

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

ABOU BEKR BELKAID UNIVERSITY – TLEMCCEN
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH



Promoting the Reading Skill through Blended Learning for ELP Students:

The case of Master's Students in the Faculty of Law and Political sciences at Abou-Bekr BELKAID University, Tlemcen

Thesis submitted to the Department of English in candidacy for the degree of
Doctorate in ESP

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2015

DECLARATION

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Mr: LAMRI Chams Eddine

April 7th, 2015

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ABSTRACT

The issues raised in this dissertation concern reading difficulties of English for Legal Purposes (ELP) students. It focused on Master's students at the Faculty of Law and Political Sciences (University of Tlemcen). The main objective of this research work was to investigate the reasons of students' miscomprehension of texts used in their field of interest. Therefore, the present research work was fourfold: first, it described the teaching/learning situation of ELP Master's students; second, it conducted a needs analysis of ELP students' reading; then, it designed an ELP blended course that could help students to develop their reading comprehension; and finally, it developed a prototype of online Moodle platform sample, and illustrated its feasibility in the Algerian University for ELP/ESP students. This experimental case study used three research instruments: a teacher's interview a student's questionnaire and reading tests. The quantitative and qualitative analyses of the research instruments made into evidence that students' low achievement in reading was affected by the use of inadequate ELP teaching methods, insufficient teaching time and lack of students' practice. To overcome these lacks, the researcher conducted an experiment implementing Content Language Integrated Learning through a blended approach in an ELP reading course. The results showed that Moodle was an interesting means to teach and assess ELP reading tasks. The evaluation of the academic improvement derived from the use of the e-learning platform also revealed that the students who used Moodle obtained higher scores in reading tests than the students who did not. Furthermore, Moodle platform would help teachers to apply the LMD system norms by measuring the exact learning time of each student. Hence, the blended learning approach and the use of new technologies helped ELP students to develop their content knowledge and improve their reading competence.

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LIST of ABBREVIATIONS

API: Application Programming Interface

AU: African Union.

BEM: Brevet d'Enseignement Moyen

BMD: Bachelor-Master-Doctorate

CAPA: Certificate of Professional Aptitude for Advocate

CBA: Communicative Based Approach

CBM: Curriculum Based Measurement

CEFRL: Common European Framework of Reference for Languages

CLIL: Content and Language Integrated Learning

CNRSE: the National Commission for the Reform of the Educational System

EAP: English for Academic Purposes

EBE: English for Business and Economics.

EFL: English as a Foreign Language

ELP: English for Legal Purposes

ELL: English Language Learning

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESL: English as a second Language

ESP: English for Specific Purposes

EST: English for Science and Technology

ESS: English for Social Sciences

FL: Foreign Language

FL1: First Foreign Language

FED: Feature Extraction Device

HCA: High Commission for Amazigh

ICT: Information and Communication Technologies

IP: Internet Protocol

L1: First Language

L2: Second Language

LMD: Licence Master Doctorat

NAEP: the National Assessment of Educational Progress

NATO: North Atlantic Treaty Organization

NCLRC: the National Capital Language Resource Center

NIA: Needs Identification and Analysis

OBE: Online Based Education

RE: Reading Ease

SSR: Sustained Silent Reading

TEFL: Teaching English as a Foreign Language

TTS: Text-To-Speech

UABT: University of Abou Bekr Belkaid Tlemcen

UN: United Nations

VIS: Visual Information Store

WBI: Web Based Instruction

GENERAL INTRODUCTION

Nowadays, English is the language of official institutions, law courts, local and central governments, and education. It is also the language of large commercial and industrial organisations. The multinational staffs are generally highly trained in English to deal with different professional situations, knowing that a fluent communication is the key to success for the development of companies. Unfortunately, in Algeria official institutions and socio-economic enterprises are still far from the international criterion with regard to the training of qualified employees to use English for a variety of reasons. The co-existence of two languages Arabic and French in Algeria constitute a barrier to the development of English. On the one hand, Arabic is the national official language of the country and used for education and legal purposes. On the other hand, the Algerian population was deeply influenced linguistically by French occupation. Then, the French language continues to play an important role in the Algerian society. With the opening of the Algerian market to the world economy, English has become more needed by a specific group of the society, aiming at communicating with foreigners. Students of Law and Political Sciences are considered as an important segment of the Algerian society because they are the representatives of the Algerian government. For this reason English courses are provided to Master's students in the Faculties of Law and Political Sciences. The aim behind such courses is to help students to acquire knowledge of the English language to achieve specific academic and professional tasks. However, despite all the efforts done by ELP teachers, students still display a low proficiency level in English, because both the present and the former students are not able to extract information from the literature related to their speciality, i.e., they are not effective readers of the English language used in legal context. Besides, with the implementation of the L.M.D system and following the article 7 of Order No.137 of 20 June 2009, students at university are required to spend 80 to 90 hours working individually at home in order to

reach Teaching Unit targets (Unité d'enseignement) ,i.e., in addition to their daily classroom tasks, teachers have to provide students with homework and correct the papers. Unfortunately, teachers are not applying this instruction because they are faced with overloaded classrooms.

It seems, then, urgent for the researcher to investigate at this level by analysing the occupational and academic English reading needs of Law students and propose pedagogical solutions by undertaking a case study of Master's students at Tlemcen University and experiment with a blended learning approach to overcome these difficulties. Hence, this study is an attempt to help ELP students to use appropriate techniques when reading legal texts, and to guide ELP teachers to design an ELP course that fulfils students' academic requirements. Blended learning incorporates all available technologies that can be used along with traditional classroom teaching; thus it can be adopted to enhance teaching time and to motivate the students.

The issues raised from the previous discussion lead us to ask the following research questions:

- 1- What is the current teaching/learning situation of reading for ELP students?
- 2-What are the needs of ELP master's students to develop their reading skill?
- 3-What teaching approach and materials would be appropriate to develop the target students' reading skills through blended learning?
- 4-What is the impact of blended learning on developing ELP students' reading skills?

In view of that, the following hypotheses are put forward:

1-The present reading comprehension activities in the ELP course do not provide the necessary input in terms of content and language needs.

2- ELP students needs may be met by considering their lacks (linguistic and strategic competences to read English texts used in their context), their wants (to comprehend English texts), and their necessities (to develop their reading abilities to exploit legal texts).

3-Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills by exposing them to intensive reading tasks in their field of study and increasing the teaching time.

4-Blended learning can help ELP students to improve their reading competencies, to develop their content knowledge and to compensate for lack of teaching time.

With these hypotheses in mind, the researcher designs an experimental case study in which a questionnaire, an interview and reading tests are used in gathering data from the 101 informants' who are Law and Political sciences Master's students plus their teachers of English. The study focuses on the following research objectives. First, the teaching/learning situation of ELP Master's Students in the Faculties of Law and Political Sciences at Tlemcen University is described; second, a NIA of the target population concerning their reading comprehension competence is designed and conducted; finally, an experimental blended English course (using a Moodle platform) focusing on ELP students' reading needs is designed and then tested. In order to reach these research objectives, this research work is divided into two parts. The first part is a case study, where a NIA is undertaken; and the second one is an experiment, where a blended course is implemented. Therefore, this study concerns Master's students enrolled in the academic year 2013/2014 at the Department Political

Science and International Relations, Faculty of Law and Politics, Tlemcen University. Then, the findings are reported in six chapters:

Chapter one: will introduce key concepts in ESP and ELP related to reading. First the importance of English in legal context will be highlighted, then an overview explaining ELP teaching objectives and processes will be provided. In this respect, details concerning the CLIL approach will be given to understand the importance of integrating both language and content in an ELP course. Many effective techniques have been developed to learn a foreign language in general and reading in particular, theories and methods will be presented in order to arrive to an adequate way of teaching this skill. Blended learning is the approach that will be used to promote students' reading abilities. That is why OBE and Blended approach will be presented in order to test the use of new technologies to teach the reading skill to Algerian ELP students.

In chapter two the researcher will describe the teaching and learning situation of ELP Master's students in the Faculty of Law and Political Sciences at Tlemcen University. An account of the development of languages and education in Algeria after the independence will be presented. Furthermore, ELT situation in the Algerian educational system at different levels, exposing the actual objectives and perspectives of English in Algeria will be highlighted. This contextual analysis will also provide a thorough description of the LMD system and the ICT policies in the Algerian educational context.

Chapter three will be concerned with research methodology. Information about the research design and methods used in this study will be provided. This will include description of the participants, instruments and materials used for

the NIA. It will also include the method used to determine text readability used to select the reading texts for the study.

Chapter four will proceed to a NIA aiming at collecting information regarding students' reading needs and comprehension level. Then, an analysis of the information gathered from two sources (teachers' interview and students' questionnaire) will be presented. It also presents both a qualitative and a quantitative interpretation of the results obtained using tables and figures.

Chapter five will be concerned with the experimental phase of the study. Details concerning the design of an ELP blended reading course will be presented. The lessons will try to overcome the students' reading comprehension difficulties. Finally in this chapter the researcher will provide the quantitative and qualitative findings of the tested course.

Chapter six will present some possible recommendations and suggestions to ELP students regarding the teaching of reading which are hoped to help to overcome the problems identified in this study.

CHAPTER ONE

TEACHING ENGLISH FOR LEGAL PURPOSES

1.1 Introduction

1.2 Growth of the English Language

1.3 English for Specific Purposes

1.3.1 The Difference between ESP and General English

1.3.2 Types of ESP

1.3.3 EAP versus EOP

1.4 English for Legal Purposes (ELP)

1.4.1 Legal Language

1.4.2 Teaching and Learning ELP

1.5 Objectives in Teaching ELP

1.6 ESP/ELP Teaching and Learning Processes

1.6.1 Stages in the ESP/ELP Teaching Process

1.6.2 Rationale for a NIA in an ESP/ELP Context

1.6.3 ESP Teaching Materials

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1.7.1 CLIL in an ELP Context

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1.8 Reading in ELP

1.8.1 Reading Defined

1.8.2 Types of Reading

1.8.2.1 Extensive Reading

1.8.2.2 Intensive Reading

1.8.3 Reading Models

1.8.3.1 The Bottom-Up Model

1.8.3.2 The Top-Down Model

1.8.3.3 The Interactive Model

1.8.3.4 Schema Theory

1.8.4 Reading and the Other Language Skills

1.9 Teaching Reading Strategies

1.10 Online-Based Education

1.10.1 Online Based Teaching Components

1.10.2 Basic Features of Online Based Education

1.10.3 Problems of OBE

1.11.4 Teacher Role in OBE

1.11 Technology and Reading

1.12 Blended Learning Approach to Reading

1.13 Conclusion

1.1 Introduction

The prevalent use of English as an international language is in constant expansion. This fact is reflected in different fields and various domains where English is considered as a working tool. In order to reach specific objectives, world countries, including Algeria, introduced English courses at all levels of education, and more particularly at the university. At this level, ESP is taught to achieve specific learners' needs, and meet the social requirement. Furthermore, in ESP specific language skills are focused on in order to help the students' to acquire English knowledge. For instance, ELP students learn how to decode and comprehend specific types of texts through reading tasks; while learners are exposed to the targeted terminology, language structures, topics and contexts. However, achieving correctness and accuracy in reading authentic complex texts needs considerable teaching time; for this reason, technology is widely used nowadays by ESP practitioners to overcome these difficulties. With the availability of internet, teachers have adopted the blended-learning approach to intensify students' exposure to the language. Even if this teaching approach has already started in some developed countries in the beginning of this century, in Algeria it has not been used yet; thus the process can be considered as an appropriate solution to Algerian students.

This chapter will introduce some important concepts in ESP-ELP related to reading. First the importance of English in legal context will be highlighted, then an overview explaining ELP teaching objectives and processes will be provided. In this respect, details concerning CLIL approach will be given to understand the importance of integrating both language and content for ELP students. The latter need to read legal content in English, and since many effective techniques have been developed to learn a foreign

language in general and reading in particular, theories and methods will be revised in order to reach an adequate way of teaching this skill. Online based education (OBE) and the blended learning approach are the ways that will be used to promote students' reading abilities. That is why, a general idea about OBE and Blended approach will be presented in order to experiment the use of new technologies to teach the reading skill for Algerian ELP students.

1.2 Growth of the English Language

Besides being a major vehicle of debate at the UN, and the language of command for NATO, English is the official language of international aviation, and unofficially is the first language of international sport and art. English has grown to its present status as the major world language. "The primary growth in the number of native speakers was due to population increase in the nineteenth century in Britain and the USA" Broughton (1980:54).

The spread of technological inventions during the 20th century and especially with the information and communication technologies (ICTs) resulted in an unimaginable extent of different kinds of interactions. To ensure the technological, economic, scientific, cultural and diplomatic exchanges, English imposed itself as a medium of communication, and its position as an imperialist language shifted to the status of language of knowledge embraced officially by more than one hundred countries (Crystal, 1997).

Graddol (1997:8) identifies a variety of domains that are actually the subject of English use on an international scale, stating:

English is the working language of international organisations and conferences; it is the language of tertiary education; it is the language of international law; it is a relay language in interpretation and translation; it is the language of technology transfer; and it is the language of internet communication.

Nowadays, English is the language of official institutions, law courts, local and central governments, and education. It is also the language of large commercial and industrial organisations. The multinational staffs are generally highly trained in English to deal with different professional situations, knowing that a fluent communication is the key success for the companies development.

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

1.3 English for Specific Purposes

Since the 1960's ESP has become one of the most active branches of Applied Linguistics in general, and of TEFL in particular. Among the factors that could explain its vitality and its expansion is, as aforementioned, the emergence of English as a world language; for this reason the necessity to cope with the different teaching situations and needs that such a position brings about is highly recommended. Such a necessity implies an understanding of its development, types and the different teaching concepts of ESP.

However, it is of great importance to start with the definition given by linguists to ESP. As Anthony (1997: 9-10) explains, there is an apparent variation in the interpretation of ESP:

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

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

Generally students learn English “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes” (Robinson, 1991: 2). In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” (Basturkmen, 2006: 18). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

1.3.1 The Difference between ESP and General English

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

The ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas the General English teaching approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community. Robinson (1980: 6) states that:

The general with which we are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course.

However, In ESP after the identification and the analysis of specific learning needs, students learn “English en route to the acquisition of some quite different body of knowledge and set of skills” (Robinson, 1980: 6).

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

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

It is noticed from these distinctions that ESP and General English differ in the aims and objectives of their courses, the nature of their learners and the themes dealt with. A further point of disagreement made between linguists regarding ESP concerns and its branches.

1.3.2 Types of ESP

The maturity of ESP through time has known multiple views concerning its subdivision. Different types are proposed by scholars; the present research relies on Hutchinson and Waters’ subdivision. In 1987, they rooted one of the most well known and useful theories regarding English language teaching branches with the ‘Tree of ELT’, in which they divided ESP into three types:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

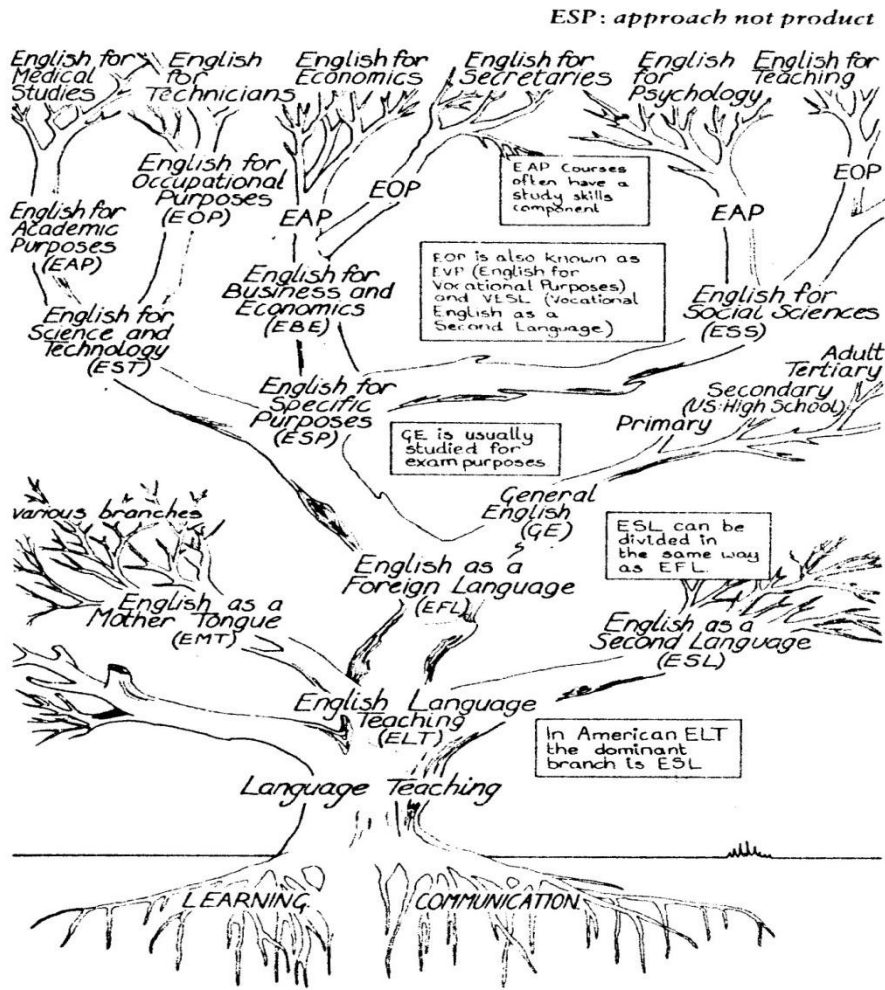


Figure1.1. The Tree of ELT
(Hutchinson and Waters, 1987:17)

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

classification of EAP and EOP is rather unclear; that is why further discussion is needed in order to distinguish between them.

1.3.3 EAP versus EOP

Hutchinson and Waters believe that there is no precise distinction between EAP and EOP “it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job.” (Hutchinson and Waters, 1987: 16).

However, the distinction can be made in the sphere of convenience. EOP courses train individuals to perform in the workplace, using English to communicate. This type of courses would be useful for the training of lawyers, for instance, and administrative chiefs aiming to reach a proficiency level.

On the other hand, EAP is applied for common core elements also known as ‘study skills’, which basically consists of writing academic texts, taking notes, making observations, listening to formal academic discourses and making presentations. Through this clarification it is noticed that both the academic and occupational domains are concerned with ESP teaching, but the main question that should be answered is: where does ELP stand?

1.4 English for Legal Purposes (ELP)

Dudley Evans and St Johns’ (1998:6) classification of ESP was according to the professional areas, and English for Legal Purposes (ELP) belongs to EAP. Thus ELP is viewed as a course in English designed to achieve specific academic aims and objectives. The following figure illustrates Dudley-Evans & St Johns classification.

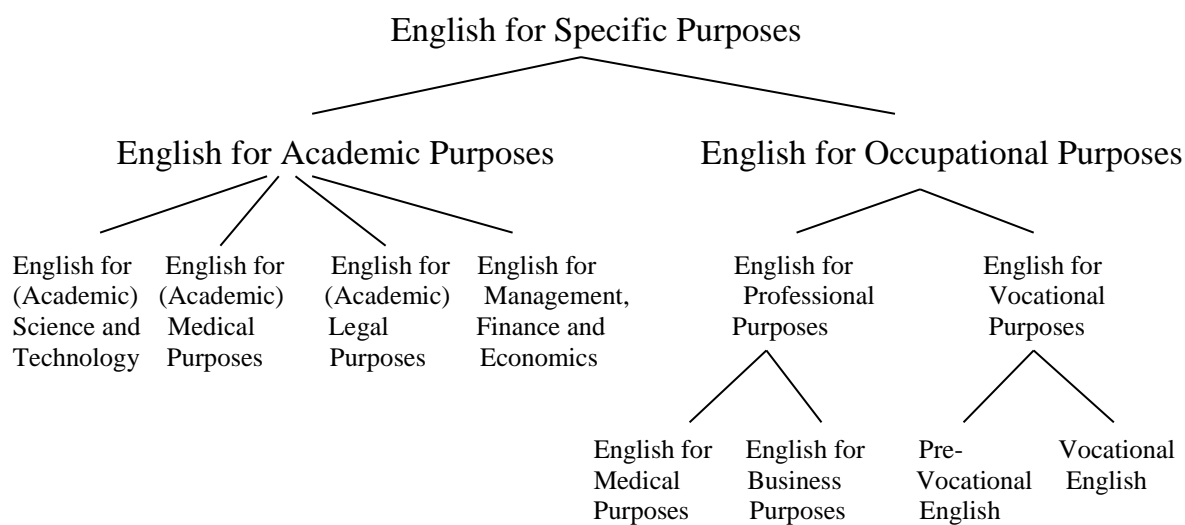


Figure 1.2. ESP classification by professional area

(Dudley-Evans & St John, 1998:6)

Nevertheless ELP as a field of science is characterised by some specific features that are not commonly found in other domains.

1.4.1 Legal Language

In his commentaries on the law of England, Sir William Blackstone ⁽¹⁾ (1723-80) was the first to give a comprehensive description to legal language stating:

1. Sir William Blackstone (1723-1780) (King's Council, Sergeant-at-Law) was an English jurist, judge and Tory politician of the eighteenth century. He is most noted for writing the Commentaries on the Laws of England.

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

(qtd in Crystal 1995 :374).

Legal English is a complex language, which needs a combination of both good basic skills, and legal background. The lawyers and administrators play important roles in managing different affairs related to regulation. They are responsible for people's interests and if there is a language barrier which leads to confusion in the interpretation of meaning, it will be highly risked for the results of the files under study. For that reason, acquiring English specific to legal context is not an easy task to be reached because of the various existing situations that are found in real life. Language specialists being aware of these facts adopted the teaching methodologies according to these facts and have designed courses, specific to this range of the society, known as ELP.

1.4.2 Teaching and Learning ELP

Teaching and learning ELP differs significantly from General English because the “linguistic aspects of the law raise many issues and difficulties” (Gibbons 2004:285). The linguistic characteristics and features of Legal language contributed all over the world to the creation and the design of specific courses and syllabuses for law and political relations students. In addition, training courses are planned for the professionals in this field in order to equip them with the appropriate amount of terminological corpus, on the basis of ESP teaching methodologies.

Law students are required to obtain ideas and information about managerial and regulatory rules reading a variety of publications. In such a situation, the syllabus is more content-oriented and focuses essentially on the desired outcome so that students can understand ideas and information in a wide range of legal materials. Furthermore, learners are required to produce written documents using appropriate and simple language terminology and exchange oral information with their peers. Accordingly, they should be in contact with key legal concepts and ideas in English as well as the related register and vocabulary. This means that students are expected to have a wide-range of data on themes related to ELP.

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

1.5 Objectives in Teaching ELP

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

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.

-To develop strategic competence

-To foster critical awareness.

The researcher shall examine these objectives one after the other.

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

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

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

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

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

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

1.6 ESP/ELP Teaching and Learning Processes

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

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

(Stevens, 1988: 44)

The ESP teacher in the classroom is "...a knowledge provider and a facilitator of students' learning and no more as a resourceful authority." (Kashani et al 2007: 85). However, he/she is more concerned with designing suitable syllabi and courses for different learners with various needs and fields. "Thus, whereas course design plays a relatively minor part in the life of a General English teacher, as courses are usually determined either by tradition, choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload" (Hutchinson & Waters, 1987: 21). As students are cited in the core of the learning process they have to be dynamic contributors in their learning either in the classroom or out of it. Students use the adequate and favourite learning strategies and put a rapid and durable learning rhythm to achieve the stated

objectives. They are more intrinsically than extrinsically oriented. “Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences”.(Kashani et al, 2007: 87). Hence, students need to have the required course content in order to take their learning responsibilities. A well designed and structured course need to be systematically structured that is why the ESP course necessarily go through different stages.

1.6.1 Stages in the ESP/ELP Teaching Process

Designing an effective ESP course is governed by parameters that have to be examined first. After his exploration of the Algerian context, Miliani (1994) states that four essential points have to be studied and analysed as a pre-design process:

a-Situation analysis: it envelops the general requirements of both learners and institutions, their profiles and attitudes, also the existing materials.

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

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

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

Dudley-Evans and Johns (1998:121) provide a more detailed and specific distribution to the necessary teaching stages in ESP/ELP context. They maintain that “The key stages in ESP are needs analysis, course (and

syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”.

Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations:

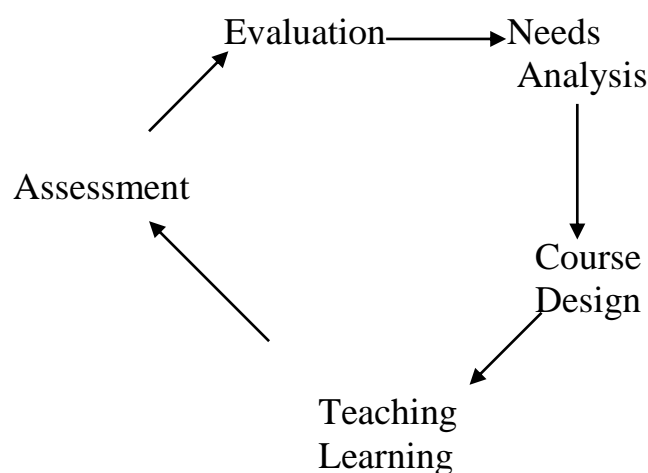


Figure 1.3. Stages in the ESP process: Theory

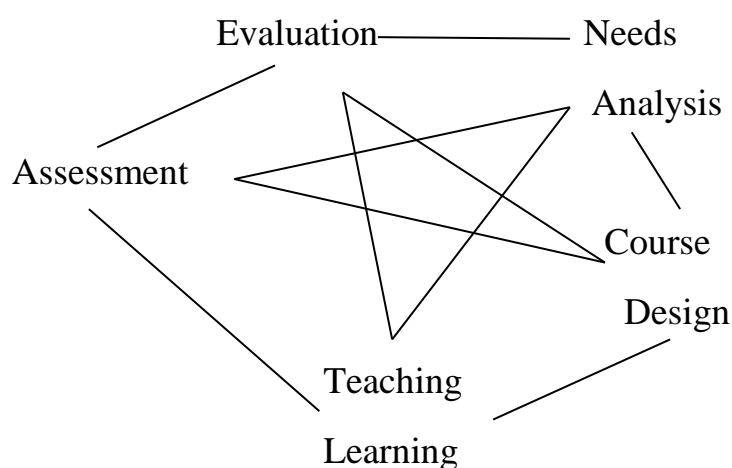


Figure 1.4. Stages in the ESP process: Reality

It is demonstrated that the basic elements in the ESP teaching process are interconnected and there is no difference between theory and reality “the simplicity and clarity of figure 1.3 is in reality more like figure 1.4” (Dudley-Evans and St. Johns, 1998: 121). Therefore, the achievement of ESP courses are: those where the syllabus and the material are determined by the prior analysis of the communication needs of the learner (Munby, 1978: 2), and those in which the aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner (Stevens 1977 :90).

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

1.6.2 Rationale for a NIA in an ESP/ELP Context

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

The analysis of the specific needs serves as the introduction to an ESP course design, “...any course should be based on an analysis of learner need” (Hutchinson & Waters 1987: 53), because it determines the reasons and

procedures that should be used to achieve satisfactory communicative results. “The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers”. (Johns, 1991: 67).

In sum, the reasons for performing NIA, according to Long (2005) are to determine the relevance of the material to the learners situation, to justify the accountability of the material to all the constituents implicated in the situation, to describe and explain learners' differences in terms of needs and style and, finally to produce efficient materials that will fulfil learners' requirements and needs as wholly as possible.

ESP specialists (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993), agree on the fact that the term ‘needs’ is the learners' requirements aiming at communicating effectively in the target situation. An ESP course “will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation” (Benyelles 2009:26). Accordingly, this entails that NIA taxonomy may be viewed differently, however two types, i.e. ‘Target Needs’ and ‘Learning Needs’, are the main concepts used by the scholars in ESP literature and practices.

Hutchinson and Waters (1987:54) define “target needs” as what learners need to do in the target situation. In other words, what are the linguistic elements needed to achieve specific communicative purposes. In order to be more explicit Hutchinson and Waters provide further subdivisions of target needs which are: Necessities, Lacks, and Wants.

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

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

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

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

1.6.3 ESP Teaching Materials

Do ESP textbooks really exist? This is a fundamental question Johns (1990) addresses. One of the core problems he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course

that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990:91). In the real teaching situations, "ESP developers are not provided with ample time for needs analysis, materials research and materials development" (Gatehouse, 2001, para.2). The notion of time in the teaching process is of paramount importance especially in ESP, because the analysis of the target situation and the research of the appropriate materials need adequate time. Suitable materials in ESP are not generally easy to obtain "It is likely that a course tailored to the needs of specific group of learners will not be available," (Hutchinson & Waters, 1987: 106). For that reason, the ESP teacher has to develop materials which present as clearly as possible useful area of the language so that learners can perceive the relation between the content of the course and their requirements.

The production of such materials and suitable activities is not a simple task because the English language teacher is neither a materials designer nor a subject specialist; besides, "few teachers have had any training in the skills and techniques of materials writing". (Hutchinson & Waters', 1987: 106). In order to assist and guide ESP teachers in producing adequate materials, Hutchinson & Waters (1987:106-108) identify some defining principles that should be stated as purposeful objectives in designing pedagogical materials:

- a- Good materials give a stimulus to learning; in other words, they do not teach but, encourage learners to learn, they will, therefore, contain:
 - interesting texts;
 - enjoyable activities which stimulate the learners' thinking capacities;
 - opportunities for learners to use their existing knowledge and skills;
 - a content which both learner and teacher can cope with.

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

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

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

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

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

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

Hutchinson and Waters (1987) designed a model for materials production aiming at providing a “coherent framework for the integration of the various aspects of learning, while at the same time, allowing enough room for creativity and variety to flourish”(Hutchinson and Waters, 1987: 108). This model consists of four elements according to figure1.4:

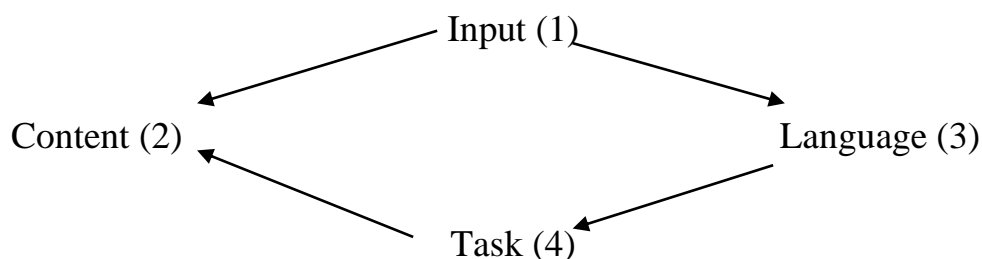


Figure 1.5: A material Design Model
(Hutchinson and Waters,1987: 109)

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

In a sum the role of ESP teachers is to produce materials and present the language content and the course activities in various ways to help and motivate students to learn the target language needed to update their academic or occupational knowledge, i.e., to help students learn “English en route to the acquisition of some quite different body of knowledge and set of skills” Robinson (1980: 6). Accordingly ESP researchers have to determine the language skills needed to carry out specific jobs or studies (West, 1993). On the basis of this ideology researchers developed Content and Language Integrated Learning (CLIL) approach to develop students content knowledge and English fluency at the same time. The following part provides details concerning CLIL.

1.7 Content and Language Integrated Learning

Content and language integrated learning (CLIL), mostly implemented in English (Dalton - Puffer, 2011), refers to learning a subject in a language that is not frequently used by the community. Marsh (2002:15) defines CLIL as “any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content”. It is an approach in which a foreign language is used as a tool in the learning of a non-language subject. Marsh, et al. (2007: 233) state that in CLIL, “learning outcomes tend to focus on achieving higher levels of awareness and skill in using language in real-life situations, alongside the learning of subject matter. This approach can be viewed as being neither language learning, nor subject learning, but rather an amalgam of both”. Therefore, applying CLIL teaching approach in the ELP context can provide the necessary input in terms of content and language needs simultaneously.

1.7.1 CLIL in an ELP Context

If an attractive subject or relevant academic topic area can provide meaningful context in which students can reach language objectives; in this situation, content serves the language. On the other hand, if language can be used to attain content objectives; in this case, language serves the content. Mohan et al. (2001: 218) state that students can gain advantages from these processes because “there is more recognition of areas of common ground: that, differences notwithstanding, both ESL learners and native speakers are learning language for academic purposes, and both groups are using language to learn”.

Teaching language and content together is an effective way of developing English language proficiency (Brinton et al., 1989; Genesee, 1994; Grabe & Stoller, 1997). A number of reasons are advocated by Nordmeyer and Barduhn (2010:4) for using a content-based language curriculum:

- It builds on the interests and linguistic needs of learners.
- It increases motivation by using content relevant to learners.
- It incorporates the eventual uses that learners will make of the target language.
- It teaches meaningful language embedded within relevant discourse contexts.

A further reason for integrating language and content is to help students achieve academically and participate in a discourse community (Mohan, 2001; Stoller, 2002). Students in CLIL classes can develop ideas and build knowledge in the context of learning English. Furthermore, content-based language instruction:

Motivates students through the interaction of English with content they need; learners become connected to the learning communities in which they are studying. Additionally, through the use of Web 2.0 tools, ELLs can extend classroom dialogue through social media or personal learning networks.

(Nordmeyer and Barduhn; 2010:4)

However, when putting language and content together, it is important to consider whether language or content aims are driving the teaching program.

1.7.2 CLIL Course Design

Met (1999:21) states that “the relative priorities given to content, language or both, influence a number of decisions that program and course designers will make”. The course designer has to ask important questions that can help him in his task, “who will teach and what teachers will need to know; whether students and teachers will be held accountable for the earning of content or language; how student progress will be assessed, by whom, and for what purposes” (Met, 1999:21).

In the following table (1.1) Nordmeyer and Barduhn (2010) schematize Met’s view of the teaching objectives of the language/content curriculum.

Table 1.1. Content-Driven Versus Language-Driven Curricula (Nordmeyer and Barduhn, 2010: 6)

Content Driven	Language Driven
<ul style="list-style-type: none"> • Content is taught in the second language (L2). • Content learning is priority. • Language learning is secondary. • Content objectives are determined by course goals or curriculum. • Teachers must select language objectives. • Students are evaluated on content mastery. 	<ul style="list-style-type: none"> • Content is used to learn the L2. • Language learning is priority. • Content learning is incidental. • Language objectives are determined by L2 course goals or curriculum. • Students are evaluated on content to be integrated as well as language skills and proficiency.

In the content-driven syllabuses, language acquisition is considered secondary. Language objectives are included only to support content learning. Of course, in content-driven courses, language is still essential, but the learning process is mainly focused on the content. In this vein, Mohan (1986: 12) proposes that “the expert on writing to learn chemistry should be the chemistry teacher”, i.e., a subject specialist with high proficiency level in English, can teach specific English.

Regarding language-driven courses, “content learning may be considered a gratuitous but welcome by-product, but neither students nor their teachers are held accountable for ensuring that students learn it” (Met, 1999:6). An English course can be planned around specific topics, as in ESP, selected to maximize language development. In content based program English language teachers need to:

let the content dictate the selection and sequence of language items to be taught rather than vice-versa . . . [and] view their teaching in a new way, from the perspective of truly contextualizing their lessons by using content as a point of departure. (Brinton et al, 1989:2).

When viewing content integrated English course from these two different perspectives, it is crucial to identify students’ content and language needs in order to design a syllabus that will fulfill their language lacks and content requirements. One of the essential problems for ELP students is to comprehend what they have to read. In ELP, it is commonly recommended that “reading exposure is the primary stage of developing language skills” (Krashen, 1989: 109). Through reading activities the ELP students will be familiarised with the

terminology used in their speciality. Furthermore, reading comprehension tasks must be designed to guide the students to guess the meaning of the text. Here major questions challenge an efficient reading process: What is reading? and what is the appropriate reading strategy that can be used by ELP students to comprehend legal text? The following sections describe reading as a process and how reading is taught using different teaching methods.

1.8 Reading in ELP

Reading is a complex notion that the scholars are trying to explain through different definitions, types and models. The teaching/learning situations and learners' differences play an important role in this theoretical diversity. For the present research a good understanding of reading is necessary to select and apply the suitable and appropriate model.

1.8.1 Reading Defined

The general definition of reading is “to look at and understand something printed or written” (Longman Dictionary, 1992: 863). Traditionally, it was believed that reading is the process of decoding words, understanding the meaning of those words, and putting those words into some contextual understanding. Recent research provides another vision of reading as an interaction involving a reader and a text which leads to reading fluency, i.e., comprehension. The latter “requires not only the decoding of symbols (cognitive approach) but also the construction of meaning by the reader” (Tesser, 2005:5). The reader interacts with the text and tries to interpret the meaning using a range of linguistic or systemic knowledge as well as schematic knowledge.

According to Dubois (1991, qtd in Tesser, 2005:5) the notions of reading and comprehension have developed through three primary stages. The first stage is “reading as a transference of information”, while the second looks at “reading as an interaction thought and language”. Finally the third, and present stage, constructs “reading as an interaction between thought, language, reader, text, and the context of each of these elements”. It is clear from this chronological evolution that reading is a complex process that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (Grabe, 1991: 379). Six general component skills and knowledge areas are proposed:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring.

(Hesham 2005:144)

Reading is a highly interactive and complex process that “involves knowledge of the language system, the sociocultural context, the type of text, and the objective of the reading” (Tesser, 2005:5). This in turn enables the readers to amplify their knowledge in specific areas.

1.8.2 Types of Reading

This divergence in defining reading as a notion or a process led to the emergence of two different types of reading: Extensive and Intensive. Each type

provides interesting elements that have to be described thoroughly in order to apply the most appropriate one for this research.

1.8.2.1 Extensive Reading

Broadly, extensive reading is a way of language learning through large amounts of reading. However, as aforementioned the definition of reading is the subject of disagreement among researchers and the term “extensive reading” is a component of this ideological diversity. Some use it to explain “skimming and scanning activities,” (Hedge, 2003: 202) others relate it to the pedagogical material. In this vein Hafiz and Tudor (1989:5) state that:

the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2.

Nowadays, with the wide spread of ICT, researchers rehabilitate their fascination for extensive reading. “This is seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach” (Hedge, 2003: 200-201).

Furthermore, researchers explored the value of extensive reading in terms of its impact in the improvement of other language skills. Several investigations were done in this sense, and it is stated that “The subjects’ progress in writing skills may be due in part to exposure to a range of lexical, syntactic, and textual features in the reading materials” as well as the nature of “the pleasure-oriented extensive reading.” (Hafiz & Tudor, 1989 : 8)

Hedge (2003) believes that since extensive reading helps to developing reading ability, it should be integrated into EFL/ESL curriculums provided the selected texts are “authentic” – i.e. “not written for language learners and published in the original language” - and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts. (Hedge 2003:218)

Besides, extensive reading offers the opportunity to be self independent by reading at various periods or moments of the day in different settings, through sustained silent reading (SSR). SSR program is “based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length.” (Carrell and Eisterhold (1983:567). However, “it is difficult to know exactly how any learner will actually use the input available” (Hedge, 2003:204). That is why only motivated learners will gain reading efficiency, because extensive reading helps greatly in “exposing” FL learners to English and especially when the learning time is limited. Hedge summarised the advantages of extensive use by claiming that:

Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

(Hedge, 2003: 204-205)

Reading extensively can help ELP students gain linguistic competence in studying texts related to their field of interest.

1.8.2.2. Intensive Reading

Concerning intensive or creative reading, it is purely purposeful type of reading. Readers are usually learners looking for specific information in limited texts and aiming to be familiarised with writing mechanisms; however, in intensive reading activities “learners are exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2 or to provide the basis for targeted reading strategy practice”(Hafiz and Tudor, 1989: 5).

Yet, many scholars among them Hedge (2003:202) argue that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials”. According to Hesham (2005:146) these strategies can be related either to the text that takes into consideration knowledge of text organization, or to the learner which comprises linguistic, schematic, and metacognitive strategies.

On the basis of these types of reading several attempts have been made to set up appropriate formulas or models for reading accurately and effectively.

1.8.3 Reading Models

Reading models are represented theoretically on the basis of systematic observations, which provide answers to the question “what goes on in the eyes and mind of a person who is reading and comprehending (or not comprehending) the text” (Davies, 1995:57). When teaching reading, practitioners used first the Bottom-up and then the Top-down models. Later, with the emergence of the communicative approach, reading techniques became an interactive process. The latter broadened to the schemata theory. In order to

know more about what will best fit the Algerian ELP students, an overview of all the reading models is necessary.

1.8.3.1 The Bottom-Up Model

The first reading model is known as the Bottom-Up Model. It is considered as the most basic one in its description of the reading process: “eyes look, letters are identified and sounded out, words are recognized, words are allocated to grammatical class and sentence structure, sentences provide meaning, and meaning leads to thinking” (Davies, 1995:58). The proponents of the Bottom-Up model (Gough (1985), Flesch (1955) and LaBerge and Samuels (1985)) state that text comprehension can be driven by word and letter identification and the text is the driving force behind reading. Readers construct meaning by understanding all the elements to the whole, i.e., reading is a single-direction, part-to-whole processing of text (Boothe et al, 1999c). However, when word identification errors are made the substituted word will affect the whole comprehension, i.e., the syntactic and semantic processing affects word perception (Tulving & Gold, 1963 cited by Garner, 1987:2).

1.8.3.2 The Top-Down Model

In contrast with the Bottom-Up model whose focus is on materials i.e. the text, the Top-Down model rather relates to meaning. Davies (1995:58) described this model as follows: “Eyes look; Thinking – predictions about meaning; Sample sentence as a whole to check meaning; To check further, look at words; Study letters if still uncertain; Back to meaning predictions” .

Through this model, thinking and meaning assumptions about the text came as a primary step for the comprehension process. The Top Down model means

that “comprehension is the basis for decoding meaning, and that meaning is brought to print, not derived from print” (Boothe et al, 1999b). Reading is, therefore, a meaning-driven process, or a personal prediction of the meaning of the text that start from a general statement to specific assertions. Top-Down models are now also seen as inadequate because “they fail to explain existing data that the learner brings to the reading process” (Garner, 1987:2).

1.8.3.3 The Interactive Model

With the spread of the communicative teaching/learning approach the Interactive model came as an attempt to blend the positive elements of both the Bottom-Up and Top-Down models. This model is based on the idea that comprehension is the result of a synchronized processing that is driven from more than one source, i.e., “reading is at once a perceptual and cognitive process” (Rumelhart 1985, qtd in Boothe, 1999a). The reader makes use of the sensory, syntactic, semantic and pragmatic knowledge that interrelates together in complex ways during the reading process to allow comprehension. Davies (1995) explains the interactive model by schematizing it in the following figure.

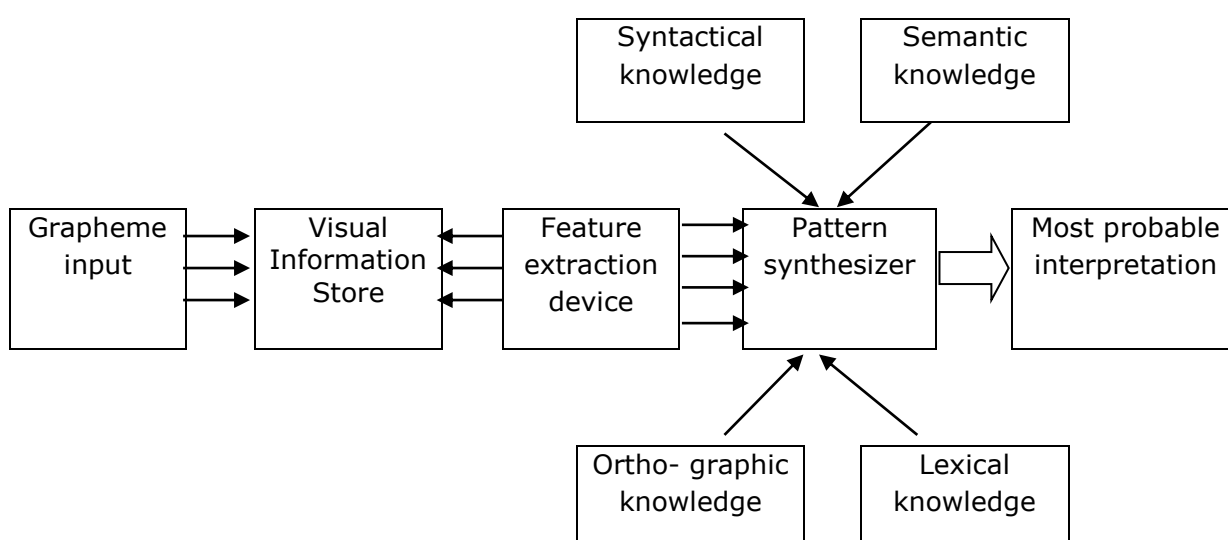


Figure 1.6. Interactive Model
(Davies, 1995:64)

The figure shows that the reader first identifies visually data (Grapheme input). The latter are stored in the Visual Information Store (VIS) and retrieved by the Feature Extraction Device (FED). After that the features are cultivated into the pattern synthesizer which has synchronized contact with all sources of knowledge (orthography, syntax, lexis and semantics) and the reading process is the result of this synchronization of sources in a common place (pattern synthesizer).

1.8.3.4 Schema Theory

The Schema theory thickened the interactive model “by paying more attention to the role of the semantic level of processing” (Davies, 1995:66). Rumelhart (1984), one of the proponents of this model, suggests a schema-theoretic description of the reading comprehension procedure, where the focus is more on the “higher-level processes” (non-automatic) rather than the “lower-level processes” (automatic lexical access through bottom-up process). He suggests the idea that knowledge is a set of units; each unit is called a “schema”. The role of the schema is to help interpreting all the surrounding elements, including the ones related to the text in the reading process. The fundamental statement of this theory is that, “on the basis of the reader experience, i.e., prior knowledge he can interpret information (both the visual and written data), and this knowledge and experience is packaged into an unlimited number of units that are in constant evolution” (Davies, 1995:66).

The process of comprehension in the schema theory depends mainly on the reader’s schemata. If the schemata (knowledge unit) proposed by the writer matches the reader’s schemata, comprehension will occur. Furthermore, the reader’s background has an important influence on the comprehension of implicit or secondary information rather than on directly stated ones, because

readers in almost all cases understand implicit information merely when it is related to their experience and knowledge.

Students' schema differs according to their linguistic, discourse, sociolinguistic and strategic competencies. Because of these variations teaching reading comprehension is a challenge for ESP practitioners. When the cultural and socio-economic environment of some students differs from others, they are likely to have different schemas about a subject, in that case the comprehension of the same text by readers apparently with similar reading competence (i.e. students' at the same learning stage) can be affected. This reality, of students' differences, has an impact on the selection of texts to be instructed. Generally the presented text brings both "familiar" and "unfamiliar" elements, however, by presenting text electronically, as suggested by the blended-learning approach. It is likely to convert the unfamiliar information familiar or known, simply by using hyperlinks, thus enhancing the possibility that the text can provide the same amount of data for diverse students.

To sum up, the Bottom-Up and the Top-Down models rely on lexical semantic knowledge; while the Interactive model emphasizes all sources of data rather than one source. This is why it would be interesting in the case of Algerian ELP students to adopt the last model, because it enables them to retrieve the appropriate corpora of knowledge simultaneously according to the situation, for a better and fast text comprehension; in other words, readers have the freedom to behave according to their competence. If a student has a deficiency in storing visual information, he can rely on lexical information. Likewise, if he lacks syntactic skills, he has the possibility to rely more on lexical, semantic or orthographic data. To put it differently, "the model provides a basis for investigations of performance and processing strategies of different

groups of readers under different conditions, whether (L1) or (L2)” (Davies, 1995:65).

1.8.4 Reading and the Other Language Skills

In Language learning, “Individual skills hardly ever occur in isolation as language users frequently employ their combination at the same time” (Harmer,1994: 16). In other words, language skills are interrelated and it is not possible to separate speaking from listening and reading from writing. Therefore, there is always some kind of interaction between these basic skills.

Concerning reading and writing, the writer expects that the reader possesses the necessary contextual knowledge that helps him to extract the meaning from the written code. Furthermore, the text should be clear and explicit enough and structured logically to facilitate reading comprehension. The reader, on the other hand, “is required to approach the text flexibly and adopt an active attitude, working out the meaning of the text through a large number of reading skills and strategies” (Wallace,1993: 43). Concerning language learning, textual material is frequently used as a basis for writing development. Thus, texts can serve as both reading and writing practice. Furthermore, it has been experienced that exposure to written material leads to language acquisition which may indirectly result in an improvement in speaking or listening.

1.9 Teaching Reading Strategies

In the last two decades, researchers focused principally on classifying learning strategies (Rasekh and Ranjbary, 2003). O’Malley and Chamot (1990) divide strategies into three main categories: cognitive, metacognitive and

social/affective strategies. According to them cognitive and metacognitive strategies often support each other, and combining different strategies has more impact on language learning than stressing on a single strategy. In the overall learning approach if no strategies are being used, it is necessary to implement first cognitive strategies in order to familiarize learners with the notion of strategies. Then, metacognitive information will follow because “learners must know when and where strategies should be used” (Snyder & Pressley, 1990:15).

Some researchers, tried to help practitioners to teach reading strategies by suggesting different approaches. According to Trehearne and Doctorow (2006) researchers found that the challenge for students was to be mindful of their thinking as they read. For example, when effective readers are having a difficulty in understanding what a piece of text means, they stop reading, think about why they might be having troubled understanding, and then try a fixup strategy to help them understand before continuing. They monitor their comprehension; in other words, “students need to learn how to think metacognitively in order to become proficient and thoughtful comprehenders of any kind of text” (Trehearne and Doctorow,2006 :108).However, many studies “pointed to only seven or eight thinking strategies used consistently by proficient readers. Even more surprisingly, the researchers described the same seven or eight strategies in their findings” (Keene and Zimmermann, 1997: 21). The reason is that there are many reading strategies that appear to be very important and it is a difficult task for researchers to decide which strategies are the most significant.

However, the commonly suggested reading strategies to be taught are the ones elaborated by the National Capital Language Resource Centre

(NCLRC)¹. In its web document entitled *the essentials of language teaching* it is stated that “effective language instructors.... help students develop a set of reading strategies and match appropriate strategies to each reading situation” (NCLRC,2007:para 2). These strategies can help students read more quickly and effectively and include previewing, predicting, skimming and scanning, guessing from context, and paraphrasing. What is interesting in the NCLRC suggestion is that in each proposed strategy a variety of tasks are encompassed and can be incorporated in the reading course, for example:

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

1. The George Washington University (GWU), in collaboration with Georgetown University (GU) and the Center for Applied Linguistics (CAL), comprises the National Capital Language Resource Center (NCLRC), one of fourteen Language Resource Centers (LRCs) in the United States funded by the U.S. Department of Education Title VI.

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

(NCLRC, 2007: para 2)

In addition to calling-up his background knowledge in L1, the reader needs to use these strategies when reading because he can gain confidence in his ability to read and comprehend the language. Hence the instructor role, according to the NCLRC, is to help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually use. This helps students develop flexibility in their choice of strategies.

(NCLRC, 2007: para 3)

Regarding the context under investigation, it is important for ELP Algerian students, first, to learn and know how to use the appropriate reading strategies; then, to retrieve their knowledge experience. That is to say, a

conscious use of cognitive strategies will motivate them to overcome their reading difficulties, and lead to the use of metacognitive strategies.

1.10 Online-Based Education

World Wide Web technologies have attracted educational specialists' attention very early. Internet provides an opportunity to expand the learning environment outside classroom walls and various applications of World Wide Web technologies in academic settings have been studied and tested. The results led to the emergence of different definitions of online-based education (OBE). After a review of literature, it seems that Khan's (1997:6) definition includes the major elements of OBE, when he states that it is "a hypermedia-based instructional program that utilizes the resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.", i.e., OBE is a teaching program implemented through internet aiming at improving students' abilities.

1.10.1 Online Based Teaching Components

In many ways teaching in an online environment is much like teaching in any other formal educational context; the difference lies in specific components that are used in online teaching. Khan (1997: 6) provides a list of major components of online based teaching:

- Content development (Instructional theory, design and development)
- Multimedia component (Text, animation, graphics, sounds, etc.)
- Internet tools (Communication tools, remote access tools, navigation tools, search tools, etc.)
- Computers and storage devices (Moodle Platforms and operating systems, hardware)

- Connections and service providers (Modems, connection services, Internet service providers, etc.)
- Authoring programs (Programming languages, authoring tools, HTML coding and converting tools, etc.)
- Servers (HTTP servers, server software, server-side and client side scripts)
- Browsers and other applications (Text-based or graphical browsers, hyperlinks, plug-ins, etc.)

All these components are indispensable characteristics of the OBE learning environments because a course designer needs both content and technological resources to implement online activities. Components, also serve as tools to the emergence of OBE features. In this vein, Khan (1997:6) states that “features are characteristics of WBI program contributed by those components”.

1.10.2 Basic Features of Online Based Education

Literature distinguishes two feature categories in an OBE design relying on the level of technical and pedagogical importance. Khan (1997: 8) explains that there are key and additional features. The former one are considered as base characteristics of the OBE system and inherent to the Web such as interactivity, multimedia, open system, online search, electronic publishing, cross cultural interaction, device-distance-time independency, globally accessibility, etc. OBE can provide a flexible teaching and learning environment because the contents can be extended beyond those prepared by instructors and shared to the outside world. Furthermore, in OBE projects course designer can adapt contents to

match each individual student according to his or her goals and previous knowledge. Hence, learners have more autonomy in making decisions regarding their learning.

Concerning additional features their effectiveness depends on the quality of OBE design for instance convenience, easiness of use, online support, authenticity, cost-effectiveness, collaborative learning, online evaluation, virtual cultures etc. It is important to devise appropriately the course according to students' competencies. Learners in OBE learn collaboratively as well as individually, they share information and seek for clarifications through continuous interaction, that is why, an easy access and use of online support is essential for an effective learning.

To sum up, components can contribute to one or more features, for example emails as a web component can provide interactivity between students and teachers. Features as device, distance and time independency are facilitated by internet (component). Students enrolled in an online course can study by using any computer device, anywhere and in anytime. These learning advantages provided by OBE environment lead researchers to adapt university programmes according to students' needs and wants. In this vein, Maddux and Cummings (2000:147-150) propose a set of procedures, for universities aiming to support traditional teaching with online instruction, based on answering three questions.

1) What elements of the course will be placed on the Web?

- The possible options are syllabi, handouts, sample quizzes, chat rooms, tests and lecture notes.

2) How can students access the Web material if they do not have a home computer with Internet?

- The students should be provided with a computer and internet access within the campus or the institution.

3) Is there a help available for students who are not familiar with Internet and the Web?

- Students have to be supported in use of Internet and the Web by simple document, a short training session or other resources in internet.

1.10.3 Problems of OBE

However, even if a great development is achieved in order to facilitate the use of technologies for educational purposes, learners are still frustrated with problems in OBE. Driscoll (2002:53) summarizes some of them as follows:

- Technical problems are sort of software or hardware problems.
- Inadequate feedback is another potential frustration for learners when feedback does not provide enough information for learners when expected.
- Overwhelming messages through emails or in discussions may discourage learners either by taking a great deal of time or when they feel that there is so much material posted and they cannot keep up.
- Lack of navigational skills and ambiguous instructions may deter learners.
- Conversation domination by one group or a learner.

- Physical tiredness, as for any one working in front of the computers. It is important that the designer uses simple access icons and tools.

Therefore, the designer has the responsibility to overcome these constraints since OBE learners need both traditional and new skills to be successful. If a student does not have both the technical competencies and the pedagogical skills to work in online environments he can be restricted to exploring and using efficiently the online course contents. Since OBE is popular in distance learning, and in order to reach effective distance learning “students should be mature, assertive, self-disciplined, and independent, to be able to shape and manage change” (Rogers, 2000:19), in addition they have to be “motivated and possess well-developed self directed learning skills” (Carlson & Repman, 2000:9).

From the aforementioned basics, it is implied that the role of the teacher in blended environment goes beyond the classroom walls. The next part deals with the new tasks that should be performed by the teacher.

1.10.4 Teacher Role in OBE

Whereas 20 years ago teachers using computer technology to help learners with their language study were seen as innovative and unconventional, today teachers who fail to draw upon technology in language teaching are likely to be considered at least out-of-date.

(Chapelle, 2008: 585)

In OBE the role of the teacher goes beyond the design of materials and involves active participation because he has to master additional skills in technology to deal with a new teaching environment (time and space separation), and to use new teaching strategies. Nowadays many researchers focus on identifying and defining the role of online instructors; according to Berge (1995), online instructor characteristics are grouped under four categories: pedagogical, social, managerial and technical.

- The pedagogical role is being an “educational facilitator”; it consists in providing activities that support learners as individuals and at the same time fit the whole group needs.
- The social role helps to integrate students into the virtual social environment.
- The managerial or administrative function includes setting course agenda, objectives, rules, and decision-making norms.
- Concerning the technical role the instructor has to choose the appropriate software that supports the learning goals and helps students to become competent users.

In the latter category, Lowther, et al. (2000:134-135) add more narrowed competencies and new proficiencies in the sphere of the online teacher technology role:

- Information literacy and research skill: include instructor abilities to browse, download, read an Internet address, and web search.
- Technology skills: concern teachers’ skills to use the Web effectively as creating and editing graphics, user codes, HTMLs and visual literacy.

- Technological competencies: requires the sympathetic correlation between students' learning and computer roles, in addition to when and how to create an environment for efficient technology.

These mentioned roles are considered as basics for the 21st century teacher; however, the literature agrees that it is not an easy task. Online instructors need more time, as they play many additional roles. Berge (1995: 2) adds that “not all of these roles need to be carried out in their entirety by the same person. In fact, it may be rare that they are”. The time requisite in the OBE to teach specific language and content is much more than that spent in a traditional educational context.

1.11 Technology and Reading

With the availability and utility of the new technological supports, today's learners are labeled the “digital generation”; their main reading and communication activities are done through digital text by exchanging SMSs or emails. In addition they acquire information digitally rather than from printed texts.

In the past decades, communication in general and learning in particular were based on printed texts. Access to computers or any other type of digital means of communication was limited to some people, and technology was used only for specific purposes and for short periods of time. However nowadays, in Algeria, personal computers and internet are becoming more commonplace. Furthermore, there are millions of cell phone users permanently connected to internet. In other words, today students live into a world of technology, and it is not unusual for them to use a computer keyboard. This computer skill helps to shift from printed to digital text.

However, recent studies report that the use of technology has an effect on the literacy level of learners. “Reading academic text in a digital format is problematic for most learners because of disorientation problems and the low level of ownership that readers have in digital text”. (Preceel et al, 2009:2). Consequently, “students’ achievements when reading digital text are reported to be lower than their achievements when reading printed text” (Preceel et al, 2009:2).

Radi (2001) observed the attitude of different groups of children and found that “the use of computers did not improve learners’ use of language (specifically vocabulary) because a new language with an unconventional spelling was being used to communicate in digital format.” (qtd in Klapwijk, 2008: 32). For instance, when they heard “you’re” they have transcribed it into ‘UR’, also ‘for’ was substituted by ‘4’ etc. Furthermore, it was noticed that “Some teachers were finding that their students were reading less than they used to – when confronted to a computer, the students opted for playing computer games instead of performing research for their projects” (Radi, 2001:4). Other teachers commented that “the “immediacy” of information on the Internet resulted in learners reading with less care and comprehension (as would be the case with normal research)” (qtd in Klapwijk, 2008: 32). Nowadays, learners read for specific and definite purposes; they are satisfied with the smallest amount of reading.

In his study Radi (2001:4), concludes that computers “might have a negative impact on young people who are still in a process of learning and developing their basic language literacy skills”. In addition, the use of computers by the readers requires sufficient literacy skills in order to interpret the different meanings conveyed in texts. For these reasons, “we have to

create a balance to succeed in the teaching of both computer and language literacies”.(Radi, 2001:5). This balance can be found in the blended-learning approach where learners are exposed to a variety of methods - of which the computer is one.

Mixing face to face and distance e-learning can provide an instructional balance between language and technology that helps to update students’ knowledge and stimulate their learning motivation. The blended learning approach “combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future” (Watson, 2008:3).

1.12 Blended Learning Approach to Reading

This new trend in education is nowadays the subject of debate among researchers who provide different definitions of the term and various views concerning how blended learning should be implemented. This is why it is relevant to deepen the different notions related to blended learning approach so as to adopt and adapt it to the case of ELP Algerian students.

Blended learning is also referred to as “hybrid learning”, it combines the best characteristics of a traditional classroom with an online insertion of specific content to specific learners. In 1998 Marques et al. set up a new teaching model “...that integrates conventional classroom teaching and Web-based distance learning technologies to form a hybrid instruction model for a teaching paradigm that can be easily applied toward learner-centered education”. (Marques et al ,1998:1).

However, there is no consensus on Marques et al. definition. Clark (2002) argues that blended learning is not new and maintains that after each innovation a kind of blending arises starting from printing, media broadcast, personal computers, CD-ROM, and Internet. In the same vein, Thorne (2003:16) describes blended learning as a mix of traditional forms of classroom training and one-to-one coaching with Multimedia technology, CD ROM video streaming, Virtual classrooms, Voicemail, email and conference calls, online text animation and video streaming. In education, each introduced technology is blended with the existing situation which implies that blended learning is the combination of classroom instruction with computer-based tools. However, according to Clark (2002) internet is considered as the largest single learning resource in the world and can manage many of the blended components in a fashionable way to learners.

In the blending process, two important factors are to be considered, the time spent on online activities and the amount of technology utilized (Heinze, 2004). The following figure summarizes the new conception of blended learning in relation to OBE.

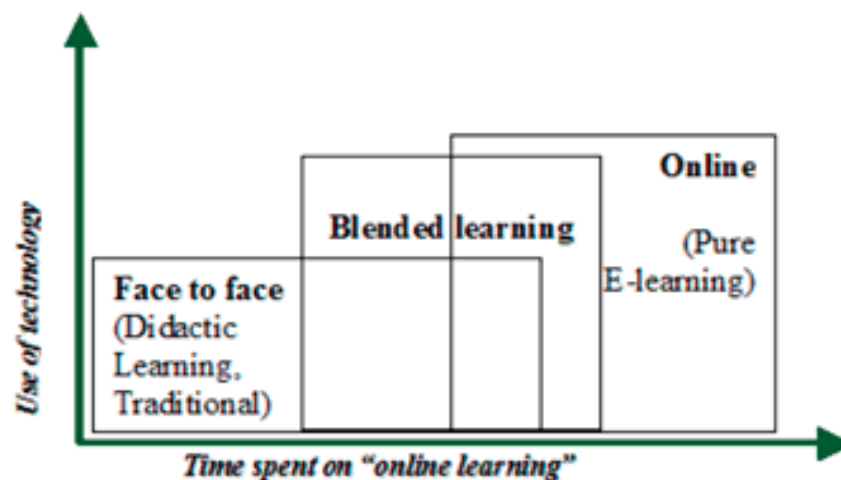


Figure 1.7. Conception of Blended Learning.

(Heinze and Procter, 2004:1)

As the figure 1.7 shows, blended learning is seen as “learning which combines online and face to face approaches.” (DET, 2003 qtd in Heinze and Procter, 2004:1). There are overlaps between face to face courses, which use some kind of online tasks, and the online learning, which mixes some kind of face-to-face activities. Procter (2003: 3) enriches this vision by stating that “Blended learning is the effective combination of different modes of delivery, models of teaching and styles of learning”. Blended learning approach, that uses internet and classroom in FL context, is seen as a pedagogical solution to overcome learning/teaching difficulties.

1.13 Conclusion

This chapter has examined the fields of ESP/ELP, reading and OBE. The importance of English in legal context was highlighted; ELP teaching objectives and processes were provided, then reading as a process and its teaching using different methods were described. Furthermore, details about the role of CLIL, OBE and blended learning in EFL teaching were provided. It is noticed from the review of literature, that reading is important for ELP students to comprehend academic legal texts written in English. Besides, it is a difficult skill which requires the mastery of the language system, the sociocultural context, the type of text, and the objective of reading. In addition, knowledge of reading strategies can help students perform reading tasks autonomously. Besides, it was also noted that a blended learning approach can expand the teaching time, this in turn enables learners to amplify their content knowledge.

Applying the strengths and advantages of the three elements, described in this chapter, (i.e. legal context, reading and comprehending English texts and a blended learning approach) to our context leads to interesting outcomes.

However, before identifying and analysing the academic needs of ELP Algerian students, a contextual analysis of the teaching /learning situation is of primary importance in order to design the research and propose pedagogical solutions. The following chapter is concerned with describing the current teaching situation of ELP in the Faculty of Law and Political Sciences.

CHAPTER TWO

LANGUAGE and EDUCATION in ALGERIA

2.1 Introduction

2.2 Historical Linguistic Development in Algeria

2.3 ELT in the Algerian Educational System

2.3.1 ELT at Pre-University Level

2.3.2 ELT at University Level

2.4 ELT in the Faculty of Law and Political Sciences

2.5 English in Algerian Administrations

2.6 Reading in ELT in the Algerian Educational System

2.6.1 At Middle School Level

2.6.2 At Secondary School Level

2.6.3 At University

2.7 Conclusion

2.1 Introduction

This research work aims at describing the teaching/learning situation of ELP Master Students in the Faculties of Law and Political Sciences at Tlemcen University. For this purpose, it is useful to present an account of the development of languages and education in Algeria after independence. This chapter also highlights ELT situation in the Algerian educational system at different levels, exposing the actual objectives and perspectives of English in Algeria, in the light of the newly adopted reforms.

Besides, this chapter includes a description of the Faculty of Law and Political Sciences and an analysis of the use of English in Algerian work places. The aim is to highlight the actual status of English in legal contexts and its importance for the Algerian lawyers and managers.

This contextual analysis is followed by a thorough description of the teaching and learning of the EFL reading skill throughout the three levels of instruction (i.e. Middle school, Secondary school and University). It would shed light on the causes of the low proficiency output and would guide efforts towards improvement.

2.2 Historical Linguistic Development in Algeria

Historically, Algeria was proclaimed in 1870 as part of the metropolitan territory of the 3rd Republic (Loyal, 2009: 407). Algeria lived under French colonial rule for 132 years. During the colonial period the Quran through the Koranic schools, known as Zawiyat and Madaris, played an important role to sustain and preserve Islam and the Arabic language in Algeria. However, colonists expanded the existing cities and built new towns in which they imposed their way of life and interacted

in French. After independence, the Algerian government launched a series of reforms to regain the lost Algerian identity. Language and education constituted the major tools to promote this ideology. As specified in the Algerian constitution of 1963, Modern Standard Arabic was recognized as the only official language of the country. Initially French was used in all aspects of life; then, Algerians were obliged to readapt themselves to this new linguistic situation. In this vein, Gordon (1966:246) writes: “Algeria’s future will remain a fascinating case study for Orientalists and for those interested in ‘development’ and ‘modernisation’”.

Two decades later, Tabory & Tabory (1987:64) summarize Algeria’s interest in language planning, and policy as follows:

The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lesson from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.

Regarding education, researchers observed the existence of three major stages in the development of languages that has an impact on the Algerian educational system. According to Benrabah (2007:225-226), the first phase was characterized by the colonial legacies, i.e. from independence to the late sixties, the educational system was dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist-era central planning economy,

called the nationalist transition. The Arabic language was gradually introduced in the educational sector. The third phase began in the early 2000s corresponding to the transition to the market oriented economy with less assertive ‘Arabisation’ policies.

In June 1962, one month before independence, in the *Tripoli Programme* the leadership of the Algerian revolutionary movement decided to implement one of the major reforms made in newly independent Algeria, the re-establishment of the Arabic language in education.

The Revolutionaries restated in regard to Arabic, what they did in constant manifestos before: [the role of the revolution]... is above... all to restore to Arabic—the very expression of the cultural values of our country—its dignity and its efficacy as a language of civilisation.

(Gordon,1978:149).

On this basis, the Algerian government implemented the recommendations of the Algerian revolutionary movement and initiated “the policy of linguistic arabisation in primary schools” Benrabah (2007:229). In addition, religious lessons and civics were supplemented on top of this. (Grandguillaume, 2004:27). Arabic teaching became obligatory in all programmes and at all levels “during the period 1963–1964 and the amount of time spent on French-language teaching decreased gradually” (Bennoune, 2000: 228). However, the government’s programme faced various difficulties linked with the social changes that accompanied the end of French colonialism. “The government was confronted with a massive increase (from 14% to 36.37%) in pupil enrolment in the first cycle and the problem of teaching personnel and their competency” (Benrabah, 2007:230).

With Houari Boumediene (1965-1979), the second president of the independent Algeria, arabisation achieved great attention. In 1968, he said “without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul” (qtd in Mostari, 2004:26). Algeria could not begin to reconstruct itself without restoring the bedrock of that identity: the Arabic language, which remains the vivid symbol of its Arabic identities and Muslim values. In order to overcome the lack of teachers a deal with Egypt was signed to provide Algeria with Arabic teachers. 1,000 Egyptians were recruited, “most of these teachers turned out to be unqualified for teaching and totally ignorant of the Algerian social reality” (Sarter & Sefta, 1992: 111–112). Their spoken Egyptian Arabic was incomprehensible to Algerians and “their traditional pedagogy (learning by rote and class recitation, physical punishment and so on) proved inadequate” (Grandguillaume, 2004: 27–28; Wardhaugh, 1987: 189).

The declaration made by the first Minister of Education, Ahmed Taleb Ibrahimi that arabisation “will not work, but we have to do it...” Grandguillaume(1995:18) led to the educational reforms of September 1976, when linguistic arabisation as a means of increasing the people’s competence in Literary Arabic was introduced (Benachenhou, 1992: 210; Bennoune, 2000: 301). Moreover, an experimental schooling system called the Fundamental School was implemented and consisted of three levels: primary school (lasting 6 years), middle school (3 years) and secondary school (3 years) with the teaching of all the subjects in Arabic.

In 1977, with the arrival of Mostefa Lachraf at the head of the Ministry of Education, he favoured bilingual education because he believed that “French

could serve as a “reference point, a ‘stimulus’ that would force the Arabic language ‘to be on the alert’”(Berri, 1973:16). Two years later, Chadli Bendjedid was elected as third president of the independent Algeria (1979-1992). Under his authority Mohammed Cherif Kharroubi was appointed as Minister of National Education. His first decisions were “to resume the policy of total arabisation, implement the Fundamental School systematically and impose compulsory teaching of religious instruction at all levels” (Tefiani, 1984:121–122). He was at the origin of the establishment of “French as the first foreign language in the fourth year of primary school and English as the second foreign language in the eighth year of middle school grade” (Djebbari, 2014:92).

In spite of the fact that French was present in the spheres of everyday life and it was used as a second language in certain public administrations and universities, but Arabic was introduced as the main language in the education.

In addition to Arabic and French, the Algerian schools, in 2003, knew the introduction of Tamazight as a national language. Following the riots in different areas of the Kabylie, in the 1990s, the government decreed the creation of an administrative structure, the High Commission for Amazigh language (HCA), “the objectives of the HCA were to rehabilitate the Berber culture and introduce the Tamazight language in education and the media” (Maddy-Weitzman, 2001: 39). In April 2002, President Bouteflika officialised Tamazight as a national language in Algeria. Since September 2003 and the beginning of the implementation of parts of the recommendations made by the CNRSE¹, Tamazight has been taught as a subject in Middle Schools in some areas (Benrabah, 2005).

1.CNRSE : The National Commission for the Reform of the Educational System (Commission Nationale de la Réforme du système éducatif).

After the fall of Berlin Wall in 1989, an ideological shift from the 'socialist' regimes of the Soviet Union and Eastern Europe to the international social and economic trends was adopted by almost all countries. Algeria was not an exception with its guided insertion into the globalization phenomenon. Algeria started to readapt its socioeconomic policy and significant changes were made in the organisation of workplace systems. English has become more and more needed by specific groups of the society, aiming at communicating for specific purposes. In this context, Miliani (2003:13) states that “the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and educational ones”. In the beginning of the 1990s the Algerian government introduced English as a subject at the primary school level instead of French. It was believed that implementing a neutral language in education, namely English, will disconnect Algerians from colonists’ culture. In this vein, the British Council (2010:13) explains:

It was felt that English as a historically neutral language in the Algerian context would be able to play the modernising role that was hoped for from French but without the colonialist and non-Islamic associations that French had.

Though these actions were aimed to weaken the influence of the French language in favour of Arabic, this did not succeed to make it disappear from the Algerians' lives and culture. In 2000, a new period in the Algerian history began marked by a rapid change in the global economic and social market. As reported by Mami (2013:432):

Algeria, which was getting out of a bloody war known as “la décennie noire” had to engage in a process of adaptation to the job market. Faced with Arabization, mass Higher Education and graduate unemployment, the crises that marked the period were cultural, social and educational.

In fact, Arabic, French and English are considered as components of today’s Algerians identity. The Algerian government being aware of this reality tried to find a balance between the national and the foreign languages in the educational system by introducing each language at an appropriate level. At the same time, they gave more importance to the English language which is considered as a tool that helps to integrate Algerians into a worldwide process. However, the lack of English teachers constitutes the major difficulty facing the administration to apply this ambitious programme.

2.3 ELT in the Algerian Educational System

The first Algerian constitution was adopted in 1963, and a second followed in 1976, which was amended in 1988 and 1989 and revised in 1996. All the Algerian Constitutions guarantee the right to free education, make fundamental education compulsory, and allocate to the state the power to organize the educational system and legislate the general rules for scientific research. This philosophy is clearly stated in Art. 53 of the Algerian Constitution (see appendix A). Two ministries control education: the Ministry of National Education, and the Ministry of Higher Education and Scientific Research. The first one, organised education into three levels primary, middle and secondary; and the second structured tertiary education according to scientific fields.

2.3.1 ELT at Pre-University Level

Burshfield (1992) believes that: "Any person on the face of the globe is deprived, if he does not know English"(qtd in Louznadji 2003: 78). Being aware of this fact and with the globalisation process, Algeria integrated English in education as a second foreign language to be taught as a compulsory subject in Middle and secondary schools.

At primary level, in addition to one year considered as pre-schooling, five other years are compulsory for all children of school age six and above. Arabic is the language of instruction. The only foreign language taught at primary level is French. Pupils start learning French from the third year of primary education.

At Middle school level English is introduced the first year, and taught for four years. Adopting the Competency-Based Approach, new syllabuses have been designed and new textbooks have been published. At the end of basic education, students take the national middle education certificate examination (Brevet d'Enseignement Moyen BEM). Students who are successful in this examination will have access to the Secondary Education.

Two main streams are included in the first year of secondary education: arts and sciences and technology. These two main streams give access to other streams in the second and third years.

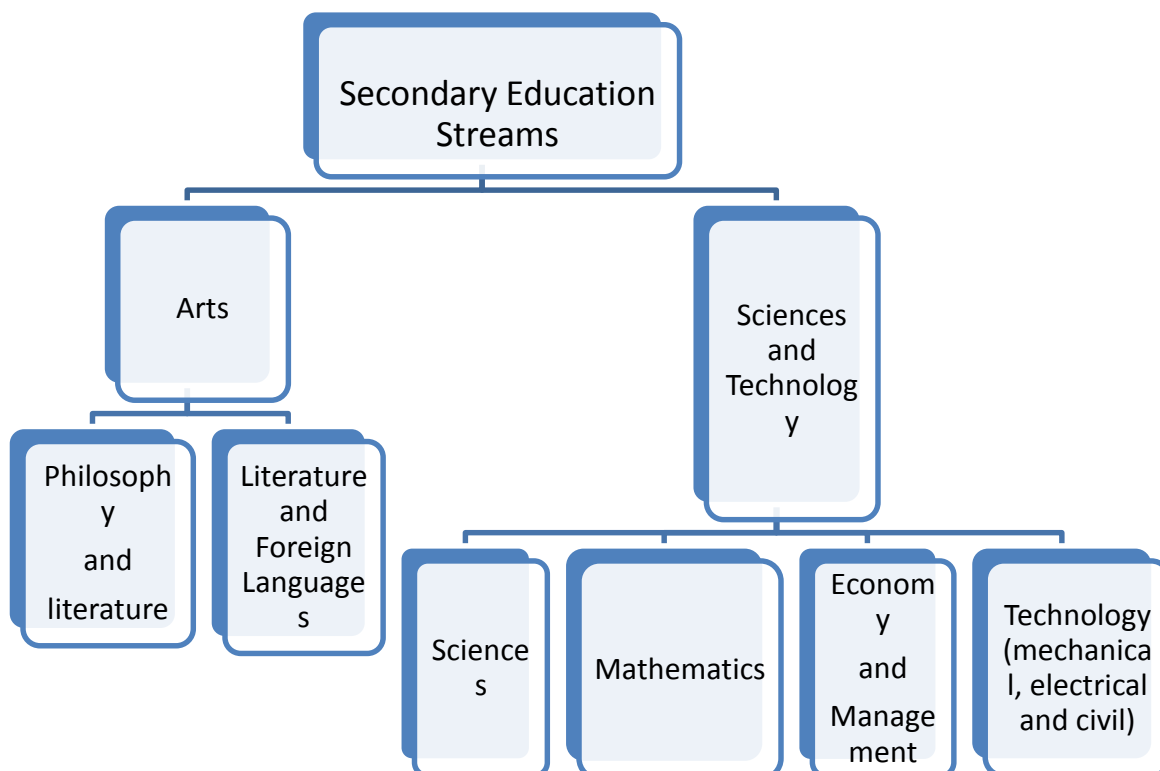


Figure 2.1 Secondary Education Streams

According to pupils' stream, English is taught with different time load. For instance, in their first year, arts students have four hours of English per week; while science and technology students have only three hours. In the second and third years students of Philosophy and literature, and Literature and foreign languages streams have four hours of English per week. In the other specialities students have only three hours of English. The table below summarizes the distribution of hours and coefficients in the third year of the Secondary School.

Table 2.1 Distribution of French and English hours and coefficients in the third year of Secondary School

TIME & COEFFICIENT STREAMS	FRENCH		ENGLISH	
	Time load	Coefficient	Time load	Coefficient
Philosophy and literature	4	3	4	3
Literature and foreign languages	4	5	4	5
Sciences	3	2	3	2
Mathematics	3	2	3	2
Economy and Management	3	2	3	2
Technology	3	2	3	2

What is noticeable from the secondary school syllabus is that French and English are similar in terms of the time allocated to the courses and the coefficient attributed to them.

2.3.2 ELT at University Level

In Algeria, access to tertiary-level studies is open to ‘baccalaureate’ holders. According to the official website of the Ministry (<https://www.mesrs.dz/centres-universitaires>), higher education is offered in 97 educational settings dispatched throughout 48 wilayas. On the basis of student’s choice, stream, average score in specific fields in the ‘baccalaureate’ exam, and the number of available seats in each field and jurisdiction, students can subscribe to study the scientific field he/she is interested in.

Following the recommendations of the National Committee of the Education Reform, on 30th April 2002, the Ministry of Higher Education and Scientific Research adopted a ten-year strategy (2004-2014) to develop the sector as explained by Megnounif (2009:2):

The development and implementation of an overall and deep reform of higher education, the first step is the establishment of a new architectural education, including an updating and upgrading of various educational programs, and a reorganization of the educational management.

On the basis of these recommendations, the Anglo-Saxon educational system called the Bachelor-Master-Doctorate (B.M.D) generally known in Algeria as Licence-Master- Doctorat (L.M.D) was adopted . The Algerian government decided to implement it in replacement of the classical system, to meet the expectations of the society, and also to be in concordance with the new guidelines and global trends in higher education. The classical system became ‘obsolete in a world that moves, goes fast and with the everlasting innovations and the necessary changes induced by the digital revolution’ (Haraoubia, Minister of Higher Education (2007), qtd in Miliani 2010:70).

After the adoption of this new system, the government injected colossal human, material and structural means. New universities were built in a short period of time. In addition, the use of new technologies became necessary in and outside the classroom to improve the quality of education and to fulfil the needs of the working world. Language laboratories were equipped with high tech software, the departments also were provided with computers and data-

shows. For instance Tlemcen University, structured ICTs actions around an office labelled 'Centre des Telecommunications'. The latter, is encharged to manage the university and faculties websites and provide technical help to the teachers in order to teach online. Furthermore, the necessary technology exists in the centre for visio-conferences and distance learning programmes.

In addition, students were supported through a tutoring system in which the accompaniment is more active. Hence, all that is theoretically required to enhance the teaching/learning quality was provided. Furthermore, the educational policy of the Algerian Ministry of Higher Education and Scientific Research intends to promote the use of English and to develop its status as it has become vital in international communications and also the main medium to exchange scientific and technological information. Except for some Departments, all Algerian Universities have integrated an English course as a compulsory module to be taught from the first year of tertiary studies. However, the orientation of the Algerian University towards a mass education has a significant impact on the learning processes and outcomes.

Several studies conducted in different departments at Tlemcen University investigated the ESP teaching situation (Benyelles (2009), Lamri (2011), Bouklikha (2012), Hemche (2015)). The results obtained revealed the failure of teaching/learning processes mainly because of the absence of pedagogical conditions. The university, in general, has difficulties to cope with the constant increasing number of new 'Baccalaureate' holders. On the other hand, an efficient ESP classroom requires limited number of learners in the groups. Therefore, the newly enrolled university students face serious problems of pedagogical adaptation. Besides, lack of ESP teachers constitutes a major problem that faculties are facing today.

It is equally important to mention that Algerian students have rarely the opportunity to practice the language outside the classroom. In fact, direct contact with the language does not exist except through networks via satellite television or the internet and through the written literature available in university libraries and some bookshops; hence, English is not used everywhere and every day in the Algerian society.

2.4 ELT in the Faculty of Law and Political Sciences

The present research setting is the Faculty of Law and Political Sciences of Tlemcen University. The teaching of law dates back to 1978, the year when the Department of Law was created. For a number of years, it was one department within the former Faculty of Law and Economics, before becoming a Faculty of Law and Political Sciences in 1998. Initially the Department of Law and Administrative Sciences was the only one in the Faculty. Recently and aiming at the diversification of the specialities and to meet the social needs, the Department of Politics and International relations was created.

Candidates should be holders of a ‘Baccalaureate’ degree in one of the following streams to have access to this specialty:

- Philosophy and literature
- Literature and foreign languages
- Sciences
- Economy and Management

Duration of studies leading to the Licence degree in Law and politics is three years and two other years to have a Master's degree, with a possibility to continue Doctorate studies upon a competition exam. The study design in the Faculty is as follows:

- The licence, approved after three years of study and corresponding to 180 credits¹.
- Master's degree obtained after two years of study and equivalent to 120 credits.
- The doctorate conferred after the completion of research for at least three years and defending a thesis.

In the new system, the universities design themselves models of diplomas, which are reviewed by experts in the Ministry, before being validated by the National Commission of Authorization. According to the social requirements of each region, the university adopts a strategy of academic development. The proposed models are assessed every three years by presenting a report to representatives of the Ministry and the professional world. Accordingly, different specialities are proposed for Master studies in the Faculty of Tlemcen.

1. A credit in the LMD system is equivalent to an hourly volume of 20 to 25 hours, encompassing all forms of education and hours of student's personal work

Table 2.2 Master Specialisations at the Faculty of Law and Political Sciences.

Departments	Department of Law and Administrative Sciences	Department of Politics and Foreign Relations
Masters' Studies	<ul style="list-style-type: none"> -Enterprise Law -Competition and consumer law -General economic law -Business Criminal law -Public Law -Maritime Law and Transport Law 	<ul style="list-style-type: none"> -General Policies -Communication and public relations -Diplomacy and international cooperation -Public administration and political development -Strategic and security studies

Students can also carry on their studies to become judges, to obtain the CAPA¹ degree in order to practice as a lawyer, or a public notary. In addition, they can go into the professional life as jurists in all administrative sectors, as bailiff in the civil service, in economic firms, and in a wide range of security departments.

1. CAPA: Certificat d'aptitude professionnel d'avocat (Lawyer Professional Certificate)

Concerning English instruction, the Department of Politics and International Relations introduced English as a compulsory module from the first year of graduation studies. However, in the Department of Law and Administrative Sciences English courses are provided only in Master and Doctorate studies. The aim of such courses is to enable learners and future researchers or managers to read the literature related to their field of study, to keep abreast of the newest research works and be in contact with peers and colleagues. However, English courses are regarded by the students as an additional subject because its coefficient is calculated on the basis of one point while the other modules are between two and five. Furthermore, only 1h30 per week, i.e., 22h30 per semester, are devoted to English teaching in the cross-section Unit (Unité transversale), i.e., students can have access to the following years without having the average grade.

Furthermore, lack of permanent ELP teachers constitutes a real handicap for the Faculty of Law and Political Sciences at Tlemcen University. Each year the Departments of the Faculty recruit part time teachers, generally without any prior experience, to teach English. The administration is not able to set up long term English teaching objectives to be achieved by the students at the end of their learning process. At the beginning of the year, In the Department of Politics and International Relations, teachers are provided with some broad topics. The administration considers these topics interesting for the students because they support their fields of study done in Arabic; however, teachers are free to teach what they want in English. Teaching approaches vary among English teachers in the Department. Texts are taught the same way as in a General English course, i.e., the focus is on General English activities rather than on training students to be competent in a specific skill. In addition, all language skills are studied in integration simultaneously in a short period of

time. Students do not have enough time to use correctly what was read or listened to in written or oral production. In general, the administration, students and teachers are aware of the importance of English in their context but nothing is done or planned to have appropriate learning/ teaching conditions.

2.5 English in Algerian Administrations

Nowadays, significant changes are taking place in Algeria in the organisation of workplace systems, especially in the economic and the industrial domains. With the opening of the Algerian market towards the world economy, English has become more needed by a specific group of the society, aiming at communicating with foreigners and also to meet the globalisation requirements.

Since 1995, private language schools specialized in English teaching started providing special training for companies' staff. These schools offer a variety of course formulas: one-to-one, small groups and combination training formats, specialist seminars, simulations, needs analysis and consultancy. In addition, the programmes proposed by these schools include General English courses, specialist language training, Business English and In-company programmes, tailor-made courses, total-immersion courses, management training as well as Seminars. These schools work closely with oil companies as they are their first clients.

However, in a given society, the various fields of the economic exchanges need human competencies particularly those persons who master law to regulate and control the legacy of the different documents. The people who possess this ability of control are the administrators or the lawyers; and they are the representatives of the Algerian government. But nowadays, only ministries have some managers able to do so among their staff. Concerning the staff in local offices, who compose the important mass of managers, they are not able to deal

with the situations in which English is needed. In 2011, Hamzaoui and Lamri made an investigation to see the Algerian professionals' and academicians' perception of the English language in the field of law and administration and the frequency of English use in their workplaces, especially the fields that employ graduates from law faculties. The results of the information gathered revealed that English is used more and more in their field of work, managers revealed their awareness of the fact that mastery of English helps them in their professional career. In effect, "the situation analysis shows that Algerian lawyers and officers need English for communicative purposes in their professional settings" (Hamzaoui and Lamri, 2011:35). However, they admit that because of lack of English competency they cannot hope to stand for administrative jobs in such important world institutions such as the United Nations, the African Union with all its organizations, or the Supreme Court for lawyers. Because English is the means of communication in these institutions, most Algerian candidates are rejected. For all these reasons, workplace managers insist on the importance of continuing English instruction at university level for Law and Administrative Science students. Moreover, the results showed that, Algerian officers cannot interact with English speakers fluently and they have to call for a translator to avoid misinterpretation. The managers also declared that constitutionally, the official language in the Algerian administration is Arabic; for this reason, they transmitted the documents to legal translators to pass up confusion or misreading. (Hamzaoui and Lamri, 2011).

Algerian officers and lawyers are aware that, nowadays, mastering the English language is the first condition required by the governmental and non-governmental institutions, at national and international levels, where they are seeking for competencies to be recruited. As they are graded in the required speciality, they can present themselves as potential candidates for administrative

jobs in the United Nations (UN) institutions, the African Union (AU) with all its organisations and also in the Supreme Court. However, the Algerian candidates are almost all the time rejected, because the communicative tool used in these institutions is English.

2.6 Reading in ELT in the Algerian Educational System

English imposes itself in the Algerian socio-economic sphere as an international language used for different purposes. Being aware of the increasing value of English, the government decided to integrate English in the educational system.

The National Curriculum considers that the ability to communicate using English is regarded as part of the core competences students should acquire in their educational career, in a way to participate in the country's global economy. The curriculum stipulates that our EFL students are supposed to be taught the four basic language skills in an integrated way, so that they can improve their linguistic, social and communicative competencies. Two main distinct ELT phases exist in Algeria: The pre-university levels and tertiary studies.

ELT in the Algerian educational system is delivered at two levels: the Middle School and the Secondary School. In 1993, there was an attempt to teach English as a first foreign language (FL1) in the primary school; however, "this experiment was confined to few regions, and ended in failure because neither the sociolinguistic background, nor the human and material resources were available for the success of this enterprise" (Bouyakoub, 2012:77).

2.6.1 At Middle School Level

In 2005 the Ministry of National Education implemented new educational reforms and the adoption of newly designed syllabuses for all levels. Following the Competency Based Approach (CBA) learners receive the basic knowledge required to acquire a reasonable command of the basic structure of English. During the whole basic school level, learners study English for three hours a week and deal with four textbooks: *Spotlight on English*, *The Second English Course book*, *Spotlight on English*, and *On the Move*.

The syllabus consists of five teaching units. Each unit includes sequences in which the listening, speaking, reading and writing skills are dealt with, i.e., there is no special focus on a specific skill. Basic structures and vocabulary of English are also taught at this stage. The syllabus also encompasses methodological and cultural objectives to be achieved by the pupils before their secondary studies.

In addition to language skills, the programme aims at developing structural and vocabulary language competencies and also cultural awareness of different styles of life. The syllabus also promotes notions of team work and collaborative learning through projects. Furthermore, it tries to develop pupils' reflection through discussions and problems solving. The programme also is rich in terms of entertaining reading activities that can lead them to use and enhance their reading capacities and strategies.

However, research done in assessing the content of these course books revealed the existence of specialized and specific vocabulary items that are not familiar to pupils' environments. In this context Bouyakoub (2012:65) asserts that:

What is striking is the large number of specialized vocabulary and very few core words at such a beginning level. Similarly, the selected topics and the rather lengthy texts, with a heavy urban connotation are not likely to appeal to beginning pupils whose intellectual transition is still not yet developed.

She also adds that it is very doubtful that a vocabulary of a scientific register is going to be efficiently acquired, remembered, and of course retrieved later to be used. In addition, teachers are required in each of the sequences to give pupils some phonological notions. In other words, they try to help them recognize the different sounds especially the vowel sounds before moving to stress and intonation. What is more is that teachers are frequently asked to finish the programmes and attain the syllabus objectives, in spite of the pupils' real abilities to comprehend.

2.6.2 At Secondary School Level

After the B.E.M exam (Brevet d'Enseignement Moyen) the laureates move to another phase of their education in the Secondary schools. For three years pupils prepare the Baccalaureate exam held at the end of the third year secondary school. In the first year of the secondary school, and according to the grades obtained in the BEM, pupils are oriented either to literary or scientific streams (see table 2.3). For literary studies the time load for English is 4 hours a week, and for the scientific stream 3 hours are scheduled each week.

Starting from the second year, different disciplines are offered to pupils and the English course is part of the whole secondary curricula, studied with different coefficients and time loads, as illustrated in the following table:

Table 2.3: ELT time load and coefficient in the Secondary School.

Year	Stream	Weekly time load	Coefficient
First (1AS)	Literary streams	4hs	3
	Scientific streams	3hs	2
Second (2AS)	Letters and foreign languages	5hs	4
	Letters and philosophy	4hs	3
	Experimental sciences	3hs	2
	Mathematics	3hs	2
	Technique mathematics	3hs	2
	Economy and management	3hs	2
Third (3AS)	Letters and foreign languages	4hs	4
	Letters and philosophy	4hs	3
	Experimental sciences	3hs	3
	Mathematics	3hs	3
	Technique mathematics	3hs	3
	Economy and management	3hs	2

Since September 2005, EFL teaching methodology shifted to use the Competency-Based Approach answering the 21st century needs and the world's new changes. A key concept of this approach is competency meaning:

a know-how-to-act process which integrates and mobilises a set of capacities and skills and an account of knowledge that will be used effectively in various problem-solving situations or circumstances that have never occurred before, i.e., a competency continues throughout and beyond curriculum

(Louznadji, 2003:99)

On the basis of these ideological foundations three course books for the secondary level were designed: *At the Crossroads* (1st Year), *Getting Through* (2nd Year), and *New Prospects* (3rd Year).

Gradually, students in the secondary school deal with more difficult topics and authentic contents. The overall aim of the ELT syllabuses at the secondary school is to consolidate and extend the competencies acquired in the preceding year. These broad competencies are worded in the syllabus as follows:

- Interacting orally in English
- Interpreting oral and written texts
- Producing oral and written texts

The programmes also encourage learners to develop their own learning strategies and become independent in their learning. Different sequences are presented to engage the students in communicative and interactive situations and to help them acquire language. Regarding the reading skills, they are not isolated from other communication skills in the '*reading and writing*' sequences.

During the first year, learners read about topics related to communication such as arts, journalism, science and pollution. The following reading skills and strategies receive a special treatment:

- reading for global information;
- reading for specific information;
- reading for main ideas;
- analysing style and tone so as to identify the author's implied attitude;
- analysing overall structure of texts;
- determining the meaning of words through the context in which they are used;
- interpreting texts;
- making inferences, etc...

(At the crossroads: teacher's book, 2005:7)

The learners are guided to use different reading strategies such as predicting the subject of articles (texts) from headlines and illustrations, brainstorming the topic in the '*anticipate*' rubric, reading comprehension tasks in '*read and check*', and analysing sentences and paragraphs structure in '*discover the language*'.

In the second year, learners are specialising in different streams (science, maths, technology, etc.). Specific texts are addressed to 'science and technology' streams, or 'language and literature' streams in the

textbook. The second year (secondary school) syllabus proposes authentic reading texts produced by native speakers; however, some texts have been simplified in terms of vocabulary and syntactic structures and some other texts reflect the Algerian social and cultural realities. Each unit in the book deals with a specific topic and contains four main rubrics. Concerning the reading skill, the rubrics encompass activities that help the students to use different reading strategies according to the genre of texts. In '*Discovering Language*' the first rubric, learners do various reading tasks, all turning around the main expository text. The second rubric, '*developing skills*', includes a '*Reading and Writing section*' which focuses on writing skills. In this section students are trained to predict and to guess from pictures presented or from their prior reading what would be the answers to the questions asked about the text. The third rubric is called '*putting things together*'; it deals with the final task. A written production presented orally that should highlight the comprehension of the elements of language acquired throughout the unit. '*Exploring Matters Further*', the last rubric, is designed to provide additional materials and reinforce students' knowledge about the topic through five medium-length texts. Teachers can propose some reading tasks such as to summarise the text, to make an outline of the text, to produce comprehension questions about the text, to transfer information from the text to a non-verbal support.

In the last year of the secondary school English is learned with the same principles as in the two first years, i.e., to help students interact in English through the CBA approach. '*New prospects*' textbook, provides learning tasks through which students are guided to observe, reflect and consider how English is used. The texts selected present language in different types and

styles. Topics that deal with real life situations are studied as radio interviews, dialogues, news reports, newspaper and magazine articles etc. In addition, a special consideration is given to the development of the reading skill in the syllabus of the third year because reading efficiently is considered as one of the most difficult learning achievements that the students should control correctly for the final exam and for future studies at university. The sequence '*read and consider*' is totally designed for reading tasks. Six rubrics compose this sequence through which the students activate their background knowledge when some aspects of language are previewed (vocabulary, language structures, etc). Students also read and answer comprehension questions by looking at text content, form and structure; the aim is to cater for the student's vocabulary building skills, and deal with word formation. The '*New prospects*' tasks provide subject-matter knowledge, low and high order thinking skills, reading strategies and compositional skills to help students achieve proficiency in interaction, text comprehension/interpretation and production.

To sum up, what is noticeable from secondary school syllabuses is that the selected texts attempt to draw attention to the way language functions, how different words and structures can express the same ideas, how appropriacy and correctness are important for effective communication. However, teachers and educationalists criticize the content of these syllabuses because some teaching and learning difficulties are recorded in classrooms, such as overcrowded classrooms which constitute a real constraint to the implementation of CBA approach. The final result is commonly described as low level. The teacher cannot, in all probabilities, instruct, manage and control the classroom,

as questioned by Krieger (2005: 9): “What options does a teacher have when his or her high school class consists of more than 50 students?” Teachers’ efforts to organize them and control them always will doom to failure and de-motivation as put by Harmer (1991: 5): “Classrooms that are badly lit and overcrowded can be excessively de-motivating” · What is also striking, is that each teacher relies on his own experience in deciding about the techniques and strategies to be applied. Not enough training is provided to the teachers in order to readapt their teaching methodology. Regarding teaching materials, even if the CBA theory encourages and insists on the use of modern technologies; audio-visual aids, laboratories and technological tools which may facilitate the learning/teaching process and motivate learners are not always available for teachers.

2.6.3 At University Level

The new ‘Baccalaureate’ holders enrolled in the Faculty of Law and Political Sciences spend a period of three years before obtaining the “Licence” degree. During this period, students are theoretically assisted and trained to become lawyers or to carry on post-graduate studies at university.

Arabic is used as a medium of instruction for all subjects except for English course. Many new entrants to university arrive with serious frustrations and deficiencies in English. In spite of their seven years or more of pre-university English learning, the new entrants appear, in their majority, to have difficulties in both receptive and productive language skills (Bouyakoub, 2012:81). Law students need English in their field of study to make research. The main aim of the ELP course is to help these students to fulfill this academic need. Reading efficiently is the first step to reach this aim.

Reading, as a skill, has been neglected during the 80s and 90s, mainly after the adoption of the communicative approach to language teaching, which claimed the supremacy of the spoken word over the written one. A renewed concern to reading and writing emerged due to examination requirements. Training learners to read and comprehend texts in order to write accurately and speak fluently demands care and attention on behalf of language teachers since the aim of the ELP course is to prepare students for the class and home assignments they are required to produce.

However, in the department of English, reading as a module is not instructed for the future teachers, i.e., ELP teachers themselves are not trained to read. ELP teachers are supposed to have the required ability to guide their students to read efficiently using the appropriate reading strategies, nevertheless English teachers did not receive enough training to convey their knowledge for the students. In this vein (Belmekki, 2008:82) states that:

Though reading is seen as crucial and a necessary means for students' acquisition, be it about the general patterns of the language or the foreign culture of the target language, no official programme exist as yet, and no practical directives are apparently recommended to both its teaching and evaluation.

In the Faculty of Law and Political sciences students read, in the English course, different types of texts; however the analysis and the study of these texts is limited to syntax, vocabulary and comprehension questions. ELP teachers did not design clear objectives to be reached systematically by the students at the end of their studies. Reading is more considered as a medium of teaching English rather than a language skill to be performed.

2.7 Conclusion

Chapter two has tried to provide a thorough description of the conditions under which the learning and teaching of English as a foreign language in general and reading in English course in particular are studied in the different levels of the Algerian educational system. This description shed light on languages development in Algeria after the independence and the different educational policies and reforms made by the Algerian government to adapt the educational system according to the social needs'. Considerable efforts were made to enhance the quality of teaching in Algeria, however many factors affect the effectiveness of learning outcomes. Especially, in ELL context where the teaching methodology adopted proved to be inappropriate in the Algerian situation; because CBA and ICTs, for instance, cannot work in overloaded classrooms and without specific training for the teachers.

Moreover, the examination of the teaching/learning situation of reading has revealed that at the pre-university level, syllabuses are more oriented first towards oral interaction in English, second oral interpretation of speech, and then comprehension of texts. It is obvious that reading is not given the required importance in the programmes. Students are not well trained to handle different text genres. At university, students find learning difficulties because the English courses provided are designed to help them acquire specific vocabulary, language forms and functions used in their context through texts.

To sum up, pre-university education does not pay due attention to the development of the reading competence and therefore, seems to fail to produce an effective reader, attaining an adequate mastery of the different reading skills, using different text styles; in short a well prepared reader to cope with modern university education requirements.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

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3.1 Introduction

The literature of ESP, mentioned earlier, is strongly related to the systematic identification and analysis of the situation in which the language is used. This process cannot achieve satisfactory results without a sound methodological design of the research work. Accordingly, this chapter is devoted to the description of the research methods, the sample population, and the tools used in this research, with a presentation of the advantages and disadvantages of each.

Being interested in detailed data regarding the actual teaching situation, namely English courses provided to Master students in the Faculty of Law and Political Science, and in the effectiveness of these courses, the researcher opts for a case study approach. The aim is to describe the present situation, then propose solutions to the observed deficiencies after an in-depth investigation. These solutions will be experimented by comparing under controlled conditions two different groups of students using a post-test as instrument; the main objective will be to measure their reading comprehension level.

Consequently, the study is a combination of two research models; case study for NIA process and experimental design for development of reading skills.

3.2 Research Objectives

Nowadays, in the Algerian Universities and due to English departments efforts, almost all the faculties have integrated English courses in the learning

programme as a compulsory module from the first year of graduation. Law faculties are aware of the important magnitude of English for future officers and lawyers. ELP students study English with a timing length of one hour and a half per week during five years. After finishing their studies, they remain at a low or intermediate level of reading comprehension. Today knowledge is transferred either through printed or digital text. Students in general and ELP learners in particular are required to read texts written in English to achieve academic tasks. Concerning their future professional activities, they will face legal documents that need a specific mastery of the terminology used in addition to an appropriate level of comprehension. But almost all the students have technical difficulties to read correctly. The fact that led us to think about some pedagogical solutions and motivating suggestions that probably will help these students to develop their reading comprehension in legal context.

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

- Describe the teaching/learning situation of ELP Master Students in the Faculties of Law and Political Sciences at Tlemcen University.
- Conduct an NIA of ELP students' reading skills.
- Design a blended course that will answer students' needs namely those to develop their reading comprehension in an ELP context.
- Develop a prototype of online Moodle platform sample, and illustrate its feasibility in the Algerian University for ELP/ESP students.

In order to reach these research objectives the study was designed in the following way.

3.3 Research Design

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

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

After a literature review, the research interests highlight to combining case study and experimental methods for the theoretical reasons that are advocated below.

3.3.1 Case Study

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

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

Case studies are criticised by some “as lack of scientific rigour and reliability and that they do not address the issues of generalizability” (Johnson, 1994). Though in case study there is some strength; For instance, it enables the researcher “to gain a holistic view of a certain phenomenon or series of events” (Gummesson, 1991:83) and can offer a surrounding picture as many sources of evidence are used. A further advantage is that “case study can be useful in capturing the emergent and immanent properties of life in organizations and the ebb and flow of organizational activity, especially where it is changing very fast” (Hartley, 1994:208). Case studies can allow generalizations as the findings can lead to some form of replication.

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

Table: 3.1 Elements of Research Styles. Case study Model**(Hamzaoui, 2010).**

Model	Purposes	Foci	Key Terms	Characteristics
Case Study	<ul style="list-style-type: none"> -To portray, analyse and interpret the uniqueness of individuals and situations through accessible accounts - To catch the complexity and situated ness of behaviour - To contribute to action intervention -To present and represent reality -To give a sense of ‘being there’ 	<ul style="list-style-type: none"> -Individuals and local situations -Unique instances -A single case -Bounded phenomena and systems: *individual *group *roles *organizations *community 	<ul style="list-style-type: none"> -Individuality, uniqueness -in-depth analysis and portrayal -interpretive and inferential analysis -Subjective -Descriptive -Analytical -understanding specific situations -sincerity -complexity -Particularity 	<ul style="list-style-type: none"> -in-depth, detailed data from wide range source. - participant and non-participant observation -non-interventionist -Empathic -Holistic treatment of phenomena What can be learned from the particular case

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

Thus, being interested in detailed data related to the present teaching/learning situation regarding the students’ ability to read and

understand correctly legal texts written in English, a case study approach is opted for. The aim is to describe, present and represent the situation.

Consequently we will explore the use of English in legal context and explain both the target situation needs and the learning needs (see section 1.6.2).

The obtained results will enable us to propose solutions to the observed evidences after an in-depth investigation, i.e., to design a blended course that will answer students' needs and test its feasibility, thanks to an experiment.

3.3.2 Experimental Design

There is no single definition to this method, however according to Trochim (2006) it is commonly known that experiments are often called and recognized as the scientific method because they are widely used in scientific research where they originated. In social sciences experimental research has the same basis as in natural sciences, i.e., “experiment”, which can be defined as: “a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis” Trochim (2006). In Education, experimental designs are especially practical to address questions about the efficiency and impact of specific courses because it provides a systematic and logical method to resolve the problem.

The literature provides different types of experimental designs. According to McMillan (1996) and Denning (2008) Treatment/Control Pre/Post-Test, Treatment/Control Post-Test Only and Factorial Design are the main types used in education. Each type contains practical specificities that can be used according to the research parameters, i.e., context of situation, sample population, research instruments, and research timing.

3.3.2.1 Treatment/Control Post-Test Only

With this type of design, the measurement is made at the end of the research by administering a testing instrument. Using this way it is supposed that all the students have the same proficiency level prior to the treatment. Denning (2008) exemplified this type in three main points:

1. A sample group of 50 students is randomly assigned to either the control group (class with no daily reading time) or the treatment group (class with 15 minutes of daily reading time).

2. The treatment is administered for a set amount of time. (Children in the treatment group have daily reading time for six weeks. Children in the control group have no reading time.)

3. The two classes are tested at the end of the six-week period and the results are compared to see if daily reading time made a difference.

3.3.2.2 Treatment/Control Pre/Post-Test

Pre/Post- test is made to measure groups at the start and at the end of the research period. The pre-existing differences can be determined and enable the researcher to develop his pedagogical tools and reconsider post-test results. “Without a pre-test, the researcher would never know that the groups were different to start with, which might lead the researcher to misinterpret the results.” (Denning, 2008:7).

3.3.2.3 Factorial Design

Like the methodologies formerly mentioned factorial design is based on the same principles, however the treatment is studied differently, this method uses various levels of treatment. The aim in studying more than two variables is

to clarify which one is most effective and provide an eternal validity to the research. “Given the scarce resources in education, it is helpful to know whether the same effects can be achieved with lower input (e.g., one extra reading session a week versus three)” (Denning, 2008:7).

The Experimental method envelops a variety of characteristics that can be summed-up as follows:

Table: 3.2 Elements of Research Styles Experiment Model

(Hamzaoui, 2010).

Model	Purposes	Foci	Key terms	Characteristics
Experiment	Comparing under controlled conditions Making generalizations about efficacy Objective measurement of treatment Establishing causality	Initial states, intervention and outcomes Randomized controlled trials	Pre-test and post-test Identification, isolation and control of key variables Generalizations Comparing Causality	Control and experimental groups Treats situations like a laboratory Causes due to experimental intervention Does not judge worth Simplistic

It is noticed from the literature that experiment method, as case study method, is not limited to a particular characteristic or an exclusive purpose; for this reason it explains the various definitions describing the experimental approach.

To summarise, Denning (2008:8) states that “If the question is about cause-effect – meaning that a result, or an effect, is caused by what the researcher is doing – the type of research design should be experimental.” And if the research question “is more exploratory or descriptive, case study design would be the best choice”. However, in scientific research, it is commonly known that some studies require blending two approaches, for instance, “case study may be part of a quantitative one-shot (experimental) case study or a single- or multiple case time series design (e.g., Mellow, Reeder, and Forster 1996).” (Duff, 2005: 15)

This is why, concerning our research, the choice of combining both case study and experimental methods is justified by the fact that the research questions and hypotheses require such approaches. Hence, this study is an experimental case study. Case study method will be used for NIA and experimental method for assessing students reading comprehension.

The first research objective is to describe the current teaching/learning situation concerning the reading abilities of ELP Students and explore how English is taught to ELP Students. Regarding the second objective we will explore, portray, analyse and interpret ELP students’ reading competence, i.e., a NIA process will be conducted. These elements are the basis of case studies; however, in the present study the researcher third objective is to treat the situation and compare, under controlled conditions, two different groups of

students and tests if blended learning approach can help the students to overcome their reading difficulties i.e. he makes an experiment after studying the situation.

3.4 Sampling

After choosing the appropriate method, the researcher has to seek for the source of his data, i.e., sample informants for the study. In theory “The purpose of sampling is to obtain a group of subjects who will be representative of the larger population or will provide specific information needed” (McMillan, 1996:86). However, sampling is not an arbitrary process; it is based on scientific techniques that will have a great impact on the collected data. “The manner in which subjects are selected has important implications for identifying factors that affect subject performance and for generalizing the results”. (McMillan, 1996:84-85). Therefore it is important to understand how the subjects were selected and who they are.

3.4.1 Sampling Techniques

In scientific research, representative sampling is of great debate among researchers; however, almost all of them for practical considerations make use of ‘Probability Sampling’ as a procedure. It is a method of sampling in which the informants are randomly selected. In the literature “random sampling involves selecting at random from a population list” (Robson, 1993: 137). Its advantage is to give each person a chance of being included in the sample. In this context “randomness is not an arbitrary process but a statistically defined procedure that requires a table or set of random numbers which are generated by a computer or by statistical calculations” (Oppenheim, 1966: 40).

Although this method is regarded as ideal in theory, in practice it would be very difficult to obtain a full list of all the students in Tlemcen University and insert them in the experiment. Furthermore,

In educational research it is usually impractical and unnecessary to measure all the elements in the population of interest. Typically, a relatively small number of subjects or cases are selected from the larger population.

(McMillan, 1996:86).

Hence, McMillan (1996) distinguishes different types of ‘probability sampling’ procedures that can be applied for educational research: simple random, systematic and stratified.

Simple random sampling is used with a definite and small number of informants, for example, putting all the population names in a box and removing some as the sample. Virtually, systematic sampling follows the same procedure of selection as simple random sampling; however the method is different. For instance, the first informant is selected randomly, and let suppose that he is numbered $n^{\circ}3$ on the list. Then, if the study needs 20 informants from a population of 100 students, every element is supposed to represent 05 subjects. The starting point of the selection will be from $n^{\circ}3$ then 8, 13etc.

In systematic sampling if a list is organized by classroom and students in the classrooms are listed according to their academic performances and skills, the sample would not be representative and only a specific level will be represented. But if the lists are established on the basis of an alphabetical order,

usually “do not create periodicity and are suitable for choosing subjects systematically”. (McMillan, 1996:88).

In a stratified sample, the population is divided into a number of sections before sampling them. “A sample is then drawn in correct proportion from each section within the group being studied” (Moser and Kalton 1971: 85), after that using either simple random or systematic procedures the researcher selects informants from each group or inside the same group. Stratified sampling is mainly used for homogeneous groups and also to ensure an equal number of informants from all the subgroups.

Therefore, the researcher uses a combination of the different types of ‘probability sampling’ procedures:

- Stratified method is used for groups selection,
- Systematic method for students’ selection inside the groups,
- Random method for the students who will participate in the online experiment.

The aim in using these methods is that they can give a way for a relatively great amount of data in a quite short amount of time. Concerning teachers’ selection, as they are limited in number (07), all of them will be concerned with this study.

3.4.2 Sample Population

The following sections are devoted to the description of two groups of participants who are Law and Political sciences Master's students plus their teachers of English.

3.4.2.1 Students' Profile

Course planning in the Faculty of Law and Political Sciences is basically set up according to the number of students registered for the academic year. Furthermore Master's students are dispatched according to their specialities, i.e., all the students are distributed into groups, thus, the stratified sample exists before sampling the population. Knowing that the students are listed in an alphabetic order, the informants for the reading skill NIA, are chosen with the systematic method. Concerning the experiment, only some of the students who are permanently connected with an internet local network at home or in the campus are chosen with the simple random process. The others constitute the control group for classroom activities and reading tests.

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

As aforementioned, this research is divided into two parts. The first is a case study, where an NIA will be done; the second an experiment, where a blended course will be tested. Therefore, this study concerns Master's students enrolled in the academic year 2013/2014 at the Department of Political Science and International Relations, Faculty of Law and Politics, Tlemcen University. The case study students groups are specialised in general relations and communication, general politics, and diplomacy and international exchange. For this part of study a total number of fifty seven (57) students out of one hundred and ninety three (193) students were dealt with. This makes an average of 29,53% of the whole first Master's students, dispatched into three groups. In order to ensure randomness, 20 students from each group compose the sample population of nearly 40 students; however in one group only 17 students fill in the questionnaire, which makes a total of 57 students. Concerning their age, they are between 22 and 26 years old, an exception is made for some students who are older than the others; they are carrying out their studies with a long experience in workplaces.

Concerning the experiment, first year Master's students specialised in public policy were chosen. The reason is that their English teacher has accepted to test the feasibility of blended learning with his students. Then, the lectures topics are closely related to their speciality. This group was composed of thirty seven students (37). Though many students were interested to participate in the experiment, only nineteen (19) were selected because they have a direct access to internet. The others (18) formed the control group.

The students involved in the investigation are Baccalaureate holders from literary and scientific streams. They have learned English for four years in the middle school, and three years in the secondary school, which makes a total of

seven years before going to the university. At tertiary level, in the Department of Political sciences and International Relations, students learn English all over their university studies (three years at the licence level, and two years at the master's level),i.e., the informants under study have learned English for at least ten years.

3.4.2.1 Teachers' Profile

The teachers are concerned with this study in order to give their points of view as academicians on students' English language and reading needs. The subject specialist teachers' number in the Faculty¹ is one hundred and six, ten among them teach English. One informant involved in the study is a full-time teacher in the Faculty with a long teaching experience. He is specialised in international law and political relations and in charge of the legal English terminology course for post graduate students, in the Department of Law and administrative sciences, without receiving any prior specific training.

The other informants are part time teachers in the Faculty specialized in ESP, TEFL, and translation. The following table points out the number of the participants involved in this study.

1. In the Faculty of Law and Politics, teachers give lectures in both the department of Law and Administrative Science, and in the Department of Political Science and International Relations.

Table 3.3: The Study Participants

Department of Politics and Internation al Relations	NIA Informants		Experiment Informants		Total Informants
	English teachers	Students	Control subjects	Experimental subjects	
	7	57	18	19	101

It is important to mention that the students involved in the experiment are not concerned with the NIA data collection. After the selection of informants that can represent effectively the whole population, the researcher moves to the next step of the study which is choosing the instruments for collecting data.

3.5 Instrumentation

In scientific research important elements have to be taken into consideration, which one of them is the conception and the selection of the appropriate tools used in gathering information for research check.

As it was already mentioned, this study undergoes two steps a NIA and an experiment. Since a unique source of data may be incomplete or partial, it is suitable to use a triangular approach to data collection (Richards 2001) by multiplying information sources. Furthermore, using a single method of collecting data will possibly not supply a full representation of the situation under investigation and will give the researcher only a partial view of a complex situation(Cohen and Manion, 1994). Using various research instruments in gathering data may add essential insights and help obtain a more realistic picture of the target situation (Bacha, 2004).

Accordingly the researcher will use three different research instruments. For the NIA two research instruments will be used to gather data. A semi structured interview for English teachers and a questionnaire for students. Concerning the experiment reading tests will be administered for both control and experimental groups.

3.5.1 NIA Instruments

In education, researchers use different and varied instruments for the studies. “The most frequently used methods are questionnaires; interviews; observation and informal consultations with sponsors, learners and others”. (Benyelles, 2009:26) namely ‘self-report tools’. These instruments enable the researchers to obtain written or verbal information provided directly from the subjects.

3.5.1.1 The Interview

The first research instrument to be used for the study is the interview. It will be designed for both teachers of English in the Faculty of Law and Political Sciences, and students which are subjects of the experiment. For the teachers, the purpose of the interview is to have their opinion on the ELP course regarding the development of the language abilities and specifically the reading skill, the importance devoted to different activities, the time allocated to the course, and other factors contributing to its effectiveness. Concerning the students’ interview the rationale in using this data collection instrument will be to check the informants’ aptitudes to use the moodle platform and clarify the technical design of the course.

The interview, as a tool, will be used because it is “feasible for smaller groups and allows more consistency across responses to be obtained” (Richards 2001:61). Moreover, it provides a mutual interaction and enables the interviewer to rearrange his questions according to the answers, and for the interviewee to develop his ideas without restrictions. There are three types of interviews (Nunan, 1992; Weir & Roberts, 1994; Richards, 2001; Trochim, 2001)

- Informal interview: it is also known as unstructured interview. In this sense, the questions are not structured and they are permanently adapted according to subjects’ answers. When using this instrument we can obtain unpredictable answers that led us to be out of research aims and objectives.
- Focused interview: Or semi-structured interview, focus on the main elements of the topic to be studied, for that reason; researchers do not prepare determined questions to be answered, but they know at what time, during the interview, and how to ask question to obtain what is aimed at. This type of instrument offers sufficient flexibility to approach different respondents differently.
- Formal interview: It is a structured interview like a questionnaire. A list of questions is prepared by the researcher and verbally administered to the subjects following the same order.

For contextual considerations, we will use the focused/semi-structured interview, because the subjects under investigation are English teachers in another faculty i.e. colleges. In this situation a kind of an interactional mutuality may exist; in this case formal interview is not suitable. At the same time it is important that the degree of formality during the interview, between the interviewer and interviewee, should be at an appreciable level, in order to show

to the interviewee the importance of the investigation. Informal method can play a negative role in our situation.

Yet, focused interview may present some disadvantages. As stated by Hamzaoui (2006:125) one of the major problems that will rise when using semi-structured interview is that:

respondents may be different in terms of their verbal abilities: while some informants will be skilful at providing the appropriate amount of verbal report, at the appropriate level of specificity, others lacking this ability will be unable to provide the required information.

The second problem is that during the interview, some respondents may try to satisfy the interviewer requests by giving satisfactory rather than sincere answers. Again, “the information you are obtaining does not provide a valid reflection of people's opinions on the topic you are interested in” Feldman (2007:125).

However, we consider that the interview as a verbal report tool “elicited with care and interpreted with full understanding of circumstances under which they were obtained, are, in fact a valuable and a thoroughly reliable source of information” Cohen (1998:38). Consequently, after stating the research objectives, main questions were structured carefully in the form of general statement which was then followed by a series of sub-questions for additional inquiring. This process ensured sufficient coverage for the purpose of the research.

3.5.1.2 The Questionnaire

The second instrument for the investigation is a questionnaire that will be designed and administered to Master's students in the Faculty of Law and Political Sciences at Tlemcen University. The purpose of using this instrument is to collect further data that will complete the interview and add clarifications to teachers' vision of students' pedagogical lacks and academic needs, i.e., the objective of the questionnaire is to identify and analyse the students' language needs. Indeed, the questionnaire as a structured instrument is widely used in research studies for gathering data, because it offers many advantages, it "translates research hypotheses into questions" (Richterich and Chancerel 1980:59) and "all the informants are asked exactly the same questions, in the same order and in the same format" (Stacey 1969: 80), i.e., questionnaires are an invariable tools that "can be used with a large number of subjects, and they obtain information that is relatively easy to tabulate and analyse" (Richards 2001:60) in a shorter period of time compared to other research tools. Therefore, the questionnaire limits informants to respond into fixed prototype and it does not allow free or uncontrolled replies.

All these advantages call to its use for this research, but at the same time the questionnaire presents some drawbacks. Because informants fill in the questionnaire alone, there is little or no chance to develop interactive relationship with them, consequently there is no opportunity to clarify questions' aims in miscomprehension situations. Furthermore, it is possible that the respondents complete the questionnaire without giving themselves enough time of reflection. These disadvantages can affect the responses quality, otherwise the validity of the research outcomes. So it is of primary importance that the

researcher in his investigation tries to avoid such problems. The researcher will ask the students to complete the questionnaire during their English course; using so, we will be able to give the necessary control and ensure the required time to answer the questions.

The Design of a valid and reliable questionnaire that retrospects the researcher aims and requirements is a difficult task to achieve. It is vital, to highlight the study objectives and script the questions coherently. In almost all cases, multipart and confusing questions lead to invalidity and unreliability. In research methodology, literature distinguishes two types of questions that the researcher can use to collect data, open format or closed format.

- ***Open format questions***: are used to ask for opinions, there are no determined set of responses. This type is good to ask for subjective data. It is frequent to have open format question at the end of the questionnaire asking the respondent for suggestions e.g. Do you have any remarks or suggestions to propose?. Nevertheless, the researcher cannot tabulate or perform statistical analysis on open format question. This latter is considered as one of the major disadvantages in use, in addition to that, open answers can be interpreted differently by the reader.
- ***Closed format questions***: generally this form of question is a multiple-choice question e.g. yes/no questions. Closed format questions present many advantages, by limiting the answer set; it is easy to collect, analyze and quantify data by computers, and allow the researcher to filter out worthless answers that may arise in open format.

Questionnaires can consist of only open format questions, closed format questions, or a combination of both. As mentioned above, in establishing the questionnaire, the most important thing to consider is to write the question as clearly as possible using familiar terminology.

3.5.2 Experiment Instruments

In scientific research, tests are used to demonstrate the validity of a hypothesis, and in education “all language tests are a form of assessment and assessment is a form of evaluation” (CEFRL: 177).

At the end of an experiment, the researcher applies a final test for the purpose of determining the gain in achievement that has resulted from the application of the experimental factor (Trochim: 2006). Test as an instrument is a valuable source to gather data and to evaluate the influence of a variable under specific conditions with specific subjects i.e. it can provide information about the learners’ skills competence, the teaching procedure and the teaching materials. In this view, Bachman (1990) suggests that in addition to measuring learners’ performances, tests can, also be considered as a kind of research instrument used to analyse the teaching and testing situation “...in a language programme a number of things are evaluated other than learner proficiency. These may include the effectiveness of particular methods or materials... learner/teacher satisfaction, teaching effectiveness, etc” (CEFRL: 177)

1-CEFRL (the Common European Framework of Reference for Languages) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.

In our situation, it is important to mention that English in Algeria is a foreign language and it is not practised in daily activities. The majority of the students have difficulties when reading English texts. These difficulties lead them to a miscomprehension, hence in almost all cases, the students are not able to interact and construct meaning from text, they don't use their prior knowledge, and they don't know how to extract the information found in the text. That is to say, ELP students lack strategies and processing steps for effective reading. In this light, the objective of the experiment is to train them through a set of carefully designed tasks and authentic texts to become better readers.

For this research reading comprehension tests will be designed and administered to both the experimental group and the control group as pre- while and post tests, i.e., at the beginning of the experiment, then after the first unit, and at the end of the academic year, to evaluate students progress, and to test the hypothesis that blended learning approach and the use of new technologies can help ELP students to overcome the reading comprehension lacks. The proposed instrument is a printed reading text with three word choices to be selected according to the sentence and word meaning. This method is known as Core Reading Comprehension Maze Test ¹ and it is commonly used as brief assessments of reading performance to measure students' reading progress and evaluate the effectiveness of their instructional programs.

1- Core Reading Comprehension Maze Test is a task that measures how well students understand text they read silently. After the first sentence, every seventh word in the passage is replaced with the correct word and two other distracters. Students choose the one that fits best the rest of the passage.

Concerning the nature of the text used, for the tests of the experiment, and the way to select them, i.e., the readability of the texts according to students' proficiency level in the English language, after a pre-selection of some authentic legal texts that contain interesting topics, Dale-Chall and

Flesch readability¹ (see section 5.4) formulas were applied to select the appropriate text according to learners level of comprehension.

In sum, it is important to use various sources and instruments in order to study and analyse the research questions from different perspectives. A variety of sources can help in performing needs identification process, the most important and widely consulted are the previous analysis, the students, the language specialists and the experts in the domain. All of them constitute good sources which provide working data experienced in similar situations, information related to the students themselves and a range of viewpoints from the linguists and the ESP practitioners. In this vein Weir and Roberts (1993: 137) stated that:

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

1- Dale-Chall and Flesch are readability formulas which score the ease with which text can be read and understood. Scores obtained are compared with scales based on judged linguistic difficulty or reading grade level.

In addition to the self-report tools, and knowing that it is difficult to uncover the results of the experiment without using testing tools, we have added reading tests (pre-while-post). They consist in reading comprehension activities for both the control and treatment groups. It is essential, in educational studies, that researchers add instruments and it is commonly used in the ESP context, because using various types of data collection procedures “might lead to different conclusions about the character and use of learning strategies, some investigators have used multiple approaches to data collection”. O’Malley and Chamot (1990: 95)

For the theoretical and practical considerations, mentioned above, different sources and various research instruments are used as shown in the following table:

Table 3.4: Sources and Instruments Used for the Study.

Sources	Instruments	Observation
Literature in the Field of ELT, Applied Linguistics, TEFL, ESP,ELP and Research Methodology	-Books; -Articles; -Internet; -Theses in the field of Applied Linguistics, TEFL and ESP	Theoretical Information
ELP specialists (Experts in Pedagogy)	-Seminars; -Courses.	
ELP Teachers in the Faculty of Law and Political Sciences.	-Semi-Structured Interview for the NIA process	Data Collection for Practical Study
Law Students	-Questionnaire for the NIA process -Pre, While and Post-tests for the experimental phase	

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

3.6 Procedure

When conducting the questionnaire, researchers in almost all the studies find particular difficulties related to the degree to which the questions are objective and accurate. To avoid confusion it is advisable to pilot the research tools prior their administration.

3.6.1 Piloting the Study

Before embarking in the fieldwork, a pilot study is necessary to “...identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper” Weir and Roberts (1994:138). The questionnaire and semi structured interviews were established according to Hutchinson and Waters’ (1987) framework on target and learning needs. Some modifications were made in their structure taking into consideration the Algerian context and also the previous research works achieved in the field of ESP at Tlemcen University. In fact, modifications were made to describe the current teaching/learning situation of ELP students, to analyse how English is taught in their curriculum, and to identify the needs of ELP master’s students to develop their reading competence. Consequently, the framework was adapted to the context of investigation, in order to reach the research objectives.

The researcher decided to pilot only the questionnaire, because of the important number of informants. However, concerning the interview it was not piloted since the questions could be modified according to informants' answers during the interview. The tests, also were not piloted because they are considered as exams that provide information on students' present situation and then their achievement during the academic year.

The first draft of students' questionnaire was distributed to three students in the Faculty of Law and Politics. In the light of these comments the first draft was revised and tested in a pilot study. Personal contacts with specialist teachers and language teachers in the faculty helped the researcher to conduct the pilot work with a small sample consisting of five students. The completion of the questionnaire required between twenty and thirty minutes. The language in which they were most at ease with in completing the questionnaire was Arabic. There were a few constraints faced by the researcher in the pilot study, particularly those concerned with the planning, the timing of the visits, and the time devoted for completing the questionnaire.

The responses were examined to see if they were yielding the required data. The exploratory work helped to finalise the form and length of the questions in the questionnaire, and suggested the elimination and the addition of other questions in the final version of the questionnaire. Some questions were reworded, and others broken down into separate questions in the final draft (see Appendix B).

3.6.2 The Study Proper

After piloting the study, a planning was necessary to collect the data rapidly, knowing that it was not easy to contact teachers without making prior appointment. Teachers at some periods of the academic year are called to attend seminars and meetings and have academic obligations, and the students are often busy working on their exams and research projects.

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

Regarding the students’ questionnaire, and aiming at avoiding the constraints faced during the pilot study, the researcher decided with the help of some teachers of the Faculty to organise meetings with the students concerned during their teachers’ courses. On this basis, the researcher was able to give explanations regarding the purpose of the study and asked them think about the answers, taking the necessary time, then complete the questionnaire.

During the second semester of the academic year 2013-2014, students of the experimental group were provided with online lectures in addition to classroom courses, the control group of subject students received only classroom courses with their English teachers. At the beginning of the semester, after the end of the first unit, i.e., during the experiment, and at end of the year, with the help of English teachers we have administered the final test (post-test). These tests replaced the traditional intermediate tests that the teachers were accustomed to use in order to evaluate the students' achievement. In a form of reading comprehension Maze, the tests were corrected by their teachers, then we collected the copies of the concerned subject to be analysed.

3.7 Data Analysis

In scientific research, the collected data have to be transformed into results. This process in methodology is called data analysis and interpretation. Analysis does not follow an arbitrary procedure, according to the nature of data; answers are studied qualitatively or/and quantitatively. We have opted for the use qualitative and quantitative analysis because "Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement" (Hamzaoui, 2006:130). However, it is important to match correctly the different kinds of analysis to the information resulting from the research instruments used.

3.7.1 Qualitative Analysis

This type of analysis is founded on the observation and the interpretation made by the investigator himself. Its purpose is to explore, describe and discover

facts. These facts “may take the form of verbatim descriptions, interviews, written responses, or unstructured observations” (Weir and Roberts, 1994:159).

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

3.7.2 Quantitative Analysis

Quantitative analysis was used by the researcher for the students’ questionnaires. The aim was to quantify their answers to measure the estimation of their language needs in general and reading comprehension lacks in particular. The post-test data were, also analysed quantitatively, students’ marks which constitute a source of comparison between the controlled and experimental groups. The data were summarised in tables and figures in which numerical data are transformed into percentages to permit comparison.

To close this section the researcher provides the following figure to summarise the present research design.

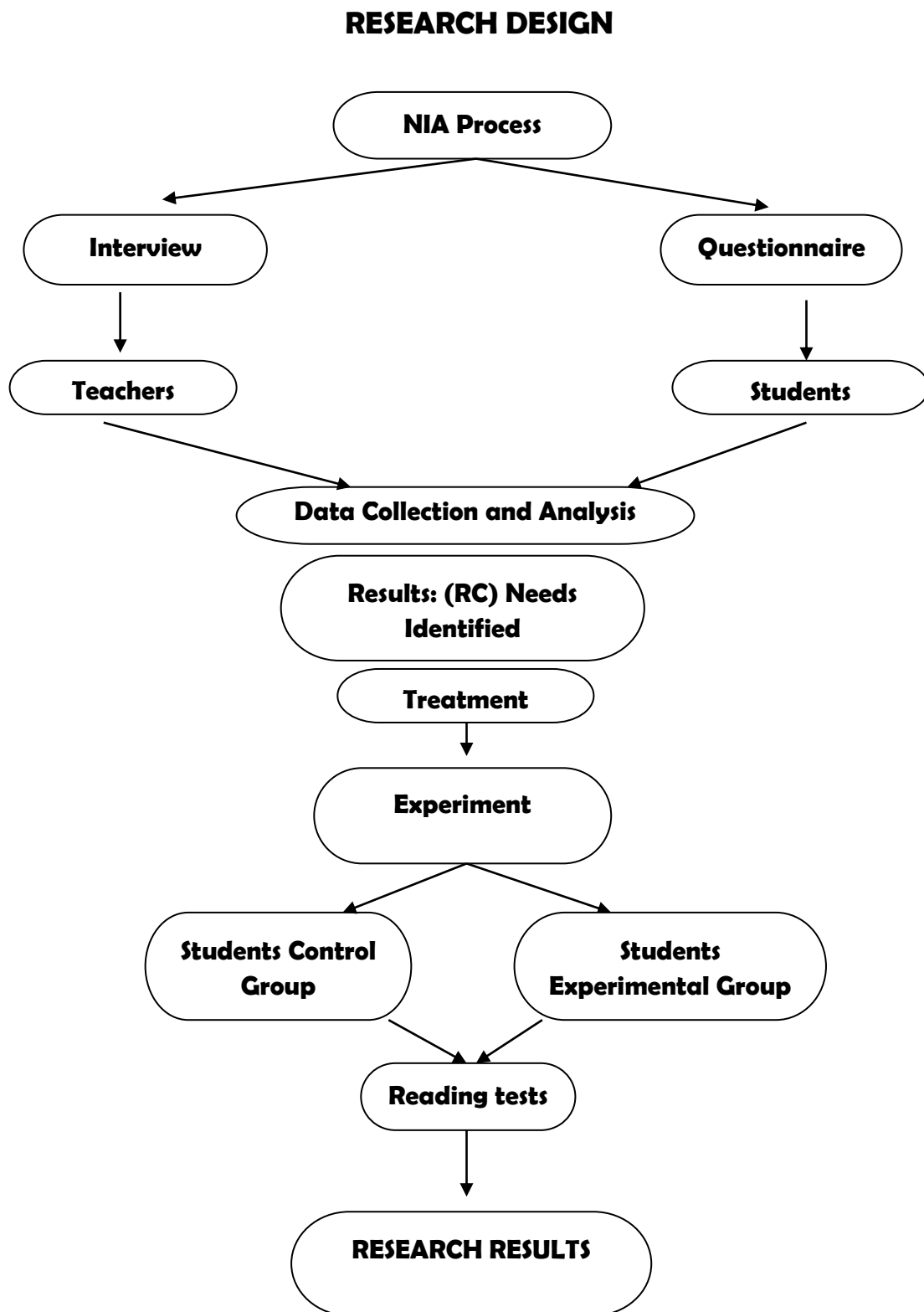


Figure 3.1: Research Design

3.8 Conclusion

This chapter describes the research design and tries to justify the choice of the procedure for data interpretation. First, the researcher stated the research objectives then described the suitable research method. The sample population, instruments and procedures used to collect the data were highlighted in this chapter. The present research is defined as an experimental case study involving 57 ELP Master Students from the Faculty of Law and Political Sciences at Tlemcen University. A multiple approach was adopted whether for data collection by using questionnaire, interview and tests; or for methods of analysis (quantitative and qualitative).

Any ESP investigation is based upon the identification and analysis of the specific needs of particular groups of learners. For this reason, the implementation of an ELP course for master law and political sciences students must be preceded by a needs identification and analysis of the target situation which is the concern of the next chapter.

CHAPTER FOUR

NEEDS IDENTIFICATION AND ANALYSIS

4.1 Introduction

4.2 English Teachers' Interview

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4.3.3 Summary of the Results

4.4 Main Results and Discussion

4.5 Conclusion

4.1 Introduction

In the previous chapter the researcher has described the design of his research work. The first step in this work is that of collecting data to identify students' academic needs. The present chapter stands for the experimental stage of the study. The aim is to carry out a NIA in order to suggest an ELP course intended for Master's students at the university level.

The experimental stage of this research is constructed upon subjects implicated in the teaching and learning process. An interview was conducted with English teachers and a questionnaire was submitted to students. Accordingly, this chapter provides an analysis of the information gathered from two data sources. It also presents both a qualitative and a quantitative interpretation of the results obtained using tables and figures.

Finally, the main results and conclusions drawn from this study are summarized in this chapter to state to what extent the questions raised by this research work have been answered and make a correlation between the presented hypotheses and the real state of art that is pictured in the obtained results.

4.2 English Teachers' Interview

The purpose of the interview is to collect English teachers' opinions concerning the ELP course intended for law and political sciences students in terms of developing the language abilities and specifically the reading skill, the importance devoted to different activities, the time that should be allocated to the course, and other factors contributing to its effectiveness.

4.2.1 Methodology

In this research work, ten teachers instruct English in the Faculty, however only seven were concerned with the interview, the three others were in training sessions abroad.

The structured interview tackles twenty four questions divided into five main parts which are as follows: (Appendix C).

Part One: is concerned with teachers' profile.

Question 1: asks about teachers' position in the university.

Question 2: intends to know their post-graduate field of specialization.

Question 3 and 4: deal with their teaching experience.

Question 5: is concerned with teachers training to teach ELP.

Part Two: is intended to collect data related to the present English teaching situation.

Question 6: deals with the nature of the English course provided to Law students.

Question 7: asks about the reading sub-skills that the teacher emphasizes.

Question 8: seeks to know not only the weekly time allocated to the teaching of English, but also the time devoted to the reading activities.

Question 9: asks about the effectiveness of the current ELP syllabus.

Question 10: aims at discovering how the reading strategies are taught.

Question 11: is concerned with teachers' views regarding cooperation between English teachers and subject specialists.

Question 12: asks about the use of pre-reading activities.

Question 13: asks about teacher supervision of students' reading process.

Question 14: intends to know if homework tasks are given to the students.

Part Three: is designed to identify students' academic needs.

Question 15: inquires about the students' language needs.

Question 16: seeks to know the type of texts used.

Questions 17, 18 and 19: aim at highlighting students reading comprehension problems, indentifying the causes of these difficulties, and categorizing their nature.

Part Four: is concerned with infrastructure and teacher readiness for Blended Learning.

Questions 20and 21: intend to know if audio-visual aids and internet are used to support the course in the classroom.

Questions 22and 23: look for the teachers' readiness to use Blended approach and its feasibility in the present situation.

Question 24: asks about suggestions and proposals for change to overcome students' reading difficulties.

4.2.2 Analysis

The interview with the English teachers revealed interesting information; in what follows, a detailed analysis of all the answers is carried out. It will allow to define the most relevant findings and offer reasonable interpretations.

4.2.2.1 Part One: Informants' Profile

Question 1: Teachers' position in the university.

The English teachers' number in the faculty is ten; seven of them were interviewed. One teacher is a full time lecturer in the faculty; the others are part time teachers. However, four of them are fulltime teachers in other University Departments namely the Foreign Languages Department; and University Preparatory School of Business and Management.

Question 2: Teachers' specialization.

The fulltime teacher in the faculty is a subject specialist; he gained his master degree in U.K. Concerning the part-time teachers, four are ESP specialists, holding a magister degree; one is a translator, i.e., she holds a magister degree in translation techniques, presently carrying a doctorate research on how to translate legal terminology from Arabic to English and vice-versa; and the last one holds a magister degree in TEFL and applied linguistics.

Question 3: Teaching experience.

The interview revealed that the teachers are novice ones; their teaching experience varies between one and four years. An exception is made for the permanent teacher who is practising for more than twelve years.

Question 4: Teaching levels.

The fulltime teacher is actually teaching the module of international laws and English terminology to post-graduate students, the other teachers are instructing ELP at different levels, i.e., 1st, 2nd and 3rd years 'licence'

graduation to second year Master. The figure below illustrates the levels of study the teachers are in charge of.

Table 4.1: Teaching levels

levels of study	Teachers						
	1	2	3	4	5	6	7
1 st year	x	x	X	x	x		
2 nd year		x	X	x	x		
3 rd year		x		x			
Master 1	x	x	X	x		x	x
Master 2	x	x	X	x		x	x

Question 5: ELP teacher training.

Regarding teacher training, no ELP teachers replied that they received a theoretical training to teach ESP in general without focusing on a specific field. The other teachers were not trained to teach ELP.

4.2.2.2 Part Two: Present Teaching Situation

The collected data relating to the present teaching situation revealed interesting results that are summarised below.

Question 6: English course content

Table 4.2: English course content

Teachers	General English	Legal English	Other
1	x	x	
2	x		
3			x
4	x		x
5			x
6	x		
7		x	x

As specified in the above table different responses were provided to the question related to the nature of the English course provided. Some teachers focused purely on general English and only two respondents out of seven stated to teach legal English. In addition, informants also revealed that they taught Business English, communication, terminology and translation categorized as other in the table.

Question 7: Reading sub-skills.

It should be noted that most teachers ticked more than one answer. Their answers revealed that they all emphasized their reading activities on inferring the meaning from context. Concerning skimming, scanning and vocabulary acquisition five teachers answered that they used these strategies. However, only two teachers stated that they usually activate students' background knowledge through pre-reading tasks.

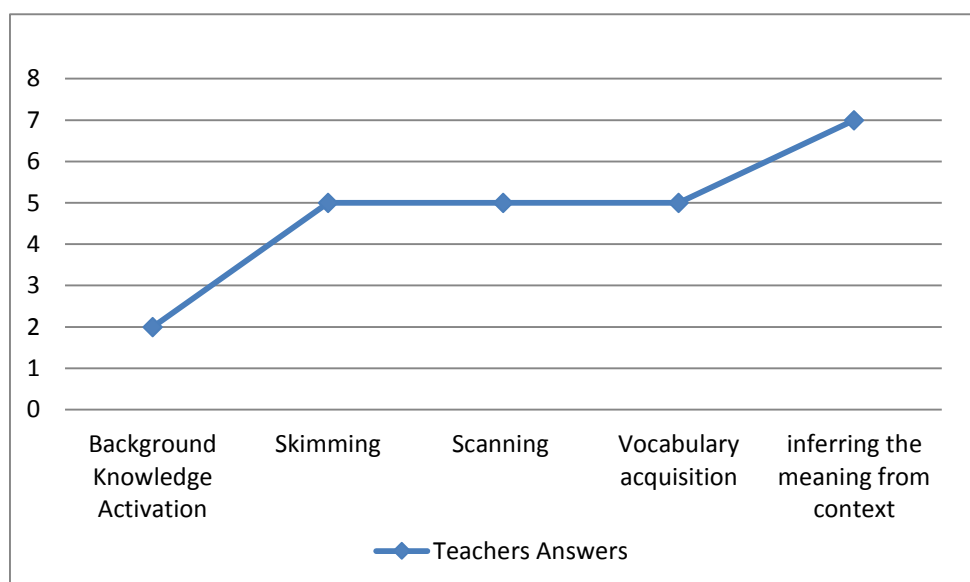


Figure 4.1: Reading Sub-skills

Question 8: Time load.

The time allocated to the teaching of English for law and political sciences students, at all the study levels, is one hour and a half per week. During this course, each teacher assigns a specific time or period where reading tasks are incorporated. Teachers' answers are as follows.

Table 4.3: Time load for reading tasks

Teachers	Time load for reading tasks
1	A whole lecture(1h30) in each unit of 9 hours
3	half an hour in each lecture
2	Two lectures (3 hours) in each unit of 9 hours
1	all the lectures are based on reading tasks

From the above table it is evident that the English course in general and the reading activities in particular are not instructed in the same way. Three teachers give half an hour during each lecture. Two of them provide three hours, i.e., two reading sessions for each didactic unit consisting of reading tasks with more focus on comprehension questions. Then, one teacher gives only one hour and a half, of the total time load to the unit, to reading tasks; and another teacher emphasizes all his lectures on text comprehension. From these answers we can deduce that the time allocated to reading activities is not the same for all ELP students.

Question 9: ELP syllabus.

Three teachers replied that no syllabus is provided by the department for master students, except for some themes that are believed to be necessary to focus on. The four other teachers responded that, for licence studies, they are quite satisfied with the syllabus given, but it is too broad and not really adapted to the students' level.

Question 10: Teaching reading strategies.

Regarding the reading strategies taught to the students, the teachers' answers were as follows:

Table 4.4: Teaching reading strategies

Reading strategies	Teachers
Skimming	4
Previewing	3
Predicting the content and vocabulary	2
Scanning	2
Guessing unknown words meanings from context	1
Note taking	1
Mind mapping	1
Predicting the discourse structure	0
Paraphrasing	0

From the teachers' responses important facts are noticeable. Four teachers focus on using a quick survey of the text to have the main idea (skimming), three review titles, section headings and photo captions for comprehension; while no one of the interviewed teachers uses paraphrasing or

text structure prediction strategies. Furthermore, guessing unknown word meanings from the context is used by only one teacher. Hence, not all the teachers proceed to reading strategies training, and some of them provide reading activities without clear objectives.

Question 11: Teachers' cooperation.

From the results obtained, it is noted that all teachers claim that effective cooperation between English teachers and subject specialists exists through pedagogical committee meetings. Yet, they believe that it is not sufficient. The coordination can be developed and extended in order to design more elaborated and unified syllabuses with pre-defined teaching aims and objectives.

Question 12: The use of pre-reading activities.

The teachers' answers about the use of pre-reading activities are presented below:

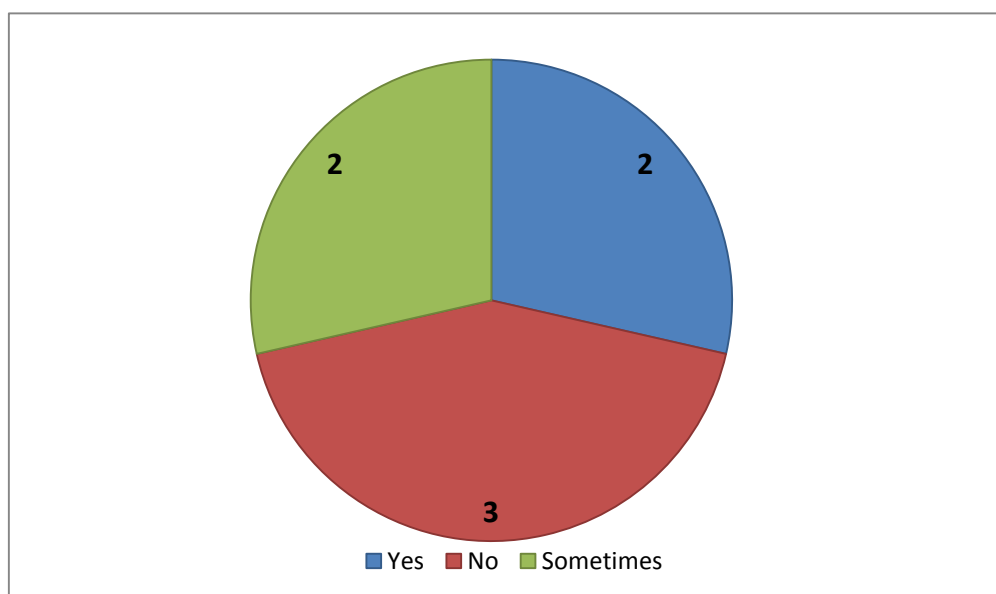


Figure 4.2: The use of pre-reading activities

As displayed in the above table, two teachers reported to sometimes use activities around the topic before the act of reading. Three other teachers answered that they never provided pre-reading activities. Finally, only two teachers considered that it is important to introduce the topic to help the students retrieve and activate both their background language and topic knowledge.

Question 13: Students' reading process.

The majority of teachers (six out of seven) answered that they supervised their students when reading, because they were unable to understand the written discourse. One teacher said that it was not possible to supervise all the students; he gave his students the necessary time to read alone then they discussed together the text content.

Question 14: Frequency of homework reading assignments

Teachers' answers about the frequency of reading activities given to students as homework are presented below:

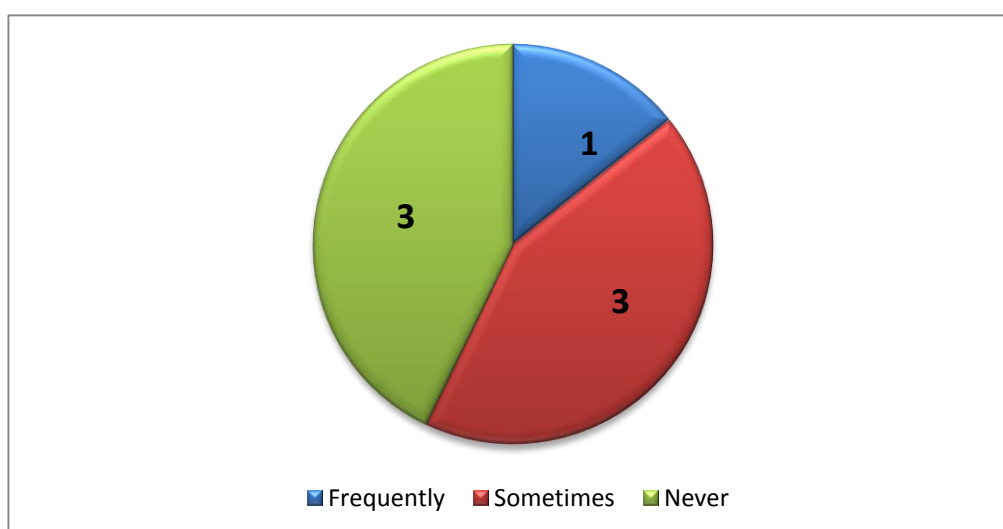


Figure 4.3: Frequency of homework reading assignments

In the above figure, the quantitative statistics show that only 14% of the total teachers frequently gave home reading activities to their students. However, the same frequency (43%) was reported by the teachers to sometimes or never give home tasks because, according to them, students lack linguistic and strategic competence and need continuous guidance.

4.2.2.3 Part Three: Identification of Students' Needs in Reading.

Regarding this part of the interview, the researcher aims at indentifying students' needs, reading problems and difficulties.

Question 15: Teacher's identification of his students needs.

All informants stated that learners' language needs are identified and analysed at the beginning of the academic year along with a placement test to evaluate their language proficiency. Then, at the end of the semester, an achievement test is set to assess whether the course achieved the required objectives or not. According to the teachers, ELP students have a low proficiency level in English at all levels. They added that the most important skills to emphasize on are the receptive ones mainly reading because they need to be more exposed to the target language in order to build a specific language corpus that can help them.

Question 16: Text types used in the ELP course.

When teaching reading, teachers use more than one text type as summarized in the figure below:

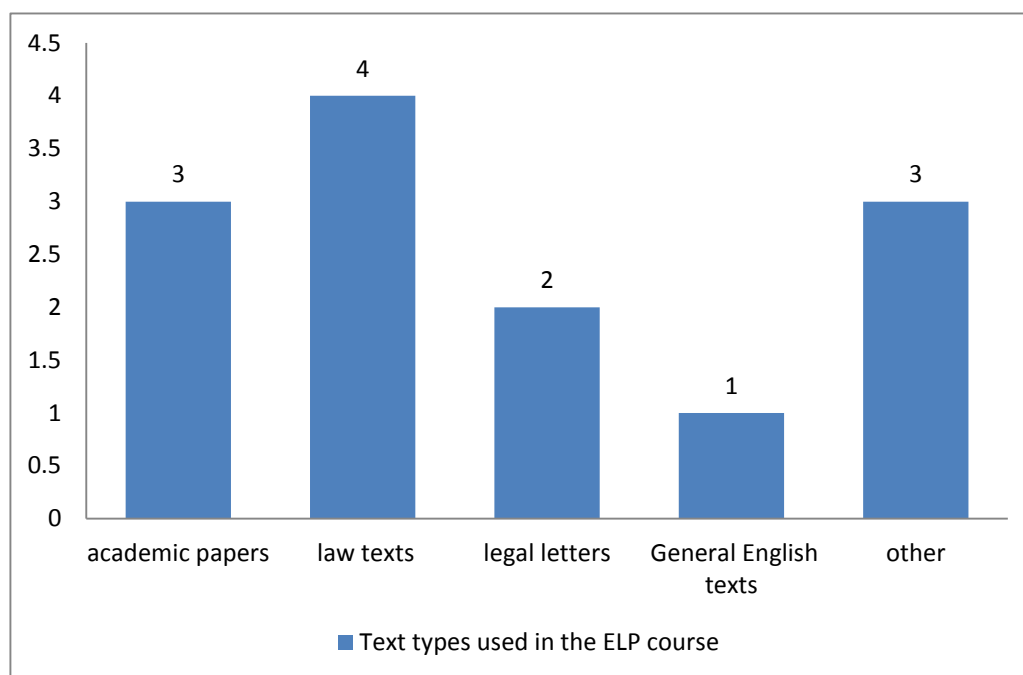


Figure 4.4: Text types used in the ELP course

According to teachers' answers they all use texts related to students' field of interest. The majority of informants make use of academic papers, law texts or legal letters to instruct reading. Furthermore, three informants use extracts from political speeches as reading materials, and only one of the total texts is considered as general English.

Question 17: Students' reading weaknesses.

The collected data revealed that teachers have given different answers regarding students reading weaknesses. These answers are gathered in the following table:

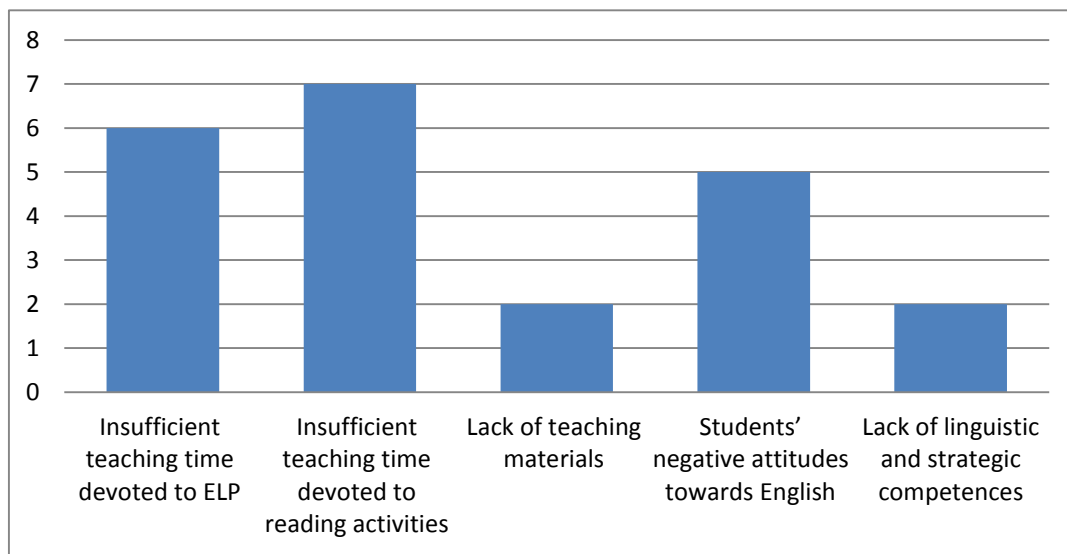
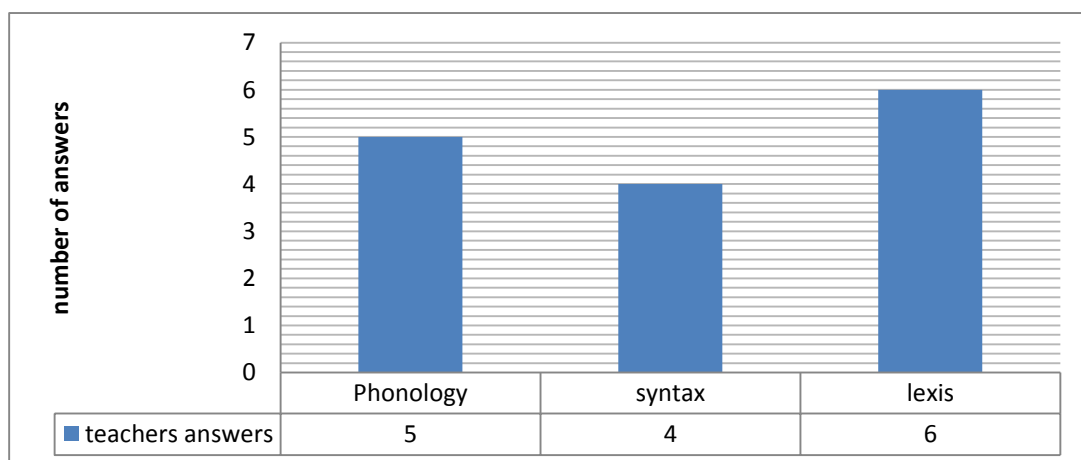
Table 4.5: Students reading weaknesses

Students' Lacks	Students' reading weaknesses	Number of Teachers	Total
Lack of Linguistic Competence	The ability to recognize the elements of the writing system	5	14
	Knowledge of vocabulary	7	
	Knowledge of how words are structured into sentences	2	
Lack of Strategic Competence	Skim the main idea of the text	0	13
	Scan and identify text structure, confirm or question predictions	1	
	Guess from context the meanings of unknown words	5	
	Paraphrase the information and ideas in the text	7	
Lack of Discourse Competence	Knowledge of discourse markers	5	8
	How they connect parts of the text to one another	3	
Lack of Sociolinguistic Competence	knowledge of different types of texts , their structure and content	2	2

The reading weaknesses teachers noticed in ELP students are manifold. First, students lack linguistic and strategic competences, second lacunas in discourse and sociolinguistic competences are also revealed. If we interpret quantitatively teachers' answers in a decreasing way, lack of both vocabulary and paraphrasing the information and ideas in the text are the most common reading weaknesses advocated by teachers. In the second position with five responses, comes the inability to recognize the elements of the writing system, unawareness of discourse markers, and incapacity to guess from context the meanings of unknown words. According to the informants' answers ELP students have reading difficulties at all levels.

Question 18: Reasons for reading difficulties.

All teachers perceive that insufficient teaching time devoted to ELP in general and to reading activities in particular is the main reason behind students' reading comprehension difficulties. Figure 4.5, also indicates that students' negative attitudes towards the English language was advocated by the majority of teachers. The answers are summarized below:

**Figure 4.5: Reasons for Reading difficulties****Question 19: Types of reading difficulties.****Figure 4.6: Nature of Reading difficulties**

As shown from the above figure, the nature of reading difficulties varies among the students. Six teachers stated that their students had difficulties at the lexical level; five of them also argued that they had phonological problems; and four declared that students had syntactic lacks. It is quite clear that students have great difficulties at all language levels and which will affect their comprehension.

4.2.2.4 Part Four: Readiness for Blended Learning

This part is concerned with infrastructure and teacher readiness for Blended Learning. Questions aim to shed light on the existence of an ICT environment in the Faculty of Law and Political Sciences.

Question 20: The use audio-visual aids in the classroom.

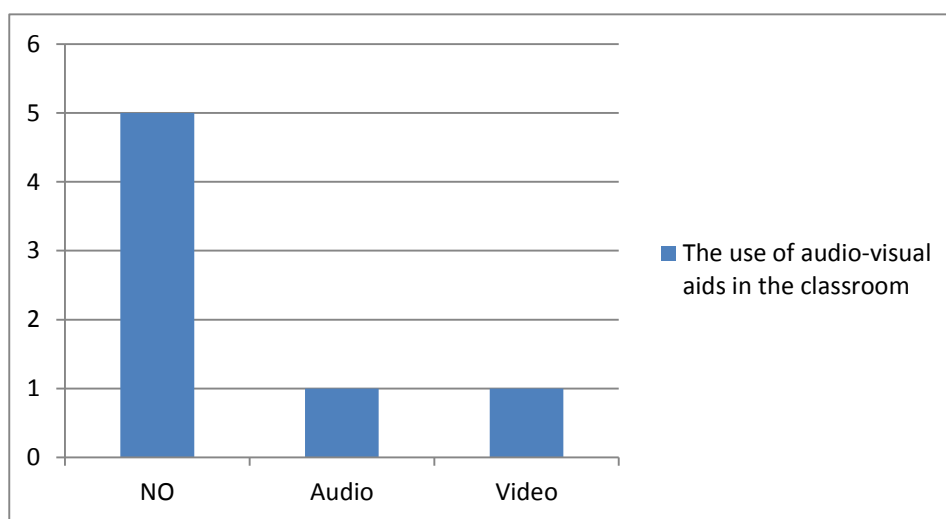


Figure 4.7: Use of audio-visual aids

The majority of informants (five) do not work with audio-visual aids; only two make use of them. One teacher uses short authentic audio conversations for listening comprehension activities, and the other uses data show to support the lecture visually.

Question 21: Use of internet to support the course.

According to the answers provided, almost all the teachers (six out of seven) do not use internet to support the ELP course, except for one teacher who stated that she was using it for materials selection and for e-mailing extra activities to students.

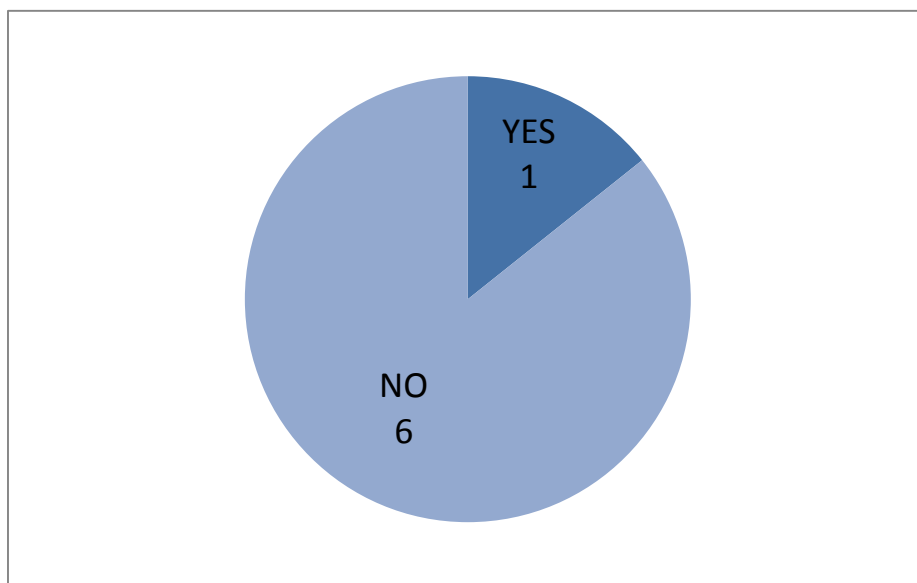


Figure 4.8: Use of internet

Question 22: Teachers' readiness to use Blended approach.

Concerning the readiness to use the blended approach to teach ELP, teachers' answers are reported in the table below:

Table 4.6: Teachers' readiness to use Blended approach

Teachers	Answers
1	I don't think it is especially useful to teach reading skills
2	Not sure that it will be beneficial for them. I don't think the students will really cooperate
3	No, I don't like it
4	No
5	No, lack of materials
6	Of course yes, and I hope that a day will come where we can support our lectures via the net because it is very important to stimulate students motivation to learn foreign languages and cultures online.
7	Yes

Five teachers out of seven answered negatively to the usefulness of a blended approach to teach their students, thus they were not ready to use it. Only two teachers were in favour and motivated to use it because they knew its main advantages.

Question 23: Blended approach feasibility.

Through the collected answers, it was noted that the majority of teachers, that is six out of seven, stated that it was not possible to use this approach in their present situation. According to them various constraints and limitations existed and played a negative role to the feasibility of a blended approach in their context: absence of conditions, lack of technological equipment, students'

internet inaccessibility, new teaching/learning environment and students' lack of technological skills are the main arguments advocated by the teachers. Only one teacher believed in the possibility of this approach "we can test this method with our students because almost all of them master technological devices such as smart phone and tablet computer and they know how to check information in the web".

Question 24: Teachers' suggestions to reconsider the current way of teaching reading for ELP students.

Since teachers are the ones who are permanently in touch with students and their problems, they can be a good source of suggestions to appraise students' reading comprehension difficulties. All teachers highlighted the importance of reading to help students improve their language competencies. All the teachers suggested intensifying language activities that help comprehension at all language levels starting from lexis to complex specialized discourse. A teacher informant stated: "I think that the only way to improve their English proficiency is to read a lot, may be not starting with law texts but read General English and step by step move to their field of studies", .i.e, students should be intensively exposed to different types of texts. Furthermore, teachers added that listening, writing and speaking should be embedded in reading activities, i.e., an integrated approach to language teaching so that learners could compensate for their weaknesses. In addition, informants declared that it is important to allocate more time to teach English in general and to deal with reading activities in particular. Teachers also argued that they had to benefit from the use of ICT in order to help their students gain contextual and structural knowledge of the language. Finally, they said that they had to encourage students to use the internet and look for simplified versions of authentic texts.

4.2.3 Summary of the Results

To sum up, the first part of the interview reveals that there are ten teachers in the faculty; seven of them were interviewed. The majority are full time teachers at Tlemcen University. Their post-graduate fields of specialization differ; among the seven teachers, five are specialized in ESP and TEFL, one in translation and the last one is a subject specialist. Their teaching experience is not very long; six respondents have from one to four years teaching practice. Regarding teaching levels, four informants teach ELP to the first two levels of university, .i.e., the “Licence” and “Master’s” degrees, one at the level of first year Licence ; and two at Master’s level. Furthermore none of them has received any training to teach ELP.

With regard to the present teaching situation, i.e., the second part of the interview, the results show that only two teachers out of seven deal with ELP content in their English course. As far as the time allocated to the teaching of reading for ELP Master’s students is concerned, it varies from half an hour a week to 1h30 per week. Furthermore, except for some broad lines, no ELP syllabus is provided by the department. Concerning the reading sub-skills, it should be noted that all teachers use a combination of some reading strategies mainly inferring the meaning from context, skimming, scanning and vocabulary acquisition. Regarding the stages of reading activities, almost all informants do not or rarely use pre-reading activities; however, the majority of teachers supervise their students during and after reading a text. Three teachers also stated that they never give homework to their students.

The third part of the interview is intended to identify students' language needs in reading. All informants stated that learners' needs are identified and analysed thanks to a placement test to evaluate their language proficiency at the beginning of the year. Informants argue that their students have various reading weaknesses starting from their lack of vocabulary knowledge to their non ability to paraphrase the information in the text, i.e., they lack linguistic and strategic competences. According to respondents, the main reasons for these difficulties are the insufficient time devoted to reading English and students' negative attitudes towards English. Besides, according to teachers the students have difficulties of comprehension at the three language levels (lexical, phonological, and syntactic).

As far as teachers' readiness for blended learning is concerned, the last part of the interview revealed that the majority of English teachers do not use audio-visual aids or internet to support the course. In addition, even if they encourage their students to use the internet, they believe that the time has not come for blended courses because of the absence of conditions and lack of technological equipment.

4.3 Students' Questionnaire

A questionnaire was designed to law and political sciences master's students. It was distributed to fifty seven (57) students during the first term of the academic year (2013-2014). To avoid any kind of misinterpretation of the questions and to enable the informants to answer as clearly as possible the questionnaire was translated into Arabic. Three (03) types of questions were used: - Closed - Open - and Mixed.

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

-Mixed Questions: In this kind of questions the students have to choose one of the proposed suggestions, and then give explanations and reasons for their responses.

-Open Questions: The informants are completely free through this type of questions to give judgement and state their own viewpoint.

4.3.1 Methodology

The main aim of the questionnaire was to identify students' needs, i.e., to detect students reading wants, lacks and necessities (see section 1.6.2). In addition, it aimed to find out students' profile, to identify their educational background, to unveil their points of view concerning the present teaching situation, and to examine their attitudes towards the use of new technologies to read specialised English texts.

The current questionnaire is composed of twenty seven questions grouped into four parts, each one with a defined purpose. The different parts have the same objectives as the teachers' interview. The researcher aims at collecting data from different sources of information. (Appendix C).

Part One: aims at drawing students' profile.

Questions 1 and 2: are designed to report general information about the students'

Questions 3 and 4: intend to know the foreign languages learned during the secondary school.

Part Two: is intended to collect data related to the present teaching situation.

Question 5: deals with the nature of English course provided.

Question 6: seeks to measure students' motivation in such a course.

Question 7: asks about the necessity to coordinate between language and content courses.

Question 8: intends to know the type of English texts they read.

Question 9: aims to know if the topic provided fits students' needs.

Question 10 and 11: ask about the number of English texts dealt with and the frequency of reading the same text.

Question 12 and 13: deal with the frequency of reading comprehension tasks provided in the classroom and as homework.

Question 14: Inquires about the reading stages followed by the teacher.

Question 15 and 16: Examine students' use of some reading strategies.

Question 17: asks students' point of view to make methodological changes in teaching ELP.

Part Three: is designed to identify students' needs in reading.

Question 18: inquires about the importance of English for their studies.

Questions 19 and 20: ask students to classify the four language skills according to their complexity and importance.

Question 21 and 22: aim at indentifying informants' proficiency level in reading English texts and seek to categorize the nature of their difficulties.

Question 23: asks about the topics included in their curriculum that require reading texts in English.

Part Four: is concerned with students' readiness for Blended Learning.

Question 24: intends to know if the students have in their possession any technological equipment.

Question 25and 26: seek to know if the students have access to internet.

Question 27: looks for the students' motivation to study through blended approach.

4.3.2 Analysis

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

The questionnaire was distributed to sixty (60) students, however only fifty-seven (57) of them returned it. It should be noted that the investigator submitted the questionnaire in two languages English and Arabic; the first observation worth noting is that all the students responded in Arabic, except for seven of them who could answer in English.

4.3.2.1 Part One: Informants' Profile

Question 1: Students' gender.

The quantitative analysis of the gender categories reveals that all the females returned the questionnaire (38), while only nineteen (19) males did.

Question 2: Students' Age.

The data collected revealed that most students (99%) are between 21 and 26 years old.

Question 3: Foreign language learning.

All the informants stated that they studied both English and French during the secondary school. In addition, six students learnt Spanish and one of them received German instruction.

Question 4: English learning experience.

At university, the majority of Master's students (71,92%) learned English for ten years, i.e., they received an English course for three years at the middle school; three years during their secondary studies; three year during the licence; and one year in Master studies. It should be noted that some students repeated the year in one of the three levels of education thus extending their English learning experience. The following table shows the frequencies related to English learning experience.

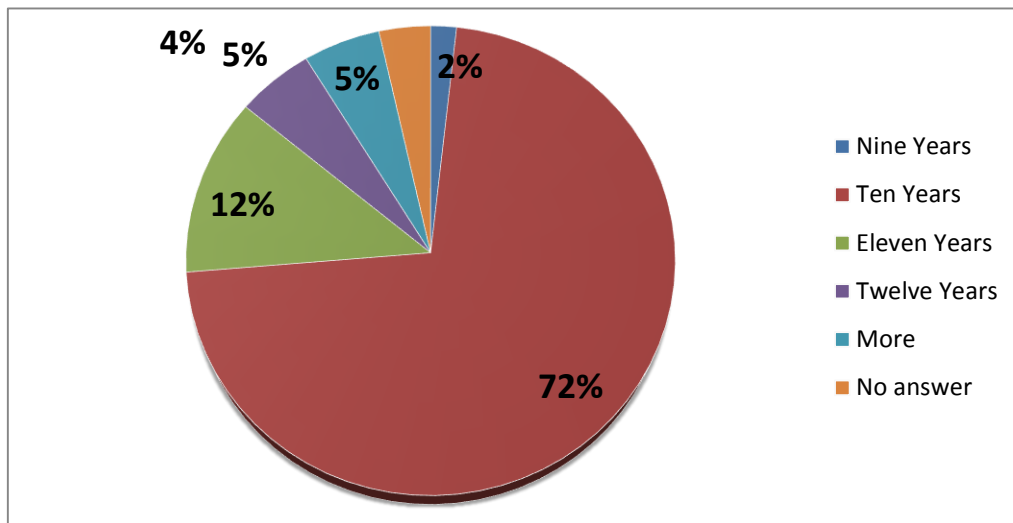


Figure 4.9: English learning experience

4.3.2.2 Part Two: Present Teaching Situation

Question 5: English course content.

The majority of students (67%) under investigation declared that they received a course in General English at university, while 19% of them answered having received Legal English courses. However, 14% stated that they studied either Business English or text translation from English to Arabic and vice-versa. The figure below illustrates students' answers.

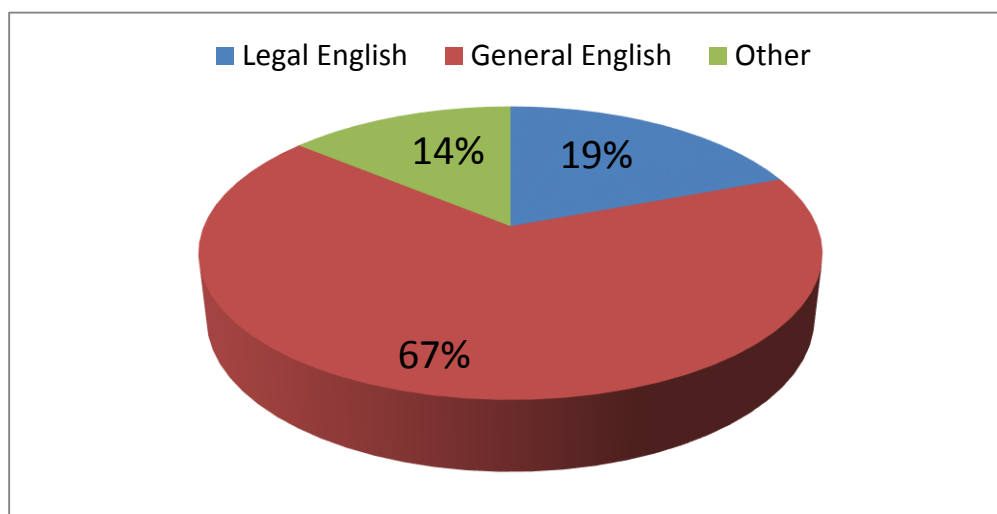


Figure 4.10: English course content

Question 6: Students' motivation to learn English.

61,92 % of the informants reported that they enjoyed the English course at the university. It should be noted that students ticked different reasons for enjoying this course as reported in the table below.

Table 4.7: Reasons for course appreciation

STUDENTS REASONS	AF	RF
It is important for my studies and future professional activities	20	30,09%
It helps comprehension of content subject	6	10,52%
It is an international language and important for our speciality	5	8,78%
To have cultural knowledge of English speaking countries	3	5,26%
It is important to communicate	3	5,26%
It helps me in my life	2	3,50%
I like English	2	3,50%

However, 38% of the respondents were not satisfied or motivated to learn English, they did not understand English, nor the content of the lecture, nor the teacher when speaking. They maintained that they had a problem of comprehension thus preferring French and considering it easier to use and work with.

Question 7: Courses Coordination

A large number of students (89,47%) stated that coordination between the English course and the other courses is necessary. They explained that English is needed in almost all the other modules and across the curriculum. Furthermore, the English course can complete the content modules, and can help the students to comprehend specific terminology in English. Consequently, students maintain that teachers should work together and

consult each other in order to make them improve their proficiency level in both foreign language and in their field of study.

Question 8: Types of reading texts

Regarding the text genre used by teachers, the majority of students stated that the academic article is the main text type frequently dealt with during English courses. In some situations, extracts from texts of law are provided to support the lecture. In addition, 21,05% of the students' answers highlight the existence of newspaper articles used as teaching materials. The table below illustrates informants' responses.

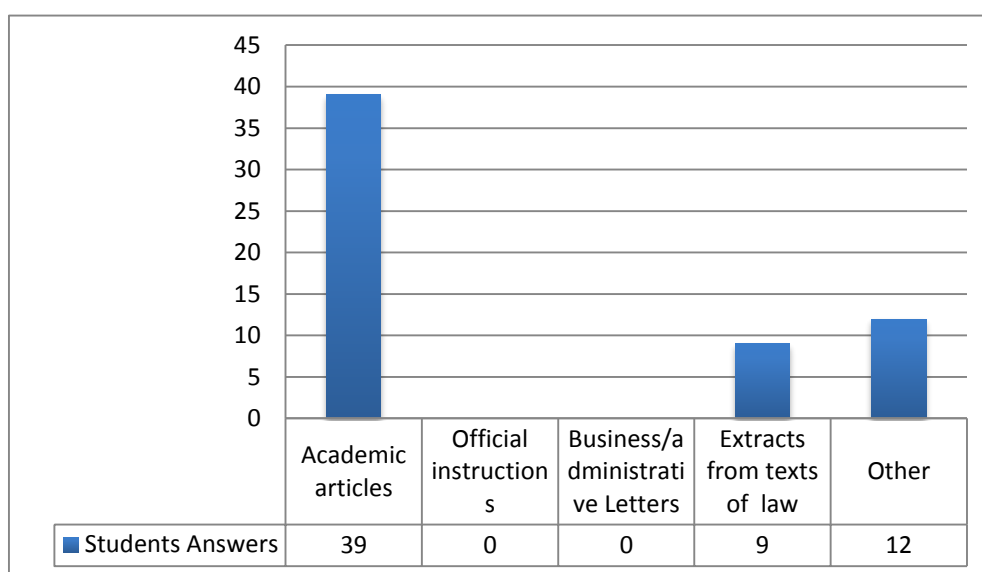


Figure 4.11: Types of reading texts

Question 9: Reading topics

Concerning the extent to which students are satisfied with the reading topics dealt with, it appears from their answers that the percentage of

students who seem to be interested in the provided topics represents 53,15%. However, 46.84% are not satisfied because, according to them as shown in the figure below, the topics are not related to the other modules, or are not motivating, or are difficult to comprehend.

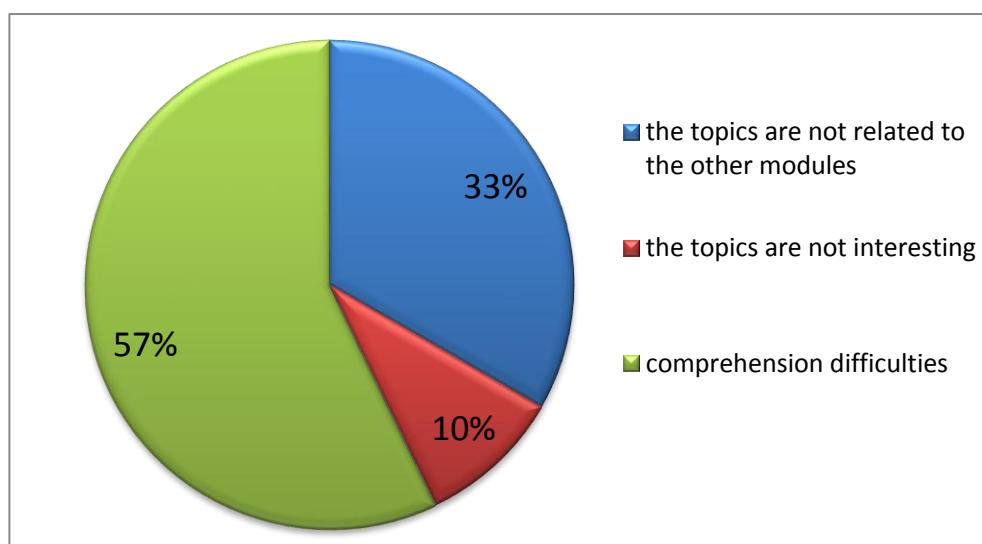


Figure 4.12: Reasons for dissatisfaction with reading topics

Question 10: The number of texts read.

Informants provided various numerical answers for this question. However, the average and the common numbers to how many texts they have read in the classroom are: “Three texts last year and one text during this semester”. “The English course time load is not sufficient to deal with more texts and to vary the genres”; this is the major reason put forward by all the students. It seems that they are aware of the inadequacy of the time allocated to the English course and their learning needs.

Question 11: The frequency of classroom text reading

43.83% of students asserted that they read the text with their teachers twice; while, others (33.33%) stated that they read it only once. Regarding

self-reading, 52,63% of students responded that their teacher asked them to read the same text twice; whereas, twenty-one informants (36,84%) said that broadly speaking they were ordered to read the text only once. The answers are summarized in the table below.

Table 4.8: The reading frequency in the classroom

Reading Frequency of the same text Types of reading	Once		Twice		Three Times		More	
	AF	RF	AF	RF	AF	RF	AF	RF
With the teacher	19	33,33%	25	43,85%	6	10,52%	7	12,28%
Self-reading	21	36,84%	30	52,63%	3	5,26%	3	5,26%

Question 12: Frequency of reading comprehension tasks

Regarding the number of reading tasks, many students stated that for one text they completed between two to four exercises in the classroom; and only 17, 53% of them asserted that they carried out five and more tasks. The figure below illustrates students’ answers.

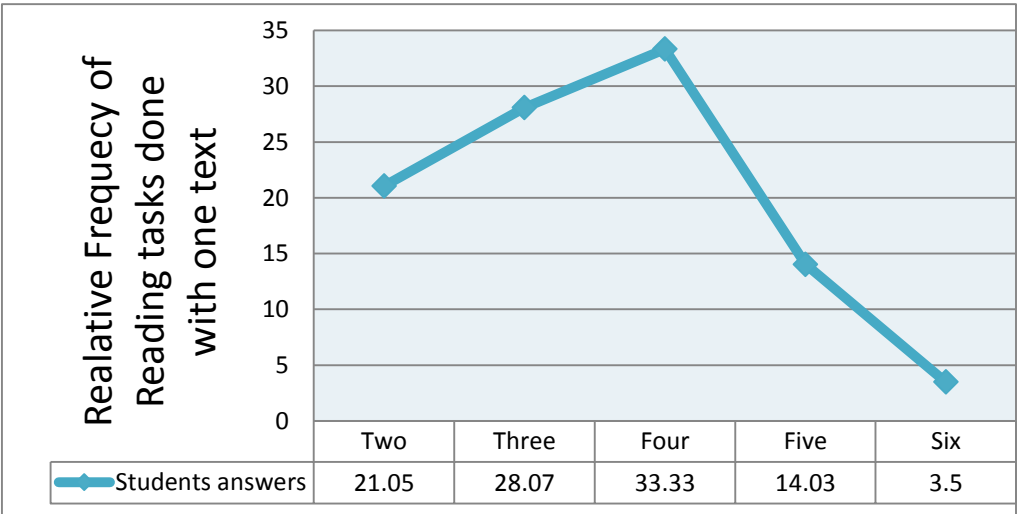


Figure 4.13: Frequency of reading comprehension tasks

Question 13: The frequency of homework reading assignments

The students' answers about the frequency of reading activities given to them by their teachers as homework are presented below:

Table 4.9: The frequency of homework reading assignments

Frequency of Reading Assignments	Students'	
	AF	RF
Frequently	1	1,75%
Sometimes	32	56,14%
Never	24	42,10%

As displayed in the above table, 56,14% of the students reported sometimes having reading exercises at home; and 42,10% answered that they were never given reading works as homework.

Question 14: The stages of reading activities

This question was devised to ask the students about the way they are studying a text. It is important to mention that data were gathered according to the three stages in the reading process, which are pre-reading, while-reading, and post-reading stages. These steps are interpreted separately.

A-Pre-reading activities

According to the majority of students (73,68%) teachers do not provide pre-reading tasks. However, 26,22% informants stated that they had pre-reading tasks. The nature of these tasks and the relative frequencies of students' answers are as follows:

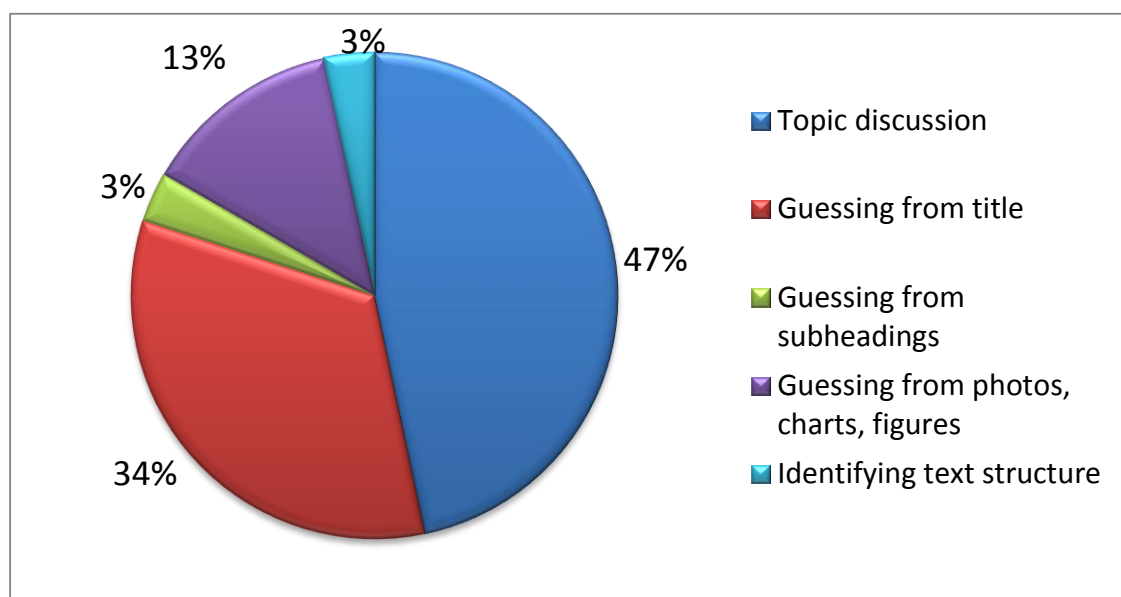


Figure 4.14: The nature of pre-reading activities

According to students pre-reading includes different activities. For 47% of them, before dealing with a new text, they had topic discussion; 34% stated having guessing from title tasks; and 13% reported guessing from photos, charts and figures in the pre-reading phase. Only 3% of informants dealt with section headings or identifying text structure.

B:While reading activities

Concerning while-reading activities, all the students maintained that they performed tasks while reading a text. 77,19% of the students reported that they guessed from the content the meaning of the unknown words or phrases. In addition, 30% of the respondents stated that during their reading they tried to determine the relationship between sentences or sentence elements.

C:Post-reading activities

All the informants stated that their teacher gave them post-reading activities to perform. Regarding the nature of these tasks, the table below summarises students' responses:

Table 4.10: Post-reading activities

Post- reading tasks	Students	
	AF	RF
Matching exercises	39	68,42%
Cloze exercises	23	40,35%
Cut-up sentences	3	5,26%
Comprehension questions	56	98,24%

As displayed in the table, it is noticed that teachers focus on activities that improve reading comprehension namely comprehension questions.

Question 15: Reading strategies training

The students' answers about their training to use reading strategies, for an effective content and language comprehension, were negative for a majority of them (78,94%). They stated that their English teacher does not teach them the different reading techniques. 21,05% of the students reported that their teacher helped them to read by giving explanations.

Question 16: Students' use of reading strategies

The following table summarizes the reported reading strategies used by students.

Table 4.11: Students' use of reading strategies

Students reading strategies	Students	
	AF	RF
Reviewing titles, section headings, and photo captions	46	80,70%
Skimming: using a quick survey of the text to get the main idea	23	40,35%
Using knowledge of the subject matter to make predictions about content and vocabulary	22	38,59%
Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up	20	35,08%
Scanning: identify text structure, confirm or question predictions	18	31,57%
Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text	15	26,31%
Using knowledge of the text type and purpose to make predictions about discourse structure	7	12,28%

According to the above results, reviewing titles, section headings, and photo captions appear to be the main strategies used for text comprehension since they represent the highest ratio. Skimming by using a quick survey of the text to get the main idea, using knowledge of the subject matter to make predictions about content and vocabulary, and guessing from context by using prior knowledge of the subject are also reported to be employed as reading strategies with an average of 38%. As for the items related to scanning and paraphrasing, they also appear to be utilized by more than 26% of the students.

Question 17: Suggestions to teachers

This question was devised to ask students to suggest changes in the way of teaching reading. Eight students (14, 03 %) suggested no change. They only said that the current teaching of reading satisfies their needs. While most of the respondents, that is, 85.96% reported that some changes in the teaching methodology are necessary and they gave the following proposals:

- To use simple vocabulary in texts in order to facilitate comprehension.
- To use computers, audio visual aids and internet.
- To provide texts systematically from easy to complex.
- To select interesting topics
- To add language activities and encourage homework tasks.
- To read and explain slowly.
- To use images and photos with the text.
- To give the students the text the week before studying it
- To use L1 and translation for a rapid comprehension.

4.3.2.3 Part three: Identification of Students' Needs in Reading.**Question 18: ELP importance**

The results concerning the importance of English for legal studies are gathered in the following figure. It should be noted that some students ticked more than one answer.

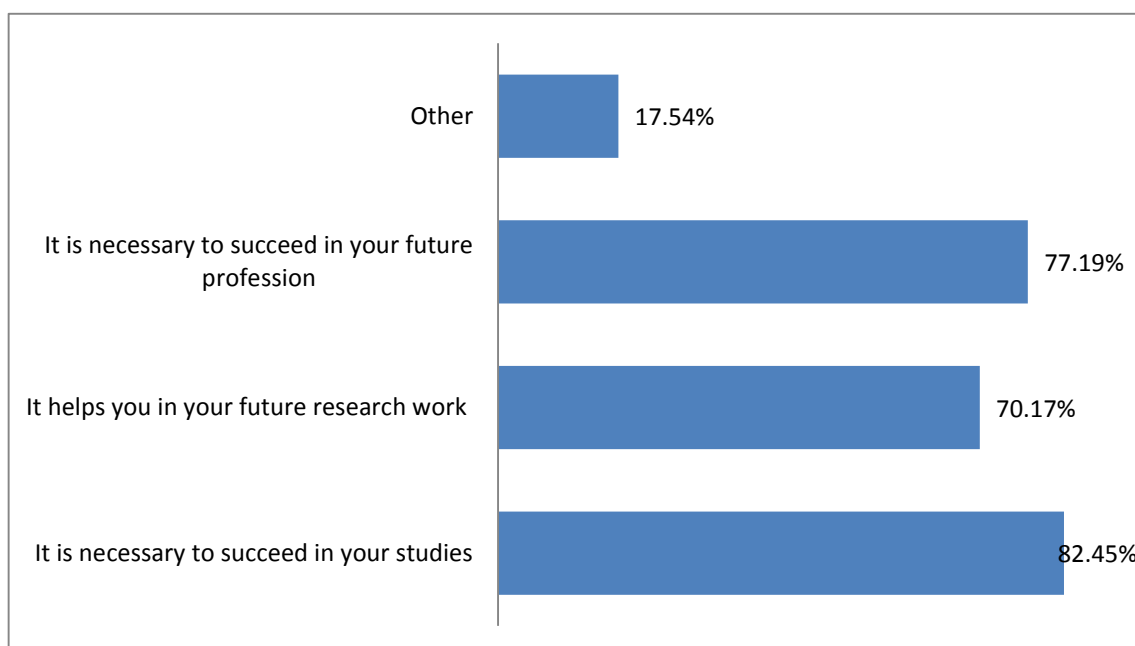


Figure 4.15: ELP importance

As shown in the above figure, different answers were ticked by the students regarding the importance of ELP. Most students stated that English is important in their context because it is necessary to succeed in their studies and research work. 82,45 % of them maintained the necessity to master English to succeed in studies; 77,19% stated also the necessity of English for their future profession; and 70,17% reported that it helps them in their future research work. In addition, 17,54% of informants suggested other answers such as English is necessary to communicate and to gain cultural knowledge. Consequently, in the light of the results obtained, one may deduce that according to the concerned students, the three reasons suggested to highlight the importance of English for legal studies are almost of equal importance.

Question 19: Skills complexity

Regarding students language skills difficulties, the gathered information are in the table below.

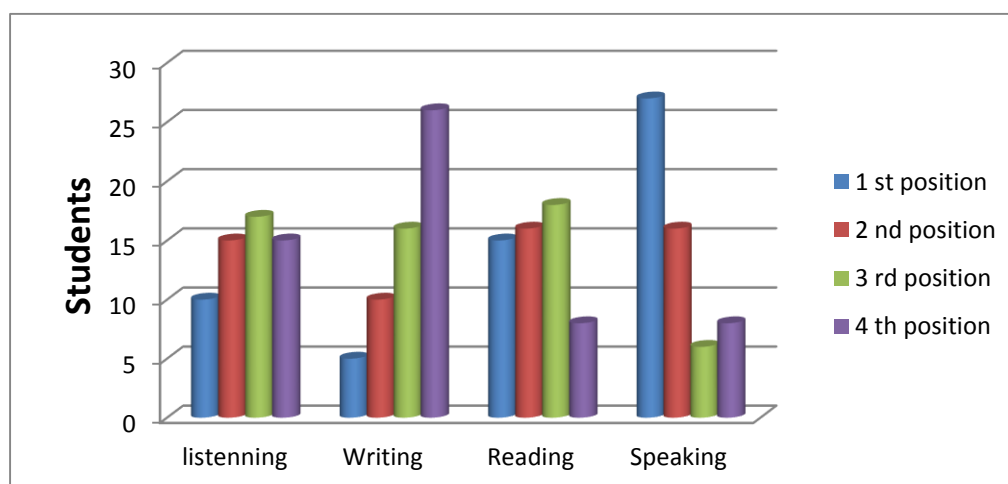
Table 4.12: Skills complexity

Skills	Students	
	AF	RF
To interact with English speakers	52	91,22%
To write in English	17	29,82%
To comprehend English speech	42	73,68%
To read legal articles	11	19,29%

It is noticeable from students' answers that, for 91.22% of them speaking is the principle obstacle in learning English, 29.82% view writing as extremely complicated, whereas 73.68% of them said that the comprehension of English language is difficult, and 19.29% find reading too complex.

Question 20: Skills importance

This question deals with the classification of the language skills according to their degree of importance for students studies. The following figure provides an idea about students' opinion. It should be noted that the word position in the figure reflects the level of importance.

**Figure 4.16: Skills importance**

From students' answers it appears that all four language skills are important; however, 47,36% of the students are in favour of promoting speaking first, then reading in the second and third position; it is perceived by 59,64% of students as essential for their studies. Listening seems to have the same degree of importance as reading; a total of 56,14% answers were counted in both second and third positions. In fourth position, writing is the selected skill, i.e. it is viewed as the least important for informants' studies.

Question 21: Students' reading proficiency level

According to the results provided by the respondents, it is clearly stated that more than half of the students (55%) evaluate their level in reading English texts as beginner, i.e. they could just identify words and sentence elements and structures and no more than that. While 43% of students stated that, in addition to vocabulary they could also interpret the general idea of the text, in other words they consider themselves having an intermediate level. An exception is made for one informant who considered himself of an advanced level with the ability to identify, interpret and analyse the linguistic, contextual and discoursal elements of the text. The following figure shows the frequencies related to students' reading proficiency level.

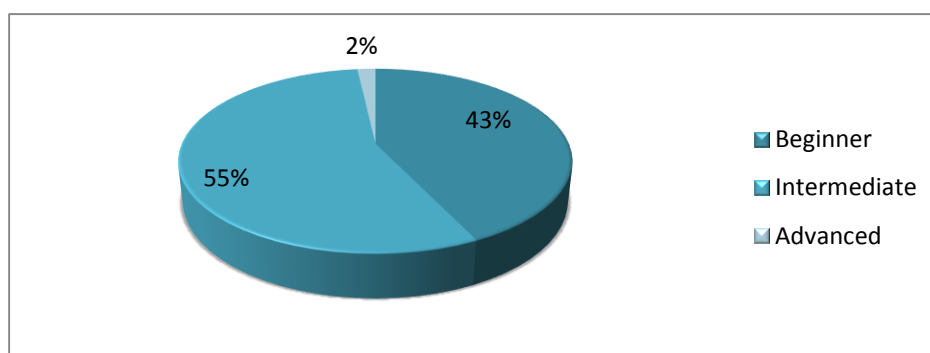


Figure 4.17: Students' reading proficiency level

Question 22: The nature of the reading difficulties

This question was devised to ask the students about the nature of their reading difficulties. Data were gathered at three language levels: the phonological, the syntactic, and the lexical levels. In the table below, students' answers are highlighted.

Table 4.13: The nature of the reading difficulties

Reading difficulties Students	Phonology	Syntax	Lexis		
			word meaning	text meaning	Sentence meaning
AF	29	22	35	19	42
RF	50,87%	38,59%	61,42%	33,33%	73,68%

Nearly half of the students (50.87%) stated to have difficulties to match words with their sounds/pronunciation. 38, 59% informants reported that they had a problem at the syntactic level; they added that they did not understand the grammatical relationship between sentences. Regarding the item concerned with lexical difficulties, it should be noted that some students ticked more than one answer. First, 61,42% students reported that when reading they couldn't understand word meanings. 33.33% of them ticked that they did not know what the text was about in general. Finally, 73,68% students stated to have a difficulty to know the meaning of some sentences. We deduce from students' arguments, the existence of difficulties at all language levels.

Question 23: Subjects that require reading texts in English

Regarding the modules in their curriculum, requiring reading academic papers in English, the students maintained the existence of a variety of important topics that need focus, such as international laws, international relations, political communication, administrative laws, human rights, legal systems, and comparative laws (British and American laws). Informants also added that many legal texts that explain both the content and theory of these modules exist only in English.

4.3.2.4 Part Four: Readiness for blended Learning

Question 24: Technological tools possession.

This question deals with the first requirement to establish a blended learning environment, that is the existence or not of computers.

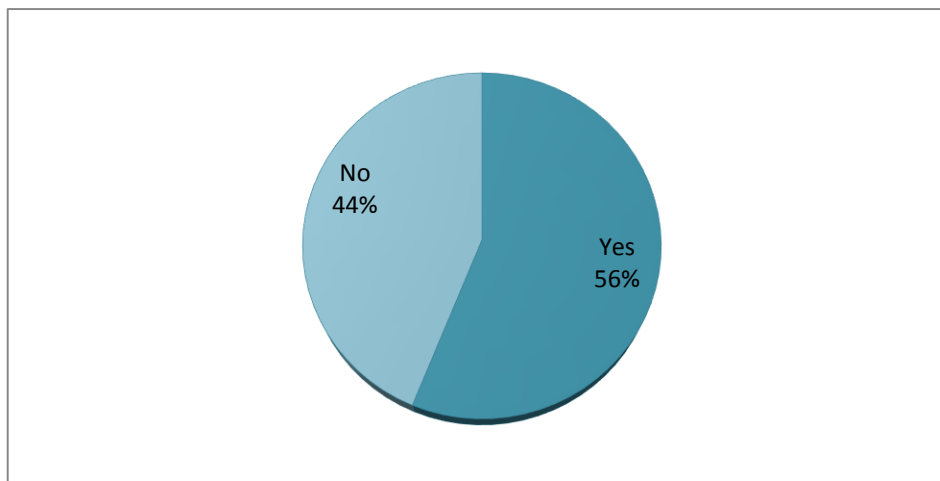


Figure 4.18: Personal Computer possession

It was noticed that more than half of the students (56%) stated that they had a personal computer.

Questions 25 and 26: Internet access

Concerning internet availability, students (64, 91%) asserted to have an easy access to the net which they are daily users. Almost all of the respondents have internet connection at home, whereas the others (seven students) have access to the web either in cybercafés or in the university campus. From students' answers to these last three questions, we can state that the technological materials are available to experiment a blended course.

Question 27: Students' motivation to study English via the net

A majority of students, that is, (87, 71 %) answered positively to have additional English reading comprehension activities online. The informants demonstrated a high interest to the proposal to support their English course with homework tasks.

4.3.3 Summary of the Results

The four parts of students' questionnaire, show that the majority of informants under investigation are motivated by the research theme, which demonstrates that they are aware of the importance of the English language. Regarding the first part which concerns students' foreign language studies, the collected data display that the groups of informants are homogenous in terms of language learning experience. Throughout their studies, Master's students received English for at least ten years.

The second part of the questionnaire intended to present the teaching situation. It shows that the nature of the provided topics is General English and approximately half of informants (61,92%) enjoy the English course at the university. However, the other students maintain that they don't like the English course because they have a problem of comprehension. Informants also see that English is needed in almost all the other modules and the English course can complete the content modules. Regarding reading activities, students argue that even if the main text genre used by teachers is the academic article, reading topics are not related to the other modules; they are not motivating; and they are difficult to comprehend. The questionnaire also highlights that informants are aware of the inadequacy of the time allocated to the English course. They maintain that the English course time load is not sufficient to deal with more texts, to vary the genres, to increase the frequency of text reading in class, and to increase the number of reading tasks. Furthermore, all the questioned students reported sometimes or never having reading exercises at home. With regard to the way the students are studying a text in the classroom, teachers do not provide pre-reading tasks, however students maintain that they perform tasks while and after reading a text and the nature of the tasks consists namely in comprehension questions. Concerning reading strategies, though teachers do not proceed to strategy training, students use different reading strategies more or less consciously. It seems from their answers that previewing, skimming, predicting about content and vocabulary and guessing from context are the commonly used strategies among students.

The quantitative information gathered from the third part of the questionnaire provides important facts regarding students' needs. Regarding language skills, it appears from the statistical data, that they are relatively balanced in terms of the complexity. Furthermore, students clearly evaluate their level in reading English texts as weak or average because they have difficulties at all language levels. As far as reading topics are concerned, informants maintain that they need to read and comprehend legal texts related to international laws, international relations, human rights and legal systems.

The last part of the questionnaire is intended to evaluate students' readiness for using blended learning. According to students' answers, the blended learning environment exists because they possess a personal computer and they have internet access. In addition, they are motivated to have English reading comprehension homework tasks online.

4.4 Main Results and Discussion

The teachers' interview and the students' questionnaire were intended to identify ELP Master's students proficiency level in reading English texts, explore the teaching of reading provided to these students, discover the causes behind these students' reading difficulties, and find out possible solutions to overcome students' weaknesses. That is to say, the research instruments were designed first and foremost for a NIA of students' reading difficulties. With these objectives in mind, the researcher tried to verify his two first research hypotheses. The outcomes will help the researcher to have a clear idea about the design of an ELP course and experiment the impact of blended learning on developing ELP students' reading skills, i.e., the fourth hypothesis.

With regard to the first hypothesis, the results of both the interview and the questionnaire reveal that the content of the English course is inappropriate to ELP students' study needs, because it focuses mainly on general English activities or provides business terminology or translation. The content provided cannot be considered as a source for legal vocabulary acquisition. Furthermore, except for some broad lines no ELP syllabus is provided by the Department. In addition, the data obtained from teachers' answers reveal that the English course in general and the reading activities in particular are not instructed with the same time distribution. Some teachers devote half an hour in each lecture, others an hour and a half or even three hours for each didactic unit, and a teacher emphasizes all his sessions on text comprehension, that is, the time allocated to reading activities is not the same for all the students. The students' questionnaire also shows that informants are aware of the inadequacy of the time allocated to the English course with their learning needs. They maintain that the English course time load is not sufficient to deal with more texts, to vary the genres, to increase the frequency of text reading in class, and to increase the number of reading tasks. Moreover, they do not receive reading homework assignments to overcome the lack of time, i.e., they are not intensively exposed to English texts. Furthermore, even if the students see that the English course can complete the content modules, they maintain that they do not like the English course in general (38%, see question 6) or that they are not interested by the provided reading topics in particular (36,84%, see question 9) because they have a problem of comprehension. With regard to the way the students are studying a text in the classroom, pre-reading tasks are neglected as an important stage in the reading process to activate prior knowledge, however students maintain that they perform tasks while and after reading a text and these tasks are mainly

comprehension questions. The results obtained also show an unbalanced use of the reading strategies. All teachers emphasize mainly inferring the meaning from context, skimming, scanning and vocabulary acquisition, and only 2 out of 7 teachers activate students' background knowledge. Finally, the informants' suggested change which further stresses the inappropriacy of the presently delivered ELP course namely in terms of developing the reading skill. With regard to the way the students are studying a text in the classroom, the reading process is not systematically structured. According to the majority of the informants (teachers question 12, students question 14) pre-reading tasks are not provided, however they maintain that they perform tasks while and after reading a text and the nature of the tasks consists only of comprehension questions. All these results confirm the first hypothesis.

Concerning the second research hypothesis which identifies ELP students' needs in terms of lacks, wants and necessities, the analysis reveals the following results: Regarding students reading competencies, the findings revealed that the majority of the students evaluate their level as elementary or intermediate in reading English texts. Students (50.87%), in question 22, explained that they had difficulties to match words with their sounds/pronunciation, to understand the grammatical relationship between sentences, and to know word and sentence meanings. On the other hand, the teachers (see question 19) claim that students have various reading difficulties because of lexical, phonological and syntactic lacks. Furthermore, teachers argue that their students have various reading weaknesses starting from their lack of vocabulary knowledge to their non ability to paraphrase the information in the text, i.e., they lack linguistic and strategic competence. The main reason for students' reading difficulties, is the insufficient teaching time load devoted to the English course in general and to reading activities in

particular. Teachers also maintain that it is impossible to deal with more texts, to vary the genres, to increase the frequency of text reading in class, and to augment the number of reading tasks.

Concerning students learning wants, the students (see question 18) are eager to learn English because it is important to succeed in their studies, research work and future professions. For that reason, students (see question 20) want to improve their four language skill with more focus on speaking and reading. In addition, students (see question 23) speak about the existence of authentic references written in English that the students are not able to exploit. The content of these pedagogical references are related to international laws, international relations, political communication, administrative laws, human rights, legal systems, and the comparative laws (British and American laws) knowing that these laws are part of their curriculum.

Regarding students learning necessities, the data outcomes highlighted that (see question 15) the reading skill must be developed because teachers believe that it has a great deal to offer to the students in their research works and future careers. Students should develop their reading abilities by acquiring the necessary reading processes which will help them comprehend legal texts written in English. The analysis of the target needs, showed that Master's students are in need of reading English legal texts encouraged by their teachers (see question 18) who believe that it is necessary to read English texts efficiently because this will play a facilitating role in their careers and help them to communicate with their peers. Actually students need to exploit and use legal texts found in all types of texts and in the web.

One may deduce that the findings concerning the students' reading needs seem to confirm the researcher's second hypothesis which states that ELP students need to comprehend legal texts written in English by learning specific vocabulary, language forms and structures used in legal context.

Regarding informants' attitudes towards the use of a blended approach of Content Integrated Language Instruction which would help ELP students to be exposed to intensive reading activities and overcome lack of teaching time, the gathered information from teachers and students' answers are not identical. The teachers present negatively the usefulness of such an approach for their students, and the majority of teachers stated that it was not possible to use this approach; this may show that they are not ready to use it. According to them various constraints and limitations exist and play a negative role to the feasibility of the blended approach in their context: Absence of conditions, lack of technological materials, students' internet inaccessibility, reticence from a new teaching/learning environment and students' lack of technological skills are the main arguments advocated. Unlike teachers, students show a positive attitude to have additional English reading comprehension activities online; they demonstrate a high interest to the proposal to support their English course with extra home tasks. It is noticeable from question 27 that students are eager to develop their reading competencies. In addition, they stated to have personal computers and to have an easy access to the net as they are daily users leading to assume that the requirements to establish a blended learning environment exist in the present situation. From students' answers, we can deduce that the technological materials are available to experiment a blended course. This will also allow ELP students to be exposed to intensive reading activities and overcome lack of teaching time.

4.5 Conclusion

Chapter four tried to analyse and interpret the results drawn from the teachers' interview and students' questionnaires. Interesting findings were achieved in terms of the present teaching situation, students' needs and reading interests as well as teachers' knowledge, assumptions and recommendations. It has been found that both students and teachers are aware of the vital importance of reading English texts in academic legal context, and show a positive attitude vis-à-vis the introduction of new technologies to instruct reading activities. Furthermore, students are aware of the fact that they lack linguistic and strategic competence to read and comprehend English texts used in their context.

Therefore, on the basis of the results obtained, the next and last chapter will be entirely devoted to confirm our findings by testing if blended learning approach and the use of new technologies can help ELP students to perform their content knowledge and to develop their reading competencies by using different reading strategies. Finally, some suggestions and recommendations will be presented hoping to bring in a fruitful contribution with the aim of improving students' reading proficiency.

CHAPTER FIVE

COURSE EXPERIMENTATION

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5.1 Introduction

In the light of the findings reached in the preceding chapter, a remedial to the actual teaching situation is necessary to reach the target needs of ELP students. Thus, the researcher designed sample Blended ELP lessons on based CLIL approach and experimented them. The results of this research work indicate that the learning of the reading skill for ELP students is affected by different factors: inadequate teaching methodology, lack of students' practice and insufficient time devoted to the teaching of reading. Therefore, the present lessons will try to overcome these aspects that play a negative role in the students reading process.

Teaching ELP is considered as being vital because of workplace increasing demands to recruit accurate persons who use English in legal field. Teachers should give the necessary input to the students in a certain order in a limited period of time. Yet the role of ELP teachers is to focus on the learning requirements of his students, i.e., he must be aware of his learners' language needs. In this, the NIA revealed that the students lack linguistic competence to read and comprehend English texts used in their context.

Selected tasks are chosen to facilitate the teaching of ELP and improve the students' reading competencies to make the teaching/ learning of ELP a better experience for law students.

5.2 ELP Blended Course Design

The results obtained in this study motivated the researcher to design an ELP blended course for Master students at the faculty of law and political sciences. It is important to mention that the course is based on CLIL method

to develop students content knowledge and English fluency at the same time, and focuses on promoting the reading comprehension of ELP students through a blended learning approach. That is to say, the content drives the students to read specific texts related to their field of study in the classroom and online via a Moodle platform.

5.2.1 Course Objectives

The main objectives of the ELP blended course are to help the students build a legal terminology corpus and train them to use different reading strategies that lead to comprehension.

The aim of each part is first, to provide students with knowledge of legal topics; second, to expose learners to large quantities of meaningful authentic materials; third, to help students acquire legal English terminology and phrases, through systematic text comprehension and language tasks.

5.2.2 ELP sample lessons layout

Concerning lessons components, each unit is divided into five parts (see appendix D). Each part takes one classroom session and perhaps more (between 1h30m to 2 hours). A total teaching time average of ten hours is planned in the classroom and a minimum of ten other hours is devoted to tasks outside the classroom, i.e., the teaching time is doubled thanks to the blended approach.

Part one: pre-reading tasks. The two first tasks are performed in the classroom; the others will be performed online.

Part two: classroom tasks (while reading).

Part three: post-reading comprehension tasks. The first task is performed in the classroom; the two others online.

Part four: translation and language tasks in the classroom instruction.

Part five: transfer of acquired reading knowledge to real situation tasks online.

5.2.3 Instructional Strategies

Before this study a traditional lecturing was provided with a session of one hour and a half in the classroom. “The face-to-face instruction included mostly an expository teaching. The instructor introduced a new topic and demonstrated the sample codes in the studied environment” (Ersoy, 2003:32). The students were passive listeners in the lectures, though brief discussions took place about new concepts. This design of the course was changed into a blended approach with a newly developed moodle platform. The latter was expected to provide additional support to the students in terms of subject content and communicating with others and with the instructor via synchronous and/or asynchronous ways.

The researcher implemented the sample course in the Tlemcen University website more precisely in the ‘e-learn’ platform. Students can have access through two links www.univ-tlemcen.dz/ or <http://elearn.univ-tlemcen.dz/>.

5.3 Course Presentation on the Website

The user interface used in this study is presented in Figure 5.1. The structure of the website has four frames; first one is the top frame showing the name of the platform and the user. The second one is the menu frame at the

left side of the screen. It includes hyperlinks to other pages within the site links for the communication/collaboration tools, i.e. chat, group chat and forum. The third, at the right side, includes user name and pass word three buttons. The last frame is, at the central part of the screen, content frame presenting the courses titles.

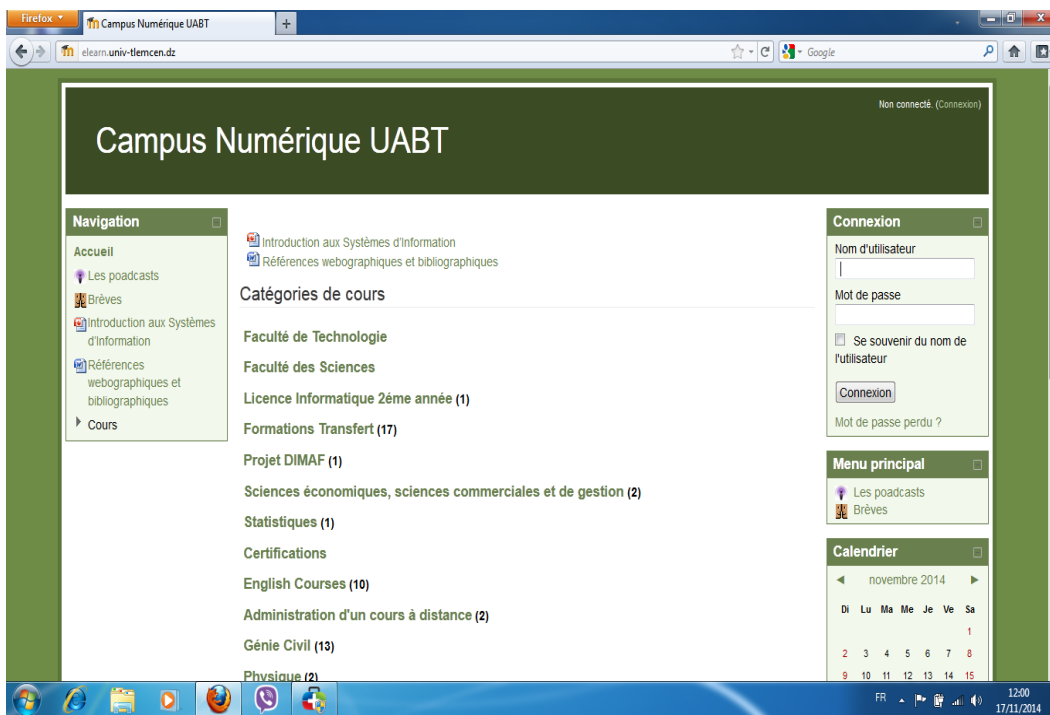


Figure 5.1: View of UABT web site interface

The authorized students insert their user names and pass word then they are connected and allowed to work on the platform. Regarding the form and the format of the site, as it is an institutional platform the researcher was not able to design his lessons freely. He was obliged to use an old and limited version of Moodle programme (1.4 – 31/8/2004), more recent version that offers technical help exist nowadays; however, elarn univ-tlemcen.dz provides a full range of information related to the pedagogical, scientific and social activities in Tlemcen University that are interesting for the students. The web site has the following components.

5.3.1 Course Description Page

It includes the descriptive information about the course, its objectives, the course outline, the time and place information for classroom lessons, and the contact information with the instructor.

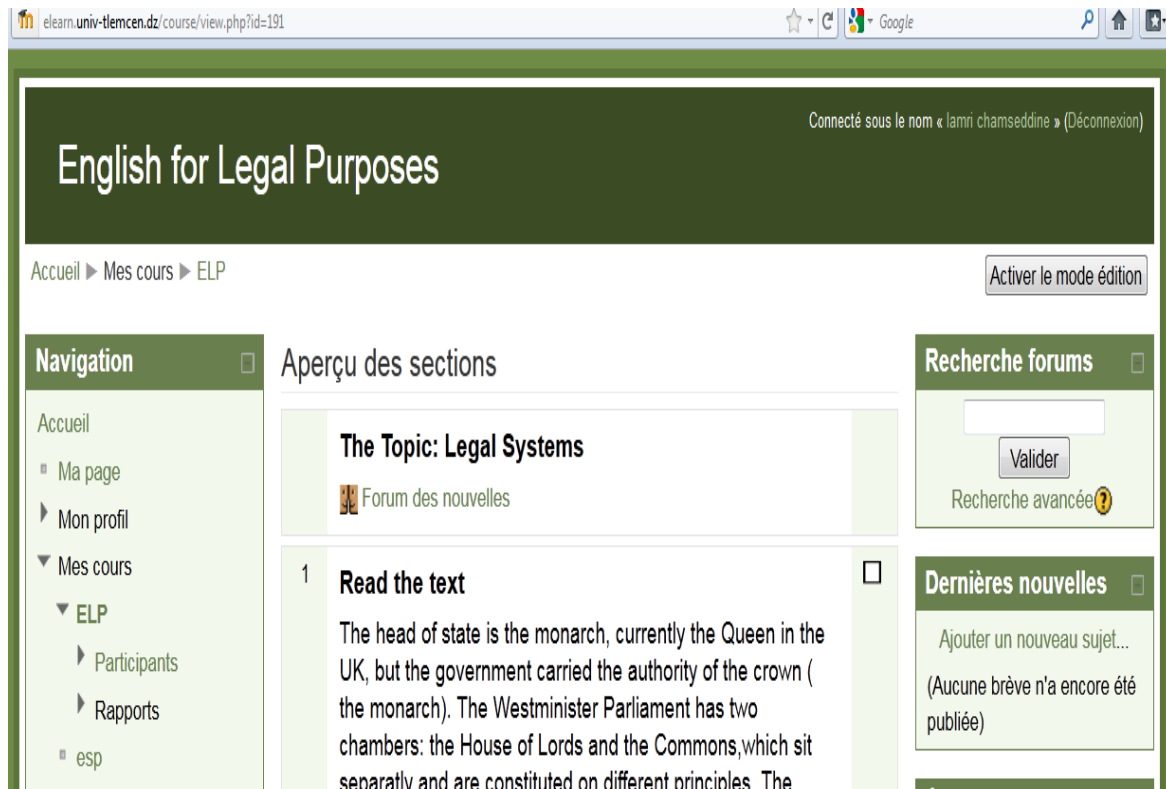


Figure 5.2: View of ELP course in UABT web site interface

5.3.2 Lecture Page

It contains the presentation files used in the lessons both in Microsoft format and in HTML page format. The students were able to see directly the lectures (texts and tasks) programmed for each week on the platform, and to download them into their personal computers.

5.3.3 News Page

This page shows the short news announced by the University or by the instructor. Only the university web master can add new news, delete or modify existing news. However, the teacher can present the latest news on the Home page which every user can consult.

5.3.4 Online Communication

The web site provides online communication tools. These are forum and chat tools besides the e-mail opportunity.

5.3.4.1 Forum

In order to support asynchronous communication, forum is provided to all members (Figure 5.3). Students are free to post messages, produce topics and respond each other through forum. During the experiment, the students' communication can be classified into a public communication. Students are allowed to post a message and join in discussion.

The screenshot displays the forum interface for the course 'English for Legal Purposes'. The user is logged in as 'shame_samedani'. The interface includes a navigation menu on the left with options like 'Home', 'My profile', 'Forum posts', 'Blogs', 'Messages', 'My private files', 'My courses', and 'Settings'. The main content area shows a topic outline for 'The Topic: Legal Systems' with a list of 9 items, all marked as 'Not available'. On the right side, there is a 'Search forums' box with a search input field and a 'Go' button, which is circled in red. Below the search box are sections for 'Latest news', 'Upcoming events', and 'Recent activity'.

Figure 5.3 – Forum Interface

5.3.5.2 Chat

The chat tool gives the students and the instructor a chance of communicating synchronously in text-based format. The chat tool is not in a peer-to-peer nature, but opens to all the students including the teacher. Topics related to students' field of interest are suggested and debated.

5.4 Topics and Texts Selection

According to students requirements and teachers suggestions (see chapter four) various topics can be proposed to set up an ELP syllabus. The researcher selected the commonly and widely studied topics among law and political sciences studies for his sample lessons, the Anglo-Saxon legal systems and international laws. These topics are closely associated to students' field of study, thus they can be motivated to learn English. It is commonly known that the content serves the language if an attractive subject or relevant academic topic area can provide meaningful context in which students can reach language objectives.

After choosing the appropriate topics, the researcher selected some texts to be inserted in the course. However, it was important to measure the ease in which text can be read and understood, i.e., text readability. In this context, various formulas exist and the most popular ones are the Flesh and Dale-Chall formulas. These formulas calculate readability by counting some variables such as the number of words and syllables in a passage or document. The readability formulas as defined as

the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers will have with the piece. The success is the extent to which the readers understand it, read it at an optimal speed, and find it interesting. (Dale &Chall, 1995:80)

The formulas are equations that study the relationship between text features (e.g., words, sentences) and text difficulty (e.g., reading comprehension, reading speed). Each formula calculates differently the text difficulty and even if they are mechanical and imperfect, they are easy to apply and therefore, popular.

5.4.1 The Flesch Reading Ease Readability Formula

The Flesch Reading Ease Formula assesses the difficulty of a reading passage written in English; it is based on the following mathematical formula presented in table 5.1.

Table 5.1 The Flesch Reading Ease Readability Formula. Retrieved from

<http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php>

The specific mathematical formula is:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = Readability Ease

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words)

The output, i.e., RE is a number ranging from 0 to 100. The higher the number, the easier the text is to read.

- Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader.
- Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders.
- Scores between 0.0 and 30.0 are considered easily understood by college graduates.

To sum up, according to the Flesch Reading Ease Formula the readable text should contain shorter sentences and words. The RE score between 60 and 70 is largely considered acceptable. The following table helps to assess the ease of readability in a document according to Flesch Reading Ease Score:

Table 5.2 The Flesch Reading Ease Score. Retrieved from

<http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php>

Flesch Reading Ease Score		
90-100	Very Easy	4th grade
80-89	Easy	5th grade
70-79	Fairly Easy	6th grade
60-69	Standard	8th & 9th grade
50-59	Fairly Difficult	Some high school
30-49	Difficult	High school or some college
0-29	Very Confusing	College

5.4.2 The New Dale-Chall Readability Formula

Rudolph Flesch and his Flesch Reading Ease Formula inspired Edgar Dale and Jeanne Chall to revolutionize the way most people perceive documents. Dale and Chall created The Dale-Chall Formula for adults and children above 4th grade as a way to improve above the Flesch Reading Ease Formula. The New Dale-Chall¹ Formula improves the original Dale-Chall Readability Formula as expounded in *A Formula for Predicting Readability* in 1948.

1. Edgar Dale was a professor of education at Ohio State University. He devoted much of his life to improve the readability of reading materials. Jeanne Chall was the founder-director of the Harvard Reading Laboratory for 20 years. Many professionals consider her book, *Learning to Read: The Great Debate*, a great contribution in the phonics debate.

According to readabilityformulas.com web site (<http://www.readabilityformulas.com/new-dale-chall-readability-formula.php>), Dale-Chall Formula is a general formula suitable for all kinds of texts. Unlike other formulas that use word-length to assess word difficulty, the Dale-Chall Formula calculates the number of “unfamiliar” words, those not existing on the list of common words. The Dale-Chall Formula calculates the US grade level of a text sample based on sentence length and the number of difficult words.

Originally a list of 763 non-hard or familiar words was included in the first Dale-Chall Formula. However, in 1995 the formula was revisited and the list of familiar words was expanded to 3000 words. These words are known in reading by at least 80 percent of the readers in Grade 5. It is not intended as a list of the most important words for children or adults. It includes words that are relatively unimportant and excludes some important ones.

Table 5.3 The New Dale-Chall Readability Formula. Retrieved from <http://www.readabilityformulas.com/new-dale-chall-readability-formula>.

Compute the following equation:

$$\text{Raw Score} = 0.1579 * (\text{PDW}) + 0.0496 * \text{ASL}$$

Raw Score = Reading Grade of a reader who can comprehend your text at 3rd grade or below.

PDW = Percentage of Difficult Words

ASL = Average Sentence Length in words

If (PDW) is greater than 5%, then:

$$\text{Adjusted Score} = \text{Raw Score} + 3.6365, \text{ otherwise Adjusted Score} = \text{Raw Score}$$

Adjusted Score = Reading Grade of a reader who can comprehend your text at 4th grade or above.

Step 5: Use the following table to get the Adjusted Grade Level:

<u>ADJUSTED SCORE</u>	<u>GRADE LEVEL</u>
4.9 and Below	Grade 4 and Below
5.0 to 5.9	Grades 5 - 6
6.0 to 6.9	Grades 7 - 8
7.0 to 7.9	Grades 9 - 10
8.0 to 8.9	Grades 11 - 12
9.0 to 9.9	Grades 13 - 15 (College)
10 and Above	Grades 16 and Above (College Graduate)

The exactness of the New Dale-Chall Formula is on the fact that it uses familiar words, rather than syllable or letter counts to calculate the readability of texts. Generally readers find it easier to read a text if they find that the words are familiar to them.

In this study, text readability estimation was tested according to Dale-Chall and Flesch Index formulas in order to see if the students can read and study the texts. The majority of texts are scored 11-12 in Dale-Chall formula and 54.2/100 in Flesch Index, i.e., they are fairly difficult and estimated 'IV

Adept’ according to NAEP proficiency levels and the reading-grade-level equivalents. In other words, these texts have specific content and can be used for upper intermediate level students.

5.5 Tasks Description

The present ELP lessons are designed around classroom and online tasks. ELP teacher introduces the topic in the classroom then asks his students to perform homework tasks online. Different types of tasks are suggested for Master ELP students in order to help them overcome their reading difficulties. A sample of these tasks is presented below.

5.5.1 Classroom Tasks

In this task the students are asked to associate visual facts and activate their background knowledge.

A: Pictures Illustration

Photo Two

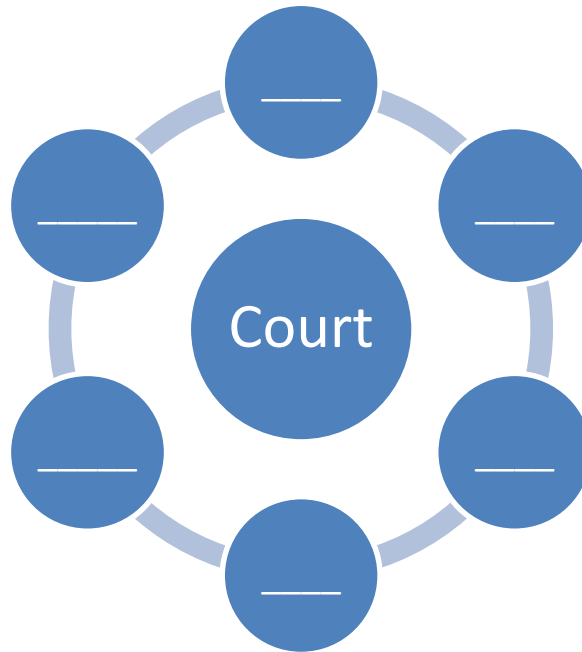


(From <http://www.bangkokpost.com/learning/learning-from-news/239829/temple-battle-moves-to-court>)

A view of the International Court of Justice. AFP

The instructions for the following task are:

Scan photo two, and try to complete the following diagram with words, you already know, you think are related to a court session.



B: Matching Exercises

3. Read text (2) again (see appendix D) and match each word item with its corresponding definition.

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

In this exercise the students are faced with two groups of words, phrases and sentences; each item in the first group has to be linked to the appropriate item in the second.

C: Synonyms and Opposites**Task 2.2**

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

a- Differentiate.

b- Application.

c- Involve.

Use the synonyms in sentences of your own

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

a- Similarity.

b- Exclude.

c- Weakened.

Use the opposites in sentences of your own.

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

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

b- A behaviour.

As it is explained for the students, they have to read the text and find in synonyms and opposites. Then they have to illustrate their comprehension through the production of simple sentences.

D: Comprehension Questions**Task 3.3**

Read the text again and answer the following questions.

1. How can a national law become an international law?

.....
.....

2. What does consent-based governance mean?

.....
.....

3. In which law are human questions studied at an international scale?

.....
.....

4. Which laws concern public entities?

.....
.....

5. Is Supranational law different from Private international law?

.....
.....

These close questions test students comprehension and at the same time they give the opportunity to an open production.

E: Explaining definition and Translation

Task 4.2



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

IMPLIED CONTRACT – A contract in which the promise made by on party is not expressed.	أ- غير دستوري – ما يخالف أو يتعارض مع الدستور
DISORDERLY CONDUCT – Any behavior, contrary to law, which disturbs the public peace or decorum, scandalizes the community, or shocks the public sense of morality.	ب- اتفاقية ضمنية- اتفاقية لا يصرح فيها طرف بصراحة معلنة عن وعد .
CONTRACT – (1) an agreement between two or more people to do or not to do a particular thing; (2) an agreement between two or more people that makes, changes, or ends a legal relationship.	ت -سلوك مخل بالقانون-أي تصرف ضد القانون يزعج السلام العام أو آدابه، أو يروع المجتمع بعمل غير أخلاقي، أو يصدم المفهوم الأخلاقي العام.
UNCONSTITUTIONAL – That which is contrary to or in conflict the constitutions.	ث -عقد-1 اتفاقية بين شخصين أو أكثر عل عمل أو عدم عمل شيء. 2 اتفاقية بين شخصين أو أكثر لإقامة علاقة شرعية، تغييرها، أو إنهاؤها.

Explaining definitions is a way to present the meaning of new content and vocabulary items and using L1 help to achieve this goal. These types of tasks are suggested in our lessons at the end of the unit after acquiring enough information about the topic.

5.5.2 Online Tasks

A: Multiple-choice

2	Task 1.1 1. Which of the following titles do you think fits the text best? Please choose one answer: <input type="radio"/> a. Jurisdiction <input type="radio"/> b. The constitution <input type="radio"/> c. The structure of the law  key task 1.1	<input type="checkbox"/>
3	Task 1.2 What is the Queen in the U.K.? Please choose one answer: <input type="radio"/> a. A president <input type="radio"/> b. A governor <input checked="" type="radio"/> c. A head of state  key task 1.2	<input type="checkbox"/>

In this activity the students are asked to read and re-read the text and then select one answer from the three proposed probabilities. The first proposition is totally out of subject, and the two others are related to their topic.

B: True/false answers

24 **Task 3.2**

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

1. Conflict of laws deals with the question of which authority can study a judicial case.
2. Public international law governs the relationship between international entities and countries.
3. International human rights law is closely related to, but distinct from international humanitarian law.
4. Legal systems include a variety of fields such as international criminal law, the laws of war or international humanitarian law and international human rights law.
5. Private international law concerns regional agreements.

In this activity True/false answers evaluate student general reading comprehension.

C: Filling the Gaps25 **Task 3.3**

1. Fill in the blanks with the following words. faith -individual -tribunal -Justice- international -state The law of nations is founded upon reason and.....(1), and the rules of conduct governing(2) relations between citizens or subjects of a civilized(3)are equally applicable as between enlightened nations. The considerations that(4)law is without a court for its enforcement and that obedience to its commands practically depends upon good.....(5) instead of upon the mandate of a superior.....(6) only give additional sanction to the law itself and brand any deliberate infraction of it not merely as a wrong but as a disgrace. (Adapted from: Grover Cleveland, Message to Congress withdrawing a treaty for the annexation of Hawaii from consideration. (18 December 1893); A Compilation of the Messages and Papers of the Presidents 1789-1897 (1896 - 1899) edited by James D Richardson Vol IX pp 460-472)

To sum up, the objectives of the suggested lessons is to help the students to predict the content of the text, identify the text structure, check the meaning of words and sentences, comprehend specific jargon, find in the texts specific pieces of information, search out the general idea of what the text is about, understand a wide variety of texts using legal terminology, translate legal texts from English to Arabic and vice versa, and write related paragraphs. The whole lessons are presented in Appendix 3.

5.6. Course Experimentation

The various steps of the suggested procedure for the blended ELP course design cannot be considered as reliable lessons if they are not tested. For this reason, the researcher as aforementioned experimented them to see if blended learning approach helped ELP students improve their reading competencies and develop their content knowledge.

5.6.1 Time Spent on the Experiment

The course started at the beginning of the second semester of the academic year 2013-2014, i.e., January 2014 and ended in May. The experiment was conducted for five months in which a total of twenty lectures were planned; however the syllabus had to count with one week off because of exams, with two weeks for spring holidays, and with three evaluating sessions. It means that fifteen lectures were administered in all.

5.6.2 Course and Tests Management

The sample lessons were instructed with the help of the English teacher. First year ELP master students specialized in public policy were concerned with the experiment. The reason is that their English teacher accepted to test the feasibility of a blended learning approach for his students. Furthermore, the lectures topics were closely related to their speciality. This group was composed of thirty seven (37) students. Even if many students were interested to participate in the experiment, only nineteen (19) were selected because they had a direct access to internet. The others (18) formed the control group. The experimental group was provided with online lectures in addition to classroom courses, whereas the control group received only the classroom courses with their English teacher.

The Moodle system offers six different ways to organize the course. The most common and frequently used organisation is the chronological one. Knowing that English course planning for students in the Faculty of law and Political Sciences is one session per week, we managed all our teaching acts according to that, i.e., the teacher instructed his classroom on Mondays at 10:00 and in the afternoons the researcher, after a phone meeting focus, gave the experimental group access to new online reading tasks to be performed during the whole week. It seemed easier to follow concrete dates and thus, control the fulfillment of the tasks dealt with in class.

With the help of the English teacher three tests were administered to evaluate students' reading achievements. In a form of Curriculum-Based Measurement-Maze reading tasks we selected two texts with interesting topics for the three tests. The first topic dealt with the Anglo-Saxon legal

systems and the second with international laws. These texts were incorporated in the Maze Passage Generator, a free online application (<http://www.interventioncentral.org/teacher-resources/test-of-reading-comprehension>), in order to obtain the CBM Maze passages in PDF format.

On December 16th 2013, before winter leave, the pre-test was administered. Then, after finishing the first lesson, i.e. on March 17th 2014 just before spring leave, students reading improvement was tested (while test). Finally, on May 26th 2014, i.e., at the end of the academic year, we administered the final test. These tests replaced of the traditional intermediate tests that the teachers were accustomed to give in order to evaluate students achievement.

For the pre and while tests the same text was administered because we believe that the first and the intermediate evaluation should have the same elements in order to evaluate not only students' reading improvement but also to estimate course accuracy and effectiveness. It is important to mention that for the pre test 15 minutes were given to the students to read the text, to understand the content, and to perform the task, however for the while test only 10 minutes were given. The theme concerned the British legal system and the title of the text was 'Passing an Act' adapted from Cambridge Professional English in Use-Law 2 (see appendix 4). Text readability was estimated 7-8 according to Dale-Chall and 64.8/100 (plain English) according to Flesch Index (see sections 5.4.1 and 5.4.2). It means that the selected text is considered, by NAEP framework, as easily understood by intermediate readers. Regarding the post test the same procedure was applied. 10 minutes were given to read a text entitled 'Sources of international law' adapted from Wikipedia, the free encyclopedia. As specified in the title the topic concerns

international laws, i.e., a required subject and also the theme of the second lesson. According to Dale-Chall formula the text was estimated between 13-15, and 15.5/100 according to Flesch Index, i.e., the text was appropriate for adept readers. After that, the tests were corrected by their teachers, then collected to be analysed.

5.6.3 Evaluation and Assessment of the Course

It is commonly known that in educational research we can evaluate a course from diverse perspectives. In this study, we decided to focus on time spent on the website and test outcomes. These two points are important elements in our research and the results obtained can lead us to confirm our last hypothesis.

5.6.3.1 Time Spent on the Website

The students' actions in the website were captured automatically by the web server and recorded in the database. In these records, the identity information of the student, the local Internet Protocol (IP) numbers of the client computers, date of the action, and the action itself were included. However, we were not able to collect the total amount of time spent by each student online because, as already mentioned these data require Moodle 1.9 or later versions and UABT elearn platform of Tlemcen University was designed with Moodle 1.4 which is not appropriate for such tasks.

Nevertheless, the platform provided us with the total number of connexions done by the students during the whole period of the experiment.

From the 6th January 2014 to the 25th May 2014 a total of 345 visits were recorded by the web server and the table below summarizes students' logins.

Table 5.4: Students logins in the ELP website

N°	Students Names	Students website logins
1	Sihame	18
2	Omar	18
3	Imad	27
4	Younes	1
5	Abdelhakim	13
6	Mohammed	11
7	Wassila	1
8	Asma	1
9	Ahmed	17
10	Khawla	17
11	Soumia 1	1
12	Soumia 2	38
13	Ikram	64
14	Chahrazed	32
15	Leila	1
16	Abdessalam	45
17	Hicham	12
18	Zohra	16
19	Fayza	12
Total		345

Five students login only once, i.e., that these students were not motivated by the experiment or they found technological difficulties, even if the recorded data revealed interesting facts. First, four students' login eleven to fourteen, fewer than the number of lectures provided (fifteen); nevertheless, they performed their homework and therefore increased their reading time.

Second, ten students i.e., more than 50% of them, login more than the average required (one login per lecture). From the number of logins we can suggest that the majority of students were motivated to study online and they have considerably increased their learning time.

5.6.3.2 Tests Analysis and Interpretation

First, it must be pointed out that, in order to have more accurate results, we compared the total results obtained by all the students in the experimental group with the control group. The experiment seeks to verify the efficiency and impact of the proposed lessons in the ELP context and not to compare individual reading achievement.

Furthermore, what is noticeable is that four students in the experimental group and four others in the control group sat for the pre- test, but they did not perform the while and post tests. It is clear that they were not motivated to continue the experiment knowing that they were free to participate. For this purpose we decided to take into consideration only the data of the students who participated from the beginning of the experiment to the end, i.e., fifteen in the experimental group and fourteen in the control one.

The analysis of students' reading achievement revealed interesting information summarized below.

A/ Pre-test Analysis

As aforementioned, the pre-test was administered in a form of a reading Maze test composed of twenty three response items. Each item consisted of the original word and two other foil words that would not make sense if substituted in the passage in place of the original correct word. The text

selected for the pre and while tests was estimated between 7-8 in Dale-Call formula, and 64.8/100 in Flesch index, i.e., the text is appropriate for standard readers.

Table 5.5 Experimental Group Pre- test Data

N°	Students' Names	Pre-test grades - 23 responses item		
		Correct	Errors	Time Perf
1	Sihame	14	9	12 min
2	Omar	13	10	13 min
3	Imad	15	8	9 min
4	Younes	16	7	15 min
5	Abdelhakim	13	10	11 min
6	Mohammed	15	8	7 min
7	Wassila	15	8	15 min
8	Asma	10	13	15 min
9	Ahmed	13	10	12 min
10	Khawla	15	8	11 min
11	Soumia	12	11	13 min
12	Soumia	11	12	15 min
13	Ikram	12	11	15 min
14	Chahrazed	11	12	15 min
15	Leila	15	8	15 min
16	Abdessalam	10	13	11 min
17	Hicham	9	15	15 min
18	Zohra	2	21	12 min
19	Fayza	5	18	15 min
Totals of 15 students		Total Correct Answers 188	Total Errors 157	Average time 13,13 min
78,95%		54,50%	45,50	

Table 5.6 Control Group Pre- test Data

N°	Students' Names	Pre-test grades -23 responses item		
		Correct	Errors	Time Perf
1	Asama	0	23	15 min
2	Amina	15	8	12 min
3	Assma	12	11	15 min
4	Hayat	16	7	15 min
5	Kheira	18	5	15 min
6	Abdelmalik	13	10	15 min
7	Mohammed	16	7	15 min
8	Yahia	18	5	15 min
9	Bahia	20	3	15 min
10	Chahrazed	19	4	15 min
11	Abderrazek	12	11	10 min
12	Houaria	7	16	12 min
13	Khaled	13	10	15 min
14	Rachid	14	9	11 min
15	Fatima Z	13	10	15 min
16	Bahidja	18	5	15 min
17	Djamel	7	16	10 min
18	Yamina	10	13	15min
Totals of 14 students		Total Correct Answers 177	Total Errors 145	Average time 13,57 min
77,77%		54,97%	45,03%	

With regard to the pre-test results, the students of both groups obtained an average of nearly 55% of correct answers. Furthermore, it was done in approximately thirteen minutes. It is clear that we are dealing with homogeneous groups in terms of their reading ability.

B/ While-test Analysis

The while test, took place in March 2014. After receiving classroom and online instruction for more than two months, the same text was administered again. It should be noted that this test was not corrected and the papers were not left to students. The following tables summarize quantitatively students achievement and time performance in the while test.

Table 5.7 Experimental Group While- test Data

N°	Students' Names	While-test grades - 23 responses item		
		Correct	Errors	Time Perf
1	Siame	20	3	10min
2	Omar	22	1	9min
3	Imad	22	1	7min
4	Younes	20	3	8min
5	Abdelhakim	21	2	10min
6	Mohammed	Abs	/	/
7	Wassila	17	6	10min
8	Asma	Abs	/	/
9	Ahmed	19	4	6min
10	Khawla	20	3	10 min
11	Soumia	16	7	10 min
12	Soumia	Abs	/	/
13	Ikram	18	5	10 min
14	Chahrazed	12	11	7min
15	Leila	16	7	10 min
16	Abdessalam	11	12	10 min
17	Hicham	12	11	9min
18	Zohra	Abs	/	/
19	Fayza	10	13	10min
Totals of 15 students		Total Correct Answers 256	Total Errors 89	Average time 9,06 min
		74,20%	25,80%	

Table 5.8 Control Group While- test Data

N°	Students' Names	While-test grades- 23 responses item		
		Correct	Errors	Time Perf
1	Asama	17	6	10min
2	Amina	14	9	10min
3	Assma	Abs	/	/
4	Hayat	Abs	/	/
5	Kheira	Abs	/	/
6	Abdelmalik	16	7	10min
7	Mohammed	16	7	10min
8	Yahia	Abs	/	/
9	Bahia	23	0	9min
10	Chahrazed	20	3	8min
11	Abderrazek	12	11	8min
12	Houaria	9	14	10min
13	Khaled	12	11	10min
14	Rachid	14	9	7min
15	Fatima Z	15	8	10min
16	Bahidja	13	10	10min
17	Djamel	4	19	10min
18	Yamina	13	10	10min
Totals of 14 students		Total Correct Answers 198	Total Errors 124	Average time 9,42
		61,50%	38,50%	

Regarding the while test, students in the control group obtained 61, 50% of correct answers and those of the experimental group had 74,20% of good answers. In addition, 9,42 min was recorded, as an average time of test performance, for the first group and 9,06 min for the second. Compared to the pre- test, the difference in terms of time performance was 44 seconds between the two groups in the pre- test, this difference decreased to 36 seconds in the

while test. It seems that the designed ELP lessons helped students to improve their reading competencies. In addition, what is noticeable is that the students of the experimental group made fewer errors than the control group.

C/ Post-test Analysis

Table 5.9 Experimental Group Data

N°	Students' Names	Post-test grades -22 responses item		
		Correct	Errors	Time Perf
1	Sihame	18	4	7min
2	Omar	13	9	8 min
3	Imad	19	3	5min
4	Younes	19	3	6min
5	Abdelhakim	16	6	6min
6	Mohammed	Abs	/	/
7	Wassila	15	7	10 min
8	Asma	Abs	/	/
9	Ahmed	20	2	9min
10	Khawla	20	2	7min
11	Soumia	14	8	10min
12	Soumia	Abs	/	/
13	Ikram	21	1	6 min
14	Chahrazed	13	9	10 min
15	Leila	17	5	7min
16	Abdessalam	18	4	5min
17	Hicham	18	4	9min
18	Zohra	Abs	/	/
19	Fayza	13	9	7min
Totals of 15 students		Total Correct Answers 254	Total Errors 82	Average time 7,4 min
		76,97%	24,85%	

Table 5.10 Control Group Data

N°	Students' Names	Post-test grades- 22 responses item		
		Correct	Errors	Time Perf
1	Asama	5	17	10min
2	Amina	14	8	10min
3	Assma	Abs	/	/
4	Hayat	Abs	/	/
5	Kheira	Abs	/	/
6	Abdelmalik	14	8	9min
7	Mohammed	15	7	10min
8	Yahia	Abs	/	/
9	Bahia	19	3	8min
10	Chahrazed	20	2	8min
11	Abderrazek	15	7	9min
12	Houaria	5	17	10min
13	Khaled	14	8	10min
14	Rachid	18	4	10min
15	Fatima Z	14	8	10min
16	Bahidja	7	15	10min
17	Djamel	6	16	9min
18	Yamina	14	8	10min
Totals of 14 students		Total Correct Answers 181	Total Errors 127	Average time 9,5 min
		58,77%	41,23%	

At the end of the academic year a post-test (table 5.10) was implemented to confirm our preliminary results obtained from the pre and while tests. A more difficult and specialized text was proposed, according to Dale-Chall formula the text was estimated between 13-15, and 15.5/100 according to Flesch Index, i.e., the text is appropriate for adept readers. The students obtained 58,77% of correct answers in the control group, and 76,97% of accurate responses in the experimental group. Regarding time

accomplishment 9,5 min was recorded for the first group and 7,4 min for the second. It is evident that we have important statistical differences between the two groups. Ordinary classroom students improved their reading abilities because at the end of the year they made fewer mistakes and they decreased their reading time, while those students engaged in blended learning made significant and major improvements in their reading processes.

5.7 Main Results

Therefore, the results obtained in the experiment show, that the proposed tasks assisted the students to use the appropriate reading strategies according to their context because their reading time performance during the tests was considerably reduced. The Figure below summarizes students reading achievements.

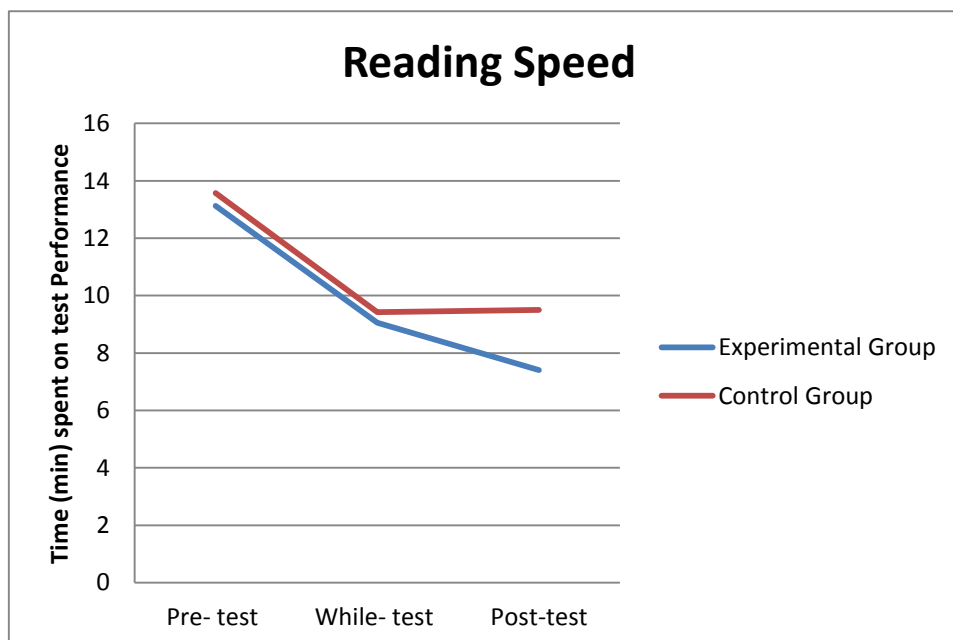


Figure 5.4. Reading Speed

In a limited period of time, i.e. five months, students were able to reduce the required time when reading, comprehend and perform the tests. They also showed that they had the required competencies to comprehend legal texts written in English but they needed to be guided by their teachers. The tasks suggested in the sample lessons helped the students to memorize the specific jargon and language structures used in their context; and they were able to retrieve the appropriate corpora of knowledge simultaneously according to the situation.

Furthermore, almost all students (more than 75%) of the experimental group showed that they could not only study with e-learn tools, but were also motivated to login on the website. This motivation leads them to have a systematic evolution of their learning achievements during the proposed tests. The following figure illustrates this progress.

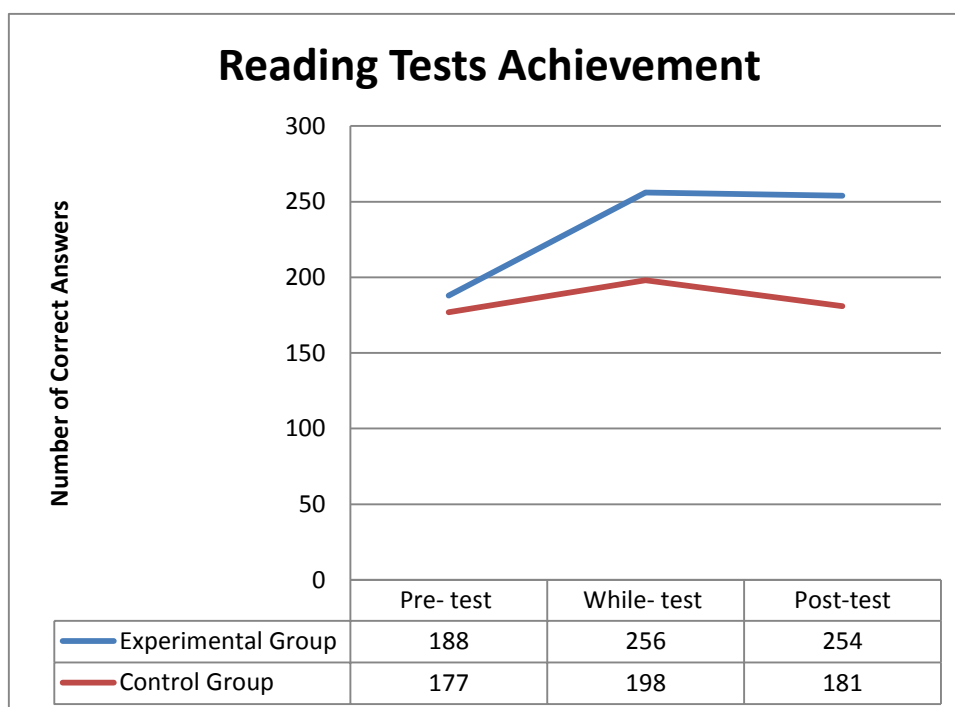


Figure 5.5. Reading Tests Achievement

According to the correct answers obtained in the three tests, it was noted that the two groups (control and experimental) were considered as homogenous students in terms of their reading ability at the beginning of the experiment. Yet, in the end, the number of correct answers increased significantly with the experimental group. Hence, their comprehension of the specialized text was more efficient and coherent compared to the other group.

To sum up, Moodle is an interesting means for teachers to organize, manage and deliver course materials with. From the didactic point of view, online activities increase the interest of students to learn ELP. Teachers can provide students with a great amount of resources that cannot be used in the classroom due to lack of time. Moodle also makes it possible for students to share their knowledge and difficulties, allowing them to help each other via forums and chats. Forums create an opportunity to communicate immediately with other course mates or with an instructor, and chats create a space for having a discussion or expressing opinions. It is probably the most often used Moodle tool for online language learning. On the other hand, teachers can notice which parts of the lesson course students have more difficulties in. Through the results obtained in this experiment, we have evaluated the academic improvement generated from the use of the e-learning platform. Students who used Moodle to read selected legal texts obtained higher scores than the students who did not. All these results lead us to confirm our last hypothesis which holds, that a blended learning approach and the use of new technologies can help ELP students to develop their content knowledge and to improve their reading competence.

5.8 Conclusion

This chapter tried to analyse and interpret the results drawn from the experiment of implementing a blended course for Master ELP students. Interesting findings were achieved in terms of students' reading improvement. It was found that students in both control and experimental groups recorded positive evolution in their reading comprehension tests. Yet the students who received a blended course were able to read more efficiently after increasing their teaching time via online instruction/tasks.

These results lead to propose a sum of recommendations and suggestions regarding the teaching of ELP to Master university law students. The next chapter intends to make ELP teachers readapt their teaching methodology by focusing on reading in order to help ELP students acquire subject specific knowledge.

CHAPTER SIX

IMPROVING ELP READING COURSE

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6.1 Introduction

The present chapter is entirely devoted to some possible recommendations and suggestions regarding the teaching of reading which are hoped to help to overcome the problems identified in this study. In effect, the results of this research work indicate that the learning of the reading skill for ELP students is affected by different factors: inadequate teaching methods, lack of students' practice and insufficient time devoted to the teaching of reading. Therefore, the present recommendations and suggestions will focus on these aspects.

Using Technology to Teach ELP Reading, repeated reading, taking reading notes, promoting translation and home reading are proposed as pedagogical solutions to improve students' abilities. Since the ELP teacher is considered as a key variable in the whole teaching/learning process, some recommendations will be proposed such as the teacher's role and teacher training. Furthermore, we will suggest some techniques for teaching reading in ELP classroom together with some guidelines for ELP course design.

6.2 Using Technology to Teach ELP Reading

One of the objectives of this study was to see whether a blended learning approach would help ELP students overcome their reading difficulties. The gathered information revealed that the requirements to establish a blended learning environment exist in the present situation. More than half of the students stated to have personal computers, to have an easy access to the net and they are daily users. From students' answers, we can deduce that the technological materials are available to experiment a blended course. This allows ELP students to be exposed to intensive reading activities and overcome lack of teaching time. The students show a positive attitude to

have additional English reading comprehension activities online; they also demonstrate a high interest to the proposal to support their English course with online home tasks. Accordingly, the researcher will implement specific parts and activities of his ELP reading course online.

6.2.1 Moodle Platforms to Teach ELP Reading

Nowadays, the computer is a significant part of the learner's daily life. "It is, by now, inevitable that methods of teaching and learning should include E-learning components that are based on the computer environment and include proper preparation for the 21st century which requires a "new pedagogy""(Martin and Madigan, 2006:201). The latter requires appropriate tools available and easy to manage for the teacher.

Moodle platforms were created to fulfill this purpose. They have become very popular among teachers around the world as teaching tools. According to Moodle Official Web Site, Moodle is an Open Source Course Management System, also known as a Learning Management System or a Virtual Learning Environment. (<https://moodle.org>)

6.2.1.1 Moodle platform features

There are many ways to use Moodle. It can be used to conduct full online courses, or simply to augment face-to-face courses (known as blended learning). Many institutions use it as their platform where we can find all the necessary information such as Tlemcen University web site (www.univ-tlemcen.dz/). Moodle also has features that allow it to be used for large numbers of users. Furthermore, many activities such as forums, databases and wikis are considered by the students as fashionable. This can help them to build collaborative communities of learning around their subject matter. Moreover, Moodle can be used as a way to deliver content to students and

assess learning using assignments or quizzes. All these features, and more specifically the last one, provide strong arguments to use Moodle platform as an open source to deliver blended ELP reading course through Tlemcen University web site. However, what are the main didactic and pedagogical advantages when using Moodle?. The next part will try to answer this question.

6.2.1.2 Moodle Rationale

According to Race (2008) Moodle is designed to support a style of learning called Social Constructionism. This style of learning is interactive. “Learning is interactive when learners are actively engaged in a variety of activities, and along with their peers and teacher, they are co-constructors of knowledge.” (Chamberlain and Vrasidas, 2001 : 79). People learn best when they interact with the learning material and interact with the teacher or other students about the material. Race (2008) maintains that Moodle does not require the teacher to use the social constructionist method for his course. However, it best supports this method. For example, with Moodle platform the teacher can add course material that a student reads, but does not interact with.

Race (2008) also adds that as Moodle supports interaction and exploration, students' learning process will often be non-linear. However, Moodle has few features for imposing a specific order upon a course. Teachers need to manually enroll the student in each part of the course. If the teacher wants to impose that kind of linear course he needs to place his students into controlled groups that are authorized to view and perform the target tasks.

It is also important to mention that Moodle offers a variety of different activities from giving information via testing to final evaluation. Dudeney and Hockly (2007) see a big advantage mainly in the fact that in such a form of course everything is done in one place. Using blended courses leads to simplifying lesson preparation and saving time. The online tutor can control students' activities and see the amount of time they have spent online or what documents and forums they have accessed. In our case, i.e. Algerian ELP students, the LMD system imposes that during an academic year they should perform approximately 80 to 90 hours for personal work (Art 7 of Order No. 137 of 20 June 2009), thus it is an interesting tool to assess, evaluate and grade our students.

6.2.2 Further Suggestions

Nowadays, internet technologies are at the very heart of the educational process. It is not surprising that blended learning solutions are intensively used to overcome teaching difficulties. In developed countries, where the availability of internet devices is not a problem, new pedagogical models emerged as Flipped learning. In addition, webmasters created learning platforms to allow students and teachers to gradually move from traditional classrooms to e-learning. Some of these new tools can be used by English teachers in Algerian Universities because the required devices (internet access, PCs, tabs and Iphones) exist among students. Below, a technical description of a flipped classroom is provided.

6.2.2.1 Flipped Classroom

The flipped classroom is a “pedagogical model in which the typical lecture and homework elements of a course are reversed” (EDUCAUSE, 2012). In the same vein, Lage et al (2000:32) state that flipping the classroom “means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa”. In essence, in a flipped Learning model, teachers shift direct learning out of group learning to the individual learning space. In “flipping the classroom” students are first exposed to new material via reading or lecture videos, and then use class time to do the difficult work through problem solving or discussions. Students can have access to videos or screencasts whenever and wherever it is convenient, at home or during study break, as many times as they like.

Nowadays, a growing number of teachers have been using the flipped model in their courses because it was found that in a traditional class, students try to comprehend speaker ideas in a limited period of time. Students do not have enough time to reflect upon all that is said because they are trying to transcribe the instructor’s words. Using videos puts lectures under the control of the students. They can watch as many times as necessary since lectures that can be viewed more than once may help EFL students with language difficulties. In addition, devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking. What is interesting in this pedagogical model is that it puts more of the responsibility for learning on the shoulders of students; they have to be active participants in their learning process and matching their learning experiences with this learning style can improve educational outcomes.

6.2.2.2 Use of Websites and Applications

Research shows that technology can increase learning through high-interest student engagement. Learning through websites and applications can fulfill students' academic needs. With free applications, students read, write, analyze data, and present their work in engaging ways. These applications are compatible with Microsoft Office so students can have access to their work from any device they are using — iPad, iPhone, tablets or personal computers. Examples of these website and applications are provided below.

A. Rewordify.com

<http://rewordify.com> is a free website that helps readers to comprehend difficult texts alone. It is a new learning tool where texts are simplified for a fast comprehension. It simplifies English, teaches vocabulary, and creates learning materials. Teachers or students can freely create duplicate, modify, and distribute documents for noncommercial purposes. Rewordify.com saves teachers' time and helps students read more. Copy-paste any text into the yellow box on the home page (see figure 6.1), and click "Rewordify text."

Then, the user will have a view to the simpler version of the original text in 'rewordified text' (see figure 6.2); he can also see text difficulty, number of words, etc in 'stat'; he may save text as a document in 'share' icon; print documents, vocabulary lists, cloze exercises, quizzes, and more in 'Print/learning activities'. In addition, the user may press the buttons in the purple bar to learn vocabulary words, and click or tap any highlighted word to see its definition.



Figure 6.1 Rewordify.com homepage

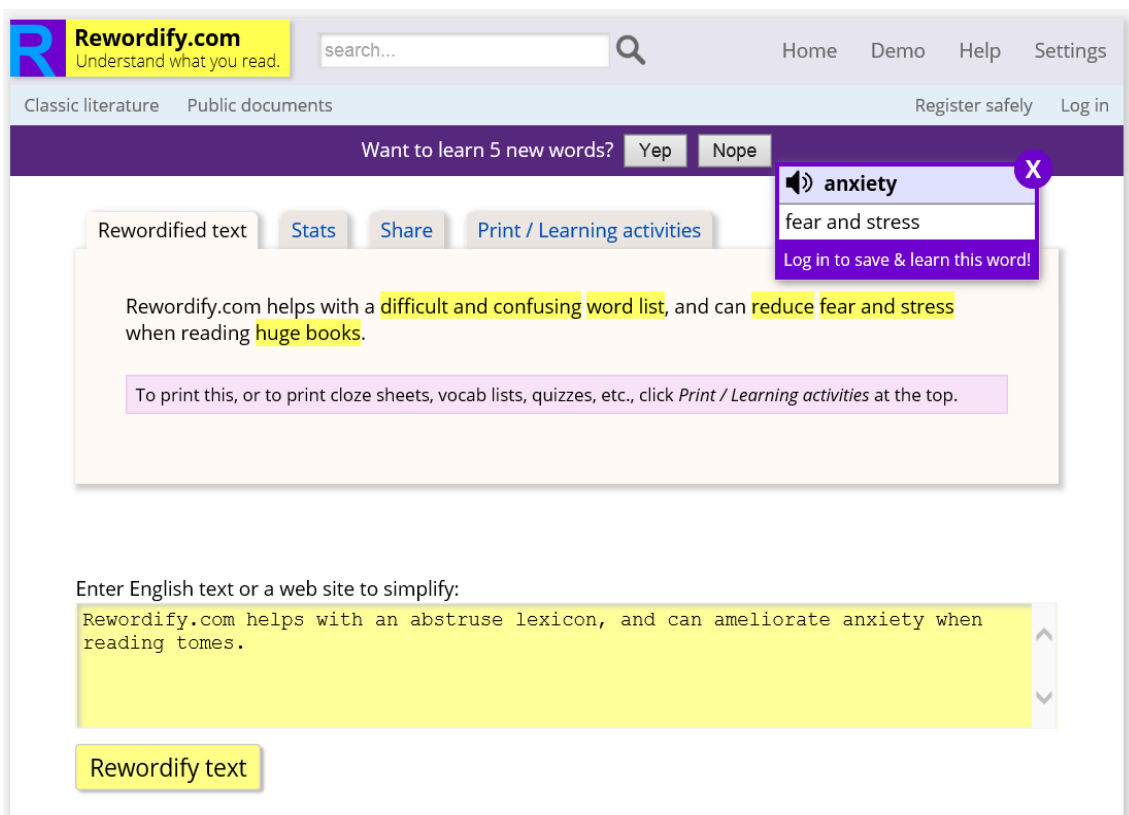


Figure 6.2 Rewordify.com homepage after rewording a text

B. Ispeech

The iSpeech Application Programming Interface (API) allows developers to implement Text-To-Speech (TTS). Any device that can record or play audio connected to the Internet can use the iSpeech API. This application offers an opportunity to listen to native speakers narrating a chosen text before or after reading it. As shown in figure 6.3 below, the user has to register for an account, create new title, upload PDF Files and to select the text. After these necessary steps he/she clicks the download icon or selects multiple items and clicks "Download Selected" in order to have an audio version of the text. Using iSpeech text to speech teachers will stimulate students' motivation to read new text written in English and to have more time to study. The phonological obstacles will be reduced for an effective comprehension.

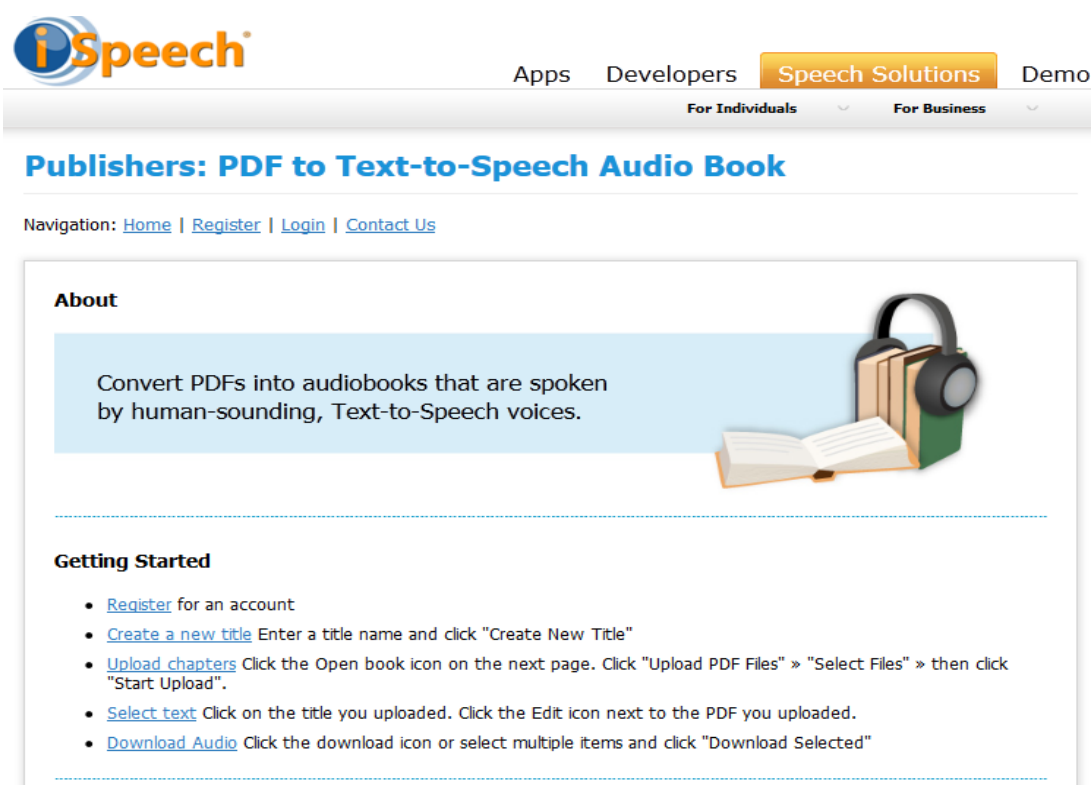


Figure 6.3 ISpeech homepage interface

C. Actively learn

Actively Learn is an online literacy platform that allows teachers to adapt reading and writing so that students understand more easily and think critically. Teachers can also readapt their instructions and provide real-time feedback on student performance. Students interact with peers and receive information to fill gaps in background knowledge, making reading and writing active and collaborative.

How it works, according to the explanations provided on the platform, the user has login first in the website through www.activelylearn.com/. Then, he has to sign up as a teacher or as a student. After these steps; the teacher can discover or add any content he needs; embed questions, notes, and videos directly into a text; he can get students to think, write, and collaborate while reading; and finally, measure student's effort and see where comprehension breaks down.

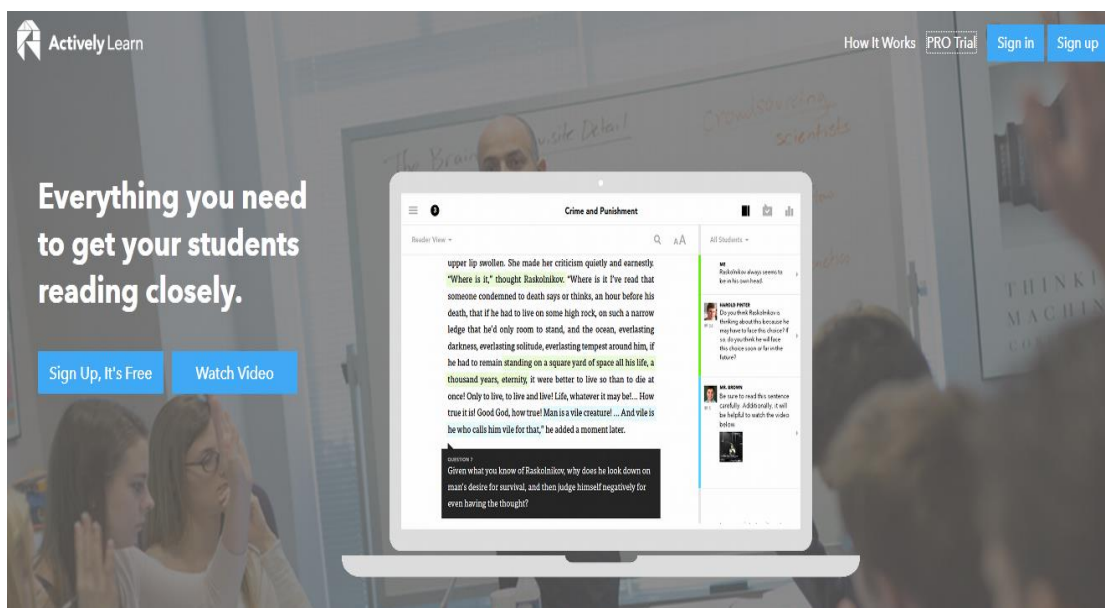


Figure 6.4 Actively Learn homepage interface

To sum up these samples of online learning/teaching Websites and Applications can play the role of facilitator to teach ELP and to provide students with different specialized reading materials. Texts can be studied in various ways, at appropriate times of the day, and as long as students want. Students can listen to interesting texts and, at the same time, read simplified version for more than once or twice and also perform tasks and can be directly assessed. All these advantages can motivate the students to read legal texts easily and, at the same time, increase the teaching time.

6.3 Guidelines for ELP course design: Focus on Reading

The investigation undertaken with Master's students in the Faculty of law and political sciences showed that the students needed to be familiarised with English texts in their context. However, the present study was conducted with a limited group of informants who has specific English language needs. Accordingly, the ELP teacher needs to take into consideration all the students' differences when devising reading materials. Besides, the aim of our teaching / learning situation is to develop the learners' ability to interact with a text effectively in the target situation; for this reason, the learners need to be provided with inspiring reading exercises which have clear content and communication focus. Consequently, it is advisable for the ELP course designer to carry out thorough identification and analysis of students' needs in order to organize course objectives before the production of any teaching materials. The researcher will try to propose, in this part of the work, how an ELP reading course could be designed and conducted. He suggests the following steps which consist of selection of suitable topics and texts, and choice of the appropriate reading procedures and activities to be incorporated in the course.

6.3.1 Topic selection

Topic selection is of central significance in the course design process. In the present context, the ELP learners are Master's students who are specialising in the field of law and politics; for this reason, it is necessary to select topics that belong to their specialty taking into consideration subject specialists' suggestions and learners' needs in materials design. These topics can be related to the British and American legal systems, international laws, administrative laws and human rights. Furthermore, when the students have needs to study the language, as such they have a tendency to be less motivated to learn it. However, they will be more interested in learning English as an interesting activity if they deal with topics closely associated to their field of study. Accordingly, the more narrowly and explicitly a topic is related to their area of concern, the more they will be motivated to work on and to deal with the language content presented.

6.3.2 Text Selection

Subsequent to the selection of the suitable topics that will be used for the didactic units, the ELP teacher will have to select the appropriate texts for reading practice, by providing the ones which reflect real life situations, i.e authentic texts. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (Widdowson 1990:67). To ensure course efficiency, authentic texts are intensively motivating and helpful. The students should be exposed as widely as possible to legal discourse from the beginning. The selected texts should include a variety of text genres that the students are likely to become

familiar with and to produce for academic or professional purposes. These resources are available in diverse printed or electronic sources related to the students' field of speciality such as specialised journals and articles, academic textbooks, magazines and newspapers written in the target language by native or non-native speakers. By using authentic texts, the students will be able to identify the most and widely used specific vocabulary and grammatical structures applied in English.

Besides, authentic texts allow them to be familiar with the different levels of semantic difficulty and levels of formality frequently used in the target language. Furthermore, it is important that the ELP teacher be aware of the functions of the texts when selecting and using them because, in addition to their representative role of language use, the texts have to be useful and helpful devices in language learning. That is to say, authentic texts embody particularities of specific situations, but such materials should also have a pedagogical purpose in order to reach course objectives. This means that the ELP teacher has to look at the suitability of the text to the teaching/learning purposes (Hutchinson and Waters, 1987).

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

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

6.3.3. Checking Text Readability

Regularly measuring student proficiency and progress in teaching curriculums is an important task that allows teachers to identify the effectiveness of classroom instruction (Fuchs & Fuchs, 1986). According to Milone (2008) proficient readers understand the syntax of what they read and the meaning of the words as they are used in the text. Some students with reading difficulties can't comprehend what they read well enough to choose word based on semantic and syntactic measure changes in their reading behaviors. Maze tests enable the educators to measure students' general reading ability. Maze tasks are commonly used as brief assessments of reading performance to measure students' reading progress and evaluate the effectiveness of their instructional programs (National Center on Student Progress Monitoring, 2010). Tolar (2012) states that "Maze tasks can also measure reading comprehension more directly because correct replacements are generated by means of language-based processes that help to build a mental model of the text" i.e., use of background knowledge, inference making, vocabulary, and comprehension-monitoring strategies, (Fuchs, Fuchs, & Maxwell, 1988).

Several investigations indicate that the maze has satisfactory technical characteristics, is sensitive to improvement of student performance over a

school year, and can reveal inter-individual differences in growth rates (Shin et al., 2000). Moreover, several studies support the alternate form reliability, sensitivity to growth, and predictive validity of Computer Based Measurement Maze (e.g., Espin, Wallace, Lembke, Campbell, & Long, 2010; Shin et al., 2000).

In practice, maze is a timed, silent reading, and fill-in-the-blank task in which the first sentence of the passage is left intact and every seventh word thereafter is deleted and replaced with three word choices (Hosp & Hosp, 2003). The three word choices include:

- a- the deleted word, henceforward referred to as the target word;
- b-a near distracter that is not meaningful in the sentence but is the same part of speech as the target word;
- c-a far distracter that is not meaningful in the sentence and is not the same part of speech as the target word.

(Shinn & Shinn, 2002)

Validation studies evaluating the maze suggest its usefulness for a variety of purposes, including identifying students in need of reading intervention (Jenkins & Jewell, 1993) and monitoring students' gains in reading across the academic year (Shinn, Deno, & Espin, 2000). It is most reliable and valid for use with students in Grade 3 or higher, i.e., appropriate for basic, intermediate, adept and advanced grade level readers.

6.3.4 Reading Procedures

Reading tasks generally involve three-phase procedures: pre-, while- and post- reading stages. When following these steps the ELP teacher will be able

to design and instruct his reading course systematically. The different advantages and processes of these stages are explained below.

6.3.4.1 Pre-reading stage

The process of “comprehension is facilitated by explicitly introducing schemata through pre-reading activities” (Zhang, 2008:5). Pre-reading phase helps to stimulate the appropriate schema and motivate the students before reading takes place. While previewing the text the teacher can ask questions that arouse students’ attention. Drucker (2003:23) proposes to teachers to follow the following steps before dealing with a text:

- Relate the passage students are going to read to something familiar to them.
- Provide a brief discussion question that will engage the students to suggest an overview of the section they are about to read.
- Name the selection,
- Introduce the characters,
- Describe the plot (up to, but not including, the climax).
- Direct the students to read the story and look for particular information.

In the same vein, Abraham (2002: 6) states that an interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”, through guided interactive activities such as guessing and predicting from the titles, photos, graphs, also identifying the structure of the text and previewing.

6.3.4.2 While-reading stage

As far as while-reading is concerned, the main purpose of this stage is to develop readers' linguistic and schematic aptitudes and knowledge. Hedge (2003: 210) argues that although some oppose the interactive activities carried during the while-reading phase, "there are only few research studies that show the effects of intervention and their outcomes". Besides, it was noticed that "many students report positively on the usefulness of while-reading activities."

On the other hand, Paran (1996:29) explains that interactive reading models help foreign language readers to be "less reliant on top-down processing" and allow them to reach dependence "on bottom-up strategies as they become more proficient".

6.3.4.3 Post-reading stage

The last stage in the reading process is based on a set of activities the teacher has to design and implement in order to assess comprehension achievements. Researcher (UR,1999; Haller, 2000; Harmer,2001) propose a number of post-reading activities which improve learning comprehension such as matching and cloze exercises, cut-up sentences, and comprehension questions. All these tasks are presented in the next section.

6.3.5 Designing Reading Tasks

In this study, teachers argue that their students have various reading weaknesses starting from their lack of vocabulary knowledge to their non

ability to paraphrase the information in the text, i.e., they lack linguistic and strategic competence (see chapter four). Implementing an ELP reading course according to the abovementioned stages (pre-while-post reading stages) can help students to improve their reading abilities. The components of these stages are tasks adapted to convey content and language information. A selection of these types of tasks is explained below.

6.3.5.1 Comprehension Questions

Questioning is a commonly used technique in teaching. It measures student ability to read and understand short passages similar in topic and style to those that they are likely to encounter in real reading situations. The more open and challenging the questions are the better. Basic comprehension questions require students to recall just what a passage says, whereas more difficult comprehension questions test them on what a passage means, i.e., “The more ‘closed’ the question is ..., the easier the item will be to mark” (UR,1996:39). The ELP teacher designs his comprehension questions according to students reading proficiency level and achievements throughout the academic year.

6.3.5.2 True/false answers

True/false answers can be used to test various aspects of language such as vocabulary, grammar, content of a reading or listening passage. True/false answers as a task are given when a statement is given which may be true or false. This may also be given as a question, in which case the answer is yes or no. It is a useful activity especially at the beginning of comprehension evaluation because it helps student to remain concentrated on the content information rather than try to produce meaningful answers.

6.3.5.3 Multiple-choice

Ur (1996:39) claims that “good multiple-choice questions are surprisingly difficult to design: they often come out ambiguous, or with no clear right answer, or with their solutions over-ambiguous”. ELP teachers can select three answers: the correct one, a synonym or antonym and a totally out of topic answer. This technique is used in computing readability tests and easy to design for the teachers.

6.3.5.4 Filling the Gaps

Gaps-filling usually tests vocabulary improvement, the student has to complete a sentence by filling a gap or adding something. A gap may or may not be signalled by a blank or dash; the word to be inserted may or may not be given or hinted at. It is easily administered and the marking is usually simple.

6.3.5.5 Matching Exercises

In such exercises the student is faced with two groups of words, phrases or sentences; each item in the first group has to be linked to a different item in the second. Ur (1996:10) suggests that “it is rather awkward to administer orally: thus it is best presented written on the board or on the paper, though responses may be either oral or in writing. Items can be time-consuming and difficult to compose, and again, there may be alternative ‘right’ answer to any particular item”. This task gives the opportunity to the teacher to implement them both orally and in writing; he can manage his course according to remaining teaching time.

6.3.5.6 Explaining Definition

Explaining definition is a way of presenting the meaning of new content and vocabulary items. Harmer sees explaining the meaning as a technique which can be effectively used with more intermediate students. He stresses that “explaining the meaning of a word must include explaining any facts of word use which are relevant” (2001:162). Two techniques can be applied to this type of tasks. First, ELP teacher can give to his students the definition of unknown vocabulary or asks them to look up their meaning in the dictionary and find their synonyms in L1 or L2.

6.3.5.7 Hyponyma

Harmer (2001:162) suggests that meaning can also be presented from the sense relation general and specific words. We can say ‘attorney’ and explain this by enumerating or listing various items.

6.3.5.8 Pictures Illustration

Brown (2007) argued that the “students who are right brain dominant rely on images to remember and think”. Illustration is a technique which is useful when learning through interaction as with texts. Different kinds of pictures can be used as “board drawings, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual representation” (Harmer, 2001: 161).

6.3.5.9 Synonyms and Opposites

Synonyms and opposites are one of the ways of presenting the meaning of new items. This task can help learners revise already known words and discover new ones simultaneously. Furthermore, students can see the relationship in meaning between them, thus memorizing the new words becomes easier.

To sum up, in addition to translation which is an efficient technique to present the meaning of new words or sentences; the various tasks described can be used in ELP course to help students improve their reading comprehension. It is also important to note that each technique has its own benefit and limitation, that is why the combination of different activities is frequently applied in order to support each other and reinforce the effectiveness of the presentation.

6.3.6 The use of Reading Tests Formulas

Test developers recognize the importance of language and reading when developing test directions, passages, and items (Oakland and Lane, 2004). Different readability formulas are used to estimate text and item difficulty levels, for example, Dale and Chall, Flesch (used in this study), Fry, Gunning, Spache, and more recently SMOG and FORCAST. Some are widely used, especially by educators to estimate students' improvement in reading specific texts. Data from these formulas are intended to "assist in matching text (e.g., typically three or more sentences that comprise a paragraph) and a person's language or reading abilities" (Oakland and Lane, 2004:10). Formulas provide a numerical rating referenced to grade the students reading comprehension achievement.

The National Assessment of Educational Progress (NAEP)¹ provides framework information about the assessments grading level related to students' reading abilities. In the following table it well demonstrates that intermediate and upper intermediate (Adept) students are graded between 7,2 and 12.

Table 6.1: NAEP proficiency levels and the reading-grade-level equivalents.

	NAEP Level Literacy Score	Grade Level
Rudimentary	150	1.5
Basic	200	3.6
Intermediate	250	7.2
Adept	300	12
Advanced	350	16+

With the help of free web site readability calculator (<https://readability-score.com/>) the ELP teacher can use any of the previously mentioned formulas. After reviewing all the methods the researcher is in favour of the use of first Dale-Chall formula because it uses a sentence-length variable plus a percentage of “hard words”–words not found on the Dale-Chall “long list” of 3,000 easy words, 80 percent of which are known to fourth-grade level readers. It is an accurate readability formula for the simple reason that it is based on the use of familiar words, rather than syllable or letter counts. Reading tests show that readers usually find it easier to read, process and

Note: 1. The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what American students know and can do in core subjects. NAEP also collects information from students, teachers, and schools to help provide contextual information about the assessments and factors that may be related to students' learning.

recall a passage if they find the words familiar. Then, in order to compare the grading results and have reliable information, Flesch Reading Ease Formula can also be used because it is a simple approach to assess the grade-level of the reader. (see section 5.4.1)

The average sentence length i.e., the number of words divided by the number of sentences is multiplied with the average number of syllables per word i.e., the number of syllables divided by the number of words. The total will make the RE, i.e., Readability Ease. This mathematical formula is calculated automatically in the web site by the computer, in other words, the ELP teacher will not encounter difficulties to design reading tests.

6.4 Curriculum-Based Measurement-Reading Maze

After selecting a text and checking its readability the same procedure can be used to evaluate students' achievements. In this context, Curriculum-Based Measurement- reading maze (CBM) provides teachers with an easy and quick method of obtaining empirical information on the progress of their students. CBM tests are relatively brief and easy to administer. They are administered the same way every time and assess the same skills at the same difficulty level. Concerning CBM test score reading accuracy and speed, and student scores are graphed for teachers to consider when making decisions about the instructional programs and teaching methods for each student in the class. CBM provides numerical data of student progress allowing teachers to analyze student scores, adjust student goals and revise their instructional programs. When using CBM, teachers quickly determine whether an educational intervention is helping a student, i.e., instruction can be tailored to best fit the needs of each student.

6.5 Techniques for Teaching Reading in the ELP Classroom

The aim of the language teacher is to help his learners to communicate effectively in the target situation. In the case of reading, this means helping students to use reading strategies to maximize their comprehension of text and identify relevant information. Different techniques can be suggested to fulfill this goal.

ELP teacher should focus on both the process and the product of reading. It is important to develop students' awareness of the reading process and reading strategies by asking them to think about how they read in Arabic or in French. Teacher also helps his students to practice the full repertoire of reading strategies by using authentic reading tasks. He has the responsibility to guide his students to learn to read and vice-versa by providing interesting reading materials. Furthermore, students should be conscious of what they are doing while they complete reading assignments in class or at home. Doing so, students can develop their abilities to handle interactive situations they may encounter beyond the classroom.

6.5.1 Integrating Reading Strategies

The effective reader is the student who knows how to use strategies before, during, and after reading, .i.e, teaching reading strategies is an integral part of the use of reading activities. Before reading, the tasks are prepared according to the purpose of reading and the needed linguistic or background knowledge. During and after reading students comprehension should be monitored by examining their predictions and content guesses, by defining what is important to understand, and by rereading to check comprehension.

After reading students are assessed, first their comprehension is evaluated according to a specific task or area; then, the appropriateness of the used strategies is verified.

6.5.2 Using Authentic Reading Purposes

In order to develop students' reading competence, classroom and homework reading tasks must be authentic, i.e., real-life reading tasks. The ELP students study law and politics, thus the authenticity concerns legal texts written by native speakers. However, students must read for definite and clear reasons that make sense and have relevance to them. Highlighting the importance of reading in their context is very useful to improve their motivation. In order to identify relevant reading purposes, ELP teacher has to ask his students about the topics they are interested in and give them opportunity to make research to find other things they would like to read.

6.6 Additional Recommendations and Techniques to Promote the Reading Skill

In addition to time load, some pedagogical techniques have to be used to fulfill students' needs, such as repeated reading, taking reading notes and also translation and home reading to stimulate the students' motivation and interest for learning English. These suggestions are examined in more details in the following sections.

6.6.1 Time Load

At least two sessions of one hour and a half per week are necessary to reach a certain degree of course efficiency. Blended learning used with CLIL approach can help to overcome lack of teaching time and to expose ELP students to additional reading activities. This recommendation should be the subject for further in depth investigation in which both academicians and ministry officials would take part in order to generalise the idea across all the Algerian universities.

6.6.2 Focus on Reading to Learn

Reading is an important part of language teaching because it supports learning in various ways. First, reading material is language input. A text provides an opportunity for students to understand vocabulary, grammar, sentence and discourse structures. As they occur in authentic contexts, students gain fuller idea of the ways in which the elements of the language interact together to transmit meaning. Second, students' purpose for reading is often to obtain information about a subject they are studying, thus reading for content information in the language classroom gives students an authentic purpose for reading. Then, if students have access to Web sites and authentic reading materials, they are exposed to culture in all its variety. Reading can give students knowledge about lifestyles of the target language people. Consequently, teaching reading is important to promote the linguistic, sociolinguistic and cultural competencies.

6.6.3 Repeated Reading

Repeated reading can be an effective method to help ELP readers build reading fluency and comprehension. In Repeated reading students repeatedly read specified passages from relatively easy texts in order to increase their sight recognition of words and phrases. In this vein, Therrien (2004:252) states:

Repeated reading can be used effectively with nondisabled students and students with learning disabilities to increase reading fluency and comprehension on a particular passage and as an intervention to increase overall fluency and comprehension ability.

Repeated reading is an effective supplement to an ELP program because it provides a substantial amount of content and language input, and promotes students' vocabulary growth through reading. By repeating specific passages students will discover at the same time new vocabulary items and readapt their comprehension of the known ones.

Samuels (1979:403) outlines three possible developmental stages of word recognition in relation to comprehension.

- Non-accurate stage: even if the reader is given sufficient time he achieves little comprehension and finds great difficulty in recognizing words.
- Accuracy stage: after important cognitive effort the reader is able to identify words and comprehension occurs slowly.
- Automatic stage: the reader is able to recognize words accurately and easily and comprehension is fast.

To sum up repeated reading provides the practice needed to become automatic, thus contributing to reading fluency and comprehension.

6.6.4 Taking Reading Notes

Reading and note taking are key skills students are expected to learn during University degree. There are two main reasons why note-taking is important. First, taking notes helps students concentrate. As reading is an interactive task, taking notes helps them make sense of the text. Second, notes help maintain a permanent record of what students have read, thus it is useful when revising for exams or other reasons. Furthermore, by reporting notes in students own words, they will be required to think about the idea that is presented in the text and how they can explain it coherently. The process of note-taking will, therefore, help them analyse, remember and learn what they have read.

However, students have a tendency to reproduce what is written in the text. Consequently, the notes become a summary rather than a guide to what students have read. For that reason, ELP students must be trained to take accurate, clear and concise notes. Effective note-taking requires recognising ideas, identifying relevant information, reducing the information to note and diagram format, putting the information in students own words and recording the source.

6.6.5 Promote Translation

In the EFL classroom, the use of L1 is of great importance when the students are unable to retrieve their lexical corpus to perform a task. In this situation, “the mother tongue may be useful in the procedural stages of a class, for example setting up pair and group work, giving instructions, sorting

out an activity which is clearly not working and checking comprehension in reading and oral activities” (Kourou, 2008).

Cook (2001) argues that the L1 “can be used positively for conveying meaning, for example explaining grammar, for organising the class, and for students use”. Such use can be organised “in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression... in order to facilitate the learning process” (Dedrinis, 2006:15).

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

learners' autonomy in using materials" (Mahmoud 2006 qtd in Benyelles 2009: 179). In the situation under investigation, translation can be designed and proposed at the end of the course after acquiring the necessary topical and terminological knowledge emphasised in the studied texts. Translation can also be incorporated through the different language activities suggested in the didactic unit as exercises or tasks to be achieved in the lexical, structural, language use and language production activities.

In the first stages of the learning process and with the help of images, the students will be asked to translate, individually, some terms related to their specialty using both Arabic and French. Gradually, translation activity will be more complex, since they will have to deal with sentences, paragraphs and texts found in authentic situations. However, and knowing that the students have different language aptitudes, the ELP teacher needs to motivate them by suggesting pair or group work. In this way, the learners will assist themselves by comparing their actual knowledge of English with their proper specialised information of the subject. Translation tasks can process as follows: ask students to translate passages of texts from English to Arabic, then to exchange their productions. After that, their friends' output will be translated back to English and finally, the translations are compared to the original text. This procedure may possibly raise learners' lexical, structural, stylistic and language transfer awareness and they will be conscious of the lexico-grammatical difference between English and Arabic when producing discourse in the target situation. (Benyelles, 2009:179).

6.6.6 Promote Home Reading

Teachers must encourage student to read both in and out of the classroom. “Readers need to read a lot to become proficient readers. They need books in their hands that they can read—accurately and fluently. They need books that are of interest to them” (Allington, 2001:110). The purpose of home reading is to provide more learning time in the University to deal with different and more texts genres and types. Moreover, independent reading is an important classroom routine. Providing time for students to practice reading quietly at home helps them to establish a reading habit. According to the amount of free reading done outside of classroom students can gain growth in vocabulary, reading comprehension, verbal fluency. Stanovich and Cunningham (1993:211) stated that “Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not”. Besides, home reading contributes to knowledge of text content and familiarity with standard text structures, i.e., it builds background knowledge.

The research results (see chapter four) lead us to state that ELP have a low proficiency level in reading English texts in general and specialized legal texts in particular. That is why stimulating students motivation to read independently selected texts through internet can lead to the above mentioned advantages, i.e., vocabulary growth, reading comprehension, verbal fluency, background knowledge, achievement tests, knowledge of text content and familiarity with standard text structures.

6.7 ELP Teacher

According to Bhatia “specialist learners must be trained to handle both legislative discourse so that they can apply such legal relations to the facts of the world outside and legal cases so that they can perceive legal relations from the facts of the world” (1989, p. 237), i.e., the ideal teacher of legal English must possess the required qualification and experience in teaching English as foreign language (EFL) and for special purpose (ESP), and sufficient knowledge of the relevant legal subjects. In the absence of the perfect teachers which would possess both language skills and legal expertise, collaborative approaches in ELP context is important to surmount the teaching difficulties. In this vein, Dudley-Evans and St John (1998:16) maintain that “the fullest collaboration is where subject expert and a language teacher team- teach classes”. By working together, the ELP teacher and the subject specialist would be fully aware of the topics to be taught and the activities to be given to students, because the subject specialists in the faculty of law and political sciences are supposed to have a thorough knowledge about all the issues relating to law and legal situations. ELP teacher from his part is believed to have the language keys that enable the students to read efficiently. In addition to collaborative teaching, ELP teacher should be made aware of his role through training sessions.

6.7.1 Teacher’s Role

In this study the NIA process revealed that the ELP students need to develop their reading skill. It was also noticed that they have to increase their learning time. The researcher recommends a blended approach to overcome these difficulties. Therefore, the role of the teacher should be readapted to the current situation, i.e., an ESP practitioner specialised in teaching ELP and instructing his lectures both in the classroom and online.

First, informants declared that (see chapter four) neither the lectures nor the activities are programmed and prepared in accordance with a prescribed syllabus. Accordingly, the ELP teacher major role is to design a syllabus and learning activities. However, he needs to be aware of the students' needs which constitute a major source of information for his course design and for choosing the appropriate teaching methodology. Second, as an ESP teacher, he has to organize his course, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students' progress. Then, when teaching legal English the teacher has to provide a comprehensible content input, therefore he is required to possess an important corpus of legal terminology and knowledge that helps him to cope with the new teaching situation.

In addition, as already stated (see chapter one), the online teacher has to master additional skills in technology to deal with in this new teaching environment and to use new teaching strategies. Besides his pedagogical and managerial roles he has to integrate his students into the virtual social environment and to choose and perhaps design an appropriate computing programme that supports the learning goals and helps students to become competent users.

The above mentioned roles are considered as basics for the ELP online teacher; however, it is not an easy task. The time required to teach specific language and content using blended approach is much longer than that spent in a traditional educational context. That is why it is important to train ELP teacher to manage and perform his roles according to students' necessities, lacks and wants.

6.7.2 Teacher Training

The ELP teacher is not expected to be a subject specialist, however he is asked to be aware of the students' needs and attempts to meet these needs. Hence, a teacher training is required for any ELP setting. It was noticed throughout this investigation that teachers need teaching experience, thus it is important to prepare future ELP teachers adequately and set up a teacher training programme during the "Master" studies of FL students in the Department of English. Training the ELP teacher will make him familiar with the legal concepts and situations, and will help to select appropriate teaching materials and content which best suit the ELP students needs. The training would include the content, the activities and the situations that a student of law is likely to encounter. In this context, Hutchinson and Waters (1987) view that an ESP teacher is required to have a positive attitude towards the ESP content, a knowledge of the fundamental principles of the subject area, and an awareness of how much he probably already knows.

To sum up providing the ELP teacher with an adequate training will widen his knowledge about specific needs of the students, and make him much aware of the content to be taught and the appropriate teaching method to be used. In addition, a good training will refine the quality of teaching. Therefore, teacher training should focus on intensive practice of language and content activities because one of the main causes of students' failure in comprehending English texts is lack of practice.

6.8 Conclusion

This concluding chapter is a collection of recommendations and suggestions regarding the teaching of ELP to Master university law students. It is intended to help ELP teachers readapt their teaching methodology by focusing on reading to help ELP students acquire knowledge of the subject and the language. Repeated reading, taking reading notes, promoting translation, home reading and flipped classroom are also proposed as pedagogical solutions to improve students' abilities. In addition, the use of specialized learning websites and apps were suggested to increase students' motivation and learning time. Since the ELP teacher is considered as a key variable in the whole teaching/learning process, some recommendations have been proposed in relation to teacher's role and teacher training. Furthermore, we have also highlighted some techniques for teaching reading in ELP classroom and put forward some guidelines for ELP course design. They all aim to overcome ELP students reading difficulties, to improve their linguistic level and to develop in them the pleasure and motivation for reading.

General Conclusion

Nowadays, in Algerian Universities and due to English departments' efforts, almost all the faculties have integrated English courses in the learning programme as a compulsory module from the first year of graduation. Law faculties are aware of the important magnitude of English for future officers and lawyers. ELP students learn English with a timing length of one hour and a half per week during five years. After finishing their studies, they have a low or intermediate level of reading comprehension. Today knowledge is transferred either through printed or digital text. Students in general and ELP learners in particular are required to read texts written in English to fulfil academic tasks. Concerning their future professional activities, they will face legal documents that need a specific mastery of the terminology used in addition to an appropriate level of comprehension. But almost all the students have technical difficulties to read correctly. The fact that led us to think about some pedagogical solutions and motivating suggestions that probably will help these students to develop their reading comprehension in legal context.

Thus, the main objectives of the present study were to describe the teaching/learning situation of ELP Master Students in the Faculties of Law and Political Sciences at Tlemcen University; to conduct an NIA of ELP students' reading skills; to design a blended course that will answer students' needs namely those to develop their reading comprehension in an ELP context; and finally to develop a prototype of online moodle platform sample, and to illustrate its feasibility in the Algerian University for ELP-ESP students.

In order to reach these objectives the following research questions were asked.

- 1- What is the current teaching/learning situation of reading for ELP students?
- 2-What are the needs of ELP master's students to develop their reading skill?

3-What teaching approach and materials would be appropriate to develop the target students' reading skills through blended learning?

4-What is the impact of blended learning on developing ELP students' reading skills?

Leading to the formulation of the following hypotheses:

1-The present reading comprehension activities in the ELP course do not provide the necessary input in terms of content and language needs.

2- ELP students needs may be met by considering their lacks (linguistic and strategic competences to read English texts used in their context), their wants (to comprehend English texts), and their necessities (to develop their reading abilities to exploit legal texts).

3-Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills by exposing them to intensive reading tasks in their field of study and increasing the teaching time.

4-Blended learning can help ELP students to improve their reading competencies, to develop their content knowledge and to compensate for lack of teaching time.

The researcher started by introducing some important concepts in ESP and ELP related to reading, online based education (OBE) and the blended learning approach. Then, in chapter two a contextual description of the development of languages and education in Algeria was provided. The research method and design were fully described in chapter three. Then chapter four dealt with the NIA. The researcher analysed the data obtained from the students' questionnaire and the teachers' interview. On the basis of the results obtained, chapter five tackled some suggestions concerning the teaching of ELP as a

whole before focusing on the reading skill. Sample lessons were designed and tested for Master's ELP students at Tlemcen University. The experiment revealed facts that were organized into recommendations in the last chapter of this work.

The results emerging from this study provided interesting insights into the ELP students' reading competence and enabled us to draw the following conclusions. With regard to the first hypothesis the results of both the interview and the questionnaire revealed that the content of the English course is inappropriate to ELP students' study needs. The content provided cannot be considered as a source of legal vocabulary acquisition. Furthermore, the time allocated to reading activities is not sufficient to deal with more texts, to vary the genres, to increase the frequency of text reading in class, and to increase the number of reading tasks. Moreover, they do not receive reading homework assignments to overcome lack of time, i.e., they are not intensively exposed to English texts. With regard to reading strategies, pre-reading tasks are neglected as an important stage in the reading process to activate background knowledge. All these results seem to confirm the first hypothesis.

As far as the second research hypothesis is concerned, we noted that the reasons for Master's students' low achievement in reading are manifold. Most of the students involved in the study have a low proficiency level in English because they lack the ability to paraphrase the information in the text, i.e., they lack linguistic and strategic competences; the majority of the students have difficulties in terms of lexis, phonology and syntax. Furthermore, the results showed that the students are aware of the importance of reading efficiently English texts and they want to develop this skill. Yet it is necessary for ELP students to develop their reading processes to facilitate comprehension.

Regarding the third hypothesis which holds that Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills by exposing them to intensive reading tasks and increasing the teaching time. From informants' answers and the experiment undertaken, we have deduced that the technological materials are available to experiment with a blended course and this will also allow ELP students to be exposed to intensive reading activities and overcome lack of teaching time, thus confirming the hypothesis.

Concerning the last hypothesis, in the light of the findings reached we designed sample blended ELP lessons and used them. The results of the experiment showed that Moodle was an interesting means to teach and assess ELP reading tasks. The evaluation of the academic improvement derived from the use of the e-learning platform also showed that the students who used Moodle obtained higher scores than the students who did not. Furthermore, Moodle platform seemed to help teachers to apply the LMD system norms by measuring the exact learning time of each student.

Then, what emerges from the present study is that the current teaching of ELP needs to be reconsidered. As English in Algeria is used for purely academic and occupational purposes teachers have to expose their students to the target language through intensive and extensive reading tasks that help to build language and content knowledge. Furthermore, integrating interesting content for ELP students will help them to keep a degree motivation to learn English. Teachers also have to update their teaching methods and techniques by integrating ICTs in their classroom. Therefore, it is worthwhile to try to apply a Blended approach in an ESP/ELP context. For this purpose, it is hoped that the suggestions and recommendations made in the two last chapters will encourage

teachers to try these pedagogical solutions. Nevertheless, it is important to mention that the suggested tasks and ideas are samples taken from a wide range of many others. It is essential that the teacher develops a pedagogy for success which opens doors to creativity, or at least allows learners to try to satisfy their need for knowledge.

It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. The present research was undertaken with Master's students, who are obviously not representative of all the students in the Faculty. The researcher also encountered some problems with the research tools that had some effects on the study. For instance, we were not able to quantify the time spent by each student in the Moodle platform because the version offered by Tlemcen University website does not allow for this. Future research is necessary to complete this study; action research would be more appropriate to design other lessons or a whole syllabus based on the use of online technology to improve ELP/ESP students' language abilities.

To conclude, the present doctoral dissertation has tried to explore the learning needs of Master Law students. In this study the aim was to highlight the pressing need for innovation in the legal academic setting by readapting the actual ELP course by suggesting a Blended approach based on CLIL principles. Such improvement cannot be achieved without change i.e., it is of great importance that the Universities and more specifically the Departments offer the necessary help to the English teachers in order to introduce new teaching methods more appropriate to the current situation. In addition, it would be beneficial that ESP teachers receive specific training in order to teach in the different faculties.

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APPENDICES

APPENDIX ‘A’: Art. 53 of the Algerian Constitution

APPENDIX ‘B’: Students’ Questionnaire

APPENDIX ‘C’: Teachers’ Interview

APPENDIX ‘D’: Experimental Lessons and Tasks

APPENDIX ‘E’: Pre-While Tests

APPENDIX ‘F’: Post Test

APPENDIX 'A'

THE CONSTITUTION OF THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Art. 53: The right for education is guaranteed. Education is free within the conditions defined by the law.

Fundamental education is compulsory.

The State organizes the educational system.

The State ensures the equal access to education and professional training.

(THE CONSTITUTION OF THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA)

APPENDIX 'B'

STUDENTS QUESTIONNAIRE

(إستمارة الطلبة) Students' Questionnaire

Instructions: Please put a cross in the appropriate box when there is a choice to make; otherwise, answer freely.

Part One: Setting Information تعليمات: الرجاء وضع علامة في المربع عند تحديد اختياركم، وإلا يمكنك الإجابة بحرية.

<p>01. Sex : - Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p>02. Age :years</p> <p>03. What are the foreign languages you have studied during the secondary school?</p> <p>English <input type="checkbox"/></p> <p>French <input type="checkbox"/></p> <p>Spanish <input type="checkbox"/></p> <p>German <input type="checkbox"/></p> <p>04. For how long have you been learning English? (.....) years</p>	<p>01 . الجنس: - ذكر <input type="checkbox"/> - أنثى <input type="checkbox"/></p> <p>02 . السن: سنوات</p> <p>03 . ماهي اللغات الأجنبية التي درستها في مرحلة الثانوية؟</p> <p>إنجليزية <input type="checkbox"/></p> <p>فرنسية <input type="checkbox"/></p> <p>إسبانية <input type="checkbox"/></p> <p>ألمانية <input type="checkbox"/></p> <p>04 . ماهو عدد السنوات التي درستم فيها اللغة الإنجليزية؟ (.....) سنة.</p>
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Part two: Present Teaching Situation

الجزء الثاني : الوضعية التدريسية الحالية

<p>05. What is the nature of the English language courses provided?</p> <p><input type="checkbox"/> General English</p> <p><input type="checkbox"/> Legal English</p> <p><input type="checkbox"/> Other</p> <p>06. Do you appreciate these courses</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Why?.....</p> <p>07. Do you think that coordination between the English course and the content of the other modules is necessary?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please; justify your answer.....</p>	<p>05 . ماهي طبيعة دروس اللغة الإنجليزية التي تدرسونها حاليا؟</p> <p>لغة إنجليزية عامة <input type="checkbox"/></p> <p>لغة إنجليزية للقانون <input type="checkbox"/></p> <p>أخرى..... <input type="checkbox"/></p> <p>06 . هل تولي إهتماما لهذه الدروس</p> <p>نعم <input type="checkbox"/> لا <input type="checkbox"/></p> <p>لماذا؟.....</p> <p>07 . هل تظن أن التناسق بين درس اللغة الإنجليزية و المقاييس الأخرى ضروري؟</p> <p>نعم <input type="checkbox"/> لا <input type="checkbox"/></p> <p>الرجاء تبرير لإجاباتك.....</p>
---	---

08. What type of English texts are you required to read during your lectures?

- Academic articles
 Official instructions
 Business/administrative Letters
 Extracts from texts of law
 Other; please specify.....

09. Are you satisfied with the topics provided for reading?

Yes No

If no; say why

- the topics are not related to the other modules
 the topics are not interesting
 comprehension difficulties
 Other reasons.....

10. Broadly, in your English course, how many texts have you read and dealt with? (please, provide a numerical answer)

-Last year
-During this semester

11. How many times do you read the same text in class?(please, provide a numerical answer)

-With your teacher.....
-Alone.....

12. How many reading comprehension exercises do you deal with for the same text?

13. How often do you have reading activities as a home work?

Frequently Sometimes Never

08. ما هي نوع النصوص تقرؤونها خلال درس الإنجليزية؟

- لات أكاديمية
 ليمات رسمية
 سلات إدارية
 لطفات من نصوص قانونية
 رى.....

09. هل أنت مقتنع بنوعية المواضيع المقترحة للقراءة؟

نعم لا

إذا لا ؛ قل لماذا

- تلاف مضمون المواضيع عن المقاييس الأخرى
 واضع غير مهمة
 عبء الفهم
 باب أخرى.....

10. عموماً، خلال درس الإنجليزية، كم عدد النصوص التي قرأتموها وتم دراستها (الرجاء إعطاء إجابة رقمية)

- السنة الماضية.....
- خلال هذا السداسي.....

11. كم من مرة تقرؤون نفس النص في القسم؟(الرجاء إعطاء إجابة رقمية)

- مع الأستاذ.....
- وحدك.....

12. كم عدد تمارين فهم القراءة تتناول في نفس النص؟

13. هل تقومون بحل تمارين متعلقة بفهم قراءة النص في المنزل؟

كثيراً أحياناً أبداً

14. Does your teacher provide you with reading activities according to the following stages:

A: Pre-reading activities

Yes No

If yes:

-Before dealing with a new text, do you discuss the topic

Yes No

-Do pre-reading activities include discussion about

- The title
 Subheadings
 Photos, charts, figures
 Identifying text structure
 Previewing

B: While reading activities

Yes No

-If yes, while-reading do you:

- Guess from the content the meaning of the unknown words or phrases.
 Determine the relationship between sentences or sentence elements.

C: Post-reading activities

Yes No

-If yes, do post-reading activities include activities such as:

- Matching exercises,
 Close exercises,
 Cut-up sentences
 Comprehension questions.

15. Does your teacher train you to use some strategies for an effective reading?

Yes No

14. هل يزودكم الأستاذ بنشاطات متعلقة بفهم قراءة النص طبقاً للمراحل التالية:

أ - مرحلة ما قبل القراءة

لا نعم

في حالة نعم:

- قبل التعامل مع النص، هل تناقش الموضوع؟

لا نعم

- هل تشمل تمارين ما قبل القراءة مناقشة:

- العنوان
 العناوين الفرعية
 مضمون الصور، الجداول والبيانات
 تعريف بنية النص
 نظرة عامة تمهيدية

ب - مرحلة أثناء القراءة

لا نعم

- في حالة نعم، بينما تقرأ هل:

- لفهم من المضمون معاني الكلمات الصعبة
 تدرك العلاقة و التناسق بين الجمل أو أجزاء الجملة الواحدة

ج - مرحلة ما بعد القراءة

لا نعم

- في حالة نعم، هل تتضمن نشاطات ما بعد القراءة

- رين الربط و التنسيق
 رين مغلقة
 جمع الجمل
 نقلة الفهم

15. هل يدرسك أستاذك على استعمال التقنية المناسبة لقراءة فعالة؟

لا نعم

<p>16. which strategy/ies do you use to comprehend the text</p> <p><input type="checkbox"/> Reviewing titles, section headings, and photo captions</p> <p><input type="checkbox"/> Using knowledge of the subject matter to make predictions about content and vocabulary ;</p> <p><input type="checkbox"/> Using knowledge of the text type and purpose to make predictions about discourse structure;</p> <p><input type="checkbox"/> Skimming: using a quick survey of the text to get the main idea</p> <p><input type="checkbox"/> Scanning: identify text structure, confirm or question predictions</p> <p><input type="checkbox"/> Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up</p> <p><input type="checkbox"/> Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text</p> <p>17. If your teacher had to change something in his way of teaching reading comprehension, what do you suggest?.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>16 . ما هي التقنية التي تستعملها لفهم النص</p> <p><input type="checkbox"/> بنية العنوان الرئيسي، العناوين الفرعية، و الصور.</p> <p><input type="checkbox"/> مجال معرفتك حول الموضوع لتصور معني المضمون والمفردات</p> <p><input type="checkbox"/> مجال معرفتك حول نمط النص و هدفه لتوقع بنية الخطاب</p> <p><input type="checkbox"/> سريع عام و سريع لمضمون النص لاستخلاص الفكرة.</p> <p><input type="checkbox"/> يبقى في المضمون بالتعرف على بنية النص، تأكيد أو مسأولة للتوقعات</p> <p><input type="checkbox"/> من السياق: بإستعمال معرفتك المسبقة للموضوع و أفكار النص وهي وسيلة للتعرف علي معني الكلمات الغامضة، بدلا من الاكتفاء بالنظر إليهم دون جدوى.</p> <p><input type="checkbox"/> أداة الصياغة: التوقف من القراءة عند إنتهاء كل الفقرة ومحاولة لفهم بإعادة تنظيم المعلومات و أفكار النص.</p> <p>17. لو اراد أستاذكم تغيير منهجته في تدريس مقياس فهم القراءة، ماذا تقترحون؟</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Part three: Identification of Students Reading Needs

الجزء الثالث: تحديد الإحتياجات الأكاديمية للطلبة

<p>18. Do you think that English is important in Legal studies because:</p> <p><input type="checkbox"/> It is necessary to succeed in your studies</p> <p><input type="checkbox"/> It helps you in your research work (to read academic texts, i.e. books, articles, prototype legal texts)</p> <p><input type="checkbox"/> It is necessary to succeed in your future profession</p> <p><input type="checkbox"/> Other, please specify</p> <p>.....</p> <p>.....</p>	<p>18. هل تظنون أن الإنجليزية مهمة في دراسة القانون</p> <p><input type="checkbox"/> مهمة للنجاح في الدراسة</p> <p><input type="checkbox"/> تساعد على البحث (لقراءة النصوص الأكاديمية مثل الكتب، المقالات، نصوص القانون)</p> <p><input type="checkbox"/> مهمة للنجاح في وظيفة المستقبل</p> <p><input type="checkbox"/> أخرى، حدد من فضلك</p> <p>.....</p> <p>.....</p> <p>19. في أي مهارة لغوية تجدون صعوبة الإستعمال</p>
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19. In what language skills do you find difficulties?

- To interact with English speakers
 To write in English
 To comprehend English speech
 To read English texts

20. Classify these skills according to their degree of importance for your studies.

- listening
 writing
 reading
 speaking

21. What is your proficiency level when reading an English text?

- Beginner (you can identify words and sentence elements and structure)
 Intermediate (in addition to vocabulary you can also interpret the general idea of the text)
 Advanced(you can identify, interpret and analyse the linguistic, the contextual and the discoursal elements of the text)

22. When reading, do you find difficulties:

At the phonological level?

- To match words with their sounds/pronunciation

At the syntactic level?

- To understand the grammatical relationship between sentences, e.g. Cause and effect

At the lexical level?

- Understand word meanings
 To know what the text is talking about in general
 To know the meaning of some sentences

داخل مع المتكلمين باللغة الإنجليزية

كتابة بالإنجليزية

فهم الكلام الإنجليزي

إلقاء النصوص بالإنجليزية

20. رتب هذه القدرات حسب أهميتهم في دراستك

سمع

كتابة

قراءة

كلام

21. أدناه، حدد مستواك بالنسبة لقدراتك على قراءة نص بالإنجليزية

بدئى (يمكنك التعرف على الكلمات و أجزاء الجمل)

وسط (بالإضافة إلى المفردات يمكنك فهم المعنى العام للنص)

لدم (تستطيع التعرف، الفهم و التحليل اللغوي و السياقي للنص)

22. عند القراءة هل تجد صعوبات

على المستوى الفونولوجي؟

موافقة الكلمات مع الأصوات

على المستوى السنتاكسي؟

فهم العلاقة النحوية بين للجمل (السبب و الغاية)

على المستوى المعجمي؟

معنى الكلمات

المعنى العام للنص

بعض معاني الجمل

23. في دراستك ماهو التخصص الذي يتطلب قراءة مقالات

<p>23. In your studies, which field of specialism requires reading academic papers in English? (please specify in decreasing order of importance)</p> <ul style="list-style-type: none"> • • • 	<p>أكاديمية بالإنجليزية؟ (رتب حسب الأهمية)</p> <p>..... *</p> <p>..... *</p> <p>..... *</p>
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Part Four: Readiness for blended Learning

الجزء الرابع: القابلية للتعليم و التعلم المختلط

<p>24. Do you have a Personnel Computer?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>25. Can you have access to Internet easily at home or elsewhere?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>26. If not at home where?.....</p> <p>.....</p> <p>27. Would you like to have additional English reading comprehension activities online (via -internet)</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>24. هل لديك حاسوب خاص؟</p> <p><input type="checkbox"/> لا <input type="checkbox"/> نعم</p> <p>25. هل أنت متصل بشبكة إنترنت في بيتك أو في مكان آخر</p> <p><input type="checkbox"/> لا <input type="checkbox"/> نعم</p> <p>26. إذا ليس في بيتك أين؟.....</p> <p>.....</p> <p>27. هل تريد تلقي دروس إضافية لفهم قراءة النصوص الإنجليزية على الإنترنت؟</p> <p><input type="checkbox"/> لا <input type="checkbox"/> نعم</p>
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Thank you for your collaboration

APPENDIX C

TEACHERS' INTERVIEW

ELP Teachers' Interview

Dear Colleague

I am conducting research in the field of teaching Legal English at university level. I would be grateful for the contribution that you may provide as teacher in the field by answering this interview.

Part One: Setting Information

1. What is your position in the university? - Part-time teacher, full-time teacher
2. What is your post-graduate field of specialization?
3. For how many years have you taught ELP?
4. To what level (s) have you taught ELP?
5. Did you receive any training to teach ELP?

Part Two: Present Teaching Situation

6. What is the nature of the English language course you are teaching?
General English Legal English Other
7. What sub-skills in reading do you emphasize in your teaching?
8. What is the time allocated to the teaching of English per week? How much time do you devote to reading?
9. To what extent are you satisfied with the syllabus provided? If unsatisfied, what are your reasons?
10. Which reading strategies do you teach to your students?
11. Do you believe in any kind of cooperation between English teachers and subject specialists?
12. Do you give activities around the topic before the act of reading in order to facilitate it?
13. Do you supervise your students' reading process in class?
14. Do you give home reading activities to your students?

Part Three: Students' Academic Needs Identification

15. Do you proceed to a NIA of your students?

16. What is your focus when teaching reading?

- Reading academic papers,
- Reading law texts,
- Reading legal letters,
- Reading in general

17. What are the main weaknesses that you have observed in your students' when performing reading comprehension activities;

- Lack of Linguistic competence:

- The ability to recognize the elements of the writing system;
- Knowledge of vocabulary;
- Knowledge of how words are structured into sentences

- Lack of Discourse competence:

- Knowledge of discourse markers
- How they connect parts of the text to one another

- Lack of Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

- Lack of Strategic competence: the ability to:

- Skim the main idea of the text.
- Scan and identify text structure, confirm or question predictions.
- Guess from context the meanings of unknown words.
- Paraphrase the information and ideas in the text

18. Are the causes of the above mentioned weaknesses due to:

- Insufficient teaching time devoted to ELP
- Insufficient teaching time devoted to reading activities
- Lack of materials (lesson books, exercise books etc...)
- Students' negative attitudes towards the English language

Other.....

19. At which level do you think students have the greatest difficulty of comprehension?

- at the Phonological level,
 at the syntactic one
 or at the , lexical level?

Part Four: Readiness for Blended Learning

20. Do you use audio-visual aids in the classroom? Which ones?
21. Do you use internet (in order to send lectures, language activities, instruction) in your teaching?
22. Would you like to use the blended approach to teach ELP?
23. Do you think that it is possible to use this approach in the present situation? Why?
24. What do you suggest to your students to overcome their reading difficulties?

Thank you for your collaboration

APPENDIX D

EXPERIMENTAL LESSONS AND TASKS

Unit One

The Topic: Legal Systems

The aims and objectives of the first lessons are as follows:

Aims: The aim of this unit is first, to provide students with knowledge of Anglo-Saxon legal systems; second, to expose learners to large quantities of meaningful authentic materials; third, to help students acquire legal English terminology and phrases, through systematic text comprehension and language tasks.

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

- Predict the content of the text.
- Identify the text structure.
- Check the meaning of words and sentences.
- Comprehension of specific jargon.
- Find in the texts specific pieces of information.
- Get the general idea of what the text is about.
- Understand a wide variety of texts using legal terminology.
- Translate legal texts from English to Arabic and vice versa.
- Write related paragraphs.

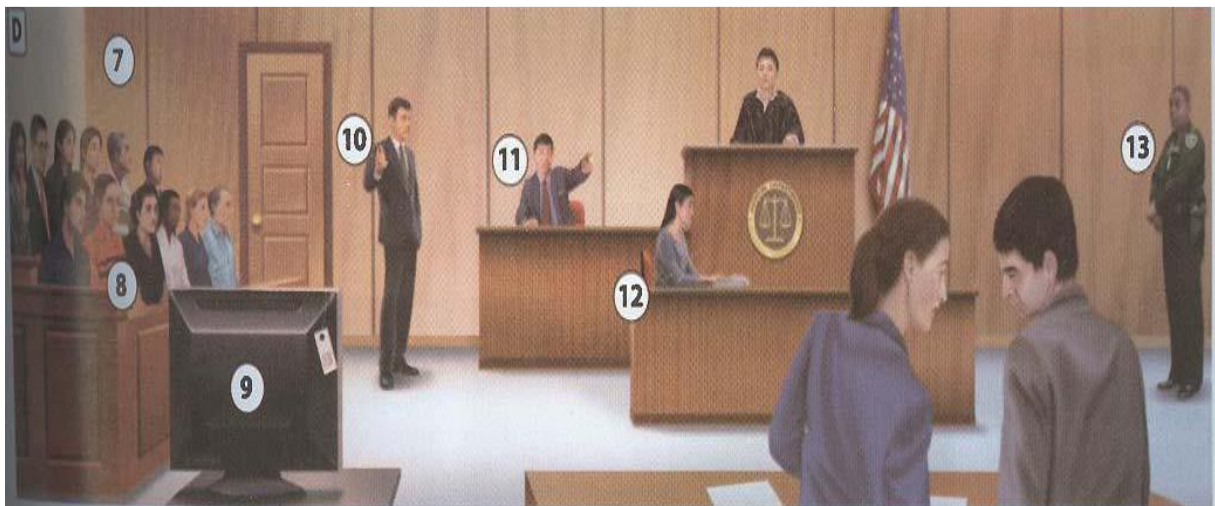
Part One: Pre-reading phase (Classroom tasks)

Look at the pictures

Picture one



Picture Two



Picture Three



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

Task 1.1 (Classroom task)

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

Handcuffs	
Bailiff	
Evidence	
defendant	
guard	
witness	
jury	
defense attorney	
prosecuting attorney	
courtroom	
court reporter	
judge	
Police officer	

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

- Go to prison.
- Give the verdict.
- Sentence the defendant.
- Be released.

Task 1.2: (Classroom task)

Read twice text (1) and answer the question.

Text (1)

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

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

1. The text describes:
 - U.S. Governance
 - U.S. Legal System
 - U.K. Higher Court

Task 1.3 (Online task)

Read text

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

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

1. Which of the following titles do you think fits the text best?
 - The structure of the Law.
 - Jurisdiction

- The Constitution.

2. Read text (2) and choose the appropriate answer for following questions.

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

- A president
- A head of state
- A governor

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

- Lords' House
- Popular assembly
- Commons' House
- Nation assembly

c- In the following phrases, which one is composed of statute law, common law and constitutional conventions?

- Written Constitution
- Constitutional Law
- The Bible

3. Read again text (2) and match each word item with its corresponding definition.

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

Task 1.4(Online task)

1. Read again Text (2) and make a note of the words that you've never heard before.
2. Look up their meaning in the dictionary.
3. Find their synonyms in Arabic or French.
4. What is the topic of the images and the two texts?

Part two: While -reading phase (classroom tasks)

The structure of the law



The screenshot shows a web browser window with the URL <http://www.happrewandco.co.uk/international>. The website has a navigation menu with links: About, Services, Know-how, People, Fees, Contact/ find us, Search, FAQs, and For our overseas clients. The main content area is titled "The legal system in the United Kingdom (UK)".

The text on the page reads:

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

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

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

Task 2.1

1. Read the text (the structure of the law) and make note of the words/expressions that you've never heard before.
2. Look up their meaning in the dictionary.
3. Find their synonyms in Arabic or French.

Task 2.2

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

b- Application.

c- Involve.

Use the synonyms in sentences of your own

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

a- Similarity.

b- Exclude.

c- Weakened.

Use the opposites in sentences of your own.

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

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

b- A behaviour.

Task 2.3

1. In which paragraph is it mentioned that a given domain of law may interfere in another?
2. Write the sentences that illustrate this.

Part three: Post-reading phase

Task 3.1 (online task)

Read again the text (The structure of law) and put next to each statement 'True', 'false' or 'Not Mentioned'.

1. In U.K the civil law is more important than criminal law.
2. Public law deals only with public affairs.
3. A criminal is prosecuted by the state in a criminal law court.
4. Civil law deals with issues that private persons have in common.

Task 3.2 (online task)

Fill in the blanks with the following words.

the state, injunction, persons, forms, a claim, prosecutes

Criminal law deals with certain 1..... of conduct for which 2..... reserves punishment, for example murder and theft. The state 3..... the offender. Civil law concerns relationships between private 4....., their rights, and their duties. It is also concerned with conduct which may give rise to 5..... by a legal person for compensation or an 6..... - an order made by the court.

Task 3.3 (classroom task)

Read the text (The structure of law) and answer the following questions.

1. What is important to practising lawyers?

.....
.....

2. Are public law and private law distinctive?

.....
.....

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

.....
.....

4. What are the laws which concern legal persons?

.....
.....

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

.....
.....

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

.....

.....

Part Four: Mastery of Language (classroom tasks)

Task 4.1

Cross the odd one out.

1. Law- Crime- State- lawyer.
2. Civil- Criminal- public- lawful.
3. Prosecution- punishment- court- relationship.

Task 4.2

Add more words to the following list.

1. Court- judge.
2. Law- offend.
3. Private-legal.

Task 4.3

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

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

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

Part Five: Transfer of acquired reading knowledge to real situation tasks (online tasks)

Task 5.1

Complete these paragraphs (which are taken from the A & C Black Dictionary of Law) with words or expressions from the box.

1. accused 2. adoption 3. affiliation 4. appointed 5. bench 6. biased
7. called to the Bar 8. challenged 9. clerk 10. commit 11. criminal 12. Crown Court
13. electoral register 14. eligible 15. exclusively 16. Inns of Court 17. inquests
18. jurors 19. jury service 20. lay 21. libel 22. Magistrates' Courts 23. misconduct
24. on bail 25. Parliament 26. political 27. practise 28. pupillage 29. recorders
30. right of audience 31. sentence 32. solicitor 33. stipendiary 34. trial 35. verdict

Barristers

In England and Wales, a barrister is a member of one of the _____ (= the four law societies in London to which lawyers are members); he or she has passed examinations and spent one year in _____ (= training) before being _____ (= being fully accepted to practise law). Barristers have the _____ in all courts in England and Wales: in other words, they have the right to speak, but they do not have that right _____.

Magistrates

Magistrates usually work in _____. These courts hear cases of petty crime, _____, _____, maintenance and violence in the home. The court can _____ someone for _____ or for _____ in a _____. There are two main types of magistrates: _____ magistrates (qualified lawyers who usually sit alone); _____ magistrates (unqualified, who sit as a _____ of three and can only sit if there is a justices' _____ present to advise them).

Judges

In England, judges are _____ by the Lord Chancellor. The minimum requirement is that one should be a barrister or _____ of ten years' standing. The majority of judges are barristers, but they cannot _____ as barristers. _____ are practising barristers who act as judges on a part-time basis. The appointment of judges is not a _____ appointment, and judges remain in office unless they are found guilty of gross _____. Judges cannot be Members of _____.

The jury

Juries are used in _____ cases, and in some civil actions, notably actions for _____. They are also used in some coroner's _____. The role of the jury is to use common sense to decide if the _____ should be for or against the _____. Members of a jury (called _____) normally have no knowledge of the law and follow the explanations given to them by the judge. Anyone whose name appears on the _____ and who is between the ages of 18 and 70 is _____ for _____. Judges, magistrates, barristers and solicitors are not eligible for jury service, nor are priests, people who are _____, and people suffering from mental illness. People who are excused jury service include members of the armed forces, Members of Parliament and doctors. Potential jurors can be _____ if one of the parties to the case thinks they are or may be _____.

(Adopted from Wyatt R CHECK YOUR ENGLISH VOCABULARY FOR LAW p: 50)

Task 5.2 Read the text below as many time as you can (Articles).

The *Universal Declaration of Human Rights* was proclaimed and adopted by the General Assembly of the United Nations in 1948. It details the rights of individual men and women to basic freedoms such as freedom of speech, freedom of religious worship, freedom from fear and hunger, etc. The Declaration has 30 sections, or *articles*.

Here are the first ten articles of *The Universal Declaration of Human Rights* in their original form.

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this declaration, without

distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: Everyone has the right to life, liberty and security of freedom.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him / her by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his / her rights and obligations and of any criminal charge against him / her.

A- Match words in the articles with the following dictionary definitions below. The words are in the same order as the definitions.

1. The same (adjective).....
2. The things that you should be allowed to have (noun).....
3. A feeling you have that you have done right or wrong (noun).....
4. To have the right to do or have something (verb).....
5. Difference (noun).....
6. A group of people with distinct physical characteristics or culture (noun).....

7. Referring to government or party politics (adjective).....
8. Having the legal power over someone or something (adjective).....
9. The act of limiting something (noun).....
10. The situation of being free (noun).....
11. The situation of being a person who belongs to someone and works for them without payment (noun).....
12. The situation of having to work very hard for someone, usually in poor conditions and with very little or no pay (noun).....
13. The buying and selling of people against their will (noun: 2 words).....
14. To say that something must not happen (verb).....
15. Hurting someone badly so that they are forced to give information (noun).....
16. Causing fear, anguish and inferiority (adjective).....
17. The unfair treatment of someone because of their colour, class, religion, language, etc (noun).....
18. The act of breaking a rule (noun).....
19. The act of encouraging, persuading or advising someone to do something morally or legally wrong (noun).....
20. A court, often one which specialises in a particular area of law (noun).....
21. Basic, essential (adjective).....
22. Laws and principles under which a country is governed (noun).....
23. Done at random, without reason (adjective).....
24. The act of keeping someone so that he / she cannot escape or enjoy freedom (noun).....
25. The punishment of being made to live in another country, or another part of a country (noun).....
26. Not biased or prejudiced (adjective).....
27. Duty to do something (noun).....

(Adopted from Wyatt R CHECK YOUR ENGLISH VOCABULARY FOR LAW p: 41)

B- In each of the following situations one or more of the articles from the *Universal Declaration of Human Rights* has been broken or abused. Match each of the situations with the relevant article or articles.

1. A man has his house broken into and his television stolen. He goes to the police but they tell him to go away because they have more important things to do.

-Article/s Number

2. Archie White, a magistrate, has his car stolen. The police arrest and charge the man they think is responsible. The next day the man is taken to court for an initial hearing. The chairman of the justices (the head magistrate) in the courtroom is Archie White. He tells the members of the public that they have to leave the courtroom.

-Article/s Number

3. Two friends, one white and one black, have been threatened with violence. They go to the police to ask for protection. The police agree to help the white man, but not the black man.

-Article/s Number

4. A poor man murders someone and is sent to prison. A rich man commits a murder in similar circumstances but is allowed to go free.

-Article/s Number

5. The police suspect that a man is a member of a terrorist organisation. They hit him, deprive him of food, water and sleep, and burn him with cigarettes until he confesses.

-Article/s Number

6. A poor man borrows money from a wealthy factory owner. He is unable to pay the money back. The factory owner takes the man's 12-year-old son and makes him work in the factory to pay off the debt.

-Article/s Number

(Adapted from Wyatt R CHECK YOUR ENGLISH VOCABULARY FOR LAW p: 43)

Task 5.3 Read the text and summarize the main idea of each paragraph

Common law in the UK

Penny Arkwright practises in the High Court. She is speaking at an international convention for young lawyers.

'The legal system in many countries, including Australia, Canada (except Quebec), Ghana, Hong Kong, India, Jamaica, Malaysia, New Zealand, Pakistan, Tanzania, the USA (except Louisiana), the Bahamas, and Zambia, is based on **common law**. The common law consists of the substantive law and procedural rules that are created by the **judicial decisions** made in the courts. Although legislation may **override** such decisions, the legislation itself is **subject to interpretation** and refinement in the courts.



Essential to the common law is the **hierarchy of the courts** in all of the UK jurisdictions and the **principle of binding precedent**. In practice, this means that the decision of a higher court is **binding** on a lower court, that is, the decision must be followed, and in the course of a trial the judges must refer to existing precedents. They'll also **consider** decisions made in a lower court, although they're not **bound to follow** them. However, a rule set by a court of greater or equal status must be **applied** if it's **to the point** – relevant or pertinent.

During a trial, **counsel** will **cite cases** and either attempt to **distinguish the case** at trial **from those referred to** or, alternatively, argue that **the rule at law** reasoned and established in a previous case is **applicable** and should be followed. Hence the term **case law**. A case will inevitably involve many facts and issues of evidence. The eventual decision itself doesn't actually **set the precedent**. The precedent is the rule of law which the first instance judge **relied on** in determining the case's outcome.

Judges in a case may make other **statements of law**. Whilst not constituting binding precedents, these may be considered in subsequent cases and may be cited as **persuasive authority**, if appropriate. Since the Human Rights Act of 1988, all courts in the United Kingdom must now refer to the ultimate authority of the European Court of Human Rights, including all previous decisions made by that court.'

Note: **practises** – qualified to work professionally

(Cambridge Professional English in Use Law p: 12.)

Unit Two

The Topic: International Law

Aims: The aim of this unit is first, to provide students with knowledge of international law; second, to expose learners to large quantities of meaningful authentic materials; third, to help students acquire legal English terminology and phrases, through systematic text comprehension and language tasks.

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

- Predict the content of the text.
- Identify the text structure.
- Check the meaning of words and sentences.
- Comprehension of specific jargon.
- Find in the texts specific pieces of information.
- Get the general idea of what the text is about.
- Understand a wide variety of texts using legal terminology.
- Translate legal texts from English to Arabic and vice versa.
- Write related paragraphs.

Part one: Pre-reading phase (classroom tasks)

Look at the photos and read the following sentences

Photo one



(From Wikipedia, the free encyclopedia)

Created in 1945, the United Nations is responsible for much of the current framework of international law

Photo Two



(From <http://www.bangkokpost.com/learning/learning-from-news/239829/temple-battle-moves-to-court>)

A view of the International Court of Justice. AFP

Photo Three



(From <http://blogs.lse.ac.uk/ideas/files/2012/01/Justice.png>)

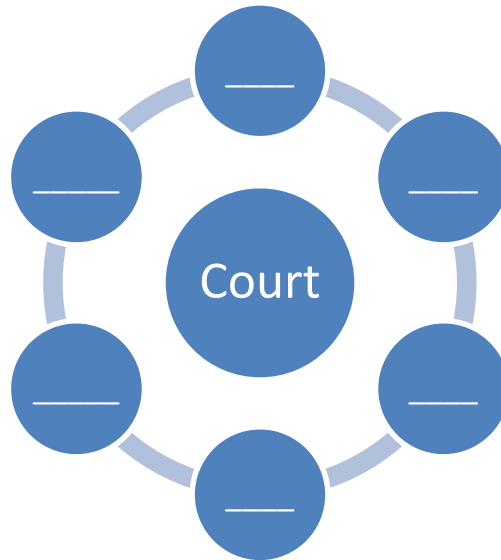
“International law has made it plain that certain types of conduct are not acceptable conduct on the part of anyone.” *Judiciary committee of the British House of Lords (the United Kingdom’s Supreme Court) November 25, 1998*

Task 1.1 (classroom task)

1. What does photo one reflects?

- TV entertainment programme
- U.N signature protocol
- A novel dedication party

2. Scan photo two and three, and try to complete the following diagram with words, you already know, you think are related to a court session.



Task 1.2 (classroom task)

Text (1)

.....is the set of rules generally regarded and accepted as binding in relations between states and between nations. It serves as a framework for the practice of stable and organized international relations.

(From http://en.wikipedia.org/wiki/International_law)

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

- International Relations.
- International Organisations
- International Law.

2. Read again and choose the appropriate answer for each of the following questions.

a-What is the international law?

- A set of ideas
- A set of rules
- A set of games

b-Its role is to provide a structure to organise?

- World manifestations
- Nations relations
- Cultural activities

Task 1.3 (online task)

Text (2)

International law or the law of nations refers to laws that govern the conduct of independent nations in their relationships with one another. It differs from other legal systems in that it primarily concerns provinces rather than private citizens. In other words it is that body of law which is composed for its greater part of the principles and rules of conduct which States feel themselves bound to observe, and therefore, do commonly observe in their relations with each other and with international institutions or organizations, and certain foreign nationals.

(From http://en.wikipedia.org/wiki/International_law)

Read the text and answer the following questions

1. Give synonyms from the text to these words and phrases

- International law
- Laws
- States
- International institutions

2. Read again and match each phrase in column A with its corresponding sentence in column B

	A	B
International law	differs from	rules and principles of conduct which countries feel themselves obliged to follow
	refers to	other legal systems
	Is Composed of	laws that govern nations relationships

Task 1.4 (online task)

1. Read again Text (2) and make note of the words you've never heard before.
2. Look up their meaning in the dictionary.
3. Find their synonyms in Arabic or French.
4. What is the topic of the photos and the two texts?

Part Two: While -reading phase (classroom tasks)

International law

(From Wikipedia, the free encyclopedia)

International law is the set of rules generally regarded and accepted as binding in relations between states and between nations. It serves as a framework for the practice of stable and organized international relations. International law differs from state-based legal systems in that it is primarily applicable to countries rather than to private citizens. National law may become international law when treaties delegate national jurisdiction to supranational tribunals such as the European Court of Human Rights or the International Criminal Court. Treaties such as the Geneva Conventions may require national law to conform.

Much of international law is consent-based governance. This means that a state member of the international community is not obliged to abide by this type of international law, unless it has expressly consented to a particular course of conduct. This is an issue of state sovereignty. However, other aspects of international law are not consent-based but still are obligatory upon state and non-state actors such as customary international law and peremptory norms (jus cogens).

The term "international law" can refer to three distinct legal disciplines:

◆ Public international law, which governs the relationship between states and international entities. It includes these legal fields: treaty law, law of sea, international criminal law, the laws of war or international humanitarian law and international human rights law.

◆ Private international law, or conflict of laws, which addresses the questions of (1) which jurisdiction may hear a case, and (2) the law concerning which jurisdiction applies to the issues in the case.

◆ Supranational law or the law of supranational organizations, which concerns regional agreements where the laws of nation states may be held inapplicable when conflicting with a supranational legal system when that nation has a treaty obligation to a supranational collective.

(From http://en.wikipedia.org/wiki/International_law)

Task 2.1

1. Read twice the text (International Law) and make a note of words you've never heard before.
2. Look up their meaning in the dictionary.
3. Find their synonyms in Arabic or French.

Task 2.2

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

- a- Generally.
- b- However
- c- Framework
- d- Criminal

Use the synonyms in sentences of your own

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

- a - Applicable
- b - Illegal
- c - Spontaneous
- d - Polite

Use the opposites in sentences of your own.

Task 2.3(online task)

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

- a - Study the relationships among states and other political and economic units in the international system.
- b- Formal agreements between governments or organizations.

Task 2.4(online task)

3. In which paragraph is it mentioned that governments are not obliged to apply laws of nations if they didn't explicitly approve them?
4. Write the sentences that illustrate this.

Part Three Post-reading phase

Task 3.1 (online task)

1. Fill in the blanks with the following words.

faith -individual -tribunal –Justice- international -state

The law of nations is founded upon reason and.....(1), and the rules of conduct governing(2) relations between citizens or subjects of a civilized(3)are equally applicable as between enlightened nations. The considerations that(4)law is without a court for its enforcement and that obedience to its commands practically depends upon good.....(5) instead of upon the mandate of a superior.....(6) only give additional sanction to the law itself and brand any deliberate infraction of it not merely as a wrong but as a disgrace.

(Adapted from: Grover Cleveland, Message to Congress withdrawing a treaty for the annexation of Hawaii from consideration. (18 December 1893); *A Compilation of the Messages and Papers of the Presidents 1789-1897* (1896 - 1899) edited by James D. Richardson, Vol. IX, pp. 460-472.)

Task 3.2(online task)

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

1. Conflict of laws deals with the question of which authority can study a judicial case.

2. Public international law governs the relationship between international entities and countries.
3. International human rights law is closely related to, but distinct from international humanitarian law.
4. Legal systems include a variety of fields such as international criminal law, the laws of war or international humanitarian law and international human rights law.
5. Private international law concerns regional agreements.

Task 3.3 (classroom task)

Read the text and answer the following questions.

7. How can a national law become an international law?
.....
.....
8. What does it mean consent-based governance?
.....
.....
9. In which law human questions are studied in an international scale?
.....
.....
10. What are the laws which concern public entities?
.....
.....
11. Is Supranational law different from Private international law ?
.....
.....

Part Four: Mastery of Language (classroom task)

Task 4.1

The text below contains either spelling mistakes, wrong words, or wrong word forms. Identify and correct these words in each case.

The European Court of Justice (the ECJ)
(This section contains 10 mistakes)

This is a court set up to see that the principles of law as laid out in the Treaty of Rome are observed and applied correctly in the European Union, and has jurisdiction over issues of European Law. Its full name is the *Court of Justice of the European Communities*. The Court is responsible for settling disputes relating to European Union law, and also acting as a last Court of Appeal against judgments in individual member states.

Court judges in the ECJ are appointed by the governments of the member states for a period of six years. These judges come from all the member states, and bring with them the legal traditions of each state. The court can either meet as a full court, or in chambers where only two or three judges are present. The court normally conducts its business in French, although if an action is brought before the court by or against a member state, the member state can choose the language in which the case will be heard. The court can hear actions against institutions, or actions brought either by the Commission or by a member state against another member state. The court also acts as Court of Appeal for appeals from the Court of First Instance (CFI). The court also interprets legislation and as such acts in a semi-legislative capacity.

Note: most of the mistakes in this exercise are typical of mistakes made through carelessness. Always check your written work for similar mistakes. Remember that in law, careful and specific use of words (and their forms and spellings) is very important. A wrong word or a wrong spelling could change everything!

(Adopted from Wyatt R CHECK YOUR ENGLISH VOCABULARY FOR LAW p: 35)

Task 4.2

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

IMPLIED CONTRACT – A contract in which the promise made by on party is not expressed.	أ- غير دستوري – ما يخالف أو يتعارض مع الدستور
DISORDERLY CONDUCT – Any behavior, contrary to law, which disturbs the public peace or decorum, scandalizes the community, or shocks the public sense of morality.	ب- اتفاقية ضمنية- اتفاقية لا يصرح فيها طرف بصراحة معلنة عن وعد .
CONTRACT – (1) an agreement between two or more people to do or not to do a particular thing; (2) an agreement between two or more people that makes, changes, or ends a legal relationship.	ت -سلوك مخل بالقانون-أي تصرف ضد القانون يزعج السلام العام أو آدابه، أو يروع المجتمع بعمل غير أخلاقي، أو يصدم المفهوم الأخلاقي العام.
UNCONSTITUTIONAL – That which is contrary to or in conflict the constitutions.	ث -عقد-1 اتفاقية بين شخصين أو أكثر عل عمل أو عدم عمل شي. 2 اتفاقية بين شخصين أو أكثر لإقامة علاقة شرعية، تغييرها، أو إنهائها.

Task 4.3

A partner has asked her trainee to draft some notes on environmental law.

International environmental law

International environmental law is a fast-developing area affected by scientific discovery and opinion. It encompasses, that is, includes, both international treaties (or conventions) incorporated into national law, and international customary law (general practice accepted as law). These constitute the law that nation states are obliged to follow or otherwise suffer sanctions from the international legal community. There is also international diplomacy and non-binding instruments which create guiding principles, such as the 1972 Stockholm Declaration and the 1992 Rio Declaration.

The main principles framed in international environmental law are:

- polluter pays principle – the cost of damage is carried by the party responsible
- precautionary principle – to act carefully where knowledge is not certain
- sustainable development principle – to act in the best interest of future generations
- environment impact assessment principle – to use rational planning before carrying out changes to the environment and to consider the costs of ecological effects
- common but differentiated responsibility principle – for countries to have shared but different responsibilities for the environment

Read the text and complete the sentences with the principles of environmental law listed in the text.

1. If you aim to meet the needs of the present without making it difficult or impossible to meet the needs of the future, this is known as.....

2. If you make the individual or the organization that caused the environmental damage cover the cost, this is known as

3. When all countries are expected to make a contribution to environmental protection, but according to their circumstances, this is known as the

4. If you act to protect the environment in the case of serious harm, even though clear scientific proof of damage is not yet available, this is known as the

5. If you evaluate the suitability and implications of the planned development of land, this is known as the

(Adopted From Cambridge Professional English in Use Law p: 96-97.)

Part Five: Transfer of acquired reading knowledge to real situation tasks (online tasks)

Task 5.1 Read the text twice

Computer security

Pieter den Bieman, a legal practitioner specialising in information technology, is speaking at a Chamber of Commerce lunch.

'I'm sure you'd all agree that the development of information technology and e-commerce has presented exciting business opportunities. However, the increasing sophistication of the systems and applications available to end users has created significant legal challenges to individuals, companies, the legislature, and legal advisers. The technology necessary to access the Internet has also enabled innovative illegal activities. You'll be aware that these include the breach of computer security and unauthorised access to a computer commonly known as hacking.

There's also the distribution of illegally obtained content from databases, as well as virus writing or virus spreading achieved by attacks on insecure servers which lack adequate protection. In the UK, the Computer Misuse Act deals with such illegal use, and also the publication and distribution of material that may be used to aid hacking. Unfortunately, unless you have adequate security systems in place, your business is at risk.'



Are the following statements true or false?

- 1 People who use computer applications are known as hackers.
- 2 It is legal challenge to gain unauthorized access to a database.
- 3 Secure servers make virus spreading possible.
- 4 Distributing illegally obtained data is a breach of computer security.

(Adopted From Cambridge Professional English in Use Law p: 94-95.)

Task 5.2 Read the text and take notes of the main ideas in each paragraph

United Nations General Assembly

الجمعية العامة للأمم المتحدة (Arabic)

联合国大会 (Chinese)

Assemblée générale des Nations unies (French)

Генеральная Ассамблея ООН (Russian)

Asamblea General de las Naciones Unidas (Spanish)



United Nations General Assembly hall at its headquarters in New York

The United Nations General Assembly (UNGA/GA) is one of the six principal organs of the United Nations and the only one in which all member nations have equal representation. Its powers are to oversee the budget of the United Nations, appoint the non-permanent members to the Security Council, receive reports from other parts of the United Nations and make recommendations in the form of General Assembly Resolutions. It has also established a wide number of subsidiary organs.

The General Assembly meets under its president or Secretary-General in regular yearly sessions the main part of which lasts from September to December and resumed part from January until all issues are addressed (which often is just before the next session's start). It can also reconvene for special and emergency special sessions. Its composition, functions, powers, voting, and procedures are set out in Chapter IV of the United Nations Charter.

The first session was convened on 10 January 1946 in the Westminster Central Hall in London and included representatives of 51 nations.

Voting in the General Assembly on important questions – recommendations on peace and security; election of members to organs; admission, suspension, and expulsion of members; budgetary matters – is by a two-thirds majority of those present and voting. Other questions are decided by majority vote. Each member country has one vote. Apart from approval of budgetary matters, including adoption of a scale of assessment, Assembly resolutions are not binding on the members. The Assembly may make recommendations on any matters within the scope of the UN, except matters of peace and security under Security Council consideration. The one state, one vote power structure theoretically allows states comprising just five percent of the world population to pass a resolution by a two-thirds vote.

During the 1980s, the Assembly became a forum for the North-South dialogue – the discussion of issues between industrialized nations and developing countries. These issues came to the fore because of the phenomenal growth and changing makeup of the UN membership. In 1945, the UN had 51 members. It now has 193, of which more than two-

thirds are developing countries. Because of their numbers, developing countries are often able to determine the agenda of the Assembly (using coordinating groups like the G77), the character of its debates, and the nature of its decisions. For many developing countries, the UN is the source of much of their diplomatic influence and the principal outlet for their foreign relations initiatives.

Although the resolutions passed by the General Assembly do not have the binding forces over the member nations (apart from budgetary measures), pursuant to its Uniting for Peace resolution of November 1950 (resolution 377 (V)), the Assembly may also take action if the Security Council fails to act, owing to the negative vote of a permanent member, in a case where there appears to be a threat to the peace, breach of the peace or act of aggression. The Assembly can consider the matter immediately with a view to making recommendations to Members for collective measures to maintain or restore international peace and security.

(From http://en.wikipedia.org/wiki/United_Nations_General_Assembly)

APPENDIX 'E'

PRE-WHILE TESTS



Curriculum-Based Measurement: **Maze Passage: Examiner Copy**

Student/Classroom: _____ Examiner: _____ Assessment Date: _____

Passing an Act Professional English in Use Law

All Acts must be submitted to both Houses of parliament in the draft form of a Bill. The legislative process involves three readings **(in)** both houses. At the first reading, **(the)** title is read to members of **(Parliament)** (MPs); at the second reading, MPs **(debate)** proposals. Then a standing committee will **(scrutinize)** the provisions in the Bill and **(may)** amend it to ensure that it **(enshrines)** the principles debated and approved at **(the)** second reading. This is reported back **(to)** MPs. At the third reading, the **(bill)** is re-presented. The Bill then goes **(through)** readings in the upper house. The **(actual)** drafting of the legislation is undertaken **(by)** Parliamentary Counsel. Finally, a bill must **(receive)** Royal Assent from the monarch before **(it)** becomes law on a specified date. **(In)** fact, this stage has been reduced **(to)** a formal reading of the short **(title)** of an act in both Houses **(of)** parliament and is now a formality. **(Government)** Bills are introduced by the Government; **(Private)** Members Bills are proposed by MPs. **(Both)** methods may result in Public Acts **(that)** govern the general individuals or institutions.

Readability Estimation

Formula Value

Dale-Chall 7-8

Flesch Index 64.8/100 (plain English)



Curriculum-Based Measurement: **Maze Passage: Student Copy** #/Correct: _____ #/Errors: _____
Student Name: _____ Classroom: _____ Date: _____

Passing an Act Professional English in Use Law

All Acts must be submitted to both Houses of parliament in the draft form of a Bill. The legislative process involves three readings (**release, in, basin**) both houses. At the first reading, (**the, face, over**) title is read to members of (**Parliament, goat, broken**) (MPs); at the second reading, MPs (**went, upset, debate**) proposals. Then a standing committee will (**scrutinize, prevent, food**) the provisions in the Bill and (**fought, may, amused**) amend it to ensure that it (**son, solemnly, enshrines**) the principles debated and approved at (**vanish, rain, the**) second reading. This is reported back (**square, save, to**) MPs. At the third reading, the (**bill, side, throughout**) is re-presented. The Bill then goes (**dirty, husky, through**) readings in the upper house. The (**madly, actual, mend**) drafting of the legislation is undertaken (**rest, by, flown**) Parliamentary Counsel. Finally, a bill must (**neatly, took, receive**) Royal Assent from the monarch before (**it, promptly, sky**) becomes law on a specified date. (**Wood, Prevent, In**) fact, this stage has been reduced (**to, opinion, began**) a formal reading of the short (**title, morning, straight**) of an act in both Houses (**of, reject, soft**) parliament and is now a formality. (**Basket, Government, Glamorous**) Bills are introduced by the Government; (**family, Private, clearly**) Members Bills are proposed by MPs. (**Both, Amuse, Credit**) methods may result in Public Acts (**that, cord, went**) govern the general individuals or institutions.

APPENDIX 'F'

POST TEST



Curriculum-Based Measurement: **Maze Passage: Examiner Copy**

Student/Classroom: _____ Examiner: _____ Assessment Date: _____

Sources of international law From Wikipedia, the free encyclopedia

A source of international law is where an international decision maker or researcher looks to verify the substantive legal rule governing a legal dispute or academic discourse. The sources of international law applied **(by)** the community of nations to find **(the)** content of international law are listed **(under)** Article 38.1 of the Statute of the **(International)** Court of Justice: Treaties, international customs, **(and)** general principles are stated as the **(three)** primary sources; and judicial decisions and **(scholarly)** writings are expressly designated as the **(subsidiary)** sources of international law. Many scholars **(agree)** that the fact that the sources **(are)** arranged sequentially in the Article 38 of **(the)** ICJ Statute suggests an implicit hierarchy **(of)** sources.[5] However, there is no concrete **(evidence)**, in the decisions of the international **(courts)** and tribunals, to support such strict **(hierarchy)**, at least when it is about **(choosing)** international customs and treaties. In addition, **(unlike)** the Article 21 of the Rome Statute **(of)** the International Criminal Court, which clearly **(defines)** hierarchy of applicable law (or sources **(of)** international law), the language of the **(Article)** 38 do not explicitly support hierarchy of **(sources)**.

Readability Estimation

Formula Value

Dale-Chall 13-15

Flesch Index 15.5/100



Curriculum-Based Measurement: **Maze Passage: Student Copy** #/Correct: _____ #/Errors: _____
Student Name: _____ Classroom: _____ Date: _____

Sources of international law

From Wikipedia, the free encyclopedia

A source of international law is where an international decision maker or researcher looks to verify the substantive legal rule governing a legal dispute or academic discourse. The sources of international law applied **(by, average, rinse)** the community of nations to find **(drawer, the, ear)** content of international law are listed **(expand, top, under)** Article 38.1 of the Statute of the **(International, besides, rang)** Court of Justice: Treaties, international customs, **(ate, button, and)** general principles are stated as the **(healthy, three, property)** primary sources; and judicial decisions and **(rightfully, scholarly, money)** writings are expressly designated as the **(subsidiary, pleasant, rubbery)** sources of international law. Many scholars **(ours, agree, page)** that the fact that the sources **(politely, beyond, are)** arranged sequentially in the Article 38 of **(the, communicate, skin)** ICJ Statute suggests an implicit hierarchy **(of, defeated, bring)** sources.[5] However, there is no concrete **(awoke, onto, evidence)**, in the decisions of the international **(breezy, courts, she)** and tribunals, to support such strict **(charming, hierarchy, water)**, at least when it is about **(reach, choosing, doubt)** international customs and treaties. In addition, **(unlike, written, cooperative)** the Article 21 of the Rome Statute **(of, rarely, uptight)** the International Criminal Court, which clearly **(defines, shake, curve)** hierarchy of applicable law (or sources **(of, innocent, education)** international law), the language of the **(Article, property, nut)** 38 do not explicitly support hierarchy of **(melt, sources, icy)**.

ملخص:

تهدف هذه الدراسة إلى تسليط الضوء على صعوبات القراءة للغة الإنجليزية كلغة إختصاص لمادة القانون لدى طلبة الماستر بكلية العلوم القانونية والسياسية بجامعة تلمسان. وعليه، فإن البحث يتمحور حول أربع أهداف: أولاً، دراسة وصفية لسياق تدريس و/أو تعلم الإنجليزية لغةً اختصاص لطلبة الماستر؛ ثانياً، إجراء دراسة تحليلية لتحديد الاحتياجات على صعيد الكفاءة القرائية في الإنجليزية لغةً اختصاص قانوني؛ ثالثاً، إعداد درس مركب، كفيل بمساعدة الطلبة في فهم النصوص؛ وأخيراً، إعداد محطة تدريس الكترونية نموذجية (Moodle) وتوسيع تجربتها على مستوى الجامعة الجزائرية بالنسبة لطلبة الإنجليزية كلغة اختصاص. و ترتب عن هذا البحث تحسُّن واضح في الكفاءة القرائية لدى الطلبة الذين استخدموا المحطة الالكترونية. وللإشارة فإن هذه المحطة تسهم في مضاعفة فترات التعلم بالنسبة لكل طالب.

الكلمات المفتاحية: لغة إنجليزية متخصصة، لغة القانون ، دراسة تحليلية لتحديد الاحتياجات، التعليم بإدماج المضامين واللغة المتخصصة، التعليم بواسطة الشبكة.

SUMMARY

The aim of the present dissertation is to highlight the reading difficulties of ELP Masters' students in the Faculty of Law and Political sciences at the University of Tlemcen. Therefore, the study revolves around fourfold: first, to describe the teaching/learning situation of ELP Master's students; second, to conduct a NIA of ELP students' reading skills; then, to design an ELP blended course that will help students' to develop their reading comprehension; and finally, develop a prototype of online moodle platform sample, and illustrate its feasibility in the Algerian University for ELP/ESP students. The results of the experiment showed an improvement in the reading ability for the students who used Moodle platform. The latter also helps to increase learning time of each student.

Key words: English for Specific Purposes, English for Legal Purposes, Needs Identification and Analysis, Content and Language Integrated Learning, Online Based instruction.

RESUME :

L'objectif principal de la présente étude est la mise en évidence des difficultés de lecture en matière d'Anglais Juridique, chez les étudiants de Master, à la Faculté de Droit et Sciences Politiques de Université de Tlemcen. L'étude s'articule autour de quatre objectifs : D'abord, la description de la situation d'enseignement/ apprentissage des étudiants d'Anglais Juridique'. Puis, l'élaboration d'une Analyse pour Identification des Besoins des étudiants en matière de compétences de lecture de l'Anglais Juridique'. Ensuite, la conception et la disposition d'un cours composite, susceptible d'aider les étudiants dans le développement de leur compréhension de l'écrit. Et en fin, le développement d'un prototype de plateforme Moodle en ligne, et l'illustration de sa faisabilité dans les Université Algérienne pour les étudiants d'Anglais juridique. Les résultats de cette expérience ont démontré une nette amélioration de la compétence de lecture chez les étudiants qui ont utilisé la Plateforme Moodle. Cette Plateforme aide aussi à accroître le temps d'apprentissage de chaque étudiant.

Mots clés : Anglais Langue de Spécialité, Anglais juridique, Analyse et l'identification des Besoin, Apprentissage Intégrant Contenu et Langue (AICL), Enseignement en Ligne.

THESIS SUMMARY

INTRODUCTION

The issues raised in this dissertation concern reading difficulties of English for Legal Purposes (ELP) students. It focused on Master's students at the Faculty of Law and Political Sciences (University of Tlemcen). The main objective of this research work was to investigate the reasons of students' miscomprehension of texts used in their field of interest. Therefore, the present research work was fourfold: first, it described the teaching/learning situation of ELP Master's students; second, it conducted a needs analysis of ELP students' reading; then, it designed an ELP blended course that could help students to develop their reading comprehension; and finally, it developed a prototype of online Moodle platform sample, and illustrated its feasibility in the Algerian University for ELP/ESP students. This experimental case study used three research instruments: a teacher's interview a student's questionnaire and reading tests. The quantitative and qualitative analyses of the research instruments made into evidence that students' low achievement in reading was affected by the use of inadequate ELP teaching methods, insufficient teaching time and lack of students' practice. To overcome these lacks, the researcher conducted an experiment implementing Content Language Integrated Learning through a blended approach in an ELP reading course. The results showed that Moodle was an interesting means to teach and assess ELP reading tasks. The evaluation of the academic improvement derived from the use of the e-learning platform also revealed that the students who used Moodle obtained higher scores in reading tests than the students who did not. Furthermore, Moodle platform would help teachers to apply the LMD system norms by measuring the exact learning time of each student. Hence, the blended learning approach and the use

of new technologies helped ELP students to develop their content knowledge and improve their reading competence.

ENGLISH AS AN INTERNATIONAL LANGUAGE

The prevalent use of English as an international language is in constant expansion. This fact is reflected in different fields and various domains where English is considered as a working tool. In order to reach specific objectives, world countries, including Algeria, introduced English courses at all levels of education, and more particularly at the university. At this level, ESP is taught to achieve specific learners' needs, and meet the social requirement. Furthermore, in ESP specific language skills are focused on in order to help the students' to acquire English knowledge. For instance, ELP students learn how to decode and comprehend specific types of texts through reading tasks; while learners are exposed to the targeted terminology, language structures, topics and contexts. However, achieving correctness and accuracy in reading authentic complex texts needs considerable teaching time; for this reason, technology is widely used nowadays by ESP practitioners to overcome these difficulties. With the availability of internet, teachers have adopted the blended-learning approach to intensify students' exposure to the language. Even if this teaching approach has already started in some developed countries in the beginning of this century, in Algeria it has not been used yet; thus the process can be considered as an appropriate solution to Algerian students.

Nowadays, English is the language of official institutions, law courts, local and central governments, and education. It is also the language of large commercial and industrial organisations. The multinational staffs are generally highly trained in English to deal with different professional situations, knowing that a fluent communication is the key success for the companies development.

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

ENGLISH FOR LEGAL PURPOSES (ELP)

Legal English is a complex language, which needs a combination of both good basic skills, and legal background. The lawyers and administrators play important roles in managing different affairs related to regulation. They are responsible for people's interests and if there is a language barrier which leads to confusion in the interpretation of meaning, it will be highly risked for the results of the files under study. For that reason, acquiring English specific to legal context is not an easy task to be reached because of the various existing situations that are found in real life. Language specialists being aware of these facts adopted the teaching methodologies according to these facts and have designed courses, specific to this range of the society, known as ELP.

TEACHING AND LEARNING ELP

Teaching and learning ELP differs significantly from General English because the "linguistic aspects of the law raise many issues and difficulties" (Gibbons 2004:285). The linguistic characteristics and features of Legal language contributed all over the world to the creation and the design of specific courses and syllabuses for law and political relations students. In addition, training courses are planned for the professionals in this field in order to equip them with the appropriate amount of terminological corpus, on the basis of ESP teaching methodologies.

Law students are required to obtain ideas and information about managerial and regulatory rules reading a variety of publications. In such a situation, the syllabus is more content-oriented and focuses essentially on the desired outcome so that students can understand ideas and information in a wide range of legal materials. Furthermore, learners are required to produce written documents using appropriate and simple language terminology and exchange oral information with their peers. Accordingly, they should be in contact with key legal concepts and ideas in English as well as the related register and vocabulary. This means that students are expected to have a wide-range of data on themes related to ELP.

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

ENGLISH IN ALGERIAN ADMINISTRATIONS

Nowadays, significant changes are taking place in Algeria in the organisation of workplace systems, especially in the economic and the industrial domains. With the opening of the Algerian market towards the world economy, English has become more needed by a specific group of the society, aiming at communicating with foreigners and also to meet the globalisation requirements.

Since 1995, private language schools specialized in English teaching started providing special training for companies' staff. These schools offer a variety of course formulas: one-to-one, small groups and combination training formats, specialist seminars, simulations, needs analysis and consultancy. In

addition, the programmes proposed by these schools include General English courses, specialist language training, Business English and In-company programmes, tailor-made courses, total-immersion courses, management training as well as Seminars. These schools work closely with oil companies as they are their first clients.

However, in a given society, the various fields of the economic exchanges need human competencies particularly those persons who master law to regulate and control the legacy of the different documents. The people who possess this ability of control are the administrators or the lawyers; and they are the representatives of the Algerian government. But nowadays, only ministries have some managers able to do so among their staff. Concerning the staff in local offices, who compose the important mass of managers, they are not able to deal with the situations in which English is needed. In 2011, Hamzaoui and Lamri made an investigation to see the Algerian professionals' and academicians' perception of the English language in the field of law and administration and the frequency of English use in their workplaces, especially the fields that employ graduates from law faculties. The results of the information gathered revealed that English is used more and more in their field of work, managers revealed their awareness of the fact that mastery of English helps them in their professional career. In effect, "the situation analysis shows that Algerian lawyers and officers need English for communicative purposes in their professional settings" (Hamzaoui and Lamri, 2011:35). However, they admit that because of lack of English competency they cannot hope to stand for administrative jobs in such important world institutions such as the United Nations, the African Union with all its organizations, or the Supreme Court for lawyers. Because English is the means of communication in these institutions, most Algerian candidates are rejected. For all these reasons, workplace managers insist on the importance of continuing English instruction at university level for Law and Administrative

Science students. Moreover, the results showed that, Algerian officers cannot interact with English speakers fluently and they have to call for a translator to avoid misinterpretation. The managers also declared that constitutionally, the official language in the Algerian administration is Arabic; for this reason, they transmitted the documents to legal translators to pass up confusion or misreading. (Hamzaoui and Lamri, 2011).

Algerian officers and lawyers are aware that, nowadays, mastering the English language is the first condition required by the governmental and non-governmental institutions, at national and international levels, where they are seeking for competencies to be recruited. As they are graded in the required speciality, they can present themselves as potential candidates for administrative jobs in the United Nations (UN) institutions, the African Union (AU) with all its organisations and also in the Supreme Court. However, the Algerian candidates are almost all the time rejected, because the communicative tool used in these institutions is English.

RESEARCH OBJECTIVES

Nowadays, in the Algerian Universities and due to English departments efforts, almost all the faculties have integrated English courses in the learning programme as a compulsory module from the first year of graduation. Law faculties are aware of the important magnitude of English for future officers and lawyers. ELP students study English with a timing length of one hour and a half per week during five years. After finishing their studies, they remain at a low or intermediate level of reading comprehension. Today knowledge is transferred either through printed or digital text. Students in general and ELP learners in particular are required to read texts written in English to achieve academic tasks. Concerning their future professional activities, they will face legal documents that need a specific mastery of the terminology used in addition to an appropriate level of comprehension. But almost all the students have technical

difficulties to read correctly. The fact that led us to think about some pedagogical solutions and motivating suggestions that probably will help these students to develop their reading comprehension in legal context.

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

- Describe the teaching/learning situation of ELP Master Students in the Faculties of Law and Political Sciences at Tlemcen University.
- Conduct an NIA of ELP students' reading skills.
- Design a blended course that will answer students' needs namely those to develop their reading comprehension in an ELP context.
- Develop a prototype of online Moodle platform sample, and illustrate its feasibility in the Algerian University for ELP/ESP students.

In order to reach these research objectives the study was designed in the following way.

RESEARCH DESIGN

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

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

After a literature review, the research interests highlight to combining case study and experimental methods.

SAMPLE POPULATION

The following sections are devoted to the description of two groups of participants who are Law and Political sciences Master's students plus their teachers of English.

Course planning in the Faculty of Law and Political Sciences is basically set up according to the number of students registered for the academic year. Furthermore Master's students are dispatched according to their specialities, i.e., all the students are distributed into groups, thus, the stratified sample exists before sampling the population. Knowing that the students are listed in an alphabetic order, the informants for the reading skill NIA, are chosen with the systematic method. Concerning the experiment, only some of the students who are permanently connected with an internet local network at home or in the campus are chosen with the simple random process. The others constitute the control group for classroom activities and reading tests.

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

The teachers are concerned with this study in order to give their points of view as academicians on students' English language and reading needs. The subject specialist teachers' number in the Faculty¹ is one hundred and six, ten

among them teach English. One informant involved in the study is a full-time teacher in the Faculty with a long teaching experience. He is specialised in international law and political relations and in charge of the legal English terminology course for post graduate students, in the Department of Law and administrative sciences, without receiving any prior specific training.

The other informants are part time teachers in the Faculty specialized in ESP, TEFL, and translation. The following table points out the number of the participants involved in this study.

INSTRUMENTATION

In scientific research important elements have to be taken into consideration, which one of them is the conception and the selection of the appropriate tools used in gathering information for research check.

As it was already mentioned, this study undergoes two steps a NIA and an experiment. Since a unique source of data may be incomplete or partial, it is suitable to use a triangular approach to data collection (Richards 2001) by multiplying information sources. Furthermore, using a single method of collecting data will possibly not supply a full representation of the situation under investigation and will give the researcher only a partial view of a complex situation(Cohen and Manion, 1994). Using various research instruments in gathering data may add essential insights and help obtain a more realistic picture of the target situation (Bacha, 2004).

Accordingly the researcher will use three different research instruments. For the NIA two research instruments will be used to gather data. A semi structured interview for English teachers and a questionnaire for students. Concerning the experiment reading tests will be administered for both control and experimental groups.

THE RESULTS

The teachers' interview and the students' questionnaire were intended to identify ELP Master's students proficiency level in reading English texts, explore the teaching of reading provided to these students, discover the causes behind these students' reading difficulties, and find out possible solutions to overcome students' weaknesses. That is to say, the research instruments were designed first and foremost for a NIA of students' reading difficulties. With these objectives in mind, the researcher tried to verify his two first research hypotheses. The outcomes will help the researcher to have a clear idea about the design of an ELP course and experiment the impact of blended learning on developing ELP students' reading skills, i.e., the fourth hypothesis.

Regarding the first part which concerns students' foreign language studies, the collected data display that the groups of informants are homogenous in terms of language learning experience. Throughout their studies, Master's students received English for at least ten years. The second part of the questionnaire intended to present the teaching situation. It shows that the nature of the provided topics is General English and approximately half of informants (61,92%) enjoy the English course at the university. However, the other students maintain that they don't like the English course because they have a problem of comprehension. Informants also see that English is needed in almost all the other modules and the English course can complete the content modules. Regarding reading activities, students argue that even if the main text genre used by teachers is the academic article, reading topics are not related to the other modules; they are not motivating; and they are difficult to comprehend. The questionnaire also highlights that informants are aware of the inadequacy of the time allocated to the English course. They maintain that the English course time load is not sufficient to deal with more texts, to vary the genres, to increase the

frequency of text reading in class, and to increase the number of reading tasks. Furthermore, all the questioned students reported sometimes or never having reading exercises at home. With regard to the way the students are studying a text in the classroom, teachers do not provide pre-reading tasks, however students maintain that they perform tasks while and after reading a text and the nature of the tasks consists namely in comprehension questions. Concerning reading strategies, though teachers do not proceed to strategy training, students use different reading strategies more or less consciously. It seems from their answers that previewing, skimming, predicting about content and vocabulary and guessing from context are the commonly used strategies among students.

The quantitative information gathered from the third part of the questionnaire provides important facts regarding students' needs. Regarding language skills, it appears from the statistical data, that they are relatively balanced in terms of the complexity. Furthermore, students clearly evaluate their level in reading English texts as weak or average because they have difficulties at all language levels. As far as reading topics are concerned, informants maintain that they need to read and comprehend legal texts related to international laws, international relations, human rights and legal systems.

The last part of the questionnaire is intended to evaluate students' readiness for using blended learning. According to students' answers, the blended learning environment exists because they possess a personal computer and they have internet access. In addition, they are motivated to have English reading comprehension homework tasks online.

In the light of the findings reached, a remedial to the actual teaching situation is necessary to reach the target needs of ELP students. Thus, the researcher designed sample Blended ELP lessons on based CLIL approach and experimented them. The results of this research work indicate that the learning of the reading skill for ELP students is affected by different factors: inadequate

teaching methodology, lack of students' practice and insufficient time devoted to the teaching of reading. Therefore, the present lessons will try to overcome these aspects that play a negative role in the students reading process.

Teaching ELP is considered as being vital because of workplace increasing demands to recruit accurate persons who use English in legal field. Teachers should give the necessary input to the students in a certain order in a limited period of time. Yet the role of ELP teachers is to focus on the learning requirements of his students, i.e., he must be aware of his learners' language needs. In this, the NIA revealed that the students lack linguistic competence to read and comprehend English texts used in their context.

Selected tasks are chosen to facilitate the teaching of ELP and improve the students' reading competencies to make the teaching/ learning of ELP a better experience for law students.

SAMPLE ELP COURSE EXPERIMENT

The results obtained in this study motivated the researcher to design an ELP blended course for Master students at the faculty of law and political sciences. It is important to mention that the course is based on CLIL method to develop students content knowledge and English fluency at the same time, and focuses on promoting the reading comprehension of ELP students through a blended learning approach. That is to say, the content drives the students to read specific texts related to their field of study in the classroom and online via a Moodle platform.

The main objectives of the ELP blended course are to help the students build a legal terminology corpus and train them to use different reading strategies that lead to comprehension. The aim of each part is first, to provide students with knowledge of legal topics; second, to expose learners to large quantities of meaningful authentic materials; third, to help students acquire legal

English terminology and phrases, through systematic text comprehension and language tasks.

After experimenting the proposed lessons three tests were implemented to both the control and experiment groups. It was noted that the two groups (control and experimental) were considered as homogenous students in terms of their reading ability at the beginning of the experiment. Yet, in the end, the number of correct answers increased significantly with the experimental group. Hence, their comprehension of the specialized text was more efficient and coherent compared to the other group.

To sum up, Moodle is an interesting means for teachers to organize, manage and deliver course materials with. From the didactic point of view, online activities increase the interest of students to learn ELP. Teachers can provide students with a great amount of resources that cannot be used in the classroom due to lack of time. Moodle also makes it possible for students to share their knowledge and difficulties, allowing them to help each other via forums and chats. Forums create an opportunity to communicate immediately with other course mates or with an instructor, and chats create a space for having a discussion or expressing opinions. It is probably the most often used Moodle tool for online language learning. On the other hand, teachers can notice which parts of the lesson course students have more difficulties in. Through the results obtained in this experiment, we have evaluated the academic improvement generated from the use of the e-learning platform. Students who used Moodle to read selected legal texts obtained higher scores than the students who did not. All these results lead us to confirm our last hypothesis which holds, that a blended learning approach and the use of new technologies can help ELP students to develop their content knowledge and to improve their reading competence.

GENERAL INTRODUCTION

Nowadays, English is the language of official institutions, law courts, local and central governments, and education. It is also the language of large commercial and industrial organisations. The multinational staffs are generally highly trained in English to deal with different professional situations, knowing that a fluent communication is the key to success for the development of companies. Unfortunately, in Algeria official institutions and socio-economic enterprises are still far from the international criterion with regard to the training of qualified employees to use English for a variety of reasons. The co-existence of two languages Arabic and French in Algeria constitute a barrier to the development of English. On the one hand, Arabic is the national official language of the country and used for education and legal purposes. On the other hand, the Algerian population was deeply influenced linguistically by French occupation. Then, the French language continues to play an important role in the Algerian society. With the opening of the Algerian market to the world economy, English has become more needed by a specific group of the society, aiming at communicating with foreigners. Students of Law and Political Sciences are considered as an important segment of the Algerian society because they are the representatives of the Algerian government. For this reason English courses are provided to Master's students in the Faculties of Law and Political Sciences. The aim behind such courses is to help students to acquire knowledge of the English language to achieve specific academic and professional tasks. However, despite all the efforts done by ELP teachers, students still display a low proficiency level in English, because both the present and the former students are not able to extract information from the literature related to their speciality, i.e., they are not effective readers of the English language used in legal context. Besides, with the implementation of the L.M.D system and following the article 7 of Order No.137 of 20 June 2009, students at university are required to spend 80 to 90 hours working individually at home in order to

reach Teaching Unit targets (Unité d'enseignement) ,i.e., in addition to their daily classroom tasks, teachers have to provide students with homework and correct the papers. Unfortunately, teachers are not applying this instruction because they are faced with overloaded classrooms.

It seems, then, urgent for the researcher to investigate at this level by analysing the occupational and academic English reading needs of Law students and propose pedagogical solutions by undertaking a case study of Master's students at Tlemcen University and experiment with a blended learning approach to overcome these difficulties. Hence, this study is an attempt to help ELP students to use appropriate techniques when reading legal texts, and to guide ELP teachers to design an ELP course that fulfils students' academic requirements. Blended learning incorporates all available technologies that can be used along with traditional classroom teaching; thus it can be adopted to enhance teaching time and to motivate the students.

The issues raised from the previous discussion lead us to ask the following research questions:

- 1- What is the current teaching/learning situation of reading for ELP students?
- 2-What are the needs of ELP master's students to develop their reading skill?
- 3-What teaching approach and materials would be appropriate to develop the target students' reading skills through blended learning?
- 4-What is the impact of blended learning on developing ELP students' reading skills?

In view of that, the following hypotheses are put forward:

1-The present reading comprehension activities in the ELP course do not provide the necessary input in terms of content and language needs.

2- ELP students needs may be met by considering their lacks (linguistic and strategic competences to read English texts used in their context), their wants (to comprehend English texts), and their necessities (to develop their reading abilities to exploit legal texts).

3-Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills by exposing them to intensive reading tasks in their field of study and increasing the teaching time.

4-Blended learning can help ELP students to improve their reading competencies, to develop their content knowledge and to compensate for lack of teaching time.

With these hypotheses in mind, the researcher designs an experimental case study in which a questionnaire, an interview and reading tests are used in gathering data from the 101 informants' who are Law and Political sciences Master's students plus their teachers of English. The study focuses on the following research objectives. First, the teaching/learning situation of ELP Master's Students in the Faculties of Law and Political Sciences at Tlemcen University is described; second, a NIA of the target population concerning their reading comprehension competence is designed and conducted; finally, an experimental blended English course (using a Moodle platform) focusing on ELP students' reading needs is designed and then tested. In order to reach these research objectives, this research work is divided into two parts. The first part is a case study, where a NIA is undertaken; and the second one is an experiment, where a blended course is implemented. Therefore, this study concerns Master's students enrolled in the academic year 2013/2014 at the Department Political

Science and International Relations, Faculty of Law and Politics, Tlemcen University. Then, the findings are reported in six chapters:

Chapter one: will introduce key concepts in ESP and ELP related to reading. First the importance of English in legal context will be highlighted, then an overview explaining ELP teaching objectives and processes will be provided. In this respect, details concerning the CLIL approach will be given to understand the importance of integrating both language and content in an ELP course. Many effective techniques have been developed to learn a foreign language in general and reading in particular, theories and methods will be presented in order to arrive to an adequate way of teaching this skill. Blended learning is the approach that will be used to promote students' reading abilities. That is why OBE and Blended approach will be presented in order to test the use of new technologies to teach the reading skill to Algerian ELP students.

In chapter two the researcher will describe the teaching and learning situation of ELP Master's students in the Faculty of Law and Political Sciences at Tlemcen University. An account of the development of languages and education in Algeria after the independence will be presented. Furthermore, ELT situation in the Algerian educational system at different levels, exposing the actual objectives and perspectives of English in Algeria will be highlighted. This contextual analysis will also provide a thorough description of the LMD system and the ICT policies in the Algerian educational context.

Chapter three will be concerned with research methodology. Information about the research design and methods used in this study will be provided. This will include description of the participants, instruments and materials used for

the NIA. It will also include the method used to determine text readability used to select the reading texts for the study.

Chapter four will proceed to a NIA aiming at collecting information regarding students' reading needs and comprehension level. Then, an analysis of the information gathered from two sources (teachers' interview and students' questionnaire) will be presented. It also presents both a qualitative and a quantitative interpretation of the results obtained using tables and figures.

Chapter five will be concerned with the experimental phase of the study. Details concerning the design of an ELP blended reading course will be presented. The lessons will try to overcome the students' reading comprehension difficulties. Finally in this chapter the researcher will provide the quantitative and qualitative findings of the tested course.

Chapter six will present some possible recommendations and suggestions to ELP students regarding the teaching of reading which are hoped to help to overcome the problems identified in this study.

GENERAL CONCLUSION

Nowadays, in Algerian Universities and due to English departments' efforts, almost all the faculties have integrated English courses in the learning programme as a compulsory module from the first year of graduation. Law faculties are aware of the important magnitude of English for future officers and lawyers. ELP students learn English with a timing length of one hour and a half per week during five years. After finishing their studies, they have a low or intermediate level of reading comprehension. Today knowledge is transferred either through printed or digital text. Students in general and ELP learners in particular are required to read texts written in English to fulfil academic tasks. Concerning their future professional activities, they will face legal documents that need a specific mastery of the terminology used in addition to an appropriate level of comprehension. But almost all the students have technical difficulties to read correctly. The fact that led us to think about some pedagogical solutions and motivating suggestions that probably will help these students to develop their reading comprehension in legal context.

Thus, the main objectives of the present study were to describe the teaching/learning situation of ELP Master Students in the Faculties of Law and Political Sciences at Tlemcen University; to conduct an NIA of ELP students' reading skills; to design a blended course that will answer students' needs namely those to develop their reading comprehension in an ELP context; and finally to develop a prototype of online moodle platform sample, and to illustrate its feasibility in the Algerian University for ELP-ESP students.

In order to reach these objectives the following research questions were asked.

2- What is the current teaching/learning situation of reading for ELP students?

2-What are the needs of ELP master's students to develop their reading skill?

3-What teaching approach and materials would be appropriate to develop the target students' reading skills through blended learning?

4-What is the impact of blended learning on developing ELP students' reading skills?

Leading to the formulation of the following hypotheses:

1-The present reading comprehension activities in the ELP course do not provide the necessary input in terms of content and language needs.

2- ELP students lack linguistic and strategic competence to read English texts used in their context; however, they want to comprehend English, and it is necessary that they develop their reading abilities to exploit legal texts.

3-Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills; by exposing them to intensive reading tasks and increasing the teaching time.

4-Blended learning can help ELP students to improve their reading competencies, to develop their content knowledge and to compensate for lack of teaching time.

The researcher started by introducing some important concepts in ESP and ELP related to reading, online based education (OBE) and the blended learning approach. Then, in chapter two a contextual description of the development of languages and education in Algeria was provided. The research method and design were fully described in chapter three. Then chapter four dealt with the NIA. The researcher analysed the data obtained from the students' questionnaire and the teachers' interview. On the basis of the results obtained, chapter five tackled some suggestions concerning the teaching of ELP as a whole before focusing on the reading skill. Sample lessons were designed and

tested for Master's ELP students at Tlemcen University. The experiment revealed facts that were organized into recommendations in the last chapter of this work.

The results emerging from this study provided interesting insights into the ELP students' reading competence and enabled us to draw the following conclusions.

With regard to the first hypothesis the results of both the interview and the questionnaire revealed that the content of the English course is inappropriate to ELP students' study needs. The content provided cannot be considered as a source of legal vocabulary acquisition. Furthermore, the time allocated to reading activities is not sufficient to deal with more texts, to vary the genres, to increase the frequency of text reading in class, and to increase the number of reading tasks. Moreover, they do not receive reading homework assignments to overcome lack of time, i.e., they are not intensively exposed to English texts. With regard to reading strategies, pre-reading tasks are neglected as an important stage in the reading process to activate background knowledge. All these results seem to confirm the first hypothesis.

As far as the second research hypothesis is concerned, we noted that the reasons for Master's students' low achievement in reading are manifold. Most of the students involved in the study have a low proficiency level in English because they lack the ability to paraphrase the information in the text, i.e., they lack linguistic and strategic competences; the majority of the students have difficulties in terms of lexis, phonology and syntax. Furthermore, the results showed that the students are aware of the importance of reading efficiently English texts and they want to develop this skill. Yet it is necessary for ELP students to develop their reading processes to facilitate comprehension.

Regarding the third hypothesis which holds that Content and language integrated instruction through a blended approach can help ELP students to develop their reading skills by exposing them to intensive reading tasks and increasing the teaching time. From informants' answers and the experiment undertaken, we have deduced that the technological materials are available to experiment with a blended course and this will also allow ELP students to be exposed to intensive reading activities and overcome lack of teaching time, thus confirming the hypothesis.

Concerning the last hypothesis, in the light of the findings reached we designed sample blended ELP lessons and used them. The results of the experiment showed that Moodle was an interesting means to teach and assess ELP reading tasks. The evaluation of the academic improvement derived from the use of the e-learning platform also showed that the students who used Moodle obtained higher scores than the students who did not. Furthermore, Moodle platform seemed to help teachers to apply the LMD system norms by measuring the exact learning time of each student.

Then, what emerges from the present study is that the current teaching of ELP needs to be reconsidered. As English in Algeria is used for purely academic and occupational purposes teachers have to expose their students to the target language through intensive and extensive reading tasks that help to build language and content knowledge. Furthermore, integrating interesting content for ELP students will help them to keep a degree motivation to learn English. Teachers also have to update their teaching methods and techniques by integrating ICTs in their classroom. Therefore, it is worthwhile to try to apply a Blended approach in an ESP/ELP context. For this purpose, it is hoped that the suggestions and recommendations made in the two last chapters will encourage teachers to try these pedagogical solutions. Nevertheless, it is important to

mention that the suggested tasks and ideas are samples taken from a wide range of many others. It is essential that the teacher develops a pedagogy for success which opens doors to creativity, or at least allows learners to try to satisfy their need for knowledge.

It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. The present research was undertaken with Master's students, who are obviously not representative of all the students in the Faculty. The researcher also encountered some problems with the research tools that had some effects on the study. For instance, we were not able to quantify the time spent by each student in the Moodle platform because the version offered by Tlemcen University website does not allow for this. Future research is necessary to complete this study; action research would be more appropriate to design other lessons or a whole syllabus based on the use of online technology to improve ELP/ESP students' language abilities.

To conclude, the present doctoral dissertation has tried to explore the learning needs of Master Law students. In this study the aim was to highlight the pressing need for innovation in the legal academic setting by readapting the actual ELP course by suggesting a Blended approach based on CLIL principles. Such improvement cannot be achieved without change i.e., it is of great importance that the Universities and more specifically the Departments offer the necessary help to the English teachers in order to introduce new teaching methods more appropriate to the current situation. In addition, it would be beneficial that ESP teachers receive specific training in order to teach in the different faculties.

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AN ENGLISH COURSE FOR ALGERIAN LAW AND ADMINISTRATIVE SCIENCE STUDENTS

Hafida Hamzaoui-Elachachi & Chams-Eddine Lamri

Abstract

The Algerian administrators and lawyers in public and institutional workplaces who graduate from the Department of Law and Administrative Sciences are always faced with legal documents written in English to be studied, or with English-speaking economic operators looking for information. However, most graduates are not able to read, interact correctly or understand the English language in general and the legal discourse used in formal contexts in particular. The reason behind such a situation is that in the tertiary studies of this elite no English courses are provided. Therefore, this paper seeks to highlight the pressing need for introducing an English course at the Department of Law and Administrative Sciences by undertaking a case study of fourth year undergraduate students at the University of Tlemcen, Algeria. The present investigation is threefold: first, an analysis of the situation regarding the use of English in some Algerian institutional and official workplaces involving informants from five working situations was carried out; second, a needs identification and analysis of students of law and administrative sciences at the University of Tlemcen was designed and conducted; finally, an English course aimed to fulfil their needs was suggested. The main results of this research work showed that the students under investigation were aware of the importance of English for their studies and professional careers, but were at beginner level in this language. The study also revealed their need to learn a mixture of general and specific English terminology, language forms and structures, and to develop satisfactory mastery of the four language skills with a special focus on the receptive skills through an eclectic syllabus.

1. Introduction

Significant changes have been taking place in Algeria in the organization of workplace systems. With the opening of the Algerian market to the world economy, English has become necessary to allow communication with foreigners, leading to a pressing need to devise, design and teach English for Specific Purposes (ESP) courses. In these courses "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" Basturkmen (2006: 18). English has started to be taught in different fields of specialism, e.g. English for Science and Technology (EST), English for Medical Purposes (EMP), or English for Business Purposes (EBP), in order to help language learners to develop the abilities

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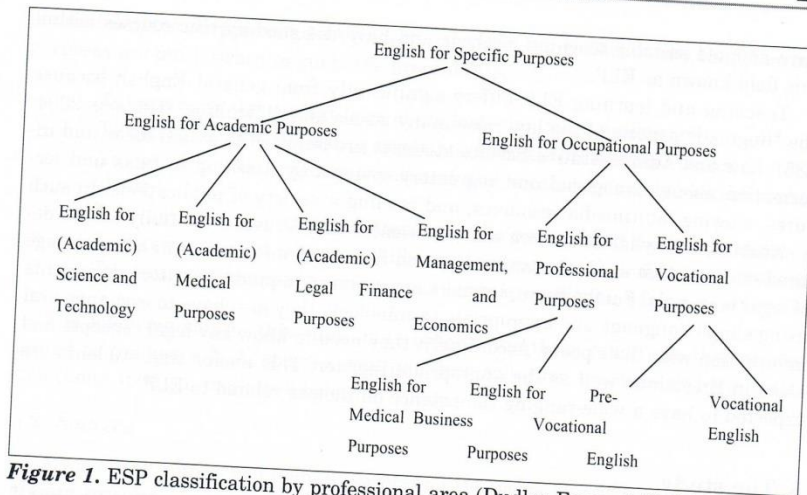


Figure 1. ESP classification by professional area (Dudley-Evans & St John 1998: 6)

Yet Hutchinson & Waters (1987: 16) explain that there is not a clear-cut EAP/EOP distinction stating:

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

Therefore, ELP is not specific to an academic context and can be learnt for occupational purposes.

ELP is viewed as a course in English designed to achieve specific academic aims and objectives. Nevertheless ELP as a field of science is characterized by specific features that are not commonly found in other domains. In his commentaries on the law of England, Sir William Blackstone (1723-80) was the first to give a comprehensive description to legal language. He said that:

What is generally denominated legal language, is in reality a mere technical language, calculated for eternal duration and easy to be apprehended both in present time and future times, and on those accounts best suited to preserve those memorials which are intended for perpetual rules of action (cited in Crystal 1995: 374).

Legal English is a complex genre, which needs a combination of good basic skills and a legal background. Lawyers and administrators play important roles in managing different affairs related to regulation. They are responsible for people's interests, and if there is a language barrier which leads to confusion in the interpretation of meaning the consequences can be very serious. For that reason, acquiring English specific to the legal context is not an easy achievement because of the variety and complexity of real-life situations. Being aware of this, language specialists

have adopted suitable teaching methods and have designed specific courses within this field known as ELP.

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Teaching and learning ELP differs significantly from general English because the "linguistic aspects of the law raise many issues and difficulties" (Gibbons 2004: 285). Law and Administrative Science students are required to obtain ideas and information about managerial and regulatory systems by listening to talks and lectures, viewing multimedia resources, and reading a variety of publications. In such a situation, the syllabus is more content-oriented and focuses essentially on the desired outcome that students can understand ideas and information in a wide range of legal materials. Furthermore, learners are required to produce written documents using simple language and appropriate terminology; they also have to exchange oral information with their peers. Accordingly, they need to know key legal concepts and ideas in English as well as the appropriate register. This means that students are expected to have a wide-ranging competence on themes related to ELP.

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3. The study

The purpose of this study is to investigate the professionals' and academicians' perception of the English language in the field of law and administration to determine the language needs of Law and Administrative Sciences students before proposing an English course for these students. It should be noted that the vast majority of these students will be future lawyers or administrators after graduation: only a small minority will carry on postgraduate studies after taking a competitive exam. This is why the present investigation will focus on identifying the target needs related to students' future work.

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3.1. Research method

Since we were interested in obtaining detailed data regarding the situation of English use in Algerian legal settings and teachers' and students' opinions on the introduction of an English course in the Department of Law and Administrative Sciences, we opted for a case study approach. Therefore, this study investigates English language needs of the above-mentioned students taking the case of a small sample of students and teachers in the University of Tlemcen. Although this approach does not ensure total representativity, it is particularly useful in portraying, analysing and interpreting the uniqueness of individuals and situations. It should also be noted that "there are three types of case study research: exploratory, descriptive, and explanatory" (Yin 1984: 11). The present research work is rather a combination of the three types as its aim is first to describe the situation of English in Algerian official institutions and offices to determine the target situation needs, then to explore and explain students' needs in order to highlight the learning needs, and finally to propose solutions to the observed facts after an in-depth investigation.

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This study is mainly interested in a NIA. This term generally refers to the procedures involved in collecting information used as a basis for developing a curriculum that meets the needs of a particular group of students. Richards (2001) insists on

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determining the purpose of a NIA prior to its undertaking. This is why the following purposes are put forward to guide the present NIA:

- To determine the current level of students' language proficiency
- To determine how English is important for their professional career
- To determine the language structures and vocabulary needed by these students
- To determine what kind of content area the course could usefully contain
- To determine what language skills are necessary for their future professions
- To identify informants' perceptions of language difficulties faced by students.

The following step in this study is to observe the three conditions that are required to conduct a NIA: sources, multiple data collection methods and triangulation (Long 1996), as explained below.

3.2. Sources

A variety of sources can help in performing the needs identification process. The present research is constructed on three categories of informants that represent the target situation in the professional and academic context: officials, students and teachers.

3.2.1. Officials

Considering that not all the officials and lawyers can be included in the investigation, we selected a cell of informants which has the same characteristics as the whole population. These characteristics are defined firstly in terms of their professional domain, i.e. they are officers in public administrations and lawyers in tribunals and courts. Secondly, their personal experience is taken into consideration in both the academic setting as former students and institutional and governmental settings as managers in charge of managing and checking different administrative and judicial files directly related to social and public areas. The sample population consists of the following officers:

- First Informant: head of the regulation and general affairs office in the Direction de la Réglementation et des Affaires Générales (DRAG).
- Second Informant: head of the contentious affairs office in DRAG.
- Third Informant: head of the local animation and public contracts office in the Direction de l'Administration Locale (DAL).
- Fourth Informant: a solicitor in Tlemcen Court.
- Fifth Informant: a judge in Tlemcen Tribunal.

3.2.2. Students

This research concerns fourth year students at the Department of Law and Administrative Sciences, Faculty of Law and Politics, University of Tlemcen. We chose to focus on fourth year students because they are advanced in their studies and con-

sequently more conscious of their language needs and the importance of English as highlighted in Kennedy & Bolitho (1984: 13-14): "The older the learner is, the more likely he is to have his own definition, ideas on what and why he is learning English: the utility of learning English is likely to be more apparent".

160 students out of 715 students were selected. This makes an average of 22.4% of all fourth year students distributed in 20 groups. The sample population is composed of four male and four female students randomly selected from each group of 25 students. As for their age, they are between 22 and 29 years old: an exception is made for three students who are 38, 39 and 41 years old respectively and are carrying on their studies with a long working experience.

The students involved in the investigation are Baccalaureate holders with literary and scientific backgrounds. They learned English for two years at middle school, and three years at secondary school, which gives a total of at least five years before entering University. At tertiary level, however, no English courses are provided in the Department of Law and Administrative Sciences. Being in the last year before graduation, students have not practised English for at least four years.

3.2.3. *Teachers*

The teachers are important informants in this study as they give their points of view as academicians and subject specialists on students' English language needs. In the faculty there are 83 teachers (subject specialists); 42 teachers were involved in this study, representing a proportion of 51%. The informants involved in the questionnaire are full-time teachers. Their teaching experience in the faculty varies from two to 25 years specialized in different branches of law: civil, criminal, administrative, insurance, international and political relations.

3.3. *Data collection methods*

As highlighted by Long (1996), the third condition for a successful conduct of a NIA is the use of multiple data collection methods. Using a single method will possibly not supply a full representation of the situation under investigation. The use of various research instruments in gathering information may add essential insights and help obtain a more realistic picture of the target situation (Bacha 2003). For this reason, two different research instruments were selected in this study: the interview and the questionnaire.

3.3.1. *Semi-structured interview*

A semi-structured interview was designed for managers (appendix A). The objective of the interview was to identify officials' proficiency level in English, the use and importance of this foreign language in their field of work, and their opinion about introducing a university English course in their discipline.

3.3.2. *Questionnaire*

The second instrument selected is the questionnaire. Two questionnaires were designed: one for subject specialist teachers (appendix B) and the other for students (appendix C). These instruments were largely based on the model provided by

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Hutchinson & Waters (1987) for identifying target needs and learning needs. The objective of the teacher questionnaire was to investigate the importance of English in the field of law and administrative sciences and to collect suggestions on what language structures, vocabulary, skills and content area are needed by their students. The students' questionnaire, on the other hand, aimed at determining their language proficiency, discovering their language difficulties, and identifying their language needs.

3.4. *Triangulation*

The third condition for carrying out a NIA is triangulation, i.e. a combination of data sources to allow for verification. In effect, the validity of the collected data and the legitimacy of needs outcomes should be based on more than one source in order to allow for cross-checking of the gathered information.

3.5. *Procedure*

Before embarking on the fieldwork, a pilot study was necessary. The two questionnaires were piloted and changes were made accordingly to ensure the efficiency of the tools for carrying out data collection. In order to avoid the constraints faced during the pilot study, it was decided to organize meetings with the subject students and give explanations regarding the purpose of the study asking them to complete the questionnaire. 160 questionnaires were distributed, but only 152 were returned. Since the teachers required to answer the questionnaire were randomly chosen, we opted for a direct approach after being authorized by the department. During their courses and in the teachers' offices 42 questionnaires were distributed then collected. The interview was conducted in Algerian Arabic, i.e. in an informal way so as to collect "illuminating information that cannot be obtained by any other way" (Weir & Roberts 1993: 145). Informants' answers were recorded with the help of audio support, then transcribed and interpreted.

4. **Results**

The research instruments enabled the collection of a large amount of data which confirmed the importance of English in Algerian professional and academic legal settings, identified the language needs of Law and Administrative Science students, outlined their difficulties and requirements and determined their objectives for learning English. In sum, it gave us a clearer idea about the design of a syllabus and materials for these students. The results are presented below according to the stated purposes of the NIA.

4.1. *The current level of students' language proficiency*

The officials' interview revealed that the Algerian officials who graduate from the Department of Law and Administrative Sciences have a low proficiency level in English in spite of their high educational level and professional aptitude: in terms of standardized English exams such as TOEFL or IELTS these informants are at be-

giner level. Lack of competence in English constitutes a real handicap in dealing with certain administrative and judicial affairs. This is confirmed by the results of the student questionnaire which shows that the majority of informants answered that they had a beginner's level:

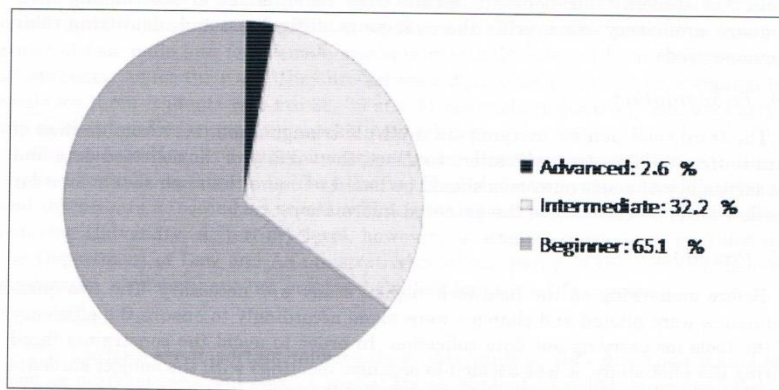


Figure 2. Students' English proficiency level

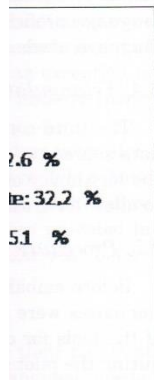
The students' low proficiency level is due to their lack of practice in English over a period of time of at least four years. They have not received any English course during their university studies; they also reported that they had never used English in their research work or studies.

4.2. The importance of English for Law and Administrative Science students' professional careers

As English is used more and more in their field of work, managers revealed their awareness of the fact that mastery of English helps them in their professional career. Moreover, they added that nowadays mastering the English language is the first condition required by governmental and non-governmental institutions, at national and international levels, to recruit lawyers and administrators. However, they admit that because of lack of English competency they cannot hope to stand for administrative jobs in important world institutions such as the United Nations, the African Union with all its organizations, or the Supreme Court for lawyers. Because English is the means of communication in these institutions, most Algerian candidates are rejected. For all these reasons workplace managers insist on the importance of continuing English instruction at university level for Law and Administrative Science students.

On the other hand, the analysis of the subject specialist teachers' questionnaire shows that all informants estimate that they are either at beginner or intermediate level as they received no English instruction as students and no specific training as

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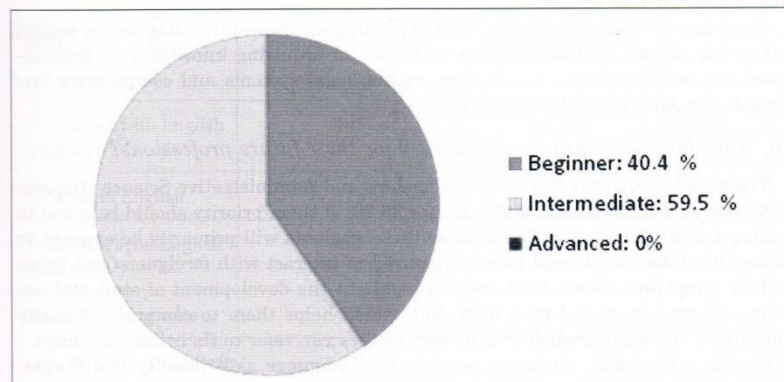


Figure 3. Teachers' English proficiency level

Conscious of this situation, teachers insist on introducing an English course for
the students of the Department of Law and Administrative Sciences from the first
year till their fourth and final year of graduation, to be continued at post-graduate
level with the help of ESP teachers.

In addition, all informant students expressed their eagerness to learn English
during their four years of graduation giving the following reasons: it is the world
language, it helps them in their research work as many references are in English, it
allows them to participate in international conferences, and it offers them working
opportunities.

4.3. Students' language needs

According to teachers, students need to comprehend and exploit authentic legal
texts related to international, British and American laws which are part of their
curriculum.

On the other hand, most students express their need to construct basic language
structures, to learn legal terminology which helps them understand legal texts they
deal with in their studies and to be familiarized once again with basic general Eng-
lish vocabulary.

4.4. What kind of content area could the course usefully contain?

Concerning the content of the English course, teachers see it useful that it be re-
lated to international, British and American laws which are a compulsory part of
their curriculum. This will be of great help for both teachers and students in the

sense that students can acquire more knowledge in their field of study and the teacher will be able to convey information concerning international, British and American regulations more easily. They have even suggested that these modules be taught in English at an advanced level.

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

4.5. *What language skills are necessary for their future professions?*

Teachers believe that it is essential for Law and Administrative Science students to develop all four language skills. Yet for 35.7% of them priority should be given to reading and listening comprehension as these students will primarily be exposed to written legal documents and may be required to interact with foreigners and listen to their complaints. Some teachers also highlight the development of students' use of translation, considered as a fifth skill, which helps them to comprehend easily and rapidly the legal English terminology as they can refer to their first language.

On the other hand, students' perception of language skill priority is different. When asked to classify learning language skills by order of importance, informants gave primacy to speaking and listening over reading and writing as represented by the following table.

Skills importance	Absolute frequency	Relative frequency
Speaking	121	79.6 %
Listening	108	71 %
Reading	89	58.5 %
Writing	83	54.6 %

Table 1. Skills importance

4.6. *Informants' perceptions of language difficulties faced by students*

Officials revealed having difficulty when dealing with any situation in which English is required. This is even more complicated when faced with the legal terminology, so they look for alternative solutions such as computer-assisted translation, or official translators for the judicial cases, but both options are either time-consuming or very costly, moreover the translation obtained may not be faithful to the original text.

Students, on the other hand, revealed facing many difficulties at the linguistic level. The problematic areas they mentioned were sentence construction, tenses, use

of pronouns, general vocabulary and legal terminology. They also had difficulty in acquiring language skills: when asked to estimate the difficulty of each skill, they gave the following results:

Skills complexity	Absolute frequency	Relative frequency
To interact with English speakers	145	32.2 %
To write in English	123	27.3 %
To comprehend English speech	98	21.8 %
To read legal articles	84	18.7 %

Table 2. Skills complexity

5. Major findings

To sum up and answer the first research question, the analysis of the target needs showed that all informants in this study are in favour of introducing an ELP course in Law and Administrative Science students' curriculum during their university studies as they believe that learning English will play a facilitating role in their careers and help them to communicate with their foreign peers. These students need to exploit and use legal texts and formal papers, to refer to political magazines, and to use the Internet and books in their subject of specialism. They also need to interact in English without restraint as their job requires them to deal sometimes with foreigners and to communicate instructions and ideas through official documents either for occupational or academic purposes.

With regard to learning needs, most informant students reveal being at beginner level in English because they stopped learning it for a long period of time and lost most if not all of it. For this reason, they do not use English for their research work though many references are available in this language. They also explain that they encounter great difficulties in the English language either in grammar or vocabulary use, be it specific or general, and face problems in expressing themselves in speaking and writing; this is related to lack of practice. The data also highlight various points of view regarding the importance given to language skills. According to students, they need first to develop their speaking and listening skills, then reading and writing in order to achieve their objectives which range from being able to interact freely with foreigners to reading and understanding legal discourse, and producing acceptable pieces of writing. On the other hand, teachers insist on the importance of the four skills; only few of them give priority to reading and listening believing that these skills have a great deal to offer to students in their research

work and future career. Important suggestions were also raised as to the content of the ELP course: most informants suggest that content be related to international, British and American laws as part of their curriculum.

In summary and regarding the second research question, the findings reveal that Law and Administrative Science students need to learn a mixture of general English vocabulary as well as vocabulary used in the context of law and administration in addition to basic language structures which should be supplemented by specific language forms and structures which are recurrent in legal texts. They also need to develop an acceptable mastery of the four language skills with more focus on the receptive ones. The results also suggest that translation should be given due attention in the teaching process as Mishchenko (2010: 1) explains: "The development of basic communicative skills needed in some particular professional situations depends to a great extent on students' ability to translate legal terms". Therefore, translation should be given greater importance in English instruction as a pedagogical support and a learning strategy.

6. Suggestions for an ELP Course

The third step of this research is to answer the final research question by determining the type of syllabus and pedagogical materials that would answer the needs of these students. The suggestion is to use an eclectic syllabus as it allows teachers to vary from one type to another according to the course objectives. The content will be extracted from authentic texts written in English related to British and American legal systems, international law, administrative law and human rights knowing that these subjects are part of their curriculum. The basics of language knowledge will be provided and relevant language discourses will be selected. The activities might start with grammar and pronunciation as is done in the structural approach, then introduction of work in language functions and in discourse skills might follow. These activities will aim at developing a satisfactory mastery of the four language skills with a special focus on receptive skills. The selected texts and activities will aim at enriching students' legal jargon and improving their communicative skills. In addition, translation will be emphasized for learning English as it helps students to compare their subject knowledge acquired in their first language to the English terminology used in the same context. Using audio-visual aids is also suggested to raise learner motivation. Indeed, "a great number of teachers, nowadays, use many types of language learning videos accompanied by course books or workbooks solely for instructional purposes" (Baleghizadeh & Oladrostam 2010: 5). These materials proved to be helpful in providing learners not only with authentic simulated situations, but with interesting and pleasant activities as well.

7. Conclusion

The present work has tried to explore the target and learning needs of Law and Administrative Science students. The aim was to highlight the pressing need for innovation in the Algerian legal academic setting by introducing an English course

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that would help students to update their speciality knowledge and language progress. Such improvement cannot be achieved without change: it is of great importance that the Algerian Ministry of Higher Education and Scientific Research set up the necessary administrative reforms and offer Universities financial help in order to introduce an English course as a compulsory module for under- and post-graduate students in the Departments of Law and Administrative Sciences. In effect, the situation analysis shows that Algerian lawyers and officers need English for communicative purposes in their professional settings. Moreover, the majority of informants are in favour of having an English course throughout the tertiary studies of these students as it will help them to acquire the necessary language knowledge for their future profession and academic research. Indeed, an ELP course after their general English instruction received in secondary school will greatly benefit these students. However, these recommendations should be subject to further in-depth investigation in which both academicians and ministry officials should take part in order to spread the idea across all Algerian universities.

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As for the didactic side of this investigation, it is recommended that ELP students learn a mixture of general English, legal jargon and specific language forms and structures, the aim being to help learners develop an acceptable linguistic competence. In addition, the students under investigation express a need to develop all the language skills at the same time with more focus on the receptive ones, because they have to read specialized texts, understand foreign interlocutors, interact with them, and write either for occupational or academic purposes. This will allow them to develop their communicative competence and produce acceptable discourse. Moreover, translation should not be neglected in this teaching/learning process as a pedagogical support and stimulus of students' motivation and interest for learning English. Accordingly, the ELP syllabus has to be eclectic as it will be content- and communicatively based. The teaching of grammar should not be neglected and should be introduced through the teaching of functions. This type of syllabus will allow the teacher to remedy the students' low proficiency level in English and help them to develop the necessary language aptitudes.

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Finally, it should be noted that the results obtained from this case study cannot be generalized, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. In addition, this research did not investigate all the levels of tertiary studies. Some problems with the research tools were encountered that had negative effects on the study. Future research is necessary to complete this study; action research will be an appropriate research design to identify the language deficiencies of these students and collect complementary information if an English course is scheduled in the future.

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Appendices

Appendix A: Work Place Managers' Interview

The interview was based on seven main questions:

- 1 - Can we know in which specialty you have carried out your tertiary studies?
- 2 - What is your proficiency level in English?
- 3 - What does English represent in your studies and field of work?
- 4 - In your work, are you faced with situations in which the English language is used?
- 5 - What are the alternative methods you use to interact, study and produce legal documents in English?
- 6 - Do you think that lack of English competence constitutes a handicap for your professional career?
- 7 - According to your experience, what do you suggest for tertiary education of the future generations in your discipline?

Appendix B: Subject Specialists' Questionnaire

أعزائي الأساتذة

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

01. Qualification: - Licence (in.....) - Master (in.....) - Doctorate (in.....) - Other please specify	01. المؤهلات و الشهادات: - ليسانس (في.....) - ماجستير (في.....) - دكتوراه (في.....) - شهادات أخرى.....
02. Your status in the Faculty: - Full time teacher (....) - Part time teacher (....)	02. وضعيتكم الإدارية بالمعهد - أستاذ مرمم (....) - أستاذ متعاقد (....)
03. The subject you teach.....	03. ما هو تخصصكم في التدريس.....
04. What are the languages you are fluent in? yes no - Arabic () () - French () () - English () () - Other.....	04. ما هي اللغات التي تتقن استعمالها ؟ لا نعم - العربية () () - الفرنسية () () - الإنجليزية () () - لغات أخرى.....
05. What is your proficiency level in English - Beginner () - Intermediate () - Advanced ()	05. ما هو مستواكم في اللغة الإنجليزية؟ - مبتدئ () - متوسط () - جيد ()
06. During your study, did you have English courses at the university? - yes () - no () - If so in which years of study..... - What was the nature of these courses * General English () * English for Law () * English for Administration ()	06. خلال دراستكم الجامعية، هل تابعت دروس باللغة الإنجليزية؟ - نعم () - لا () - إذ نعم، في أية سنة..... - ما هي طبيعة الدروس المقدمة * لغة إنجليزية عامة () * لغة إنجليزية خاصة بالحقوق () * لغة إنجليزية خاصة بالإدارة ()

<p>07. What language do you use in?</p> <p>- National conferences (.....)</p> <p>- International conferences (.....)</p> <p>- Papers for publication (.....)</p> <p>- Internet research (.....)</p>	<p>07- ما هي اللغة التي تستعملونها في</p> <p>- المحاضرات الوطنية (.....)</p> <p>- المحاضرات الدولية (.....)</p> <p>- نشر البحوث (.....)</p> <p>- الإنترنت (.....)</p>
<p>08. Can you teach your subject in English?</p> <p>- yes () no ()</p>	<p>08. هل بإمكانكم تدريس تخصصكم باللغة الإنجليزية؟</p> <p>- نعم () لا ()</p>
<p>09. Do you think that collaboration between an English language teacher and the subject specialist can improve students' learning?</p> <p>- yes () no ()</p> <p>- why?</p> <p>.....</p>	<p>09. هل تظنون أن عمل مشترك بين أساتذة المعهد مع أساتذة اللغة الإنجليزية قد يعود بفائدة على طلبة المعهد؟</p> <p>- نعم () لا ()</p> <p>لماذا؟.....</p> <p>.....</p> <p>.....</p>
<p>10. Do you think that your students need to learn English?</p> <p>- yes () no ()</p> <p>- please justify</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>10. هل تظنون أن الطلبة الذين تشرف عليهم هم بحاجة لتعلم اللغة الإنجليزية المتخصصة في الحقوق والتعبير الإداري؟</p> <p>- نعم () لا ()</p> <p>- من فضلكم التوضيح</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>11. At what year of study?</p> <p>- From the first year of graduation ()</p> <p>- From the second year of graduation ()</p> <p>- From the third year of graduation ()</p> <p>- From the fourth year of graduation ()</p> <p>- From post-graduation ()</p>	<p>11. ابتداء من أية سنة دراسية؟</p> <p>- السنة الأولى تدرج ()</p> <p>- السنة الثانية تدرج ()</p> <p>- السنة الثالثة تدرج ()</p> <p>- السنة الرابعة تدرج ()</p> <p>- ما بعد التدرج ()</p>

Appendix C: Students' Questionnaire

استجواب خاص بالطالبة

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

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

06. What is your proficiency level in English?	06. ما هو مستواكم في اللغة الإنجليزية ؟
- Beginner ()	- مبتدئ ()
- Intermediate ()	- متوسط ()
- Advanced ()	- جيد ()
07. Does English help you in your studies?	07. هل اللغة الإنجليزية تساعدكم في دراستكم و بحوثكم ؟
Yes () no ()	- نعم () - لا ()
- Why?	- لماذا ؟
.....
.....
.....
08. Are you motivated to learn legal English?	08. هل أنتم متحفزون لتعلم اللغة الإنجليزية متخصصة في دراستكم ؟
- yes () - no ()	- نعم () - لا ()
- Please justify your answer.....	- من فضلكم علل إجابتك
.....
.....
09. At what year of study?	09. ابتداءا من أية سنة دراسية ؟
- From the first year of graduation ()	- من السنة الأولى تدرج ()
- From the second year of graduation ()	- من السنة الثانية تدرج ()
- From the third year of graduation ()	- من السنة الثالثة تدرج ()
- From the fourth year of graduation ()	- من السنة الرابعة تدرج ()
- From post-graduation ()	- بعد التدرج ()
10. What are the modules that can be taught in English?	10. ما هي المواد التي يمكن دراستها باللغة الإنجليزية ؟
.....
.....
.....
11. Do you carry out research on the Internet?	11. هل تقومون ببحوث دراسية بالإنترنت ؟
- yes () -no ()	- نعم () - لا ()

- If so, in which language?	- إذا نعم، بأي لغة؟
12. Which difficulties do you face when using English?	12. ماهي الصعوبات التي تواجهها حين استعمال الانجليزية؟
13. In what language skills do you find difficulties in English?	13. ماهي المجالات التي تجدون صعوبات في استعمال أو إستعاب اللغة الإنجليزية؟
- To interact with English speakers.....%	- التكلم مع الأجانب%
- To write in English.....%	- التحرير باللغة الإنجليزية.....%
- To comprehend English speech.....%	- فهم الحديث%
- To read legal articles.....%	- قراءة النصوص القانونية.....%
14. Classify these skills according to their degree of importance for your studies.	14. رتب الحواس البدياعوجية التي تجدون فيها صعوبات بالنسبة لإستعاب أو استعمال اللغة الإنجليزية في دراساتكم؟
- listening ()	- السمع ()
- writing ()	- الكتابة ()
- reading ()	- القراءة ()
- speaking ()	- التكلم ()
15. Do you have any remarks or suggestions to propose if you were to have an English course	15. هل لديكم ملاحظات أو اقتراحات إضافية يمكنكم تقديمها
Thank you	شكرا على مساهمتكم

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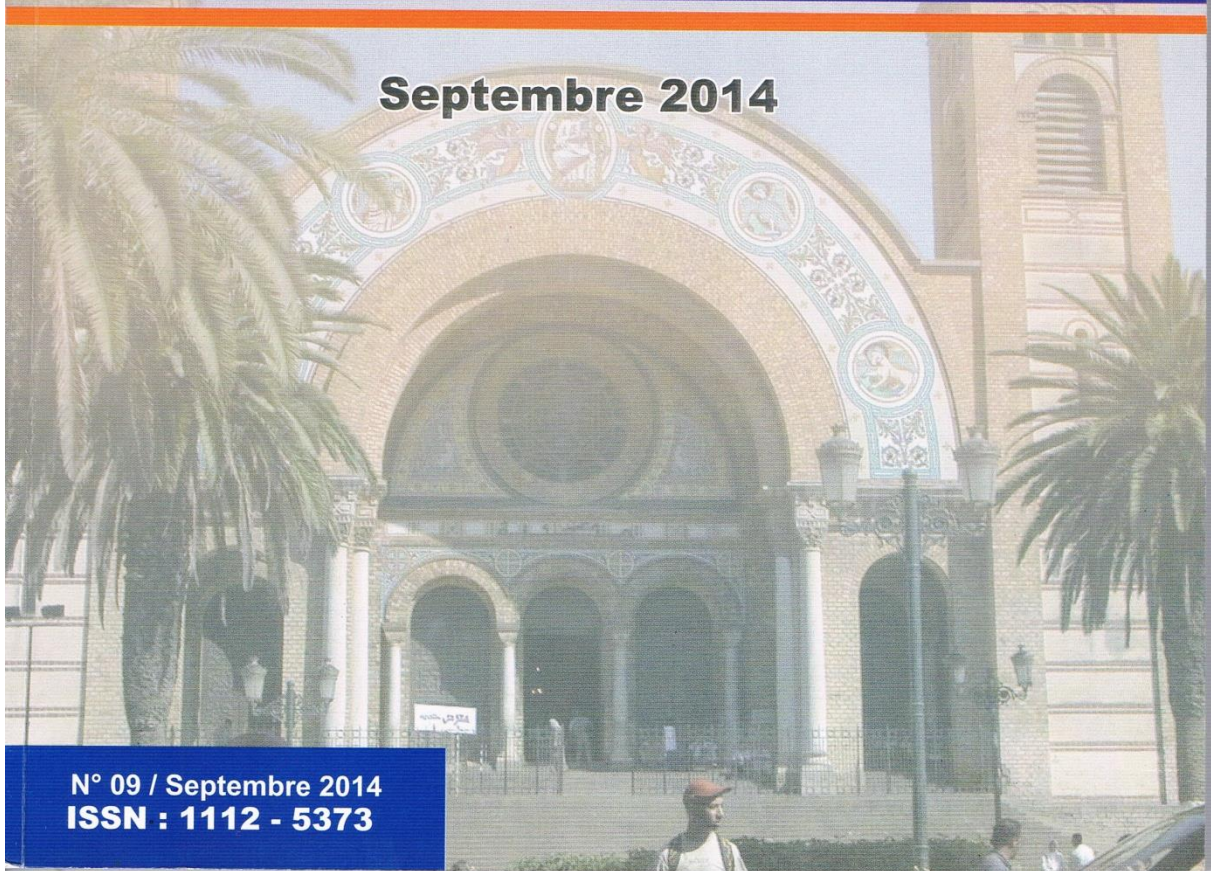
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The Importance of Teaching Intercultural Communication to ESP Students

Chams Eddine LAMRI & Wassila BOUKLIKHA GRAIA
Université de Tlemcen

Abstract

In foreign language teaching/learning context, acquiring target culture knowledge is often called the fifth skill to be promoted. However, teaching English for Specific Purposes is usually considered to be culture-free, because it focuses on helping the learners to perform specific language skills not on developing their target cultural awareness. However, culture and language are closely linked and the cultural knowledge is as important as the language abilities. It becomes, then, necessary for ESP learners to develop intercultural communication competence in this era of globalization. Therefore, this paper reviews the notions of language and culture and highlights the importance of integrating cultural content in ESP programmes with a special reference to Algerian learners, and provides some suggestions on how to develop our learners' intercultural communicative competence.

Introduction

Above and beyond being a major vehicle of debate at the UN, and the language of command for NATO, English is the official language of international aviation, and unofficially is the first language of international sport and art. English has grown to its present status as the major world language. The primary growth in the number of native speakers was due to population increase in the nineteenth century in Britain and the USA. The spread of technological inventions during the 20th century and especially with the information and communication technologies (ICT's) resulted in an unimaginable volume of different kinds of interactions. To ensure the technological, economic, scientific, cultural and diplomatic exchanges, the English language imposed itself as a medium to ensure this function, and its position of imperialist language shifted to the status of language of knowledge embarrassed officially by more than one hundred countries (Crystal, 1997:3). The attribution by the international community the label of "lingua franca" to the English language was on the principles of its usage in widely areas that are of great importance for the efficiency of communicative purposes between nations seeking tolerant comprehension.

A variety of domains are actually the subject of English use on an international scale as identified by Graddol (1997:8): it is the working language of international organisations and conferences, science and technology, international banking, economics affairs and commerce, advertising for global brands, audio-visual and culture product, international tourism, tertiary education, internet communication, international law and it is a relay language in interpretation and translation. In other words, almost all world socio-economic activities use English as a tool for communication.

Being aware of the Global requirements, many universities in the Mediterranean basin countries adopted English as a pedagogical tool for the studies. The aim is to prepare the students according to world criteria. Other universities, including Algeria, kept the national language as a mean to acquire knowledge, but they introduced English courses through ESP. The latter is the common and well established teaching methodology that the language teachers actually use to achieve the specific learners' needs, and meet the social requirement. ESP imposed itself as the appropriate teaching/learning methodology, because its help language learners to build up the needed abilities in a short period of time .i.e. in ESP, English is taught to achieve specific language skills using real situations, in a manner that allow the students to use English in their future profession, or to comprehend English discourse related to their area of speciality. However, doing so the learning process focus only on performing some aspects of the language as knowledge of grammar, lexis and phonology, without paying attention to the cultural features and characteristics that surround the target language. Hence, a vital question should be asked: After receiving ESP courses, can we communicate correctly without knowledge of cultural elements?

In this paper, the authors try to answer the stated question systematically starting from reviewing the notions of language, culture and intercultural communication, highlight the importance of integrating cultural content in ESP programmes and provide some suggestions on how to develop our learners' intercultural communicative competence.

1- An overview of language and culture

A language is a system of verbal and written symbols, with standardized meanings. Language reveals the outer appearance of people's soul: their soul is their language, and their language is their soul; it is hard to decide which one is more important than the other. It enables people to accumulate meanings and experiences and then pass this knowledge to new generations. Through words, we are able to learn about and from the experiences of others. In addition, language enables us to exceed the present time, preserving the past and imaging the future; to communicate with others and formulate complex plans; to integrate different kinds of experiences; and to develop abstract ideas. However, it is impossible to overestimate the importance of language in the development, elaboration, and transmission of culture.

We need to define culture before we proceed to investigating the relationship between culture and foreign language teaching (FLT), English language teaching (ELT), and ESP. Many definitions have been suggested for culture. Every scholar perceives culture differently. Culture has been approached from a number of perspectives in relation to language teaching. It is not new that Eli Hinkle (2001: 17) says: "It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behavior, and activities". Duranti (1997:24) defines it as "something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction and, of course, through linguistic communication". There are several definitions about culture as the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving.

Moreover, the definition of culture can eventually give us a closer look at the insertion of a Western cultural dimension in ESP programs. The classical view of culture is the narrow definition that sees culture as 'civilisation' which is defined as "high level of art, religion, sciences and social and political organisation" (Longman Dictionary of English Language and Culture, 1993:220), or "exclusively in terms of fine arts" (Murdoc, 1984, cited in Seelye, 1982:12), has changed.

Anthropologists and linguists agree on some elements in the definition but they still disagree on other elements. However, "... anthropologists do agree on three characteristics of culture: it is not innate, but learned; the various facets of culture are interrelated; ... it is shared and in effect defines the boundaries of different groups ... Culture is man's medium; there is not one aspect of human life that is not touched and altered by culture" (Hall, 1976:14). Furthermore, anthropologists or social scientists emphasise on culture as 'behaviour' (Commager, 1970; Taylor, 1877; Barnouw, 1973; Lado, 1957; Sapir, 1974) viewed in communication among members of a social community, whereas linguists and language teachers view culture as 'shared knowledge' that can be taught/learned through language programs (Jones, 1988; Byram, 1989; Kramersch, 1993; Damen, 1987)

2- The Relationship between Culture and Language

It is generally believed that language and culture are related to each other. Language does not mean the communication between people who have their own cultural norms only, but as a mirror to reflect the world and people's view of the world. Because of the need of international communication for economic technological development among various countries, English is more and more used in different countries and cultures for exchanging information.

Byram (1994) strongly supported the idea that cultural learning and language learning cannot take place independent of each other. Culture is a complex concept that includes language. Many theorists have stated this point of view from various perspectives. Some theorists suggested that the purpose for learning a foreign language is "a way of making cultural statement" as well as learning "a new way of making communication" (Kramersch, 1993). While others have given a great importance to culture for language understanding. In the same vein, Brown has provided a definition in which he describes language as the most visible and available expression of a particular culture. (Brown, 1987)

In sum, culture is related to language and vice versa. Goodenough states that language in a society is one aspect of the society's culture. The relationship between them is the part and the whole. As a component part of culture, the particularities of language show that it is a main tool of learning culture during the process of learning and using (Goodenough, 1981). Language would be impossible to be understood without regular reference to the cultural context, which has produced it.

The term intercultural communication was defined differently in literature, but it is well recognized that it means 'communication' between people from different cultures. These people use a common language to convey messages through oral or written discourses using as face to face or virtual (new-technologies) transactional forms of communication.

Nowadays, due to information and communication technologies people all over the world are exchanging different information related to their field of interest. Professionals and academicians are required to update their abilities according to world development. In such situation they face people from different cultural backgrounds. Even if they use the same language, misunderstanding situations are frequent. The reason is that they lack cultural knowledge or competence for the required situation. This lack is considered as a barrier for an efficient communication. Accordingly the term intercultural communication cannot be defined just as 'communication'. It is suitable to add cultural and structural language competence to communication i.e. intercultural communication is the ability to use the cultural and language knowledge efficiently in specific communicative situations. Why specific situations? Because we are aware that it is easier to master a foreign language, but it is difficult to acquire all the cultural elements that surround the target language.

Teaching Cultural Elements for FL learners

In language learning/teaching acquiring cultural knowledge is often called the fifth skill. It is essential to instruct the language structures along with cultural characteristics of the target language; because knowledge of cultural differences helps the students prevent contextual misinterpretation. Hence, "The aims of language teaching are to develop both linguistic and cultural competence, which can be called an intercultural communicative competence." Michael Byram (1999).

Language learner should be guided and prepared to deal with different situations. This task is often omitted by the teachers i.e. they focus on language rather the contexts and situations. Various reasons are advocated by teachers for this deliberate omission, the main of them are the lack of teaching time and the unlimited cultural elements that can be taught and incorporated for a single situation. Concerning the first point, in foreign language teaching, teachers usually face practical constraints to apply the definite syllabuses according to the teaching time allocated. In FLT context, language is learnt in class where the teacher has to use motivating and authentic materials that helps him to achieve his course objectives. It is well known that language learning need real life situations that are not available outside class walls for foreign languages. Therefore, teachers incorporate cultural notions in the core of their lessons without a special focus on the situation itself. At the same time, in education, curriculum designers already take into consideration these teaching difficulties and have adapted the didactic units in way that the learners will acquire culture.

However, at the tertiary level of instruction, cultural knowledge is not of primary importance, because the teaching methodology adopted to convey English language is ESP, in which language is learnt for purely utilitarian purposes. The aim of the different ESP sub branches is to help the students to use specific language terminology, forms and structures in their situation. But, even if the context, in which the language is used, is limited to some specific cultural situations, can an ESP student communicate correctly and efficiently without contextual knowledge? The next part will answer the question by highlighting the importance of incorporating cultural element in ESP context.

Integrating Cultural Elements for ESP learners

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

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

- Develop target performance competencies: this objective is concerned with what learners do with language and the needed skills to be competent.

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

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

- Foster critical awareness: This objective aims at making students conscious and culturally aware of the target situation.

It is obvious that, in ESP the teaching objectives that should be achieved, are complicatedly interconnected with each other and based on performing both language and cultural competences of the students. Thus, it is important that in ESP class, teachers focus on the improvement of both students' language and cultural skills, especially for non-western communities, as the Algerian students. It was noticed that Algerian students, especially those ones taught by the authors, are motivated to learn English if it is well contextualized.

For instance in business English, Robinson (1991) recommends that "more consideration needs to be given than to present to cultural aspects of business communication. ... Currently, too much attention is focused on the business practices of Western Europe and the USA, any cross-cultural adjustment being made in the direction of the West" (Robinson, 1991:98).

Nowadays, with the accessibility of technological supports in academic settings, the ESP teacher can make use of video or images projections via his personal computer in order to contextualize language for the students. Using such a procedure leads students to remember those exciting moments for a relatively extended period of time. Furthermore, when the students have no personal and useful needs to study the language, they have a tendency to be less motivated to learn it. However, they will consider learning English as an interesting activity if they deal with topics closely associated to their field of study. Accordingly, the more narrowly and explicitly a topic is related to their area of concern, the more they are motivated to work on and to deal with the language content and the cultural elements presented.

ESP teachers, also, have to provide interesting texts which reflect real life situations, i.e authentic texts. "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic" (Widdowson, 1990:67). The selected texts should include text genres that the students are likely to become familiar with, and to produce for academic or professional purposes. These resources are available in diverse printed or electronic sources related to the students' field of speciality such as specialised journals and articles, academic textbooks, magazines and newspapers written in the target language by native or non-native speakers. By using authentic texts the students will be able to be familiar with the different levels of semantic difficulty and levels of formality frequently used in the target language. Texts in ESP should be "... the means by which he (the learner) can bridge the gap between classroom knowledge and an effective capacity to participate in real language events."(Wilkins, 1976: 19). ESP teachers have to be socialised into the ESP discourse community, that is "to become operationally proficient in the ESP community and not only to understand the modes of thinking and doing of a professional discourse" Boswood and Marriott (1994: 15). That is why, discourse community is defined by Swales(1990:29) as "common goals, participatory mechanisms, information exchange, community specific genres, a highly specialised terminology and a high level of expertise".

Although it is normally assumed by the Algerian and Islamic culture, that Western culture in EFL always comes with ideas and values that sharply contrast with the Islamic culture, it can also be very positive when its appropriate cultural content is directed to specific situations. This is the difference between ESP and general English, the objectives of the latter being for social survival in contrast with English-speaking people and, sometimes, academic purposes for new students coming to study in Western universities. This implies that English programs can better suit the Arab World when they are specifically designed for its environment with a close look at the suitability of the cultural dimension to the Arabic and Islamic culture in addition to the required occupational culture.

Conclusion

It has been argued that foreign language teaching should carry the responsibility of teaching culture as an educational objective, and that teaching language involves teaching culture automatically. The target language culture teaching is to meet the purposes of enhancing communication between nations, visitors, and other cultures, avoiding problems of miscommunication in the areas of business, and social communication, in addition to giving the learners the opportunity for critical analysis of their own culture that will create sensitivity and positive attitude toward other cultures as points of view and not as right or wrong.

Local culture can be included to enrich the new linguistic experience, encourage (motivate) learners by providing them with something familiar to them, and train them to talk about their own culture to other foreign language-speaking people for exchange of ideas, values, and knowledge. Rare use of other cultures in teaching a foreign language may not be very important, but it can be part of the openness procedure that educational objectives might aim at when teaching a foreign language or a foreign culture to learners.

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