



International Journal of Sciences: Basic and Applied Research (IJSBAR)

ISSN 2307-4531
(Print & Online)

<http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>



Promoting Learning through ESP ToT for Legal English Instructors

Arta Vinca*

SEEU, Tetovo 1200, Macedonia

Email: arta_vinca@yahoo.com

Abstract

In the current ongoing globalization trend and competitive job-market specialized skills and specific preparation are required. In this climate Kosovo is continuously facing challenges to meet learners' needs and reform teaching from traditional to learning-centered teaching that will closely consider learners' needs and prepare them for target situations. The demand and interest for English for Specific Purposes (ESP) is growing everyday as challenges rise while in search of prosperous employment or further studies and research, both crucial to professional and academic development. Moreover Kosovo is preparing for accession into European Union and Stabilization and Association Agreement (SAA) negotiations have already started. This emphasizes the importance of legal English in this region, specialized language skills and expertise especially in the legal domain. This study aims to explore the importance of teacher attitudes and roles in an ESP setting. A Train of Trainers (ToT) Program, aimed at Legal English instructors, carried out by ESP practitioners while emphasizing appropriate teaching methodology, focused on preparing instructors to teach further in the ESP field with focus in legal English. The study investigates the ground for implementing ESP as pedagogy at Kosovo Judicial Institute (KJI) in Prishtina, and broader in other institutions throughout. The results of this study will hopefully serve as a recommendation to ESP teachers and assist them when dealing with the challenges of teaching ESP courses in practice.

Keywords: ESP; Legal English; Teacher attitudes and roles; Curriculum development.

* Corresponding author.

1. Introduction

The need for Specialized English Language courses has always been identified in Kosovo. The current ongoing globalization trend, competitive job-market, and political situation emphasize even more the need for English for Specific Purposes (ESP). Challenges to meet learners' needs and reform teaching from traditional to learning-centered, considering learners' needs, are present more than ever. The interest for (ESP) is growing everyday as learners are in search of prosperous employment or further studies and research, both crucial to professional and academic development. Among many ESP courses being offered in Kosovo Legal English and the need for specific language skills in the legal domain is also in rise recently. Therefore this study aims to identify the importance of teacher training and their attitudes and roles in an ESP course. In this article author's reflections and findings on a specific Train of Trainers (ToT) Program will be discussed. The ToT program aimed for pre-service instructors to prepare them to teach in the ESP field with focus in legal English. Through this the community partner – Kosovo Judicial Institute (KJI) was able to mobilize, train and retain English Language professionals as future KJI instructors, who will promote and support the development of the curriculum and the ESP course for Legal and Research Analysis program. The key actors in this process were: the ToT trainers, ToT trainees pre-service ESP instructors (as future instructors of English language for research conducting purposes) and Kosovo Judicial Institute (KJI).

The 30 hours ToT prepared the pre-service ESP instructors to gain new knowledge through practice, and to bridge it with their experience while meeting target community's needs at the KJI. According to [1] needs are very important elements to be considered in an ESP course. This being said it is understandable that the success of any ESP course at a great extent depends on the fulfillment of the learners' needs. Once a needs assessment was conducted and the results were closely consulted the program developed the proper methodology for ESP teaching, program assessment, and curriculum development based on the ToT students' needs. Based on [2] cited in [3], on bringing together theory and practice in training stressed Widdowson's idea that the trainees should gain awareness of "the whole language teaching process and the wider pedagogic context and significance", also identifying teacher's needs. For the purpose of clarifying the ToT design the Cortese (1985) model was considered (cited in [3]).

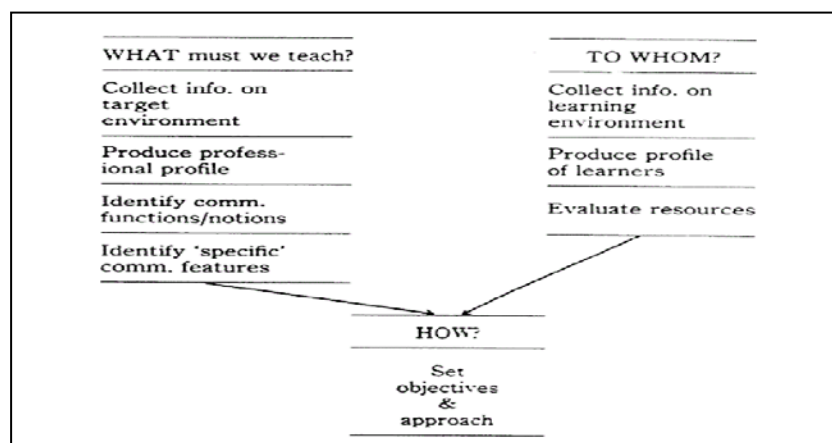


Figure 1: Cortese (1985) model

The Cortese (1985) marked the initiative to holistic and modern approaches in ESP training design by identifying the answers to three important questions (What; How; To whom).

Pre-service instructors constantly reflected and gave feedback on how the actual teaching and preparation for teaching English to legal staff affected their knowledge and performance. This activity improved their performance and their attitude, but also gave them a clearer picture about the importance of their multiple roles in this particular teaching approach.

The overall goal of KJI's ELT program was: to introduce English teachers to authentic legal terminology related to research and analyzing purposes, and to provide them with an opportunity to apply their teaching skills, to recognize, analyze, and remediate legal terminology – related issues by working directly with English language Instructors. KJI's idea of training trainers was justified as beneficiary to the Institution since they will gain a pool of trained instructors who can teach ESP and also train pre-service ESP instructors. This would eliminate the risk of lack of trained instructors. An additional goal was to encourage the instructors to develop an understanding of and appreciation for working with learners whose language background and experiences are often vastly different from their own as well as to expose pre-service teachers to opportunities for engaging with diverse learners.

The ToT had to focus in identifying multiple needs for the ESP course as "ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" [4]. This was closely considered therefore focused on the following: First the needs of the trainees, second the needs of the KJI students, and finally the needs of KJI as a facilitating institution. The importance of the needs analyses initiated, followed, and concluded this ToT. The study will discuss the positive impact of the training based on the results that were obtained. Instruments that facilitated the data collection during the ToT are needs assessment questionnaire, classroom observations, and evaluations. This study focused on ESP/Legal English and the ToT importance in promoting better learning through specialized training for Legal English Instructors in Kosovo; addressing instructors' needs for specialized language teaching methodology and recommendations how to apply their expertise in the legal domain to promote better learning of the content and language. The importance of teacher attitudes and roles is crucial in English for Specific Purposes (ESP) setting as according to [5] it is a greatly different course from other mainstream English courses, and so are the learners' needs. According to [4] ESP instructors are considered to be practitioners for the numerous roles they undertake in an ESP setting. This specific nature of the ESP courses requires specific preparation therefore teacher training is inevitable in promoting effective ESP courses. Meeting learners' needs and identifying learner's reason for learning the language are the bases for the course content and the methodology that will be chosen [4:19]. The results of this study will hopefully serve as a recommendation to ESP teachers and assist them when dealing with the challenges of teaching ESP courses in Higher Education Institutions in Kosovo.

2. Rationale and objectives

The motivation for the present study derived from the fact that the rise of popularity of English for Specific Purposes (ESP) has increased significantly in Kosovo. To meet the demand of the potential learners, the current

situation also affected traditional teachers' roles to shift to more diverse ones, and the teaching instructions to become more innovative in order to meet the learners' needs. This is still an ongoing challenge as ESP teachers are not always trained and prepared to enter the ESP approach. On this topic there is a lot of research that has been conducted.

2.1 Previous studies

To start with the author will refer initially to Hutchinson's definition as what is ESP and what is General English and the difference between these two approaches, his response is that , "in theory nothing, in practice a great deal" [4:53]. Based on this it is obvious that practice is the main distinguishing element in ESP setting, therefore how the teachers / 'practitioners' organize their classes depends on the training they have received to transform their practice when teaching ESP courses. The literature review for this study represents the ideas and opinions of the key ESP researchers / 'authorities of ESP': [1] and [5]; these published works count as evidence in the field of ESP. This served as a primary literature source that also signifies the theoretical framework for the study. Other sources that are recommended by the main sources above complement the practical review of the study. The rest of the literature review is based on the studies that focus on the role of the ESP practitioner based on the model of [5] and the key debates in the field of ESP.

This also being the case in Kosovo presents the immediate need for research in the field of ESP, that regardless of the current prestige of ESP courses Kosovo still lags behind a great deal. Considering this lack of information the current study will add some information on the topic of the importance of teacher training, and teacher attitude in ESP practice with a particular focus on Legal English based on the instruments of the study.

2.2 Statement of the problem

The interest for the current study initially stemmed from a request that the KJI addressed to EROL in order to build up its capacities in English Language courses that are taught at the KJI. The need that was identified by the KJI was presented as immediate in order to meet the teaching standards and provide a learning-centered approach in their English Courses. In the growing need for English courses and academic proficiency level in the Legal English setting KJI is aggressively engaged to build up a cadre of well trained and prepared ESP Legal English Instructors who will teach at the KJI's continuous learning programs. Considering the fact that the Members of the Kosovo Judicial Institute (KJI) and the Kosovo Prosecutorial Council (KPC) need to consult and coordinate their work with foreign experts on regular basis. Often there is a need to integrate legal or institutional standards from foreign countries into their own sublegal regulation, policies and practices. One of the major issues in accomplishing the goals is the language barrier that sometimes can obstruct the communication process. Majority of the legal professionals' native language is Albanian, this sometimes causes a serious gap in communication. The need for proficiency in English Language is very high based on the fact that the English Language needed for this professionals is specific - legal, this emphasizes the need for specific English that differs from English for General Purposes, even more. All the documents (samples, templates and reviews) are written in English and in order to make the communication process easier those documents are translated into Albanian and Serbian for the user's needs. However, a translation of specific terminology is often

poor and sometimes can result in misunderstanding and misapplication of important concepts and norms, which is crucial in transmitting the exact idea in legal Language. Therefore the KJI showed interest in the development of sustainable English as a Second Language (ESL) program for legal professionals (sitting judges and prosecutors). This program is designed to assist legal professionals who have difficulties with English Language for Specific Purposes in the legal profession, more specifically difficulties with legal terminology for specific reading comprehension and analysis of legal texts for legal research in English language.

To support the development of a cadre of professional legal staff to conduct research and review English-language documents at a professional level of proficiency, KJI through the Efficient Rule of Law – US AID program contracted ESP experienced practitioners to deliver a TOT for interested future English Language Trainers. The candidates were recent legal graduates and members of the KJI who would be selected to deliver Legal English courses to the KJI. The selected instructors were in charge to establish sustainable English for Legal Research/ESP course and observe and assist in preparing course materials and outlines for the KJI. With this ToT the difficulty with cumbersome translation and misconception of the terminology would be evaded and also a group of pre service instructors would be prepared to successfully teach English for Legal Research/ESP course at the KJI. The ToT trainers had to test and evaluate applicants' English language skills and design and deliver a series of Legal English Methodology workshops based on the needs of the trainees.

The ToT aimed at preparing pre-service ESP instructors to practice their knowledge together with their experience while meet the students' specific need. In their service career after they completed the ToT and went through a selection and hiring process their task would be to train, teach, asses the program, develop the curriculum based on their students' needs. Under the ESP framework the language teaching methodology in addressing certain specific needs, and the outcomes that meet learners' needs accompanied with other ESP course objectives were in focus. Pre-service instructors constantly reflected and gave feedback on how the actual training and preparation for legal English affected teacher attitudes and helped them in understanding the multidimensional roles of the teacher in an ESP setting.

Since the trainees did not have substantial knowledge in ELT methodology the ToT program introduced a trending ESP methodology with focus in legal terminology for research and analyzing purposes and provided them with an opportunity to apply their teaching skills to recognize, analyze, and remediate legal terminology – related issues by working directly with English language learners. Considering a program that was introduced at De la Salle University, Manila (1975), it was concluded that teachers lacked the basic idea of second language teaching principles, which was recommended to be closely considered when designing a training program as it might promote better learning. An additional goal was to encourage the instructors to develop an understanding of and appreciation for working with learners whose language background and experiences are often vastly different from their own as well as to expose pre-service teachers to opportunities for engaging with diverse learners.

This research investigated the grounds for implementing ESP within an existing ESL course at Kosovo Judicial Institute (KJI) in Prishtina, Kosovo, and the impact of the specialized ToT on participants' attitudes and future performance. The focus of this study will also be in analyzing English language proficiency of the pre-service

KJI instructors through administered pre and post course assessment, needs assessment and course materials evaluation.

3. Methodology

The past performance and practices at KJI showed that General English courses do not meet students' needs, who work as legal professionals who need English for Legal purpose. This gap resulted with identified need for a specific ToT for Legal Research and Analysis. The author's reflection in this study focuses on the ToT experience in preparing ESP instructors. This chapter provides information about the participants, data collection, and data analysis. The main goal of this research is to assess teacher attitudes and motivation and also to investigate the importance of teacher training in an ESP setting.

3.1 Participants of the ToT

Involved participants in the study were a total of eleven applicants from: Prishtina University, EULEX and the KJI. The Cambridge English Unlimited English Placement test was administered having found that this particular test's items and difficulty suited to a one-hour examination that will assess language proficiency. The grammar and vocabulary section included 120 items; thereafter, a legal writing English sample was administered. In addition to these two sections, a legal reading section was adapted and oral interviews to include legal contexts that assessed interest in teaching as well as oral fluency in language. In total, the TOT placement test consisted of four parts: 1) grammar and vocabulary, 2) writing sample, 3) Legal vocabulary reading and 4) oral interviews. Results of the English proficiency test ranged from 68-91% (Fig. 2). Selection was merit based and dependent on both English and Legal knowledge. As a result of this process, two of the sixteen candidates who took the exam were not selected. Disqualification was due to one candidate lacking any formal legal knowledge; and the other, though a legal translator, being unable to define any legal terms.

1.	Name	Employment	Raw Grammar	% Grammar	Oral	Oral %	TOTAL	Writing
	Interpreter	EULEX	105/120	87%	58/60	96%	91%	4
2.	Recent law graduate	Law	107/114 ²	93%	53/60	88%	90.5%	4
3.	Recent law graduate	Legal Intern	98/120	81%	56/60	93%	87%	3
4.	Interpreter	KJI	105/120	87%	51/60	85%	86%	3+
5.	Associate Professor	Law	101/120	84%	53/60	88%	86%	3/ difficult read handwriting
6.	Law Student	Law	90/120	75%	55/60	91%	83%	4
7.	Interpreter	EULEX	105/120	87%	22/30	73%	80%	3
8.	Law Student	Law	95/120	79%	48/60	80%	79.5%	3
9.	Law Student	Law	96/120	80%	46/60	76%	78%	3+
10.	Interpreter	KJI	93/120	77%	45/60	75%	76%	3
11.	Interpreter	Prosecutors	94/114	78%	49/60	65.5%	71%	3+
12.	Interpreter	EULEX	93/114	81%	33/60	55%	68%	2+

Figure 2: Placement Test Results

Total grammar items for the placement test consisted of 120. Due to a software error 3 grammar tests consisted of 114 items instead of original 120, these are also noted. Verbal in person interviews were conducted by two persons/interviewers and the maximum total points that could be earned per interview session was $2 \times 30 = 60$ pt. If only one interviewer conducted a session the max points earned were 30 total per session.

Considering KJI's preference it was suggested for the candidates to be selected from the law field without any teaching experience rather than from English Language department. They believed that the candidates with a certain experience and knowledge in the legal field were more valuable to the training, since they master the content, therefore KJI's idea of the training was to prepare them with certain ESP methodology in order to meet their instructional needs. The participants already possessed legal knowledge background and had a working experience with translating legal documents or interpreting in court trials. 30 hours in length training program which mainly covered basic appropriate ESP methodology with focus on curriculum development, lesson planning, materials design, utilization of web resources, needs assessment and evaluation was developed.

3.2 Instruments

Participants completed a needs assessment questionnaire which will be discussed with a special emphasis later, also took a diagnostic pre and post test to assess their understanding of TEFL methodology, and course evaluation. The Needs Assessment Questionnaire (NAQ) that was used at the beginning of the ToT and also for this reporting purpose was developed to assess the skills that the trainees needed to develop in this 30 hour ToT program and also to identify the difficulties that they presume in teaching ESP courses. For this study only few most significant questions from the NAQ will be discussed.

3.3 Data analysis

In order to tailor the ToT program to meet the needs of the trainees a clear assessment of pre-service instructors' skills and difficulties was needed. Notwithstanding with their working experience the trainees responded that reading skills are not often used, and 80% of the respondents answered they never use writing skills at work. As for speaking and listening, 70% of the respondents answered that they never use them at work. The difficulties that the respondents identified were: 1. Unknown Terms, legal terminology, concentration, with reading skills; 2. Spelling, Finding the right word, long sentences, with writing; 3. When speaker speaks fast and too long, sometimes a need for clarification of a term, with listening; 4. Pronunciation, vocabulary and hesitating, where identified as a problem in speaking.

3.3.1 The general information about the ToT development

The respondents stated the reading and writing skills are of high importance, followed by speaking and listening skills. The questionnaire contained a question about frequency of certain skills usage at work. On the question on the situations they experience mostly in speaking and listening (passive in class activity, difficulty when working in groups, hesitate to lead a discussion, struggle with assignments and research) four choices on a scale of frequencies from always to often, sometimes and never, were provided to choose from. Most of the respondents were sometimes passive in class activity. 50% of them had sometimes difficulty to work in groups,

and 50% never had difficulty to work in groups. In hesitating to lead a discussion 30% answered often, 30% sometimes, and 30%. 40% never struggled with assignments and research, other 40% sometimes, and only 20% often struggled. On the question about difficulties with speaking skills respondents were mostly confident in oral presentations however they responded less confident to the question 'fluency in language production'.

About the listening skills and difficulties the following choices were given: 1. not understanding a lecture (40% -sometimes); 2. Trouble with note taking (50% 'sometimes'); 3. Hesitating to ask a question (80% - sometimes); 4. Struggle in understanding spoken instruction (50% - 'sometimes'); and 5. Lack of sufficient legal vocabulary (40% reported insufficient legal vocabulary).

To the question if they have difficulty to understand lectures and lecturers 'because they talk fast'- 50% responded with 'sometimes' and 30% with 'often', 20% 'never'; 'because the talk quietly' 50% respondents 'sometimes' have difficulty; 3. Not used to the accent – 50% of the respondents 'sometimes' have a difficulty; 4. When multiple speakers are involved 40% of the respondents 'sometimes' have difficulty.

About the importance of Writing Skills in using correct spelling and sentence structure 90% responded as a 'very important' skill; to the question about vocabulary and its appropriate usage and Legal English terminology usage 50% of the respondents answered with 'very important' and 50% with 'important'; To the importance of writing skills in paragraph writing 70% responded with 'important' and 30% with 'very important'; and on question on summarizing 70% responded with 'very important', and 30% with 'important'.

On Reading Skills – 'the readings they have to read for their profession' and 'If they experience difficulty in reading those materials and how often (Often, sometimes, never)', most of them responded that they have to read notes often; 50% of them read newspapers, professional journals, and drafts 'sometimes'; 60% reported 'never' read book chapters; 40% reported 'never' read text books or research materials.

4. Interview Results

In addition to final evaluations, each gave verbal feedback on what they had learned through the ToT course. All stated that they had had acquired a variety of teaching methods and approaches which has enabled them to improve their perception on teaching and learning. Prior to the workshop they had seen teaching mainly as lectures and had never considered the role of the teacher in a more learning-centered classroom, learners' needs, learning styles, needs assessment, or development of course materials. The task for them to create legal English materials for the learners gave them a clear understanding of the multiple roles of the ESP practitioner. For them, the training was a step- by- step experiential and interactive training that gave them practical skills to create Legal English and Research modules. Detailed understanding of ESP instructors' training needs and their viewpoints on training benefits were obtained from the interviews, which accompanied the findings of the questionnaires.

4.1 Difficulties

Some of the ESP instructors declared that English language instructors are underestimated in general and

therefore their teaching is not accepted seriously. Besides this perspective the KJI students (sitting judges and prosecutors) are even more prejudiced if their English classes are lectured by a young instructor who doesn't have any experience in legal profession. The majority of the respondents claimed that students are sometimes poorly motivated; perhaps they feel that the study of the language was imposed by the international institutions, and they may not appreciate the value of their ESP course since some believe that lower level of EGP would be sufficient to them.

In addition, the students' lack of interest in learning ESP causes a lot of problems in the teaching process, as most of the participants stated that they cannot develop their students' motivation, justifying it with extended hours at work, the dynamics of their job, and the current situation with the judiciary. ESP teachers declared they need to adapt greatly to the different nature of ESP and find new ways to encourage the students' to learn and to act cooperatively, which involves them in the learning – centered process as experts of the content.

4.1.2 Materials

According to the participants although there is no pre-determined course book for Legal English Research and Analyses course, they were required to follow the KJI framework, to which the ToT also referred while preparing the program. They were appreciative of the fact that selection and organization of the materials was entirely left to the teachers. However they weren't hesitant to declare the awareness of facing a lot of difficulties during the selection process. In that case, ESP teachers stated they have to determine the basic organizing principles and to consider the authentic materials that will cover target domains in which the students will need the language, as well as the actuality of topics arising from these contexts.

4.1.3 Legal English

The requirement to teach various aspects of ESP according to the specific type of course that teachers are assigned to instruct leads to the need for specific development expertise for teachers of Legal English courses. As the courses are specifically oriented towards the subject content and teaching is related in content to various disciplines this is identified as problem. They believed the problem is that they are supposed to become 'experts' in the subjects and to put this expertise into practice in a foreign language without any previous specific training in it, which makes them sometimes uncomfortable in class and also is time-consuming.

4.1.4 Mixed groups

Furthermore, the participants reported that mixed group classes can be the norm for students following ESP courses at the KJI. The classes are of mixed linguistic level, specialism and professional seniority. As such ESP teachers stressed the fact that they face some difficulties in finding solutions as to how manage these multilevel classes, and establish authority against more professional and senior judges and prosecutors.

4.2 Needs

Focusing on the ESP teachers' needs, all interviewees expressed the wish for receiving adequate training in the

principles of KJI program. They considered as the starting point for ESP teaching an understanding of efficient and effective ESP methodology, learner – centered approach that will assist adult students in learning new terminology and skills through active engagement in class. Moreover, they declared that they need guidance in the following areas: most of the participants claimed they need specialized knowledge in legal language; guidance on classroom management; teaching techniques that would increase motivation for learning; guidance in preparing and effectively delivering of task-based activities; since they believed it will engage the learners actively and increase their motivation and contribution to learning.

The responses given proved the requirement for trainings to be highly valued by all ToT participants. In addition, some of the participants stressed the importance of teaching materials and familiarization with ESP approach and interactive teaching techniques.

5. Discussion

The study investigated the importance of teacher attitudes and roles in an ESP setting. The information that stemmed from the ToT illustrated teaching/teacher's needs, attitudes, and also pointed out number of issues that require special attention under ESP setting such as learner needs. At the beginning of the ToT the participants declared that they were interested to teach in the field of Legal English although their experience in ESP was lacking. Due to the nature of ESP they all declared the need for a well-structured training as they believed the benefits of it are numerous, and they became aware of the multiple challenges of the training such as: the acquiring of the new knowledge in the specific field, various skills, language proficiency assumed for them, the new teaching methodology, and the attitude and multiple roles of ESP teachers. They see trainings as a continuous process in their professional development that will familiarize them with ESP methods [6]. They stated that trainings should be offered continuously to fulfill teachers' needs [7], which makes them more confident as 'experts' in ESP context.

From the results of the study it originated that the participants were highly motivated [8, 9] to attend ESP-ToT trainings, as they were in favor of participating in trainings that enhance their professional development [10, 9], and also believed that this particular ToT would open up new opportunities for them. Having in mind their professional experience (college degree and working experience) in legal field the immediate need that was identified by both trainers and trainees was teaching methodology and up-to date techniques which would be complemented with a hands-on activity and a lot of practice instruction, as they see ESP as learner- centered approach and interactive [6, 11]. They believed that theory and lecture based classes must be accompanied by practice, to achieve effective teaching/learning [12, 13] therefore they rated highly the activities in class that directly engaged them in preparing the modules for ESP teaching [14, 15, 16]. This interaction presented them the true setting when dealing with material preparation and its challenges and helped them understand the multiple roles of an ESP practitioner. Bridging the theory with practice was believed to prepare the instructors with experiential learning at the pre-service stage of their teaching [17].

The learners' competence in the target language is inevitable in ESP setting and it is one of the main prerequisites for a successful course, therefore conducting a placement test and a pre/post diagnostic test was seen

as mandatory in order to assess the competence of the participants and of the group as whole in order to tailor the training program [5].

6. Conclusion

As the results indicated the motivation of the instructors to learn more about needs analysis was identified in this ESP setting [18,19] which is the main element of ESP according to [5]. The ToT participants stated that they had never prepared nor conducted a needs analysis in their profession therefore they didn't know its importance in preparing an ESP course. They were highly motivated and seemed committed to conduct needs analysis for their courses in order to identify and then prepare the relevant topics that would meet their students' needs. The needs assessment analysis would provide them the suggestions and ideas to develop their curriculum and select appropriate materials based on the learners' needs [20].

The importance of a the current ToT was promoting better learning opportunities, suggestion of up-to date methods and techniques to develop a comprehensible curriculum that will be learner-needs oriented and within the profession that learners practice at the KJI (legal).

Such training that target the specific audiences while considering their specific context and job profiles are mandatory in newly formed countries such as Kosovo. The benefits of this type of trainings where the emphasis is on the learners needs and ESP methods are many fold.

References

- [1]. J. Read. "Identifying academic language needs through diagnostic assessment". *Journal of English for academic purposes*, 10, 1-11, 2008.
- [2]. J. McDonough. *ESP in perspective*. London: Collins, 1984
- [3]. S. Mahapatra. "Teacher Training in ESP: A Historical Review." *English for Specific Purposes World*, vol. 11(33), pp. 1-15, 2011. Retrieved October 30, 2014, from <http://esp-world.info>.
- [4]. T. Hutchinson & A. Waters *English for specific purposes*. Cambridge: Cambridge University Press, 1987.
- [5]. T. D. Evans & M. St John. *Developments in English for specific purposes*. Cambridge: C.U.P, 1998.
- [6]. D. Lawton. "The future of teacher education," in N. Graves (ed) *Initial teacher education: policies and progress*. London: London Education Studies, 1990.
- [7]. E. Akon. "In-service teacher education in Nigeria: A case study". *Journal of Education for Teaching*, vol.17 (2), pp.189-198, 1991.
- [8]. R.C. Gardner. "Social psychology and second language learning: the role of attitudes and motivation". London: Edward Arnold, 1985.
- [9]. Z. Dornyei. *Teaching and researching motivation*. England: Pearson Education Limited, 2001.
- [10]. Z. Dorney. "Motivation in second and foreign language learning". *Language Teaching*, vol. 13, pp. 117-135, 1998.
- [11]. D. Nunan. *Understanding language classrooms*. Hertfordshire: Prentice Hall, 1989.

- [12]. T. Duff. *Teach English: training course for teachers. Trainer's handbook*. Cambridge: Cambridge University Press, 1988.
- [13]. A. Thomas. "Language teacher competence and language teacher education," in R. Bowers (ed), *Language teacher education: An integrated programme for EFL teacher training*. ELT Documents: 125, Modern Association Publication with the UK British Council, 1987.
- [14]. R. Ellis. "Activities and procedures for teacher training." *ELT Journal*, vol. 40 (2), pp.91-99, 1986.
- [15]. J. C. Richards. "Content knowledge and instructional practice in second language teacher education," in Georgetown University Roundtable on Languages and Linguistics, J. Alatis (eds). Washington D.C.: Georgetown University Press, 1990.
- [16]. M. Wallace. *Training Foreign Language teachers*. Great Britain: Penguin, 1991.
- [17]. P.C. Robinson. *ESP today: a practitioners guide*. U.K, Prentice Hall, 1991.
- [18]. J. Munby. *Communicative Syllabus Design*. Cambridge: Cambridge University Press 1978;
- [19]. R. West. "State of the art article. Needs analysis in language teaching". *Language Teaching*, vol. 27, pp.1-19, 1994.
- [20]. R. Berwick. "Needs assessment in language programming: from theory to practice," in *The second language curriculum*. R.K. Johnson (eds.), Cambridge: Cambridge University Press, 1989, pp. 48-62.