
AN ENGLISH COURSE FOR ALGERIAN LAW AND ADMINISTRATIVE SCIENCE STUDENTS

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Abstract

The Algerian administrators and lawyers in public and institutional workplaces who graduate from the Department of Law and Administrative Sciences are always faced with legal documents 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

needed in a specific field of inquiry, occupation, or workplace. However, among the sub-branches of ESP, English for Legal Purposes (ELP) has been given little attention by administrators and teachers in Algeria.

Indeed, although Algeria is trying to integrate ESP into tertiary studies to respond to this growing demand for English (in addition to General English instruction in pre-university education), there are still some fields of study where students are not taught English. A case in point are students of Law and Administrative Sciences who need English either in their studies to consult references and documents concerned with International Law, or future professional careers to regulate and check the legitimacy of different documents written in English and to interact with foreign economic operators. These future administrators and lawyers are the representatives of the Algerian government. However, they lack an important competence – mastery of English – which means they face many difficulties in situations where English is needed as they have not received any specific training in legal English at the tertiary level of their education. Therefore, it seems important to investigate the following questions:

1. Why do Law and Administrative Science students need the English Language?
2. What do they need to learn?
3. What kind of syllabus and pedagogical materials would be appropriate to design an English course for these students?

The above research questions will help in designing an ELP course for Law and Administrative Science students by first undertaking a Needs Identification and Analysis (NIA) as “needs analysis is the corner stone of ESP and leads to a very focused course” (Dudley-Evans & St John 1998: 122). In this enterprise we should consider two types of needs: target needs, i.e. what the learner needs to do in the target situation, and learning needs, i.e. what the learner needs to do in order to learn (Hutchinson & Waters 1987). For this purpose, this study is split into three steps: first, it investigates the use of English in Algerian institutional and official workplaces; then it identifies and analyses the language needs of students of Law and Administrative sciences taking the case of students at the University of Tlemcen; finally, it gives suggestions for the design of an English course that would answer the needs of this future elite.

2. Literature review

ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Robinson 1991). ELP falls into the branch of EAP in the classification of Dudley Evans & St John (1998: 6) made according to the professional area as represented by the following tree diagram:

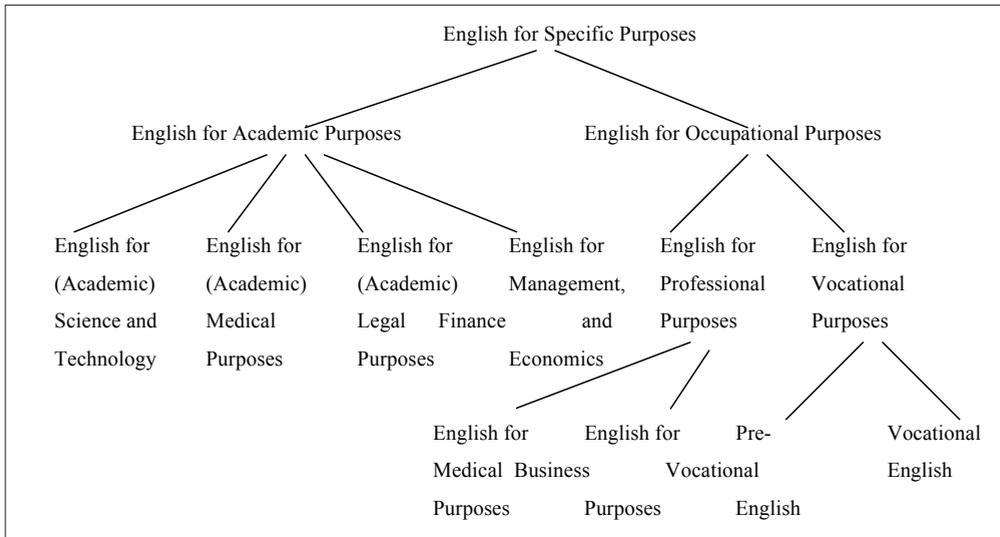


Figure 1. ESP classification by professional area (Dudley-Evans & St John 1998: 6)

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.

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.

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.

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.

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

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

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-

ginner 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:

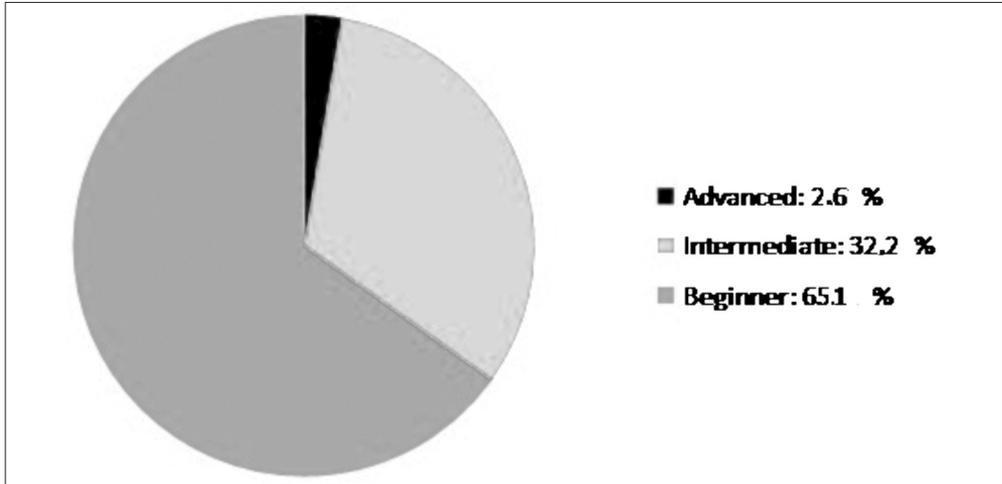


Figure 2. Students' English proficiency level

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

teachers or researchers. Their low proficiency level does not allow them to communicate properly in English preventing them from participating in international events held in English.

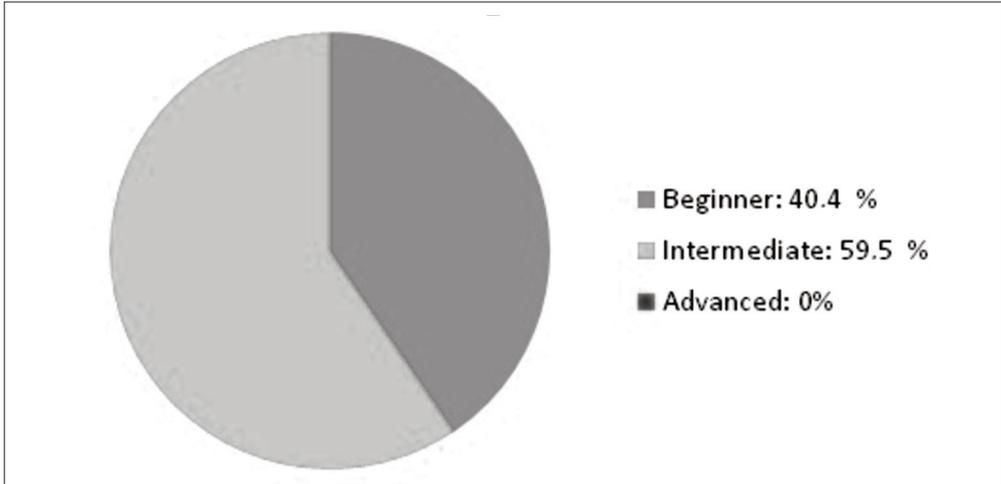


Figure 3. Teachers' English proficiency level

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 English 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 related 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

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.

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.

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 إجابتم، شكرا جزيلاً.

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

<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 علي 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 و التعبير 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>

<p>12. In your opinion, what are the skills that the student should develop?</p> <p>- Listening ()</p> <p>- Writing ()</p> <p>- Reading ()</p> <p>- Speaking ()</p> <p>13. Do you have some remarks or suggestions regarding the teaching of English to these students</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Thank you</p>	<p>12. بالنظر إلى خبرتكم ما هي الحواس بالبداهة التي يستوجب تطويرها عند الطلبة و الخاصة باللغة الإنجليزية ؟</p> <p>- السمع ()</p> <p>- الكتابة ()</p> <p>- القراءة ()</p> <p>- التكلم ()</p> <p>13. هل لديكم توضيحات أو اقتراحات إضافية متعلقة بتدريس اللغة الإنجليزية لطلبة المعهد</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>شكرا علي مساهمتكم</p>
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Appendix C: Students' Questionnaire

استجاب خاص بالطلبة

في إطار دراسة خاصة بمعرفة احتياجات طلبة كلية الحقوق و الإدارة العامة للغة الإنجليزية بجامعة أبو بكر بلقايد تلمسان، فإنكم مرجون 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 ()

<p>06. What is your proficiency level in English?</p> <p>- Beginner ()</p> <p>- Intermediate ()</p> <p>- Advanced ()</p>	<p>06. ما هو مستواكم في اللغة الإنجليزية ؟</p> <p>- مبتدئ ()</p> <p>- متوسط ()</p> <p>- جيد ()</p>
<p>07. Does English help you in your studies?</p> <p>Yes () no ()</p> <p>- Why?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>07. هل اللغة الإنجليزية تساعدكم في دراستكم و بحوثكم ؟</p> <p>- نعم () - لا ()</p> <p>- لماذا ؟</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>08. Are you motivated to learn legal English?</p> <p>- yes () - no ()</p> <p>- Please justify your answer.....</p> <p>.....</p> <p>.....</p>	<p>08. هل أنتم متحفزون لتعلم اللغة الإنجليزية متخصصة في دراستكم ؟</p> <p>- نعم () - لا ()</p> <p>- من فضلكم علل إجابتك</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>09. 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>09. ابتداءا من أية سنة دراسية ؟</p> <p>- من السنة الأولى تدرج ()</p> <p>- من السنة الثانية تدرج ()</p> <p>- من السنة الثالثة تدرج ()</p> <p>- من السنة الرابعة تدرج ()</p> <p>- بعد التـدرج ()</p>
<p>10. What are the modules that can be taught in English?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>10. ما هي المواد التي يمكن دراستها باللغة الإنجليزية ؟</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>11. Do you carry out research on the Internet?</p> <p>- yes () -no ()</p>	<p>11. هل تقومون ببحوث دراسية بالإنترنت ؟</p> <p>- نعم () - لا ()</p>

<p>- If so, in which language?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>- إذا نعم، بأي لغة؟</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>12. Which difficulties do you face when using English?</p>	<p>12. ماهي الصعوبات التي تواجهها حين استعمال الانجليزية؟</p>
<p>13. In what language skills do you find difficulties in English?</p>	<p>13. ماهي المجالات التي تجدون صعوبات في استعمال أو إستيعاب اللغة الإنجليزية؟</p>
<p>- To interact with English speakers.....%</p>	<p>- التكلّم مع الأجانب%</p>
<p>- To write in English.....%</p>	<p>- التحرير باللغة الإنجليزية.....%</p>
<p>- To comprehend English speech.....%</p>	<p>- فهم الحديث%</p>
<p>- To read legal articles.....%</p>	<p>- قراءة النصوص القانونية.....%</p>
<p>14. Classify these skills according to their degree of importance for your studies.</p>	<p>14. رتب الحواس البيداغوجية التي تجدون فيها صعوبات بالنسبة لإستيعاب أو استعمال اللغة الإنجليزية في دراستكم؟</p>
<p>- listening ()</p>	<p>- السمع ()</p>
<p>- writing ()</p>	<p>- الكتابة ()</p>
<p>- reading ()</p>	<p>- القراءة ()</p>
<p>- speaking ()</p>	<p>- التكلّم ()</p>
<p>15. Do you have any remarks or suggestions to propose if you were to have an English course</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>15. هل لديكم ملاحظات أو اقتراحات إضافية يمكنكم تقديمها</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Thank you</p>	<p>شكرا علي مساهمتكم</p>