environment helped me to identify the strengths, the weaknesses and the missing aspects (See section 3.2.1) which could hinder the achievement of the objectives set for this module.

Consequently, the objectives of the pilot activities are set as follows:
- Investigating the extent to which the focus on students' future communicative tasks as in-class activities impact students' investment in learning English for law.
- Using the English class as a tool to encourage students to imagine participation in their future communities.
- Highlighting the importance of learning the legal discourse through in-class activities which encourage imagining future participation in legal communities.

5.3 Before planning the pilot activities

Before designing the pilot activities, it was important to consider the main practical issues

found during the planning phase. Therefore, I had to bear in mind that I only had one session a week during the semester i.e. I did not aim to consider all the language problems which I believed would be unrealistic, instead I wanted to explore possibilities of improving the English teaching practice with the means available for teachers.

The main points which I took into account were raised by both teachers and students, namely the fact that the current English module is provided for Law students once a week only with part-time, hourly paid non-specialised teachers. However, these teachers emphasised that their profile and the financial side of the job are not the only obstacles, the real problem according to them is that they are not provided with teaching support. It was also found that students seemed to be aware that one session a week is not sufficient at all; however, they expect to get some basics of Legal English that can allow them to deal with linguistic issues encountered in their professional lives. Students also mentioned the fact that their English module could be a starting point to learning the basic knowledge of legal English in the classroom, and would allow them to apply for online courses to improve their levels.

Consequently, my intervention was two sided: ***the pedagogic side*** which included the preparation of materials, selecting the activities and worksheets; and ***the research side*** which included the data collected during the implementation of the pilot through the notes taken during the lessons and the focus groups with the participants who attended the intervention. The pedagogic side aimed at delivering sample activities to stimulate students to think about and imagine the tasks they are likely to encounter in their future profession, which might lead them to invest more in learning English. The research side aimed to evaluate the extent to which the content of the teaching materials impacts students' attendance and motivation toward the English module, and mainly to find out in what ways the students see themselves as future users of English in their professional lives.

The interview with the dean of the faculty revealed that the ultimate objective of introducing the English module in the Faculty of Law is to prepare students for their future careers in the globalized world where English seems to dominate most areas. However, the contradiction I was faced with was how could such objectives be made feasible in the absence of a syllabus to teach English in the Faculty, and importantly with the teaching tools that the teachers use, which were either texts retrieved from the internet with comprehension questions, or a list of terms to be explained and then filled in a table. For me, the danger with using random texts and

lists of terms to deliver a 90 minutes session is not the limited knowledge that students get out from the course, but the absence of a teaching method where the sequencing of items, the pace of the lesson, the communicative tasks, and the opportunity for students to use the language items they learn are not at all considered. Although justification of such practice has been provided by teachers (mainly lack of training to teach English for Specific Purposes, and time constraints), I wanted to explore whether using every session to encourage students to use the classroom as an imagined legal community, while finding ways to activate their previous knowledge of English (these students have been taught seven years of elementary and secondary school) and whether this could encourage students to get the most out of their English module.

5.4   Formulation of overall objectives and staging of activities

When designing English courses for different purposes, such as English for Academic Purposes, it is necessary to set the course aims and objectives "in ways that not only take account of information gained from the needs analysis, but also are informed by theories of discourse that account for its linguistic, cognitive/organizational and social elements" (Bruce 2015). Figure 5-1 illustrates Bruce's (2011) steps in EAP course design.
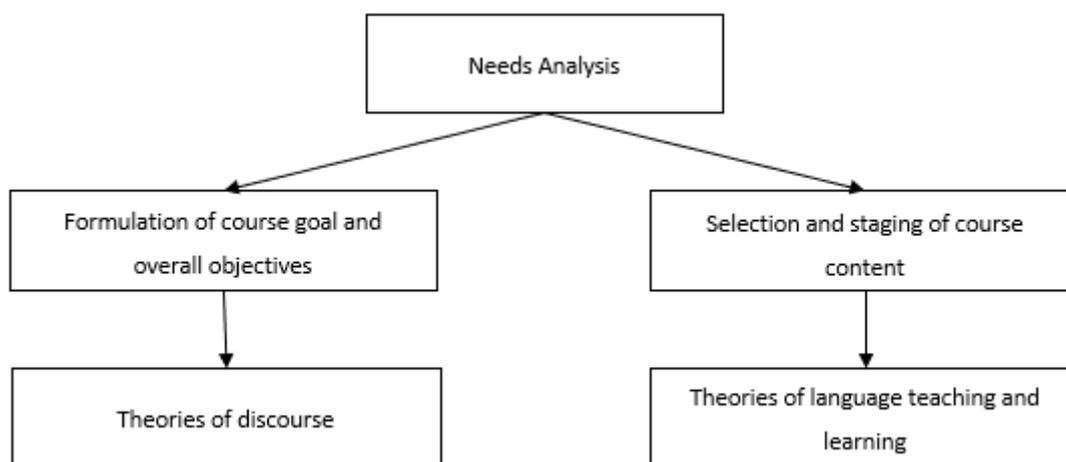
Figure 5-1 Needs Analysis and EAP course design (Bruce 2011)

However, in this research I did not aim to develop teaching materials or provide a course design, instead, I put together a set of activities which I used as tools **only**, to help law students to imagine themselves in their future communities of practice, and to find out the extent to

which that would help them to invest more in their English learning.

Hence, the aim of the lessons is not to design a teaching syllabus with different units for law students, (for example that focuses on the four language skills, and integrating functions notions and situations) instead the lessons are actually a selection of activities which only aim to stimulate students to imagine their future identities as legal professionals, and to imagine their classroom as their future communities of practice through role plays and in-class communicative activities. However, it was challenging to select the activities to be taught, to decide about their sequencing and to implement them. What I tried to do in my action research project was to select a variety of tasks similar to those found in real situations. Table 5-1 summarises the main aims and overall objectives of five sessions.

Table 5-1 Summary of aims and objectives of the pilot activities

Sessions	Main aim	Overall objectives
session 1	To familiarize students with the legal profession using appropriate terms and expressions.	• To introduce students to the structure of the court. • To familiarize students with the different jobs in the legal profession. • To encourage students to practise some expression related to the legal discourse.
session 2	To encourage students to talk about legal topics using the terms learnt in previous lesson.	• To help students to talk about areas of law. • To help students to talk about their future legal professions. • To give students an example of daily life issues which require legal advice.
session 3	To get students to practice trials.	• How to perform in a courtroom. • How to practice a trial.
session 4	To get students to think about their future jobs.	• To help students to think and imagine themselves as being professionals in law (example of company law).
session 5	To get students to negotiate contracts.	• To help students to understand the basic elements of a contract. • To encourage the students to imagine themselves as practicing in law by carrying out a role-play and a negotiation activity.

The objectives set for the pilot activities are informed by the theoretical lenses I draw on in this thesis. That is I aimed to transform the classroom to an imagined future community (Norton 2000) where the activities resemble those encountered in students' real future workplace. Therefore, the objectives of the first and the second sessions were to engage students in thinking about the legal profession, some of its organizational structure and a flavour of some legal

language. They then move to talk about the different areas of law. By doing so, I was aiming to prepare students to shift their understanding of the English for law session, from being "an English class to learn some language" to "an imagined community' where they gain the opportunity to think and imagine their future community of practice", Norton (2013). Based on that and the objectives of the following session were to get students to start performing some practices associated with the legal profession. This is drawn from the theoretical belief that, through engagement, and imagination people establish their membership in different communities of practice. As a result, in a classroom setting, students start seeking membership in their imagined or real community (Kharchenko 2014).

Furthermore, the objectives of the following sessions focus on ways to use the imagined identities that students start to construct to invest in learning English. This was done by emphasizing on some profession related skills such as negotiating contracts, performing in trials and some problem-solving skills. This was informed by Norton' suggestion that (2013) that while using the target language and exchanging information, learners are also representing who they are and "how they relate to the social world". According to Norton, engaging students in such activities, encourages them to integrate this language as part of who they are, in order to approach their "imagined identity" they aim to belong to. The process of formulating the objectives is summarized in figure 5.2 below.
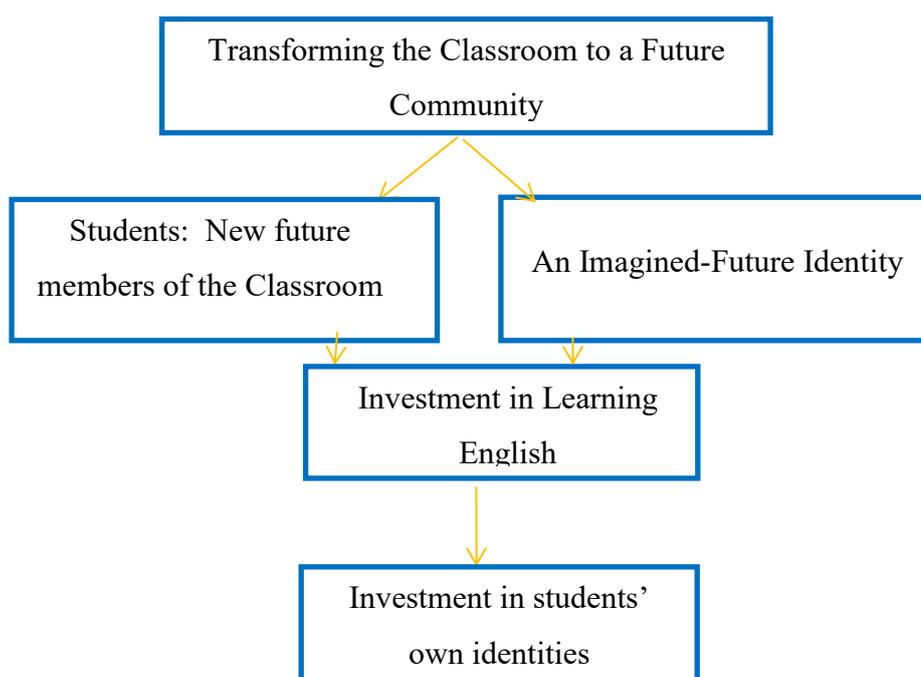
Figure 5.2 identity approach in learning

5.5 Summary of the topics used in the intervention

To select the activities to be used in this stage, I used some pictures from online published sources, adapted some tasks from published sources, and created my own activities using some open access videos available online. All the topics selected are law related and carefully chosen to suit the students' level and are intended to explore the impact of bringing the students' future identities to the classroom, using some tasks that students are expected to perform once in their professions. The topics used in the activities are briefly presented in Figure 5-2, and the full sample is presented in Appendix L.

Figure 5-2 Topics of the sample activities

5.6 Researcher's reflection on field notes

In this section I present my reflection on my own field notes which I organized into two main themes: appropriacy of materials, and students' interaction and engagement with activities. There are various models of reflection in the literature, the one I am adapting for this research is Gibbs's (1988) reflection cycle shown in Figure 5-3.
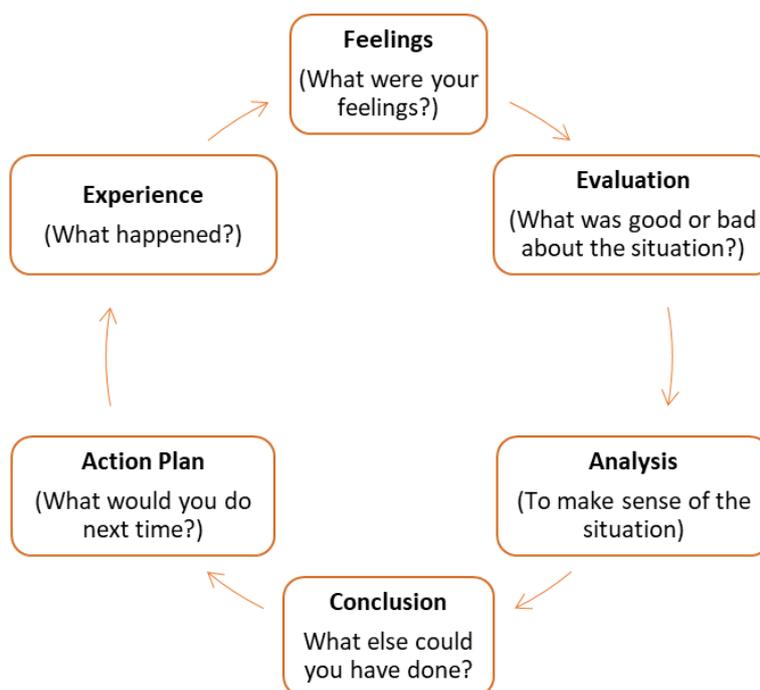
Figure 5-3: Gibbs's (1988) Models of reflection

5.6.1 Initial reflection on my first session

On my first contact with students (during the first session), I thanked them for volunteering and I re-explained to them the purpose of my research. I then introduced the objective of the first session and started off the lesson. As a warm up activity students were asked to guess the roles of people shown in pictures before they were given a list of words and phrases to match each of them with the appropriate picture. Students were then asked to think of the structure of courts in Algeria using a picture as a hint (See Appendix L).

As the session progressed, students were asked to discuss the jobs of people who work in courts (after they have been provided with an example). At the end of the session, students were given a dialogue between a client and a lawyer and they were asked to work in pairs to play the dialogue. (Note: throughout my reflections, I will be referring to those students who are already

lawyers as students-lawyers, while those who are not yet lawyers are referred to just as students). When doing the tasks, I felt anxious as students kept silent and showed no sign of interaction with each other during the first task. Although the activities of the first session were intentionally varied and selected to be reasonably easy to encourage students to take part in pair/group works, the three groups seemed to ignore the instructions, and went on to do the activities individually. When I reminded them to reread the instructions before embarking with the activity, students-lawyers organized themselves in pairs while the other students grouped themselves with their partners, this was noticed among all three groups.

Their initial discussions were a mixture of Arabic and French. I noticed that students used their phones to look up meanings of the words they found difficult in online dictionaries and to engage in discussions with their peers about the tasks. Although students' continued use of their mother tongue was disappointing, as they did not show any attempt to use English, I felt confident that the topics of the activities and the terms selected for the first session triggered students' interest. I also noticed that students-lawyers are keen to talk in English regardless of the grammar and the accuracy issues. Most students managed to understand the terms, either by using their previous knowledge or using their dictionaries. Only a few students asked for my help (using their mother tongue) and they seemed to expect the teacher's translation for any difficult term (because this is the way they are used to).

By the end of the session, I concluded that the materials used in the first session were at a suitable level for the students and most of them managed to do the tasks. I also noticed that students inferred the meaning of the terms by referring to their equivalents in French (as some English legal terms are spelled almost the same the French ones). When asked to work in pairs and groups, students seemed to engage well with these types of activities, however, the major problem was that most of them used a mixture of French and Arabic. This problem led me to think about my instructions to students, adding more clarification about the use of English. I also thought that mixing students with students-lawyers in group activities may encourage them to use the mixture of French and Arabic less. Furthermore, I was keen to understand at the end of the class the reasons behind students' unwillingness to use English although they seemed to enjoy the topics of the activities and managed to do well in the tasks. I also realized that I had to make it clear to students that relying on translation of every word in the learning process may not be the correct way of learning the terms they need for their future academic or professional careers.

5.6.2 Reflections from session two

The notes I took from the first session helped me to plan for the running of the following session, which I think was less stressful for both myself and students. The session was about areas of law and the students' interests within these fields. Students seemed relaxed about the topic and started asking each other about their future work, showing enthusiasm and participation. However, I still had to remind them sometimes about using English and using English–English dictionaries instead of translating every word into Arabic or French. When talking about the activities involved in each area of law, I realised that students favoured this type of topic, as they brainstormed quite a few interesting ideas.

What I liked about this activity, is that students started discussing with students-lawyers and asking them about the tasks they think they will be doing and whether the theoretical concepts they are learning in their subject are similar to the real situations that lawyers deal with in their daily work. This seems to support the approach of imagining futures. This particular question resulted in students-lawyers encouraging the other students to try to talk in English, which was an interesting point to know. In addition, when watching the video about a meeting between lawyer and clients (see Appendix L) and starting to make notes, students paid good attention, and their attempt to ask and reflect on the video in English started to appear. The last activity in the session was an opportunity for students to play the role of a lawyer by using the tips learnt from the clips and giving legal advice about a legal issue.

5.6.3 Reflections from session three

Session three was about the performance in the courtroom and the practice of trial, and students were asked to work in pairs to try to answer some questions about a picture of a courtroom and how to behave in this institution. Although students could not resist using Arabic or French or a mixture of them, whenever they got stuck, there were clear and noticeable efforts to use English when discussing with each other and when asking for my help. While watching a video about the etiquette related to the court room (see Appendix L), students seemed to focus only on the general ideas presented and ignored any terms they struggled with, which was exactly what I wanted them to do. After the video students started a thorough debate about the difference in courts and they used their knowledge about the subject to describe courts in Algeria and what makes them different from courts in other countries. I was surprised to see that students started to employ appropriate vocabulary and accurate terminology in their

discussion. When asked to read some repeated phrases in the court and use them along with their own ideas to perform a trial in the classroom, students seemed to compete with students-lawyers creating a very good atmosphere in the classroom. They rearranged the seats, got some notes ready, and they even asked me if I could inform them prior to the session about the role play, so they could wear formal clothes and so perform better. This again seems to support the approach of using imagination. Students' enthusiasm and motivation to do the task was far better than I expected.

5.6.4   Reflections from session four

The fourth session was an example of company law, it started with a picture of a meeting of legal professionals who discussed some changes to a company. Students were asked to guess the types of changes made before they were presented with some definitions. During this activity students came up with some good ideas, and they used their subject knowledge to talk about the types of changes they knew. The students' background helped them to have meaningful conversations in English and was a good practice for students before the role play. The latter was the last activity of the session where students were asked to perform the role of a lawyer talking to a representative from a company. Regardless of the accuracy problems, students seemed to clearly minimise the use of Arabic or French, using English instead.

5.6.5   Reflection from session five

The fifth session started with an activity about elements of a contract where student had the opportunity to use their knowledge and the information provided in the worksheet in their debates. Students were then provided with an extract from a phone call between a solicitor and a client discussing an issue, and were asked some comprehension questions. After understanding the content, students were asked to work in pairs to play the roles of the solicitor and the client, considering the situations from different angles. During the second part of the session, students watched a video about skills of negotiation (see Appendix L) in order to prepare for the role play, where they were provided with a dialogue and asked to prepare arguments to complete it. Students were expected to use the tips they learnt from the video with their knowledge and experiences to negotiate the content of a contract. What I noticed during the different activities is more attempts to shift from using Arabic or French to using English when discussing, asking questions and performing the role plays.

5.7 Evaluation and Analysis

The planning and the implementation of the intervention was not an easy process nor an individual effort, it was rather a collaboration between the researcher, the administrators and the students. While many different challenges were encountered during the running of sessions, working with students demonstrated significant strengths among them and showed the importance of identifying students' needs before planning English for law sessions. The areas of improvements that the intervention focused on, were mainly: the teaching activities (e.g. teaching materials and videos), the teaching techniques, (this was observed through pair and group work, classroom debates and discussion and performance in role plays) and students' learning.

During the Planning Stage (Needs Analysis), I had realized that in the absence of a teaching syllabus, teachers choose to rely heavily on teaching legal terms and their equivalents in Arabic. Most of the time these terms are presented in as list to be memorized and translating short legal articles from English to French and Arabic and vice versa. Therefore, I selected a variety of activities with distinctive topics to go beyond memorizing the terminology and translating short articles to performing tasks and considering situations similar to those encountered in legal professionals' daily lives.

Although the first session was challenging, the attendance of students and their motivation to participate in the intervention was encouraging and helped in the smooth running of the following sessions. The topics selected for the activities clearly generated students' interest who gradually related the tasks to their previous subject knowledge. This link between the English class and the legal knowledge that students already possess was, on one hand, helpful for students when asked to complete activities that needed details, arguments or definitions. On the other hand, students found it challenging to express their knowledge in English without shifting to Arabic or French.

When observing students during the Planning Stage (Needs Analysis) students had seemed to be passive receivers of legal terms that they were required to memorise for exam purposes, therefore their subject knowledge is often not incorporated in their English lessons. Encouraging students to use their background in the intervention, either through debates, role plays or written activities showed the significance of the collaboration between subject

specialists and English teachers when selecting the content of English lessons.

The results of the planning stage (Needs Analysis) showed that in their teaching methods, English teachers do not include any form of communicative activities, as a result student rarely get any chance to speak in the classroom, in addition to translating almost all the difficult terms to Arabic. On the contrary, the activities of the intervention focused on encouraging students to use the language regardless of the accuracy issues, and minimising translation by asking students to use English-English dictionaries rather than looking up the equivalents. As a result, students' attempts to use English noticeably increased through taking initiatives when discussing, especially during the pair/group work, the participants seemed to compete with their peers who are already in the profession. Using the videos was a useful stimulating tool which greatly provoked students' imagining about the tasks they are likely to encounter in their future jobs and also an opportunity for them to develop their listening skills.

5.8 Limitations of the intervention

During this stage of research, I worked in collaboration with student volunteers and staff from the Faculty of Law, who were helpful and supportive throughout all the stages of this research. However, running the sessions was somehow challenging especially in the absence of the IT facilities in the rooms I was provided with. This observation is related to the Means Analysis mentioned earlier (see section 2.2.3.3) and could well be useful to note for any future action research iteration in a similar context to the one presented in this research. Consequently, I had to bring a personal projector to the classroom and make the printing/ photocopying at home. The other real challenge was the number of sessions I was offered which was originally eight sessions, then it was minimised to five due to some misunderstanding between the Faculty administrator and the subject specialists. As a result, I had to rearrange the timing and contact the participants to let them know the updated schedule, this was both time-consuming and required efforts, particularly that some confusion occurred among some participants regarding dates and room numbers.

5.9   Chapter Summary

This chapter reviews the stage of this research which was the preparation and the delivery of a set of activities. It is hence a reflexive account on my five weeks experience with students. Although challenging, this experience allowed me to collect rich data that gave me different understandings and visons on the relationship between the task and the students' interests as well the nature of the task and their engagement with the activities. This engagement was hugely reinforced by the presence of students-lawyers whose experience in the work place was useful for the other students to gain a perception of the expected future practices. In addition, student's familiarity with the subject matter and legal background were very useful in enriching the classroom conversations and debates. Students' engagement with the activities and their reaction toward the content demonstrated that Law students are willing to make more efforts to learn and engage better in their English sessions when the content meets their field of interest.

Although there was a slight difference between students and students-lawyers in the degree of engagement and participation, all participants seemed motivated to find the answers, elaborated on each other's comments when discussing, and took part in the role play inventing their own details and scenarios which resulted in a stimulating closing of each session. It is of relevance to mention that various accuracy problems were noticed in students' talking, however, these language issues did not hinder students from taking initiatives to debates, ask questions and make efforts to better learn in the English class.

6. Chapter Six: Reflecting Stage

6.1 Introduction

This chapter deals with the data collected in the *reflecting phase* of this research where focus groups where used with the participants who attended the pilot activities. The data is organized into themes and each theme is then explained further by direct quotations from the participants.

6.2 Data Analysis

Before embarking in the analysis process, I started by familiarizing myself with the data after transcription. Therefore, I read and re-read them several times and noted down some initial ideas. The following step was the coding process through identifying features of the data that seemed relevant. Finally, the codes were grouped into themes and reviewed to check their coherence, completeness and robustness (Braun and Clark 2006). Table 6-1 shows a brief example of the first theme I could generate from the first general question: what do you think of the English lessons this semester?

Table 6-1 Example of generating themes

Themes	Codes	Meaning	Quotes
Classroom environment	➢ Group work ➢ Pair-work, ➢ speaking opportunities, ➢ participation	Students seem to believe that an essential factor in the success of their lesson is the way in which the teacher runs the lessons and creates a comfortable atmosphere for students using team and pair work.	*"I enjoyed discussing questions with my classmates"* *"I felt happy when every one of us can speak even with mistakes without feeling bad about my English"*.

This process of extracting codes and highlighting the evolving themes was used with all the data collected in this phase. The main themes which emerged from the focus group discussion are presented in Figure 6-1.
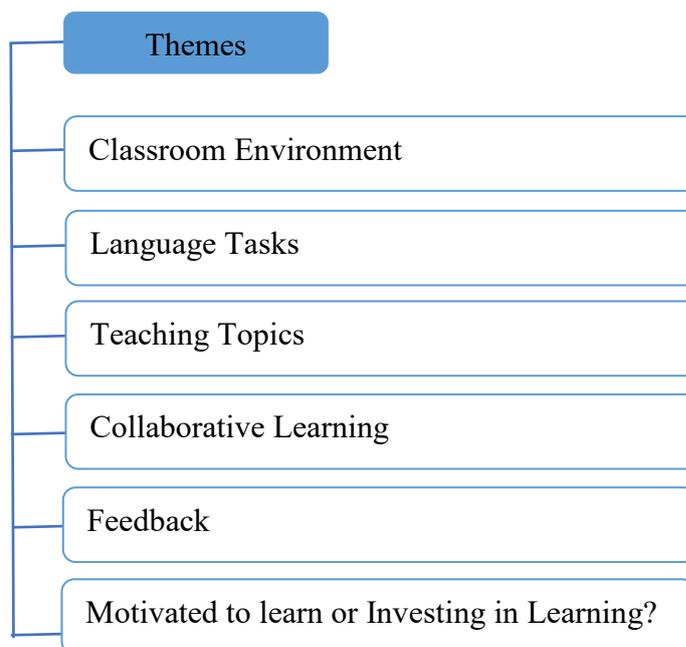
Figure 6-1 Focus Group themes

6.2.1 Classroom Environment

Students started describing the classroom setting with regard to the following elements: seating monitoring, and translation. They stated that they did not think that seating arrangement in the classroom could have an effect on their learning, clarifying that usually those students who are described by the lecturer as good/active students prefer to sit at the front, while the rest prefer to sit at the back. They argued that the reason for this is their reluctance to take part in the lesson; which they attend only because attendance and punctuality could be considered in the final grade of the module, to avoid a low final score.

> ***Student (3)*** *In any language course I had at University, I always sit at the back so I avoid eye contact with the tutor and to avoid feeling stupid when those who sit at the front participate and know the answers. But in the in those five sessions, I felt everyone had to participate because the teacher kept monitoring everyone and interfering in some conversations to offer help or answer a query. I felt stressed at the beginning but later I quickly adapted to that and start enjoying it.*

Furthermore, students explained that quite often, the shortage of teachers of English and the status of the course (being compulsory but not essential), result in two or more groups mixed together in a lecture theatre, where it is difficult both for the students to follow, and for the tutor to monitor. The students went on to explain that changing their seats and using different

layouts for the classroom, based on the nature of the activity or the task they were asked to perform, had a clear positive impact on their motivation and willingness to participate. In addition, students stated that their relationship with their tutor was very encouraging as they were given the opportunity to discuss and debate the questions rather than asking for correct direct answers. This friendly environment, as they described, positively affected their learning as it helped them to break the barrier of participating in the classroom.

> ***Student (1)*** *I like the fact that we were correcting each other in a friendly environment, I felt that the teacher valued all our answers.*

Furthermore, students talked about translation, which they described as a common feature of their English sessions. Being asked not use translation, forced the students to use "English only" – regardless of the accuracy – and this helped them to start thinking in English before forming their sentences, rather than thinking in Arabic or French then looking for the equivalents in English. However, students also discussed the communicative difficulties, especially in finding the accurate legal terminology, and hence needing more time to finish the task.

> ***Student (3)*** *It was really hard not to translate, I understand that the teacher was trying to help us learn better, but that won't happen in few days, so, I actually found it too difficult. But, with the help of my classmates, I did manage to say few sentences in the first session which encouraged me to speak in the following session with less hesitation.*

6.2.2 Language tasks

Commenting on the types of activities, students stated that the variety of tasks that ranged from pair, group and whole class activities gave them opportunities to mix with their classmates and enforced them to engage well.

> ***Student (5)*** *I enjoyed working in pairs and group, it created a nice atmosphere and I did not get bored.*

Students stressed the fact that working with their groups helped them to use English they had learned in school but had rarely used.   They did not think they could confidently perform in a classroom debate or discussion. Regardless of the grammatical and lexical problems, students stated that they felt a sense of achievement when they fulfilled the task and managed to maximize their use of English.

> ***Student (2)*** *It was a good feeling when I kept the conversations going in the activity, it was an achievement for me because I did not think I can speak English for the duration of the role-play.*

For the role-play, students stated that they have role plays in one of their other subject modules, however, they have not had it in the English session before.

> ***Student (6)*** *We do role-plays in another module, I enjoy it because I see it as break from the theoretical abstract knowledge of law, and I usually do well.*

Another student commented:

> ***Student (3)*** *Yes, I agree, we see role-plays as a learning and entertaining activity at the same time, we feel like we are in a courtroom or in an office hah! But practicing role-plays in English was not easy.*

The students gave three distinctive views about using role-plays as an activity. The first group of students claimed that although they are confident of their legal background and they master their subject, expressing themselves in English was challenging. They explained that they felt their performance was poor and affected the whole play as they either hesitated, forgot what to say, or made many grammar and pronunciation mistakes. This group of students agreed that role-play is a way of learning which could have positive outcomes on their learning, provided that they get opportunities to prepare and practice before the actual performance in classroom. They also stated that when they got stuck at the middle of the play, they felt embarrassed as the next student to speak started to panic, thinking that their time is being taken. As a result, they did not think that timing the play was helpful.

Furthermore, students also seemed disappointed when evaluating their language, stating that they felt they were using general English rather than legal English, this, for them was due to the lack of preparation and unsuccessful choice of roles. Despite all these problems, students convincingly claimed that their role-plays could be a great way of learning and practicing English if it is well managed and if students are allowed enough time for preparation.

> ***Student (4)*** *I really wanted to participate and do well, but my English did not help me, I felt so embarrassed when I hesitated throughout all the text. I always play the role of the lawyer in the*

> *other modules and my colleague called me the best lawyer in the*
> *play! But in the English session, it was difficult! It would have*
> *been better if the teacher gave us some time to prepare before the*
> *session.*

The second group of students viewed role-play as an opportunity for entertainment as it was usually planned in the last part of the session. For this group, participating in a play was a great chance to reduce their anxiety and stress when undertaking real life conversation/communication through their roles. When reflecting on their performance, students reported that conducting long conversations about their subject in English was not easy as they are not used to it, however, they thought that it was a rewarding way of learning. They explained that role-play helped them to think in English before speaking, to interact more naturally with their classmates and to break the fear of inaccuracy. In the same line of thought, students stated that while they are aware of the importance of accurate grammar, pronunciation and correct vocabulary in communication, they stressed that the role-play increasingly encouraged them to make extra effort outside the classroom to be better prepared. These efforts included mainly grammar activities and pronunciation videos from the internet, which they think have contributed hugely in their English learning.

> ***Student (8)*** *It was the best part of the session! I enjoyed it,*
> *although my English was not good, I started to search online for*
> *websites that teach English, to improve my pronunciation! Hah I*
> *wanted to be a competent lawyer, in the play, after each session.*
> *I was surprised how that made me think about performing in*
> *English in reality! I started watching some movies in English*
> *without subtitles, I felt good about my choice of career. I have*
> *always thought about going abroad for conferences in law and*
> *discuss legal matters, or applying for legal training abroad but*
> *my legal English is my problem, now I have started to change my*
> *attitude, I still feel learning legal English is difficult, but I think*
> *it is not impossible as they say, not easy but not impossible! My*
> *dream will come true one day.*

The third group of students were mainly lawyers and legal professionals who looked at role-plays from a different angle. They described it as a discussion where there is a mutual understanding of the topic, the text and the task to be performed, and the solution they reached at the end. They stated that due to the language problems and the mix of students with different abilities and various oral competencies, there were some clear inaccuracies in the terminology and the legal English in general. This, according to them, could disappear if they were better

prepared beforehand. These students also believed that asking them to think and invent details for the role-play helped them to creatively convert some real legal scenarios that they had already seen/dealt with in their workplace and perform it again in English. Students described it as a great achievement and stated that they felt themselves forming a group in which they share the same repertoire, they added that this was a solid way of learning and practicing the language in the classroom with less help of the tutor.

> ***Students (9)*** *The role-plays created a nice environment and inventing details for it was a good way to bring workplace conversations to classroom, the difference was we perform them in Arabic in the office, and in the classroom we were learning how to perform them in English! It was a great way of learning and I enjoyed it very much! I would have loved the teacher to have some legal knowledge though, because we needed some help with some legal phrases, but the tutor was not sure about them and she honestly admitted that, saying that we are the experts in the subject and we know better than her.*

6.2.3 Teaching Topics

As students' levels in English were different, the topics for the activities ranged from very basic elements to gradually more complex ones. All activities had a communicative nature because the focus of the pilot activities was to get students to interact and communicate in English as much as they possibly could. Hence when asking them about their opinions, their answers were clearly varied and distinctive. Some of them were satisfied with most of the content explaining that the variety of topics was helpful as it allowed them to use the different terminologies they know in their in-class communication and also helped them to learn other legal terms which they think are helpful. They also added that the topic of the activities mainly helped them to sustain their interest and motivation for the session; as they enjoyed discussing aspects of law that they know and encouraged them to engage more with the tutor.

> ***Student (5)*** *the different topics and the different activities helped me to use my legal knowledge and also, I retrieved legal terminology I learnt in my English module, It was a good way to stay motivated throughout all the session too.*

This group also mentioned that initially when the teacher asked them for help with some legal content and emphasized that they are the experts in their area, they felt that they were being included in the lessons and that the teacher considered their contribution to the lessons and

trusted their level of understanding. Consequently, they decided to participate and then they started doing their own efforts to enhance their English and engage better in conversations.

> ***Student (5)*** *the teacher asked us about some legal matters and when I participated and contributed to the debate, I felt confident and motivated in and after the session. I started working on my English just like the way I work on my other subjects! I started to think that this module is not a secondary one for me.*

However, students added that although being given the opportunity to explore the topic, which was helpful and a good tool to speak English, it was very difficult for them to conduct an entire conversation in English. This was because of several problems with grammar, pronunciation and mainly finding the accurate equivalent of the legal terms. They also wanted to have some time devoted to teaching legal terms.

> ***Student (4)*** *to be honest, it was a nice environment, but for someone like me, it was too difficult to have a conversation in English because of my language problems especially finding the correct terms and then form meaningful sentences.*

Another group of students thought that having legal topics as the base of each session created a clear and different atmosphere; as it led them to realize the difference between the general and Legal English, and to make them aware of the importance of both written and spoken English in their field.

> ***Student (2)*** *dealing with legal topics was not easy for me but it was good to know the importance of writing contracts and using the correct words.*

When commenting on the variety of topics, they described the content as generic explaining that all students were able to understand, however, there were difficulties in writing the dialogues

> ***Student (5)*** *I managed to understand the activities, but I struggled when preparing for my dialogues in the role-play, especially when the teacher kept emphasizing on using the accurate terms. But with the help of my group members, we prepared some good sentences and, we felt we performed well.*

Students also stated that the content of the videos was valuable and contained useful language which they found suitable for different conversations. However, they suggested using learning

videos which deal with daily Algerian issues because they justified they could understand it better even when missing some points of the listening.

> ***Student (1)*** *Using the videos made the class very enjoyable, and I learnt some few sentences but honestly, I suggest using videos which discuss the issues of the Algerian society that the Algerian lawyers deal with every day.*

Explaining further this point, students said that listening to people who share the same cultural and legal background would probably be easier in the first sessions, to then be followed by some authentic listening materials that help them learn some language with the help of the tutor.

> ***Student (3)*** *I enjoyed watching the videos and listening to the language, but it was not easy to understand the dialogue from the first time, this is why I asked the teacher for explanation few times.*

A slightly different feedback was given by students-lawyers who sat in different focus groups. They stated that the overall content was satisfactory, and allowed them to learn and practice different language aspects. This, according to them was very helpful to conduct conversations with clients who use English to communicate. They also stated that they were pleased as they were given several opportunities to practice the language, and received both encouraging words and corrections from the tutor.

> ***Student-Lawyer (4)*** *what I like most about the videos is not only watching it in the classroom and the fact that it deals with legal matters, as we could do this anytime at home. But it was the opportunity to practice straight after listening and discussing the videos, the notes I took and the expressions I learnt from people in the videos helped me to formulate my dialogue for the task and the role plays and therefore, that encouraged me to do my best when performing, also with the support and the encouraging phrases of the teacher, I felt a sense of improvement.*

In contrast, some of them were considerably critical of the learning videos arguing that although listening to them generated lively interactive debates, it would have been better to use learning videos with concrete scenarios from Algerian society and delivered by Algerian lawyers. For them, real scenarios help them to imagine their real work-place and give them the opportunity to experience real conversations that are likely to occur in their future profession. In addition, this group seem to agree with the previous group that understanding authentic

materials from native speakers was hard, especially that the sound in the classroom and the IT support was not very efficient.

> ***Student-lawyer (1)*** *Well, I respect the teacher's choice, but I disagree to some extent with the selection of those videos. If the tutor used some videos where the clients were foreigners but the lawyers were Algerian discussing legal matters from the Algerian society, it would have brought some real work-place stories to the classroom. For instance, the re-occurring problem of illegal African migrants in Algeria, there are many cases in the courts now, the issue of some employees in some companies etc. I think, few examples of these would interest students more and encouraged them to work harder in the session. The other issue was the quality of the sound, the authentic language is hard to understand and the IT problem made it worse.*

6.2.4 Collaborative Learning

As previously mentioned, the participants were both postgraduate students and professionals who are enrolled in Masters course. During the pilot activities students were randomly put into groups aiming to give every student the opportunity to take part in the sessions. Unexpectedly, the way students were organized into groups resulted in various impacts and students gave distinctive feedback about it. The students described working with professionals during group/pair work as motivating, clarifying that while they tried to apply the theoretical knowledge and the legal skills they acquire from their other modules in order to contribute and participate in the activities, professionals brought their real work experiences to the classroom which created a stimulating environment. This had helped in giving them ideas of their future job activities and clearly forced them to think of their future communities of work. They also asserted that due to their work experience, the professionals were a real asset to the debates as they could always clarify some practices for instance when learning about the structure of the court rooms, the trials, and the types of contracts that they frequently deal with at work.

> ***Student (5)*** *practicing the tasks with lawyers was very useful, I learnt from their professional skills and experiences. They had some interesting ideas for the conversations we were asked to conduct in the classroom.*

> ***Student (3)*** *when my classmate who is a lawyer worked with me in an activity where we had to change the details of the contracts and think of the scenario, I was surprised how she selected the terminology and the wording of sentences, when I told her this is*

> *just an activity, it is not a real contract, she said, if you think of*
> *it as a sample that you will produce in few years in your own*
> *office, you will do your best to select the accurate language,*
> *every word is important in a contract, I really learnt a lot from*
> *her and she seriously made me think of me in an office.*

Furthermore, students stated that their professional peers had always performed better than them in the trials because they are familiar with most of the practices, their only issue was the language, while for some students, although they were more capable to speak English, their unfamiliarity with the practices affected their performance. As a result, they thought that focusing on the work place activities in the ELP course was a clearly useful way of attracting students' interest in the sessions and created some sorts of competitions between both students and students-lawyers.

> **Student (3)** *In the sessions, I realized that I worked well with my*
> *classmates. I admit that our classmates who are professionals,*
> *performed better even though we competed a lot with them, but*
> *their experience and familiarity with the job helped them.*

6.2.5   Feedback

Due to the nature of this project (Action Research), various members of staff were involved in different stages of this research, including administrators, the Dean of the faculty, teachers of English, and teachers of law subjects. Hence when planning the pilot activities, I asked their feedback and suggestions on the first draft I produced. I received different types of feedback, mainly about the feasibility of implementing the activities. They mentioned the time constraint, and the quality of sound in the teaching rooms which they thought might affect students understanding of the listening. I also received some suggestions about prioritizing general English first and then introducing legal English.

A slightly different comment was given by the dean who stated that in the plans there is a heavier focus on spoken English than written English. I only considered the feedback related to the IT issue and the time constraint, and made a few changes to some activities (for example, instead of using the computers in the room, I used my own computers and my personal loud speakers, and I deleted some warm up activities). Although I understood the feedback related to prioritizing general English, I thought it was not relevant for the study as I only had a few sessions. Concerning the focus on writing, I thought I integrated all skills in a short amount of

time as my focus was not really teaching them how to speak and how to write, but rather finding out whether the focus on job practices – imagined future identities – impact the way they learn English.

In the focus groups, students gave feedback from different perspectives than staff. They discussed the use of peer reviews, and reported that they have not tried it before in their studies. The reason for this is their belief that as students, they are not able to give constructive feedback stating that they had always held the belief that the teacher is the knower of everything, so they do not get enough opportunities to review each other's work. However, students claimed that through the pilot activities they realized the importance of peer feedback; (It is worth mentioning here, that students were not asked to comment on each other, but were asked to work together. It was then that they found themselves noticing their performance, and giving feedback, which was a good point from a tutor's point of view.

The reason why I avoided asking students to comment on each other's work was because of my fear of students criticizing each other, and focusing only on mistakes, as I was not sure of their ability to give constructive feedback and I did not want them to end up demotivating each other.

> *Student (1) Commenting on my friends' performance and suggesting alternative terms or phrases was something that I did not do before, I thought that the teachers know better, well, especially in a foreign language session, but I realized that I received and gave quite few comments and suggestions during the English session. This gave me more self-confidence.*

Students went on to say that while working in pair/groups, they start to notice each other's errors and suggesting corrections. Additionally, professionals' feedback was more related to correcting the practices and the behaviours especially when performing role-plays and trials. They concluded that peer feedback was very useful in a language course and they showed their interest in using it in their other modules.

> *Student (2) when we were asked to work in pairs or groups, we were helping each other to find what we thought were the correct sentences, but I always checked with the teacher, I don't know why? But I think because I am not used to my classmates correcting me. Also, working with professionals was useful because they taught me few tips of conducting conversations with clients and when performing the trial. I think peer reviews are*

> *useful and I will ask my friends to review my assignments in the other modules.*

Yet, students recommended that the teacher should give more feedback on their language errors and use less imperative style when requesting them not to use Arabic or French, arguing that it was not easy to use English all the time, especially in role-plays. They also suggested allowing the use of online translation dictionaries to find the equivalent of legal terms that the language tutor was not able to help with.

> ***Student-lawyer (4)*** *There were few time that we needed the tutor's help with the spelling of some words, she helped us few times but not always, it is good if the teacher focuses on correcting our errors too. Also, I did not like banning using Arabic or French, and the way the tutor insisted on using English only, I wished if she used less imperative style. I believe that using online translation is helpful, because in law there are some words which we use as they are even if a legal document is produced in a foreign language, and we provide an explanation of it between two parentheses, for examples (Al'khul'e/ الخلع) there is no equivalent of this word in French, so we write the Arabic word in French letters and we add between parenthesis (a case when the wife divorces her husband).*

6.2.6 Motivated to learn or investing in learning

Students argued that the English tutors, the content of lessons and the classroom atmosphere affected their motivation to learn English in many ways. This relates to the earlier studies of motivation (see section 2.3.3) and is explained later in the discussion (see section 7.4.2). Firstly, students claimed that they are aware of the importance of learning English for Law and its usefulness for their careers, but they admitted their fear of its complexity and their belief that without a strong command of general English, their attempt to learn legal English would be pointless.

> ***Student (1)*** *I believe that learning legal English is important for me as a future lawyer, but I always think that I need to have a good command of general English first because legal English is complex and has its own rules, so l think if I am confident of my general English, I think I will be ready to learn legal English.*

Students noted that in the pilot activities, their participation and interaction was crucial as most of the activities forced them to think of some work-place situations. This, according to them, was a driving force to use their interest in learning English as a tool to perform better in the

sessions and to make extra efforts outside the classroom to be better prepared for the following sessions.

> ***Student (5)*** *I really enjoyed discussing legal matters and invent details for cases and scenarios in the role play. I started to do some preparations at home, every week and search for some good phrases to use them in the pair and the group work. It was not an easy performance at all, but it was interesting. It encouraged me a lot to learn and do my own efforts outside the classroom.*

Secondly, students confirmed that practicing English using a variety of topics led them to think that translation is not the only skill they need for their future job, but also many communicative and written skills that their professional classmates described as important. They added that by using legal content in interactive activities, the tutors managed to grab students' attention and interest and therefore stimulated them to contribute in the sessions. Students clarified that the collaborative atmosphere encouraged them to make the most of the sessions and overcome their fear of mistakes when speaking. They described the pilot activities as a chance to discover their abilities and achieve a feeling of self-satisfaction when they managed to perform the role-play with less mistakes.

> ***Student (4)*** *I realized that translation and learning legal terminology (which we do in our English module) are not the only things that we need when we graduate. Communicating and discussing legal issues is something very important when an Algerian lawyer is dealing with a case of a foreigner who uses English to communicate. I think through these activities I realized how much I can learn if collaborate with my classmates and especially those who are professionals. I also discovered that knowing my mistakes by myself or by the help of my classmates is helpful for improvement. This was the case of my performance in the role-play, even though there were many occasions where my classmates corrected me, I was very satisfied by the end of the session and keen to work harder to improve my performance even more.*

Finally, students also said that they started thinking toward their future profession and its related practices, emphasizing that classroom management and the type of activities could have a strong impact not only on students' engagement and understanding of the tasks, but also on their self-study time and efforts they make outside the classroom to improve their level.

> *Student (1) I bought a law dictionary to help me select the accurate terms for my in-class conversation.*

> *Student (3): I am very interested in learning legal English and the activities we had pushed me to watch more videos online. I also arranged to meet in the library with my classmates to share some learning resources and re- do the activities we had in the classroom. It is bad that we can't find some books in the library to teach English for law, we found some in Arabic and some in French, and so we are using some free online resources.*

When discussing the link between the English for Law course and the future work place, students explained that as postgraduate students of law they are keen about their profession and interested in discussing legal matters.

> *Student-lawyer (3) As a lawyer, I usually wear formal clothes, but It is nice to see my classmates who still have three years or more to become lawyers, coming to the classroom in formal clothes. I felt like they are very confident of their career-choice and they are already seeing themselves as future legal professionals, I wish them good luck and I will be happy to see them as colleagues soon.*

> *Student (4) I have always been keen to learn legal English not only because I need it for my future but also because it is seen as complex and not everyone can learn it, so I want to take the challenge. The activities helped me to make more efforts and think of ways to sustain my interest. I now follow some Facebook and twitter pages that deal with legal matters and watch movies about complex legal cases.*

From the students' perspectives, having an English for Law course that helps students acquire the English language skills needed for the work place is essential. They explain that the pilot sessions were clearly useful as they helped them activating and practicing their previous language knowledge and combining it with their legal background as well as performing and engaging in conversations in the classroom. This, according to them, was a start to thinking seriously of what is expected of them in their future jobs, in terms of English language.

> *Student (5): when I accepted to take part in this research, I did not think that I will change my attitude about learning English for law, this much. I respect the researcher for her project, thanks to those sessions that I refreshed my memory about all the English language I learnt from school and realized that both the*

subject knowledge and the language are important for my discipline. Not only that but I also started to think that to be successful in my career I should have good command of both national language and English which I see as an international language.

6.3   Chapter Summary

This chapter dealt with the findings from the nine focus groups conducted in the reflecting phase of the research. The data generated different themes related to the teaching practice. The significance of classroom environment, the language tasks, the teaching topics, the collaborative teaching, the feedback and motivation are not new finding, as there is an extensive literature about each of these elements in the teaching and learning process in general and in the language learning in particular. However, the importance of these elements in relation to students' identities and future images of themselves and its impact on their English learning is the emphasis in this thesis. After presenting the reflective account of my observation notes from an insider researcher's perspective, the focus groups were a useful research method to find out the students' reflections, perceptions, and feedback on the pilot activities. This would allow me to make stronger conclusions about this stage of research, not only based on my own reflections, but also from students' standpoints.

After collecting data in the planning stage (Needs Analysis), the acting stage and the reflecting stage, I ended up with a rich report of data from different sources and including various voices. Therefore, an in-depth discussion of the data in connection to the theoretical review presented earlier in this thesis (chapter two) will be the focus of the next chapter.

7. CHAPTER SEVEN: Discussion

7.1 Introduction

This chapter provides a discussion of the findings of the thesis by explaining how the research questions have been addressed in relation to the literature review. It also highlights the contribution of the thesis to the theoretical debates in the ESP field.

7.2 Reminder of the overall aim of the research project

This research aims essentially at finding ways to improve the teaching of English for law through focusing on students' future professional communities and the practices associated with them. To do that I have undertaken this action research project with Masters students of law at the University of Tlemcen, in Algeria by raising three research questions over three phases.

1. *What are the language competencies which law students need to develop in order to effectively engage in their professional community of law?*

2. *How could the English for Law course be improved to meet the requirements of the professional community of law?*

3. *Can an English for Law course based on an identity approach to language learning help law students to better invest in the learning legal English to engage effectively in their professional community?*

7.3 Discussing the interview findings

During the planning phase, the Needs Analysis was conducted to discuss the first research question: ***what are the language competencies which law students need to develop in order to engage in their professional community of law?*** This was explored from the perspective of the Dean of the faculty, the teachers of English for law and the students themselves, lawyers and translators.

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The findings suggest that learning English in a context where it is not the official language is becoming a necessary skill especially in the legal profession. In the case of Algerian lawyers, lacking proficiency in legal English could be a real issue when dealing with documents written in English. In the interviews, from the data of the interviews and when students explained the importance of learning English, they described it as an "international language".

> ***Student (9)*** *English is the language of the world now and as I want to become a lawyer I don't need to learn the official language of law in Algeria only, but I feel I must learn the international language, I might have cases from other countries, who knows?*

This reminded me of McKay's (2002:132) statement "International English can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries". Students seem to think that the linguistic consequences of globalization impact the teaching of law and therefore, learning English for law.

> ***Student (20)*** *I think the session is something and what we want to learn is something else, I give you an example, I want to be a lawyer, so there is a big chance that I will deal with legal documents in English, so instead of giving us handouts about 'Mohamed does his homework, not Mohamed do his homework', I expect the teacher to give me sample of contracts, sample of legal articles, and examples of legal issues. I know it is going to be difficult and I may not pass the exam.*

They were showing consciousness of their own needs in relation to the requirements of their future profession, and at the same time they are aware of the difficulty of fulfilling this need. This also requires admitting acceptance of any negative results or low achievements, provided that the failure happens during the learning process and prevents them from failing in their jobs. These language competencies were revealed in the planning stage (see chapter 4). In Table 7-1, I took the following statements to summarise students' needs. Note that throughout this chapter I emphasize in bold the particular words from the extracts which are salient to the points I am making. These were chosen as most students repeated them in their interviews when expressing their English language needs, and were first reported in chapter 4.

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Table 7-1 examples from students' interviews

Students' statements	Key words
*"Just like when we say legal Arabic which is not the general Arabic, there is a specific legal lexis, legal **writing style**, and **legal presentations**, this is in sum what I need to learn".* *"What I need from my English teacher is to focus on the type of the **legal language and discourse** that would help us in our careers".* *"I expect the teacher to give me **sample of contracts, sample of legal articles, and examples of legal issues**".* *"We need to learn how to use English for law to communicate both verbally and in writing".*	1. Writing style 2. Legal presentations 3. Legal discourse 4. Communication

From the students-lawyers' perspectives, having a command of legal English is a necessity in particular types of cases, they gave examples of these situations (see section 4.5) such as: cases of marriage between Algerians and foreigners, tourism issues, investments of foreign companies in Algeria and dealing with contracts. However, although the documents need to be accompanied with a translated version in order to be accepted in Algerian courts and tribunals (according to the law), lawyers seem to raise issues regarding translation. They reported that the lack of legal writing style and appropriate terminology might affect the documents as well as the oral interpretations in the cases of hearings. Consequently, this caused delays in litigation, risks of mistakes and financial issues for clients. This is summarised in Figure 7-1
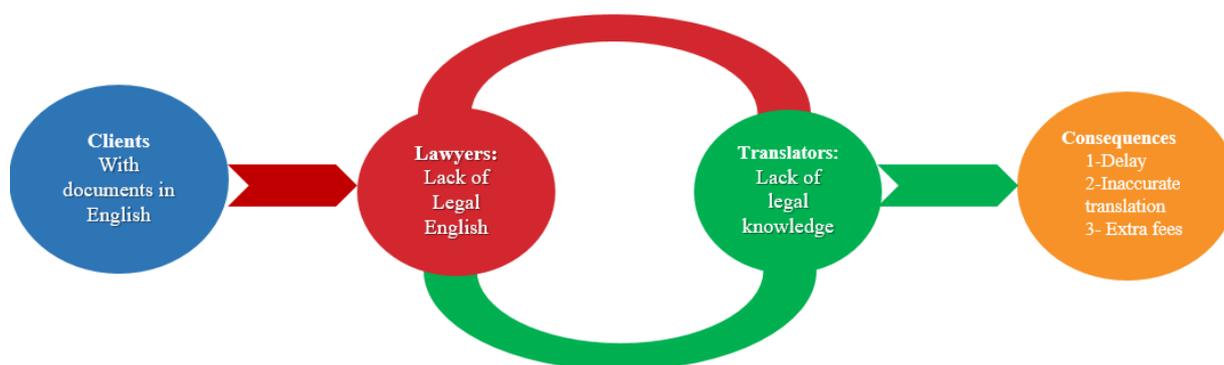
Figure 7-1 Relationship between lawyers and translators

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Therefore, when they described their need to learn legal English, they emphasized on the nature of the language and they distinguished it from general English. As explained in Table 7-2 (note: data first presented in chapter 4).

Table 7-2 Some examples from lawyers' and translators' interviews

Professionals' statements	Key words
*"I think the English that lawyers, judges or any jurist need to have is **a bit different than general English that everyone understands**, the style of writing is different, **the style of speaking in a court is different**, even punctuation is different, it is not easy to learn legal English, especially in a foreign language context where we are not exposed to the authentic language".* *"we deal with **different types of documents such as certificates of marriage, birth certificates, pay slips, contracts, estates documents, medical reports** etc"* *"**in law cases every word counts**, and if there is a misinterpretation or inaccurate translation of the legal documents or statements, this may cause serious problems, **this is because the translators have the necessary linguistic competencies to translate any text, but we have to consider that they do not have a good knowledge of law such as codes and legal systems, and that the legal texts is completely different from the literal texts in terms of structure, lexis, and style"**.*	1. Legal English is different from general English (emphasizing the specific nature of the field of law) 2. Writing style (particular types of documents) 3. Different structure 4. Lawyers' lack of legal English 5. Translators' lack of legal knowledge

To summarise the students' and professionals' statements about the language competencies needed in the professional community of law, I represent them in Figure 7-2.
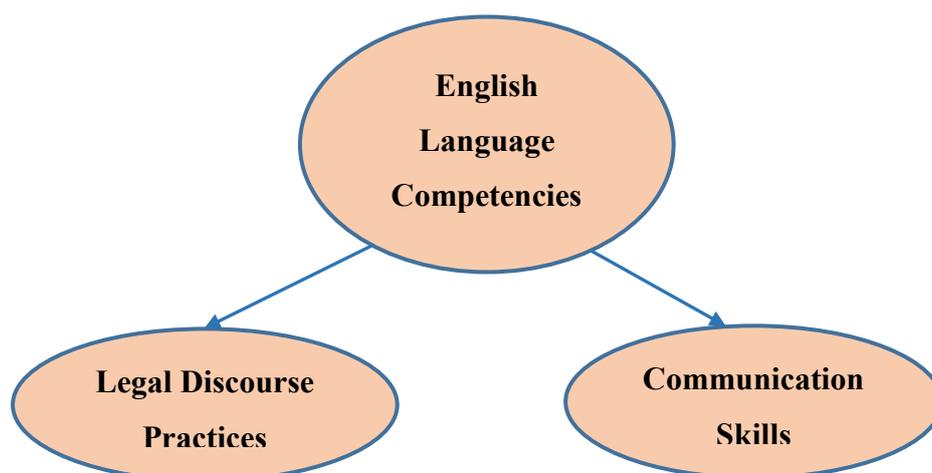
Figure 7-2 Students' main language competencies

When students said that "*I prefer to fail now as a student rather than failing as a lawyer",* they seem to convey a message that they are determined to have all the competencies that prepare them to participate in their future community of work. Not only that, but, they are showing their desire to become effective members in these communities. Therefore, students' awareness of what they want to learn and why they want it, could be taken as a starting point in the process of improving what is delivered to them in the English module and "can also show us ways in which we can help learners become central rather than peripheral members of their desired academic, professional or other communities in a way that can make their imagined communities more of a reality for them" (Paltridge, 2016:79).

In addition, highlighting **legal genres and communication skills** as the main language requirements could be explained through the idea of *Communities of Practice* (see section 2.3.5) where Wenger (2000:226) asserts that knowing is "a matter of displaying competences defined in social communities". Explaining that the process of learning is an exchange between our personal experience and the competence as it is defined and offered by the community we participate in. The observation that students are aware of the English language competencies that they need to develop to engage in their future communities, leads us to discuss the second research question**:** ***How could the ELP course be improved to meet the requirements of the professional community of law?**** The discussion of this is based on the implementing of the pilot activities and the collection of data during and after the implementation.

7.4 Discussing findings from the focus group

The pilot activities (Appendix L) formed the tool through which I wanted to observe and explore students' learning. Particularly, when shifting the focus of the content from grammar and terminology, to some practices and tasks that students are likely to encounter when they join their professional communities. Both my reflective notes taken during the activities and the focus groups allowed me to conclude that *"classroom environment", "language tasks", "teaching topics", "collaborative learning", and "feedback"* are essential elements that could be considered not only to improve ESP courses but importantly to assist students to envision their future selves, this is discussed in the next section.

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7.4.1 Seeing the classroom as a future community

In the focus group discussions, students reflected on the pilot sessions highlighting the strengths and the weaknesses of them. However, what I wanted to focus on is the ways through which they see themselves as professionals and their vision of their future community as Kanno and Norton (2003) explain that language learners create imagined communities, which are groups of people, not immediately tangible and accessible, with whom learners connect through the power of imagination. In short, I wanted to investigate whether performing in-class activities similar to those encountered in the work place, provoked their thought about their future identities. In the previous chapter I organized the data into themes, in Table 7-3, I select some examples from students' interviews for further interpretation.

Table 7-3 Students' statements about their imagined identities

Students' statements	Key words
"we feel like we are in a courtroom or in an office" *"my colleague called me the best lawyer in the play"* *"Hah! I wanted to be a competent lawyer, in the play, after each session. I was surprised how that made me think about performing in English in reality"* *"My dream will come true one day".* *"it was a good way to bring workplace conversations to classroom"*	*Thinking about the work place* *Future self* *Motivation* *Confidence* *Work place practices*
"when I participated and contributed to the debate, I felt confident and motivated" *"I suggest using videos which discuss the issues of the Algerian society that the Algerian lawyers deal with every day"* *"If the tutor used some videos where the clients were foreigners but the lawyers were Algerian discussing legal matters from the Algerian society, it would have brought some real work-place stories to the classroom"*	*Interest in real life issues*
"practicing the tasks with lawyers was very useful, I learnt from their professional skills and experiences" *"she said, if you think of it as a sample that you will produce in few years in your own office, you will do your best to select the accurate language, every word is important in a contract, I really learnt a lot from her and she seriously made me think of me in an office"*	*Imagining the future self in the classroom* *Future tasks*

Students seem to think that focusing on the future work place and bringing concrete examples from real life situation to the classroom help in sustaining their motivation and hence their participation and engagement in the classroom. By imagining the classroom as a courtroom or an office

> **Student (3)** *we feel like we are in a courtroom or in an office.*

These students thought of the classroom as a work place community in which they wanted to participate effectively

> **Student (8)** *I wanted to be a competent lawyer in the play.*

Therefore, what Norton (2001) argued regarding second language learners -that they have images of the communities in which they want to participate in the future- seems to be true in the English for Specific Purposes context, as students of law started to think of themselves as legal professionals. These images of their future communities seem to have impacted their way of learning English although they are not yet members of such communities and they still have a minimum of three years or more before they join them. This imagined community led students to develop an imagined identity of their future selves as suggested by Norton & McKinney, (2011:81) "an imagined community assumes an imagined identity".

In addition, their determination to perform well in the classroom activities could be linked to what Norton explained as an *investment* in certain practices through English, which would probably mean that English learners might need to integrate this language as part of who they are, in order to approach their "imagined identity" as it has to be coherent with the "imagined community" they aim to belong to. This also confirms what Norton (2003:287) states about the relationships between the students' imagined communities and their learning, "whether or not the learners see the learning of L2 as leading them closer to the imagined communities influences their current investment in that learning".   Furthermore, when the participant mentioned her friend's advice

> **Student (3) …** *if you think of [the writing activity] it as a sample that you will produce in few years in your own office, you will do your best to select the accurate language.*

She is emphasizing that once students think of the activities as examples of the tasks that they will perform in their future jobs, and work hard toward achieving them as best as they possibly could, they are not only learning English, but they are also evolving their imagined identities beyond the classroom.

7.4.2 Investing in Learning

Students noted that in the pilot activities, their participation and interaction was crucial as most of the activities had a communicative nature. This, according to them, was a driving force to use their interest in learning English as a tool to perform better in the sessions and to make extra efforts outside the classroom to be better prepared for the following ones.

> **Student (5)** *"It encouraged me a lot to learn and do my **own efforts outside the classroom"**.*

In the focus groups, students also discussed and commented on their performance in the classroom, the extent to which they participated and contributed to the debate with the tutor, and also their collaboration with their peers who are already in the profession by sharing and exchanging ideas in the pair and the group activities. They also focused on their self-study time and the efforts they started to make to enhance their performance in the pilot sessions and to improve their legal English level.

> **Student (4)** *I was very satisfied by the end of the session and keen to work harder **to improve my performance even more.***

According to Norton (2000), the concept of *investment* must be understood from a sociological perspective that relates the learner's desire and commitment to learn a foreign language and the changing identity under construction. Therefore, considering that Norton's theory is central to this work, I wanted to explore deeply the relationship between the identity development of the students of law and their commitment to learning legal English in the course of the five-week pilot activities. To clarify this, I will discuss some of the students' statements as shown in Table 7-4.

Table 7-4 Examples from students' interviews concerning activities outside the classroom

Students' statements	Keywords
Student (1) *"**I bought a law dictionary** to help me select the accurate terms for my in-class conversation"*	
Student (3) *"the activities we had pushed **me to watch more videos online**. I also arranged **to meet in the library with my classmates to share some learning resources and re- do the activities we had in the classroom"***	Seeking **improvement** through: - Using law dictionaries - Watching online materials - Following social media pages - Self-study time in the library - Wearing formal clothes - Imagining their future selves
Student (4) *"the activities helped me to make **more efforts** and think of ways to sustain my interest. **I now follow some Facebook and**	

twitter pages that deal with legal matters and watch movies about complex legal cases". ***Student-lawyer (3)*** *"It is nice to see my classmates who still have three years or more to become lawyers, **coming to the classroom in formal clothes**. I felt like they are very confident of their career-choice and **they are already seeing themselves as future legal professionals**, I wish them good luck and I will be happy to see them as colleagues soon".*	as lawyers

As reported earlier, some students stated that they bought specialized legal dictionaries to help them use the accurate terminology.

> ***Student (1)*** *I bought a law dictionary to help me select the accurate terms for my in-class conversation.*

The issue of special terminology was raised in the planning phase (see section 4.4.2), an example of it is the following

> ***Student (6)*** *I like my teacher, she helped me to memorize the terminology but I cannot use it in writing or speaking about a legal matter. I can't understand the meaning of words even if I use the English- Arabic dictionary. When I go online I find it complex and I come across numerous meanings for one word, how I know the English equivalents I am looking for, this is somehow demotivating.*

This student seemed to come to realize that an English teacher without legal training might not be able to help with the specialized terminology (genre) that characterizes the field of law. As a result, they thought that getting to use a specialized dictionary would be an effective way to select the accurate terms and hence improve their performance. This example demonstrates the students' awareness of the importance of knowing the genre of their community and importantly it indicates the students' willingness to be linguistically ready to join their community. This could be explained as an *investment* in the language, as he was not required by the tutor to get a specialized dictionary, yet he chose to have one to improve his legal language repertoire.

Additionally, some students seem to find the pilot activities useful, so, they decided to search for more videos on their own to watch and get exposed more to English and therefore learn more words and sentences that could help them improve. They also arranged to make extra

efforts with their classmates in the library, which could be explained as an *investment* because these students and their classmates did not only take the opportunity of the pilot activities to practice their English in the classroom, but they went on to create their own opportunity with the help of their classmates, when meeting and sharing learning resources.

> ***Student (3)*** *the activities we had pushed me to watch more videos online. I also arranged to meet in the library with my classmates to share some learning resources and re- do the activities we had in the classroom.*

They also stated that part of their meeting was to practice the activities they had in the classroom again, which could be interpreted as these students were not fully satisfied about their performance, and they decided to improve it by doing the same activities outside the classroom with their peers.

A different type of *investment* was spotted when the students highlighted the use of internet as a way to enhance their legal English by watching movies on legal cases as well as following social media pages to keep posted with updates in their field.

> ***Student (4)*** *the activities helped me to make **more efforts** and think of ways to sustain my interest**. I now follow some Facebook and Twitter pages that deal with legal matters and watch movies about complex legal cases***.

The participants also seem to have imagined themselves as lawyers while still students, and these imagined identities helped them to do their best in the practice of the legal English in the classroom. They demonstrated their desire to improve by investing in different ways also; for example, they started wearing formal clothes.

> ***Student-lawyer (3)*** *It is nice to see my classmates who still have three years or more to become lawyers**, coming to the classroom in formal clothes**. I felt like they are very confident of their career-choice and **they are already seeing themselves as future legal professionals**, I wish them good luck and I will be happy to see them as colleagues soon.*

The investment of the participants in the legal English practices and also in their identities as future lawyers and users of English stressed their sense of self and showed their determination

to be fully prepared as members that will join their future communities of work in few years' time. Therefore, the learner investment in the learning of legal English is closely connected to their imagined communities and future affiliation with the community that they hope to gain access to, "an investment in the target language is also an investment in a learner's own identity that is constantly changing" (Norton & McKinney, 2011:575). Figure 7-3 shows examples of students' investments.
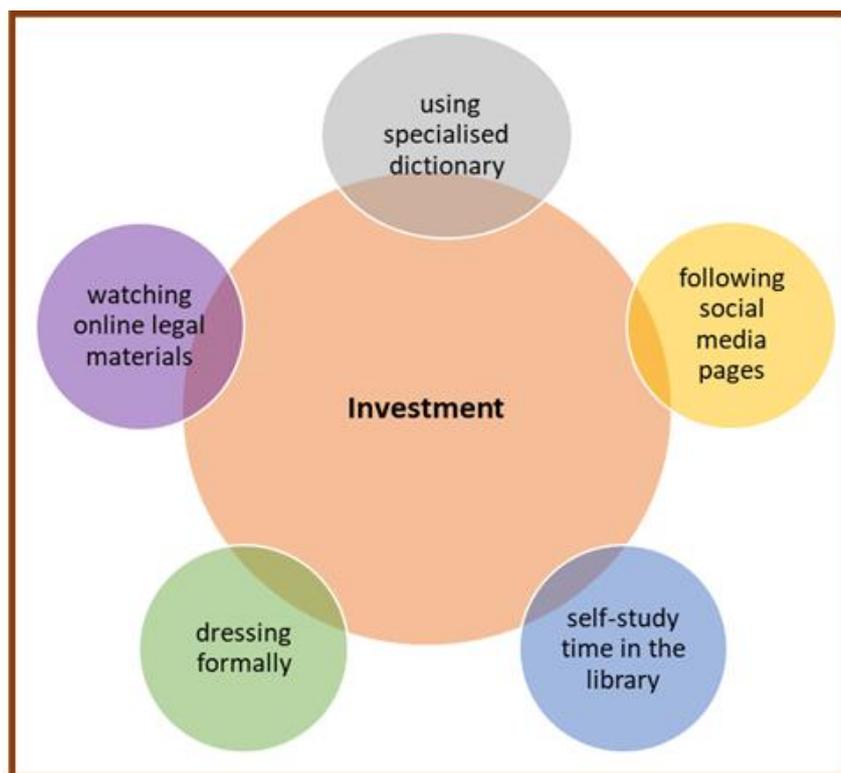
Figure 7-3 Students' different ways of investment

Notwithstanding the fact that not all participants were ready to invest in the legal language practices, some of them pointed out some problems which I will discuss using examples from their interviews.

> ***Student (1)*** *I feel that my teacher does his best to explain grammar stuff and use a lot of Arabic to translate some legal short articles, but I feel shy to tell him that, that is not what I need, I wish I can tell him to teach me the true English for law.*
>
> *__(Interviewer)__ Can you tell me a bit more on what you mean by "true English for law?*

> ***Student (1)*** *Just like when we say legal Arabic which is not the general Arabic, there is a specific legal lexis, legal writing style, and legal presentations, this is in sum what I need to learn. Grammar and vocabulary are important of course but not for me, as I learnt them at school and so I can say that I am not a beginner in English.*

In this statement the student was not only showing his dissatisfaction about the content of the English session and his desire to tell the tutor what he would like to be taught but he was also, from Norton's perspective, lacking *investment* as for Norton, regardless of how high a learner's motivation is, they might have little to no investment in the language practices of the classroom or the community. As a result, they might be described as weak or unmotivated learners. This may be due to different reasons, such as a learner's expectations of good language teaching may not be consistent with the language practices that the teacher promotes in the classroom (Norton 2013). This seems to be true for **student (3)** as he clearly did not ignore his teacher's efforts and he demonstrated his own abilities when he described grammar as important but not for his level. He also showed his interest and motivation in learning legal English or what he referred to as *"I wish I can tell him to teach me the true English for law".*

> ***Student (17)*** *I think it is a **waste of time for me**, the problem is it is compulsory and it affects my general score, this is why I attend.*
>
> ***(interviewer)*** *why do you think it's a waste of time?*
>
> ***Student (17)*** *Simply because I can use internet to do translation and I don't need grammar activities, I know the basics and there're very useful YouTube videos that I use to learn the basics, and honestly, I don't know how a teacher who does not have a degree in law teach us English for law.*

Similarly, **student (17)** thought of her session as "a waste of time" because she believes if her teacher does not have a legal background, he cannot teach her legal English, and hence she decided to find her own way to learn through YouTube videos. Although, this student did not *invest* in the classroom because of her teacher, she confidently thinks that she is not a beginner and she can manage to learn the basics for grammar and translation using the internet.

7.4.3   The impact of students' imagined identities on their target language learning

The third research question ***Can an English for Law course based on the identity approach to language learning, help law students to better invest in learning legal English; to engage***

effectively in their professional community? aims at evaluating the impact of focusing on students' future identities in the classroom on their investment in learning. This is based on Kanno's and Norton's (2003) assumption that foreseeing an imagined identity within the context of an imagined community can affect a learner's engagement with educational practices. In other words, after my reflective notes and highlighting the participants' perceptions on the pilot activities through the focus groups, this is an evaluative question of the whole process. As the participants in this research were students and student-lawyers, I will discuss this question considering students and student-lawyers separately.

7.4.3.1 Students' Imagined identities and the degree of their investment in learning English

Masters students of law know that the essential language of communication in their future work community is Arabic. This is because the official language in Algeria is Arabic and so it is the language of law. However, they explained in the planning phase that learning legal English and mainly mastering the legal genre and the legal communication is becoming a necessity in the Algerian society. The latter is witnessing many political, educational and economic changes with various international relations and business industries. This resulted in the legal professionals in different areas of law dealing with people whose first language is English and/or their documents are written in English.

Consequently, being aware of these social changes, students of law expressed their need to be linguistically ready for their future communities, not only by mastering the law subject, but also by possessing the English language competencies to engage successfully in their careers. Discussing legal scenarios in the pilot activities, through communicative ways, and their awareness of their future jobs seemed to have helped students to foresee their future communities. Even though still students, they imagined themselves as future professional users of English. This imagined identity proved to be a key element in students' investment. They showed interest and willingness to take part in the activities forming an imagined community of professionals. For some participants, their images of their future selves and communities motivated them to make their own efforts in learning outside the classroom, seeking to improve their English level. They seemed to have exercised their agency when looking for opportunities to practice English online through following social media updates, YouTube videos and watching movies.

CHAPTER SEVEN: Discussion

This is similar to the case investigated in Gao *et al.,* (2002:115), who provided a complex picture of three college learners' L2 identities. These researchers explained that learning EFL "can be part and parcel of students' self-identity construction". These students seemed to consider the classroom as a space where they could find mutual support for their learning. This allowed them to help each other and share information and experiences, which led them to understand the value of peer review and led them to establish a form of relationship which enabled them to learn from each other.

> ***Student (5)*** *practicing the tasks with lawyers was very useful, I learnt from their professional skills and experiences. They had some interesting ideas for the conversations we were asked to conduct in the classroom.*

7.4.3.2 Student-lawyers' imagined identities and the degree of their investment in learning English

Student-lawyers' participation in these pilot activities was voluntary and was not intended to affect in any ways the running of the activities. However, I find it interesting to comment on how they positioned themselves as professionals-users of English (different to students, discussed above, who envisioned themselves as *future* professional user of English). It was noticeable that their engagement and performance were slightly better than the rest of the students.

Although this might be seen as an effect of their professional skills and experience, it could also be attributed to their identity construction. That is, these participants are already engaged in their communities of work where they are familiar with legal practices and requirements. They seem to be invested in learning English both as lawyers using their legal background and skills to create the dialogues and the scenarios and as users of English by being selective to the appropriate terms and trying their best to not use Arabic or French while in the classroom. However, as they explained in the planning phase, in their everyday work, whenever they are faced with documents in foreign language, they forward it to the translators to produce an Arabic version of them first before they can proceed with the case. So, their investment in the classroom could be seen as investment in their imagined professional identity as users of English. Taking into account their comments on the clips used in the pilot activities such as:

> ***Student-lawyer (1)*** *I disagree to some extent with the selection of those videos. If the tutor used some videos where the clients were foreigners but the lawyers were Algerian discussing legal matters from the Algerian society, it would have brought some real work-place stories to the classroom. For instance, the re-occurring problem of illegal African migrants in Algeria, there are many cases in the courts now, the issue of some employees in some Companies etc. I think, few examples of these would interest students more and encouraged them to work harder in the session.*

This participant's disagreement with the videos I used, reflects his desire to learn how to discuss legal matters that occur in the Algerian society using English. He had the experience of using Arabic to deal with different cases, and he wanted to learn how to use English to deal with the example of cases he mentioned in his comment. Even though this participant is already a member in his community of practice, he seems to continue to learn English seeking a full participation in the global legal community where he believes that English is the medium of communication.

This could be reflected in Sharkey (2003) who argues that empowered learners will continue to progress to become legitimate members in their desired communities. As already mentioned earlier, (see section 2.3.4) the notion of investment signals the complex relationship between language learner identity and language learning commitment. That is, if learners invest in their language learning, they do so with the understanding that their social and economic gains will enhance the range of identities they can claim in a particular community (Norton, 2001).

7.5   Contribution of this Action Research project

Although there have been different studies looking at the identity approach to language learning in the context of general English language teaching, (e.g., Dörnyei *et al.,* 2006; Ryan, 2006; Taguchi *et al.,* 2009), few studies have considered the area of EFL and particularly the field of ESP. The latter has witnessed many changes (see section 2.1.4), and the emerging approach of identity in language learning is one of its recent new trends (see section 2.3.2). Starfield (2014:10) claims that: "A focus on identity in ESP teaching and learning, has an important role to play in bringing about social change which is, for many, a goal of language learning." In addition, researchers have started to explain the importance of the teachers' awareness of their learners' views of themselves, as argued by Belcher and Lukkarila (2011) that teachers should

be aware of their learners' imagined communities and "who they want to become" that is their imagined identities.

Therefore, this research project has found ways of improving the teaching of English for specific purposes in a foreign language context, where the learners are not migrants in an English speaking country. It explored particularly the case of teaching English for law where I worked as part-time tutor teaching English for Masters students. The dissatisfaction of students and staff with the existing course was demonstrated mainly where teachers claimed that they are faced with low motivation from their students; while students complained about the content delivered to them, explaining that what they learn in the classroom does not meet what they expect to need in their future professions. I hence conducted this action research project to first highlight the English language competencies that students of law need to perform in their future communities. Additionally, I implemented a set of pilot activities and investigated students' perceptions of them. The pilot activities were mostly practices and tasks that legal professionals are faced with in their jobs.

The focus, however, was not on the extent to which students succeed in finding the answers to the questions or performing the tasks effectively, but essentially I was interested in students' visions of themselves while performing the tasks and their construction of an imagined future identity, and also, the effect of such future self-image and imagined identity on their English learning. The findings revealed that by putting emphasis on communicative tasks that encourage students to think of their future selves, they are likely to develop an imagined identity and create an imagined community. This may also have been helped by the use of YouTube clips which enables the students to visualise the settings, and hence would imagine themselves performing the same tasks. Consequently, students invest better in the practices of the target language in the classroom.

7.5.1 Language Needs Analysis might not be enough

An extensive literature has been published about the importance of Needs Analysis in ESP course design and its importance in the students' learning experiences (see section 2.2.2). That is identifying students' language learning needs would facilitate the process of designing appropriate courses. However, this research suggests that in addition to using subject terminology and texts, collecting information about the students' future communities and the

practices associated with them before deciding about the teaching content, would be hugely advantageous in the delivery and the effectiveness of the language lessons.

In the planning stage (Needs-Analysis), I conducted interviews with students and faculty staff to explore the *language needs* that students expect to acquire from the English for law module. In addition, I interviewed professionals to explore what *language practices* are required by graduates to effectively join their professional communities. The data collected at this stage as well as the following stages revealed that an awareness of such practices could clearly help the tutors to select meaningful tasks for the students. Also, it could noticeably affect the students' motivation and therefore their engagement with the learning activities.

In the context of this research, mastering legal genre and legal communication are essential for law graduates when they start their profession. However, this could be very much related to the nature of the legal discipline and its mission as Haigh (2015:6) explains "the main purpose of legal language is not so much to communicate but to regulate". Furthermore, Mckay *et al.,* (2011) explain that a good command of language is crucial to professional success, particularly in the legal field. Yet legal English includes some vocabulary exclusive to the legal domain and some common English words that have different or special meanings when used in a legal context. Hence learning this vocabulary is necessary, but this research suggests that taking a further step, to contextualise this language in situations which prompt the students to imagine themselves performing in this community of practice, encourages engagement and investment.

Although this might not be the case for other disciplines, the overarching conclusion here, and which could contribute to the Needs Analysis theory and practice, is that identifying the practices of the students' future professional communities along with the established methods of language needs analysis would result in a more meaningful teaching content. This would attract students' interest in the lessons, lead to more engagement in the classroom and, therefore improve their achievement because students will invest better in the practices of their future communities, as explained in the next title.

7.5.2 Imagined-Identities as a motivational factor

In the planning stage (Needs Analysis) of this research, teachers seemed to complain about the issue of low motivation among students and relatively modest attendance. This was confirmed

by students who complained about the content of their English lessons to the extent that some of them see it as a waste of time. At the same time, they expressed great awareness of the importance of English language in their field and showed their desire to learn the specific English for law. The findings showed that what teachers perceived as low motivation could be explained as low investment in the classroom, and hence could be addressed.

Norton's identity approach followed in this research helped me to point out that students of law can be encouraged to visualise their future-images of themselves and visions of the communities they aim to join when they graduate. Therefore, putting emphasis on the future practices in the classroom resulted in students constructing their imagined-identities. For this research, participants were both students and student-lawyers, as a result, two types of imagined identities seemed to have been evolved or constructed: professional-users of English and future professional-users of English. These imagined identities have impacted students' investment in the legal English practices in the classroom, which was seen through their participation and enthusiasm to perform properly in the classroom activities. Additionally, these students seemed to seek opportunities to invest outside the classroom in their self-study time, either individually or in groups. These findings contribute to the literature around approaches to ESP teaching (see section 2.1.4). That is, focusing on what to teach students and how to teach it, are obviously important in any teaching and learning context. However, what I want to stress here is that the focus on students' imagined identities and future communities in an ESP classroom could result in positive and fruitful learning outcomes.

7.6 Conceptual Contribution

Reviewing the literature regarding identity approach in language learning revealed that the focus of studies incorporating an identity approach seem to be heavily involved with the ESL context (see section 2.3.1) while the EFL context has been given little attention, especially with the absence of studies embracing identity concepts in the ESP area. The latter has gone through different developmental stages where the focus has been shifting from the surface level of the language to more communicative. As mentioned in (section 3.2.1), ESP specialists showed different strategies in their attempts to respond the students' academic and professional requirements. Creating virtual environments, using simulation techniques, organizing field trips are among the effective ways that have been experimented and proved to be successful.

CHAPTER SEVEN: Discussion

However, in this research I wanted follow up the discussion of ESP developing process, by combining the existing ESP practices with an identity approach lens. The aim here was to lead students to construct an imagined identity in the classroom which proved to have a great impact on students learning. Starfield (2014:10) claims: "A focus on identity in ESP teaching and learning, has an important role to play in bringing about social change which is, for many, a goal of language learning". The understanding of English language competencies (discussed in the first research question) in the legal context was understood as mastering the legal discourse practices shared in the community of law. Although I have *detechnicalize* the term genre to "legal discourse practices", the conclusion here is that students see mastering these discourse practices as a linguistic bridge that could facilitate their transition from the classroom to the workplace.

In addition, building up on the existing ESP teaching approaches (see conceptual framework 3.2), my findings show that register, discourse, CLT and genre approaches as co-existing approaches contribute to more effective teaching materials. I argue that they could even be a source of learning investment, if incorporating and focusing on the future-images that the students construct in the classroom (discussed in the second research question). That is the ESP course should be seen as leading students from the status of students to a status of "imagined member" of a particular community. By further suggesting an investment oriented approach in the ESP teaching area, I hope to have contributed to the improvement of the teaching of English for Law in particular, and to other ESP context.

The fact that students embodied their future identities (for instance, wanting to be told about role-plays in advance, so they could dress up smartly) reflect their desire to join the classroom not only as learners but also as future lawyers. This means that they envisioned the classroom as a simulated future legal community. In addition, the physical presence of practicing lawyers in the classroom seem to have contributed hugely to the construction of students' identities. This is when their peers started to notice their performance and investment in the role plays and classroom discussions. Also, they seemed to be imitating them and wanting to perform as well as them. What I want to conclude here is that the struggles of English for law teachers who stated in the planning phase (chapter 4) that they lack the legal expertise and training to teach English could be somehow relieved. My argument here is that based on my teaching experience (see section1.3) when I entered the classroom where postgraduate students knew their subject, and I did not, I went through a circle of criticism about my teaching. However, in my research, this problem was turned to resource as I shifted students' attitude from a mission

to be in the classroom to a resource. Their legal experience, their contribution in the classroom discussions and their investment were a source of inspiration and motivation to their classmates. This eventually encouraged them to construct future-images of themselves, employ this self-image to invest in learning and hence benefit as much as possible from their English language classes.

7.7　Chapter Summary

The discussion of the data generated in all stages of this research, enabled more understanding of the tight relationship between students' motivation to learn the English associated with their discipline, the ways through such motivation could be employed to foster learning and encourage more investment in the classroom and finally preparing students for their future professional communities.

In the context of this research, by attending an English module, with the understanding that English is the international language of their discipline, these students have already accepted that English is a necessity of their future professional communities. Thus, with this awareness in mind, if tutors put emphasis on the language practices needed in those communities, the students will create images of themselves there. These imagined-identities and the desire to be successful members in their future professional communities, will result in students considering their classroom as a space where they share similar interest, and a similar language repertoire, and aim for the same objective which is a successful transition from this imagined community to their real future communities after graduation. Figure 7-4 summarises the students' learning process in this research.
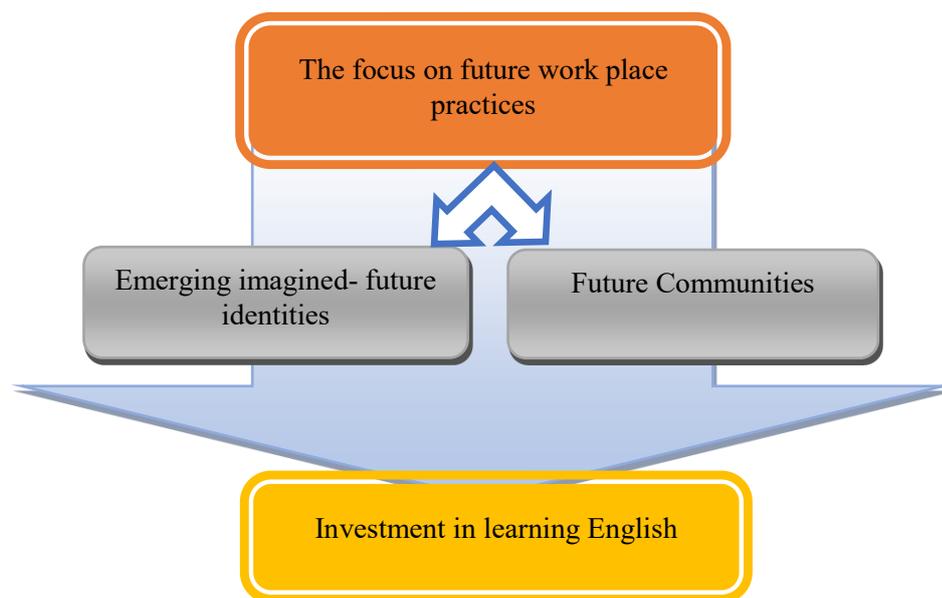
Figure 7-4 Students' process of learning

In addition, once data about the students' language needs and the professional practices required in the work place are collected, it would be more efficient to notice or evaluate students' achievement in the English module. However, this evaluation should go beyond asking whether students are motivated to learn or not, to investigate what investment these students have made in the learning, or in Norton's (2013) words "what is the learner's investment in the language practices of this classroom or community?

8. CHAPTER EIGHT: Conclusion

8.1 Summary of the study

My short experience as an ESP practitioner in the Faculty of Law (where I was given a cover role), allowed me to discover dissatisfactions about students' achievements both from students themselves and staff. This situation encouraged me to explore further the English for law module in order to try and suggest ways of improvements. Therefore, I conducted an action research project in three phases: firstly, a planning phase where I conducted interviews with Masters students of law, teachers of English, lawyers and translators. Secondly, an acting phase where I implemented a set of pilot activities with three groups of students in a period of five weeks; and I used a teacher-field notes method to keep reflecting on each session to improve the following ones. Thirdly, I reflected on the implemented activities from students' perspectives by organizing focus group discussion where students were given the opportunity to freely comment and reflect on their experience in the five weeks. The whole process is summarised in Figure 8-1.
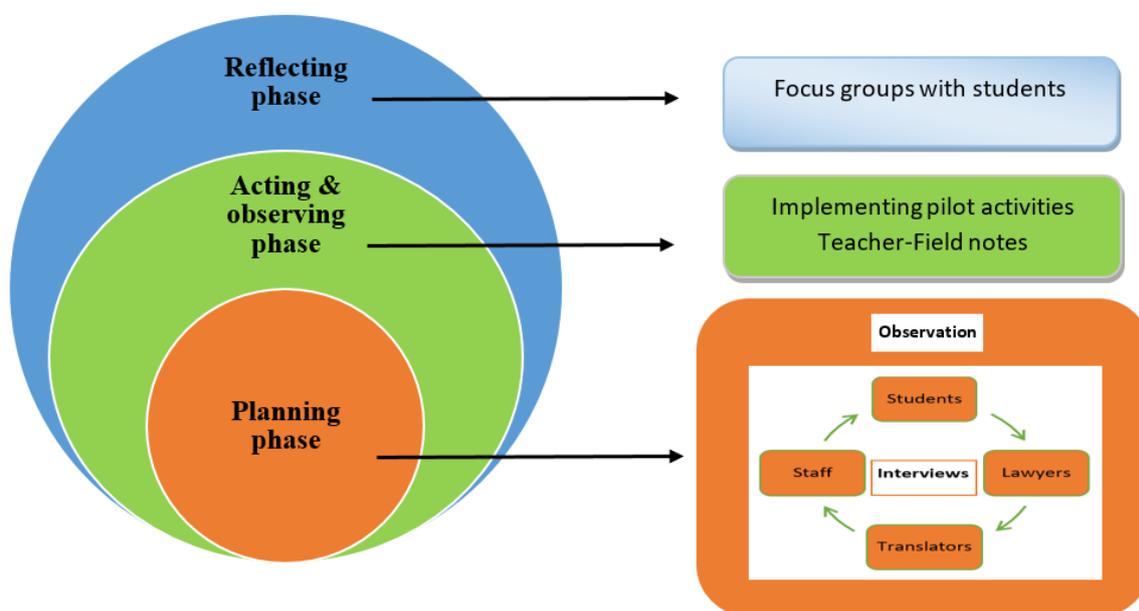
Figure 8-1 Summary of the research phases

CHAPTER EIGHT: Conclusion

The teaching of ESP has gone through different stages and witnessed various changes and developments, as reviewed in (section 2.1.4). Usually, ESP courses are established on various combinations of objectives, with some approaches focusing on some objectives more than others. This may reflect the views of the teachers, course designers, and institutions involved (Basturkmen, 2006). Furthermore, the increasing research in ESP and the publications of ESP books that provide sample lessons, could help teachers of English for Law in different contexts to adapt useful materials or use them as a guide to design their own. In this research I did not intend to suggest an ESP teaching method or design a sample course, to implement it and observe students' achievement: my aim was rather to find ways to improve the practice of ESP in an EFL context by exploring how we could make learners benefit better from their ESP courses.

This research took a reflective account of the thoughts, observations and the experience I spent with students for the duration of this study. The findings of the research contribute to a deeper understanding of the ESP teaching in the immediate research context (English for law modules in Algerian universities) and in the EFL context in general.

The findings of this research revealed that the students and the staff in the faculty of law are aware of the importance of English in the field of law and show their willingness to improve the provision of such course. Suggesting more specific content, recruiting specialized tutors, and encouraging group work, peer feedback and communicative tasks, as well as allocating enough time to the English classes are all useful ways of improving the current situation of the English module. What is more, this research suggests that there could be more focus on students' future identities and thinking of ways that lead students to think of their future selves and communities. The pilot activities where I used different communicative tasks similar to those encountered in real life situations, proved to be effective in leading students to imagine themselves as future professionals and users of English.

Consequently, this noticeably affected their investments inside and outside the classroom. The findings from this particular context, might well be true for any other ESP context as every discipline has a set of characteristics that distinguish it from others, and the focus on the practices of that given discipline/community would probably lead students to construct imagined identities to get involved in their imagined communities where they seek to be members when they graduate. Such imagined communities can result in great deal of

investment in learning English and could eventually lead to better achievement.

8.2 Limitations of this research

Conducting this Action Research, was not free of challenges, although the staff in the faculty were really helpful and keen about the research, they could not do much about the IT issues I had. I struggled to get access to the University internet and had to lose one week to sort out a user name and password. In addition, speakers in the classroom were not very efficient and I ended up borrowing some IT equipment to use them in my study. Furthermore, recruiting participants for the research was a real obstacle because the research took place in a busy semester, and students had a heavy timetable. Another problem was the timing of the pilot sessions and communicating the information about the rooms, students and I were confused twice concerning the teaching rooms. We were given room numbers which were already booked for other tutors. When I arranged for the focus groups, I was interested to invite every participant who attended the pilot activities, there were some students who could not make some dates. As a result, several changes happened to my original research trip as I needed to extend it to finalize the data collection. When I arranged for the pilot activities, I planned eight sessions, and I ended up conducting five only, because the heavy timetable of the students.

Through the readings I have been doing throughout the period of this research and the discussion I had with different experienced people both in ESP and identity studies, I came to realize that the focus on English for law only could be seen as a limitation of this research findings, as it would have been also insightful to observe modules such as English for engineering or English for pharmacy, to observe how different students construct their future images and the impact of that on their investment in learning English. That could have given more depth to the research and allowed for wider generalization. Researchers working on identity also suggested that the use of a narrative approach by collecting autobiographies, diaries or life histories could be very useful.

Such narrative research approach could have been used to gain more understanding on the students' evolving identities as well as their learning curves and the challenges they come across in developing their images of themselves and how they overcome it. However, this research is context-bound and the use of action research cycles was used to reflect on the current situation and find out how it could be improved and how could students guided to

benefit better from their English module. Nevertheless, a narrative approach drawing on sociocultural theory could have resulted in a different study with different aims and findings. That was not the only reason I did not opt for such methodological approach, realistically collecting students' diaries and following their learning experiences in the course of one year might not have been possible for various reasons mainly as an overseas student in the UK, there is a limited period of time that a student is allowed to stay outside the University; and a restricted period of time for the research to be completed.

8.3   Research contribution

The findings of this thesis provide an important addition to the body of knowledge on the issue of ESP teaching and learning in EFL context; by extending the understanding of ESP learning through investigating students' imagined identities and imagined communities. The reflective cycles I went through revealed useful findings that could be used as starting point when conducting Needs Analysis especially in the Algerian context and similar bilingual contexts. It could also be considered when looking for strategies to improve students' experiences and learning in English classes. The findings could be applied in the following ways:

1. In the Faculty of Law in the University of Tlemcen and other universities and institutions who recently introduced the English module and aim to improve the status of it. The findings of this study suggest that analysing English language needs should go beyond asking students what they would like to study or what instructors think is important for them. This does not mean ignoring students' voices, but it rather encourages widening the scope of analysis to include the professionals' perceptions of English language needs. Conducting interviews with professionals in the work place in a particular discipline could give valuable data and raise awareness of some practices that neither the course designers nor the students themselves might be aware of.

2. To offer more understanding to ESP practitioners/tutors to extend their evaluation to students as motivated or unmotivated to notice their investment in learning through their identity changes and the images they have of themselves and who they want to become. Noticing that could significantly help the tutors to select meaningful tasks to create a better environment of learning and leads the course to achieve its objectives.

3. To assist stakeholders and directors of ESP specialized research centres in Algeria who are responsible for the ESP teaching and who usually recruit graduates to consider the students' present and future identities when giving talks in orientation weeks and ESP seminars they deliver at the beginning of the academic years.

Although the duration of the Acting phase was short (5 sessions) and bounded, an investment approach in the particular context of English for law has been demonstrated to have a great effect. The findings revealed that students began to embody their future identities/practices. This was clear in their ways of investments that they have not done before, such as organizing group meetings, watching learning videos, peer-feedback, preparing for their classes and their sense of autonomy. This clearly has potential not only for the English for Law context or the ESP area in general, but might well be true for other applied disciplines that face two ways: the academy and the professional practice such as Law, Education, Medical Practice, Engineering etc. In these disciplines, students have to manage their tension toward the academic world and the professional one where they want to go. In addition to the curricular tension considering which parts of the curriculum face the academy and which one face the professional practice. Therefore, designing courses through the theoretical lenses of investment, imagined identities and imagined community could be hugely advantageous for students and staff engaged in such applied disciplines.

8.4 Directions for future research

Most previous research on identity approach to language learning has mainly been focused on immigrant learners in contexts where English is the official language (as reviewed in 2.10). However little is known about students' construction of their identities in their process of learning English in EFL contexts such as Algeria. Also, little attention has been given to improve the ESP teaching by considering both the learner and the language learning context.

Therefore, it would be valuable to consider examining the situation of the ESP courses across different institutions using different methodological approaches, such as narrative approaches, and longitudinal studies which can track the different stages of students from undergraduate to postgraduate level. These studies could be more in-depth and offer insight into how students construct images of themselves in the classroom, the way and the process through which they develop such imagined identities and their transition to their real communities. This could

ultimately lead to observing the students' investment in learning and how could students be encouraged to sustain their investment. Such understanding could be considered when designing ESP textbooks, adapting teaching materials, and delivering lessons to hopefully lead students to positive and successful learning.

This research has investigated Algerian students of law regardless of their gender. Thus, research is needed on cases where participants are either males or females, for instance English for medicine where most students are female and English for engineering where the majority of students are male. The findings might provide a clear understanding of how males and female construct their identities. In addition, in this research I did not select participants according to their actual English level after their experiences of learning English in English-speaking countries. A future study where these factors are considered could show the effect of integrating in the target community on the students' imagined and future identities and whether that has impact their learning in their home countries.

8.5   Implications for professional practice

This thesis employed an action research cycle based on continuous reflections. The latter is an important element in any teaching pedagogy as described by Salvatori (1996:4) who defines pedagogy as "reflexive praxis" explaining that it is most efficient when teachers engage in reflexive activities that involve theorizing, putting ideas into practice, and assessing results according to specific institutional contexts. When I conducted this study (2016-2018), the English module was newly introduced and staff at the faculty were not clear about the effective ways for a successful implementation of the course. Especially in the absence of an ESP research centre in Tlemcen University. Very recently, however, there was a launch of an "ESP laboratory" offering training to ESP tutors in the English department.

As a piece of Action Research, reflection and identifying areas of improvement is a never-ending process. Therefore, the reflective cycle I undertook in this study could be reiterated considering interviewing the trainers, the teacher trainees, and perhaps analysing the training materials offered to ESP tutors. Such research iteration helps in keeping the reflective cycle ongoing and hence identifying the weaknesses as well as the areas of development.

Furthermore, during the focus groups, students provided constructive criticism regarding the

video clips I used. Alternatively, they suggested the use of clips that address the issue of lawyers in the Algerian context. Therefore, it will be helpful if Algerian stakeholders consider creating such content and making available to ESP teachers to use, aiming to improve the students' experiences.

8.6   Ending the PhD journey: My end point is my beginning point

The four years I spent doing this research, did not end when I drafted this thesis. In fact it was a fruitful learning opportunity that informed my present researcher-practitioner identity and will certainly contribute to my future self. I started with a great passion to improve the English for law teaching practice in the University of Tlemcen, and I am very proud of the positive learning habits that emerge among students. However, it was not only students who changed, I myself changed so much as a result of the passion and investment in this project.

Now, in terms of my professional practice, I am keen to put what I learnt into practice, with the launch of an ESP laboratoire in Tlemcen, I am hoping to join the ESP community as an effective member. I am quite ambitious to lead this laboratoire in more meaningful ways. By making the findings of this research project visible to the ESP team and embracing the investment lenses, training ESP teachers would perhaps seem a more doable task than it is seen now. I aim to collaborate with both academic members at the University and professional members of particular disciplines, to work effectively and come up with a solid guideline of teaching ESP. This guideline would principally take into consideration: the students' professional needs as well the future community linguistic and disciplinary features. Not forgetting to make use of the students' professional expertise and the contribution they could make in the classroom. I am hoping that my proposal of an Investment oriented ESP guideline would help enhance the educational practices at University as well as qualify students to become successful members in their future communities of practice.

Regarding my future research endeavour, the findings of my doctoral thesis encourage me to consider exploring the differences between the construction of identities among males and females and how that affects the ESP teaching/learning process. Especially that there is a strong presence of women in the department of English (according to data presented by the university of Tlemcen website, 2017) the number of teachers in the department is 58, 66% of them are women. Also, in the new established ESP laboratoire, the team constitutes of 10 practitioner-researchers, 8 of them are women. An investigation of the ways through which male and

females construct their identities could be useful in understanding the diversity of our classes, what learning struggle they face in the classroom, and the possible ways through which we could encourage both male and female students to better invest in their English language learning.

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Appendix A.   **Information Sheet**

Study Title: The impact of students' future imagined identities on their English language learning in an EFL context: the case of English for law.

Who the researcher is:

My name is Leila Benseddik, and I am studying for a PhD at the University of Northampton under the supervision of Dr. Dave Burnapp, Dr. Simon Sneddon, and Prof Richard Canning.

What does the study involve?

The study involves the following activities:

- Interviews with interviews
- Student English for Law teachers
- Classroom observation
- Delivery of the pilot activities (involving participating students)
- Focus groups with students

What will happen to me if I take part?

If you choose to take part, you will be asked to participate in the pilot activities, and to supply your feedback by participating in the interviews and sitting for focus groups. There are no right or wrong answers and you do not even have to write your names.

What are the risks?

This will take place in the University facilities. This will not affect your marks in your courses. There are no physical or psychological risks.

What will happen to the information?

The information given will be stored in a locked drawer in the University of Northampton. Your identity will remain anonymous throughout the research process and in any reports coming from the research. I will do this by assigning a code number for your contributions. From then on you will be known only by your number. Once the research is completed, the information will be destroyed. When I write any report of the study, it will not be possible to identify you or anyone else who participated in the study. The information you give will be for research purposes only. It will not be given to any other party.

Not sure about participating? Do I have to take part?

If you do not want to participate, that is fine; you have the right not to participate. You can also stop at any time if you do not want to finish the study; just let me know when you are ready to stop.

Contact the researcher if you have any questions: Leila.benseddik@northampton.ac.uk

Who has checked this research?

This research proposal has been through the processes of approval at the University of Northampton.

Thank you for your interest and support. If you would like to participate in the research, please complete and return the consent form to me.

Appendix B.   **Consent Form**

1.	I have read and understood the information about the project, as provided in the Information Sheet dated _____.	☐
2.	I have been given the opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the project.	☐
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	☐
5.	The procedures regarding confidentiality have been clearly explained to me (e.g. use of code numbers).	☐
6.	Separate terms of consent for interviews and questionnaires have been explained and provided to me.	☐
7.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
8.	I understand that what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this project, can be recognised.	☐
9.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant:

_____   _____   _____
Name of Participant   Signature   Date

Researcher:

_____   _____   _____
Name of Researcher   Signature   Date

Adapted from www.ncl.ac.uk/res/research/ethic

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Appendix C.   **Approval Letter**

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABOU BAKER BELKAID UNIVERSITY, TLEMCEN
FACULTY OF LAW AND POLITICAL SCIENCE

Me. BENMEHDI Noureddine
Official Translator Authorized
by The Ministry of Justice

Translation

CERTIFICATE

I, Dean of the Faculty of Law and Political Sciences, certify that the student:

Name: Benseddik Leila
Student number: 14437639
Research title: An exploration of English for legal purposes (ELP) in the Algerian higher education.
University of Northampton (England)

Is permitted to conduct her case study at the faculty of law and political science with the legal experts including: teachers of law, teachers of English for legal purposes and students of law.

The case study includes doing classroom observation, conducting surveys and interviews with the sample mentioned above.

Dean of the Faculty of Law and Political Science

Imprints of a seal including the following:
Abou Baker Belkaid University, Tlemcen
Faculty of Law and Political Science
on which a hand signature is affixed

Me. BENMEHDI Noureddine
Official Translator Authorized
by The Ministry of Justice

1 8 AVR 2016

Appendix D.   **Sample of Classroom Observation Grid**

Observation date: 18/10/2016

Time: from 10:00 to 11:30

Check list	
The use of Arabic and French while explaining the lesson	
Grammar activities	
Translation activities	
Speaking activities	
Legal practices activities	
Terminology activities	
Discussion of legal topics in Arabic and French	
Discussion of legal topics in English	
Discussion of everyday life issues	
Students working in pairs	
Students working in groups	
Students performing a play	
Students responding to the questions asked by the teacher	
Students answers/question are formulated in English correctly	
Materials are given to students	
Students' ability to understand the material given	
Students participation during the lesson	

Appendix E.   Examples of Existing Teaching Materials

Answer	Department of Law and political sciences,
Lesson1: General review	**Tlemcen University.**
Lesson 2: Learning through situations	
Master : English Language (Bank &.Ins.)	Tuesday , October 22nd, 2016.

Activity one: Translate into English -.(See documents N °....)

A)-

English	Arabic
Interstate relations	العلاقات بين الدول
Diplomatic immunity	الحصانة الدبلوماسية
Conflictive and substantive rule methods	منهج التنازع و منهج القواعد المادية
(Incoterms) Trade terms published by the international chamber of commerce.	اصطلاحات تجارية أعلنتها غرفة التجارة الدولية
International centre for the settlement of investment disputes (ICSID)	المركز الدولي لتسوية نزاعات الاستثمار
Hague Conventions on conflict of laws.	معاهدات لاهاي حول تنازع القوانين
Convention on International Liability	معاهدة حول المسئولية الدولية
European Treaty concerning the International Carriage of Dangerous Goods by Road	المعاهدة الأوروبية المتعلقة بالنقل الدولي للبضائع الخطرة عن طريق البر
Convention on the law applicable to contractual obligations (Signed in Rome on 19 June 1980 and entered into force in 1991)). The EC Convention on the law applicable to contractual obligations (Rome 1980).	معاهدة حول القانون المطبق على الالتزامات التعاقدية.(المُوقع عليها بروما في 19 جوان 1982 والتي دخلت حيز النفاذ في 1991).
International Covenant on Civil and Political Rights (*General Assembly resolution 2200A (XXI) of 16 December1966.*	العهد الدولي للحقوق المدنية والسياسية (16 ديسمبر 1966)
Regional agency	وكالة إقليمية
Universality/ universalism and globalisation	العالمية والعولمة
Intellectual property rights	حقوق الملكية الفكرية
Professorial and professional	المهني والحرفي
Judicial settlement and good offices	التسوية القضائية و المساعي الحميدة
Trade mark	علامة تجارية
Injury	آذى ، إصابة، ضرر
Insolvency and Bankruptcy	الإعسار و الإفلاس
Indemnity	تعويض

5

What is law?

The term "law" is used in many senses: we may speak of the laws of physics, mathematics, science, nature, or the laws of football, logic or health. Some laws are descriptive: they simply describe how people, or even natural phenomena, usually behave. An example of descriptive law is rather consistent law of gravity, another example is the less consistent laws of economics.

Other laws are prescriptive – they prescribe how people should or must behave. An example of prescriptive law is traffic regulations. When we speak of the law of a state we use the term "law" in a special and strict sense, and in that sense law may be defined as "a rule of human conduct, imposed upon and enforced among, the members of a given state".

In any society, laws have several characteristics. First, laws symbolize norms, values, traditions. Second, laws must be codified in some way, usually through writing. Third, there must exist a method of enforcement: this can include police, social pressure, "magic", or some other force that enable society to punish or reward its members. And finally, there must be something specific to be enforced: laws are not general, but specific. The main characteristic of law is that it is enforced, and such enforcement is usually carried out by the State. If the rules or laws are broken, compulsion is used to enforce obedience. Thus if A steals a watch from B, A may be prosecuted before the court. The court may then order the restitution of the watch to its rightful owner, B. If A refuses to obey, he or she may be punished, that means a penalty will be imposed on A.

This is why we need law: if we all behaved according to our personal standards of behaviour and morality, anarchy would rule the world. We may say, then, that two ideas underlie the concept of law: 1) order, in the sense of method or system; and 2) compulsion – i.e. the enforcement of obedience to the rules or laws laid down.

C. COMPREHENSION

C1. Answer the following questions:

1. In what senses can we use the word "law"?
2. What is the difference between descriptive laws and prescriptive laws? Give some examples.
3. How is the law of the state defined?
4. What do laws symbolize?
5. What can be used as methods of enforcement?
6. Why do methods of enforcement exist?
7. What is the chief characteristic of law?

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8. Explain the notion "compulsion". Give examples.
9. Identify two main ideas underlying the concept of law.
10. Why do we need law?

C2. Complete the sentences using the text.

1) Descriptive laws usually describe _____.
2) Prescriptive laws prescribe _____.
3) The law of a state may be _____ as "the rule of human _____, imposed _____ and _____ among the _____ of a given state".
4) Laws have several _____: first, they symbolize _____; second, they must be _____ through writing; third, there must exist methods of _____ that enable society to _____ or _____ its members.
5) Such enforcement is usually _____ by the State.
6) If the laws are broken, _____ is used.
7) Two ideas _____ the concept of law: _____ and _____.

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(Documents N °. ...)

A)-

English	Arabic
	"الملكية الخاصة مضمونة. الحق في الإرث مضمون'. المادة 52 من الدستور الجزائري.
	يُغَطي (هذا) التأمين جميع أخطار الهلاك أو التلف التي تُصيب الشيء المؤمن عليه.
	يترافع، يدفع أو يرد أمام المحكمة.
	رهن، يرهن.
	النظام الداخلي للمؤسسة.
	التركة و الميراث.
	التزام شخصي أو التزام عقاري.
	التأمين ضد المسئولية الشخصية.
	عريضة دعوى الإفلاس.
	بنك التسويات الدولي.
	النظم المصرفية.
	الأزمات المصرفية.
	البنك الالكتروني و الدفع الالكتروني.
	التجارة الالكترونية
	الطرق البديلة لحل أو تسوية المنازعات.
	تسوية المنازعات عن بعد.
	الصلح سيد الأحكام.
	كافئ صديقك و عاقب عدوك.
	التفويض أو التوكيل.
	وكيل الشراء.
	يشتري كامل الحصص.
	للوكيل الحق في بيع و شراء واستبدال الأسهم.
	المدعي ، النائب العام.
	نائب عام مساعد.
	خدمات المساعدة القانونية.
	المسؤولية المهنية.
	المحامين المحترفين.

Documents N °.....

B)-

English	....
	Lex mercatoria
	Locus regit actum
–	Pacta sunt servanda

C)-

English	French
	Tribunal
	Cour
	Arbitrage
	Charge de la preuve
	Eléments de preuve
	Plaider
	Prêter serment
	Rendre un jugementt
	Contre- offre
	Clause de pénalité de retard
	Clause résolutoire
	inexécution

If a person wishes to bring a civil lawsuit against another, he might conceivably bring the action in any country of the world. The problem of where to bring suit is thus tied up with that of the enforceability of foreign judgments. Even if a judgment might be of practical value to the plaintiff, however, he might find that the courts of the country in which he wished to bring his action would not receive it. As a matter of fact, all countries have limited their jurisdiction, that is, the scope of actions that they allow their courts to handle.

As a general principle, most countries or states agree that a case may be tried in their courts if both parties have consented to their jurisdiction. The plaintiff's consent simply appears from his commencing his action in the country or state in question; the consent of the defendant is presumed when, rather than objecting to the jurisdiction, he confesses judgment or begins to litigate on the merits of the controversy.

Some countries, nevertheless, close their courts to a litigant whose case has no more substantial connection with them than the parties' consent. French courts, for instance, will not try a lawsuit between foreigners unless it arises out of a controversy that has some real connection with France, such as the breach of a contract to be performed in France, or a tort committed in France, or title to land situated in France. As another example, the courts of New York regard themselves as an "inconvenient forum" for suits between nonresidents concerning a tort committed outside New York. With few exceptions, Anglo-U.S. courts will not try controversies concerning title to, or trespass upon, land that is situated outside the state.

The creation of the Internet as a global network , however, has raised significant jurisdictional issues at both the US interstate and international levels. The European Union recently adopted a regulation, effective in March 2002, allowing an EU consumer who purchases goods or services online to sue the seller either in the EU country in which the consumer resides or in the EU country in which the seller is physically located, even if the seller has no business operations or employees in that country

The use of ODR providers for dispute resolution minimizes the jurisdictional problems related to cross-jurisdictional disputes, but does not eliminate the need to decide the choice of law question. The parties could agree on the choice of law in exercise of party autonomy, or could leave the decision to the online arbitrator.

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https://cyber. harvard.edu/olds/ecommerce/disputes.html

http://universalium.academic.ru/248070/laws_conflict_of

Appendix F.   **Interview with the Dean**

1. Can we talk briefly about the faculty of law and the English for law module?
2. So, what were the reasons for introducing this module? In other words what is the importance of English for law students?
3. I see, but why do you provide this module for postgraduate students only?
4. On which basis do you recruit tutors of English?
5. Are there any teaching materials that you provide for the tutors? such as textbook etc.
6. When you say orientation week? Can you tell me a bit about it?
7. So, I understand that the orientation week includes a delivery of information about the regulations and assessments of the all the subjects including English, is that right?
8. Can you tell me about the learning objectives of the English for law modules?
9. Ok, after (five-six?) years of integrating this module, do you think it is meeting its objective?

Appendix G. **Interview with the Teachers of English**

1. How long have you been teaching English at the faculty of law?
2. What do you think is the importance of English for students' academic life?
3. And the professional careers?
4. Can we talk about the English session now, in terms of:
   - Planning: so how do you plan your lessons?
   - Teaching materials: can we talk about the materials you use in your lessons?
   - How do you see students' engagement with the lessons?
1. When you say students are mostly demotivated and do not understand everything you say, does that mean that you often use Arabic or French during the lesson?
2. You mentioned the difficulty of choosing what to teach, are there any other teaching difficulties you face?
3. Is there anything you would like to add?

Appendix H.   **Interview with Students**

1. I know that you your subjects are taught in Arabic, and you have one weekly session of English, I would like you to tell me about the status of English in the field of law?

2. Now, let's talk about the English session, what is reflection on your English class in terms:

   - The time allocated for it
   - The teaching materials/activities/ tasks
   - Any teaching aids that your tutors use in the classroom

4. What do you consider as the main English language needs?
5. How do you think such needs could be met?
6. Is there anything else that you would like to add?

Appendix I.   **Interview with Lawyers**

1. Can you tell me about the importance of English in your daily work?

2. How do you deal with clients who communicate using English/their documents are in English?

3. Oh! This means that there is an important relationship between you as lawyers and the translators?

4. Can you tell me more about this relationship and the process of transferring the documents from your end to the translators?

5. How do you see this collaboration with translators in your job?

6. The difficulties you have mentioned seem serious! How do you deal with it?

7. Is there anything else that you would like to tell me about English language and the legal profession in Algeria?

Appendix J.   **Interview with Translators**

I have just been made aware of the work relationship between you and lawyers when dealing with clients; whose language of communication/ documents is English, and I would like to explore it more, please

1. What is your role in such cases?

2. How do you find translating legal documents?

3. So, when you say you have had a short-term training, does that include tasks such as translating documents written in foreign languages?

4. Ok, so how do you manage to translate such documents, I don't know much about translation but I can guess that translating legal documents is different than translating other papers! Is that right!

5. What are the main difficulties that you face when dealing with such documents?

6. Is there anything else that you would like to add?

Appendix K.   **Focus Group Questions**

The questions included the following rubric:

1. What do you think of your English sessions this semester?

2. Were there any aspects of the lessons that you found useful?

3. How did you feel when you were practising the role-plays? In what ways they impact on your learning?

4. What do you think of the pair and the group activities? In what ways they impact your English language learning?

5. What do you think of the videos you watched during the lessons?

6. How do you see your colleagues who are already in the profession?

7. In what ways did your English class encourage you to think of your future self as a lawyer or an academic?

8. Do you have any questions or comments you would like to add?

Appendix L.   **Sample Activities**

Session One

Level: Master 1

Duration: 90 min

Source: Note that some activities are taken/adapted from: Mason, C. and Atkins, R., 2007. *The lawyer's English language coursebook*. Global Legal English.

Aims:

- To introduce students to the structure of the court.

- To familiarize students with the different jobs in the legal profession.

- To encourage students to practise some expression related to the legal discourse.

<u>Part one:</u>

1. Look at the picture and with your pairs, discuss what you see:

2. In groups of three, describe the structure of the court in Algeria, (try to use English when

discussing).

Picture taken from http://www.courtprep.ca/

3. Choose one of the people in the court for example the judge, the guard, the witness etc., and say what his job is about. Here is a, example for you

4. Combine the nouns in the box with verbs below to make combinations to describe the work lawyers do. An example has been done for you:

      e.g., Advice: clients, defendants,

Cases, clients, contracts, corporations, decisions, defendants, disputes, law, legislations

---

      a) Advice
      b) Draft
      c) Litigate
      d) Practise
      e) Represent
      f) research

5. Read the following conversation

    A. Well, maybe I should start by explaining how things work. You say that a ***writ has been served on you,*** informing you that ***an action has been filed against you for breach of contract***. Is that right?

    B. Yes. I got that yesterday.

    A. OK, that means that a complaint against you has already been filed with the court. Our next step will be ***to draft an answer to this complaint***.

    B. How does that work?

    A. In order to be able to draft an answer, I will need Information from you – facts, documents and the like, so that ***I can begin preparing your defence***. Of course, we will

then also have _**to start building up evidence to support your defence**_. For example, _**we may wish to get affidavits (sworn statements) from potential witnesses supporting the statements you've made in your defence**_.

B. Right. What happens next?

A. Well, it depends on how we wish to precede, We _**Should try to have the case dismissed as soon as we can**_, this will require filing motions. We will also have to draft briefs clarifying our legal position, which we'll then submit to the court.

B. I see, _**do you think there'll be a trial?**_

A. That's hard to say really

Questions:
a) What is the conversation about?
b) How do we call the persons A and B?
c) What is the problem of the person B
d) In pairs, (student A and student B), try to read again the conversation imagining yourself as the real people in the conversation.

6. Imagine yourself a lawyer and a client comes to present his case to you in order to help him/her. Using the underlined expressions in today's conversation, write what you think your client will ask and how you will deal with his case.

Session Two

Level: Master 1

Duration: 90 min

Aims:

- To help students to talk about areas of law

- To help students to talk about their future legal professions

- To give students an example of daily life issues which require legal advice.

Part one

A group of lawyers met in an international conference, during the break, they started talking about their areas of interest.

Picture taken from: https://www.atdla.org

Ameer 'I work in New York. I deal with clients from other countries who want to come and live here. I help them to get permission from the government to make their dream of living in the USA a reality.'

Anis 'I am with a law firm in Manchester. I am now in the second year of my training contract. At the moment I deal with clients who are buying or selling their house. It is my job to make sure everything is correct and that the sale is valid.'

Fatima 'I work in a very exciting area of law here in Los Angeles. I meet a lot of writers and musicians and sometimes even people from movie studios! I protect their rights and make sure that no one can copy their work and make money from it without their permission.'

Mohamed 'When I write the story of my life I will call my book, "Robbers, Murderers and Other Friends of Mine!" I work in Newcastle, which is in the north of England. I defend people who are in trouble with the police. They may even go to prison! It is my job to help them.'

Sana 'I work in Sydney, Australia. I give advice to people who are unhappy living together and they want a divorce. Sometimes people argue about money or the care of the children. It's a difficult area of law and I feel very sympathetic towards my clients.'

Ali 'I work in China I ask people to call me if they were hurt or were in an accident because somebody else wasn't careful enough. If people are not careful, then I'm afraid they will have to pay damages!'

Nour 'I work in Christchurch, New Zealand. Most of my clients have problems at work. I saw a lady this morning who is going to have a baby. When she told her boss that she was pregnant, he fired her from her job. That is not legal in New Zealand and I will help her to do something about it.'

Iman 'I work for a very big London law firm. Our clients are banks and other big businesses. Today I am working on a merger agreement, which means that two companies are joining together to become one. Yesterday I advised a new client who wants to start an internet company on the different ways he can do it.'

Redha 'I am based in Dublin, the capital city of Ireland. I see people or companies who want to make a legal agreement with another person or company. Today I am dealing with an agreement to deliver goods from Ireland to the USA. I have to check every word very carefully!'

Younes 'I work in a very old and interesting area of law. Today I met a client who is 70 years old and has no family. When she dies, she wants to put all of her money into a special fund.

Her two friends will use this money to help pay for a training school for actors and actresses from her home city here in Liverpool. I explained to her how to do that and I will draft the necessary legal documents for her.'

Questions:

1. **Complete the table using the words below.**

lawyer	Area of law
Ameer	
Anis	
Fatima	
Mohamad	
Sana	
Ali	
Nour	
Iman	
Redha	
Younes	

Law of contract, company law, land law, law of tort, law of equity and trusts employment law, family law, immigration law, intellectual property law criminal law.

Discussion

1. Do we have in Algeria more than one word for a lawyer, if yes what are they?

2. What are the areas of law that exist in Algeria

3. Now, you will be given cards: green cards for the type of law and the red ones for the
   definitions, exchange your cards to find the appropriate definition of each type of law.

4. Choose one area of law, and make a list of the activities that you would like to do when you start your future profession.

5. Now, here is a situation, in groups of three, complete the chat using the list of activities you have made.

After introducing themselves, the students A, B, and C (who are enrolled in a law course) are talking about their future jobs.

A: So, what are you two planning to do in the future, when you have completed your degree?

B: Actually, I would like to work for a big corporation and advise them on their legal affairs,

as in-house counsel. I've heard the work can be very challenging.

Picture taken from https://www.pinterest.co.uk

A: …………………………………………

C…………………………………………

Part two:

Watch the following video

The link   https://www.youtube.com/watch?v=dTQskz3XIHI

<u>Discussion points:</u>

What is the video about?

What was the problem?

Why did the lady come to the office?

Was the lawyer able to give a legal advice?

Now having listened to the clients, and using your legal knowledge imagine yourself the lawyer, what are the pieces of advice that you might give in such a case.

Session Three

Date: 22/11/2016

Level: Master 1

Duration: 90 min

General Aim:

After introducing students to the structure of the court, the jobs of people inside the court, this lesson aims at teaching students:

- How to Behave in a courtroom

- How to perform a trial

<u>Part one:</u>

a. Have a look at the picture

Picture taken from http://www.courtprep.ca/

b. Discuss and describe with your partner the situation in the picture.

c. When do people need to enter a courtroom?

d. Have you ever visited a courtroom, (if yes, describe that experience)?

You are going to watch an extract from a video in English: Note that: *you are not required to understand every word (The extract starts from minute 1:01to 5 :35)*

The link*:* https://www.youtube.com/watch?v=_rw4rf3r510

    a. What is the video about?

    b. What are the main points mentioned in the video

    c. Using your legal background, describe the way people in the Algerian courtrooms behave (including judge, jurors, lawyers, witness, audience etc.)

    d. With your partner discuss the following situation: imagined that you have heard that there is a trial next week in the court of Tlemcen, and you want to attend it, what are the things that you are / are not allowed to do.

Read the following phrases:

- Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?

- I would like to advise the court that the defendant is not present

- Do you wish to say anything before sentence is imposed?

- I don't have any objection.

- I remind you that you are still under oath.

- Your Honor, may the jury be instructed to disregard the answer

Questions:

1. Where do you usually here theses sentences?

2. What are their correspondents in Arabic

   Can you think of other similar phrases?

3. Imagine you are in courtroom (see the picture) performing the role of a judge or an attorney, choose one the above phrases and perform it the same way they do in court.

Picture taken from: alwasset2legal.blogspot.com

Part two

    a. Think of a trial that you have attended, or watched on the TV or the internet

    b. Think of the people involved (remembering what you have learnt in the last session)

    c. Try to imagine similar case by inventing different details

    d. Try to organize the classroom using the structure of the courtroom (you can use the following diagram to help you)

Now, discuss the role you want to play, and think of what each member will say.

    e. Now, perform the trial
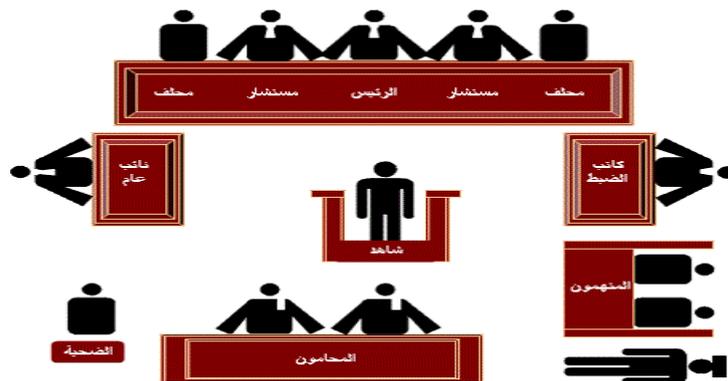
Picture taken from: https://www.cours-droit.com

Session Four

Level: Master 1

Duration: 90 min

General Aim:

To help students to think and imagine themselves as being professionals in law (example of company law)

Part one:

When fundamental changes are made to a company, Meetings of the directors and/or shareholders must be convened so that the proposed changes can be voted on. The people in the picture have just finished a meeting about some changes occurring in their company.

Picture taken from: https://www.proseco-project.eu

1. What do you think are the changes that occurred in this company?

2. Does the company need legal experts when faced with changes or problems?

3. Have a look at the table below; try to match the terms (1-7), which all refer to types of changes in company structure, with their definitions (a-g).

Type of change	Definition
1. constitutional amendment	a) the liquidation of a company after a petition to the court, usually by a creditor
2. consolidation	b) the combining of two companies to form an entirely new company
3. acquisition of controlling shares	c) liquidation proceedings that are supported by a company's shareholders
4. voluntary liquidation	d) a change in a company's name. capital or objects
5. merger	e) the purchase of shares owned by shareholders who have a controlling interest
6. sale of substantially all assets	f) the acquisition of one company by another, resulting in the survival of one of them and dissolution of the other
7. compulsory winding-up	g) a form of acquisition whereby all or almost all assets and liabilities of a company are sold

Part two

Read the text and think of the word that best fits each space. There is an example at the beginning (*).

Barristers at work

Life as a barrister is prestigious but it can also be extremely stressful. Julia de Burca is a barrister in London. The first difficulty Julia had was to (*) _____ as a barrister at all. Only 1200 or so law students manage to pass the Bar Professional Training Course in England and Wales every year. Only around 500 are awarded tenancy. In an average year approximately 1,500 students begin the course, so many do not make it. The Bar Professional Training Course is described as a bridge between the academic study

Picture taken from: https://mrutherfordlaw.com

of law and having to actually (1) _____ law in the real world. Julia passed the course three years ago. In a typical day Julia leaves her flat at 7.30am and arrives at (2) _____, the special name for a barrister's office, at 8.30am. Julia shares a building with 14 other barristers. However, they are not partners. Barristers are allowed to share office

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accommodation but they do not usually form (3) _____. Most barristers are self-(4) _____. If she is representing a client that day Julia travels directly to court. Speaking on behalf of a client in court is called (5) _____ a case. As a barrister, Julia has the right of audience in court at every level. She is a confident (6) _____, which means that she is skilled at speaking in court. Julia is very successful in court, as she loves public   speaking. She is also required to do a lot of research and a lot of (7) _____, which means writing legal documents. On days when Julia is not in court she spends her time preparing cases and writing opinions. She usually leaves work at around 7.30pm, taking any work that is not finished with her. Julia often works long hours over the weekend. Julia is a specialist in insolvency, so she advises clients who (8) _____ money but for some reason they cannot pay. All of Julia's clients are companies. When a company has financial problems, Julia will advise the company if it can legally continue trading. She sometimes has to defend clients in court when legal (9) _____ have been issued against them. If her client loses the case and the judge awards (10) _____ to the claimant then Julia will advise her client on what to do next.

Example (*) qualify

(1) ………(2)…………(3)…………(4)………(5)…………(6)…………(7)………(8)…
……... (9) ………… (10)………

Now answer the following questions:

1. What do you know about the Bar Professional Training Course? Do you have a similar course in Algeria?

2. What are the skills needed for Julia to do her work?

3. Julia is a specialist in insolvency; all of her clients are companies. What do you know about insolvency?

Julia is faced with two situations: a compulsory winding-up of company or a voluntary liquidation of company.

Your task now is to play the role of Julia

1. Divide the classroom into two groups

- Group A: one student plays the role of Julia (barrister) and the other students will be representative from company A.

- Group B: one student plays the role of Julia and the other students play the role of representatives from company B.

2. Think of what Julia might do in the two situations. Write some questions and make some points which you think Julia will discuss with the two companies.

3. Now, imagine yourself in a meeting with these companies, Use the points you have made and start the discussion.

Session Five

Level: Master 1

Duration: 90 min

General Aim:

To help students to understand the basic elements of a contract

To encourage the students to imagine themselves as practicing in law by carrying out a role-play and a negotiation exercise

Part one: Forming a Contract (basic principles and essential elements)

> *A*
>
> ***What is a contract?***
> A contract is an agreement between two or more parties which is legally binding.

Picture taken from https://www.bebconsultancy.co.uk

> *B*   **Basic Principles:**
>
> The basic principles of contract law in the English system arise from established custom and rules and are fundamental to all areas of law in practice. Reference is made to these principles in **drafting** and **interpreting the provision** of **any legal agreement**, such as a **lease**, **loan agreement**, a **sales agreement**, a **consultancy agreement**, a **hire purchase agreement**, a **hire contract**, or a **service contract**, etc. The principles of contract law will determine whether and what point **a binding agreement** has been **made** between the **parties concerned**.
>
> Note: the words **contract** and **agreement** are interchangeable in the examples above.

C

Offer: A proposition which the person making intends to be binding, if it is accepted

Offeror: the person making the offer

Offeree: the person to whom the offer is made

D

To create a binding contract the traditional view is that you need:

1. **Offer**
2. **Acceptance**
3. **Intention to create legal**

Questions:

Having read the information given in A, B, C and D, and using your legal knowledge discuss the following questions.

1. In which situations do people usually make contracts?
2. Four main elements of a contract are given in D. in pairs discuss their meanings, and whether they are similar to the ones in the Algerian contract law.
3. Complete the following conversations using the correct legal agreements from B.

We rented a car for a week in Austria	What did the……………1………cover?
The office's windows are always dirty. I want them cleaned regularly by a firm of window cleaners.	You will need a good ……2……….
I want to buy a new car but I cannot afford to pay the whole price at once. I am going to pay in monthly instalments.	You will need to check the interest rate on the………………….. 3
We are going to be living in London for about 18months so we are going to rent a flat.	Make sure you get a reasonable ……………4……………….
I am going to have to borrow a large sum of money for about three years.	Try to get the best ………5………..you can from your bank

The following is an extract from a phone call between a solicitor who is talking to his assistant about a client:

He says the terms of the (1) guarantee have been breached and his business wants to sue for (2) compensation. The contract (3) says that if the goods are found to be defective, they'll be repaired or replaced, and the seller is refusing to do either. Of course, these conditions may also be (4) set out in a law. We'll need to look at the contract to ensure there's no (5) written term (6) saying the opposite. Can you check if his company has had (7) earlier agreements with the seller?

- What is the clients' problem?

- Why did he call a solicitor?

- Read again the extract and try to replace the underlined words with alternatives from the following list: damages, previous dealings, implied under statute, to the contrary, express, stipulates, warranty.

4. Work in a group of three, playing the role of the real people in the conversation. (Student A is the solicitor; student B is the assistant and student C is the client). Consider the following situations:

   a. Imagine that the client came to the solicitor's office (instead of calling him as stated in the instruction), and explained his problem. The assistant checked the contract to see whether there are no written terms opposite to this condition ***"if the goods are found to be defective, they will be repaired or replaced"*** and the answer was that "no, there were not".

   b. Imagine that the assistant found that "there are written terms" saying the opposite of the condition stated in the contract.

- Use your legal knowledge to: Think of the role you want to play, things you will be saying, how you are going to deal with both situations.
- Take some notes and discuss them with each other.
- Now start the conversation.

Part two: Negotiating a contract

The contract formation process typically involves negotiating the terms and conditions of the agreement. Undoubtedly, the ability to negotiate well in English depends to a large extent on experience. However, negotiating skills can be improved by learning about how negotiations are generally conducted and which techniques are employed by good negotiators.

Picture taken from: https://www.vikingmergers.com

The following clip gives you some tips to a successful negotiation in general

The Link: https://www.youtube.com/watch?v=1FeM6kp9Q80&t=220s

- Watch the clip and make notes of the important skills in a negotiation process

- Consider the following situation:

Mr Mohamed is a lawyer interested in contract law; he is negotiating with Mr Ali, who is a manager in a corporation, about a contract.

1. Read the start of the dialogue, so that you can understand the contract and the client's problem.
2. Have you ever experienced a situation where you had to negotiate?
3. Which arguments will you use if you are in Mohamed's position?
4. Now, imagine that you are the manager of that corporation, and your friend is the lawyer.
5. Change your seats, (sit opposite to your classmate), have some papers on the table with the notes you made in the previous question.

6. Use the tips you learnt from the clip and your legal competencies to complete the negotiation.

Mr Mohamed: If I may, I'd like to address one of the

Clauses in the franchise agreement: the non- competition clause here at the bottom of page three.

Mr Ali: Yes, the no-compete. Well, I'll just say upfront that that's standard, that's in all our agreements.

Mr Mohamed: Right. That may be so, but I'm afraid we can't go along with it in its present form.

Mr Ali: What do you object to? All our franchisees accept that. It's standard practice, like I said.

Mr Mohamed: Well the clause in question states, and I quote: *"In the event the franchise is terminated through the default or a breach of this agreement by one of the parties the franchisee and the principals hereinafter named shall not,*

for a period of three years have any direct or indirect interest in any sandwich restaurant business located or operating within five miles of the franchised business if the franchised business is located in a metropolitan area"

What this means is that in the event that the agreement between my client and your corporation should at one time no longer be in effect, my client wouldn't be able to operate a sandwich restaurant for three full years in his own neighbourhood. I'm afraid that's out of the question.
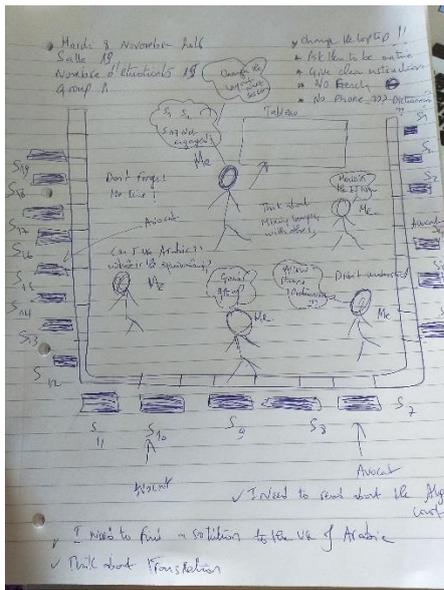

Picture taken from: https://www.quora.com

Mr Ali: Well, you must understand that my client has to protect itself, I mean, a former franchisee could just come along and set up a nearly identical sandwich restaurant right near one of our restaurants, and with all the know-how he got from us
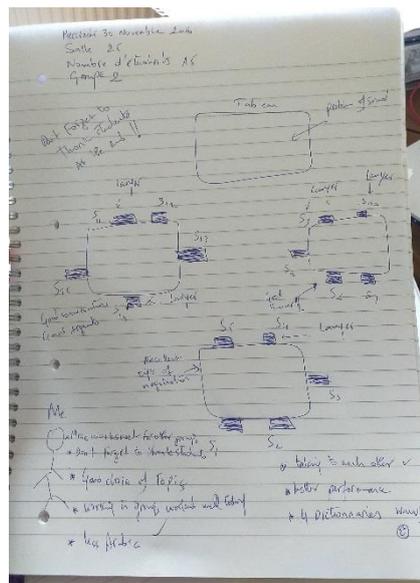
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Appendix M.   Soutenances de memoires et de theses

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique

Le Secrétaire Général

n° 471 /SG/2020

0 4 MAI 2020

Alger le, ...

**A Messieurs les Présidents des Conférences Régionales des Universités
en communication avec Mesdames et Messieurs les Chefs   d'Etablissements
de l'Enseignement Supérieur**

Objet : Soutenances de mémoires et de thèses.
Références : Courrier n°253/SPM du 20 février 2020.
            Courrier n°254/SPM du 20 février 2020.
            Courrier n°1536/SG du 30 décembre 2019.

La situation actuelle, en relation avec les mesures de confinement et de distanciation sociale imposées pour faire face à la pandémie du COVID-19, connait un net ralentissement des activités pédagogiques et scientifiques, notamment celles liées aux soutenances de mémoires de projets de fin d'études et de thèses de Doctorat. Cependant, le MESRS encourage la tenue des soutenances par les étudiants dont les travaux de mémoires ou de thèses sont arrivés à maturité. Il est clair que le respect des consignes en matière de lutte contre le coronavirus reste de rigueur (effectuer les soutenances à huis-clos, observer les principes stricts de distanciation, interdire la tenue des collations, ...). Toutes ces adaptations imposées par la crise sanitaire que nous vivons ne doivent aucunement impacter la qualité des travaux réalisés

Pour rappel (Courrier n°254/SPM du 20 février 2020), il est souhaitable que les projets de fin d'études ayant pour vocation la mise au point d'appareillages ou de processus de production de produits à fort potentiel d'utilisation soient fortement encouragés.

Concernant l'utilisation de la langue anglaise (Courrier n°253/SPM du 20 février 2020 et Courrier n°1536/SG du 30 décembre 2019), il est rappelé aux Chef•fe•s d'établissements de recenser les soutenances potentielles pouvant se réaliser en langue anglaise.

Parfaite considération.

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Appendix N.   Example of Generating Themes

Themes	Codes	Quotes
	Performance *speaking opportunities* *debating* *discussing* *pair work* *group work*	"I enjoyed working in pairs and group, it created a nice atmosphere and I did not get bored"
	task fulfilment *conversations* *role play*	"It was a good feeling when I kept the conversations going in the activity, it was an achievement for me because I did not think I can speak English for the duration of the role-play."
	Entertainment *role play* *Practicing.*	Yes, I agree, we see role-plays as a learning and entertaining activity at the same time, we feel like we are in a courtroom or in an office hah! But practicing role-plays in English was not easy.
Language Tasks	Hesitant Embarrassed Confident Difficult preparation	"I really wanted to participate and do well, but my English did not help me, I felt so embarrassed when I hesitated throughout all the text. I always play the role of the lawyer in the other modules and my colleague called me the best lawyer in the play! But in the English session, it was difficult! It would have been better if the teacher gave us some time to prepare before the session"
	Hard work Change of attitude Positivity Enabling.	I started watching some movies in English without subtitles, I felt good about my choice of career. I have always thought about going abroad for conferences in law and discuss legal matters, or applying for legal training abroad but my legal English is my problem, now I have started to change my attitude, I still feel learning legal English is difficult, but I think it is not impossible as they say, not easy but not impossible!
	Working with peers Peer-review Peer-Interaction	Commenting on my friends' performance and suggesting alternative terms or phrases was something that I did not do before, I thought that the teachers know better, well, especially in a foreign language session, but I realized that I received and gave quite few comments and suggestions during the

		English session. This gave me ==more self-confidence==.
Feedback	Group learning Checking Sharing ideas	when we were asked to work in pairs or groups, we were ==helping each other== to find what we thought were the correct sentences, but ==I always checked== with the teacher, I don't know why? But I think because I am not used to my classmates correcting me. Also, working with professionals was useful because ==they taught me== few tips of conducting conversations with clients and when performing the trial. I think peer reviews are useful ==and I will ask my friends to review my assignments in the other modules.==
	Error correction	There were few time that we needed the tutor's help with the spelling of some words, she helped us few times but not always, ==it is good if the teacher focuses on correcting our errors too.==
	Reflection Critical reflection Showing subject knowledge	Also, I did not like banning using Arabic or French, and the way the tutor insisted on using English only==, I wished if she used less imperative style.== I believe that using online translation is helpful, because in law there are some words which we use as they are even if a legal document is produced in a foreign language, and we provide an explanation of it between two parentheses, for examples ==(Al'khul'e/ الخلع)== there is no equivalent of this word in French, so we write the Arabic word in French letters and we add between parenthesis (a case when the wife divorces her husband).

Appendix O.   **Example of Field Notes**

Session 1

Session 4

Appendix P.   **Notes from Focus Groups**