

**THE SIGNIFICANCE OF ENGLISH FOR SPECIFIC PURPOSES APPROACH FOR
FIRST YEAR LAW DEGREE STUDENTS AT THE UNIVERSITY OF LIMPOPO**

by

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Mini - Dissertation

Submitted in partial fulfilment of the requirement of the degree of

MASTER OF ARTS IN ENGLISH STUDIES

in the

FACULTY OF HUMANITIES

(School of Languages and Communication Studies)

at the

UNIVERSITY OF LIMPOPO

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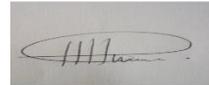
2021

DECLARATION

I declare that that the mini-dissertation titled "*The significance of English for specific purposes approach for first year law degree students at the university of Limpopo*" is my own work. All the sources that I have used or quoted have been indicated and acknowledged by complete references, and this work has not been submitted before for any other degree at any other institution.

Katlego Tennic Moremi

Full names



Signature

DEDICATION

This work is dedicated to my family. My special gratitude goes to my parents Modjadji and Thomas Moremi, my grandmother Grace Ramoshaba and my aunt Victoria Mojela as well as my little brothers Edward, Israel, Tetelo, Justin, Kopano, Kgethego and my little sisters Angel, Chloe, Phumelelo and Bokang. I appreciate all the support you have given me throughout this study. I also extend my special gratitude to my supervisor Mrs M.A Choshi. Thank you for your guidance.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Almighty God for giving me the courage, strength, wisdom, and dedication to be able to complete my study. I also want to extend my gratitude to the following people:

- My supervisor, Mrs. M.A. Choshi for her inputs, guidance and encouragement that made it possible for me to complete this study. I deeply express my gratitude to you for your efforts in ensuring the success and completion of my mini-dissertation.
- All the participants, which includes the lecturers and students whom I interviewed.
- My most caring family, thank you very much for the support you offered me throughout my study.

ABSTRACT

The purpose of this study was to investigate the significance of English for Specific Purposes (ESP) approach for the first year Law Degree students at the University of Limpopo. Qualitative, ethnographic research was conducted to determine the views and perceptions of the participants. Data was collected through interviews and questionnaires with a selected sample of respondents, and the data was analysed using thematic analysis. Themes were generated to present the data based on the objectives of the study, which were aligned to the literature review. The study has highlighted how the ESP approach could be used in the existing English module drawing from the participants' conceptions. The findings revealed that even though the English module is considered important in the law degree by students and lecturers, the content of the module should be designed in a manner that fits the Law field. The study recommends that relevant content be designed to develop essential skills such as problem-solving and critical thinking and the module content should be designed with the specific content that fits the law degree.

Key concepts: English for Specific Purposes, English module, law degree, needs analysis, course design

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List of abbreviations and acronyms

CHE	Council of Higher Education
EAP	English for Academic Purposes
EGP	English for General Purposes
EOP	English for Occupational Purposes
ERL	English as a Restricted Language
ESL	English Second Language
ESP	English for Specific Purposes
EST	English with Special Topics
HE	Higher Education
HoD	Head of Department
L2	Second Language
NA	Need Analysis
PSA	Present Situation Analysis
SA	South Africa
SLA	Second Language Acquisition
SLL	Second Language Learner
TREC	Turfloop Research Ethics Committee
UL	University of Limpopo

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CHAPTER 1: INTRODUCTION OF THE STUDY

1.1 Background of the study

English for Specific Purposes (ESP) approach programmes have become an essential aspect of teaching and learning English as a second language in many parts of the world including South Africa (SA) (Razika, 2016: 1). ESP approach programmes are multifaceted in that they cater for students' needs and provide essential communication training, which may include "writing medical reports, scientific writing and air-traffic control; which contain lexical, grammatical, and other linguistic features which are different from ordinary language" (Richards and Schmidt, 2010: 198). It is in this context that the content and intentions of the ESP approach courses are fixed by the particular needs of a group of students (Richards & Schmidt, 2010: 198). In other words, ESP approach programme that does not cater for the 'needs' of learners cannot exist in a classroom.

ESP's have been subject to considerable scholarship since the 1960s, and there is a general consensus that such programmes remain relevant as they provide models for developing English academic literacy for students coming from diverse backgrounds. The significance of ESP approach is also underpinned by the greater realisation that English still remains a modern *lingua franca* (Otilia, 2015: 54). Thị Tố Hoa & Thị Tuyết Mai (2016: 154) specify that the demand for teaching and learning English especially ESP's increases not only for communication, but it also receives alarming attention by universities with minimum exposure to the English language. Countries such as China and Taiwan have adopted ESP approach courses to bridge the gap between the English language which the students did not acquire at elementary school.

South Africa is a well-established multilingual country (Nomlomo & Katiya, 2018: 78), where diverse university students learn English as a second language at primary and high schools. Although that is the case, not all the students have the opportunity to acquire sufficient proficiency in the English language to enable them to perform to their full potential in their studies. As a result, English is still a barrier for communication, and it defaults access to education (Du Plessis, 2006: 29). To respond to these apparent challenges, universities in South Africa, including the University of Limpopo (UL), have adopted English modules within various degrees to assist first-year students to cope with the conundrum of learning through a second language (Ngoepe,

2007: 1), such that they are able to cope with the standard of proficiency required to perform well at the university.

In the ESP approach, according to Wright (1992: 5), less time is wasted while teaching and learning. This is because learners make use of their learning resources, which are aimed to help them to acquire specific skills and linguistic items that were identified before. Wright (1992: 5) further points out that Need Analysis (NA) is very important for this benefit because it helps the teacher understand the needs of the learner. Moreover, ESP approach enables students to learn effectively and to understand and participate to their full potential.

1.2 The research problem

In South Africa, many new entrants coming into Higher Education (HE) are mainly underprepared. Macfarlane (2013) cites a report by the Council for Higher Education (CHE) (2013) which assert that poor academic preparation at school is “the leading learning-related reason for poor university performance”. The report further alerts that “there is no prospect that the schooling sector will be able to produce the number of adequately prepared matriculants that higher education requires in the foreseeable future”. In fact, most of the students use English as a second language (L2) for teaching and learning.

In one of the annual reports, the CHE (2016: 146) estimated that 55% of the students who enter university will never graduate, citing language barrier as one of the reasons for that. Despite the countless number of researches conducted by various researchers on ESP approach, not all universities tend to adopt and formulate the correct approach to improve and advance the state of English and learning to English Second Language (ESL) learners. The University of Limpopo is one of the universities which offers first year English module to Law Degree students. The English module is called HENA011 and it covers grammar, poetry and prose. The content can have minimum impact to the Law Degree student’s future as it does not include specific Law degree concepts which can help them become effective in the law firms. According to Schleppegrell & Bowman (1986: 4), ESP is the approach that can assist students to have the knowledge and intensively understand the subject matter.

This study addressed the gap by investigating the significance of ESP approach for the first-year Law degree students at UL registered for the English module since the phenomenon was not researched before.

1.3 Purpose of the study

1.3.1 Aim of the study.

The study aimed to investigate the significance of ESP approach for the first-year Law Degree students registered for the English module at the University of Limpopo, South Africa.

1.3.2 Objectives of the study.

- To determine the first-year law degree students' conceptions of the existing English module.
- To establish the lecturers' views of the existing English module for first-year law degree.
- To determine the efficiency of the existing English module.
- To suggest guidelines on how best ESP approach programme can be formulated for first-year law degree students.

1.4 Significance of the study

This study will assist in providing a deeper understanding of the concept of ESP approach. The study will contribute to the existing body of knowledge and encourage awareness of the need for ESP approach at universities.

English module course designers including stakeholders and sponsors will be advised to consider adding ESP as a learning approach to the existing English module learning approach, to bring about change in teaching and learning at the university level. In addition, the study will create a view that ESP is an approach to learning that can be implemented to overcome the language barrier which students might face, and it could be a strategy to resolve the challenges of the higher education system of South Africa.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework upon which this study is grounded as well as a discussion of relevant studies in the field of ESP. The literature review focuses on the following themes: definitions of ESP approach, followed by typology of ESP, the difference between ESP approach and EGP, benefits of ESP approach, weaknesses of ESP, need analysis, as well as the pedagogical process of ESP approach at higher education level.

2.2 Theoretical framework

To investigate the significance of English for Specific Purposes approach for the first-year Law Degree students at the University of Limpopo, South Africa, a search was taken for a theoretical framework that would be suitable for the research objectives of this study. The Krashen theory of second language acquisition (SLA) as outlined by Krashen (1981), was discovered to be relevant for this study. This study focuses on the acquisition of a second language by the first-year Law degree students.

Krashen's theory of second language acquisition includes five hypotheses namely: the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter.

a. The acquisition-learning distinction

The acquisition-learning distinction is considered the most fundamental hypotheses among the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypotheses, (Krashen,1982: 10). According to Krashen & Terrell (1983) cited in Gxilishe (2013: 51), the acquisition learning hypothesis entails that unlike children, the adult has two different ways of developing competence in the second language, that is, acquiring a language by using it for real communication and learning about the language. By interacting with other language users, a second language learner can successfully acquire a second language. This hypothesis is relevant to this study because through ESP, the Law Degree students may be able to acquire language as well as use it for real communication. Furthermore, as they interact with the language users, they may be able to acquire it successfully.

b. The Monitor hypothesis

According to Krashen (1982: 15) the monitor hypothesis outlines how the acquisition and learning of a language are used in the production of a language. It involves the unconscious learning of the second language, from which second language learners learn a language without being aware that they are learning. Communication is an important aspect of the hypothesis. The hypothesis entails that the acquisition is responsible for the utterances which a second language learner produce, and it is also responsible for the fluency of the acquired language. On the other hand, the hypothesis indicates that learning has only one purpose, that is 'monitor'. Learning is only used to make changes in the utterances made by a second language learner by a means of correcting the produced utterance in the acquired system. The hypothesis indicates that formal second language learning plays a limited role in the acquisition of a second language.

Through all aspects which the monitor hypothesis entails, the hypothesis can advance the ESP course designers' capability to consider the importance of communication within the module. The hypothesis is crucial in the study as it allows the researcher to determine the first-year law degree students' conceptions of the existing English module, in terms of the content provided in the module.

c. The natural order hypothesis

The natural order hypothesis according to Krashen (1982: 12) entails that the rules of language, that is grammar and syntax, are naturally acquired in predictable order. The natural order hypothesis applies to beginners of a language especially children, Sell (1989: 1). The hypothesis discredits the acquisition of a L2 by learning.

The hypothesis will partially apply in the current study since it deals with university level students. This is because the hypothesis solely focuses on early acquisition of a second language. Although the hypothesis discredits the contribution which learning a language through formal setting can have in the acquisition process of the language, the hypothesis will however assist the ESP course designers as a guideline on how best ESP approach programme can be formulated for first-year law degree students, focusing on the level of students.

Krashen (1982: 20) outlines that in the input hypothesis acquisition can take place when meaningful and understandable input is presented to students in the intended target language. The hypothesis categorises two separate forms of language input which are: Listening and reading. According to Patrick (2019: 41) the two forms of language input are suitable for language acquisition, but reading is considered more effective. The hypothesis also indicates that for students to engage in target language (English), it will be due to adequate, meaningful, and understandable input they receive in the process of learning. The hypothesis can guide the ESP course designers to apply relevant content in the module after conducting a need analysis assessment. A study conducted by Sheng (2017: 419) revealed that enough language input is important in the acquisition of a second language.

e. The affective mode hypothesis / The affective filter

The affective mode hypothesis according to Krashen (1982: 31) entails that emotions are considered an integral part of acquiring a second language. These emotions can affect the acquisition of the L2 either positively or negatively. According to Patrick (2019: 42), input activities and communication tasks can lower the stress level of students while acquiring a second language, thus increasing the chances of acquiring the target language. On the other hand, activities which focuses of explicit instructional learning tend to increase students stress and anxiety, which results in students acquiring less of the targeted language. The hypothesis by Krashen (1982: 30) can help ESP course designers to determine what type of content is needed by students to positively influence their emotion to learn, by using the ESP approach course designing step of conducting needs assessment and needs analysis, and later evaluating the course to determine whether the students are pleased or not.

Throughout the literature, it is evident that communication is regarded as the main function of a language. In the theory, the main focus is the teaching of communicative skills. If people can understand the message, acquisition can take place.

Furthermore, exposure to a target language is one of the important aspects that drive Krashen's theory. With little exposure to English by ESL students, the theory comes in handy, as it helps to explore an approach or approaches used in the course to bridge the gap that the students have regarding English exposure.

Raju and Joshith (2018: 180) support the argument of Krashen, that it is of good cause for second language learners to learn under no pressure for them to succeed in their studies. This study deals with university students who are pressured to do well by their parents and their financial assistance. Amongst such challenges, the argument of (Raju and Joshith, 2018) and (Krashen, 1982), reveals the reason why the Krashen theory of second language acquisition is used to determine the first-year law degree student's conceptions of the existing English module.

2.3 Definitions of ESP approach.

Since its inception and evolvement over the years, the ESP approach gained several definitions. Scholars have tried to define the concept in terms of its deficiencies. The concept was coined by Hutchinson and Waters (1987: 16), who describe ESP as an approach than a product, which means ESP is not confined to a certain language, methodology or teaching materials. What is perceived to be important in ESP is reasons learners need to use a foreign language (Hutchinson and Waters, 1987: 16). Therefore, the purpose of learning English was the main reason the ESP approach course was designed.

On the other hand, Chisega-Negrila & Kraft (2018: 4) defines ESP by identifying its characteristics, that is, ESP courses are designed to meet the specific needs of the learner, related in content to disciplines or occupations, centred on language specific to those disciplines or occupations and contrast with general English.

Furthermore, Robinson (1991: 3) defines ESP under two assumptions: that ESP is usually "goal-orientated", and that courses that are ESP-based are developed from what is called "need analysis" (Robinson, 1991: 3). The needs analysis determines the goals that students may have with their English language skills and the courses are designed based on this, which creates a homogenous classroom. On the other hand, Lorenzo (2005: 1) states that ESP focuses more on the language in context than on teaching language structure and grammar. Lorenzo (2005: 1) further points out that ESP is usually delivered to higher education students in a work-related context.

Belyaeva (2015: 74) defines ESP as an approach that meets the specific needs of a student. It engages methods and activities of the field or discipline it serves, and it is centred on language skills, grammar and the learning situation that is appropriate for the activity.

Similarly, Pleşca (2016: 529) defines ESP as “the teaching and learning of English as a second or foreign language, where the learners aim is to use English in a particular academic, professional or occupational domain. It is English focusing on learners’ special needs” (Pleşca,2016: 529).

On the same vein of argument, Asmalı (2018: 86) posits that ESP is the approach of language learning, which is constructed on a learner's needs, which indicates that for everything that has to do with course planning, learners are involved in the initial plan. The learner’s inputs and needs matter.

Regardless of the different angles that the definitions take, there is consistent evidence that ESP is an approach centred on the learner's needs when learning or using English as a foreign language. However, not much attention is given to the learners who learn or use the language not as a foreign language, but as a second language at the university level.

2.4 Typology of ESP

According to Lamri, Bouabdallah-Heddami, and Bensafa (2017: 11), ESP can be differentiated in three types: Occupational Purposes (EOP) and English for Academic Purposes (EAP), English with Specific Topics (EST) and English as a Restricted Language (ERL).

EOP can be understood as the English that is used in the workplace. For instance, English for technicians, which is usually used by workers to communicate with customers (Anthony, 2018: 7). Woodrow (2017: 6), outlines that other individuals use EOP to publish their research papers following their work. EAP allows students to be taught the appropriate way to use a language for studying. It aims to assist students to study using the English language. Lamri (2016: 7) points out that regardless of the separation between EAP and EOP, they cannot quite be separated because one can work and study simultaneously.

Hans and Hans (2015: 27) explain EST as the type of ESP where the focus is shifted from a purpose to a topic. EST is essentially concerned with the future of English needs, for instance, scientists working in foreign institutions and demands the English language for postgraduate reading studies. Lately, more focus has been put on EOP

and EAP as the ESP branches to consider when looking at ESP (Anthony, 2018: 7 & Woodrow, 2017: 6).

Furthermore, Hans and Hans (2015: 27) cited in Carter (1983) claim that ERL is the type of language used by specific people. Lamri et al. (2017: 11) provide a clear example with air traffic-controllers using words like 'turbulence'. However, Lamri et al. (2017: 11) indicate that learning this type of ESP as an ordinary individual might not allow one to be able to communicate effectively in other settings as the language is only known by a small group of people.

Throughout the types of ESP, there is common evidence that ESP is generally divided into three branches which can be used to understand the concept better.

However, in the modern day, the focus is more on EAP and EOP as they are practical and academically based and can equip learners with how to perform and accomplish their duties at school and at work.

2.5 The difference between ESP approach and EGP

It has been established by Hutchinson and Water (1987) that there is no difference between ESP and English for General Purposes (EGP) in theory. However, Ajideh (2009), cited in Islam (2011: 69), maintains that the difference lies only in how the learning purpose is defined and implemented.

In a study, *The essence of English for Specific Purposes*, Pleşca (2016: 530) points out that EGP is the English language education that is usually found in primary and high schools. It is offered to students as a compulsory subject for them to understand the language. In the process, students are introduced to grammar, lexical and sounds of English. In the same vein, Lamri (2016: 6) maintains that EGP extremely focuses on the learning of the English language, the culture and literature that surround the language, and where the language is the subject matter of the course. The main purpose of EGP at schools is for pupils to succeed in their tests and examination.

ESP approach, on the other hand, allows students to learn and acquire a different set of knowledge and skills (Lamri, 2016: 6). Furthermore, Lamri (2016: 6) points out that Hutchinson and Water (1987) indicate that ESP approach is mainly practised in the highest education level because at that level, learners are adults, and "they have a certain degree of awareness concerning their language needs" (Lamri,2016: 6).

According to Lin (2018: 9), ESP approach has always employed needs analysis and prepared learners to communicate effectively in the tasks prescribed by their field of study or work situation.

Throughout the literature, there is a clear indication that EGP and ESP approach are two different aspects of English learning, wherein EGP is the learning of English as a general language, especially in the foundation phase of schooling, whereas ESP is the learning or use of English at a higher level of study, for example in the university, where the focus is on the students' needs.

However, since the focus of this study is on students, one might have an opinion that the inclusion of EGP is not of significance in the study, as it focuses on the learners at their early years of schooling. EGP in this context helps to indicate the differences that lie between ESP and English that is used for general purposes.

2.6 Benefits of ESP approach.

ESP, like any other approach, has benefits. The benefits are identified in terms of the learning speed, improvement of English proficiency, employment preparation, and communicative competence.

2.6.1 Learning speed

According to Ahmed (2014: 55), the ESP approach can help learners to have a faster acquisition of linguistic items that are required for them to study efficiently. This is because it follows the sequence of the native speaker's acquisition of language for a specific purpose. Moreover, speakers learn what they need and when they need it. The study by Tahir (2009: 108) maintains that by being involved in an ESP course, a learner can have the faster acquisition of the intended linguistic items (Tahir, 2009: 108). Furthermore, in the lesson the learner's needs are not taken for granted. Learners learn only what they need when they need it, guided by the course design. Therefore, less time is wasted in the process of teaching and learning.

2.6.2 Improvement of English proficiency

According to Lin (2018: 14), ESP courses can significantly improve students' English proficiency. ESP courses are of different types and have specific features depending on the specific fields, which can help second language learners to acquire more

proficiency in the English language. Similarly, in the study by Kordić and Cigan (2013: 169) conducted in Croatia, the results indicated that students performed better, and thus supported their assumption that an ESP course can effectively enhance a student's English proficiency. Although that is the case, the drawback of the study is that the sampling size was only thirty participants. The number cannot allow the results to be generalised.

2.6.3 Employment preparation

Kuo (2016: 1158) states that ESP is designed to be learned and practised as a basic element for employment preparation. This comes as an added advantage to the students who are involved in the ESP programme. Students use ESP skills to enhance their occupational development and are advised on how to improve learning and knowledge to meet the needs of their workforce. In a study done by Lin (2018: 41) in one of the Chinese universities, it was established that participants in the study thought that ESP course helped them with the necessary skills required in a particular profession.

2.6.4 Communicative competence

According to Tarvin (2014: 6), the ESP approach can help a student to have communicative competence because it equips a second language learner (SLL) with the ability to communicate in a culturally appropriate manner. It can also help an SLL in knowing how and when to use certain phrases to make meaning and accomplish social tasks effectively in extended interactions (Tarvin, 2014: 6).

In the literature, it is evident that ESP can provide students with a chance to learn fast, with less time wasted. Students' English proficiency can be improved, and their skills are improved in preparation for the workplace, let alone their way of communication.

2.7 Weaknesses of ESP approach

ESP, like any other approach, has weaknesses. The weaknesses are divided in terms of students and teachers.

2.7.1 Students' weaknesses.

Students are one of the reasons why ESP was established. However, they come across flaws during the ESP programme. The weaknesses are established in terms of

the student's demand, English proficiency, lack of vocabulary, and skills for using a dictionary.

2.7.1.1 Inconsideration of students' needs.

Students' demands for learning ESP are not met adequately. This happens when the resources which they are supposed to use during the lessons are not enough for them, and that destabilises students. Moreover, students are subjected to attend in overcrowded classes where most of the classes are postponed without a viable reason. A study conducted in Iran by Suzani, Yarmohammadi & Yamini (2011: 188) revealed that students who were supposed to take ESP course started to be timid, since enough material was not being provided and the crowding of the course, which was detected earlier, continued.

2.7.1.2 English proficiency

According to Thị Tố Hoa & Thị Tuyết Mai (2016: 155), English Proficiency plays an important role in communicating and comprehension of the content. English proficiency is one of the disturbing challenges that students face in the ESP course. Before students can get access to the university, their English proficiency matters. In a study, *Teaching aviation English in the Chinese context*, Wang (2007:157) highlighted English proficiency as a major problem for students in China. The drawback of the study is that it was conducted in a country where English is not an official language.

2.7.1.3 Lack of vocabulary

Lack of vocabulary can be a disadvantage to ESP students. According to a study by Thị Tố Hoa & Thị Tuyết Mai (2016: 155), done in Vietnam, it was found that ESP students did not see a reason for them to learn new words which are aligned to their field of study. This was because the terms were rarely used in their everyday lives, which is not an advisable thing to do. After all, for them to succeed in the course, they needed those terms or words.

2.7.1.4 Skills for using a dictionary.

In an ESP course, having skills on how to use a dictionary, according to Thị Tố Hoa & Thị Tuyết Mai (2016: 156), is crucial as it can enable a learner to have and learn new

vocabulary. Not knowing how to use a dictionary properly, for instance, relying on only the first definition of a word than other definitions can negatively affect the performance of a learner, which result in the student's goals to achieve the objectives of the course failing. Brooks (2014:169) shows the important role that new vocabulary plays in any language teaching programme, wherein it helps an ESP learner to achieve his or her goals in the course.

2.7.2 Teacher's weaknesses.

Teachers also face various difficulties as they are also involved in the process of delivering the content of the course to students. The difficulties they face can be outlined by focusing on “the quality of lectures and textbooks, and qualification and teaching methods of teachers” (Thị Tố Hoa & Thị Tuyết Mai, 2016: 156).

2.7.2.1 Quality of lectures and textbooks

According to Thị Tố Hoa & Thị Tuyết Mai (2016: 156), the quality of resources and lectures is essential in ESP. For an ESP course to lack proper materials and meaningful lectures, the quality of teaching which the teachers are supposed to deliver can be at risk. This will occur when the link between their teaching and resources cannot be established. Lesiak-Bielawska (2015: 19) indicates the importance of the material in the ESP course, by mentioning that ESP is a "Material-led movement" (Lesiak-Bielawska, 2015: 19). Without the quality of materials such as textbooks, teachers will experience difficulties in the course.

2.7.2.2 Qualification and teaching methods of teachers

Without proper support from university and sponsors, teachers go through a difficult path in their work. The lack of qualified teachers can also post a challenge on them because they get pressure to deliver on something they do not understand (Thị Tố Hoa & Thị Tuyết Mai, 2016: 156). This also results in their teaching methods being different from those expected in the ESP course, which adds a disadvantage to the students who will be learning. A study conducted in Indonesia by Poedjiastutie (2017:347) indicates that during the ESP course, students were taught grammar, neglecting preparing learners to have good communication skills. This contradicts with the main idea of ESP as an approach. Furthermore, Yu and Xiao (2013: 1126) discovered that teachers focused more on teaching vocabulary and grammar in class,

which affects other skills because the learner's communication aspect of the lesson is neglected. This indicates the importance of relevant qualifications and proper methods of teaching that can be used in the process of teaching and learning. Without qualifications and methods, teachers could encounter problems in the lesson.

Regardless of the weaknesses that the ESP approach has, it remains relevant for this study.

2.8 Needs analysis

Arnó-Macià, Aguilar-Pérez & Tatzl (2020: 59) claim that needs analysis is a core element of the ESP approach. This is because ESP teachings are based on learners' needs since needs analysis can be used as an element to probe students' observations of the course. Belyaeva (2015: 77) identifies approaches that can be followed when analysing the needs of learners, that is: target-situation, present situation, strategy analysis, means analysis and language audit.

Target-situation is a phase of needs analysis where the set of situations where students will have to use the English language is determined. The phase focuses on what learners need before the course starts to determine students' goals (Belyaeva, 2019: 77). Equally important, Hutchinson and Waters (1987) argue that to explain a target situation one has to focus on the necessity, lacks and wants of the targeted learners.

Todea and Demarcsek (2016: 2) maintain that necessity is the type of need that is channelled by the demand of the target situation. That is to say, what does the learner have to know to perform and function well in the target situation. For instance, a translation student may need to understand how a person produces speech sounds, to master the skill of knowing how and when to use the speech sounds.

Lacks, on the other hand, is a need that deals with knowing what the student already knows, and you then determine the necessity which the student lacks (Hutchinson & Waters, 1987: 56). What students lack can be determined by, for instance, reading a text, as this will reveal if students need help or not during the exercise. To see whether students lack proficiency, the target proficiency must be compared to their existing proficiency (Alqunayeer & Zamir, 2016: 89). Conversely, Alsamadani (2017: 59) views lacks as what students do to know.

With the two above needs, learners are seen as passive and having no voice. Wants are the type of needs where the voice of a learner is taken into consideration. ESP is an approach that considers the needs of a learner. Learners can voice out what their needs are (Hutchinson & Waters, 1987: 56). In ESP, the perception of a learner is important. Ureña (2017: 201) indicates that because of wants, participants in the study conducted were able to tell the researcher what they needed, for instance, students wanted to listen to a recording, study grammar and watch videos during a lesson.

The present situation is a type of needs analysis that focuses on the standpoint of the learners' language command before the ESP instructions. Sanmugam (2013: 3) points out that present situation analysis (PSA) involves the weakness and strength coupled with the learning experience and skill of a language, which learners may have.

Strategy analysis, according to Belyaeva (2015: 78), focuses on determining what kind of style students prefer to learn using. This can help in choosing a relevant teaching method for students (Allwright, 1982; Belyaeva, 2015: 78).

Means analysis, according to Hutchinson and Waters (1987), takes into consideration the availability of teaching staff, the equipment and materials for the course so that it can succeed in the process of teaching and learning. Rahman (2015: 27) indicates that means Analysis can be understood as an assistant to a needs analysis to establish an active and workable course design. It involves the information of the local situation to see how a course may be executed (Rahman, 2015:27).

Belyaeva (2015: 78), adopted in Robinson (1991), points out that language audit happens when companies and employers want to know whether language teaching is needed for their employees in terms of the kind of tasks related to their job. A connection between employees' language proficiency and the specific work-related situation is determined.

In summary, Irshad and Anwar (2018: 160) citing Dudley-Evans and St John (1998), indicate that needs analysis helps in determining the following information about the learners:

Professional information: the tasks and activities with which learners will use the English language. Personal information: aspects which may affect their learning (prior experience and cultural information). Language information: the existing skills and

language use of the learners. The language which students lack regarding their professional information. Language learning information: what is it that they need to learn, their expectations about the course and the environmental information in which the course will be taught.

In a study based on needs analysis by Sanmugam (2013: 8), conducted in Malaysia, where a questionnaire of needs analysis was distributed among 120 students. it was established that reading technical manuals, listening to spoken presentation was their concern.

A similar study was conducted by Todea and Demarcek (2016: 7), wherein 179 students were requested to indicate their level of satisfaction regarding the English course, including their suggestions on the topic and language issues they would like to deal with in the course. The researchers were able to find what activity should be included in the course.

The above studies indicate the importance of employing needs analysis on learners before a course can be designed. Although that is the case, it must be considered that a needs analysis of learners must not be done after a long period. It should be an ongoing activity since their needs might change over time (Alsamadani, 2017: 65).

2.9 Content-based approach

According to Stryker and Leaver (1997) content-based approach is concerned with the incorporation of language learning with content learning. The integration of language learning and content learning results in the English language being learned through the content of the subject matter (Yang & Chan, 2015: 19). In a content-based approach, language teaching is solely designed around content teaching. With the way the approach is practised, it is evident that it fits to be an ESP approach method, (Ngoepe, 2007: 91).

A content-based approach can incorporate various content when designing a course, (Ngoepe, 2007: 92). These include the skill- based content. According to Sellin (2003: 43), for any academic driven course, the promotion and integration of skills should be paid enough attention, as this is important in a course. A communication skill is one of the important skills set which a student needs, this is because the communication skill incorporates a variety of skills which include listening, speaking, reading, and writing.

This is evident in one of the Council of Higher Education (CHE, 2015: 10) report which details that on qualification standard for Bachelor of Law, for a student to obtain their qualification, they must be proficient in reading, writing and comprehension and also speak in a professional manner.

2.10 Assessment

Tosuncuoglu (2018: 163) argues that assessment is accepted as one of the crucial aspects in teaching. According to Amua-Sekyi (2016: 1), assessment can be defined as the activity in which teachers and students start to gather information that can be used to alter teaching and learning. Adding an assessment practice in an ESP approach course can be beneficial to both the students and lecturers as it can be used to measure whether what is being taught and practised in the course is working or not. Through assessment, lecturers can determine the level of skills or knowledge of students, (Tosuncuoglu, 2018: 163). This indicates the importance of assessment in course. To support this claim, in a study conducted by Taras (2005), it was revealed that assessment is very important for the students to acquire a language.

2.11 Capacity of lectures

The capability of lectures in providing students with relevant content and skills can have an impact on the kind of input students receive from the provided lectures. Besides the importance of relevant content in developing important skills, the qualification and proper training of lecturers can have an impact on developing suitable content in a lecture. Madhavi Latha (2014: 80) highlights the importance of teachers receiving specialised training in their profession. Madhavi Latha (2014: 74) outlines aspects which explains the need of teacher education, namely, the improvement of teacher-quality, the improvement of efficiency, making innovation as well as meeting changing needs.

2.11.1 Improvement of teacher-quality.

For teachers to provide quality education to students, they must have quality education and training. This is because teacher education can impact upon teacher quality (Madhavi Latha, 2014: 74).

2.11.2 Improvement of efficiency.

The achievement of maximum productivity in any course is advised. According to Madhavi Latha (2014: 74), teacher training does not only ensure that teachers are competent, but it ensures that they also stay motivated in their profession through time. Motivation can improve efficiency among students.

2.11.3 Making innovation.

The development of changes in an ESP course is required. Madhavi Latha (2014: 74) mentions that teachers are important in improving the quality of education. This indicates the importance of investing in teacher training.

2.11.4 Meeting changing needs.

In an ESP course needs of students often change in respect to what they are learning. In that sense, Madhavi Latha (2014: 75) indicates that “much innovation and reform is necessary in the professional training of teachers, to assist teachers in adapting to their changing occupational roles”. It is evident that without proper teacher training, the capability of lecturers can be greatly impacted. This is because teacher training enables teachers to keep track on the latest development in the subject and skill areas.

2.12 Time

According to splashlearn.com (2021) time is supposed to be used “to quantify, measure or compare the duration of events between them”. Time spent in a course can have an impact on the nature of education students receive, either negatively or positively. A study conducted by Grave (2010) revealed that a course should provide students with time for self-study as it can have a positive impact on their education. On the other hand, a study conducted by Eze and Ombajo (2017) found that long lecture duration impacts negatively on the quality of teaching and learning, particularly taking into consideration the human attention capacity. Although the studies vary in terms of the field of study, they indicate the importance of time in a course. This feature can assist ESP course planners in terms of the time aspect in a course.

2.13 Pedagogical process of ESP approach at a higher education level

The teaching and learning process of ESP approach to develop language acquisition involves a system that consists of components that interact together (Hutchinson &

Waters,1987). The components of ESP approach are course design, syllabus, and materials.

2.13.1 Course design

Hutchinson and Waters (1987: 65) posit that in the process of a course design, raw data based on learning need and collected with the use of needs analysis is interpreted to produce a combined series of teaching-learning skills. The aim is to navigate a learner to a certain state of knowledge. Furthermore, Bensafa (2017: 7) indicates that Hutchinson and Waters (1987: 65) proposes that an ESP course can be designed by using a learner-centred approach. This is because a learner-centred approach considers a learner in every phase of the designing process.

Nurpahmi (2016: 175) summarises factors that affect an ESP approach course design, and these are questions that a course designer needs to answer before designing an ESP course. The questions are: (a) Why do the students need to learn? (b) In the process, who is going to be involved? This question includes not only students but instructors, teacher, and sponsors. (c) Where will learning occur? (d) When will the learning occur? (e) What content do the learners need to learn in terms of aspects of language, the level of proficiency to be achieved and the topics which will be covered. (f) What learning theory and methodology will be used for learning to be achieved?

A study conducted in Algeria by Guerid and Mami (2017: 779) on 30 finance managers discovered that by using the course design methods suggested by Hutchison and Waters (1987), a viable and user-friendly course can be designed. This was possible because the researcher used different research tools to gather the appropriate data among the participants. The methods were used to understand the needs in the current used English, their challenges and what they want in the content of the course. The study, however, was based on the working class, which is a gap within the study field of English and ESP in education.

2.13.2 Syllabus design

Due to developments over time, a syllabus has attained different definitions according to how different scholars observed the phenomenon (Irshad & Anwar, 2018: 158). Widdowson (1983) defines a syllabus as a framework which is used to carry activities; “a teaching devise to facilitate learning” while Brown (2001: 16) defines a syllabus as

a design to carry out a programme for a language, which looks at the primary concern of the learners, their specification of linguistics and subject objectives.

Furthermore, Tahir (2009: 123) claims that Kumaravadivelu (1994) views syllabus as "a pre-planned, pre-ordained, pre-sequenced inventory of linguistic specifications imposed in most cases on teachers and learners". Kumaravadivelu (1994) further claims that this perspective of the syllabus is "widely recognised". The 'pre' indicates the importance of starting the syllabus design right from the start of a programme in terms of the learner-centred approach. This allows for students' methodological considerations.

According to Harmer (2001: 295), in designing a syllabus, one needs to be concerned with the learnability, frequency, coverage, and usefulness of the course. The designed syllabus must however cover language description, learning theories and need analysis (Tahir, 2009: 124)

In one of the papers found in the proceedings of the First International Conference on Teaching English for Specific Purposes compiled by Stojkovic (2013: 740), it was found that in Slobomir P University, teachers were the ones responsible for creating a syllabus which meets the needs of learners. This responsibility requires time, skill, and support. Without those aspects, the plan is dimmed to fail.

2.13.3 Material design

Material writing is one of the most important aspects of the ESP approach. It is seen "as the most characteristic feature of ESP in practise" (Hutchinson & Waters, 1987: 106). Materials are created usually in a newly formed and designed programme. For instance, an institution may wish to provide teaching and learning material which fit the specific needs of a certain group of learners.

Hutchinson and Waters (1987: 107) outline principles that show how a useful and creative ESP material can be written: Firstly, materials provide a stimulus to learning. The material will contain enjoyable and fun activities which can engage the learner's cognitive capacity. Learners have opportunities to use their existing knowledge and skills in the programme, both the learner and the teacher can cope with the content and interesting text. Secondly, materials "help to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt".

A good material must provide a clear path and structure that can guide the teacher and the learner to perform different activities in the programme, in a way that creates a great chance of learning. The model must be flexible to allow the creativity of learners. Again, materials embody a view of the nature of language and learning. As a material writer, the material must reflect the learning process. It is important to include thoughts and reflections about what you believe in the learning process. Furthermore, materials reflect the nature of the learning task. Even though the complexity of language is well documented, according to Hutchison and Waters (1987: 108), “the material should try and create a balance outlook which both reflects the complexity of the task and makes it appear manageable”. Also, materials can “have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques”. Lastly, materials offer models of correct and appropriate language use.

By using principles by Hutchison and Waters (1987), a material designer can understand what the material is intended to do. According to Ahmad (2012: 115), if the teaching materials do not achieve the intended needs of the students, the students will have a lack of motivation.

Bytyqi (2017: 109) indicates the importance of material writing after doing needs analysis. Bytyqi (2017) used the data which was gathered in a summer semester in 2014 to be able to design a new ESP syllabus. The results helped the researcher to gather and write new course material according to what the students preferred to work on. To design the materials, the researcher used various sources including podcast, books, and different websites. The study indicates an important angle of material design. The drawback is that the study took place in the South-East European University in Tetovo and Skopje, not in South Africa. Although that is the case, studies by Ngoepe (2007) and Ngoepe (2012) conducted in the University of Limpopo outlined the importance of course evaluation in terms of the material in the course. The drawback of the studies is that they focused on mathematics and science foundation year course in English and study skills.

2.14 Conclusion

This chapter outlined the literature that provides a clear understanding of ESP approach and what it caters for. The different types of ESP approach and how it can

benefit a learner as well as the difficulties which learners and teachers may come across in the course were reviewed. The literature further indicated how the ESP course can be designed and implemented to fit the needs of a learner.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology used in the study. The research methodology includes research design, population and sampling, data collection instruments, data analysis, quality criteria, ethical considerations as well as the benefits and risks anticipated in the study.

3.2 Research design

Research design is explained as the “use of evidence-based procedures, protocols or guidelines that provide the tools and framework for conducting a research” (Majid, 2018: 1). In other words, it is a plan that guides how a research will be conducted. It can also be used to indicate the who? what? where? and when? in the study.

Similarly, Zikmund 1988 (cited in Akhtar 2016: 68), explains research design as a phenomenon that can be used as a critical plan to specify the methods that are supposed to be used in the procedure of data collection and the analysis of relevant information.

This study employed ethnographic research design. In the ethnographic research design “the researcher studies the shared patterns of language and actions of a certain group of people in their natural setting” (Creswell, 2014: 14). The ethnographic research design was considered relevant to this study because the study focused on the way the University of Limpopo first-year Law degree students and lecturers use the English language within their natural setting i.e., lecture halls. Moreover, this study employed a qualitative research method. According to Creswell (2014: 4) qualitative research is “an approach used to understand and explore the meaning individuals ascribe to a social or human problem”. The qualitative research method was chosen because the researcher aimed to understand the in-depth behaviour, views and perceptions of people regarding the examined phenomenon.

3.3 Population and sampling

3.3.1 Population

The participants in this study were first-year law degree students registered for English module and lecturers responsible for the English module. According to Taherdoost

(2016:19) the population is commonly related to the number of people living in a particular setting or country. As a researcher, it is not possible to study the entire number of the population. In that case, a sample should be selected to represent the population.

3.3.2 Sampling

A convenience sampling technique was used to collect data. According to Etikan (2016: 1) convenience sampling “is a nonprobability sampling where members of the target population that meet certain practical criteria, such as easy accessibility, availability at a given time, and the willingness to participate are included for the study”. In this study, first-year law degree students who are registered for English and lecturers responsible for the English module were appropriate because they were accessible, closer, and convenient to the researcher.

The sampling consisted of three (3) lecturers responsible for the English first-year module and twenty (20) law degree students registered for the English module. The students were identified from their respective lecture halls, and they were requested to participate in the study, while the lecturers were identified and interviewed in their offices. The number of students and lecturers allowed the researcher to have enough time to gather the appropriate data.

3.4 Data collection and instruments

Kabir (2016: 202) posits that data collection is the “process of gathering information on variables of interest in a systematic manner that enables one to answer stated research question, test hypothesis and evaluate outcomes”. In other words, the researcher only focuses on the information that the study seeks to establish. In this study, the researcher received permission from the Head of Department (HoD) of Languages to collect data from the students and lecturers. The study used semi-structured interviews and questionnaires to collect data.

3.4.1 Interviews

The researcher used semi-structured interviews to obtain in-depth information from the participants. Rubin and Rubin (2005: 4) argue that in a semi-structured interview, an interviewer probes a question to the interviewee and may further expand their responses. The semi-structured interviews were used so that the researcher can get clarity on interviewees' responses as well as to discuss their responses further. The researcher interviewed three (3) lecturers responsible for the first-year English module with the intention of comprehending their views about the existing English module for first-year law degree students.

3.4.2 Questionnaires

This study also used questionnaires to collect data. A questionnaire is a designed and written instrument that has a list of research questions that is used to get useful primary information from participants in a study (Questionpro.com, 2020). Open-ended questionnaires were used for the researcher to obtain needed information from the participants. Twenty open-ended questions were provided to students for them to provide the required information.

3.5 Data analysis

Data analysis in any research study is one of the crucial aspects of research. According to Singh & Bajpai (2012), data analysis is a “task that requires proficient knowledge of how to handle the data collected as per the pre-decided research design of the project”. “Data analysis is a systematic process of selecting, categorising, comparing, synthesising as well as interpreting to provide explanations of a single phenomenon” (McMillan & Schumacher, 2001: 462). Singh (2015: 50) asserts that Mohan and Elelmgovan (2011) defines data analysis as “several closely related operations that are performed to summarise the collected data and organise these in such a manner that they will yield answers to the research questions or suggest hypothesis or questions if no such questions or hypothesis had initiated the study.”

The process of data analysis was achieved by using the thematic method of analysing data. According to Braun and Clarke (2006: 79), thematic analysis is a qualitative analytic method for “identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently

it goes further than this, and interprets various aspects of the research topic". Braun and Clarke (2006: 16), outlines 6 phases which a researcher must follow when conducting thematic data analysis:

- a. Being familiar with the data.
- b. Generate initial codes.
- c. Search for themes.
- d. Review of themes.
- e. Defining and naming themes.
- f. Producing the report.

During the analysis of the interviews data, themes played an important role. The themes were generated from the questions asked to the lecturers. Because the lecturers were only 3, it was befitting for the researcher to use excerpts in the analysis to indicate and highlight the participants' similar and different responses to the asked questions (Braun et al, 2014: 36). On the other hand, during the analysis of the questionnaire data (because the participants were 20) the researcher had to use themes generated through the questions, by capitalising on the patterns and codes which emerged from the data when it was scrutinised in the second phase of thematic analysis. The patterns helped to categorise the data within all the themes for the data to be clear and detailed (Braun et al, 2014: 6).

3.6 Quality Criteria

The quality criteria of a study can sometimes be regarded as the 'trustworthiness' of the study. Connelly (2016) argues that quality criteria is "the degree of confidence in data, interpretation, and methods used to ensure the quality of a study". According to Anney (2014: 275) trustworthiness of a study is the degree to which people can depend on and trust is given on the research findings. Amankwaa (2016: 121) advises that in each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. The researcher in the study ensured the trustworthiness of the study by adhering to credibility, transferability, dependability, and confirmability criteria.

3.6.1 Credibility

According to Korstjens & Moser (2018: 121) credibility “establishes whether the research findings represent plausible information drawn from the participants’ original data and is a correct interpretation of the participants’ original views”. Credibility in the study was earned by assuring that the original data which was provided by the participants was not altered. The researcher went on further to quote some of the respondents’ actual words in the study, which indicate the plausible information drawn from the participants.

3.6.2 Transferability

Anney (2014: 277) argues that transferability is the degree to which the results of a specific study can be transferred to a different context or used with a different population. Transferability in the study was discussed by the provision of an in-depth and clear description of important concepts, a clear summary of the purpose of the study and the participants in the study. This also included an explanation of the relevance of the theory and the nature of the study.

3.6.3 Dependability

Moon, Brewer, Januchowski-Hartley, Adams & Blackman (2016: 2) argue that ‘dependability’ refers to the constancy over a research finding and the how the research process is followed, allowing someone to follow and critique the research process. Dependability in the study was addressed such that the researcher reported the process that guarded the study in detail. The report of the process will enable future researchers to follow and repeat the work and possibly obtain the same results.

3.6.4 Confirmability

Makweya and Oluwatayo (2016: 13) suggest that during confirmability, the researcher takes steps to demonstrate the results that arise from the data collected and not their own “predisposition”. Therefore, in a study, the researcher will stay away from being biased and ensure neutrality throughout the research. To ensure confirmability, the researcher provided explanations on why other methods and approaches were selected and used than others.

3.7 Ethical considerations

The ethical consideration section focuses on permission to conduct the study, right of privacy, informed consent, confidentiality anonymity, and confidentiality.

3.7.1 Permission to conduct the study.

The researcher obtained permission to conduct the research from the Turfloop Research Ethics Committee (TREC), the Head of Department (HoD) of Languages, English Studies lecturers and the law degree students registered for the English module.

3.7.2 Right of privacy

The right to privacy was maintained by the researcher. The researcher ensured that no attention was given to the participants in terms of their names being mentioned in the study. Furthermore, the participants were informed about their right to participate in the study out of their free will, and that they could at any stage withdraw from the study if they felt uncomfortable to continue without any negative consequences.

3.7.3 Informed consent.

The researcher asked the participants to read and sign an informed consent form that explained the nature of the study, the significance of the study and the ethical aspects of the study.

3.7.4 Confidentiality

Confidentiality of participants was maintained by ensuring that the participants' information such as their names, age or any form of identification is kept safe and private. Anonymisation is a critical part of confidentiality (Surmiak, 2018: 7). Furthermore, the researcher also ensured that the participants were told that the information they provided would not be disclosed to anyone.

3.7.5 Anonymity

The researcher ensured the anonymity of participants throughout the study by ensuring that the participants' names i.e., individual names of students and lecturers were not included in the study.

3.8 Benefits and risks anticipated in the study.

3.8.1 Benefits anticipated in the study.

The study shed some light on ESP as an approach and added on the existing knowledge on how the approach can be practised. The interests of the participants were protected during data collection. No inducement or incentive was offered to the participants.

3.8.2 Risks anticipated in the study.

The researcher ensured that participants endured no harm in the study by ensuring that any harm associated with the study, such as the use of data collecting tools and loss of time was avoided. Dixon and Quirke (2017) posit that harm or risk on participants must be always avoided in research. The participants may experience a low degree of inconvenience as they will be completing questionnaires and when they will be engaged in interviews. In the study, none of the participants indicated having experienced any degree of convenience or discomfort. But if that was the case, the researcher would have referred the participants to professional units such as Counselling and Health Care Unit or they would have been made to feel free to pull out of the study at any stage.

3.9 Conclusion

This chapter discussed the research methodology used in the study. The research methodology focused on the research design, the population and sampling, the data collection instruments, data analysis, quality criteria, ethical considerations and benefits and risks anticipated in the study.

CHAPTER 4: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the analysis presentation and interpretation of data. The chapter deals with data collected using interviews as well as questionnaires which are presented in figures followed by a discussion. This study used qualitative research methodology which allows participants to provide detailed information on how “they make sense of their experience on a certain phenomenon, where open-ended interviews and questionnaires may be used” (Mohajan, 2018: 2).

4.2 Interview data of the study.

The study shows that three first-year English module lecturers participated in the study through interviews. Out of the three lecturers who participated in the study, 2 were females and 1 was male. The study began with the presentation of the lecturers’ personal information in figures, followed by the analysis of the lecturers’ actual words, which are quoted during the interviews, using themes.

4.2.1 Lecturers’ personal information.

It was established worthy to include the lecturers’ personal information to help the researcher to formulate appropriate recommendations to maintain the significance of ESP approach for law degree students. The lecturers’ personal information is presented in graphs that illustrate gender, age, and home language. The lecturers’ gender will be presented first, followed by age, and then, home language. The information is discussed in the figures below.

4.2.1.1 Number and gender of the lecturers.

The number and gender of the lecturers is presented in a figure and is demonstrated below:

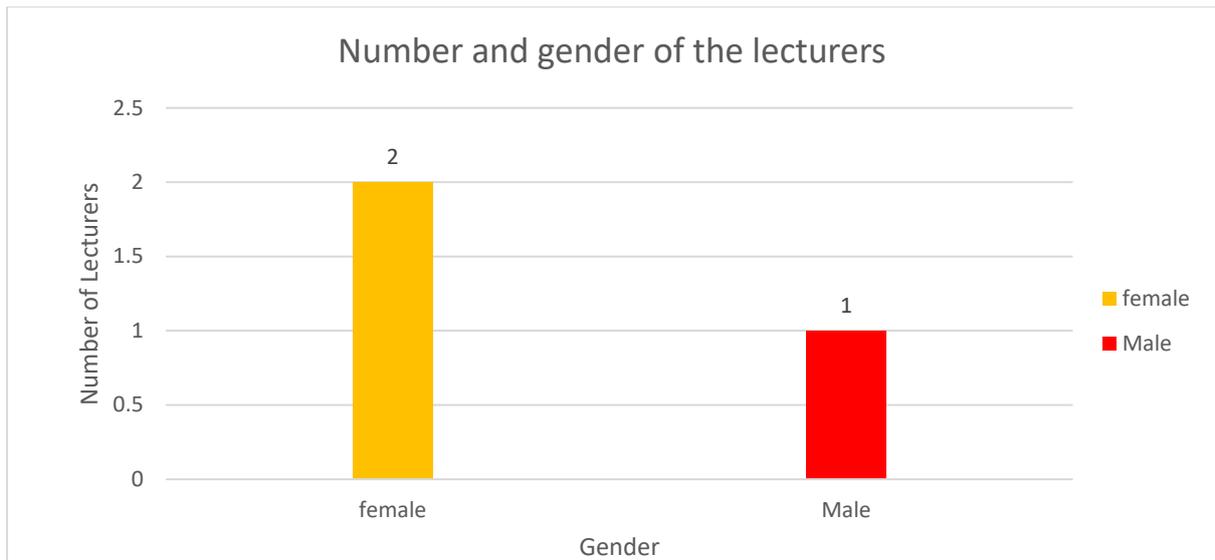


Figure 1: Number and gender of the lecturers.

Figure 1 above illustrates the number and gender of the lecturers. The figure indicates that out of 3 lecturers, 2 were females and 1 was male.

4.2.1.2 Lecturers' age range.

To understand the participants well, the researcher asked the participants to provide their age range.

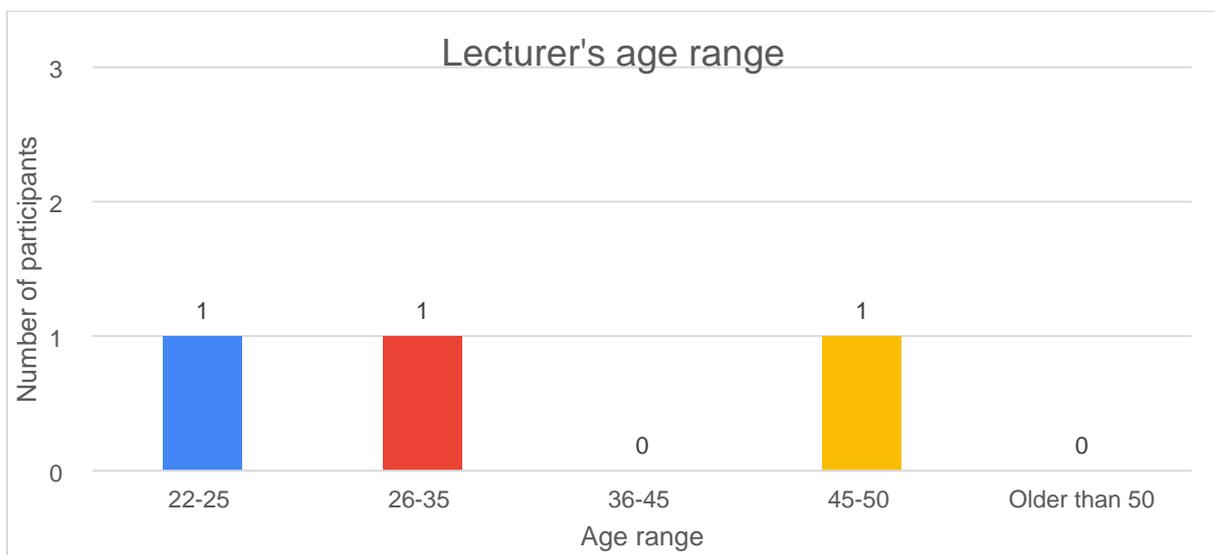


Figure 2: Lecturer's Age Range.

Figure 2 above illustrates the age range of the lecturers. The figure shows that the three lecturers were between the ages of 22 to 50. One lecturer was between the ages of 22 to 25, another lecturer was between the ages of 26 to 35 and the last one was

between the ages of 45 to 50. The study reveals that there was no lecturer between the ages of 36 to 45. This implies that the youngest lecturer was between ages 22-25 and the oldest was between 45 to 50 years.

4.2.1.3 Home languages of the lecturers.

The home language of the lecturers was one of the aspects used to describe the participants. The figure below indicates the home language of the lecturers.

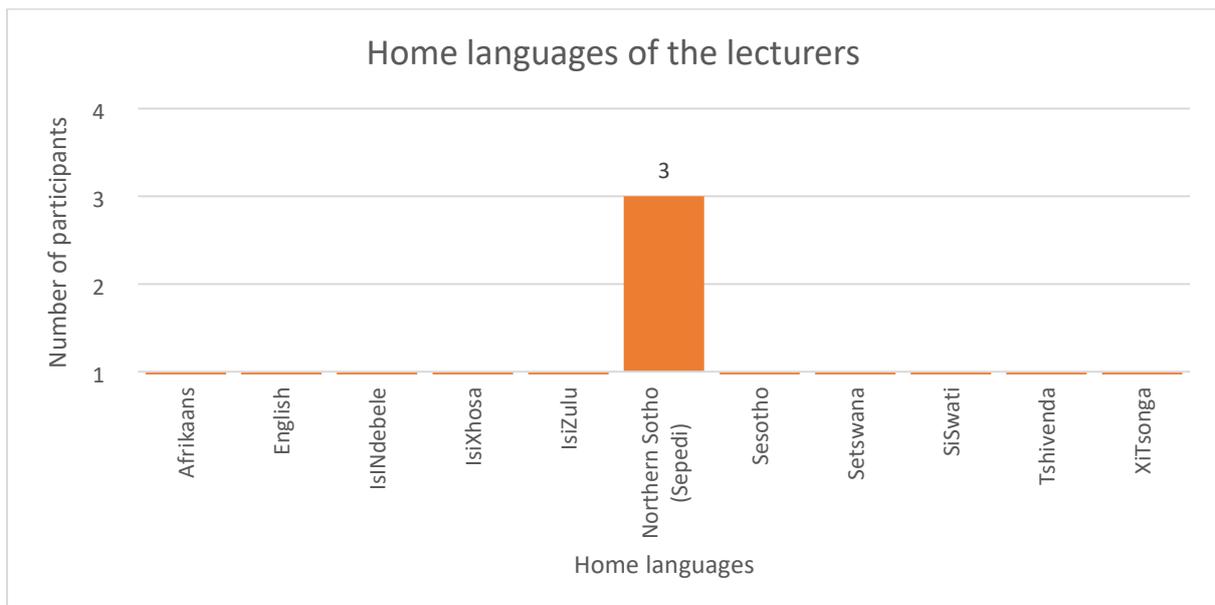


Figure 3: Home languages of the lecturers.

Figure 3 above illustrates the home languages of the participants, indicating that all the three participants speak Northern Sotho as their home language.

4.2.2 Analysis of lecturers' interview themes.

The analysis of lecturers' interview themes focuses on the analysis of themes formulated through the interview's questions. The themes are: the importance of the English module law degree, essential skills that the module provides to students, teaching strategies used in the module, status of oral and communication skills by students in the class, and the provision of students' needs. The responses of the participants and the analysis thereof are presented below.

4.2.2.1 The importance of the English module for a law degree.

A module is supposed to serve a certain purpose to a degree. This theme was derived from the question: Do you consider the English module important in the degree? The

question was meant to reveal the lecturers' views on whether they see the English module (HENA011), as important for law degree.

The study shows that the three lecturers provided comments about the importance of the English module for the law degree. Out of the three lecturers, two lecturers mentioned the importance of the English module in the degree, wherein the third lecturer provided a different answer from the two lecturers. The actual words of the lecturers during the interviews are quoted below:

Excerpt 1: *“No! I don't think it is important because for LLB, because the content that is covered in this module or this module, Uhm, maybe if I can say about 50% of it or 60% of it is not relevant to them.”*

The lecturer in Excerpt 1 indicates the insignificant nature of the module to the law degree, due to the content of the module which seems to be irrelevant to the law degree students. “The percentages 50% of it or 60%”, suggest that the content of the English module was not entirely relevant to the law degree students.

Excerpt 2: *“I consider English to be important, but the way in which HENA is structured I don't think that is suitable for the law degree.”*

The lecturer in Excerpt 2, on the other hand, indicated that English is important for the law degree. Although that is the case, similarly with the lecturer in Excerpt 1, the relevancy of the module content for law degree students remained in question. The lecturer in Excerpt 2 indicated a concern about the structure of the content contributing to the lecturer indicating that the module is not suitable for the law degree students.

Excerpt 3: *“It's very important, I mean what kind of a lawyer would you be without English, you don't only need to communicate, you need to know how to articulate ideas both in written and spoken form. without English, I don't see them being good lawyers in future.”*

The lecturer in Excerpt 3 indicated that English is important for the law degree, highlighting the impact which the language has in writing and communication skills for the law degree. “*Without English, I don't see them being good lawyers in future*”. These words suggest how the English module is important in the student's career as Law practitioners.

One would always expect the content of the module to be relevant to the intended students. Even though the English module is considered important to the law degree, the theme has revealed that the structure and the relevancy of the content remain a concern in the module. This theme aligns with the second objective of the study, which is to establish the lecturer's views about the existing English module.

4.2.2.2 Essential skills that the module provides to students.

According to CHE (2015: 13), essential education skills such as having problem-solving skills, being able to produce a well-written report are inevitable in the law degree, as the skills help law degree students cope and perform better as expected in the field. In a study done by Lin (2018: 41), it was established that participants in the study thought that ESP course helped them with the necessary skills required in a particular profession.

The lecturers were asked the question about the essential skills mentioned by the Council of Higher Education, in order to understand whether according to lecturers, the module is structured in such a way that it assists in the development of such skills. The actual question asked to the lecturers is quoted below:

“According to the Council of Higher Education (CHE, 2015: 10) on qualification standard for Bachelor of Law, for a student to obtain their qualification, they must be proficient in reading, writing, and comprehension, also be able to speak in a professional capacity. Do you think the type of English module you provide to the students prepares them to achieve that?”

Excerpt 4: *“Eyhaa, it does to a limited degree, as I said earlier that up to 60% of the module is relevant, 60% that is relevant does prepare them to be proficient in reading, writing and reading comprehension, uhm the reason why I say is not all of it is just about 60% of the module that's relevant, is because there is a literature section and with literature, they are discussing prose, dramas, poetry and I don't see how that is going to help them achieve all these 4 skills that you have mentioned.”*

The lecturer in Excerpt 4 regarded the module as having the capacity to develop the essential skills outlined by the Council of Higher Education but to a certain level. “I

don't see how that is going to help them achieve all these four skills that you have mentioned", the lecturer in Excerpt 4 implied that it is not clear how the module could help the students to be proficient in reading, writing, comprehend, and to speak in a professional capacity, due to the module content such as drama, poetry, and prose, which did not seem to contribute to the essential skills as prescribed by the Council of Higher Education.

Excerpt 5: *"No I don't think it does ahm, firstly I don't know if you are aware, but the law students are attending with humanity students that have enrolled for HENA as their main degree, I think that they should be a difference in the English that is done by mainstream English students and ESP students."*

The lecturer in Excerpt 5 indicates how the module does not provide such skills, due to the fact that it has similar content with the students who registered for English as their major. *"I think that they should be a difference in the English that is done by mainstream English students and ESP students"*. The lecturer in Excerpt 5 suggested that the module should provide the students with the preparation of the skills, if it had a specific content dedicated to the law degree students than the similar content with the students who major in English.

Excerpt 6: *"Yes it does give them, I can say that it does even more because our module is divided into two sections, language and literature from language that were they are taught the skills of reading, writing and comprehension"*.

The lecturer in Excerpt 6 regards the English module as having the capacity to develop the essential skills outlined by the Council of Higher Education. According to the lecturer in Excerpt 6, with the help of the language section in the module, the students are being provided with the skills such as reading, writing and comprehension.

Besides the opposing sentiment of the lecturer in Excerpt 5, the participant still highlights that the relevancy of the module is also a factor in developing the skills.

The theme revealed that not all the content of the module can develop the skills as it is deemed not relevant to the students. This theme aligns with the second objective of the study, which was to establish the lecturer's views on the existing English module.

4.2.2.3 Teaching strategies used in the module.

Teaching strategies are methods that are used by teachers to deliver the intended content to students (study.com, 2020). In other words, these strategies can influence the quality of learning (Poedjiastutie, 2017:347) and (Yu & Xiao, 2013: 1126), and are also important in enabling students to understand and improve their educational process. From the theme above, the following subthemes emerged: Teaching approaches used by the lecturers and implementation of a new teaching strategy.

4.2.2.3.1 Teaching approaches used by the lecturers.

This subtheme emerged as a path to understand which teaching approaches the lecturers use to help the students reach the outcomes of the module. The subtheme derived from the question: Which teaching and learning approach do you use in your facilitation? Why?

Excerpt 7: *“well I make use of learner-centred a lot; I encourage that a lot “*

The lecturer in Excerpt 7 indicates the use of a learner-centred approach, in which students are encouraged to give opinions.

Excerpt 8: *“I use learner-centred approach I give room for students to participate, raise their opinions, most of the time I don’t dictate or I am not totally in control, it’s learner-centred, students have room to raise their comments, suggestions and the like.”*

Similar to the lecturer in Excerpt 7, the lecturer in Excerpt 8 alludes to the use of a learner-centred approach. *“I give room for students to participate, raise their opinions”*. The sentiments outlined by the lecturer in Excerpt 8 aligns with what learner-centred approach as defined by Treesuwan and Tanitteerapan, (2016: 152). The focus shifts from the teacher being the custodian of the whole lesson to students taking more control in the learning. In a learner-centred approach, students can develop problem-solving skills and their participation in the classroom improves.

4.2.2.3.2 Implementation of a new teaching strategy.

On this subtheme, the researcher wanted to understand from the lecturers if a new pedagogic strategy is implemented, and if so, will it benefit students as Allwright (1982) and Belyaeva (2015: 78) claim. The theme derived from the question: Do you think it

can help students in implementing a new pedagogic approach apart from the current one used? Why?

Excerpt 9: *“Not really, I don’t think anything else will work, because of the numbers, yes, given smaller numbers then yes, definitely I would like or I would appreciate if we could have, Uhm, task centred approach or text centred approach.”*

The lecturer in Excerpt 9 outlines how unnecessary it will be to change the teaching strategy because according to the lecturer, nothing might work due to the numbers of students in one classroom. Although that is the case, the text-centred approach is what the lecturer in Excerpt 9 would recommend, this suggests that the addition of learner-centred approach would add more depth to the current approach used by the lecturer in Excerpt 9.

Excerpt 10: *“No I don’t think that the teaching and learning approach should be changed, but I think maybe the assessment, in the assessment criteria, I think they should, something should be added there, that has to do with orality and communicative skills“*

The lecturer in Excerpt 10, concurred with the lecturer in Excerpt 9, indicating that the teaching strategy does not have to change, only the assessment criteria need to be changed to incorporate oral and communication skills. The proposed addition in the assessment criteria implies that, even though the used strategy is acceptable, more can be achieved with the inclusion of oral and communication activities.

Excerpt 11: *“I wouldn’t say a new teaching approach need to be introduced, because I am quite satisfied with the one that I am using, but I can say, it will be important to add new things, maybe the application of other strategies, because they are a lot of factors that influence the classroom motivation, I would say I can change the venue, or I find a better one, or a seating arrangement”.*

The seating arrangement in the lecture hall channelled the lecturer in Excerpt 11’s response to the study question. The lecturer in Excerpt 11 outlined that the changes should instead be directed to the venue since it is one of the aspects which can influence classroom motivation. This implies that, if the aspect is not considered, the

process of teaching and learning will be affected. Moreover, the lecturer in Excerpt 11 indicated that *“it will be important to add new things, maybe the application of other strategies”*, which suggests that the lecturer acknowledges that even though the currently used strategy is acceptable, additional strategies may be used in the module, but maintains that the teaching strategy does not have to be changed.

All the lecturers indicated how unnecessary it will be to change the teaching strategies they are using, but with different opinions on the matter.

This theme has outlined the lecturers' words on the existing teaching strategies they use in the process of teaching and learning and their considerations on changing the teaching strategy for the benefit of the students. The theme aligns with the study's objective to determine the existing module's efficiency.

4.2.2.4 Status of oral and communication skills of students in the class.

Communication and oral skills are important in the law profession, as they can help a client to speak freely with their lawyer to reach common grounds. It is central in the law profession between the lawyer, with clients, and the court (Brijesh, Nalbalwar & Pathak, 2019:1307). According to Tarvin (2014: 6), the ESP approach can help a student to have communicative competence because it equips a second language learner (SLL) to have the ability to communicate in a culturally appropriate manner. The theme was created from the question: Do the students indicate effective oral and communicative skills that can enable them to perform well in their courses? How so? The researcher was attempting to understand if ever the lecturers noticed effective oral and communication skills from the students, as those are essential skills for them to have in the profession.

Excerpt 12: *“Oral is a [04:08 unclear] also because we do not really have a lot of discussions... teaching or debate activities, so it is not really very effective in developing oral abilities of students also.”*

The lecturer in Excerpt 11 indicated that, because of the lack of discussions in the module, students are unable to show the skills, which implies the lack of oral and communicative activities in the module, and that is the reason why the students still lack those skills. If these skills were included in the module, then the students would attain the skills which would enable them to perform well in their courses.

Excerpt 13: *“As far as I know they do not have oral communication unit; in literature, we do not have that I think is sorely based on written English competence.”*

On the other hand, the lecturer in Excerpt 13 concurred with the lecturer in Excerpt 12 who mentioned that the module lacks oral and communication sections. *“I think is sorely based on written English competence”*. The sentiments of the lecturer in Excerpt 13 suggests that the current English module is only based on the written form of English, hence the absence of oral and communication skills by the students.

Excerpt 14: *“Yes they do, I think this is inspired by my teaching philosophy, I use learner-centred approach I give room for students to participate, raise their opinions, most of the time I don’t dictate or I am not totally in control, its learner-centred, students have room to raise their comments, suggestions and the like.”*

The lecturer in Excerpt 14 disputes the claims that the students do not show oral or communication skills. According to the lecturer in Excerpt 14, the students do show such skills, because of the kind of teaching strategy the lecturer employs in the lesson, as it allows students to raise their opinions.

This theme reveals that the student’s chance to achieve oral and communication skills is hampered by the lack of time to practise the skills in the module. The theme aligns with the third objective of the study, which is to determine the efficiency of the existing module.

4.2.2.5 Provision of students’ needs.

The needs of students in a curriculum are crucial in terms of the objective of the module, especially if the module employs a learner-centred approach. Hutchinson and Waters (1987: 56) point out that ESP is an approach that considers the needs of a learner, learners can voice out what their needs are. This theme emanated from the question: Is the English module provided cater to student’s needs? In what way? The researcher intended to understand the viewpoint of the lecturers on the existing module, that is, to establish whether it caters for the needs of the law degree students.

Excerpt 15: *“No, it doesn’t really cater for these students, these students are in this level where they are doing law, I think they need a lot of, ehm, activity they need to be given debate”.*

The lecturer in Excerpt 15 indicated that the module does not cater for the needs of students. The lecturer went further to indicate that with the current content of the module, activities like debate should be incorporated in the module. This suggests that the lecturer in Excerpt 15 perceives debate as one of the aspects which the module can use to provide for the needs of the students.

Excerpt 16: *“ ESP is divided into English for academic purposes and English for occupational purposes, I think the law students need the English for occupational purposes, and like the way in which HENA is set up, it does not cater for their need.”,*

In the same vein with the lecturer in Excerpt 15, the lecturer in Excerpt 16 also indicated how the module does not cater to student’s needs. The lecturer went further suggesting a new approach that can provide the needs of students. *“I think the law students need the English for occupational purposes”*. This implies that the lecturer in Excerpt 16 understands that English for occupation purposes can add value to the students if it focuses on the English used in the workplace, Lamri (2016: 7).

Excerpt 17: *“The module, because since you said we are focusing on the law students, law students they need to be able to articulate ideas both in written and spoken form, so we come up with exercises to ensure that they develop such skills”.*

The lecturer in Excerpt 17 had a different take on the matter. The module caters for students’ needs, according to the lecturer in Excerpt 17. With the different activities which the participant engages the students in, the module helps to provide for students’ needs.

Even though the lecturer in Excerpt 17 mentioned that the module did provide to student’s needs, the researcher realised that there was a concern about the module content by other participants. The content was scrutinised as incapable of providing for students' needs as their degree outlines, one participant went to an extent of

suggesting the English for occupation purposes approach, which can be used to cater for students' needs.

4.3 Questionnaire data of the study.

The study was conducted on 20 first-year law degree students who participated in the study through open-ended questionnaires. Furthermore, the study reveals that out of the 20 students who participated in the study, a total of 10 were females and 10 were males. The data analysis begins with the presentation of the students' personal information in figures, followed by the analysis of the data using themes.

4.3.1 Students' personal information.

Students' personal information is crucial in this study, as it will guide the researcher to formulate recommendations for this study. The students' personal information is presented in figures which illustrate the gender of students, age, and home language. The information will be discussed below in figures, starting with students' gender followed by age, and then, home language.

4.3.1.1 Gender of students.

Gender in a study contributes to a variety of factors i.e., decision making and communication (Tannenbaum, Greaves, & Graham, 2016). The gender of students in this study contributed to the description of participants. The figure below illustrates the gender of students.

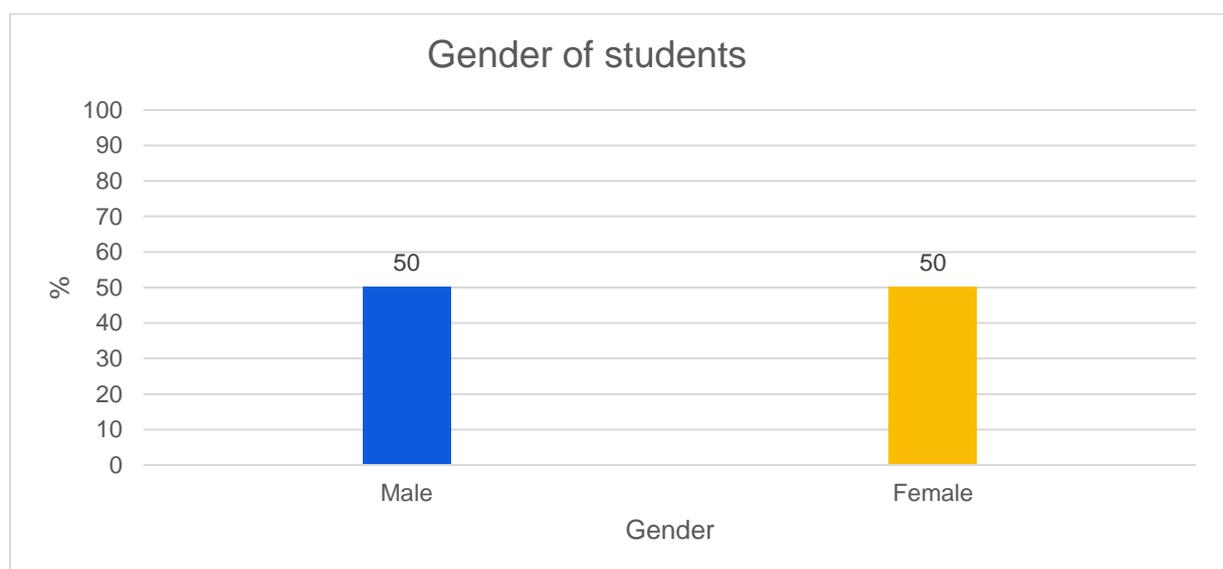


Figure 4: Gender of student.

Figure 4 above illustrates the gender of students. The figure indicates that out of 20(100%) students, 10(50%) were females and 10(50%) were males.

4.3.1.2 Age range of students.

According to Gökcan and Aktan (2018: 534), the acquisition of a second language can happen at any time. Although that is the case, the age range of the students in this study is important as it describes the students. The figure below illustrates the age range of students.

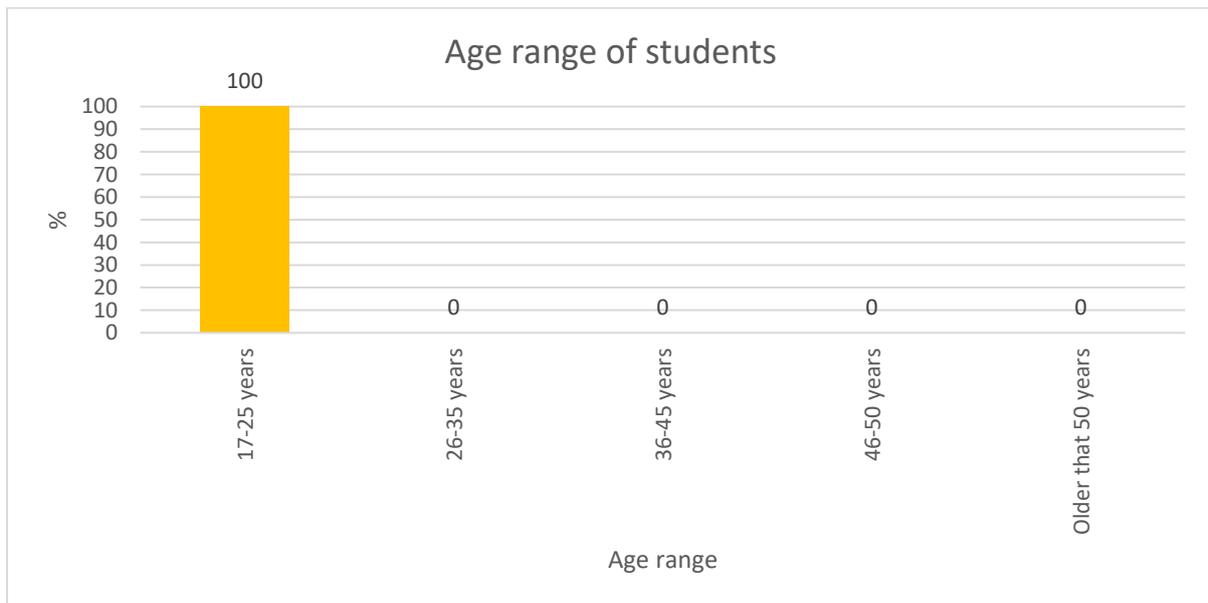


Figure 5: Age range of students.

Figure 5 above illustrates the age range data of students. The figure indicates that with different age range, starting from 17-25, to older than 50 years, only students from the age range 17-25 years took part in the study.

4.3.1.3 Home language of students.

ESL learners were the initial target of the researcher in the study. The data revealed that none of the students spoke English as their home language, which meant all the participants were ESL speakers. The figure below illustrates the results.

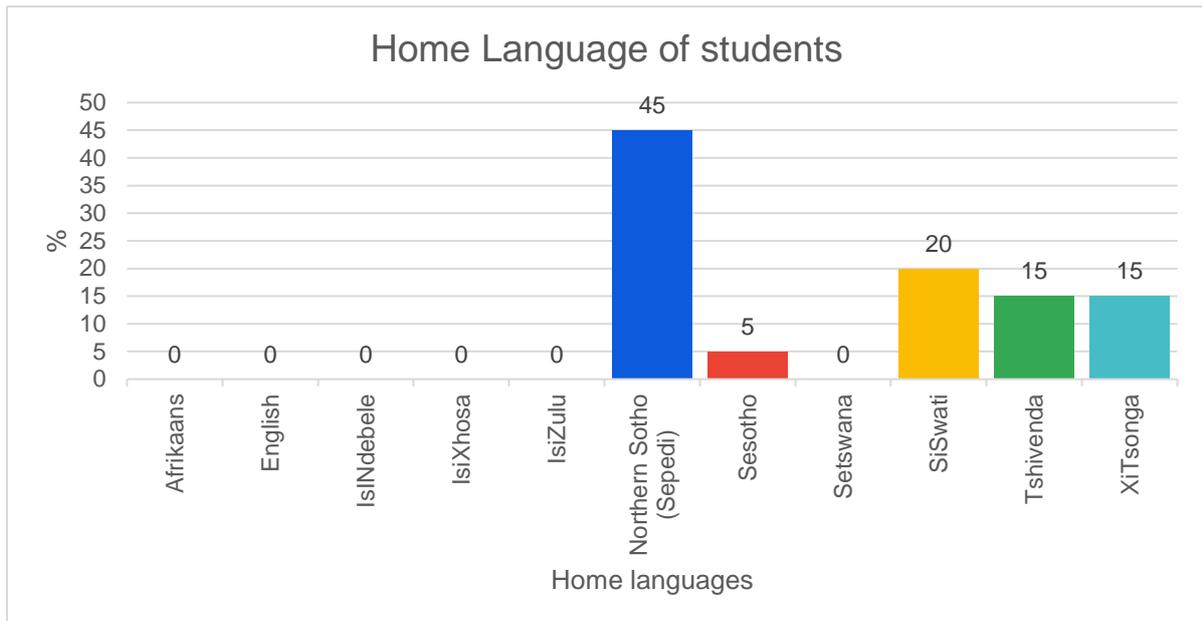


Figure 6: Home language of students.

Figure 6 above illustrates the home language of students, which indicates that out of all the eleven official languages of South Africa, 45% of the participants were Northern Sotho speaking, 20% were IsiSwati speaking, 15% were TshiVenda speaking, 15% were XiTsonga speaking and 5% were SeSotho speaking.

4.3.2 Analysis of students' questionnaire themes.

The analysis of students' questionnaire focuses on the themes formulated through open-ended questionnaires. The themes are: English in the current system of education, the importance of English for law degree, the variation between the high school English content and university English module content, essential skills that the module provides to students, speciality versus module content, challenges faced in the module, and prospective content to include in the module. The responses of the participants and the analysis thereof are presented below.

4.3.2.1 English in the current system of education.

This theme emanated from the question: It is often said English is important in the current system of education. Do you agree with this? If YES/NO, Why? In this question, the researcher needed to understand how the participants viewed English, whether as important or not as a language in the current system of education, as it is often alleged. The responses are presented below.

From the question, students were given only two options to choose from which were “Yes or No” and to provide a reason for their answer. Out of 20 students, 19 students mentioned that “Yes”, English is important in the current system of education, only 1 student did not agree with the sentiments of the other students. Among the 19 students who viewed English as important in the system, 5 students indicated that the current educational system is mostly written in English, which is why it is considered important in the system. Moreover, 5 other students indicated that English is considered important in the field of law as it is used for communication purposes. In the same vein, eight students outlined that English is important in the system because it is a language that is used by many people in the world, referring to the language as a “universal language”. Out of the 19 participants, 1 student answered the question by saying ‘yes’, without giving a further explanation on the answer. As mentioned above, out of 20 students only 1 student had a different view, the student indicated that “Knowing English is not the master of all knowledge”. That being the case, it is evident that the student did not answer the question correctly, as the question needed to know whether English is important in the current education system or not. These findings reveal that most participants view English as important in the educational system. Through all the responses provided by the participants in this theme, the opinions align with the first objective of the study which was to determine first-year law degree students’ conceptions of the existing module.

4.3.2.2 The importance of English for law degree.

This theme looks at the importance of the English module for law degree. The theme is based on the question: Do you consider the English module important in the Degree? Why? The question focuses on the current English module in the law degree. This question helps to understand the opinions of the students on the importance of the English module.

In this question, students had to show their agreement or disagreement with the question and provide a reason for the answer. Out of 20 students, 16 students indicated that they considered the English module as important for the degree, while only 4 had a different view on the matter. Among the 16 students who considered English as important for the degree, 4 students indicated that English is the language used for teaching and learning, since the field of law in general is expressed and

applied in English. Although that is the case, 4 other students mentioned that English was important for the degree because it develops vocabulary and grammar which can help students to understand and be able to structure sentences. This indicates that without the module, their knowledge of English language structures would be minimal. Furthermore, 5 students indicated that the grammatical skills they learned in the module helped them to prepare for public speaking, for instance in court proceedings. One student indicated that the English module provided students with the basic language skills such as reading, writing, listening, and speaking. Although that is the case, 2 other students did not explain their answers but indicated that they agreed that English was important in the degree. Four students had a different opinion on the importance of English to the law degree, as they indicated that English was not important. One of the respondents mentioned that with the English module you cannot use poems to solve cases. Another participant indicated that they simply saw the module as “not relevant”, while the other student indicated that most of the law degree students had good grammatical skills. Only 1 student did not motivate the answer but indicated “No”.

The students provided different answers to the question. The answers provided aligns with the first objective which was to determine first-year law degree student’s conception of the existing module. The impression of the participants’ responses in this theme is that English is perceived as important for the law degree, in terms of grammar and vocabulary development. Furthermore, because the law field is expressed in English, the English module serves as a foundation in writing, reading, and understanding of the content. Even though a lot of participants agreed on the importance of the English module, some participants had a different view, seeing the English module as “irrelevant” to the law degree.

4.3.2.3 The variation between the high school English content and university English module content.

The general opinion on transitioning from high school to university is to encounter more in-depth content if not different. This theme focuses on establishing whether students observed a difference in content, in terms of the English offered at university and the one offered at high school. The theme emanated from the following question: Is the English module content different from the English you learned in high school?

Why? The question in this theme also emanated from the first objective of the study which was to determine first-year law degree students' conceptions of the existing module.

Students had to provide a "Yes" or "No" answer and an explanation of their response. Among the 20 students, 10 students indicated that there was a difference between the English module offered in the law degree and the English offered at high school, while the other 10 students mentioned that there was no difference. Among the 10 students who indicated that there was a difference, 7 students outlined that the difference was with the way the module was delivered to students, for instance, the broader and in-depth learning of the English content. One student outlined that the difference was the words used. However, the other student highlighted that "it is more complicated", while the other student did not explain the answer further but indicated "Yes" to the question.

However, 10 students indicated that the English module was not different from the English subject they learned at a high school level. Among the 10 students, 6 students indicated that they still learned language aspects like parts of speech, drama, poems, and short stories at the university level, which they learned at high school. The other student indicated that the module added time to their period at the university as they cannot use poetry and prose in their careers. The remaining 3 students did not explain their answers but responded with a "no" to the question. A sense of difference in opinion about the difference in the modules can be drawn in this theme since half of the students outlined how different the module was, while other students disagreed with that notion.

4.3.2.4 Essential skills that the module provides to students.

Essential education skills such as having problem-solving skills and being able to produce a well-written report are important for a law degree student to have. The skills can also help students to cope with the career of practising law. Furthermore, the skills are also essential in helping the student to cope with the educational system concerning the field of law. This theme emanated from the question: According to the Council of Higher Education (CHE, 2015: 13) on qualification standard for Bachelor of Law, for a student to have obtained the LLB qualification, they must be able to have problem-solving skills and be able to produce a well-written research report. Do you think the current module prepares you in that way? How so?

Out of 20 students, 14 students indicated that the English module prepared them to have the skills recommended by the Council of Higher Education, although with different opinions. On the other hand, 5 students indicated that the module did not provide them with the skills, and only 1 student provided an ambiguous answer to the question. Out of the 14 students who indicated that the English module prepared them to have the skills, 9 students explained further that the module improved their vocabulary, reading and report writing skills. Two other students indicated that it prepared them with the learning of punctuation. One student indicated that the module helped the students to avoid plagiarism when writing. Only 2 students indicated positive sentiments on the question without further reasons.

On the same matter, 5 students indicated that the module did not prepare them to attain the skills. Out of the 5 students, 3 students indicated that because of the module content, focusing on poetry and some concepts used in the module, it did not prepare them for the skills. Moreover, the irrelevance of the module with what is practised in the law degree raised another factor that indicated how the module could not prepare students for the skills. Two students did not give further explanations on their responses but indicated “no”, while 1 student raised uncertain sentiments due to them not being able to experience the module well.

These findings reveal that a lot of students thought the module could equip them with the skills of problem-solving and being able to produce a well-written research report. The theme aligns with the third objective of the study, which was to determine the efficiency of the existing English module.

4.3.2.5 Speciality versus module content.

It is expected that a module content should align with the career or the field of work a student is working towards. This theme was derived from the question: Looking at the content of the module, do you think it can help you to write and communicate in a specialist manner as a law or legal practitioner? How so? This question serves as a significant part of the study because, in any speciality, writing and communication remain important aspects. Adu-Oppong (2014: 2) outlines the aspects with good communication skills which can help an individual to have competency in their work.

Out of 20 students, 15 students indicated that the module could help them write and communicate in a specialised manner, while 5 students alluded that it did not help with

skills of writing and communicating. Among the 15 students who showed positive sentiments to the question, 9 students alluded that the module enhanced their vocabulary and writing skills, and that assisted them to better their communication skills, while 1 student indicated that the module helped them to know how to structure litigation matters. Furthermore, 5 students highlighted that the module equipped them with the skills of writing and communicating in a specialised manner without further explanation of their responses. However, 5 students thought the module did not help them with writing and communicating in a specialised manner. Out of the 5 students, 3 students aligned their responses towards the lack of connection between the English module and what they specialise in, in terms of the vocabulary used in law. The remaining 2 students answered the question by stating “no”, without giving further reasons for their responses as required by the researcher.

The student’s speciality and the content of the module was the focus on this theme, as students had to give their opinion on how the module helped them achieve the skills of writing and communicating as law practitioners. The findings revealed that 15 participants thought the module did provide them with the assistance in writing and communicating well, whereas five participants had a different opinion. The respondent’s views on the issue of module content aligns with Krashen’s input hypothesis which it highlights the importance of meaningful and understandable content in a course.

4.3.2.6 Challenges faced in the module.

In education, challenges are eminent to a certain degree, where teaching and learning can be destabilised. Furthermore, unsuitable conditions are one of the aspects which surrounds Krashen’s (1981) second language theory. The theme is based on the following question: Are there challenges you face in the current English module? Why? The question was designed to get an insight into the students' experience of the module, therefore focusing on the challenges they faced in the module.

Out of 20 students, 7 students indicated that they experienced challenges in the module, while 13 students indicated that they did not. Among the 7 students who experienced challenges in the module, the researcher observed that 6 students had different challenges. Their challenges emanated from the relevancy of the slides notes versus the exam or test, the audibility of the lecturers, the capacity of students in one

lecture hall, the clash of timetable, the workload from the lecturers and the challenge with online learning. One student indicated “yes, because I find it useful”. The student did not answer the question accordingly, as it does not entail the challenges faced by the student. Conversely, among the 13 students who indicated that they did not experience any challenges, 4 students indicated that the module was simple while 2 students stated that the experience, they had with learning the English subject at high school contributed to them having no challenges in the module. The remaining 7 students indicated that they experienced no challenge in the module without elaborating on their responses.

Based on the students’ views on the challenges they faced in the module, the researcher found that even though challenges such as the audibility of the lecturers and the capacity of the classes were mentioned, the majority of participants expressed not experiencing any challenge when it came to the module. The theme aligns well with the first objective of the study which was to determine the efficiency of the module to students.

4.3.2.7 Prospective content to include in the module.

A suggestion can form part of resolving a challenge, hence this theme. The inception of this theme came because of the question: What content do you think should be added to the module to enhance your studies? Why? The nature of this theme followed the previous theme which was about the challenges faced in the module by students, as the participants’ suggestions could help with the improvement or maintaining the status of the current module.

Out of 20 students, 11 students suggested additional content to be added in the existing module content, while 9 students indicated their satisfaction with the current module content. Among the 11 students who suggested additional themes to the existing ones, 3 students suggested the inclusion of legal terms in the module, while 3 other students suggested the inclusion of presentation activities and debates in class. Furthermore, 2 students suggested more activities on essay writing, while one student pointed how the use of a dictionary should be practised in a way that it is beneficial to law degree students, wherein the focus should be on specialised words used in the law field. The other student suggested that practical lessons needed to be introduced in the module, while the last student suggested that the lecturers needed

to be audible when lecturing. These findings indicate that a lot of students had suggestions on the content which should be added in the module. The theme aligns with the objective to determine first-year law degree student's conception of the existing module.

4.4 Conclusion

The chapter presented the analysis presentation and interpretation of data. The chapter dealt with the data collected using interviews and questionnaires which were presented in figures and discussed in detail.

CHAPTER 5: SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the reinstated aim and objectives of the study, the summary of the findings, the conclusion, and the recommendations. Firstly, the aim of the study together with the objectives are reinstated, followed by the summary of the findings, then the conclusion and lastly the recommendations for further research on the topic.

5.2 Objectives of the study.

The objectives in this study were essential to guide the study to reach its goals on the investigation of the significance of ESP approach for the first-year Law Degree students registered for the English module. The objectives are stated below.

- To determine the first-year law degree students' conceptions of the existing English module.
- To establish the lecturers' views of the existing English module for first-year law degree.
- To determine the efficiency of the existing English module.
- To suggest guidelines on how best ESP approach programme can be formulated for first-year law degree students.

Concerning the first objective, 20 students participated in the study through the questionnaires. The study established that students provided their conceptions about the importance of English in the education system, English module in the law degree, and the challenges they may be facing in the module. Similar and different responses were provided in every study question.

Regarding the second objective, three lecturers participated in the study through open-ended interviews and the purpose of the objective was realised as they provided their views on the importance of English for the law degree, the provision of the essential skills by the module, and the strategies used in the module by lecturers.

Concerning the third objective of the study, its purpose was realised. The objective was directed to all the participants in the study, focusing on different study questions such as the skill set which the module provided to students and the status of oral and communication skills by students.

The fourth and last objective was also realised. Detailed information is provided in the recommendation section of the study.

5.3 Summary of the findings

The summary of the study findings below is presented in terms of the interviews and questionnaires' themes that guided the analysis.

5.3.1 Findings from the Interview.

The importance of the English module for law degree.

The study established that all the lecturers regarded the English module as an important module in the law degree. Although that was the case, the structure and the relevance of the content was a concern.

Essential skills that the module provided to students.

It was revealed that not all the content of the module could develop the skills needed by the law degree students. This was because the module was deemed not relevant to students due to certain module content.

Teaching strategies used in the module.

The study revealed that a learner-centred approach was the preferred teaching strategy that the participants employed in their lectures. The strategy led to participants stating that it would be unnecessary for a new strategy to be introduced.

Status of oral and communication skills by students in the class.

It was established that the students' chances of achieving oral and communication skills were hampered by the lack of time in practising the skills in the module.

Provision of students' needs.

The study revealed that with regard to the content of the module, according to the Law degree module outlines, the module was regarded as not able to provide for students' needs.

5.3.2 Findings from the questionnaire

English in the current system of education.

The study established that a lot of participants viewed English as important in the current education system, since it is used by many people and is used in almost the entire educational system.

The importance of English for law degree.

The study revealed that the majority of the participants considered the English module important for law degree because the law degree and the field of law in general is expressed and applied in English. However, some of the participants expressed their disagreement because of the content of the module such as poems, indicating that the section was irrelevant.

The variation between high school English content and university English module content.

The study revealed that participants raised different opinions on the issue. This is because out of 20 participants, 10 participants outlined how different the module was to the high school English. The other 10 participants disagreed with the notion.

Essential skills that the module provides to students.

The study discovered that skills such as report writing and academic writing are the basic skills which the module provided to students. However, the module content such as poetry and certain concepts entailed in the module led to other participants concluding that the module did not provide them with the relevant skills.

Speciality versus module content.

The study found that the majority of the participants thought the module would assist to enhance their writing and verbal communication skills. whereas other participants had different opinions.

Challenges faced in the module.

The study divulged that the audibility of some of the lecturers, the capacity of the classes where some students are unable to participate in class, the workload, and the clash of the timetable were the challenges which students raised. Although that was the case, the majority of the students did not experience any challenges concerning the module.

Prospective content to include in the module.

The study established that participants strongly suggested the inclusion of specific terms used in the law fields; presentations, public speaking, and debating activities could be added in the English module.

5.4 Conclusion

The study investigated the significance that ESP approach can have to the first-year Law Degree students registered for the English module at the University of Limpopo, South Africa. The objectives of the study were: to determine the first-year law degree students' conceptions of the existing English module; to establish the lecturer's views of the existing English module for first-year law degree; to determine the efficiency of the existing English module; to suggest guidelines on how best an ESP approach programme could be formulated for first-year law degree students.

The study employed a qualitative research methodology to understand the views and perceptions of the participants. An ethnographic research design was used to explain the participants' shared patterns of language and actions in their natural setting. The literature review of the study focussed on the following themes: definitions of ESP approach, followed by typology of ESP, the difference between ESP approach and EGP, benefits of ESP approach, weaknesses of ESP approach, need analysis as well as the pedagogical process of ESP approach at higher education level.

The study found that even though the English module was considered important in the law degree by students and lecturers, the content of the module should be redesigned in a manner that fits the law field. Due to some of the content in the module, the development of essential skills is disadvantaged, and none of the teaching strategies

should be changed since the problem was not the strategy but the module content. Moreover, students suggested the addition of content such as specific terms used in the law field and presentations activities in the English module.

5.5 Recommendations

The below recommendations are directed to the stakeholders in the Department of Languages, particularly the first-year English module coordinators and module planners.

- Relevant content should be designed to develop essentials skills such as problem-solving and critical thinking.
- The module content should be designed with the specific content that fits the law degree students, such as legal terms and debates.
- The redesigning of the module for Law degree students should be explicitly done in line with tenets of the envisaged ESP approach.
- The needs of students, when designing a module content must be taken into consideration, by using a needs analysis model of designing a module, as it can help to cater for students' needs and develop their skills in line with their field of study.

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APPENDICES

Appendix 1: Interview with lecturers

Biographical data

Gender

What is your gender? please tick (√) the appropriate gender.

Male

Female

Age

Please tick (√) the appropriate range for your age.

22-25 years

26-35 years

36-45 years

45-50 years

Older than 50 years

Home language

Please specify your home language by writing below:

.....

1. Opening question:

1.1 How is the reception of the English module by students?

2. English in the Law Degree.

2.1 Do you consider the English module important in the degree? Why?

2.2 According to the Council of Higher Education (CHE, 2015: 10) on qualification standard for Bachelor of Law, for a student to obtain their qualification, they must be proficient in reading, writing and comprehension, also speak in a professional capacity. Do you think the type of English module you provide to the students prepares them to achieve that? Why?

2.3 Do the students indicate effective oral and communicative skills that can enable them to perform well in their courses? How so?

2.4 What do you do to enhance active participation of students during lectures? Is it working?

3. Teaching and learning approach.

3.1 Which teaching and learning approach do you use in your facilitation? Why?

3.2 In your opinion, are students responding well to the English module in terms of their progress?

3.3 Do you think it can help students in implementing a new pedagogic approach apart from the current used? why?

3.4 Are you familiar with the teaching and learning approach called English for Specific Purposes (ESP)?

3.5 How do you ensure the current English module develops students' academic level?

3.6 From the content of the module, which section do the students excel on and appreciate? Why?

4. Students needs

4.1 Is the English module provided cater for student's needs? In what way?

5. Recommendations

5.1 Do you have any recommendations regarding the current English module?

Appendix 2: Questionnaire for students

Biographical data

Gender

What is your gender? please tick (√) the appropriate gender

Male

Female

Age

Please tick (√) the appropriate range for your age.

17-25 years

26-35 years

36-45 years

Older than 50 years

Home language

Please specify your home language by writing below:

.....

Questions

1. Conceptions on the module.

1.1 It is often said English is important in the current system of Education. Do you agree with this? If **YES/NO**, Why?

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

1.2 Do you consider the English module important in the degree? Why?

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

1.3 Do you find the current English module helping you to develop your studies? How?

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

1.4 Is the English module content different from the English you learned in high school? Why?

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1.5 Are you able to effectively use the English module to improve your understanding of other modules in the course/ degree in terms of the concepts that guide the law degree? Why?

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1.6 According to the Council of Higher Education (CHE, 2015: 13) on qualification standard for Bachelor of Law, for a student to have obtain the LLB qualification, they must be able to have problem solving skills and be able to produce a well-written research reports. Do you think the current module prepares you in that way? How so?

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1.7 Looking at the content of the module, do you think it can help you to write and communicate in a specialist manner as a law or legal practitioner? How so?

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2. Students' experience on the module.

2.1 Are there challenges you face in the current English module? Why?

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3. Recommendation for the module.

3.1 What content do you think should be added in the module to enhance your studies? Why?

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3.2 In conclusion, do you have any recommendations regarding the current English module provided to you as a student?

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Appendix 3: Letter to the Head of Department (HoD) of Languages



University of Limpopo
School of Languages and Communications
Department of languages (English studies)
Cell: 079 181 6998, Email: tennickatlego@gmail.com/201422462@keyaka.ul.ac.za

TO: HoD of the Department of Languages
FROM: Mr Moremi Katlego Tennic (201422462)
DATE: 14 August 2020

Request for permission to conduct research

Dear Dr Mogoboya

I, Moremi Katlego Tennic(201422462), Master of Art in English Studies student requests permission to conduct a research study titled **“The significance of English for Specific Purposes for first-year Law Degree students at the University of Limpopo, South Africa”** under the supervision of Mrs MA Choshi.

The aim of the study is to investigate the significance of English for Specific Purposes for first-year Law Degree students at the University of Limpopo, by determining the first-year Law Degree students' conceptions of the existing English module and establishing the lecturers' views of the existing English module for first-year Law Degree students. The outcomes of the study will contribute to the existing body of knowledge and future researchers on the same topic. The study will entail completion of questionnaires by students and interviews of lecturers responsible for English module. The researcher will also obtain permission to collect data from the Faculty of Law and Management .

Participation in the study is voluntary. The researcher will sustain the participants' anonymity and the information will only be used for academic purpose. The data collected will be used for research purposes only. The individuals who will have access to the collected data will be the school of Language and Communication, supervisor and the researcher.

For any further information or clarity regarding the above request, please contact my supervisor Mrs MA Choshi on 015 268 3661, email: morongwa.choshi@ul.ac.za. Thank you for your time and consideration on this matter.

Yours faithfully
Moremi KT (Student)

HOD consent sheet

I, **MJ Mogoboya** , Head: Department of Languages (English studies), consent to Moremi KT's request to collect data for the study "The significance of English for Specific Purposes for first-year Law Degree students at the University of Limpopo, South Africa" in the Department.





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Appendix 4: Consent form(s)

University of Limpopo
School of Languages and Communications
Department of languages (English studies)
Cell: 079 181 6998, Email: tennickatlego@gmail.com/201422462@keyaka.ul.ac.za

TO: Student (Participance) School of Law (University of Limpopo)
FROM: Mr Moremi Katlego Tennic (201422462)
DATE:

CONSENT FORM

I _____ voluntary participate in the study about: **An investigation of the significance of English for Specific Purposes approach for first-year Law Degree students at the University of Limpopo, South Africa.** kindly read the information below and sign. By signing you will be declaring your participation in the study.

The study aims to investigate the significance of English for Specific Purposes (ESP) approach for first-year Law Degree students at the University of Limpopo, by determine the first-year law degree student's conceptions of the existing English module and establishing lecturer's views of the existing English module for first-year law degree. The study will contribute to the existing body of knowledge and encourage awareness of the need of ESP approach at universities.

Participation in the study is completely voluntary. The researcher will sustain the participants' anonymity and the information will only be used for academic purpose.

Participance

By signing this, I agree that I have read and understood the information above, and I freely give my consent in this study.

Signature

Participant _____ Date _____

Researcher _____ Date _____

Appendix 5: TREC certificate



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 17 June 2020

PROJECT NUMBER: TREC/113/2020: PG

PROJECT:

Title: The significance of English for Specific Purposes for first-year Law Degree students at the University of Limpopo, South Africa
Researcher: KT Moremi
Supervisor: Mrs MA Choshi
Co-Supervisor/s: N/A
School: Languages and Communication Studies
Degree: Master of Arts in English Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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