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**Department of Letters and English Language**

**An Assessment of ESP Learners' Writing  
Performance:**

**The Case of First Year ELP Master's Students at Ain  
Temouchent University**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

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## **DEDICATIONS**

*To my beloved Grandfather, “Mohammed Amezyan Boudali”, and my wonderful **parents**, as well as my dear sisters **Maha, Hiba, and Fella**, and all my amazing friends, I express my heartfelt gratitude and appreciation.*

**- Amira Negaz**

*In loving memory of my grandmother, “Zenasni Yamina”, I extend my heartfelt remembrance. To my dear **parents**, as well as my entire family and friends, I express my gratitude and appreciation for your presence and support.*

**–Rihab Benkebouche**

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*In conclusion, we express our heartfelt gratitude to all those who have contributed to this research in various ways. May Allah bless you all abundantly*

## **ABSTRACT**

The present study tried to assess the English writing skills of first-year ELP Master's students at Ain Temouchent University. The current study tended to analyze and examine the English language teaching situation in the department of law, analyze the writing proficiency level, and identify the challenges they faced in writing academic papers, legal briefs, and contracts. For this purpose, a case study method was used in this research. The sample population consisted of 30 first-year ELP Master's students and one ESP teacher, who were given a questionnaire and structured interview. The study findings indicated that while the English proficiency level of the students was generally good, there were some challenges in writing skills due to limited exposure to legal writing and lack of writing instruction in the English language. The study recommended incorporating more writing assignments in ESP classes and providing opportunities for exposure to legal context through workshops and internships. In conclusion, the study found that improving the writing skills of ELP students is crucial to their success as future lawyers and jurists.

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## **LIST OF ACRONYMS**

**AI:** Artificial intelligence

**BPNN:** Back-Propagation Neural Network

**EBE:** English for Business and Economics (duplicate entry)

**EAP:** English for Academic Purposes

**EFL:** English as a foreign Language

**ELP:** English for legal purposes

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**ESP:** English for specific purposes

**ESS:** English for Social Studies

**EST:** English for Science and Technology

**IATEFL:** International Association of Teachers of English as a Foreign Language

**LMD:** License Master Doctorate

**TESOL:** Teachers of English as a Second or Foreign Language

# **GENERAL INTRODUCTION**

## ***GENERAL INTRODUCTION***

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Due to the globalization of English and its widespread use in international communication, business, education, and media, over 1.5 billion people speak English worldwide. It has become the language of international trade, diplomacy, and tourism. English dominates the internet and social media. It is the primary language of science and technology. English language learning has also become a key component of education systems worldwide. Many countries implement English language courses as a mandatory or elective subject in their schools and universities.

As a result, Algeria, like many countries, has recognized the importance of English language learning and teaching. In Algeria, English is taught as a foreign language in both national and higher education. Furthermore, the demand for English proficiency continues to grow in specific domains such as business, medicine, engineering, and law. This has prompted Algerian universities to shift towards English for specific-purpose teaching.

English for Specific Purposes (ESP) is a language teaching approach that addresses the language needs of individuals in their specific fields. In Algeria, ESP has gained importance due to the country's economic development and its aspirations for international business and trade. Promoting ESP is seen as a crucial factor in enhancing Algeria's global competitiveness. ESP is offered in various departments of higher education in Algeria, with sub-branches like English for Science and Technology (EST), English for Business and Economics (EBE), and English for Legal Purposes (ELP). ESP plays a vital role in catering to students who require English proficiency in their fields of study or professions within the Algerian higher education system.

English for Legal Purposes (ELP) is a sub-branch of ESP that addresses the language needs of legal professionals in communicating effectively within legal contexts. Writing poses specific challenges for ELP students at Ain Temouchent University, as they require strong English language skills to draft legal documents, analyze cases, and conduct legal research. As a result, Ain Temouchent University has introduced ELP as a compulsory module in the two levels of the LMD system

## ***GENERAL INTRODUCTION***

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to enhance students' English language proficiency, with a particular focus on improving their writing, reading, listening, and speaking skills. By implementing ELP, the department intends to address these specific writing difficulties, including the comprehension of legal terminology, the structuring of legal arguments, and the application of appropriate writing conventions. The overall objective of introducing ELP is to overcome the writing obstacles commonly encountered in the legal field and equip students with the essential language skills needed to excel in their academic and professional pursuits.

Therefore, the objective of the present study is to analyze the writing performance of Master 1 ELP students and evaluate their writing abilities within an ESP setting. The research aims to identify and diagnose the difficulties faced by these students through data collection and analysis. The researchers are highly motivated to address the following situation: assessing the writing performance of ESP learners. To achieve these objectives, the research is based on the following formulated research questions:

1. To what extent are the current writing methodologies used successful in meeting the needs of first-year master students?
2. How is writing skills assessed in an ELP course?
3. What is the impact of these assessment techniques on students' performance in writing?

These questions led to the formulation of the following hypotheses:

1. Certain teaching methodologies employed for first-year Master's students may be ineffective in enhancing their writing performance due to potential misalignment with individual learning styles, limited emphasis on critical thinking and analysis, and inadequate support for practical application of writing skills. ESP Law master students have low-intermediate writing skills.

2. Writing skills in English for Legal Purposes course are assessed through a combination of practical exercises and paragraph writing, offering a

## ***GENERAL INTRODUCTION***

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comprehensive evaluation that aligns with course objectives and enables students to demonstrate their practical application of legal writing techniques.

3. The frequency and variety of assessment techniques in writing courses contribute to skill development provide valuable feedback for improvement, and foster student motivation and engagement, ultimately leading to enhanced performance and overall improvement in writing skills.

The main goal of this study is to analyze the writing abilities of ELP first-year Master's students. The aim is to improve their skills in participating in international legal debates, which will be beneficial for their future careers as lawyers and jurists. To gather the required data, the researchers conducted semi-structured interviews with teachers and distributed questionnaires among the students. Both quantitative and qualitative analyses were performed on the collected data.

To fulfill the requirements of the present research, the researchers have structured the study into three interconnected chapters. The initial chapter was dedicated to a comprehensive theoretical review of writing skills assessment in ESP. Moreover, the study focused on various definitions of writing as well as its types and approaches. Furthermore, it provided definitions related to English for Specific Purposes (ESP) and English for Legal Purposes (ELP) and also discussed methods for assessing writing skills.

The second chapter of the study was dedicated to the case study itself. The researchers provided a thorough explanation of the methodology employed for data collection, which included the use of a questionnaire for the students and a semi-structured interview for the teacher, as well as the analysis and interpretation of the gathered information. Additionally, the chapter discussed the main findings and their implications in detail.

The final chapter of this study concluded by presenting a set of suggestions and recommendations that can greatly enhance the effectiveness of writing assessments in the context of English for Legal Purposes (ELP). These



## ***GENERAL INTRODUCTION***

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recommendations such as integrating technology in addition to innovative teaching methods aimed at improving the writing skills of law students and will be useful in their future careers as attorneys and jurists.

Overall, the study of the assessment of ESP learners' writing performance in the case of Master 1 students in the Department of Law at Ain Temouchent University has the potential to make significant contributions in three areas. First, it can help improve English language teaching and learning methodologies for legal English in Algeria. It enables policy-makers and educators to design and implement more effective approaches. Moreover, it can enhance the competitiveness of Algerian legal professionals in the global market, as English is the language of international legal communication. Furthermore, it can have implications for the development of the Algerian economy, as the demand for legal professionals with language skills in cross-border transactions is growing. Legal course designers also play a critical role in shaping the future of legal education by creating innovative, accessible, and effective courses that can prepare students for the legal profession while promoting access to legal education and training.

# **Chapter One:**

## **Assessing Writing in ESP**

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**1.5 Conclusion**

## **1.1 Introduction**

Writing proficiency in English is crucial for success in specialized fields such as business, diplomacy, and law, where clear and effective communication is required. Therefore, assessing English for Specific Purposes (ESP) learners' writing skills is a vital task for language teachers and researchers.

This chapter reviews the theoretical literature on the importance and challenges of assessing writing skills in ESP contexts, with a focus on legal English. Legal English is the language used by legal professionals in various contexts such as contracts, statutes, court cases, and academic journals. It has its own vocabulary, grammar, and style that differ from general English and other types of ESP. Assessing the writing skills of legal English learners involves evaluating their ability to use appropriate legal terminology, structure, and conventions.

This chapter defines the fundamental concepts of assessment and ESP, and discusses the nature and characteristics of writing as a language skill, writing in ESP, and assessing writing. It aims to comprehensively understand the significance and complexity of writing skills in ESP contexts.

## **1.2 Writing as a language skill**

Writing is a basic language skill as important as speaking, listening, and reading. Writing allows students to communicate their ideas and opinions while also improving their language skills via frequent practice and feedback. To effectively communicate a topic to the reader, concise and cohesive language is required. Students should realize the value of writing abilities and the benefits they provide, but not all writing projects are appropriate for all levels of learners. As Harmer (2001, p. 80) states:

We can get beginners to write simple poems, but we probably will not give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have –or can get –enough language to complete the task.

(Harmer, 2001, p. 80).

This shows that teachers need to consider the appropriateness and difficulty of the writing tasks they assign to their students.

### **1.2.1 Writing Defined**

Writing can be understood in different ways, depending on the aspects that we focus on. For instance, we can look at writing as a physical and creative activity that involves producing various types of texts, such as letters, stories, or songs (Merriam-Webster, n.d.). Alternatively, writing is considered as a way of expressing our thoughts in language, which requires certain cognitive and linguistic abilities (Byrne, 1982). Moreover, it is a mode of communication that involves an interaction between a writer and a reader through a text (Celce-Murcia, 2000). These are some of the possible perspectives on writing, but they are not the only ones. Writing is a complex and multifaceted phenomenon that cannot be easily defined.

However, Flognfeldt (2016) defines writing as a process that involves strategies, tools, motivation, and feedback:

A Process that ends with a product, this product has a structure, a certain size, content, style, etc. Various strategies are involved in the writing process and different tools may be useful in various stages of the process. Social or affective factors may motivate the writer, since the writing process takes place at school, the kind of assessment and feedback given by the teacher may be facilitative factors.

(Flognfeldt, 2016, p. 262)

To illustrate the nature of writing as a process, Flognfeldt (2016) made a concept map of the professional writing theme. It is explained in the following figure:



Figure 1.1 Concept Map of the Professional Theme of Writing.  
Professional Feedback Loop: How Can Practicing Teacher's Reflection Inform English Language Teacher Education? (Flognfeldt, 2016)

In the same view, According to Badger and White (2000) writing requires not only knowledge of language, but also awareness of the context, the purpose, and the skills of using language effectively. This implies that writing can help the writer or the learner to improve his language proficiency. Furthermore, writing skills involve various cognitive processes, such as thinking, planning, drafting, summarizing, and revising. Being able to summarize a text is a key skill for good writing. Writing is also a valuable means of communication and self-expression, with different forms and styles that can be used for different purposes, such as expressing ideas, narrating stories, and documenting history.

## 1.2.2 Types of Writing

Writing comes in many forms, each with its objective, tone, style, content, and so on. However, all forms of writing can be divided into four main groups: expository, narrative, persuasive, and descriptive.

### *1.2.2.1 Expository writing*

According to Baker (2010), “Expository writing is a type of writing that uses description, explanation, or investigation to help readers gain a deeper understanding of an idea, reason, or process related to a specific topic”. That is to say, expository writing uses descriptive language to provide clear and straightforward information about a topic, often for education or instruction.

### *1.2.2.2 Narrative writing*

According to (Kramer, 2021), “Narrative writing is, essentially, story writing.” That is to say, narrative writing involves telling stories, whether real or fictional, to engage readers through compelling plots, characters, and settings. Its main purpose is to captivate readers by creating a compelling narrative or plot.

### *1.2.2.3 Persuasive writing*

According to Writing Beginner Website (2022):

Persuasive writing is a type of writing that is used to convince or persuade someone of something. It is often used in business and marketing contexts but can be used in any type of writing. Persuasive writing uses logical, emotional, and structural techniques to seek agreement and initiate change. Persuasive writing also relies on the modes of persuasion: ethos, logos, and pathos. These techniques appeal to the writer’s character, logic, and emotions respectively.

(Writing Beginner, 2022).



Persuasive writing is a type of writing that aims to convince or persuade others of a specific viewpoint or idea. It is commonly used in business and marketing and law, but it can be applied to any form of writing. The key goal of persuasive writing is to use logical reasoning, emotional appeal, and well-structured arguments to seek agreement and bring about change. To sum up, Persuasive writing uses ethos, logos, and pathos to gain agreement and start change.

#### 1.2.2.4 Descriptive Writing

Descriptive writing is a type of writing that aims to create a vivid image in the reader's mind of a person, place, thing, or event. It relies on the writer's use of detailed descriptions that convey the sensory aspects of what he or she is describing, often using specific techniques. (AllAssignmentHelp.com., 2019). Descriptive writing is a literary device that uses descriptions and sensory elements to help the reader visualize the story. In this article, you will study the term; uncover the tactics used by authors, and look at literary examples of descriptive writing (Study.com, 2015).

### 1.2.3 Writing Process

Writing is a complex and varied skill that involves many steps and strategies. According to Harmer (2004, p. 05) "writing is not a linear process, but a recursive one. This means that writers do not follow a fixed sequence of steps, but rather go back and forth between planning, drafting, and editing". That is to say, the writing process involves prewriting, writing the first draft, revising it, editing mistakes, and revising again until it is the best it can be.

In addition, Harmer (2004) summarizes the writing process as follows:



Figure 1.2 Process of Writing. How to Teach Writing" by Jeremy Harmer (Harmer, 2004)

The figure above represents the four stages of the writing process as given by Harmer (2004) these are: pre-writing, drafting, and editing, final draft.

### ***1.2.3.1 Pre-writing***

The prewriting or planning stage of the writing process involves gathering data to generate ideas and experimenting with concepts, which can be achieved through techniques such as brainstorming, freewriting, clustering, mapping, or listing. As Graham (2012) stated:

Effective writing instruction involves providing students with a variety of prewriting experiences, such as brainstorming, outlining, and researching, to help them develop their ideas and plan their writing. Without this kind of preparation, students are less likely to achieve success in their writing.

(Graham et al.,2012)

Graham (2012) highlights the importance of involving students in activities like brainstorming, outlining, and researching as part of effective writing instruction. These tasks assist in developing ideas and planning the writing process. By engaging in these activities, students enhance their ability to generate and organize their thoughts effectively, ultimately contributing to their success in writing.

### ***1.2.3.2 Drafting***

This is the stage of the first text version based on prewriting. It focuses on developing the main points and supporting details, using clear and coherent language. Grammar, spelling mistakes, or punctuation are not taken into account. Writers approach drafting in various ways. As Trimbur (2014, p. 123) notes, “some writers like to start drafting before they develop a clear plan, whereas others would not think of drafting without a carefully developed outline”. In any case, it is common for writers to produce multiple drafts.

### 1.2.3.3 Editing

The editing stage is the third stage of writing, in which the writer makes changes by checking and correcting errors in grammar, spelling, and punctuation. Harmer (2004) mentions that, in the revising stage, it is important to modify the text checking for meaning, content, or coherence. He defines editing as “the process of checking and improving what has been written”

### 1.2.3.4 Final draft

The last version is the resulting piece of work that may look considerably different since it has been edited. According to Harmer (2018, pp. 2-9), the final draft is the end product of a piece of writing. Once the writer has revised their draft and has made the necessary changes based on feedback, they can create the final draft. This may look significantly different from the original plan and the first draft because many things have been changed in revising. Harmer (2004) defines revising as “looking at what has been written and making changes to improve it”.

All the above was summarized by Harmer (2004, p. 6) in the “Process Wheel”.

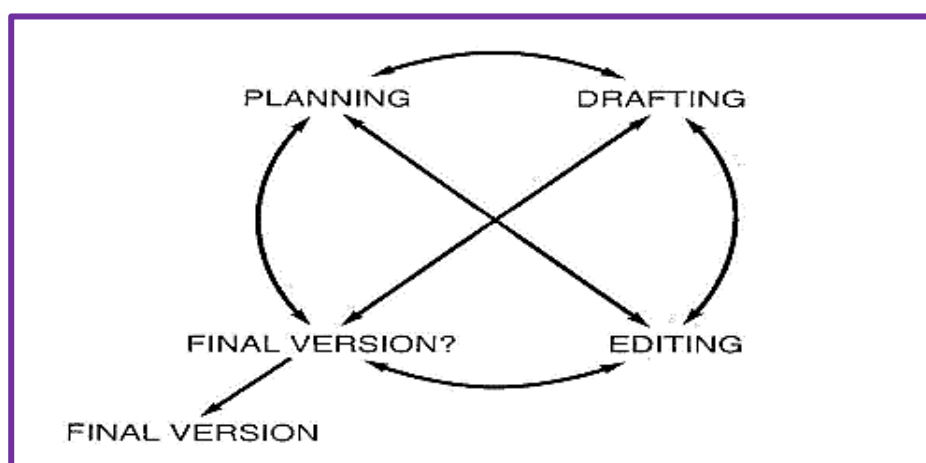


Figure 1.2 Process Wheel. (Harmer, *How to Teach Writing*" by Jeremy Harmer, 2004, p. 6)

Henceforth, the main objective of writing is to communicate a message, concisely, and convincingly to the audience. It requires considering the purpose. This is what makes writing an effective and skillful activity.

### 1.2.4 Writing Effectiveness

In an academic setting, writing in English requires some specific criteria of acceptability, such as organization, vocabulary, language usage, punctuation, accurate capitalization, and paragraphing. According to Starkey (2004), “an effective piece of writing is one that is organized, clear, and coherent, with accurate language and effective word choice”. These steps will be summarized in the figure below:



Figure 1.3 Writing Effectiveness

#### 1.2.4.1 Organization

When writing, it is essential to present information in a clear and logical structure that suits the purpose and genre of the writing. A good organization helps the reader to trust and follow the writer’s argument. Starkey (2004:23) States that:

By following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis.

(Starkey, 2004, p. 23)

Writers organize their work using prewriting techniques, such as free writing and brainstorming, to create an effective plan for organizing their work based on notes they collect before writing.

#### *1.2.4.2 Clarity*

In academic writing, the learner's goal is to communicate information clearly and show his or her writing skills (Starkey, 2004). Clarity is a vital skill that the learner needs to master to make his or her writing easy to read and understand. Murray and Hughes (2008, p. 86), stress that writing can be more accessible and readable if it is clear. They recommend that the learner should follow these guidelines: write short and clear sentences, stay on topic, choose words carefully, and express only one idea per sentence.

According to Starkey (2004), the learner can achieve clarity in writing by following these steps:

- Utilize words or expressions that have singular interpretations and are devoid of multiple meanings.
- Employ powerful and precise adjectives and adverbs to aid the learner in expressing their thoughts using a smaller yet more precise vocabulary.
- To be concise, it is important to convey the intended message without unnecessary repetition, verbosity, or deviation from the main idea.

(Starkey, 2004)

#### *1.2.4.3 Coherence*

One of the key features of good academic writing is coherence, which means that the ideas and arguments are presented in a clear and logical way. According to some scholars (e.g., Kane, (2000); Creme & Lea, (2008)), coherence involves arranging and linking one's ideas in a way that makes them easy to understand by the reader. A good writer is one who connects his or her ideas like links in a chain, with each link leading to the next one. If links are missing or unclear, the chain breaks down and the argument weakens (Murray & Hughes, 2008). Therefore, coherence is essential for making a good piece of academic writing.

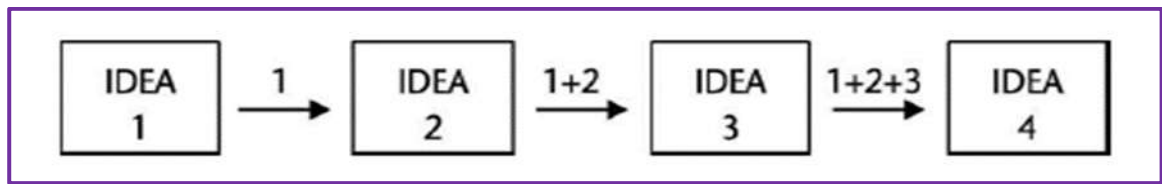


Figure 1.4 Shows a Sequence of Ideas. Writing up your university assignments and research projects: A practical handbook. (Murray & Hughes, 2008, p. 46)

Figure five, shows how academic writing builds up its structure by connecting ideas in a logical sequence. Therefore, coherence is an essential aspect of academic writing that helps writers communicate their ideas clearly and logically to their readers.

#### 1.2.4.4 Word Choice

Word choice is an essential skill for effective writing. It means selecting the words that best express your ideas and convey your meaning to the reader. Starkey (2004) and Kane (2000) suggest that writers should pay attention to two aspects of word choice: denotation and connotation.

Words that are readily misinterpreted, non-standard, or commonly overused should be avoided by writers. Connotation is a word's indicated or suggested meaning based on emotions, cultural assumptions, and associations (Starkey, 2004, p. 21). Writers should consider how their words might affect the reader's feelings and interpretations, beyond their literal meanings.

Therefore, both denotative and connotative meanings are important for choosing the right words in writing. However, this is not all; writers should also avoid words that might confuse or offend their audience, such as casual language, clichés, and slang terms. By considering denotation and connotation, writers can improve their clarity and precision in writing.

#### ***1.2.4.5 Mechanics***

The term mechanics refers to how words look on paper, including their spelling and arrangement. For instance, indenting the first word of each paragraph is a mechanical aspect of writing (Kane, 2000, p. 15). Writing conventions also require that sentences start with a capital letter and end with appropriate punctuation marks, such as periods, question marks, or exclamation points. These mechanics are important for creating high-quality written pieces because they help the writer present their ideas in a clear and accurate way, Starkey (2004) also discusses writing mechanics in relation to grammar, spelling, punctuation, and capitalization.

Therefore, mechanics are crucial for effective writing because they affect how the reader perceives and interprets the writer's ideas.

### **1.2.5 Writing Approaches**

Many linguists and researchers have proposed different methods and approaches for teaching writing skills.

#### ***1.2.5.1 The Controlled Free Approach***

One way to teach writing skills is to use the controlled free approach based on copying and adapting existing texts. This approach was first proposed by Raimes (Raimes, 1983), who based it on the audio-lingual approach that was popular in second language learning in the past. According to this approach, students start by copying, changing, or adapting existing texts. Thus, the primary purpose of this method is to help students master writing grammar, syntax, and mechanics.

Therefore, the controlled-free approach focuses more on the form and technique of writing than on the content, and it can be helpful in giving students a clear focus and structure in their writing.

### ***1.2.5.2 The Free Writing Approach***

The free writing approach assumes that students need to write more to improve their writing skills. Byrne (1982, p. 22) defines free writing as a technique that involves writing as much as possible and as quickly as possible without paying attention to mistakes. It is claimed that this technique helps students develop fluency and confidence in writing. Dragomir and Niculescu (2020, pp. 201-207) agree with this view and quote Scrivener (2005), who argues that free writing can generate both worthless and valuable ideas and that some of the valuable ideas can be later incorporated into the final writing product.

### ***1.2.5.3 The Paragraph-Pattern Approach***

According to Raimes (1983), the paragraph-pattern approach helps students learn how to organize their writing based on typical English patterns, such as narration, definition, description, and so on. These patterns can be adapted for various purposes and audiences. It is argued that this method respects the cultural differences in writing and communication it “teaches students to pay attention to paragraphs as the main units of communication” (Raimes, 1983, p. 8).

Students learn organizational patterns by studying, copying, and reproducing sample paragraphs. They also do activities such as “putting sentences or paragraphs in order, finding information in a paragraph, creating a topic sentence, providing supporting details, or identifying the main idea” (Raimes, 1983, p. 8).

The paragraph-pattern approach can help students improve their writing skills and adjust to different contexts and expectations. It is helpful because it gives students a clear framework to follow and practice their writing.

### ***1.2.5.4 The Grammar-Syntax Approach***

The grammar-syntax approach is a pedagogical technique that aims to enhance students’ writing skills by integrating grammar, syntax, and organization. According to Raimes (1983), who first proposed this technique, argues that writing involves a combination of various skills and strategies that make it a complex



process. Therefore, this method necessitates students to be mindful of both the grammatical correctness and sentence structure, alongside emphasizing the logical flow and connection within their written pieces.

Moreover, the grammar-syntax approach connects the goal of a written work to the language tools required to communicate the intended message (Chavez, Ferris, & Komura, 2011). This means that students need to choose the suitable register, style, vocabulary, and tone for their intended audience and genre in order to prepare students for such a task, this technique involves introducing or reviewing the relevant grammatical and syntactical elements before incorporating them into a larger written assignment.

#### ***1.2.5.5 The Communicative Approach***

According to Swales (1990, p. 45):

The Communicative Approach to language teaching has been one of the most influential developments in language pedagogy in recent years. It has been widely adopted in many parts of the world and has led to a renewed interest in the nature and functions of language.

(Swales J. M., 1990, p. 45)

That is to say, the communicative approach has been widely adopted in many parts of the world and has led to a renewed interest in the nature and functions of language. So, when a new language is learnt this way, speaking, listening, reading, and writing will be practiced in ways that are more similar to how language would be used in real life.

The Communicative Approach emphasizes activities like role-plays and collaborative projects, where students work together to practice utilizing the language in actual circumstances. Students can enhance their proficiency and gain confidence in using the language by talking with one another.

### ***1.2.5.6 The Process Approach***

The process approach focuses on the individual learner's creative process of composing a text. According to Harmer (2004, pp. 4-6), during the writing phase, students can engage in many activities such as brainstorming, making drafts, revising, editing, and offering and receiving feedback on their work.

## **1.2.6 Writing Difficulties**

Writing is a difficult task for the majority of learners; individuals may face several challenges when it comes to writing. Spelling, grammar, sentence structure, and vocabulary are some of the obstacles that the students struggle with to convey their thoughts. Heaton (1975) clarifies that writing skills are vocabulary-rich, complex, and sometimes challenging to teach since they require a comprehensive knowledge of grammar, appropriate vocabulary, and writing mechanics in terms of punctuation and capitalization. The following are the main set of these difficulties:

### ***1.2.6.1 Punctuation***

It is important to use the correct punctuation in any piece of writing to produce a good and logical connection of ideas. According to Carroll and Wilson (1993), there are three punctuation-related issues: punctuation rules are not exact, it is complex, and it is much more dependent on style to determine meaning. This implies that there are not always right or wrong ways to place sentence punctuation, but there is a range of choices that can affect the meaning and clarity of the text.

### ***1.2.6.2 Spelling***

Spelling typically means putting the right letters together to make a word. Some students find it hard to write words correctly; this is one of the usual problems they face when they write something. Kuiper and Allan (2004) say that spelling is hard for many learners for three reasons. First, they break words into separate sounds instead of hearing them as smooth flows of sound. Furthermore, the number of letters in how a word is written and the number of sounds in how a

word is said are not always the same. Thirdly, the same word can be said with different combinations of sounds.

### ***1.2.6.3 Vocabulary***

The ability to use vocabulary is crucial for students to learn how to write and for language learning. Students who have difficulties when writing in a second language simply lack vocabulary knowledge. Some of the factors that make vocabulary hard for students are discussed by Thornbury (2004, p. 27). Pronunciation is one of the most important factors. The researcher thinks that words that are hard to say are also hard to learn. Spelling is another factor that causes problems with words that have silent letters, like foreign, listen, headache, and muscle, among others. Meaning is a further factor that puzzles learners when two words have similar meanings. For instance, students often mix up the verbs “do” and “make” which commonly confuses students. Due to a lack of vocabulary, students appear to be unable to express appropriate and critical thoughts on a given topic.

### ***1.2.6.4 Grammar***

The core of any language is writing process is grammar, which is also one of the most challenging parts of writing. According to Harmer (2000, p. 12), grammar is “the description of how words can change their forms and be combined into sentences in that language”. That is to say, grammar rules primarily cover tenses, prepositions, word classes, voice, and other rules; as a result, many students need help following these rules when writing. That is why they may find it difficult to understand the elements found in grammar when it comes to writing (Harmer, 2000).

## **1.2.7 Motivation to Enhance Writing**

Numerous studies have shown that affective factors, including anxiety, self-efficacy, and motivation for achievement, have a significant impact on EFL

writing. Many academics asserted that a lack of confidence, achievement motivation, self-efficacy, and anxiety had been identified as negatively influencing EFL writing performance (Erkan & Saban, 2011); (Pajares & Valiante, 2006); (Schunk & DiBenedetto, 2016); (Senko, 2016). These and other studies have shown that while writing, anxiety may have a negative impact on performance, motivation, and self-efficacy, which may significantly enhance writing performance. In other words, these elements have a big impact on how students behave and can influence whether they perform well or poorly.

An individual's desire to perform satisfactorily in order to have an inner sense of personal achievement is defined as achievement motivation (Elias, 2010). To put it another way, achievement motivation is an important and positive factor in an individual's academic performance.

### **1.2.8 Importance of writing**

Writing is an essential skill for various purposes and audiences. Steve Graham et al. (2012) argue that writing helps people learn, communicate, and think in different fields and situations. They also claim that writing gives people a sense of personal fulfillment, enjoyment, and empowerment. Moreover, writing is a valued skill in the workplace and society, as it shows one's knowledge, competence, and professionalism. However, writing is not easy; it is a complex and challenging skill that needs deliberate practice, feedback, and instruction to develop. As a result, writing is a crucial skill that enables learning, communication, and personal and professional development, but it also requires effort and guidance to master.

## **1.3 Teaching Writing in English for Specific Purposes**

Writing instruction in ESP classrooms should assist students in producing written work that is both effective and appropriate for the specific context in which they will be working. According to Nazarova et al. (2020), the major goal of teaching writing in ESP classrooms is to help students write

efficiently and correctly purposes and audiences. This is not an easy feat, as ESP students must grasp various areas of writing, including language, rhetoric, genre, and discourse. According to Hyland (Hyland K. , 2008), “Writing is a complex and demanding task to both native and non-native speakers. Learning writing skills requires mastery in cognitive, social, cultural, and linguistic competencies”. The statement indicated that strong writing skills are essential for effective communication and success in academic, professional, and personal endeavors.

Basturkmen (2006) and Swales and Feak (2012) have proposed two approaches to teaching writing in English for Specific Purposes (ESP). These approaches are genre-based approaches and task-based instruction. Genre-based approaches involve teaching learners the conventions and features of specific genres, while task-based instruction emphasizes the importance of authentic and contextualized writing tasks that simulate real-world situations. Research has shown that both methods are effective in enhancing the writing skills of learners in ESP. By using genre-based approaches, learners can better understand the requirements of specific genres and produce more effective writing, while task-based instruction enables learners to apply their writing skills to real-world situations. Overall, these approaches can help learners overcome the challenges of writing in ESP and improve their writing abilities.

Teaching writing in ESP is an essential aspect of language instruction that focuses on teaching non-native speakers how to write effectively for specific purposes and audiences. ESP is a field of language instruction that aims to teach English to non-native speakers for specific contexts and professional purposes.

### **1.3.1 Definition of English for Specific Purposes**

As stated by Basturkmen (2010, p. 1), English for Specific Purposes (ESP) is a specialized form of English language teaching that caters to the specific needs of learners by tailoring the teaching content and methods to meet their individual

goals and situations. In other words, ESP is a targeted approach that provides customized instruction to students in academic and professional settings.

To provide a more detailed definition of ESP, Dudley-Evans and St. John (1998, pp. 4-5) present their revised view of ESP based on 'absolute' and 'variable' characteristics. The following are key characteristics:

- **Absolute Characteristics :**
  - ESP is intended to fulfil the special needs of students.
  - ESP makes advantage of the discipline's underlying methodology and practices.
  - ESP is focused on the language that is appropriate for these activities in terms of grammar, lexis, syntax, study skills, discourse, and genre.
  
- **Variable Characteristics :**
  - ESP may be related to or intended for use in specific fields.
  - ESP may employ a different methodology than General English in certain teaching situations.
  - ESP is likely to be developed for adult learners, either at a tertiary-level university or in a professional work setting. However, it could be for secondary school students.
  - ESP is typically intended for intermediate to advanced students. Most ESP courses presume some familiarity with the language systems, but beginners can also utilize them.

(Dudley-Evans & St. John, 1998, pp. 4-5)

ESP is a specialized area of English Language Teaching (ELT) that caters to learners' specific needs and employs relevant methodologies. As Dudley-Evans and St. Johns (1998, p. 4) distinguished absolute features of ESP, such as its tailored nature and use of relevant discipline methodology, and variable features such as being discipline-specific, using different teaching methodologies, and assuming a prior knowledge of the language system.

### **1.3.2 Objectives of Teaching Writing in English for Specific Purposes**

In teaching ESP, the primary goal is to help learners acquire knowledge in a general sense. Basturkmen (2006) proposes five main objectives for teaching ESP courses that are specific to the learners' needs and goals. These objectives are to:

- Expose learners to the language used in their target domains.
- Help learners develop the skills and competencies they need to perform in those domains.
- Teach learners the underlying knowledge and concepts related to their fields.
- Enable learners to use strategies to cope with communication challenges.
- Encourage learners to critically examine the norms and practices of their fields.

(Basturkmen H. , 2006)

These five objectives for teaching ESP from Basturkmen (2006) can also be apply for teaching writing in ESP, as writing is one of the main language skills that learners need to use in their target situations. Writing in ESP involves using language appropriately and effectively for specific purposes and audiences, developing the necessary writing skills and competencies for the target genres and contexts, acquiring the relevant knowledge and concepts of the subject matter, applying strategies to overcome writing challenges and difficulties, and critically examining the norms and practices of writing in the target domains and cultures. Therefore, teaching writing in ESP should be based on these objectives and the needs and interests of the learners (Basturkmen H. , 2006).

Writing in ESP enables learners to master the language and use it appropriately and effectively for specific purposes and audiences in their field of study or work.

### 1.3.3 Types of English for Specific Purposes

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) has evolved over time. They created the "Tree of ELT" (see appendix A) by categorizing ESP into three groups: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each category's objective is to provide teaching on English language skills and specialized terminology relevant to a specific field:

- English for Science and Technology (EST): The main objective of this branch is to impart knowledge of technical vocabulary used in scientific fields such as engineering
- English for Business and Economics (EBE): it focuses on teaching language skills and vocabulary used in the business and economic fields. It aims to improve learners' language proficiency in order for them to communicate effectively and confidently in their field of study.
- English for Social Sciences (ESS): focuses on social science-related language skills and terminology, with the purpose of boosting learners' critical thinking, reading comprehension, and writing ability.

(Hutchinson & Waters, 1987, p. 16)

Hutchinson and Waters (1987) identify the three different types of English for Specific Purposes (ESP), which are designed to meet the specific language needs of learners in various fields. One of the specialized areas of ESP is English for Legal Purposes (ELP), which aims to develop learners' language skills and vocabulary related to the legal profession.

### 1.3.4 English for Legal Purposes as Part of English for Specific Purposes

According to Northcott (Northcott, 2012), ELP is a branch of ESP that focuses on teaching and learning English language skills and vocabulary related to legal settings and terminology. ELP is important for those who want to study or



work in law or related fields, as they need to communicate effectively and accurately in different legal contexts. Northcott (2012, p. 244) suggests that ELP, which is focused on teaching English language skills and vocabulary related to legal contexts, can be categorized into two main types: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). EAP targets students who need to use English for academic studies in law, such as reading legal texts and writing essays or reports, while EOP targets professionals who require English language proficiency for their work in law, such as drafting contracts, negotiating deals, or presenting cases in court. Furthermore, ELP can also be classified based on the specific domain or genre of law, such as commercial law, criminal law, or human rights law.

English is an important language used in international commercial and legal activities, so there is a need for English language classes that focus on legal settings and terminology. It is critical for those in the legal profession to have a strong command of the English language in order to properly communicate and conduct business with others who understand English (Hyland K. , 2019); (Neeley, 2012)). According to Northcott (2012, p. 246), “ELP is characterized by its use of specific vocabulary, phrases, structures, and genres that reflect the legal concepts, values, and practices of different legal systems and cultures”. He also emphasizes that ELP requires a high degree of accuracy, clarity, formality, and precision, as any mistake or ambiguity can have serious legal consequences. He notes that ELP is influenced by the common law system that originated in England and spread too in many other countries, but it also has to consider the diversity and complexity of other legal systems and languages (Northcott, 2012, p. 246).

Northcott (2012) argued that, English for Legal Purposes (ELP) is essential for anyone interested in studying or working in law or related fields. He claims that ELP assists students in improving their language and legal skills, intercultural and critical awareness, and communication methods in various legal settings.

In addition to intercultural and critical awareness and communication methods in various legal settings, ELP teaching is also a crucial component for learners who wish to communicate effectively and accurately in legal contexts.

#### *1.3.4.1 English for Legal Purposes Teaching*

ELP is a branch of ESP that teaches language and communication skills for legal contexts to students and professionals in the field of law. It covers different areas of law and different genres and contexts of legal communication. The goal of ELP is to help learners improve their legal vocabulary, grammar, discourse, and genre awareness, as well as their skills in reading, writing, speaking, and listening in legal settings (Northcott, 2012). To clarify, according to Northcott (2012), ELP is an English language instruction that teaches individuals in law-related fields how to use English effectively in their profession, including appropriate terminology, grammar, and writing conventions. Weinrib (2007) defines legal education as follows:

Legal education exists at the confluence of three activities: the practice of law, the enterprise of understanding that practice, and the study of law's possible understandings within the context of a university. The first of these, the practice of law, consists of the activities consciously governed by law, including, for example, lawyers giving legal advice, citizens contemplating the legality of prospective actions, legislators creating law within the limits of their jurisdiction, and judges determining the rights and duties of litigants.

(Weinrib, 2007, p. 401)

Weinrib (2007) argues that legal education should integrate these three activities in a way that respects the distinctive character and value of law as a mode of thinking and discourse. He believes that legal education should focus on learning about the law itself, rather than just using it as a tool for other things like politics or economics.

ELP teaching is offering learners in getting ready for global legal exams and conferences. These exams can certify their legal language proficiency, and thereby improve their chances of success in the international legal job market.

#### *1.3.4.2 Legal Language*

The language of the law employs distinct vocabulary and terminology. Northcott (2012, p. 176) defines legal language as “the specific vocabulary, terminology, and writing style used in the legal profession”. He argues that legal English is an important area of study for those who want to learn how to communicate effectively in the legal field. He explains that legal language has many terms that are unique to the legal domain and that express different legal concepts and ideas. Some of these terms are technical, specialized, archaic, or borrowed from other languages.

According to Veretina-Chiriac (2012, p. 53) “Concerning the morpho-lexical features of legal English we can say that the range of vocabulary is very wide”. Piszcz and Sierocka (2020, p. 534) state that legal language is “intricate and hard to understand” because of its use of specialized terminology. This led to the development of an approach to simplify legal terminology by utilizing simple and direct language that is accessible to a broader audience, including those without a legal background. Legal professionals, along with citizens and consumers, are calling for changes to legal English to make it more understandable. Lawyers recognize the importance of meeting clients’ needs and simplifying legal language to help the public understand their rights and obligations. The “Plain English” movement emerged as a response to this need for clarity, aiming to make the legal language more accessible to everyone and not just legal experts. This movement seeks to enable ordinary people to comprehend legal texts, which can often be difficult to understand.

According to Mellinkoff (1963), legal language can be made more accessible by replacing some technical terms with plain words. He provided a list of examples to illustrate this point, such as:

- **Pleading** – statement of the case
- **Plaintiff** – claimant
- **Minor/infant** – child
- **Writ** – claim form
- **In-camera hearing** – a private hearing
- **Ex parte** – without notice
- **Inter parts** – with notices
- **Subpoena** – witness summons

(Mellinkoff, 1963, p. 34)

He argued that these pairs show the contrast between legal and plain language and that the former should be simplified for the benefit of ordinary citizens.

#### *1.3.4.3 Characteristics of Legal English*

According to Tiersma (2006), Legal language is a type of communication that is distinguished from everyday language by a distinct set of linguistic features and logical concepts. He stated that because of its technical terminology, sophisticated grammar, and formal style, it varies from natural language in a variety of ways. Its goal is to give precision and clarity in legal communication, making it crucial for people working in the legal field.

In simpler terms, ESP law students often do not know the specific words used in legal language when they first start learning legal English. Just knowing regular English is not enough to understand legal texts because legal language uses different words and grammar rules (Tiersma, Legal language, 2000, p. 143).

Furthermore, Strati (2017) argues that legal English has numerous characteristics that make it particularly difficult to understand. The use of antique language, Latin and French vocabulary, as well as the frequent usage of nominalizations, embedded clauses, passive verbs, and long sentences, are

examples of this. All of these variables contribute to the complexity and difficulty of understanding legal English.

Moreover, Legal language is complex. It employs a range of argumentative strategies and techniques to persuade the reader or listener to accept a particular point of view. It is composed of highly specialized terminology, structure, and persuasive rhetoric, making it an essential area of study for those interested in the legal field.

## **1.4 Assessing Writing**

Assessment should not be viewed as a one-time evaluation of students, but rather as a continuous process that provides useful information to educators, these findings can be used to improve teaching methods and gain a better understanding of students' strengths and weaknesses (Popham, 2011). According to Popham (2011, p. 1) “Assessment isn't something that we do to students; it's something we do for students. It's the process of obtaining information that is used to make educational decisions”. Therefore, writing assessment serves not only as a means of evaluating students' writing abilities but also as a way to improve and support their writing development.

According to Weigle (2002, p. 78), “the design of writing assessment tasks should be based on a clear understanding of the construct of writing ability, the context and purpose of the assessment, and the characteristics of the test takers”. In addition, she suggests that it is important to take into account the context and aim of the assessment, which includes aspects like the type of audience, genre, mode, and objective of the writing.

### **1.4.1 Methods of Assessment**

Assessing students is a critical aspect of education, as it facilitates the development and progression of writing skills through constructive feedback.

Additionally, various methods can be utilized to assess students, which differ from each other, the most ones are:

#### ***1.4.1.1 Formative Assessment***

Various scholars have defined the term formative assessment. Dylan Wiliam (2011, p. 45) states that formative assessment “refers to the process used by teachers and students to recognize and respond to student learning to enhance that learning, during the learning”. That is to say, formative assessment can help students become more self-aware, reflective writers who are better equipped to monitor and alter their own progress. According to Wiliam (2011), formative assessment own progress. It enables teachers and students to identify areas in which learners may be struggling or excelling and to respond to these areas in a way that promotes improved writing outcomes.

#### ***1.4.1.2 Summative Assessment***

Summative evaluation is a technique used at the end of a course to evaluate student learning. It is meant to evaluate a student's learning and assign a grade on their writing performance, while formative assessments are geared towards providing ongoing feedback to improve their learning.

As Brookhart (2013) points out, “the primary purpose of summative assessment is to make a judgment about student achievement or learning level”. Simply put, the main goal of summative assessment is to determine the level of student success or learning at the end of a time. It is similar to the final evaluation that decides a student's grade or mark for a certain course or assignment.

#### ***1.4.1.3 Ongoing Assessment***

Ongoing assessment, also referred to as continuous assessment, is a pedagogical process that entails providing students with regular and frequent feedback to facilitate comprehension and enhance their academic performance (Blythe, 1998). This approach combines performance and feedback to optimize the

acquisition and retention of knowledge and skills. According to Blythe (1998), “Ongoing assessment is the process of providing students with clear responses to their performances of understanding in a way that will help to improve next performances”.

Furthermore, the use of ongoing assessment in the context of writing seeks to provide students with consistent and progressive feedback on their writing skills, with the ultimate goal of encouraging the development and improvement of their writing performance.

#### *1.4.1.4 Self-assessment and Peer Assessment*

Andrade (2010) defines self-assessment as a process in which students reflect on their work and appraise how well it fulfills the goals or criteria. This allows people to provide comments and make modifications to improve the quality of their work while also being more aware of their own strengths and weaknesses.

In other way peer assessment, according to Karthikeyan (2021) involves:

students taking responsibility for assessing the work of their peers against set assessment criteria. They can therefore be engaged in providing feedback to their peers (sometimes referred to as peer review), summative grades (moderated by you or your colleagues), or a combination of the two.

(Karthikeyan, 2021)

That is to say, peer evaluation is a process where students evaluate and provide feedback on their classmates' work using specific criteria or rules. The assessment can be strictly for either feedback or grades that are moderated by the teacher.

#### *1.4.1.5 Classroom Assessment*

Classroom assessment helps teachers gain insight into their students' learning development, enabling them to make changes to teaching methods and help students become more efficient learners (Angelo, T. A & Cross, K. P, 1993). Moreover, according to Cheng et al. (2004, p. 361), classroom assessment is “the process by which inferences are drawn about the knowledge, skills, attitudes, and behaviors possessed by each student in a class”. This means that Classroom assessment is a method used by teachers to understand their students' strengths and limitations in order to better support their learning. It involves monitoring what students do in class to determine how well they understand the content and where they need assistance.

#### *1.4.1.6 Diagnostic Assessment*

Diagnostic assessments help teachers evaluate how well their students are learning, but interpreting the data is not always easy. Teachers must use their professional judgment to make sense of the information they receive, as there are numerous reasons why a student may respond to a question in a particular way (Education Endowment Foundation, 2021, p. 01).

Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgment from teachers, as there are many reasons why pupils might answer a question in a certain way.

(Education Endowment Foundation, 2021, p. 01)

Overall, diagnostic assessment is an essential tool for teachers who are committed to helping their students succeed. Assessment is a crucial aspect in facilitating and enhancing students' language learning, particularly in the context of



English for Specific Purposes (ESP) programs that address the distinct and precise objectives of various fields like science and law.

### **1.5 Conclusion**

In conclusion, ESP learners face significant challenges in acquiring writing skills due to the specialized vocabulary and discourse conventions of their fields. In this chapter, the investigators has provided a theoretical background to support the investigative case study on assessing writing skills in ESP for law students at Ain Temouchent University. The chapter covered various aspects of writing, including its definition and types, as well as an overview of legal language and its assessment in the ESP context. The focus of the investigation was on the teaching and assessment of writing skills in ESP for law students. As it is customary in research studies, the review of literature was accompanied by a description of the research context. In the upcoming chapter, a case study will be presented to investigate the current situation of Master 1 law students at Ain Temouchent University.

# **CHAPTER TWO**

## **RESEARCH DESIGN AND DATA ANALYSIS**

### **2.1. Introduction**

### **2.2. Research Objectives**

### **2.3 ESP Situation at the Department of Law**

### **2.4 Research Method**

### **2.4 Sampling**

#### **2.4.1 Sampling Techniques**

#### **2.4.2 Sample population**

##### **2.4.2.1 Students profile**

##### **2.4.2.2 Teachers profile**

### **2.5 Research Instruments**

#### **2.5.1 Questionnaire**

#### **2.5.2 Interview**

### **2.6 Data analysis**

#### **2.6.1 Quantitative data analysis**

#### **2.6.2 Qualitative data analysis**

### **2.7 Questionnaire Analysis**

### **2.8 Interview analysis**

### **2.9 Discussion and Interpretation of the main results**

### **2.10 Conclusion**

## **2.1 Introduction**

English is a widely used language around the world. The ability to write in English is important for both personal and professional purposes. Therefore, assessing the writing skill in ESP focuses on evaluating an individual's performance in a specific context. In this aspect, the Department of Law at Ain Temouchent University implements English sessions to help students develop their writing skills as a way to succeed in the global legal community.

The previous chapter tackled the evaluation of writing skills in the context of English for Specific Purposes (ESP), while also addressing the related complexities. Before this discussion, it is critical to conduct a comprehensive literature review that covers the major issues in the fields of writing, assessment, and ESP.

The current chapter is devoted to the research methodology. This research paper employs a case study to assess the writing skills of First year Master's Students in Department of Law at Ain Temouchent University to analyze the data, the investigators conduct both qualitative and quantitative methods. Moreover, it discusses the sample population as well as the instruments used in the investigation. These tools include a student questionnaire and a teacher's semi-structured interview. Lastly, the results are discussed and interpreted.

## **2.2 Research Objectives**

English continues to be in demand in several fields, including law, medicine, engineering, and business. Thus, in recent years the awareness of English has grown in Algerian universities that are offering EFL courses.

Similarly, the Department of Law at Ain Temouchent University implemented the English course in its curriculum, as it is a widely used language in the field of international law and many legal documents, agreements, and even discussions are conducted in this language.

Effectively, the present study assesses the writing skills of first-year master students. It tends to enhance the ability of law students at Ain Temouchent University to participate in international legal discourse, which will be helpful for their future careers as lawyers and jurists. Thus, the objectives of the current research are to:

1. Describe the English language-teaching situation in Law Department at Ain Temouchent University.
2. Analyze Law student's proficiency level in writing
3. Identify the challenges faced by ELP students in writing academic papers, legal briefs, and contracts.
4. Evaluate the effectiveness of the current writing teaching methods, including using authentic legal texts, and writing workshops.
5. Provide recommendations to enhance law students' writing skills

To achieve these objectives, the researchers opt for case study research. The next section sheds light on the purpose and the characteristics of this method.

### **2.3 ESP Situation in the Department of Law**

Belhadj Bouchaib University Center at Ain Temouchent was established in 2009, and in 2020, it was elevated to the status of a university. The Faculty of Law is among the academic departments offered by this institution. The Department of Law at the University has undergone several changes and developments in recent years, including the adoption of the LMD system.

In 2020, the Faculty of Law gained independence following a period of affiliation with the Institute of Economic, Commercial, and Management Sciences, which had been in effect since 2012. The adoption of the LMD system in 2012-2013 was a significant change in the way that the department's program was structured and taught. The system divides the program into three cycles: License (Bachelor's), Master's, and Doctorate. The Bachelor's degree program allows

students to choose between public and private law in their second year. The Master's and Doctorate programs offer opportunities for specialization in a range of legal topics, including judicial law and specialized administrative law.

It is summarized as follows:

- A Bachelor's degree is obtained after three (03) years of study, during which students choose a specialization in the second year.
- Master's degree takes two (02) additional years of study and involves submitting a thesis.
- A Doctorate can be obtained after three (03) years of study. The Department of Law oversees two doctoral-level programs: the Doctorate in Judicial Law and the Doctorate in Specialized Administrative Law.

The Department of Law at the University recognizes the importance of language proficiency in the legal profession and provides language education to its students. Students begin studying French in their second year, and English is introduced in the Master's program. The name of the course is English Legal Terminology. During the first year of the master's program, students are introduced to English language instruction, with a total of 22h30 hours of study spread over 15 weeks in each semester. This equates to a total of one credit (01), with a coefficient of one (01), for the English language course.

## **2.4 Research Method**

Once the research objectives have been established, the investigators attempt to identify the most appropriate research methods to achieve them. Because this research paper is about assessing ELP learners' writing skills, the researchers chose a case study method.

According to Robert K. Yin (2014):

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident. Case studies

involve an in-depth exploration of a single instance or a small number of instances of a particular phenomenon, such as an individual, group, organization, event, or program. The goal of case study research is to understand the complexity of the phenomenon under investigation and to generate new knowledge that can inform theory or practice.

(Yin, 2014)

Therefore, a case study is a type of research that studies a real-life situation in detail, especially when it is hard to separate the situation from its context. Case studies explore one or a few examples of something, such as a person, group, organization, event, or program. Case study research aims to understand the complexity of the situation and to create new knowledge that can be useful for theory or practice.

The research aims to gather detailed data to describe the writing skills situation at Ain Temouchent University's Law Department and understand the attitudes of teachers and learners toward assessing writing abilities.

## **2.5 Sampling**

The act of sampling is the most important element in research because it involves choosing a portion of the population from which the investigator can gather data for their study, sampling aims to pick a representative portion of the population so that the researcher can generalize its findings to the broader group (Martínez-Mesa, 2016). Moreover, Lohr (1999) defines sampling as “the process of selecting a subset of individuals or observations from a larger population of interest to make conclusions about that population, using a specific sampling design.” i.e. the process of sampling involves choosing a smaller group called a sample and the larger one called a population. Hence, sampling helps researchers to make conclusions about the population based on the sample.

### 2.5.1 Sampling Techniques

Sampling, whether probability sampling or non-probability sampling, is based on several techniques that determine the type of the sample selected. Thus, Kothari (1985) points out nine techniques summarized in the following table:

Table 2.1 Sampling Techniques

Sampling Techniques	
Probability Sampling	Non-probability Sampling
<ul style="list-style-type: none"> <li>○ Simple random</li> <li>○ Satisfied sampling</li> <li>○ Systematic sampling</li> <li>○ Cluster sampling</li> <li>○ Multi-stage</li> </ul>	<ul style="list-style-type: none"> <li>○ Quota sampling</li> <li>○ Snowball sampling</li> <li>○ Judgmental sampling</li> <li>○ Convenience sampling</li> </ul>

(Kothari, 1985)

Probability sampling uses:

- **Simple random sampling:** a method used in research where each item in the population has an equal opportunity of being selected to be part of the sample.
- **Stratified random sampling:** Stratified sampling is dividing the population into subgroups, and then a random sample is taken from each subgroup.
- **Cluster sampling:** To select a sample, the population is first divided into clusters or groups, and then a random sample of clusters is chosen for the study.
- **Systematic sampling:** the population is arranged in a certain order and a consistent interval is used to choose individuals to be part of the sample.
- **Multi-stage sampling:** It involves more than two stages to select a sample.

The non-probability sampling uses:

- **Convenience sampling:** The researcher selects easily accessible individuals or units from the population.
- **Purposive sampling:** The researcher selects individuals or units deemed most representative of the population or relevant to the research question.
- **Quota sampling:** The researcher selects a sample that reflects the proportions of different groups in the population.

(Kothari, 1985)

In this research paper, the investigators applied probability sampling in order to give an equal chance to each participant to be selected and a simple random sample as well in order to obtain a large amount of detailed information in a short amount of time to assess the writing performance of first year ELP Master's students' at Ain Temouchent University.

### **2.5.2 Sample population**

The research in this ESP setting was based on individuals who were part of the teaching and learning process. The participants in this study were 30 first year Masters Students at the Department of Law and one teacher from the same department. A questionnaire was addressed to students and the interview was conducted with the teacher or to collect information on the objective of the research.

#### ***2.5.2.1 Students profile***

This research paper was submitted to forty (40) first-year Master at the Law Department during the first semester of the academic year 2022-2023. Master students were chosen as a sample due to their awareness of their needs and the importance of English instruction. The individuals who participated in the survey fell within the age range between 20 to 63 years old. These respondents possessed Bachelor's degrees in either scientific or literary fields and had been learning English since their first year of secondary school.



### *2.5.2.2 Teachers profile*

The subject teacher in this research is one (1) part-time ESP teacher who holds a doctorate degree. The teacher has been teaching in The Department of Law for three (3) years. In this department, English is taught in order to minimize the language difficulties faced by the students.

## **2.6 Research Instruments**

Research instruments or instrumentation refer to various tools used to assist researchers in obtaining, evaluating, and interpreting data related to their research subject from the participants involved. Surveys, questionnaires, interviews, and observation protocols are some examples.

To complete this research paper, there are two types of instrumentation; a questionnaire for the students was used to identify and analyze the specific challenges faced by law students in writing in ESP and their level of writing. Moreover, a semi-structured interview with teachers was conducted to investigate the overall ESP situation at the Department of Law.

In order to collect data based on the research objectives. The next section sheds light on the two types of research instruments that were used to collect information. As a result, each tool will be presented below, along with a justification for its selection.

### **2.6.1 Questionnaire**

Generally, a questionnaire consists of a set of questions written by the researcher for participants to answer. The investigators have chosen the questionnaire because it can be analyzed in a shorter period. Questionnaires are relatively easy to administer to a large group of individuals. “A questionnaire is a set of questions for obtaining statistically useful or personal information from individuals”. ([Merriam-Webster, Questionnaire, 2023](#)) That is to say, a questionnaire is a list of questions used to gather statistical or personal

information from individuals. It's commonly used in research studies to collect data efficiently and provide insights into the attitudes, beliefs, behaviors, and experiences of the participants.

In the present investigation, a questionnaire was administered to a cohort of forty (40) first-year Master's students enrolled in the Law Department at Ain Temouchent University. However, during the first semester of the academic year (2022-2023), only thirty (30) students responded to the questionnaire. It aims to check their viewpoints on the importance of learning English and most importantly. The questionnaire is based on the assessment of writing performance. Hence, in this questionnaire three types of questions were used. Messaoudi (2018):

**Close-ended questions:** This category of questions demands the respondent to provide an answer in the form of a "yes" or "no."

**Open-ended questions:** Open questions oblige the informant to provide an extensive response using their own language. The information garnered from open questions is of a qualitative nature, which makes it challenging to analyze.

**Multiple-choice questions:** Multiple-choice questions present the respondent with a series of options or choices from which they are required to select one or more answers. These types of questions yield quantitative data, which makes them less challenging to analyze.

(Messaoudi, 2018, p. 93)

Twenty (20) questions, including the close, open and mixed type, are organized into five parts

**Part 1:** student's profile

Questions 1 to 2: ask about the student's gender and age

Question 3: asking about the student`s proficiency level

**Part 2**: student attitude toward English

Questions 4 to 7: investigate the importance of learning English, and the usefulness of English courses

Questions 8 to 10: the questions check students` interest in the English language.

**Part 3**: student`s mastery of the four language skills

Question 11 to 13: ask about their proficiency and mastery in the four skills: a focus on writing.

**Part 4**: student`s proficiency level in writing skills

Question 14 to 16: the questions aim to know more about students' writing skills

Questions 17 to 18: Investigating the challenges and preferences in writing among learners.

**Part 5**: student`s attitude toward learning writing skills in the ELP course

Question 19: investigation whether learning ELP thought writing is helping

Question 20: invite students to make a suggestion to improve their proficiency in the English language and writing in particular

### **2.6.2 Interview**

In an interview, the researcher and the respondent have a conversation with the aim of obtaining information about people's knowledge, attitudes, and

skills. It is “a more flexible form that can be used to gather information of greater depth and can be more sensitive to contextual variation in meaning” (Seale, 2012). Furthermore, Creswell (2013) discusses the use of interviews in case study research as a primary data collection method. He notes that interviews are commonly used in case studies to gather rich, detailed data about individuals’ experiences and perspectives. He suggests that to conduct effective interviews in case study research, the researcher should prepare open-ended questions that allow for detailed and in-depth responses, while also remaining flexible to allow for unexpected insights and themes to emerge (pp. 160-161).

Thus, an interview consists of a series of direct questions from the researcher to the informant. There are three kinds of interviews (Messaoudi, 2018, p. 97) :

***The structured interview:*** The oral questionnaire follows a standardized format, where the respondents are required to answer the same set of questions using the same phrasing.

***The semi-structured interview:*** The process entails a list of subjects to be covered with each informant, but without strictly following the order or phrasing of the questions.

***The unstructured interview:*** The interview is carried out as an informal dialogue, where the interviewer presents a topic to the respondent, who then provides their personal perspective on the matter.

(Messaoudi, 2018, p. 97)

The researchers choose one structured interview for the current work. This type of interview allows the researcher to probe the informants' responses and obtain a wealth of information. Furthermore, the data gathered from this type of interview is qualitatively analyzed. The interview was conducted in

English. They lasted for one hour with the ELP teacher in the Department of Law at Ain Temouchent University.

## **2.7 Data analysis**

To publish effectively the results of an investigation, it is important to analyze the data collected. It is also important to ask the right questions in data analysis according to (Tukey, 1961) “Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made precise”. That is to say, it is better to focus on getting the right question than to focus too much on getting a precise answer to the wrong question, which could lead to incorrect conclusions. When analyzing the collected data, the researcher checks for accuracy and corrects errors by asking the respondents about the same data in different ways. The information is analyzed quantitatively or qualitatively, depending on the type of data collected. Information is collected to analyze the current level of the writing proficiency of Law students and to identify the specific challenges faced by law students in writing in ESP for legal purposes. Numbers and percentages are used to describe and analyze information about actual outcomes.

### **2.7.1 Quantitative data analysis**

Bryman (2015) defines the quantitative research approach, as a methodology that prioritizes numerical data in collection and analysis data, this approach is considered scientific, as it involves the use of statistical data to describe and analyze research findings. Moreover, he commented that by using quantitative methods, researchers could save time and effort that would have otherwise been spent on descriptive analyses. That is to say, using numbers can make it faster and easier to study information than describing everything in words.

### **2.7.2 Qualitative data analysis**

In a qualitative analysis of data, the researcher formulates textual data using the technique of coding or content analysis according to Krippendorff (2013, p. 08) content analysis defined as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.’ In other words, content analysis is a way of breaking down communication into measurable parts to gain insights into what it means.

Essentially, the investigator identifies the content of each answer and then organizes them according to their main theme in order to provide further clarification and explanation.

The present study utilizes a mixed-methods approach to data analysis, incorporating both qualitative and quantitative methods. As such, the subsequent section of this paper will be dedicated to the analysis of data collected through various research instruments. This study aims to examine how well master's Law students perform in their writing skills when taking English for Specific Purposes (ESP) course. The study will use the tools mentioned to conduct its investigation, and the results of this analysis will also be presented and discussed.

## **2.8 Questionnaire Analysis**

The data collected through the students' questionnaire has made it possible to get a clear idea of their needs, shortcomings, and desires in learning English.

The questionnaire was administered to forty (40) individuals; however, only thirty (30) of them provided responses. As a result, it was observed that some questions had missing responses, indicating that not all questions were answered. Therefore, there may be discrepancies in the percentages and numbers due to this incomplete data.

### **Part One: Students' Profile**

This section allowed the researcher to know who the students were. It contains data about their age, gender, the period of time they learned English, etc. The results are analyzed as follows:

**Question 1:** Students' gender

The participants were composed of individuals from both genders.

Table 2.2 Student gender

Gender	Percentage
Female	66.7%
Male	33.3%
Total	100%

According to the table presented, females constitute the majority of informants with a percentage of 66.7%, while males account for only 33.3%.

**Question 2:** Students' age

Table 2.3 Students' age

<i>Number of respondents</i>		<i>Age</i>
<i>Absolute Frequency</i>	<i>Relative Frequency</i>	
4	13,8%	20
7	24,1%	21
9	31,2%	22
4	13,8%	23
2	6,9%	24
1	3,4%	38
1	3,4%	41
1	3,4%	63

According to the table above, the majority of students were in the age group between twenty and twenty-four.

**Question 3:** student's proficiency level in English

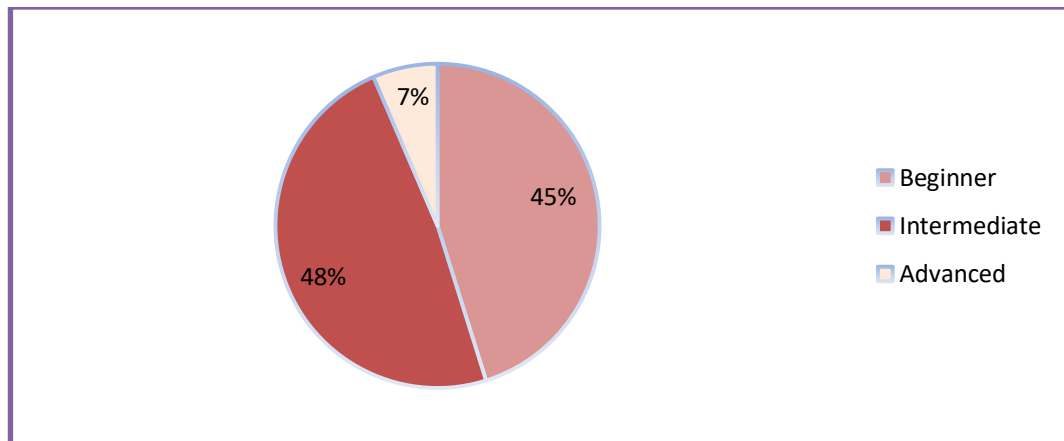


Figure 2.1 student's proficiency level in English

Almost half (50%) of the students who responded to the questionnaire stated that their level of proficiency was intermediate. 46.7% of the students said that they had a beginner's level, and only 6.7% considered themselves as advanced learners.

### Part Two: student attitude toward English

#### Question 4: Period of learning English at university

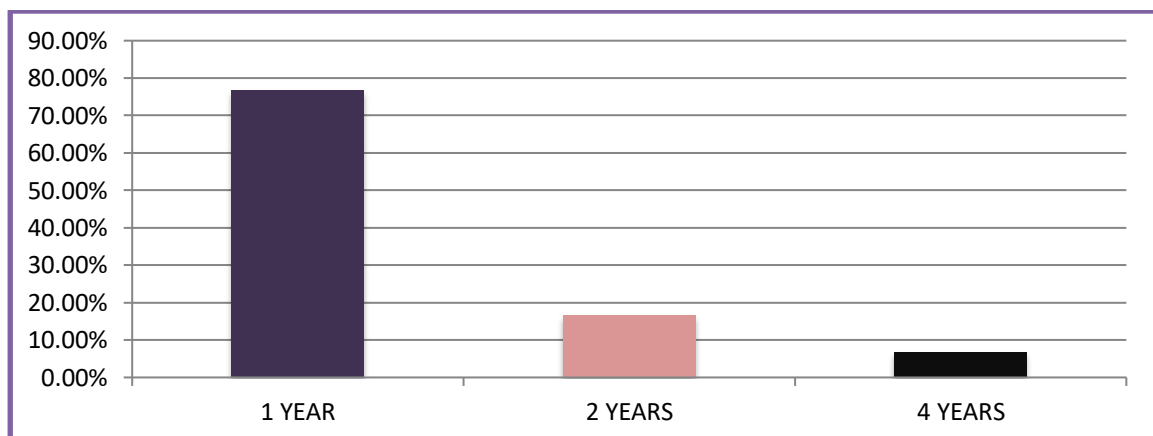


Figure 2.2 Period of studying English in university

The previous bar chart results showed that a large majority (76.67%) of the respondents had studied English for one year, while only 16.67% had studied it for two years and 6.7% for four years.



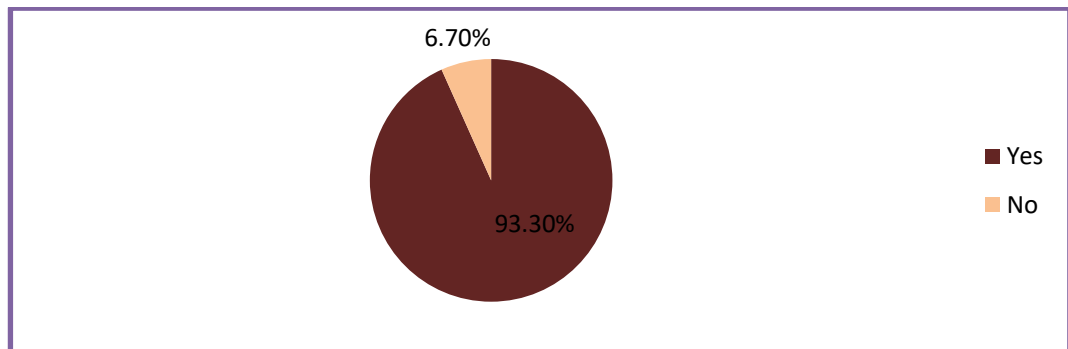
**Question 5:** Importance of learning English for the future career

Figure 2.3 Importance of learning English for future career

A whopping 93.3% of students who responded to the survey confirmed the importance of the English language as the language of the world, technology, and development.

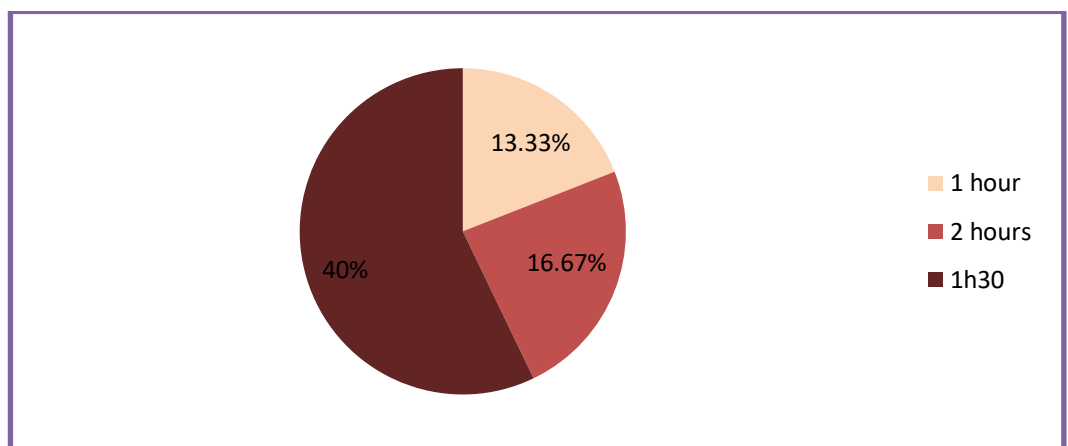
**Question 6:** ESP course time load

Figure 2.4 ESP course time load

The ESP course required one and a half hours per week, although some students were assigned two hours of instruction in the subject.

**Question 7:** Usefulness of the English Language Course

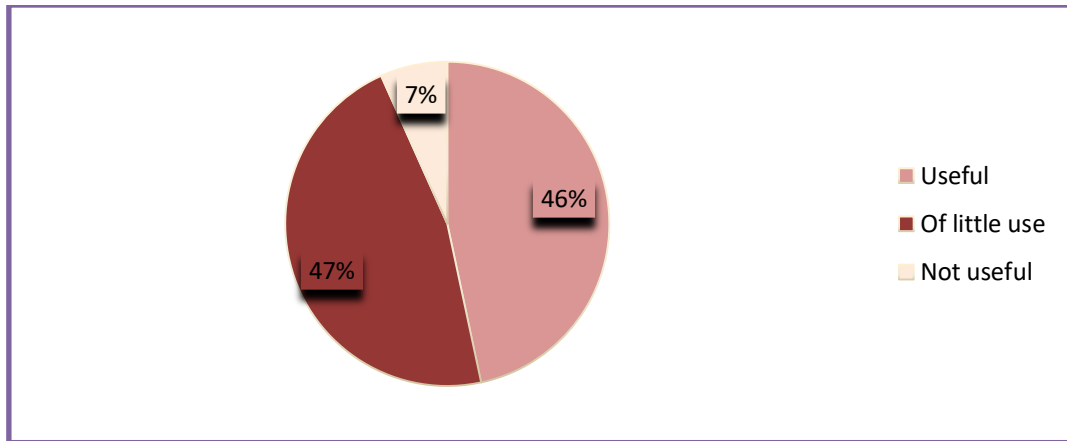


Figure 2.5 Usefulness of English Language Course

The previous pie chart demonstrates that 46% of the student considered ESP course as useful. 47% believed that it is of little use, and 7% denied its usefulness.

**Question 8:** students' reasons for learning English

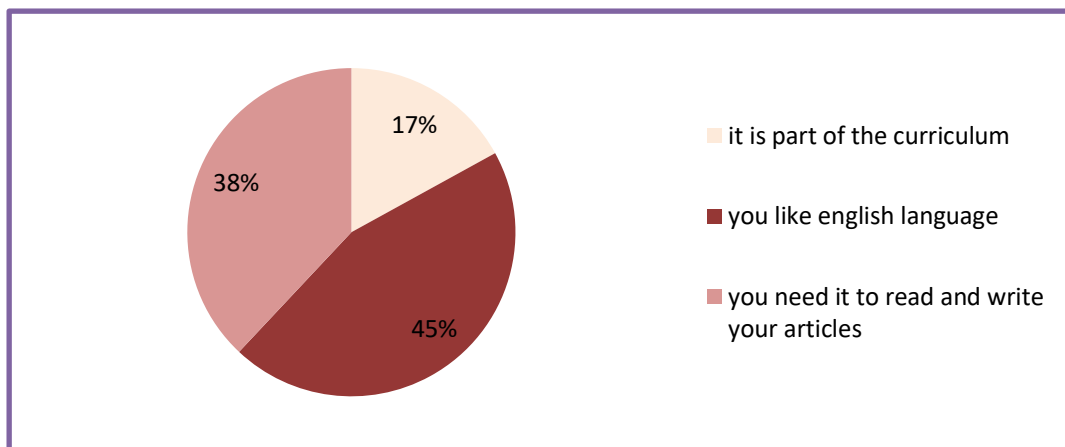


Figure 2.6 Students' Reasons to Learn English Language

The chart above showed that 45% of students intended to learn English because they enjoyed learning this language. While, 38% of them said they required it in order to read, write, and research articles, only 17% stated that it was an essential component of their course work

**Question 9:** student's motivation for learning English

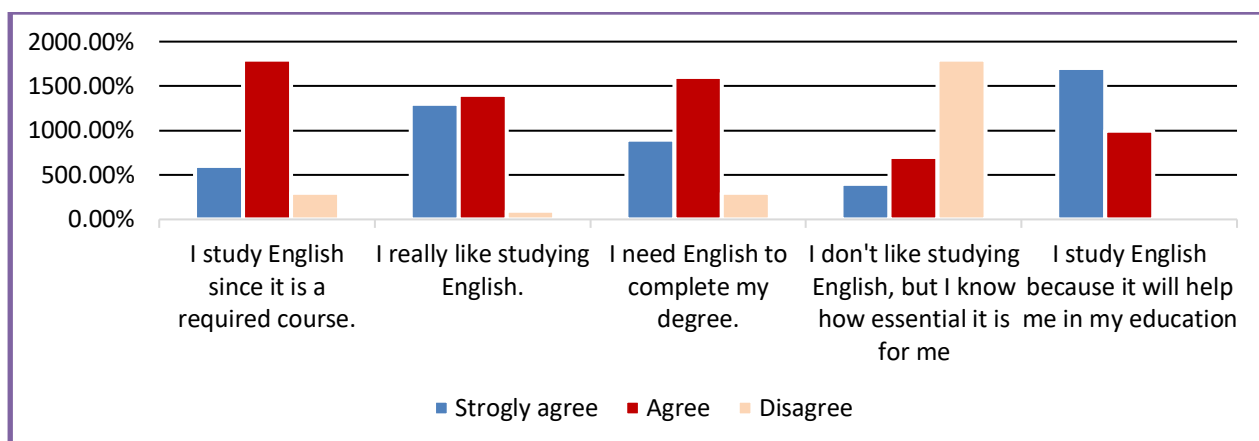


Figure 2.7 reason for studying English

The results of the bar chart indicate that a majority of the participants, 60%, agreed that they were studying English as a compulsory module, while only 10% disagreed. Additionally, 46% of the participants agreed that they study English because they like it, whereas 53% agreed that they need English to complete their studies. Furthermore, a significant majority of the respondents, 60%, strongly agreed that English is essential for them, while 56.67% strongly agreed that English helps them to complete their education. These findings provide valuable insights into the attitudes and motivations of English language learners in the studied population.

**Question 10:** Students' attitudes towards learning English

The question was openly asked to know whether students like or dislike English sessions.

Table 2.4 attitude toward English Language

Students Feelings about English	Absolute	Relation
Yes	28	93%
No	2	7%

The positive answers represented (93%), whereas, the negative ones were just (7%). Therefore, only two students were not satisfied with the English session due to the fact they consider English as a difficult language. They assert that they will not use this language in their professional lives.

### Part three: students' mastery of the four language skills

Effective writing is important component of communication, allowing individuals to express their thoughts, convey information, and engage with others. Thus this section aims to assess students' proficiency and in the four key language skills, emphasizing writing.

#### Question 11: Students 'mastery of the four language skills

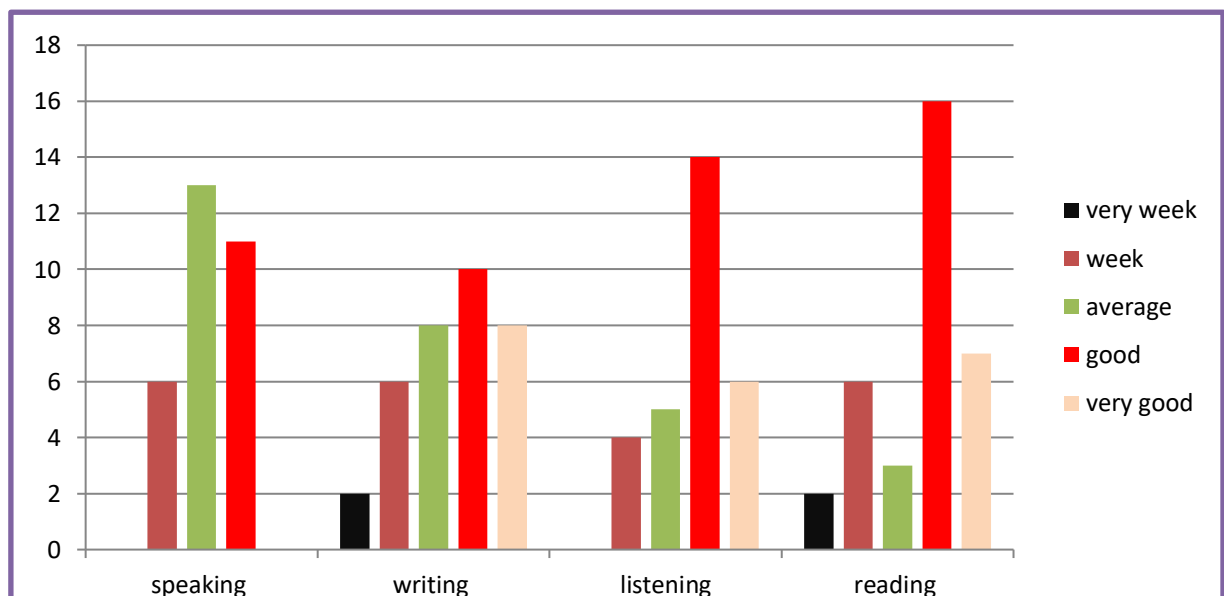


Figure 2.8 Students' level in the four skills

According to the results, 43.33% of the students reported having an average level of proficiency in speaking, whereas 26.67% reported having an average level in writing. In contrast, only 10% of the participants reported having an average level in reading. 46.67% of the respondents rated themselves as good in listening, while 36.67% speaking. As for writing, 33.33% of the participants rated themselves as good, while only 6.67% indicated being very weak. Furthermore, 6.67% of them are very weak in writing.

**Question 12:** Tasks that need more training

Table 2.5 Tasks that need more training

Importance Tasks	<i>Absolute Frequency</i>	<i>Relative Frequency</i>
Speak about law-related topics in English	6	21.4%
Write about legal related topics in English	11	39.3%
Read about legal-related books and articles	5	17.9%
Translate legal law-related materials	7	25%
Pass English examinations	4	14.3%

An estimated 39.3% of the informants were aware that they needed to improve their ability to write about legal-related topics in English, followed by (25%) who rated translating legal law-related topics and books as their greatest challenge whereas 21.4% of the students needed training in speaking about law-related topics in English.

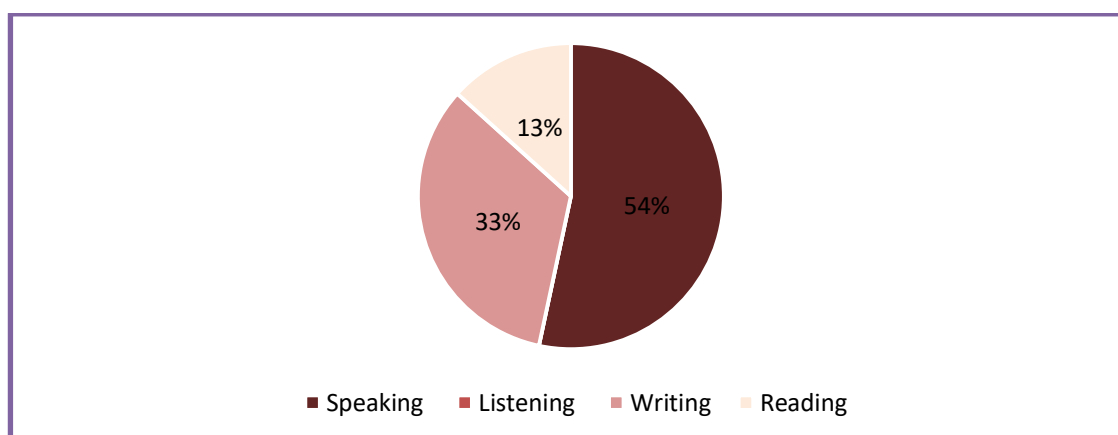
**Question 13:** future career skills

Figure 2.9 Skills used in the future career

The informants deemed three to be of particular importance among the four skills. Therefore, they placed a high priority on speaking (53.3%), writing (33.3%), and reading (13.3%).

#### Part 4: student's proficiency level in writing skills

Students' proficiency level in writing skills enables the researcher to know more about the level of the writing skills of students, and where they function effectively in the target situations.

**Question 14:** ask students about their writing skills

The question asked about the students' writing level.

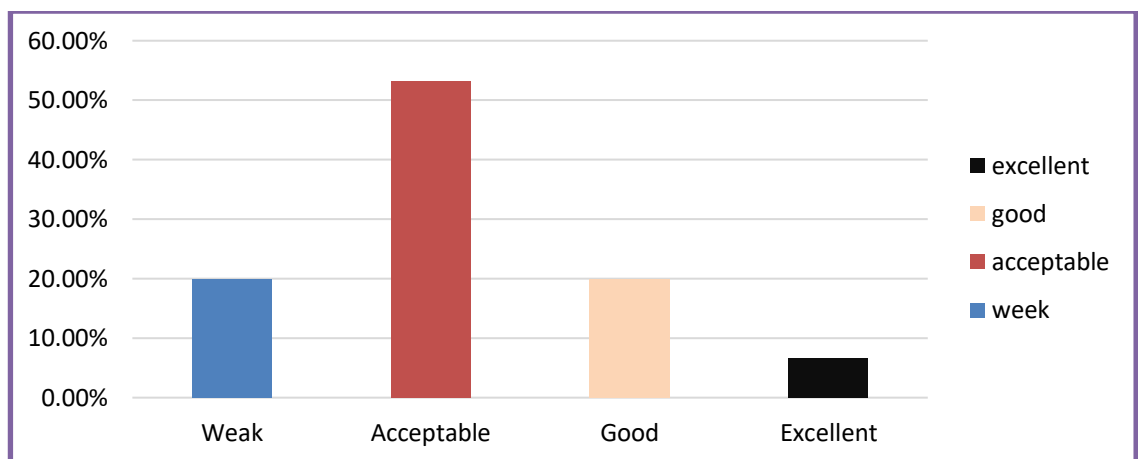


Figure 2.10 Students' writing level

According to the bar chart results, 53.3% of the students consider their written level to be acceptable, while 20% of them perceive their writing skills as weak, and another 20% consider themselves good in writing. Only 6.7% of the participants reported excellent writing skills.

**Question 15:** the significance of sub-skills in writing

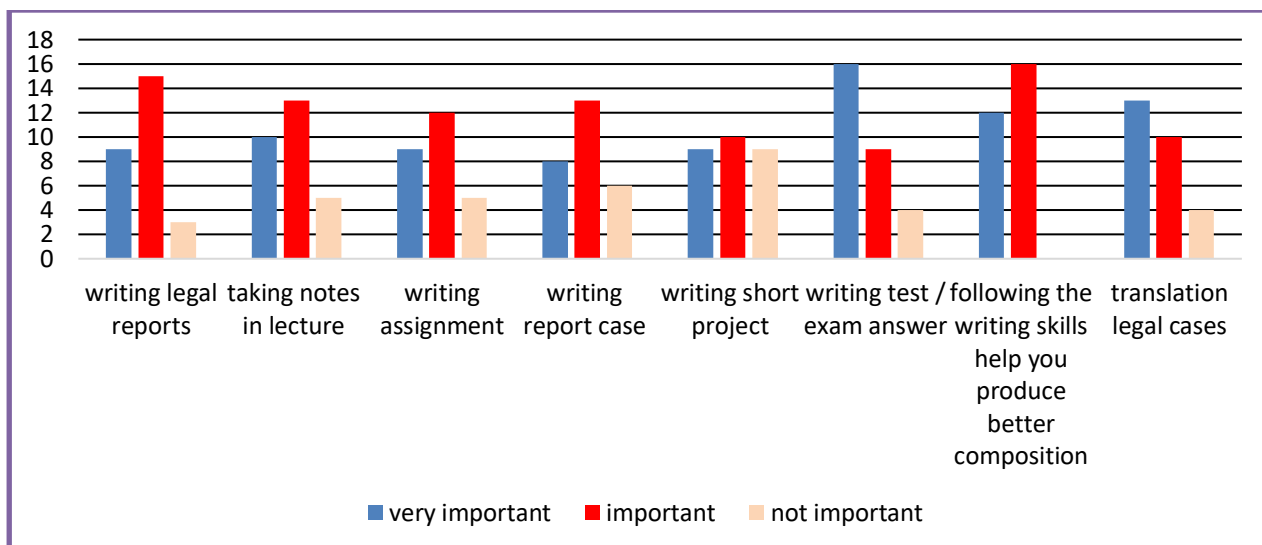


Figure 2.11 Importance of writing sub-skills

Concerning the writing sub-skills, according to the chart results, 53.33% of the respondents considered writing tests and exams to be of great importance, while 43.33% of them prioritized translating legal cases. Furthermore, 53.33% of the respondents considered it important that following good writing practices helps in producing better compositions. While 50% of them believed that writing legal reports was important. On the other hand, 16.67% of the respondents indicated that taking notes in class was not important.

**Question 16:** aims to know what method is used to assess their writing

Table 2.6 Most Methods Used by Teachers to Evaluate Students' Writing Performance.

Strategies to Assess Performance	Absolute	Relation
Test	15	50%
Exercises	11	36.7%
Projects	4	13.3%

The question indicates that half of the students chose tests, with 36.7% opting for exercises and 13.3% selecting projects.

**Question 17:** students' difficulties faced in exams or tests

The students gave different responses that are summarized in the following table:

Table 2.7 Students' Difficulties in Examinations.

Students' difficulties	Absolutes	Relation
Did not understand the Questions	4	13.3%
Lack of vocabulary	13	43.3%
The difficulty of writing	4	13.3%
Spelling mistakes	9	30%

The results suggest that a significant proportion of the students faced challenges in various aspects of their written work. The findings indicate that 43.3% of the students encountered issues with vocabulary, while 13.3% of them struggled with understanding the questions, and another 13.3% had difficulties with writing.

**Question 18:** determine how the learner prefers in undertaking writing

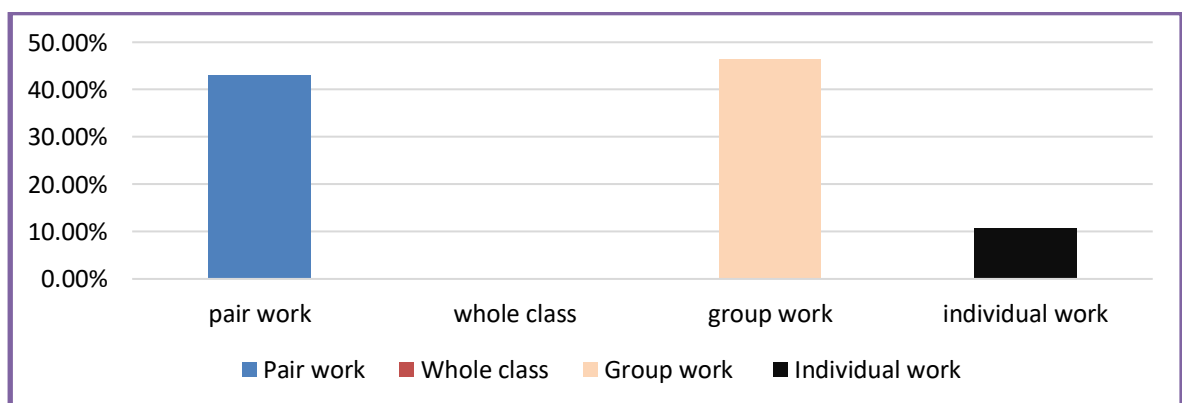


Figure 2.12 Classroom teaching practice.

While 46.4% of the students preferred group work to suit their writing skills, 42.9% of them gave more importance to pair work. Individual work came after with 10.7%.



**Part 5: student's attitude toward learning writing skills in the ELP course**

This section allowed the investigator to identify the attitudes of first-year Law Master's students toward learning writing skills in the ELP course.

**Question 19:** Investigate whether learning ELP thought writing is helping

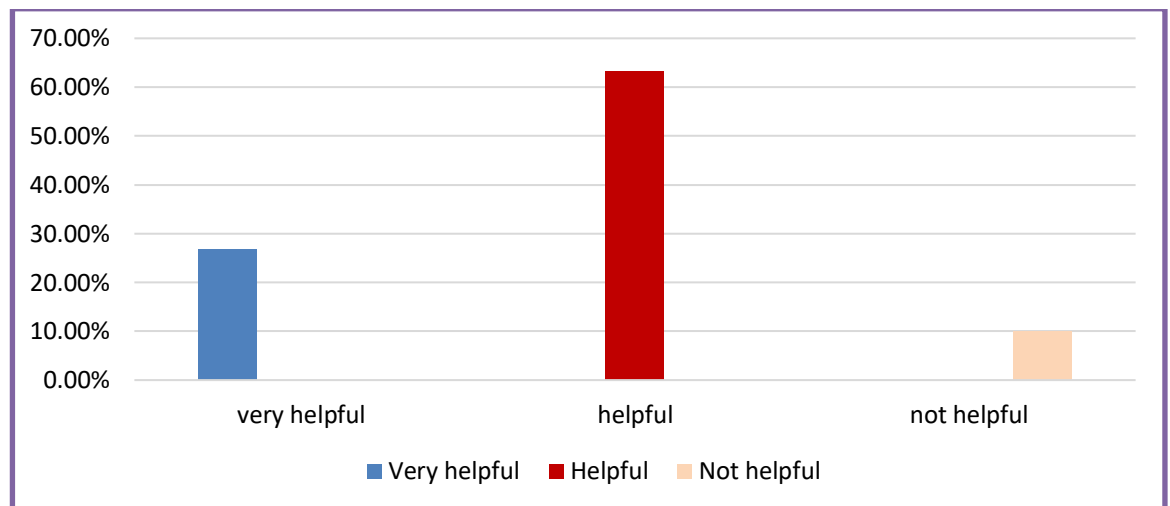


Figure 2.13 Learning ELP through writing

Concerning learning, a great majority of the informants (i.e. 63.3%) considered this type of instruction as helpful. 26.7% stated that learning ELP thought writing is very helpful and only 10% found it unhelpful.

**Question 20:** Students' Suggestions

Most of the students provided a response to the final question, but several stood out as particularly important suggestions. One idea put forward was the introduction of an additional English session each week to provide more opportunity for language learning. Another suggestion was to read and translate legal books, reports, and articles into English to improve language proficiency in a legal context. Additionally, some students advocated for more written practice activities at home to enhance writing skills. Several students also recommended using innovative teaching approaches to make language learning more engaging

and effective. Finally, there were suggestions to let students participate in real-life situations by taking them to court and to study foreign cases in English to develop practical legal language skills. Overall, these insightful responses provide valuable input for improving the language and legal education experience for students.

Thus, the investigator may notice that students are motivated to learn the English language and they are very likely to learn it.

## **2.9 Interview analysis**

Investigators are provided with information regarding ESP teachers in this section. A summary of the teacher`s educational background, field of study, and experience teaching ESP and ELP is included. In consequence, this section brings into account a detailed description about the semi-structured interview used as data collection technique

Due to the fact that the law department has only one specialist English teacher, the investigator was able to summarize the results of the questions in the following table:

### **Question 01 to 07: Inquiring about the statue of the teacher.**

The information provided offers some valuable insights into the academic qualifications and teaching experience of a specialist teacher. It is revealed that the teacher holds a doctorate degree in private law, suggesting that they have undergone extensive education and training in this field. In terms of teaching experience, the teacher has worked as an English teacher for three years at Ain Temouchent University, where they were a part-time teacher in the Department of law. This experience suggests that the informant has a strong grasp of the language and can effectively teach it to others. Furthermore, the doctorate holder has taught ESP for three years, which indicates that they have honed their teaching skills to cater to the specific needs of students in field of law. Finally, as described by the

teacher he has special training in teaching ESP at the renowned University of Science Islam Malaysia.

**Question 08:** Focused language items

The teacher concentrated on grammatical structures related to law, lexical items related to general English, lexical items related to law items in his teaching.

**Questions 09 and 10:** The use of translation

The teacher agreed on the use of the translation of lexical items in the course mainly from English to Arabic or vice versa and sometimes from English to French.

**Question 11:** Challenges confronted with when teaching writing skills in ESP

The teacher highlighted several issues they face while teaching writing skills. Firstly, they face a lack of sources and references, which could be crucial for students to improve their writing. Secondly, ESP students often have difficulties with their language knowledge, which can hamper their ability to write effectively. Lastly, the teacher pointed out that ESP students tend to prioritize subject matter over language skills, including writing skills, which can be a hindrance in their overall language development.

**Question 12:** Assessing Students' Writing Abilities.

In response to the twelfth question, the teacher emphasized the importance of evaluation for law students and shared the methods they use to assess their writing skills. The teacher conducts quizzes on lectures every couple of weeks to gauge students' understanding of the material. They also assign writing tasks, such as writing paragraphs and translations, to assess students' writing abilities. Additionally, the teacher uses achievement tests to identify students' strengths and

weaknesses, which help them tailor their teaching approach to better support students' needs.

**Questions 13 to 17:** Effective Strategies for Teaching and Assessing English Writing Skills in Law Studies.

During the interview, the teacher discussed several aspects of English language teaching in the Law department. When asked about the types of questions used in examinations or tests, the teacher explained that direct and analytical questions are employed to evaluate students' writing. Regarding the challenges faced while evaluating writing, the teacher stated that they do not face many difficulties due to the level of the Law students' English language proficiency, and therefore, the focus is on content rather than grammatical mistakes.

In terms of teaching materials, the teacher highlighted the use of English legal terms due to the lack of sources and references. When asked whether students are well-prepared to use English writing skills to meet their work requirements, the teacher responded that they are not yet fully prepared, but with more training and learning, they may reach this goal in the near future. Finally, the teacher suggested that the introduction of English instruction in Law studies is crucial, and English language and legal terminology should be taught in the early stages of the university to enable students to write their own theses, abstracts, and research papers.

## **2.10 Discussion and Interpretation of the main results**

This research aims to enhance the writing skills of first-year master students in order to prepare them for international legal discourse. In spite of having studied English before entering university, most law students have serious deficiencies in English. Based on the students' questionnaires and teacher interviews, the following results were obtained:

Regarding the first research hypothesis which holds that certain teaching methodologies used for first-year Master's students may not effectively enhance their writing performance. The results revealed that this ineffectiveness could be attributed to potential misalignment with individual learning styles, limited emphasis on critical thinking and analysis, and inadequate support for the practical application of writing skills. The findings of the study indicated that most students had intermediate or beginner proficiency level in English and perceived learning English as important. However, there was a need for improvement of their ability to write about legal topics in English. Challenges included translating legal topics and discussing law-related subjects. The teacher's interview highlighted difficulties faced when teaching writing skills in ESP, such as the lack of sources and references, and students' tendency to prioritize subject matter over language skills. These findings supported the idea that certain teaching methodologies maybe be ineffective in enhancing writing performance. Therefore, it was important to better align teaching methods with individual learning styles, increase emphasis on critical thinking and analysis, and provide more support for the practical application of writing skills. Therefore, the results of the study provided confirmation for the first research hypothesis.

As far as the second hypothesis, which suggested that writing skills in English for Legal Purposes course are assessed through a combination of practical exercises and paragraph writing, offers a comprehensive evaluation that aligns with course objectives, and enables students to demonstrate their practical application of legal writing techniques. The data revealed that the teachers evaluated students' writing performance through writing paragraphs, translation, quizzes, and achievement tests, which allowed for a comprehensive assessment of their writing skills. This assessment approach aligned with the course objectives and enabled students to demonstrate their practical application of legal writing techniques. Therefore, the results supported the hypothesis that writing skills in English for Legal Purposes courses were assessed through practical exercises and paragraph writing, offering a comprehensive evaluation. In addition to confirming the first research hypothesis, the findings of the study also confirmed the second hypothesis,

which proposed that writing skills in English for Legal Purposes courses are assessed through a combination of practical exercises and paragraph writing, offering a comprehensive evaluation that aligns with course objectives and enables students to demonstrate their practical application of legal writing techniques.

Concerning the third hypothesis, which stipulates that the frequency and variety of assessment techniques in writing courses contribute to skill development, provide valuable feedback for improvement, and foster student motivation and engagement, ultimately leading to enhanced performance and overall improvement in writing skills, the findings from the student questionnaire showed that students faced difficulties when answering examination questions, such as the lack of vocabulary, spelling mistakes, and difficulty in understanding the questions. This suggested a need for more effective assessment techniques that addressed these challenges and provide valuable feedback for improvement. The teacher's interview mentioned the use of quizzes, achievement tests, and evaluations based on direct and analytical questions, indicating a variety of assessment techniques. These results supported the hypothesis that the frequency and variety of assessment techniques in writing courses contributed to skill development, provided feedback for improvement, and fostered student motivation and engagement, leading to enhanced performance and overall improvement in writing skills. Conclusively, the study's findings provided confirmation for the third hypothesis.

In brief, the analysis of the student questionnaire and teacher's interview yielded results that support the hypotheses concerning teaching methodologies, assessment techniques, and how writing skills are assessed. These findings emphasized the need to adapt teaching approaches in order to better accommodate students' learning styles, and facilitate the application of writing skills in real-world scenarios. Moreover, the integration of a variety of assessment methods assumed a vital role in fostering students' skill development, provided valuable feedback, and sustained their motivation and engagement throughout the learning process.

### **2.11 Conclusion**

In this chapter, data instruments were used to investigate whether law students are aware of the importance of English in their studies and future careers. In addition, they were used to examine their attitudes toward introducing this language into their curriculum. Moreover, it is intended to identify students' weaknesses in the target language, as well as their difficulties writing and answering exam questions, as well as their needs and interests. As a result of the interview with the teacher, the researcher will be able to obtain a clear picture of the students' deficiencies. This will enable the researcher to evaluate their performance on the ESP. In this second chapter, the overall objective is to present the results of the data analysis and discuss them in light of the research questions and hypotheses posed. A few recommendations and suggestions are provided in the final chapter in relation to the writing assessment process in the context of ESP.

# **CHAPTER THREE**

## ***Suggestions and recommendation***

### **3.1 Introduction**

### **3.2 Teaching English for Specific Professions**

### **3.3 Effective Time Management Strategies**

### **3.4 Teaching the Four Language Skills in the Law Department**

### **3.5 Professional Development for ESP Teachers**

### **3.6 Online Assessment Tools and Platforms for ESP Assessment**

### **3.7 Integrating Technology in ESP Assessment**

### **3.8 Writing in ESP Classes**

### **3.9 Writing Assessment in ESP**

### **3.10 Developing Writing Fluency and Accuracy in ESP**

### **3.11 Innovative Approaches in ESP Teaching**

#### **3.11.1 Blended Learning**

#### **3.11.2 AI in ESP**

### **3.12 Conclusion**



### **3.1 Introduction**

In the previous chapter, the researchers conducted a rigorous analysis of the data obtained from various research instruments. The aim was to provide a comprehensive description of the assessment of writing skills for first-year Master's students in the Law Department at Ain Temouchent University. The researchers interpreted the research data and employed a range of analytical tools and techniques to present their findings.

Accordingly, chapter three builds upon the previous chapter's findings. It gives some recommendations and suggestions to improve the assessment of writing skills in English for Specific Purposes (ESP) classrooms at the Law Department. The present chapter covers a broad range of topics, including teaching ESP to specific professions, developing the four language skills, and professional development for ESP teachers. The researchers also address critical aspects of effective teaching, such as effective time management strategies, integrating technology in assessment, and developing writing fluency and accuracy in ESP.

### **3.2 Teaching English for Specific Professions**

Teaching English for Specific Purposes (ESP) is a specialized language education field requiring expertise in the target profession and an understanding of the target group's unique language needs and learning objectives. However, there is a significant shortage of ESP teachers and resources, including textbooks and materials, especially in fields such as legal English (Hyland K. , 2020).

A well-structured ESP course plays a vital role in effectively instructing legal English, as Medrea and Rus (2012) argue “a well-designed ESP course is crucial for teaching legal English effectively”. A comprehensive course design takes into account the specific language needs and learning objectives of legal professionals. It ensures that the course content, materials, and teaching strategies are relevant and engaging. In fact, this type of course helps learners improve their

legal English skills and makes them more confident and effective communicators in the legal field.

In addition to incorporating legal terminology and language relevant to the field, a good course design should also use authentic materials such as legal documents, case studies, and contracts. Furthermore, teachers should encourage learners to participate in legal internships or volunteer work to obtain practical experience and improve their language abilities. This hands-on experience assists them to better understand the subtleties of legal English and develop confidence to communicate successfully in the legal profession.

Teaching English for Specific Purposes (ESP) is essential for legal professionals and non-native speakers to navigate legal systems in English-speaking countries. As the Law becomes more globalized, there is a greater demand for legal English skills in various industries. Therefore, teaching plain English should be an important part of language education to prepare students for success in the specialty.

### **3.3 Effective Time Management Strategies**

Effective time management is vital for English for Specific Purposes (ESP) teachers to provide quality instruction and meet the needs of their students (Basturkmen H. , 2014). However, the Department of Law at Ain Temouchent University is currently facing the challenge of providing only one session per week for the ESP. This has led to a significant decline in the students' proficiency level. This constitutes a significant challenge for these students to improve their language abilities, as they have limited time available to practice and consolidate their language skills.

Consequently, the researchers suggest that students should prioritize tasks and develop effective time management skills. Teachers should create clear and concise lesson plans, maximize class time for instruction, and use technology to enhance instruction. Additionally, more sessions per week or online sessions,

collaboration with other departments or universities, and language exchange programs or immersion trips can provide ESP learners with additional language learning opportunities. Finally, student-centered learning can promote active learning and make learning more relevant and enjoyable.

In sum, effective time management is essential in education as it empowers students to achieve their full potential and succeed academically.

### **3.4 Teaching the Four Language Skills in the Law Department**

Law needs a variety of skills, including reading, writing, speaking, and listening, all of which are necessary for success in the legal profession. However, students frequently struggle with speaking and writing, this problem is attributed to a variety of issues such as lack of reading interest, lack of practice, worry, shyness, or confidence in one's ability.

Effectively, instructors can address this matter by using tactics such as role-playing, class discussions, vocabulary building, listening exercises, and collaborative activities to assist students improve their speaking and listening abilities. Individuals seeking jobs in law or related fields must also develop reading and writing skills in English for legal purposes. They should read actual legal writings, analyze them, and produce legal documents. According to Krashen (1989), reading exposure “is the primary stage of developing language skills”. Seeking advice from legal specialists or language instructors, as well as using specialized resources like legal dictionaries and reference books, can be beneficial.

The integration of these strategies into English for legal purposes instruction, students can overcome these challenges and enhance their communication skills by focusing on language training tailored to their unique needs. As a result, they will be better prepared to deal with real-life challenges and comfortably navigate communication in legal contexts using English.

### **3.5 Professional Development for ESP Teachers**

ESP teacher in the Department of Law at Ain Temouchent University faced many problems. These issues impede the improvement of learners' performance. Unfortunately, teachers do not receive any specific training. As it is recommended that, the government recruit and train TESP inspectors, educational advisers, and teachers to meet teachers' needs and indirectly affect learners' achievement. Furthermore, as Koutchade (2020) suggests, in-service training for ESP teachers should emphasize their specific roles as part of TESP. As part of the training, various topics should be discussed through a variety of in-service programs. It is important to choose topics after carefully reviewing and analyzing the needs of teachers.

Professional development is vital for ESP teachers to enhance their skills and knowledge. The investigators suggest various opportunities that can be considered to achieve these goals. In fact, ESP teachers must be up-to-date with the latest trends and technologies to provide the best possible education for their students. To do this, they must attend conferences and workshops, which not only provide opportunities for them to gain knowledge and experience from experts in the field but also allow them to network with other educators and learn new teaching strategies. These events can also motivate and inspire teachers to improve their teaching practice.

Another option for professional development is to join professional associations. These associations provide access to resources, publications, networking opportunities, conferences, and workshops. For example, the TESOL International Association and the International Association of Teachers of English as a Foreign Language (IATEFL) are two professional associations that ESP teachers can join (See Appendix D). According to the TESOL website, it was established in 1966 by a collective of English language educators aiming to establish a professional organization that could cater to the needs and interests of teachers instructing English as a second or foreign language across various levels

and settings (History of TESOL). Moreover, IATEFL is based in Britain and was founded in 1967 as ATEFL (it became ‘International’ in 1970), by W. R. (Bill) Lee. According to their website, it offers various benefits and opportunities for its members, such as, ESP teachers can greatly benefit from attending workshops, seminars, conferences, and webinars dedicated to their field. These events provide a valuable opportunity for teachers to gain insights from experts, exchange their own experiences, and connect with other professionals in the ESP community (IATEFL ESP SIG)

ESP teachers can also take advantage of online courses to learn new skills and stay up-to-date with the latest developments in ESP. Platforms such as Coursera, EdX, and FutureLearn (See Appendix D) offer courses specifically for ESP teachers, to access anywhere and anytime.

ESP teachers can also gain international experience, learn about different teaching methods and cultures, and expand their professional networks through teacher exchanges. Krystal (2022) suggests staying up-to-date with the latest research and trends in their field are crucial. By reading professional literature, ESP teachers can gain new knowledge and insights that they can incorporate into their teaching practice.

In short, professional development is essential for ESP teachers to enhance their skills, knowledge, and confidence in teaching ESP. By being engaged in various professional development opportunities, ESP teachers can provide better learning outcomes for their students and enhance their careers in the field.

### **3.6 Online Assessment Tools and Platforms for ESP Assessment**

In today's digital era, online assessment platforms have gained immense popularity among various organizations, as they seek to simplify their evaluation procedures using technology. These platforms provide several advantages, such as heightened efficiency, better precision, and improved security. As a result, due to

its usefulness, educational institutions and government agencies have found it an essential resource.

The Department of Law at Ain Temouchent University employs traditional assessment practices to evaluate students enrolled in English for Specific Purposes (ESP) courses. However, it is widely recognized that these customary evaluation methods in ESP are frequently time-consuming and do not effectively measure students' language proficiency within their specific domain (Khairil & Mokshein, 2018). The reason why these methods fall short is that they involve using assessments that evaluate a wide range of language skills, but they may not cover everything or be specifically designed for the particular requirements of students in their respective fields.

Due to its advantages over traditional methods, the investigators recommend integrating online assessment and digital platforms for English for Specific Purposes (ESP) evaluations. Online assessment offers a more personalized and interactive learning experience and immediate feedback. It reduces grading time while providing more accurate and objective evaluations. The use of multimedia, interactive quizzes, and simulations in e-assessment can aid in testing and developing a variety of English language skills necessary for ESP.

Hence, it is suggested that educators consider using several websites for e-assessment. This latter includes Kahoot!, Quizlet, EdPuzzle, Socrative, and Google Forms.



Figure 3.1 E-assessment websites

While Kahoot! is particularly noteworthy for its interactive quiz-creation abilities, EdPuzzle is an online platform that was founded in 2013 by a group of programmers, the website enables teachers to create interactive video lessons for students, providing visual and personalized learning, engagement, and feedback.

These websites can improve student retention by making learning more enjoyable. It is especially useful for English for Specific Purposes (ESP) classes because it allows students to learn subject-specific vocabulary and concepts while applying what they have learned in real-world circumstances. Besides, Socrative, which was, founded in 2010 offers a broader selection of assessments kinds, such as multiple-choice, short-answer, and essay questions with immediate feedback and facilitating the creation of enjoyable and customized activities.

These websites offer user-friendly interfaces in addition to a variety of tools and features that can enhance the process of assessing students. Educators can gain significant advantages by integrating these websites into their e-assessment practices. Furthermore, digital platforms can also improve the efficiency of language learning and assessment. For instance, using computer-assisted language learning (CALL) can enhance students' language proficiency and motivation.

Using online assessment tools and platforms has become essential in evaluating English language skills, especially in specialized fields such as ESP. The immediate feedback given by digital tools is also an invaluable resource that helps students identify their areas of weakness and enhance their writing skills more effectively and efficiently.

### **3.7 Integrating Technology in ESP Assessment**

Assessment English for Specific Purposes (ESP) has always been challenging for language teachers. With the advancement of technology, integrating technology into ESP evaluation has become more feasible and practical. However, the implementation of ICTs comes with its own set of problems.

Integrating technology in ESP assessment faces two primary issues: lack of standardization and high implementation costs. The technology used for assessment varies from one institution to another, affecting the results' accuracy and reliability (Li, 2018). Additionally, not all institutions may have the resources to implement technology-based assessments due to the high costs involved. To overcome these issues, standardizing technology and collaborating with technology companies to develop affordable and accessible assessment tools can be helpful.

Integrating technology into English for Specific Purposes (ESP) assessment has become increasingly vital in today's digital society. Technology can improve the effectiveness and efficiency of ESP evaluations, by providing learners with more accurate and fast feedback. It can also provide students with a more engaged and engaging learning experience.

### **3.8 Writing in ESP Classes**

The reason why writing is crucial in ESP classes is that it plays a vital role in facilitating effective communication across different professional domains. According to Chen (2022), “as English plays a significant role in most professions, improving the English for Specific Purpose (ESP) writing competence allows individuals to participate in the global professional community, which makes ESP writing important for research”. However, building strong writing skills in ESP classes is crucial, but it is just the beginning. To excel truly in the professional world, individuals must develop writing fluency and accuracy that is specific to their field.

The problem in ELP classes is that students often lack the necessary writing skills to communicate effectively in their field of study. According to Alenkina (2015), various issues, including inadequate organization, grammar, and syntax, as well as feeble arguments and logic, could cause a lack of proficiency in writing. For example, some students do not use the right words or sentences when they write.



Some learners do not organize their ideas well when they write. These are some of the obstacles that can make writing skills bad.

However, regular practice in writing legal documents such as legal memos and briefs is required to develop legal writing skills. This will assist students in developing their written proficiency and becoming more proficient in the field. Students should also work on improving their critical thinking abilities by analyzing legal cases, statutes, and arguments, as legal writing requires critical thinking and analysis. Students can also generate clear and effective legal documents by strengthening their critical thinking skills.

### **3.9 Writing Assessment in ESP**

Writing assessments may not reflect the true writing abilities of students in their specific fields. Huot (2010) argues that creating a constructive writing assessment culture requires more than being familiar with assessment terms such as validity, reliability, rubric, or outcomes. Thus, these assessments may not provide an accurate measurement of a student's ability to write using the language and terminology specific to the legal field.

To accurately assess a student's writing proficiency in ESP related to fields like law, it is necessary to personalize writing assessments. While a student may possess good general writing skills, he may struggle with the specific language and terminology used in their field. By providing relevant writing prompts and tasks related to the legal field, educators can evaluate a student's writing skills more effectively. Lutfi (2018) suggests that incorporating dynamic assessment into ESP courses might be beneficial in improving students' abstract writing skills, even using translation tests. Assessing students' use of specialized language and terminology unique to the legal field is another effective way of evaluating their writing abilities. Moreover, customized assessment rubrics that align with the ELP field can ensure a more accurate evaluation of students' writing proficiency.

In English for Specific Purposes (ESP), assessing writing is important for students to acquire the necessary language abilities and knowledge in their field. Accurate writing proficiency assessments provide valuable feedback to both teachers and students and contribute to ongoing curriculum development. Detailed feedback on writing can help students improve their language and writing skills, which is especially important in ESP classes where students need to develop field-specific language and writing abilities.

### **3.10 Developing Writing Fluency and Accuracy in ESP**

In the legal profession, writing is fundamental, but law students may struggle to develop this skill, especially if English is not their first language. Legal writing must be precise and clear, as even small mistakes can have serious legal consequences. Therefore, learners must work on their writing skills to ensure accuracy, conciseness, and effective communication of their message.

Achieving writing fluency and accuracy in ESP is important for academic and professional success. Writing fluency, on the one hand, involves writing smoothly without experiencing difficulty or struggling to locate the appropriate words (Ahmadi, 2017). Accuracy, on the other hand, entails writing correctly with appropriate grammar, spelling, and punctuation. Developing both fluency and accuracy is essential in ESP writing. ESP students in the Law Department at Ain Temouchent University frequently face difficulties with writing fluency and accuracy due to the lack of practice and understanding of the specific language demands in their field.

Consequently, teachers should offer tailored writing practices that focus on the unique language and skills required in their industry to improve students' writing fluency and accuracy in ESP. Instructors can encourage students to write frequently, allowing them to concentrate on content rather than grammar and sentence structure during the drafting phase, while also offering comments and advice throughout the writing process to help learners improve their skills.

Henceforth, to enhance writing skills, it is helpful to break down the writing process into specific steps. This includes organizing ideas, writing a rough draft, revising content, editing, proofreading, and sharing work with a teacher for feedback.

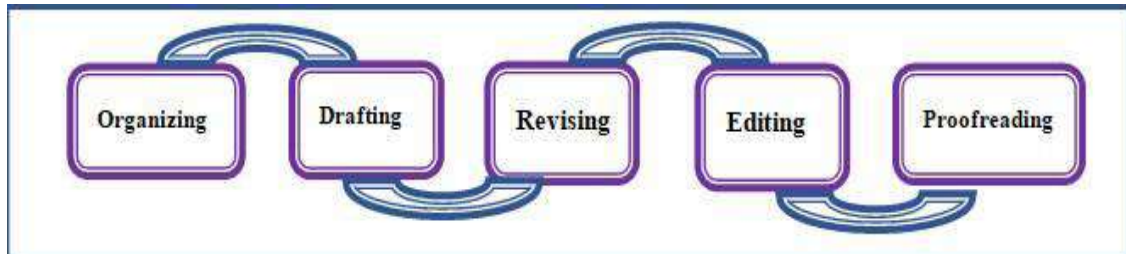


Figure 3.2 writing process steps

Students can create effective polished content that meets academic writing standards. They can become skilled writers and communicators in their chosen fields with dedication and practice.

Moreover, while developing writing skills it is of paramount importance to understand legal jargon and concepts. Innovative teaching approaches can also enhance the learning experience for students.

### **3.11 Innovative Approaches in ESP Teaching**

The way in which learning and teaching are conducted has been transformed by innovative teaching techniques. Among these, blended learning and the integration of artificial intelligence (AI) become increasingly popular. Blended learning involves the use of both in-person and online learning. At Ain Temouchent University's Department of Law, ELP students are not currently benefiting from innovative teaching approaches that could enhance their comprehension and engagement in class. Hence, it is strongly recommended that these methods such as blended learning and artificial intelligence (AI) should be adopted in ESP to improve students' engagement in the classroom.

**3.11.1 Blended Learning**

By combining online and in-person learning, blended learning makes the traditional classroom more lively and interactive. It also gives students more choice and customization in their learning, as they can access and discuss course materials online (Teachwire, 2020). In fact, Blended learning “is not simply adding an online component to a face-to-face course. It is a fundamental redesign that transforms the structure of, and approach to, teaching and learning.” (Graham C. R., 2006). It is a novel approach to course design and delivery that alters how professors and students interact and learn.

Moreover, Blended learning offers more opportunities for students and teachers to learn. Thus, students can collaborate on projects and assignments both in-person and online allowing for more engagement. In this way, they can access course materials and participate more comfortably. In parallel, teachers can create more engaging and interactive lessons while tracking their student’s progress more easily.

**3.11.2 AI in ESP**

Artificial Intelligence is not a commonly discussed topic in ESP teaching. However, one article titled "The structure of ESP teaching based on artificial intelligence" by Zhu (2022) proposes an interactive mechanism-teaching mode and a basic BPNN network structure for ESP teaching. Zhu (2022) comments that the AI resource library is capable of offering useful feedback to educators about their teaching practices and serving as an aide to assist them in enhancing classroom materials and addressing students' weaknesses in a focused manner.

The use of AI in English for specific purposes is currently limited, but it shows potential for the future. AI technology can provide real-time feedback on pronunciation, grammar, and vocabulary usage, and includes chatbots for simulated conversations. This technology can make language education more engaging and

effective for learners while providing a safe and supportive environment for language practice without fear of judgment or embarrassment.

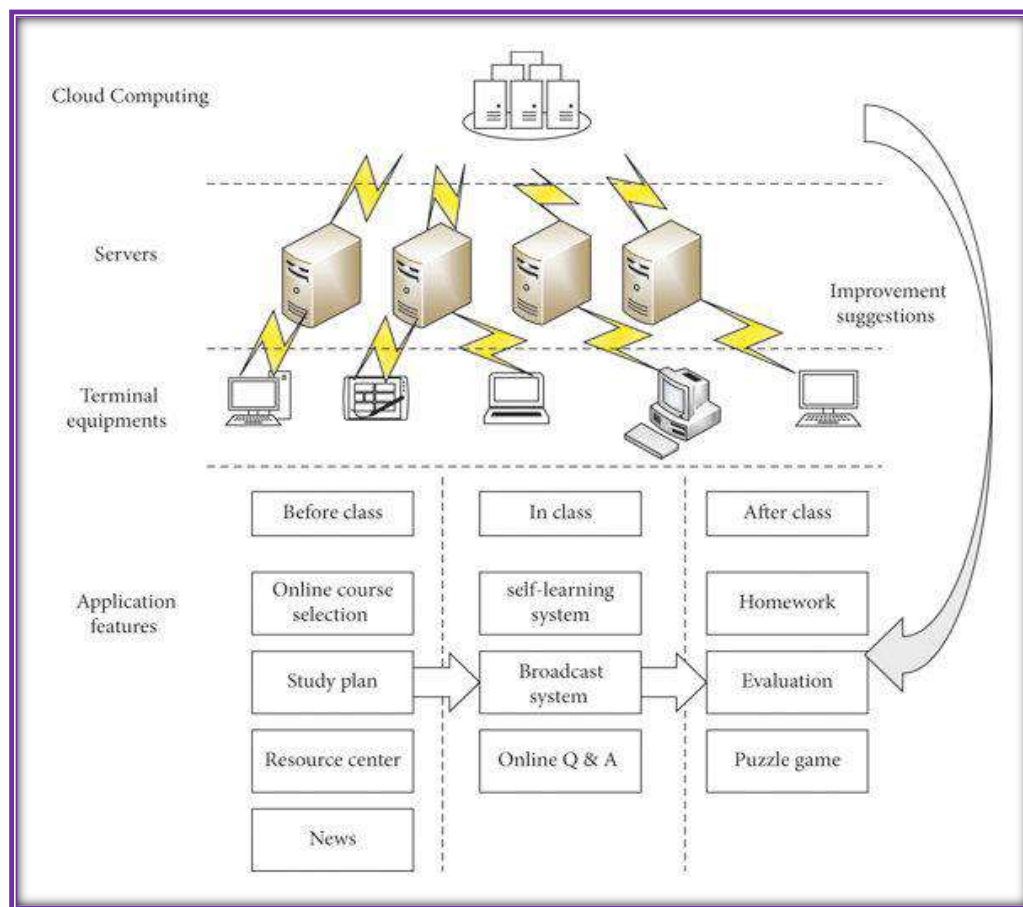


Figure 3.3 The Structure of ESP Teaching Based on Artificial Intelligence, Factors influencing analysis for the level of engineering English education based on artificial intelligence technology (Zhu, 2022)

In combining ESP instruction using technology, Zhu (2022) highlights the importance of the subjectivity principle. This principle emphasizes the importance of analyzing the particular features of learners in order to foster proactive learning. To accomplish this, teachers should examine the perspectives of their students in order to assist their development. They can use questionnaires and interviews to acquire information about learners' motivation, emotional attitudes, and learning capacities. Furthermore, self-assessment and mutual evaluation approaches can successfully assist learners in identifying their strengths and limitations, adjusting their learning attitudes, developing learning plans and objectives, and improving their problem-solving strategies. Teachers can adjust their teaching approaches to

match the particular requirements of their students and achieve good language learning outcomes by employing these strategies. (Zhu, 2022)

In today's fast-changing technology context, creative teaching approaches are critical. With technological improvements, these techniques provide teachers with a variety of tools and methods to enhance ELP students' learning experiences and keep them engaged. Learners will benefit as a result from a more effective and engaging learning experience that will equip them for success in their future employment.

### **3.12 Conclusion**

This concluding chapter put forward a series of remedial recommendations and suggestions that aim to enhance writing skills assessment in ELP classrooms. To improve the learning experience for ELP students at Ain Temouchent University, several suggestions were proposed. These included making ESP courses mandatory, developing students' four language skills, and providing professional development opportunities for ESP teachers. Additionally, the chapter emphasized the importance of effective time management and integrating technology into assessments to enhance learning. Furthermore, it highlighted the need to focus on improving writing skills in ESP and redefining the role of the ESP teacher to support the integration of technology and innovative teaching approaches. By implementing these suggestions, the law department can create a more engaging and effective learning environment for ESP students.

# **GENERAL CONCLUSION**

## ***GENERAL CONCLUSION***

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Assessing the writing performance of ELP learners is an essential aspect of teaching and learning in the field of ESP. The ability to write effectively and accurately is essential for law students and professionals to communicate their ideas and arguments clearly in various legal settings. As such, it is important to evaluate the writing performance of ELP learners to identify their strengths and weaknesses and develop appropriate teaching strategies that cater to their specific needs. This can help to enhance their overall writing skills and prepare them for success in their future legal careers.

Accordingly, this study aimed to investigate the writing ability of first-year ELP Master's students at the University of Ain Temouchent. In order to reach the goal, the following research questions were formulated:

1. To what extent are the current writing methodologies used successful in meeting the needs of first-year master students?
2. How is writing skills assessed in an ELP course?
3. What is the impact of these assessment techniques on students' performance in writing?

Accordingly, the following hypotheses were formulated:

1. Certain teaching methodologies employed for first-year Master's students may be ineffective in enhancing their writing performance due to potential misalignment with individual learning styles, limited emphasis on critical thinking and analysis, and inadequate support for practical application of writing skills.

2. Writing skills in English for Legal Purposes course are assessed through a combination of practical exercises and paragraph writing, offering a comprehensive evaluation that aligns with course objectives and enables students to demonstrate their practical application of legal writing techniques.

3. The frequency and variety of assessment techniques in writing courses contribute to skill development provide valuable feedback for improvement, and



## ***GENERAL CONCLUSION***

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foster student motivation and engagement, ultimately leading to enhanced performance and overall improvement in writing skills.

The researchers opted for two research instruments in the process of collecting data: a teacher's semi-structured interview and a student's questionnaire. Therefore, the study was organized into three chapters. The first chapter was a theoretical description of writing skills and teaching writing in ESP, and the assessment of writing. Hence, the second chapter described the research design and methodology of collecting data and explained how the data was analyzed and interpreted. Finally, the third chapter was devoted to give some recommendations regarding the implementation of innovative teaching approaches, professional development opportunities for ESP teachers, and integration of technology into assessments to enhance learning. Furthermore, it highlighted the need to focus on improving writing skills in ESP and support the integration of technology and innovative teaching approaches.

However, it is important to acknowledge that the study had certain limitations, such as short of time and lack of resources available for conducting the research. Despite these obstacles, the study provided valuable insights into the challenges faced by ELP students and offered practical recommendations to enhance the learning experience for these students. Furthermore, the study emphasized the importance of developing writing skills among ELP students to prepare them for their future careers in the legal profession. The study established a foundation for further research and offers practical recommendations that can help enhance the teaching and assessment of writing skills in ESP for law students. In conclusion, this work opens the door for further research to reveal the extensive impact and contribution in developing the student's skills.

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# APPENDICES

# **APPENDIX A**

## ***ELT Tree***

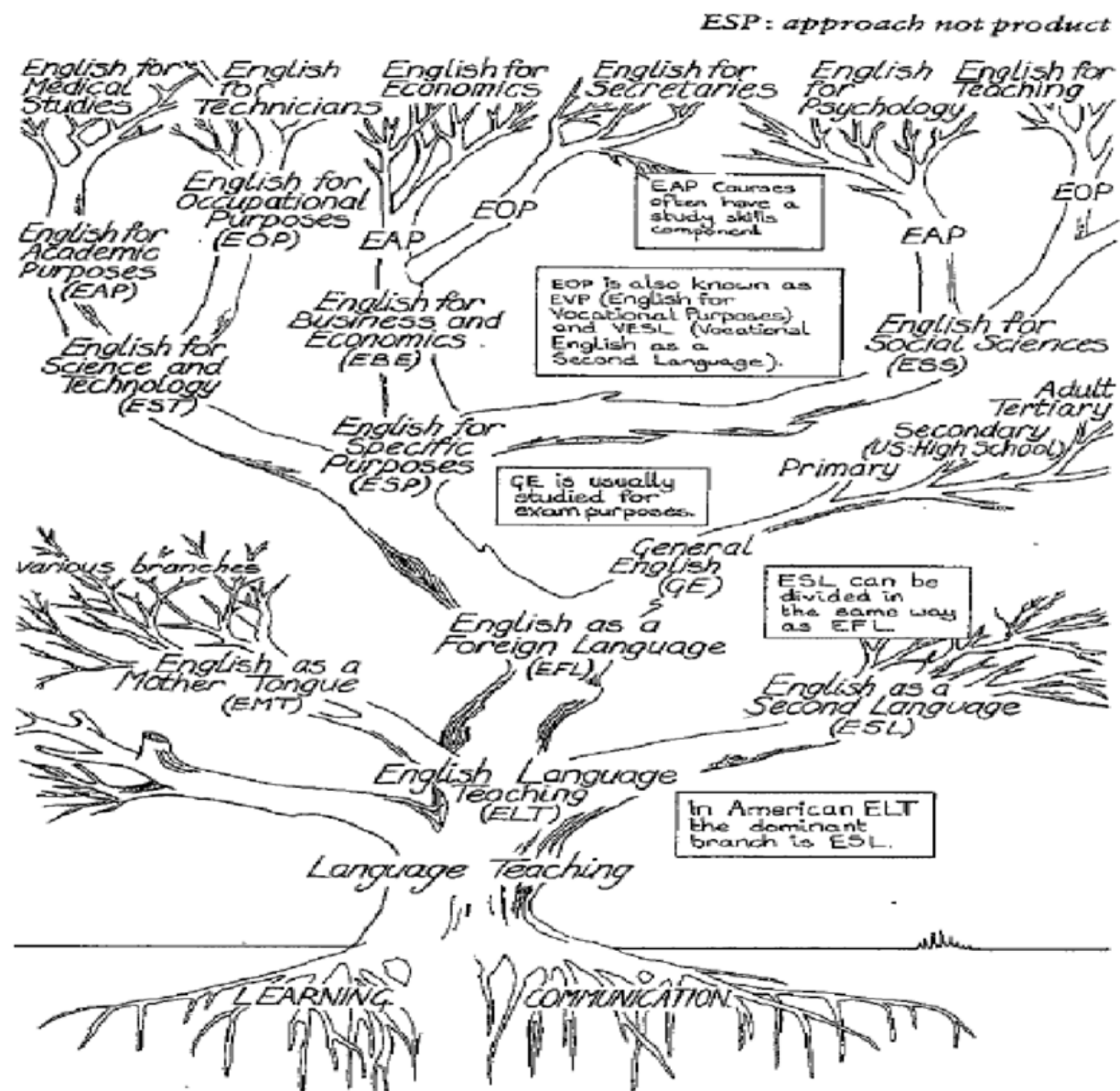


Figure 4.1 Tree of ELT (Hutchinson and Water, 1987:17)

**APPENDIX *B***  
**Surdents'**  
**Questionnaire**



# STUDENTS' QUESTIONNAIRE

This questionnaire is part of a project (extended essay) being carried out to analyze the students' writing performance at the Department of law at Ain Temouchent University. We would be very grateful if you could answer the following questions (you can tick more than one answer):

## **Part one: student profile**

1. Gender: male  female
2. Age: .....years
3. According to you, what is your proficiency level in English?  
Beginner  Intermediate  Advanced

## **Part two: student attitude toward English**

4. How long have you been learning English at university? ..... Years
5. Do you think that learning English is important to your studies and future Career? Yes  No   
Why?  
.....
6. How many hours are devoted to the English course per week? ..... Hour
7. How useful is the English language course in regard to your English language needs?  
Useful  Of little use  not useful
8. Why do you study English?  
It is part of the curriculum   
You like English Language   
You need it to read and write your articles
9. Would you please indicate your opinion concerning the following statements?

Items	Strongly agree	agree	Disagree
-------	----------------	-------	----------

I study English since it is a required course.			
I really like studying English.			
I need English to complete my degree.			
I don't like studying English, but I know how essential it is for me.			
I study English because it will help me in my education			

10. Do you enjoy English classes?

Yes  No

➤ If no then why

.....

....

**Part three: student's mastery of the four language skills**

11. How do you evaluate your level in the following skills?

	Very weak	weak	average	good	very good
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. In which of the following tasks do you think you need more training?

- a) Speak about law related topics in English
- b) Write about legal related topics in English
- c) Read about legal related books and articles
- d) Translate legal law related materials
- e) Pass English examinations

13. Which of the following skills will be used more in your future career?

Speaking  listening  Writing  Reading

**Part four: student's proficiency level in writing skills**

14. What do you think about your writing skills?

Weak  Acceptable  Good  Excellent

15. What writing sub-skills do you think are important to know in order to function effectively in the target situation?

Writing sub-skills	Strongly agree	Agree	Disagree
Writing legal reports			
Taking notes in lectures			
Writing assignments			
Writing report case			
Writing short projects			
Writing test\exam answers			
Following the writing skills help you produce better compositions			
translating legal cases			

16. What methods does your teacher most usually employ to evaluate your writing performance?

Tests  exercises  projects

17. What are the challenges you experience when answering test or exams questions?

Don't understand the question   
 Lack of vocabulary   
 Difficulty of writing   
 Spelling mistakes

18. Which of the following ways will suit you in writing skills?

Pair work  Whole class  Group work  Individual work

**Part five: student's attitude towards learning writing skill in the ELP course**

19. Do you think that learning ELP through writing is helpful?

Very helpful   
 Helpful   
 Not helpful

20. What do you suggest to improve your proficiency in English language in general and writing in particular?

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

Thank you so much!!

**APPENDIX C**  
*ESP Teachers*  
*Semi-Structured*  
*Interview*

## **Teacher's Interview**

This interview is part of a project (extended essay) being carried out of an assessment of ESP learners at the Department of law at Ain temouchent University and to identify their writing performance. We would be very grateful if you could answer the following questions:

1. Academic Degree: License, Magister, Doctorate?
2. Field of study?
3. Your status in the faculty: Full time teacher, Part time teacher?
4. For how many years have you been teaching English at university?
5. For how many years have you taught ELP?
6. Have you taught in other departments? Yes /No, If yes, which one(s)?
7. Did you have any specialized training in teaching ESP? Yes No. If yes, would you describe it? If not, do you think you need it?
8. Do you tend to concentrate more specifically on: grammatical structures related to law, lexical items related to general English, lexical items related to law?
9. In your course, do you use translation?
10. What aspects do you tend to focus on when translating: Grammatical structures, Lexical items?
11. What challenges are you confronted with when teaching the writing skill in ESP?
12. How do you assess your students' writing abilities?
13. What types of questions do you ask in the examinations or tests?
14. What challenges do you have while evaluating students' writing?

15. What teaching materials do you use?

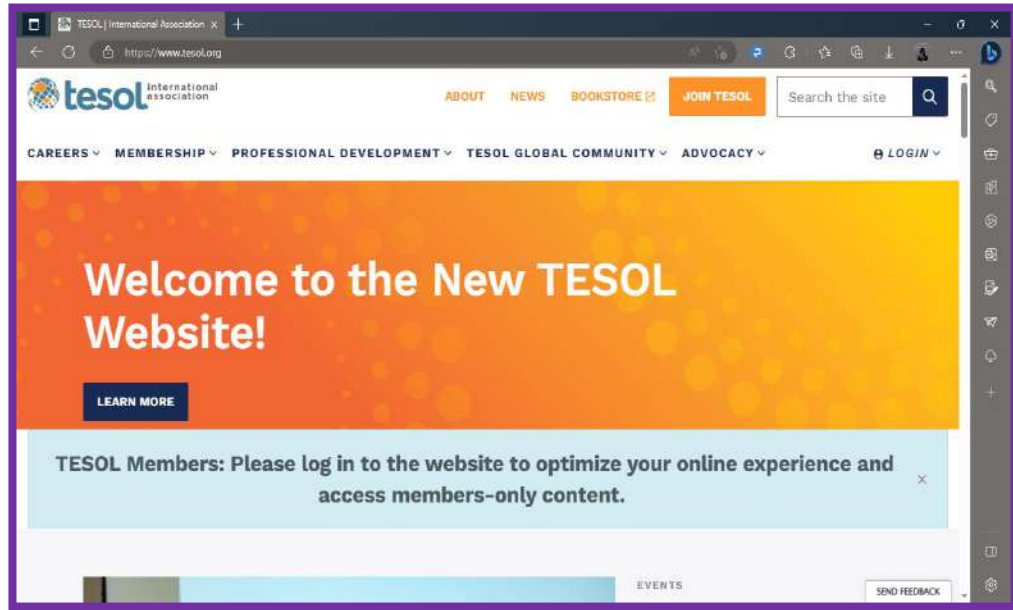
16. Do you think that your students are well prepared to use English writing skills to meet their work requirements?

17. According to your experience, what do you suggest to improve English language teaching in department of Law especially in writing skills?

Thank you very much!

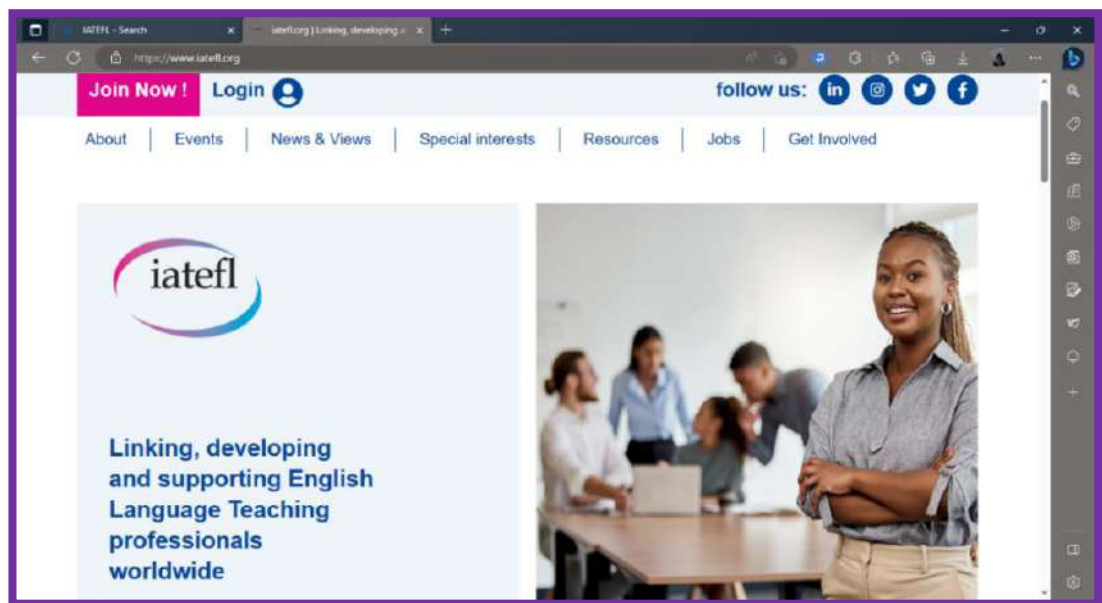
**APPENDIX D**

***SCREENSHOTS OF  
THE WEBSITES***



*Figure 3.1 TESOL Website page*

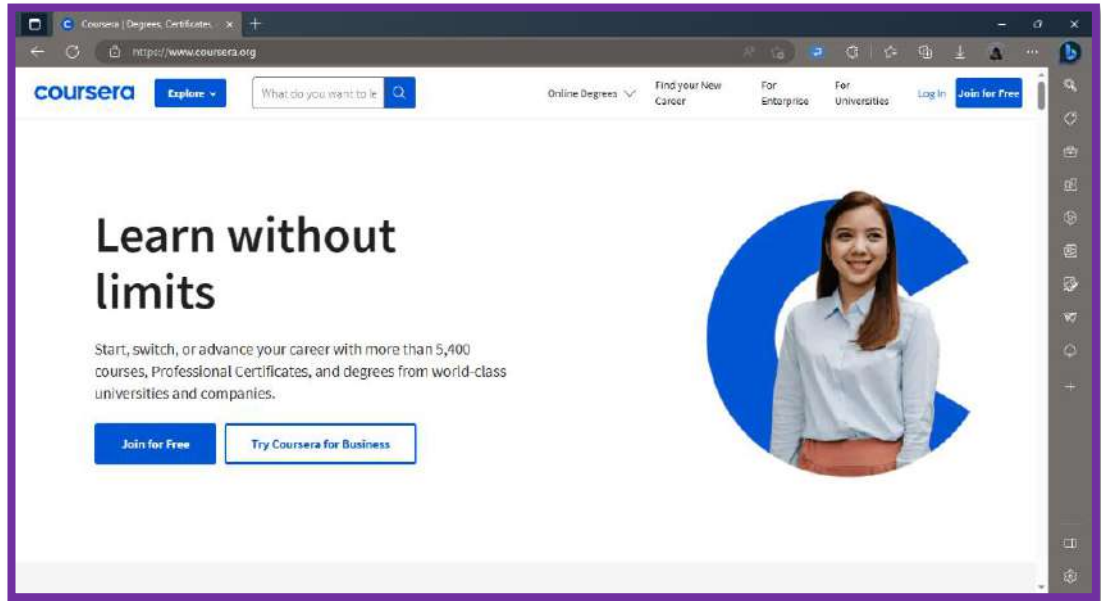
Retrieved from: <https://www.tesol.org/>



*Figure 3.2 IATEFL Web page*

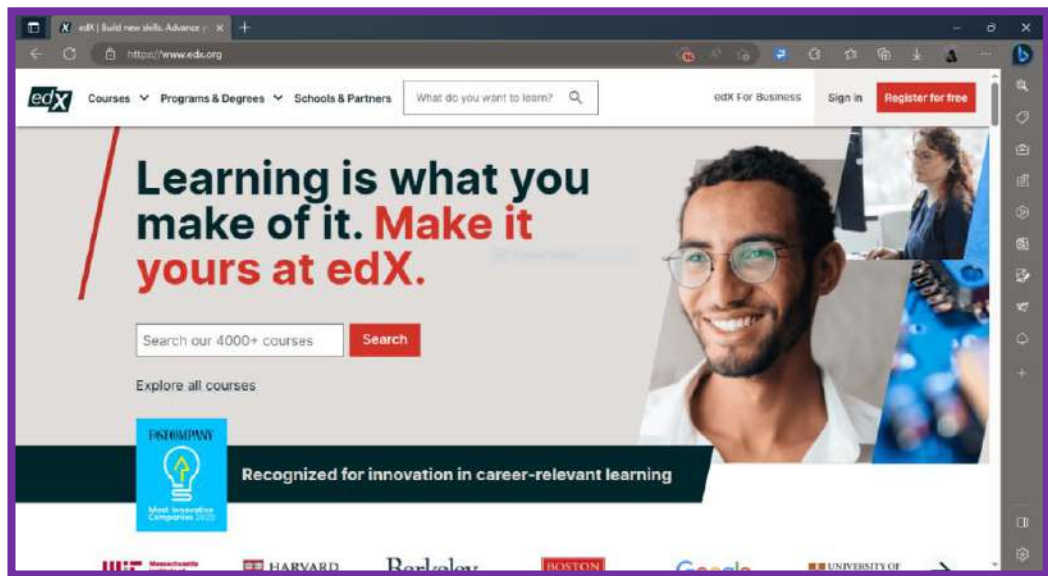
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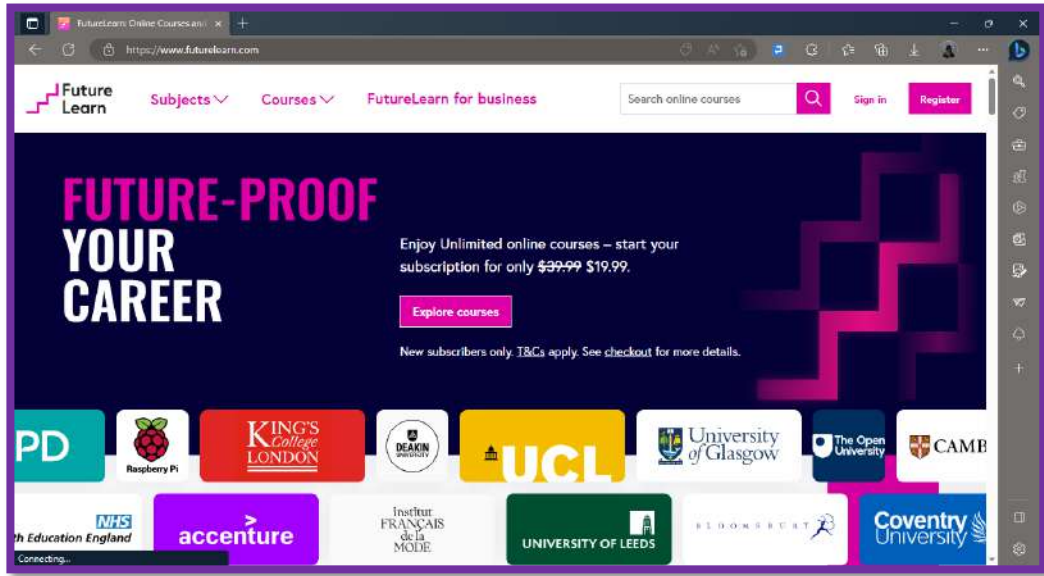
*Figure 3.3 Coursera Web*

Retrieved from: <https://www.coursera.org/>



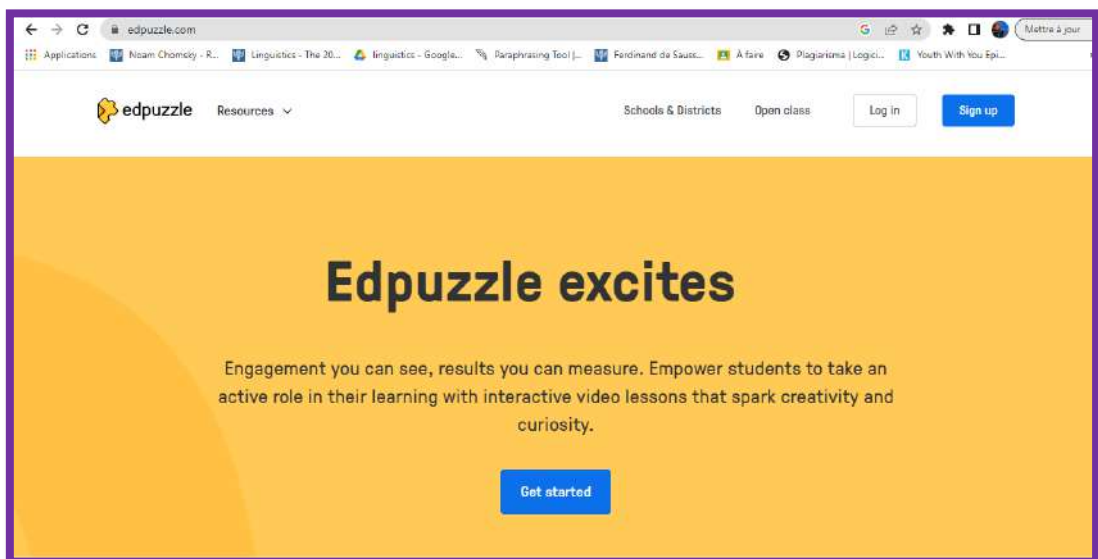
*Figure 3.4 EdX Web Page*

Retrieved from: <https://www.edx.org/>



*Figure 3.5 FutureLearn Web Page*

Retrieved from: <https://www.futurelearn.com/>



**Figure 3.7 Edpuzzle website**

Retrieved from: <https://edpuzzle.com/>



**Figure 3.8 Socrative web page**

**Retrieved from: <https://www.socrative.com/>**

## الملخص:

تهدف هذه الدراسة إلى تقييم مستوى كفاءة الكتابة باللغة الإنجليزية لطلاب القانون المتخصصين في الإنجليزية لأغراض قانونية بجامعة عين تموشنت. يُسعى في هذه الدراسة إلى تحديد الأخطاء والصعوبات الشائعة، وتقييم القدرات الكتابية في إعداد اللغة الإنجليزية لأغراض قانونية. كما تهدف الدراسة أيضًا إلى استكشاف تقنيات تقييم مهارات الكتابة لطلاب الإنجليزية كلغة أجنبية، وتحسين مهارات الكتابة القانونية للطلاب للمشاركة في الحوار القانوني الدولي. تحليل الدراسة يركز بشكل أساسي على قدرة طلاب الماجستير في السنة الأولى على الكتابة، وتشير النتائج إلى أن الطلاب يتمتعون بمستوى متوسط من الكفاءة في اللغة الإنجليزية، ويدركون أهمية اللغة في السياق القانوني. يُشير البحث أيضًا إلى أن استخدام التكنولوجيا في دورات الإنجليزية لأغراض قانونية يمكن أن يكون مفيدًا في تقييم مهارات الكتابة. وبالإضافة إلى ذلك، يُظهر البحث أن تعلم اللغة الإنجليزية من خلال الكتابة يؤثر بشكل كبير على مهارات الكتابة لدى الطلاب.

**الكلمات المفتاحية:** مهارات الكتابة، التقييم، اللغة الإنجليزية المتخصصة، اللغة الإنجليزية لأغراض القانونية.

## Résumé

Cette étude évalue le niveau de compétence en écriture des étudiants en droit spécialisés en anglais à des fins juridiques à l'Université Ain Temouchent. Les objectifs de l'étude sont les suivants : évaluer le niveau actuel de compétence en écriture, identifier les erreurs courantes, évaluer les capacités d'écriture pour l'anglais juridique, explorer les techniques d'évaluation pour les étudiants en anglais langue étrangère et améliorer les compétences en rédaction juridique. Les résultats montrent que malgré un niveau intermédiaire, les étudiants reconnaissent l'importance de l'anglais et l'utilisation de la technologie peut aider à évaluer les compétences en écriture. L'apprentissage de l'anglais par l'écriture a un impact significatif sur les compétences des étudiants.

**Mots clés :** compétences en écriture, évaluation, anglais à des fins spécifiques, anglais à des fins juridiques.

## Summary

The objectives of this study focus on the English language teaching situation in the Law Department at Ain Temouchent University. Specifically, the researchers aim to assess the current level of writing proficiency among ESP law students, identify common errors and difficulties, and evaluate writing abilities in preparing ESP. The study also seeks to explore techniques for evaluating writing skills for ELP students and enhancing the legal writing abilities of law students to engage in international legal discourse. The research primarily analyzes the writing ability of first-year Master's students and reveals that despite having intermediate level proficiency, ELP students are aware of the importance of English. Incorporating technology into English for Legal Purposes (ELP) courses could be advantageous for assessing writing ability.

**Key words:** writing skills, assessment, ESP, English for legal purposes