

## ***An Evaluative Study of the "Introduction to the Study of Law" Which is the ESP Course Taught to the First Year, Iraqi Law Students***

*A study*

*Presented by*

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### **Abstract**

The ESP courses essentially emerged all over the world as a discipline to fulfill the needs of the learners who want to learn English to communicate the outward people in different purposes. As so the ESP course is designed to be sufficient in terms of quality and quantity to obtain the aim to which it is designed.

In Iraq, for example, we do have a certain ESP course entitled ***Introduction to the Study of Law***" by Dr. Riyadh Al-Qaysi published in 1967 as an example used in teaching the first year students in Colleges and departments of law. The course adopted some aspects and terms related to the study of law. The target of this study is to evaluate the above mentioned ESP course in order to reveal whether it is sufficient in contents and performance, and to find out to which extent the Iraqi law students in present time utilize from the current outdated ESP course which had been published in 1967, i.e. after 46 years.

It is well-known that Iraq had passed different changes since 1967 up till now starting from the change of the political of the Iraqi regime after 1968, different sever wars, the economical blockade, the American occupation, again the change of the Iraqi political regime after 2003, the security deteriorating, the fewness of working and employing chances, the spread of the worldly communication means especially Internet, etc. The researcher thinks that these changes may affect the Iraqi tongue, mood and attitudes towards learning in general and towards ESP course in particular.

The researcher embodied the problem of the study in three diminutions: 1) the outdated of this course that is not suit the modern methods, 2) the non-submission of this course to the different changes since 1967, and 3) the contents of this course do not achieve the aim of communication because it is originally a translated version from Arabic text to be studied in Arabic not in English.

The researcher used an interview, a questionnaire and a test as instruments to fulfill the requirements of the study. According to the findings, the researcher suggested an alternative course that corresponds with real needs of the students depending on the basic standards in designing the ESP courses.

### دراسة تقويمية لـ "المدخل لدراسة القانون" والمستخدم كمنهج باللغة الانكليزية لطلبة المرحلة الأولى في أقسام و كليات القانون العراقية

"الانكليزية لأغراض خاصة" (ESP) هو برنامج عالمي لتعليم اللغة الانكليزية للطلبة غير الاختصاص، الهدف من هذا البرنامج هو تحقيق التواصل التخصصي العالمي. لذلك صممت هذه البرامج بطريقة لتكون كفوة كما ونوعا لتحقيق الهدف أعلاه.

في كليات وأقسام القانون العراقية يوجد منهج باللغة الانكليزية يعنى بتعليم الطلبة مادة (المدخل لدراسة القانون) لمؤلفه د. رياض القيسي والمطبوع والمعتمد كمنهج دراسي لطلبة القانون المرحلة الأولى منذ عام (١٩٦٧). الهدف من هذه الدراسة هو تقييم كفاءة هذا المنهج من ناحية المحتوى والأداء لمعرفة مدى تحقيقه للهدف المنشود ومدى استفادة الطلبة منه بعد مرور (٤٦) عام كانت مليئة بمتغيرات كثيرة يرى الباحث أنها ذات اثر حتمي في تغير ميول ومواقف الطلبة تجاه التعلم.

جسد الباحث مشكلة هذا المنهج بثلاث أبعاد: البعد الأول هو مشكلة القدم في الطراز الذي لا يتناسب وحادثة المناهج وطرائق التدريس، والبعد الثاني هو مشكلة عدم خضوع المنهج للمتغيرات التي طرأت على البلد خلال ٤٦ عاما في حين أن باقي المناهج تغيرت لأكثر من مرة لتواكب متغيرات العصر الاجتماعية والسياسية التي تؤثر حتما على ميول واتجاهات الطلبة، والبعد الثالث هو أن محتويات هذا المنهج بهذه المفردات لا تحقق التواصل العالمي للتخصص حيث كشف الباحث أن هذا المنهج ليس إلا نسخة مترجمة عن منهج يحمل نفس العنوان ومعد لتدريس نفس الطلبة ولكن باللغة العربية. إي أن المنهج علميا وعمليا لا يخدم ما صمم لأجله وهو الهدف العلمي والأكاديمي والتخصصي لما بعد التخرج كونه لم يصمم أصلا ليتعامل

مع اللغة كونها وسيلة التواصل حيث انه لم يخضع لمعايير وأسس برامج (الانكليزية لأغراض خاصة ESP).

استخدم الباحث وسيلة المقابلة مع الطلبة والأساتذة الذين يدرسون هذه المادة ومع بعض الخريجين و وسيلة الاستبانة وكذلك الاختبار كأدوات للبحث والتي كشفت بدورها عن أن المنهج (أن صح تسميته منهج) فهو قديم الطراز لا يتلاءم مع متغيرات العصر الحياتية والتربوية، كما انه يهمل دور الطالب في التعلم ويعتمد كلياً على التدريسي، كما انه مملاً لأنه لا توجد في محتوياته ما يحفز الطالب على التعلم من خلال تمارين أو تطبيقات تستدعي مشاركة الطالب لكسر حالة الجمود والملل الصفي.

اقترح الباحث تصميم منهج بديل مختص خاضع للمعايير والأسس المعتمدة في تصميم هذه البرامج والتي تراعي حاجات المتعلم الأكاديمية والمستقبلية اخذين بنظر الاعتبار الخلفية الثقافية واللغوية للطالب لمعرفة نقطة الانطلاق بالتدريس مع ملاحظة كون الطالب العراقي لا يمارس الانكليزية إلا داخل الصف فقط.

### Introduction :

The desire for learning English as a foreign and a second language has increased since the middle of the previous century. This desire became an essential requirement after the Second World War to fulfill the global communication in various fields, such as commercial, industrial especially the military, agricultural, political, educational and other purposes. the ESP course is designed to be sufficient in terms of quality and quantity to obtain the aim to which it is designed.

To meet the above mentioned desire, English for Specific Purposes (ESP) has come into application as a part of the process of teaching/learning English as a foreign/second language. However, there are many evidences refer that the ESP history may return back farther than this history. It may return to the date of Grammar Translation Method during 1840s, (Richards and Rodgers (1986):3).

Specialists (like Colebrook:1996, Epstien:1996, Garcia: 1994 and others cited in Sha'lan, 2008:17-53) presenting different types basic foundations in designing any ESP course, but to the contrary it was clearly observed that the application of these foundations do not always result the intended or even the welcoming findings. The specialists mentioned above ascribe

this defect which is between the theory and its application to the socio-cultural and academic background of the foreign learners.

In Iraq, for example, we do have a certain ESP course entitled **Introduction to the Study of Law"** by Dr. Riyadh Al-Qaysi published in 1967 as an example used in Colleges and departments of law, that is adopted to teach the freshmen some aspects and terms related to the study of law.

The researcher thinks that the evaluation of a certain curriculum may lead to syllabus improvement. Accordingly, the target of the study is to evaluate the ESP course taught to the first year, Iraqi law students in order to reveal whether it is sufficient or not and to uncover to what extent the Iraqi law freshmen in present time utilize from the current outdated ESP course which had been published in 1967.

It is well known that during the last 46<sup>th</sup> years, namely since 1967 to 2013, the republic of Iraq had passed dramatic changes that may affect the Iraqi tongue, mood and attitudes towards learning in general and towards ESP course in particular. These variables in fact, may be summarized as follows:

- 1- The changing of the political regime after 1968,
- 2- The war between the Islamic republic of Iran and Iraq in 1980,
- 3- The Iraqi occupation to Al-Kuwait,
- 4- The first American war in 1991,
- 5- The economical blockade on Iraq for twelve years,
- 6- the American occupation in April 2003,
- 7- the security deteriorating which yielded robbery, armed robbery, kidnapping, explosions, bombed-suicides, bombed-cars, etc,
- 8- the change of attitudes and perceptions of the recent Iraqi government after the American occupation in 2003,
- 9- the fewness of working and employing chances,
- 10- the spread of unemployment especially among the graduates, and
- 11- the spread of the communication means especially the Internet.

The researcher thinks that all these variables deserve to be considered in the pedagogical processes.

### **Problem of the study**

As an instructor of the ESP course mentioned above, namely **"Introduction to the Study of Law"** which is taught to the first year, colleges and departments of law, the researcher found that this course is so outdated and does not correspond with modern needs of life in general and the modern requirements of ESP courses teaching in particular. Furthermore, the researcher thinks that Iraq has witnessed a long list of variables, according to which, some curriculum deserve to be changed or modified in order to correspond with the requirements of those variables.

Apparently, it seems that this course is sufficient to fulfill the learners' needs, but through a careful check to this course, one may easily infer that only the content which serve comprehension is concerned, while considerations related the use of language as a means of communication are ignored, for example:

- 1- the scientific aim is neglected the ESP course, i.e. the course does not related to the purpose to which it was designed (legal communication).
- 2- the aspects and terms in this ESP course neglect the cultural and social communication (i.e.) these aspects and terms have nothing to do with the daily life of the learner.
- 3- the contents of the ESP course neglect the learners' profession as a lawyer after graduating (i.e.) these aspects and terms have nothing to do with the learners' future career.

The researcher thinks that the problem of the present study may be summarized in three dimensions; the first is the outdated of the course that does not correspond with the modern life and the modern educational system, and the second dimension is that the course does not consider the different variables which took place in Iraq that surely changed the Iraqi moods and thirdly is that the contents do not match the modernity orientations of the Iraqi students and do not achieve the correct specialization communication.

### **The Importance Study**

The researcher thinks that it is necessary to investigate what benefits could be gained from the current outdated ESP course. This investigation may imply searching for different functions such as: content learning, aspects and items to serve their specialization, enriching the four skills of the target language in terms of law in particular, and in their life in general.

The researcher hopes that the findings of the present study may contribute to enrich the students' knowledge in the field of legal affairs. He also hopes that the findings of this study may be of some value to the ESP curriculum designers and instructors of ESP.

### **Aims of the study**

The study aims at:

- 1- Evaluating the current ESP in the light of the students' needs in their specialization,
- 2- investigating the instructors' and students' perceptions about the real obstacles they face in teaching/learning the current outdated ESP course during the current circumstances in Iraq, and
- 3- identifying the students' needs in terms of logical aspects, and the language skills.

### **Hypotheses of the Study**

The study hypothesized that:

- 1- the social variables during 46 years as an educational problem have no effects on the students' comprehension,
- 2- the present outdated ESP course which is currently taught to the first year in the colleges and departments of law is still an interesting and suitable to fulfill the studying requirements of nowadays needs, and
- 3- learning the functions which are existed in this ESP course will be preserved in the mind of the students after their graduating and they will benefit from what they have learned in their career.

### **Limits of the Study**

The present study is limited to:

- 1- first year students from University of Diyala / College of law and first year students from Al-Yarmouk University College / department of law as a sample represent all colleges and departments of law (Population),
- 2- ESP course entitled "**Introduction to the Study of Law**" which is taught to the subjects mentioned above,
- 3- the extend of utilization of the students from the ESP course during studying and after graduating, and
- 4- the effects of the social variables from 1967 to 2013 on the attitude of the students towards learning the current outdated SEP course.

### **Instruments of the Study**

- 1- An interview with students of law at first year, an interview with students of law from second, third, fourth year and another interview with graduated students of law. This is to be acquainted with their attitudes towards ESP course during their studying this course and after finishing studying and even after graduating.
- 2- A questionnaire was designed to acquaint with the students real problems which may affect their desire towards learning this ESP course.
- 3- A quiz was designed for the 2<sup>nd</sup> year students to know to what extent they have utilized from this ESP course they have studied at the first year and what English logical knowledge they still keep in their minds after one year.

### **Proposition**

#### **The Importance of Evaluation of the ESP Programme**

After the Second World War, the request to ESP courses, as a part of the process in the field of EFL or ESL application has strongly raised as a demand for English as a means of communication all over the world in different directions especially in terms of professions. A good example of such

sprung up professions is what is called "English Language Training Service" (Sha'lan 2008:14).

In its general meaning, the idiom ESP is an abbreviation of the phrase (English for Specific Purposes). This concept has emerged into pedagogical operation as a part of English teaching/learning. But in its particular meaning the term ESP refers to a certain type of language that cover the English aspects and terms used in a certain field of human specialization activity (AL-Azzawi 2005:13).

According to the above-mentioned point of view, the ESP courses are designed in a way, based on the certain needs of the learner to correspond with special aims. Kennedy and Bolitho (1984 cited in Al-Azzawi, 2005:14) state that ESP is based on the correspondence between the purposes the learner wants to achieve and the linguistic set which represent the communicative competence. AL-azzawi (2005:16) states that ESP " is learning and learner oriented, with a conception and preference for communicative competence".

Designing a certain ESP programme that correspond with certain needs demands much efforts from the designers by concentrating on a certain language depending on the learners' reason for English learning (Hutchinson and Waters, 1987, cited in Sha'lan:19).

So the ESP course is used to cover a programme in the field of English teaching/ learning for especial purpose to achieve the intended objectives. Generally, ESP programmes as a medium of communication can be classified into two major types;

**First:** Programmes used as a medium of communication among English speakers, and this type can be subdivided into the following:

- 1- ESP programme for Immigrants: this programme addresses the immigrant people who choose to change their place to live in other place with people speak English as a second Language. This programme supplies the learners with the required language and cultural proficiencies to the purpose of communication. (Califronia state, department of Education Report, acramento, 1993,



Educational Resources Information Center – cited in Sha'lan 2008:20).

- 2- Technically Specialized ESP Courses: this programme addresses students of certain disciplines, regardless whether they are speakers or non-native speakers to make them get use to the English technical language or register required in their discipline (Sha'lan 2008:21).
- 3- Workplace ESP Courses: this programme addresses a certain slice of workers whose English is second language. This programme helps them to improve their communication skill. An example for this programme is the "English as a Second Language for the Workplace " carried out by the Chicago Teachers center of Northeastern Illinois University (Garcia and Others 1994 cited in Sha'lan 2008:22).
- 4- Thiele (1996:33) adds another type of ESP Courses which is used for humanitarian purposes: this programme is limited to those work in human organizations.

**Second:** Programmes used as a medium of communication among Non-English speakers: this type of ESP programmes is adopted all over the world in communities where English is taught and learnt either as a foreign language or a second language.

This type of ESP programmes is adopted in Iraq to teach English language to the Iraqi learners according to their specializations in terms of law, politics, economy, trade, electric, computer, industry, agriculture, etc.

The researcher thinks that a course designing is not the end of ESP as a part of EFL/T. He thinks that a certain curriculum needs to be evaluated from time to time to correspond with the continuation of life changing in general and the continuous changing of educational means and objectives in terms of technology and methodology.

Nunan (1984-cited in Leung 1991:14) states that evaluation is a necessary process of any curriculum designing, particularly in planning to achieve the learners' professional needs and learner-centered program. Whereas Elley (1989-cited in Leung

1991:15) stresses the important role of evaluation in education serving the intended objectives, he also added that "if the quality of our educational programmes is to be enhanced, and we are to avoid following the misleading band-wagons of the past, curriculum evaluation should be considered as an essential part of the enterprise of education." Whereas Brown (1984, cited in Sha'lan) states that evaluation should be the part of curriculum that contains and relates all of the other elements in a programme and gives them meaning.

McDonald (2012:2) classified four types of evaluation, they are:

### **1- Formative vs. Summative Evaluation**

Formative allows the curriculum to evolve throughout the educational process while summative occurs after teachers have taught the curriculum and determine if the curriculum was effective or not.

### **2- Goal-free vs. Goal-based Evaluation**

In goal-free type the evaluator conduct evaluation and unaware of the curriculum's goals, whereas in goal-based the evaluator is aware of the intended outcomes. The evaluators assess the curriculum to determine if it achieved desired learning outcomes.

### **3- Judicial Evaluation**

The judicial evaluation model is similar to a court case, hence the name, a governing body is appointed made up of representatives selected from educators who are familiar with the curriculum under evaluation. The representatives are then divided into two groups. One group argues that the curriculum was effective, while the other group argues that the curriculum was ineffective.

### **4- Tridimensional Curriculum Evaluation Model**

This type relies on three aspects: efficiency, effectiveness and acceptability. About efficiency if the quality was competent for learning, then teaching is relevant to the course. If the curriculum achieves its objectives then the curriculum is effective, if not then it is ineffective. Finally, if the curriculum is disliked by the students and educators, then it is unacceptable.

This type of evaluation will be adopted by the researcher in this study in order to find out to what extent the current curriculum (namely **"Introduction to the Study of Law"**) is active in teaching the students of law at the first grade colleges departments in the light of the three aspects mentioned above (namely efficiency, effectiveness and acceptability) of the ESP course of law.

### **Evaluation of the Iraqi ESP Course of Law**

In the present study, the researcher will evaluate this type of ESP course namely **"Introduction to the Study of Law"** used in colleges and departments of law which

is supposed to improve the students' communicative competence in terms of law sciences.

Kennedy and Bolitho (1984, cited in Al-Azzawi:15) classified ESP courses into two classes: Independent and Integrated. The Independent ESP considers English as a separate subject on the educational programme, but with a related content to other subject. While Integrated ESP considers English as a function having a further dimension as a means of communication and a medium for learning other subjects.

However, the researcher thinks that both classes mentioned above have almost the same features which is to learn other subjects and may be used as a medium to communicate a certain discipline. The researcher thinks that there is no problem for learners whose second language is English, but the problem may be obvious clearly with learners who are of non-English communicates as those in Iraq who study law at the first year colleges and departments.

For Iraqi learners, the researcher thinks that the attempt would not be easy and many problems will be faced by them with the ESP programme that make it less successful and less promising as compared with those who are using English as a second language for example, India, Malaysia, Abu-Dhabi and other Eemirates of UAE, etc. The researcher thinks that the problems may be summarized in three dimensions: the first is the contents of the course, the second is the application of these contents which establish the ESP, and the third is the

continuation of Iraqi life changing by different imposed variables of different circumstances.

On the other hand, the researcher thinks that the instructors are responsible for the students' competence and the progress of their performance, but Lee 2001:43) states that "It is impossible to teach the learners everything they need to know in class, because of different reasons such as the limitation of time, the large number of students in small class, the lack of technologies, the competence of the instructor, the readiness of the students, etc. The researcher may add the incorporeal statue of the students which represented by nowadays circumstances in Iraq as another reason of ESP hindering.

Moreover, (porter 1976; Corbluth 1975; Hutchinson and Waters 1980- cited in Oladejo 1993:14) state that there is still an argumentation among specialists about designing a certain ESP course that concerns a certain specialization, this indicates that supplying the content and the level of the ESP has its own effect on instructor's teaching and students' competence and performance.

Carreon (1996:18) confirms that the content of most ESP courses lack the natural relation with the students' background and the needs of the students' specialization level. Oladejo (1993:14) states that the relevant materials in terms of objectives and context, are essentials, but unfortunately they are not realistic in terms of the experience of the learners concerned. Moreover, Swales (1987 cited in Sha'lan 2008:47) argues that the learner, in any discipline, must possess the desire of more than just getting knowledge of English.

The researcher thinks that there are other elements which may be considered as other shared obstacles that may confront the Iraqi students in ESP learning, such as; the crowded classrooms, the variables of nowadays which have mentioned in the introduction of this study, the instability of security status and finally, the most prominent feature which is the outdated course used to teach the students of law which had been published and depended as a ESP course of law at the first year since 1967.

As for content, Oladejo (1993:13) focuses the importance of the factors which sum up the content that maintains the learners competence and performance. The researcher, from other hand, thinks that it is very necessary to make the factor-content corresponds the learners life changing (negatively or positively) in order to control the problems of the ESP. According to this point of view, the researcher thinks that many approaches of teaching English may be used to match the contents of the ESP course which usually changes to correspond with the social variables.

As an instructor for this course, the researcher noticed that the current ESP of law focuses on the linguistic signs (words) and vocabulary rather than communicative skills especially speaking, reading and writing. From the researchers' point of view, this is the main defect of this ESP course.

The researcher interviewed randomly 20 students at the first year from the college of law/ Diyala University and 20 students at the first year from law department, Al-Yarmouk University College. He asked them about the major problems they face with their English course. 86% of them said that they are able to listen very well but they do not understand what they have heard. The researcher inferred that the major obstacles they encounter with the listening skill is that the students and the ESP course give less importance to such items in terms of topic, content, facts, ideas and grammar.

The researcher also noticed that the current course has speaking to do with oral practice in terms of listening and listening skills, the only function the students do is merely to listen carefully to what the instructor has read for the sake of translating what has been read in order to write the Arabic meaning over or under the English word in the text. The researcher thinks confidently that this approach of ESP learning has nothing to do neither academically nor futurity in serving the career which is the knowledge that the student is supposed to possess for communicative functions.

The researcher asked the interviewed students about the method and the style of the instructor in teaching, and whether it

is better to be changed. 82% of them answered confidently that the defect is not with the instructor nor with his\ her style but the defect is with the course itself. They confirmed that this course is restricted to be studied in such a traditional way.

92% of the sample complained that they are busy to memorize certain long and odd words and aspects for the sake and only for the sake of examination not for the sake of memorization. 80% of them spoke frankly and didn't hesitate to say that they chose the easiest way to pass the examination by cheating because this course does not leave for them any other choice. Some students asked how such outdated course still alive in spite of the different variables in Iraq. One student literally commented "what shall I do with a course bigger twice than my age" referring to the idea of oldness, whereas 20% of the sample supported this idea.

The researcher agrees with the students' opinion about memorizing long and odd words because, as an instructor, the researcher noticed that the author used a complex language instead of using simple language with this slice of students who, the majority of them, came from literary branch from different preparatory schools. For example the author Al-Qaysi (1967:10) used the word; **Jurisprudence** instead of **law (or) Science of law**.

"jurisprudence" is a Latin compound word (Juris) and (Prudentia). The researcher thinks that it is a very old language and is no longer used even in Britain. It was easier to the student and as a good careful look from the author to use the common and simple English word such as "law". The researcher asked some instructors who were teaching and other who are still teaching this course about this problem, all of them confirmed that the problem of complex and old language is one of the obstacle in teaching this ESP course beside other problems such as the problem of the outdated, passiveness, uninteresting, ineffectiveness, unpromising, etc.

According to these findings, the researcher thinks that the first and the second hypotheses of this study are rejected.

The researcher designed a certain quiz concerning the second year students of law in order to acquaint with their performance in this ESP course after one year of studying (see appendix A). The researcher conducted this quiz on 30 students chosen randomly from the second year at Al-Yarmouk University College. Although the quiz was out of 10 marks, the researcher noticed that no one of them passed the quiz or even got 5 marks, the higher mark was 2 out of 10.

To the researcher, this indicates that all the students remember nothing about what they have studied during the previous year from this ESP course. It was in best cases, the best student achieved 20% of the knowledge he obtained previously. the rejection of second hypothesis of this study is again confirmed.

The research thinks confidently that if this was the case of the second grade students, then the case of other years students is worst. In spite of this belief, the researcher interviewed randomly 20 students of law, 10 students from each grade, third and fourth grades, in order to acquaint with their attitudes towards this course. All of them confirmed that they remember nothing from the programme. They even did not remember the title of the course. They insured that this is because of the decreasing of their incorporeal and psychological status caused by the continual variables especially of nowadays which reflected the status of unemployment especially among those who are about to graduate. In this the first and third hypotheses of the study are rejected.

The researcher interviewed randomly 10 of law graduators, most of them work as a private lawyer. The researcher asked them about their attitudes towards the ESP course they had studied in their first year at the college of law and the items and aspects they remember. Most of them answered with an ironical smile that they remember nothing about it. They even hardly remembered the instructor's name. All what they remember was that they were studying English language with long items, and they were obliged to memorize them during the examinations. One of them who works as a lawyer said that English has

nothing to do with his career, because he is not going to write an English lawsuit in order to defend his client in front of English judges. Accordingly, rejection of the third hypothesis of this study is again confirmed.

According to a certain questionnaire (see Appendix B) that was designed to confirm the hypotheses of the study or not, the researcher distributed the questionnaire randomly to 50 students of law from College of law/Diyala University and to 50 students from department of law from Al-Yarmouk University College.

The researcher designed the questionnaire in a way to supply the information about the 100 students (sample) in terms of their motivation and attitudes towards learning the current ESP course. The researcher himself helped the students to answer the items of the questionnaire whenever needed.

The researcher devoted fields in the questionnaire to allow the students to offer their opinion towards English in general and their ESP course in practical. The obtained data revealed that 71% of the students said that it is necessary to learn English material in general, but to the contrary about this ESP course, 90% of the students wanted to change this boring course.

The researcher also devoted a field in the questionnaire to allow the students to rate themselves in English according to the current ESP course. The rating scale comprised five levels (bad/ acceptable/ middle/ good and very good) (Appendix B). The obtained data revealed that 80% of the students chosen level three i.e. middle.

Due to the item of self-evaluations of the proficiency level in terms of language skills separately on the listening, speaking, reading and writing, the data revealed that 80% of the students as most proficient in listening, while 10% of the students rated themselves as proficient in reading, while about writing 8% rated themselves as proficient, whereas only 2% of the students rated themselves as proficient in speaking.

The researcher agrees with Kraemer's belief when he said: "students having more experience with learning the language, have ... greater variable of success and failure and are more



objective in their evaluations” (Kraemer et al. 1989: 3). Accordingly, to the researcher, this rating will be acceptable.

What have been noticed by the researcher as received by the students , that almost all students considered listening as their preferable skill because they spend very little effort and put them in a safe side of committing mistakes, furthermore they can avoid embarrassment in front of their instructor and their classmates when they read or speak.

As received throughout the questionnaire about the difficulties the students faced, the data revealed that 95% of the students said that their problem was with the lexical items. The researcher inferred from the interview that their problem was in memorizing the long lexical items in this course, in addition that the author of this course did not stick to one item in presenting information or a certain item, but he often used different items to refer the same meaning and this is what make it a boring course because this presentation confused them and made them dislike this course. The researcher thinks that this incorporeal and psychological obstacle is a big problem faced by the students and by which the second hypothesis of this study again is rejected.

As for the method of the instructor by which he presents the lecture, the data revealed that 80% of the students chose the traditional method which depends on the classical style, i.e. reading and translating. The students clarified that this style is the easiest one for them and keeps them away from committing mistakes when they depend on themselves, in addition it saves them much of time to be exploited in other scopes. The researcher may add another reason that such a presentation is preferable because the current ESP course is so passive and with no vivid practicing or vivid examples from the real daily trials to be discussed or to be presented by data show or movies or other technological means.

concerning the presentation of the contents in the text, the interview revealed that 80% of the students chose the material to be presented with vivid examples to be discussed in the classroom. They said that from examples they can get better

benefit from the aspect in the course. Finally, the students attitudes towards examination, the data revealed that 92% of the students chose the first level, i.e. afraid. They clarified that the complex of their educational life is the English. They said that they still afraid of English examination in spite of the much efforts they grant in preparing to the examination.

According to the obtained data, and all the above discussion, the researcher thinks that the three hypotheses of the study are rejected.

Again, because of the above discussion, and as a matter of agreement with (Leung 1991:12) about the importance of evaluation in the field of EFL programme, the researcher may ascribe the students' weakness in their output to the very weak input of Iraqi ESP courses in terms of designing, corresponding and methodology to meet the learners needs. Whereas about designing and evaluation, Allen (1972:18) states that curriculum must be subjected to some form of evaluation in order to check the results in meeting the already stated objectives.

For the best knowledge of the researcher, he confidently believes that since 1967 the current ESP course taught to the first year/ Colleges and Departments of Law has been not evaluated yet. It has not been changed to correspond the social variables already mentioned in the introduction of this study. Furthermore, it has even not been amended to meet the requirements of the modern educational system in terms of learner-centered rather than teacher-centered.

The researcher agrees with Sha'lan (2008:47) when he said that he would like to indicate that ESP textbooks, in most of the non native is a subject to continual changes, improvements or amendments. However, the ESP textbook evaluation has logically sprung up as a necessary supplementary step of the ESP practice all over the world, it became for the sake of change at least, a tradition in some countries universities to make review to the ESP course either for revision or modification. But to the contrary, the researcher thinks that the obvious inexistence of evaluation studies for the ESP courses in general and to this course in particular in Iraq may be ascribed to the absence of the

serious thought to the ESP courses in Iraq as an important aspect in the system of the Iraqi English language teaching/learning.

### **Findings**

In the light of the above discussion, and throughout interviews with the students and the specialized instructors, and the findings of the questionnaire and the quiz, the researcher may record the following findings:

- 1- the researcher has found that the current ESP course which is taught to the law students of the first year is no more than a translated version from the Arabic version entitled (المدخل لدراسة القانون) by Abdul-Baqi Al-Bakri and Zuhair Al-Basheer, third edition (2011).

The researcher confidently thinks that this course was not designed to be used as ESP course to teach the first year students of law English language scientifically because basically the Arabic version does not prepared to the purpose of teaching/ learning English language nor to the purpose of achieving global communication in terms of law which is the main objective to which the ESP course suppose to do. The researcher thinks that this is one of the most defects of this course that made it passive and uninteresting course.

- 2- The current ESP is so old (1967) and primitive in reaching the objectives of real communication because it fails to deal with language skills for the reason mentioned above. Moreover it imposes only one approach of teaching that is not more than reading and translating the boring content.
- 3- The instructor is the only person in the classroom who is responsible about everything such as reading, translating, explaining, asking and answering. While the student has nothing to do but listening and sometimes as if he is not in the class. This means that the approach of teaching is instructor-centered not learning-centered contrasting the modern mood of correct teaching. Again this means that this course neglects the role of the student in the classroom.
- 3-It presents no activities to be practiced neither in classroom nor outside the classroom. The course presents no exercises at

the end of each chapter that obliges the student to think about it in English and to respond it orally or written in the classroom, furthermore it presents no points to be discussed for the sake of speaking skill development in the class nor it presents any demanding from the student to write any paragraph or essay outside the classroom for the sake of writing skill development.

- 5- The monthly tests and even the final test according to this course are not easy to be designed because of the overlap of the materials and the lack of the vivid examples stemmed from the real nowadays circumstances of life to be discussed and analyzed in the test.
- 6- The contents of this course are presented in a boring and unattractive style, because they are without any activities. This style of input affected positively the students output. To the researcher as an instructor, this was a noticeable effect throughout the tests.
- 7- As an instructor of this course for two years, the researcher confidently thinks that there is no motivation in this course to motivate the students to learn or even motivates them how to learn outside the class. The researcher noticed that the student totally depend on the instructor to solve the problems of this course.
- 8- The current ESP course does not present any chance to use the modern style in teaching by using the technology as a visual or oral aid means.
- 9- Finally and as the most important point of view, the researcher thinks that each curriculum is continually changed from time to time in order to correspond the modern education and the life requirements, but on the contrary, the researcher observed that this ESP course has never changed during almost five decades, accurately 46 years now, in spite of the different variables took place in Iraq which are above-mentioned in the very beginning paper of the present study. The researcher thinks that each variable separately demands changing of this ESP course.

In this, the researcher presents a justifiable attempt to evaluate the Iraqi ESP of law taught to the first year, and occasionally, the researcher may raise an important question which is: what is the great importance of this outdated ESP course that makes it stable and unchanged nor amended during this 46<sup>th</sup> years in spite of the defects mentioned above?

The researcher may ascribe the reason behind above defects to the negligence of the Iraqi curriculum designers to the field of ESP courses. The concentrating of Iraqi curriculum designers in this field is only on English as a Foreign Language Teaching and Learning (EFLT/L) rather than on ESP which is an important part in the field of English teaching/learning.

## **Conclusions**

From the above findings, the researcher concludes that the existence of the ESP programme is inevitable to get correctly the global communication. Because Iraq is a country and a part of this world, the researcher thinks that it is important to find a suitable ESP course that makes the Iraqi students of law correctly communicate their profession in the outward.

The researcher thinks that with the current outdated ESP course used to teach the first year students of law, namely **"introduction to the Study of Law"** the students become separated from their outward. The researcher confidently thinks that in spite of the awareness of the instructor to what he is doing in the classroom, and in spite of the best efforts he presents, and in spite of all methods he uses in teaching this course, but on the contrary there is no change with the students attitudes towards this course nor the desire to memorize its aspects and items nor to their output.

The researcher thinks that the defect is with the course itself because this course does not concern the four skills of language (listening, speaking, reading and writing). It only concerns with presenting foreign item with its vocabulary in a bothering and boring style that makes the students dislike this course, and sometimes pushes the students to commit cheating in the examination.

Furthermore, the researcher thinks that the purpose behind teaching any material is to make the learner memorizes and utilizes from what he learnt after finishing the task of teaching the course, i.e. the course designed to work after studying, but to the contrary and as we seen that this course does not teach neither the general foreign culture nor the foreign linguistics. The researcher thinks that this course disregards the quality and the quantity of the natural needs of the students.

In brief, the researcher thinks that the current outdated course has failed to respond the learners' furthest and nearest needs.

### **Recommendations**

Because English is a global language, so the researcher thinks that the need for ESP programmes that meet the challenge of the use of English as a foreign language in Iraq especially after the American occupation and the variables accompanied this occupation including the spread of the worldly communicative means especially the Internet, became inevitable to be practiced to make the learners able to communicate the outside world.

The researcher here recommends the importance of the existence of a real and an interesting course that makes the students interact effectively with it to make the learners able to communicate the outside world. But throughout the interview, the questionnaire, the quiz and the opinion of other instructors of this ESP course, the researcher and as instructor find out that this course is not interesting and so passive to degree that restricts the instructor to stick to one boring and bothering style that makes the students dislike it . The researcher thinks that this is one of the main causes that effect positively the output of the students.

The researcher recommends specialist to evaluate objectively the existing Iraqi ESP programme of law because it is the most outdate among the other programmes. The researcher thinks that redefining and reforming the current course in terms contents including vivid examples to be showed as movies and to be discussed inside

and outside the classrooms and the demanding from the students to write their opinions about what they have seen is so important in making the students benefit from foreign social and cultural experiments.

### **Suggestions**

The researcher suggests an alternative text instead of the current one. The researcher and the students think that modifying, amendment or even abrogation to some aspects of the present course are useless because of the passiveness of this course.

The researcher thinks that the Iraqi students do not use English except in classroom, so he believes that designing a new course is the most difficult part of this process in counting the students' community cultural, starting point depending on student's background and actual needs in terms of academically and futurity specialization concepts serving his career.

Accordingly, the researcher suggests putting in the mined the above aspects to solve the problems of the Iraqi ESP programmes to meet the purpose to which it is designed which is the global communication in a certain specialization.

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### Appendix (A)

**The quiz which is prepared to the second grade  
Students of law Al-Yarmouk university college**

**Answer the following items, (2 mark rendered each item).**

- 1- Define the term "Jurisprudence".
- 2- Define the term "Equity".
- 3- Where the term "Doctrine of Solidarity" is used?
- 4- What is the conventional custom?
- 5- What are the three kinds of law interpretation?

### Appendix (B)

**A questionnaire which was Designed to Get  
Information About the  
Attitudes of the First Year Students of Law Towards  
Their ESP Course**

1- Name:

2- Gender:

Male

Female

3- Age:

4- How many languages do you know except Arabic and English?

Kurdish

Turkish

other to be mentioned:

6- Your opinion towards English language in general:

Necessary

Unnecessary

Normal

7-Your opinion towards your current ESP course:

Suitable

Boring

Future background

8- Self-

Nothing to do for our academically and futurity life

It is better to be changed

weak

Acceptable

Middle

Good

Very good

9- Self-rating in each skill separately:

a- Listening:

weak

Acceptable

Middle

Good

Very good

b- Speaking:

weak

Acceptable

Middle

Good

Very good

c- Reading:

weak

Acceptable

Middle

Good

Very good

d- Writing:

10- In your classroom, do you prefer to be:

11- Which style do you prefer in learning English:

12- The difficulties you face in this current ESP course:

13-