Need Analysis of Designing an ESP Course for Sharia and Law Faculty Lecturers: A Case Study of Sayed Jamaluddin Afghani University, Afghanistan

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	ABSTRACT
Keywords: Afghan Lecturers; Course Design; ESP Needs Analysis; Sharia and Law Faculty.	Learning English language is the need of the day. Being an international language and the language of modern education; English language learning has got special attention these days. The wide use of English language in various settings has increased the demand of its learning and has motivated everyone, regardless of their walk of life to learn English. To meet the demands of English-based education, especially in academic settings, there is a recognized need for English language learning. This study is a needs analysis of designing an ESP course for the lecturers of Sharia and Law faculty at Sayed Jamaluddin Afghani University (SJAU), Kunar, Afghanistan to improve their English language skills and take benefit of it in the academic setting. To be specific, lecturers' perceptions towards the need of ESP course, choice of contents, level of difficulty and language skills that need improvement and inclusion in the ESP course were investigated. From 19 lecturers at the Faculty of Sharia and Law 10 lecturers were randomly selected as the sample of the study. An explorative mixed method case study design was used for the study. Mixed method design was used for the study to fully explore the research area and confirm the findings of qualitative data with the quantitative data. Semi-structured interviews containing 8 questions and a close ended questionnaire containing 16 questions were used as the data collection instruments. The qualitative data was first thematically analyzed followed by quantitative data which was descriptively analyzed using frequencies and percentages through SPSS. The findings of the study revealed that the lecturers of Sharia and Law Faculty have positive perceptions towards the need of designing an ESP course for them. The proposed ESP course should use an intermediate level of contents and should focus on developing the four language skills especially reading and writing. Furthermore, the findings of the study revealed that the proposed ESP course should cover the grammar section to help the lecturers in developing their English grammar skills.

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A. INTRODUCTION

The status of English in Afghanistan is that of a foreign language, limited mainly to certain academic domains. Despite the fact that the first apparent official contact of English language with the Afghans occurred in 1809 when British delegation sat for an official meeting with the Afghan King, Shah Shuja-ul-Mulk (Milloy et al., 2022). English did not gain substantial influence until 2001.

In 2001, with the arrival of international communities, increased the use of English across various domains. The language got special attention and its influence and usage extended to a number of domains in the country (Alamyar, 2017). However, English language still lacks adequate attention in education. The language is overlooked as a subject at school level since it is not part of Kankor Exam, the national exam for university entrance. English language skills are not examined in Kankor Exam (Dundon, 2022). So, this pass on a gesture of the triviality and inapplicability of English language at university education. Moreover, students (excluding English major students) very little come across with English language at the university level as the main medium of instruction is native languages i.e., Pashto and Dari. As a result, most of the Afghan students lack English language competency which ultimately causes problems later on in their future academic careers.

In general, lecturers are responsible for providing up-to-date learning/teaching materials for students. English as a medium of instruction (EMI) is gaining great attention and implementation in Higher Education (HE) these days (Dimova, 2021). In the case of Sayed Jamaluddin Afghani University (SJAU), most of the lecturers are young and they have the motivation to make up-to-date advanced materials and to help their students. They have everything as a teacher i.e. motivation, enthusiasm, and commitment but the thing that hampers their progress as a teacher is the lack of enough English language skills to make use of updated sources.

Lecturers, especially non-English majors, face significant challenges due to insufficient English skills, affecting their ability to access up-to-date resources and hindering their academic progress (Al-Khawaldeh et al., 2016). This issue is particularly pronounced in faculties like Sharia and Law at Sayed Jamaluddin Afghani University (SJAU). The broad use of Arabic language and rare use of English language at Sharia and Law faculty has resulted lecturers' weak English language skills (Essa et al., 2020). Now, being lecturers at university; they have to do most of their academic works in English language. They are required to have some English language skills to study the updated works and accomplish their routine academic tasks. More importantly, for their academic promotions they are required to write papers where sometimes they refer to English medium sources and their weak English language skills usually hamper them in taking benefit from the sources.

A need analysis is essential for developing an English for Specific Purposes (ESP) course tailored to these lecturers' requirements. The study aims to identify areas needing improvement, assess content difficulty, and determine necessary language skills to enhance academic performance. This approach ensures that the ESP course effectively addresses the specific needs of Sharia and Law faculty lecturers at SJAU, facilitating their academic and professional development. Need analysis is the first essential step conducted by educators for designing an educational course. It is frequently carried out by educators to explore the required needs of the learners and to incorporate those needs in the designing of the course (Sothan, 2015). Needs analysis which is also termed as needs assessment is the process of collecting data that will work as the basis for developing a curriculum or course that could meet the needs of a specific group of learners (Pranoto & Suprayogi, 2020). It is as an essential practice of teachers and educators especially in the field of ESP to identify the core requirements of the learners or identify the area where the learners lack skills (Alsamadani, 2017). Needs analysis is important, as it help in finding the subjective information and validating the required needs of the students. It is an essential prerequisite step of designing an ESP course or general English course (Ibrahim, 2020). The best side of needs analysis investigations is that it provide specific areas that need improvements and inclusion in the course to answer the needs of the learners.

The term, "needs analysis or analysis of needs" first came into existence in 1920's when Michael West introduced the concept of "needs" in education to cover learners' required needs in learning a foreign language (Rahman, 2012). Need analysis is a process that helps an educator to establish the 'what' and 'how' of a course (Latta, 1978). Needs analysis is a process that is undertaken by educators to determine the pre-requisites of developing a course and its implementation (Khan et al., 2011). Need analysis is the most important step in ESP course design (Chovancová, 2014). It is considered the cornerstone of designing an ESP course which provides information on the essential aspects of an ESP course. There are a number of occasions when the educators take on needs analysis and need analysis for ESP course is one of them (Jeczelewski, 2016). In order to uncover the needs of the learners for the ESP course, a needs analysis is essential to be undertaken usually before the course design and sometimes during the course design as well (Khan et al., 2011; Widodo, 2017).

English Language Teaching (ELT) regularly evolves and broadens to encompass and match with the needs of different target addressees in different settings. ESP is one of the aspects of English Language teaching that exercises a content-based instruction in different disciplines (Arsadani, 2014; Mandasari & Wulandari, 2021). ESP is the teaching of English language to a specific group of learners for a specific purpose. It is the teaching of English language to various group of learners based on their need of English language in their field of work (Qosim Arsadani, 2014; Mandasari & Wulandari, 2021). Looking to the broad demand and use of English language in different domains like science, technology, business, economics and in other field of education, has developed ESP as a distinct and well-defined field of ELT in education (Rahman, 2012). ESP programs help in learning field related English language terminologies and jargons. It is an enjoyable pedagogy as the learners apply and learn English while practicing their field related English. Based on the type of learners, ESP has a number of further extensions i.e. English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Business Purposes (EBP), English for Legal Purposes (ELP), English for Medical Purposes (EMP), English for Vocational Purposes (EVP), English for Professional Purposes (EPP) and so on (Viola, 2022; Watanapokakul, 2023). Every variety of ESP has its own context of application. Some of the main and relevant trends to the current study are discussed next.

EOP is among the main strands of ESP. EOP is concerned with the preparation of learners in English language for their professional occupation where they will be potential worker on their graduation (Lin, 2018). The EOP trend of ESP has got a special attention these days for its involvement with English language skills building in the market place and its results on the effectiveness of job performance (Margareth, 2017). In the current era, where almost in every walk of life the need of English language is sensed. To achieve success in various occupation, it is essential to improve in basic skills of English language. These days, EOP is a trend and necessity especially in countries where English is used as a first or second language. EAP is a strand of ESP that is concerned with academic aspect. It prepares and helps the learners to properly use English language in their academic career (Ding & Bruce, 2017). EAP is generally taught in the educational institutions to fulfill students' needs of English language skills for their academic courses. The English language used in EAP is based on the needs of the learners in their particular academic field in which they specialize or intend to specialize in future (Zohoorian, 2015). Catering to the English language need of academic domain, EAP has greatly evolved for the last 25 years in the field of ELT (Kardijan & Yundayani, 2019).

ELP is also known as English for Legal Academic Purposes (ELAP), or English for Academic Legal Purposes (EALP) (Pielmus, 2018). Comparing to the other version, ELP is commonly in use.

ELP generally encompasses areas like legal writing, judicial writing, legislative writing and so on (Faedo, 2015), ELP is the strand of ESP where basic focus is on the improvement of English language skills especially learning and improving legal vocabulary that may help the learner to fulfil the requirements of the filed. In short, it is the strand which is designed for those who work in the field of law or somehow relates with the field of Law and judiciary in order to fulfil the needs and requirements of the domain.

The focus of the current study is on the EAP trend of ESP which is generally taught within educational institutions to students/teachers (excluding English major students/teachers) who need improvement in English language skills for their academic purposes. The study involves a needs assessment for designing an EAP aspect of ESP for the lecturers of Sharia and Law Faculty at SJAU, Kunar, Afghanistan. The objectives of the study are: to investigate the lecturers' perceptions towards the need of an ESP course; to assess the required contents of the ESP course; to identify the required level of difficulty of the ESP course contents; and to examine lecturers required language skills that need improvement through the ESP course. Similarly, the research questions are: what are the lecturers' perceptions towards the need of an ESP course?; what are the required contents for the ESP course?; what is the required level of difficulty of the ESP course?; and what are the lecturers required language skills that need improvement through the ESP course? The successful accomplishment of the objectives of the study will provide the researcher with the information on the necessity of designing the ESP course, the required contents of the ESP course, the required level of difficulty of the contents and required language skills need improvement and inclusion in the ESP course for Sharia and law faculty lecturers at SJAU, Kunar, Afghanistan. The findings of the study will next help educators in designing the ESP course.

B. METHODS
1. Research Design
Based on the nature of research area, an explorative mixed method case study design was used for the study. "A mixed methods case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (Creswell & Plano Clark, 2018). The adherent of explorative mixed method case study design argue that it provides a more complete and in-depth understanding of the research problem. The mixed method design was used for the study to fully assess the English language needs of Sharia and Law faculty lecturers in SJAU, Afghanistan and incorporate those needs in the designing of the ESP course. Moreover, the mixed method design was used for the study to confirm the findings one research design with the other.

2. Research Setting
The study was conducted at SJAU, Kunar, Afghanistan. The university is located in the eastern part of the country. It was established in the year 2010. Overall it has 5 faculties. Sharia and Law Faculty is one of them. Sharia and law faculty has two departments i.e. Department of Islamic Studies and Department of Law. The medium of instruction in the faculty is mostly Pashto (native language). However, the lecturers are required to have some intermediate level of English language skills to make use of it for their academic tasks.

3. Participants

The participants of the study were lecturers of Sharia and law faculty, SJAU, Kunar, Afghanistan. There are 19 lecturers at the faculty and 10 out of them were purposively selected as the sample of the study. The lecturers were selected based on their seniority at the faculty. All of them belong to the same race (Afghan). Most of them are young with the age of 26 to 33 except one teacher whose age is 53. Most of them are teaching for 3 to 5 years except one teacher who is teaching in this university for 4 years but has prior experience of 20 years teaching in other universities. Majority of them are BA degree holders (by year 2016).

4. Data Collection Instrument

a. Interviews

In order to collect in-depth data on the needs of Sharia and Law faculty lecturers for ESP course, semi-structured interviews were designed to collect data in four section i.e. perception on the need of the ESP course, choice of contents, choice of level of difficulty of the ESP course contents and the choice of language skills that need improvement and inclusion in the ESP course.

b. Questionnaire

Based on the nature of the study and the research objectives of the study a 16 questions long questionnaire in five sections was structured and administered to the participants covering the following five key areas:

1) Demography of the respondent.
2) The perception of the respondent on the need of ESP course.
3) Respondent opinions on the choice of content for the ESP course.
4) Respondent opinions on the choice of level of difficulty of the ESP course contents.
5) Respondent opinions on the choice of language skills that need improvement and inclusion in the ESP course.

The first part collected general information about the participants' age, race, gender, years of experience working at SJAU. The second part focused on the participants perceptions on the need of ESP course. The third part of the questionnaire focused on the type of the contents for the ESP course based on the views of the lecturers. The fourth part of the questionnaire investigated on the level of difficulty of the ESP course contents. The fifth part of the questionnaire focused on the need of English language skills they need to improve in and include in the ESP course.

5. Data Analysis

The study is an explorative mixed method case study design and involves two types of data i.e. qualitative data and quantitative data. Based on the research design i.e. explorative mixed method design, the qualitative data was first analyzed and then followed by the quantitative data analysis. The qualitative data was thematically analyzed i.e. the data was transcribed, organized, codified and thematically interpreted. For the confidentiality of the participants, each participant was provided with a special code name i.e. L1 to L10. L1 represent Lecturer 1, L2 represent Lecturer 2 and so on. The quantitative data was descriptively analyzed using frequencies and percentages through SPSS. The qualitative data was thematically analysed using the six steps proposed by Braun and Clarke (2006) i.e., the data was organized, initial codes were generated, the themes were make from the codes, the themes were defined, the themes were reviewed, and

the finally the report was produced. Similarly, the quantitative data was manually analysed using descriptive statistics i.e., frequencies and percentages, and then presented in the tables.

C. RESULT AND DISCUSSION
1. Findings from Interviews
    a. Need of ESP Course

From the interview data on lecturers' perceptions on the need of ESP course has yielded one main theme i.e. *"There is a need for ESP course"*. All of the participants (L1 to L10) had positive perceptions towards the need of ESP course. Majority of the participants called it a great initiative for answering to their academic needs.

    b. Contents of the ESP Course

From the interview data on lecturers' opinions on the contents of ESP course has yielded three main themes i.e. "*We need our filed related contents*", "*We need our field related vocabulary and terms in the course*" and *"There should be grammar contents in the course"*. Majority of the participants (L1-L10) insisted on their field related contents. Similarly, majority of the participants (L1-L4, L6-L10) suggested for their field related terms and vocabulary in the ESP course. Likewise, majority of the participants (L1-L10) wished-for special grammar inclusion in the ESP course.

    c. Level of Difficulty of the Contents

From the interview data on lecturers' opinions on the contents difficulty of the ESP course has yielded one main theme i.e. *"We need intermediate level of contents"*. Majority of the participants (L2-L10) opined for intermediate level of content in the ESP course. Majority of them suggested that

    d. Required Language Skills

From the interview data on lecturers' opinions on the language skills that need improvements and inclusion in the ESP course has yielded two main themes i.e. *"We need improvements in all four language skills"*, and *"We need to improve in reading and writing"*. Majority of the participants (L2 and L5, L7-L10) proposed that they need improvement in all four language skills and advocated that every skill of the four language skill is important for them to improve in and should be included in the course. However, there were some participants (L1, L3, L4, L6) who specifically insisted on the reading skill and writing skill as the most important and required skills for their field. They requested for specialized activities and tasks in the ESP course that could improve their reading and writing skills. To further illustrate the findings from the qualitative data analysis, the main themes are presented in tabular form as Shown in Table 1.

Table 1. Findings from Qualitative Data Analysis

Research Objectives	Main themes
Perception towards designing the ESP course for the lecturers of Sharia and Law faculty at SJAU in Afghanistan	• Need for designing an ESP course
Required Contents of the ESP Course	• Field related contents • Field related vocabulary • Grammar contents
Level of Difficulty of the Contents	• Intermediate level of contents
Required Language Skills	• All four language skills • Reading and writing

2. Findings from Questionnaires

a. Need of ESP Course

The following is the analysis of questionnaire data on the lecturer perceptions towards the need of ESP course. The lecturers were asked about their perceptions towards the need of designing an ESP course for them and the analysis are presented next in the Table 2.

Table 2. Participants' Perceptions Towards ESP Course

No.	Items		Alternatives					Total
			NI	SI	I	FI	VI	
1	How important is an ESP course for your English language skills improvement?	Fre.	0	0	0	0	10	10
		%	0%	0%	0%	0%	100%	100%
2	How important is your participation as a student in the ESP course?	Fre.	0	0	0	0	10	10
		%	0%	0%	0%	0%	100%	100%

(NI = Not Important, SI = Slightly Important, I = Important, FI = Fairly Important, VI = Very Important)

Question 1 in Table 2 "How important is an ESP course for your English language skills improvement?" 0 % of the participants picked very not important, 0 % slightly important, 0 % important, 0% fairly important and 100 % very important. In part of question 2 "How important is your participation as a student in ESP course?" 0 % of the participants picked not important, 0 % slightly important, 0 % important, 0% fairly important and 100 % very important.

b. Required Contents for the ESP Course

The following is the analysis of questionnaire data on the lecturers views on the type of contents they need in the ESP course. They were asked on the type of contents they think are suitable for them and the analysis are presented next in the Table 3.

Table 3. Participants' Opinions on the Contents Type of ESP Course

No.	Items		Alternatives		
			Yes	No	Total
1	Do you think that the contents of the ESP course should be your field related?	Fre.	10	0	10
		%	100%	0%	100%
2	Do you think the contents should be more focused on your field related vocabulary?	Fre.	10	0	10
		%	100%	0%	100%
3	Do you think grammar is important to be included in the ESP course?	Fre.	9	1	10
		%	90%	10%	100%

Question 1 in Table 3 "Do you think that the contents of the ESP course should be your field related?" 100 % of the participants responded 'Yes' and 0 % replied 'No'. In part of question 2 "Do you think the contents should be more focused on your field related vocabulary?" 100 % of the participants replied 'Yes' while 0 % replied 'No'. Similarly, in part of question 3 "Do you think grammar is important to be included in the ESP course?" 90% of the respondents replied 'Yes' while 10% of the respondents replied 'No'.

c. Level of Difficulty of the ESP Course Contents

The following is the analysis of questionnaire data on the lecturers opinions on the level of difficulty of the ESP course contents. They were asked on the level of difficulty of the contents in their ESP course and the analysis are presented next in the Table 4.

Table 4. Participants' Opinions on the level of Difficulty of ESP Course Contents

No.	Items		Alternatives				Total
			B	Elementary	Intermediate	Advanced	
1	What should be the level of difficulty of the contents of the ESP course i.e. beginner, elementary, intermediate, advanced?	Fre.	0	2	7	1	10
		%	0	20%	70%	10%	100%

(B = Beginner, E = Elementary, I = Intermediate, A = Advanced)

Question 1 in Table 4 "What should be the level of difficulty of the contents of the ESP course i.e. beginner, elementary, intermediate, advanced?" 0 % of the participants picked beginner, 20 % elementary, 70 % intermediate and 10% advanced.

d. Language Skills That Need Improvement and Inclusion in the ESP course

The following is the analysis of questionnaire data on the lecturers opinions on the language skills that need improvement and inclusion in the ESP course. They were asked on the language skills they think need improvement and inclusion in the ESP course and the analysis are presented next in the Table 5.

Table 5. Participants' Opinions on the Language Skills Needed

No.	Items		Never	Rarely	Sometimes	Usually	Always	Total
1	When using English, how often do you use each of the following skills in your field of work?							
a	Reading Skill	Fre.	0	2	3	5	0	10
		%	0%	10%	40%	50%	0%	100
b	Writing Skill	Fre.	0	1	5	4	0	90
		%	0%	10%	50%	40%	0%	100
c	Listening Skill	Fre.	1	2	7	0	0	90
		%	10%	20%	70%	0%	0%	100
d	Speaking Skill	Fre.	2	4	4	0	0	90
		%	20%	40%	40%	0%	0%	100

Question 1 in Table 5 "When using English, how often do you use each of the following skills in your field of work?" in part of reading skill 0% replied never, 10% rarely, 40% sometimes, 50 % usually and 0% of them replied always. In part of writing skill 0% replied never, 10% rarely, 50% sometimes, 40 % usually and 0% of them replied always. In part of listening skill 10% replied never, 20% rarely, 70% sometimes, 0 % usually and 0% of them replied always. In part of speaking 20% replied never, 40% rarely, 40% sometimes, 0 % usually and 0% of them replied always.

The study is a need analysis of designing an ESP course for the lecturers of Sharia and Law Faculty at SJAU, Kunar, Afghanistan who has a low base of English language. The study attempted to investigate lecturers' perceptions towards the need of ESP course for them, choice of contents for the ESP course, choice of level of difficulty for the ESP course contents and the language skills they need improvement in and inclusion in the ESP course. Detailed discussion on the findings is presented next. Data analysis have revealed that there is a need for ESP course for the lecturers of Sharia and Law Faculty at SJAU, Kunar, Afghanistan. Both qualitative as well as quantitative data have revealed that the lecturers have positive perceptions towards the need of ESP course. This is supported by a study conducted by Abudhahir & Ali (2018) in Malaysia who found positive perception towards the need of ESP. Similarly, a study conducted by Xhaferi & Xhaferi (2011) at the Department of Law, South East European University and found that participants of the study have positive perception towards the need of ESP course. Likewise, a study conducted by Alhadiah (2017) in the context of Saudi Arabia also found positive perceptions of lecturers' towards EAP/ESP course.

Similarly, findings from qualitative as well as quantitative data have shown that the lecturers need their field related contents in the ESP course. This is supported Kaur & Khan (2010) who found that participants need work-placed content in their ESP course in the context of Malaysia. Moreover, the findings of the current study revealed the need for field-relevant vocabulary and grammar in the ESP course. This is what also found by Crosthwaite (2016); and Evans & Green (2007) in the context of Hong Kong where grammar was suggested as an important area to be included in the EAP course. In the context of Indonesia, Solikhah (2020) found 750-word academic vocabulary as an essential learning material for EAP course. Moreover, the findings from both

qualitative and quantitative data revealed that the participants need an intermediate level of course content. This is backed by Afshar & Movassagh (2016) who conducted a study in the context of Iran and concluded that EAP/ESP courses should be in line with the needs of the users/learners, keeping in view every aspect (including level of English difficulty) of the learners.

Furthermore, the findings form qualitative and quantitative data revealed that the participants need all language skills i.e. reading, writing, listening and speaking in the ESP course. This is supported by Al-Khawaldeh et al. (2016) who conducted a study in the context of Jordan and found that Non-English major lecturers were poor in reading, writing, listening and speaking skills and there was a need for improvement of all these skills. This is further supported by Kaivanpanah et al. (2021) who conducted a study in Iran and found that learners in the EAP context need improvement in the three language skills i.e. reading, speaking, listening and in certain specific areas of writing. However, there were some respondents who stressed on only reading and writing to be improved and included in the ESP course. This was supported by Solikhah (2020) who conducted a study in the context of Indonesia and found that academic writing and academic reading were the prioritized language skills of the EAP course.

D.   CONCLUSION AND SUGGESTIONS

This paper attempted to identify and analyze the Sharia and law faculty teachers' perceptions towards the need of ESP courses for them at SJAU, Kunar, Afghanistan. The results of the study can be concluded as: there is a need for an ESP course for the lecturers of Sharia and Law Faculty at SJAU, Kunar, Afghanistan; the content of the ESP course should be related to their field of study; the level of difficulty of the ESP course contents should be of intermediate level; the lecturers need to improve in four language skills especially in reading and writing; and the ESP should cover Sharia and Law related vocabulary and grammar contents. Based on the study results, the participants perceive ESP courses to be very important for their study and future careers. Similarly, the findings have revealed that the participants need field related contents for developing their field related English vocabulary and English language skills. They suggested for fieldrelated specific jargons, terminologies, and vocabulary to be included in the ESP course. Moreover, the participants suggested having an intermediate level of content so that everyone i.e. intermediate as well as beginner and advanced level learners benefit from it. Furthermore, findings revealed that all English language skills are important for them to improve in especially reading and writing skills as they use them frequently in the academic domain. Additionally, the participants need grammar to be included in their ESP course to improve in grammar knowledge and bring about accuracy and effectiveness in their academic work.

In short, based on the findings of the study, it can be concluded that the lecturers of Sharia and Law Faculty at SJAU need an ESP course that has field related intermediate level of content aimed at developing English language skills along with grammar knowledge to help lecturers perform well and excel in the academic domain. Moreover, the results of the study can work as a road map for designing and developing an effective ESP course that could answer the needs of the learners. Furthermore, the study can work as a gateway for further similar studies in other Non-English departments of public and private universities of the country in general and at the Non-English departments of SJAU in particular. Furthermore, based on the findings of the study, it is suggested to the Ministry of Higher Education (MoHE), Afghanistan to take practical steps in designing and implementing the ESP course for the teaching staff of Sharia and Law faculty to help them improve thier English language skills which they pressingly need in their academic endeavors.

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