



## A Needs Analysis (NA) of Iranian Law ESP Textbooks

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### Abstract

This study aimed at exploring whether the English textbook employed by law students meets their needs in real-world contexts. The study involved 27 M.A. and 29 B.A. law students chosen based on convenience sampling procedure from the Islamic Azad University, South Tehran Branch and Science and Culture University, encompassing both male and female participants. Data collection was carried out utilizing Basturkmen's (1998) needs analysis (NA) questionnaire for the students. The results of Needs Analysis questionnaire revealed a broad spectrum of needs among the participants, who highlighted the importance of technical English for communication in both academic and professional settings. The statistical analysis indicated that 79% of law students prefer to employ Persian in the class. Nonetheless, a significant majority of students agreed or strongly agreed that "using English indicates prestige and civilization." Both groups acknowledged the importance of writing skills for their careers. M.A. students, more than B.A. students, stressed the necessity of English proficiency for comprehending lectures in English. Additionally, both groups distinguished the significance of reinforcing their listening and reading skills. The outcomes of this study are significant for ESP instructors, law students, and curriculum planners, recommending valuable insights into how well ESP course materials meet student requirements.

*Keywords:* ESP, graduate, needs analysis, students of law, text book, undergraduate

### 1. Introduction

The ESP course is generally viewed a subcategory of English language instruction, yet it features distinct characteristics tailored to different academic and professional fields. Successful completion of an ESP course needs a foundational knowledge of English, with the major purpose being to impart essential vocabulary and contextual understanding specific to each field. ESP students must become proficient in the technical and essential dimensions of English relevant to their field, enabling them to perform their future professional roles effectively (Rahman, 2015). The emphasis in ESP courses is on the practical application of English in professional contexts, rather than merely memorizing



grammatical rules. The primary distinction between ESP and general English courses lies in this focus on real-world usage. ESP courses must address the specific needs of students, ensuring that the content is relevant and meets their professional requirements (Li & Fu, 2021).

Additionally, it is the job of NA to distinguish the specific requirements of ESP students in order to ensure their educational needs are met within their respective fields. Naturally, there are some differences between those who learn English for General Purpose (EGP) and ESP students (Basturkmen, 2014). EGP learners mainly aim to obtain fluency and accuracy in communication, enabling them to carry their messages clearly and find out the intended messages in the target language. According to Paltridge and Starfield (2013), the goal of EGP learners is to fulfill general language needs, concentrating on broad linguistic competencies applicable in various contexts.

In contrast to EGP, ESP learners only concentrate on mastering language skills relevant to a particular domain. These learners aim to meet the specific linguistic demands of their field. Paltridge and Starfield (2013) noted that the objective of ESP learners is to utilize English to fulfill their specialized needs. McDonough (2010) similarly stressed that ESP courses are tailored to address the distinct requirements of learners. The concept of "need" is central to ESP, highlighting its significance in the curriculum. Furthermore, Paltridge and Starfield (2013) stated that "ESAP (English for Specific Academic Purposes) is connected with the specific needs of students. It refers to skills in English for Academic Purposes (EAP) context that students have to be mastered them for being proficient in their field" (p. 23).

The issue of NA is very pivotal for satisfying the needs of ESP learners across different fields. NA plays a crucial role in signifying both the internal and external needs of learners, positively influencing their motivation, attitudes, and overall learning outcomes (Rahman, 2015). It is widely recognized as the initial stage in designing effective language courses. According to Brown (1995), conducting an NA for language courses assists to determine the specific language skills that ESP learners in each field must master to meet their professional needs. In the same vein, Ross, Lipsey and Freeman (2004) elaborated that NA is seen as the way through which the research explores the particular needs for a program, ensuring that the most relevant content is provided to the learners.

NA, also referred to as needs evaluation, is crucial in the design and implementation of an ESP course. It serves as a tool for gathering data, which informs decisions concerning course design (Genc, 2011). ESP is regarded as the procedure that mainly concentrates on the needs of the learners and satisfying them as well. Furthermore, Hutchinson and Waters (1989) claimed that there are some differences between learning needs and target needs. They pointed out that target needs focus on this issue that what knowledge the learners may need for conducting properly in the target context. Additionally, the needs in the target context fall into three main categories named necessities, lacks, and wants.

Necessities refer to the demands that may arise in the target situation, reflecting what learners need to know to be successful in specific contexts (Li, 2014). Lacks encompass signifying what learners do not know or have yet to master. This can be determined by evaluating learners' abilities to engage with target language texts in their own fields and deciding whether further instruction is necessary given their current knowledge. The learners' existing proficiency should align with their target proficiency. Wants refer to the learners' own desires and preferences for their learning. ESP learners need to be aware

of their own objectives and interests, as their needs are closely related to their attitudes and aspirations for the course.

Furthermore, Hutchinson and Waters (1989) also pointed out that target needs can be defined as the chance for ESP students for having communication for their needs and wants when they are really placed in the target situation as well. Needs are also regarded as a reflection of ESP students' personal feelings that they have; given their information about their environments when they are not in a real context. Generally, it can be said that the wants of ESP students can reflect their perceptions and attitudes, as well. The need for learning is related to a route in the target context. The need for learning is referred to what ESP students have to do for acquiring the language according to Hutchinson and Waters. In such sense, the needs of the leaning for obtaining information in learning situations, mostly take into account the different types of learners and their levels of their awareness with regard to target cultures and required skills as well as materials that are in access, the current resources and any other types of data that can make learning easy to the learners.

In Iran like other countries, many undergraduate students are required to complete courses specific to their fields of study. These courses are essential since they assist students to become familiar with the technical vocabulary and particular structures pertinent to their disciplines. Thus, students need to master English not only for general purposes but also to meet the specific demands of their fields. Given the significant role of ESP, it is crucial to analyze the needs of learners across various disciplines. In addition, it is pivotal to assess the current ESP course books to determine if they adequately address the needs of ESP learners. However, many students face difficulties with these courses, raising questions concerning the effectiveness of their course books. Consequently, an NA is necessary to determine if the current course book meets the needs of ESP learners. This study focuses on Iranian law undergraduate and graduate law students. The researchers selected to focus on the field of law due to familiarity with the subject and selected a single course book from this field for analysis.

## 2. Literature Review

### 2.1. ESP as an Approach to Language Teaching

The definition of ESP that suggested by Dudley-Evans and John (1998) consisted of three absolute and five variable characteristics and revealed a perspective that ESP cannot be related to specific discipline or is not necessarily designed for specific groups of learners or particular ages. In fact, it can be regarded as a specific approach for instructing and it has a direct role in shaping learners' attitudes. This is seen as a similar assumption like what is suggested by Hutchinson and Waters (1987) who pointed out that ESP can be regarded as an approach for instructing language through which all decisions should be made based on the methods and content that meet the needs of particular learners.

### 2.2. ESP Textbooks

The main part of English language teaching for both graduates and undergraduate Iranian students focuses on teaching EAP with limited perspective and the foundation. Such courses generally employ a text-centered approach and they are mostly test-oriented. In this way, most of the learners do not show any tangible competency in a foreign language after receiving their certificates (Mohseni, 2021).

Many ESP teachers are faced with difficulties and challenges with designing materials and adjusting them since they are naturally designed for the other objectives. To partially meet the requirements, academic English language NA studies have been conducted in different disciplines in Iran considering requirements and needs of medical students, law students, nursing students, engineering students and many other university fields (Mohseni, 2021).

In their study, Satriani and Resmini (2021) assessed an ESP course book, using a questionnaire to collect the related data. The outcomes of their study reflected that the course book was well-received by the students. The findings showed that students had positive feelings about the course book and never felt bored while using it. The questionnaire results showed several key aspects that contributed to the positive reception of the course book. Firstly, the content was deemed relevant and closely aligned with the students' academic and professional needs. This relevance helped maintain students' interest and engagement throughout the course. Besides, the structure and layout of the book were praised for being clear and user-friendly, facilitating easier understanding and navigation of the material.

The other study by Khaferi and Khaferi (2011) examined the English language skills in ESP for a law course. The results showed that the participants perceive ESP courses to be very important for their study and future career and there seemed to be considerable motivation and interest in taking ESP courses and strengthen knowledge in English language. In terms of the importance of language skills in ESP, specific terminology was an obstacle to effective communication in English. Therefore, there should be a bigger focus on learning vocabulary.

### **2.3. Needs Analysis as a Critical Characteristics of ESP**

NA is seen as the common characteristic of any ESP course and it is viewed as the criterion that concentrates on the various parts of the course with the learners' need as the focal point. As the criterion for measuring ESP, NA uses three main aims. The first aim is to provide an instrument to gain wider input according to the content, viability of language program, and a syllabus design. The second aim is that it can be utilized in developing objectives, contents, and themes. The third objective is to use it as an instrument for evaluating an existing program (Richards, 2001). Therefore, NA can be elaborated as arrange of specific procedures for signifying the course parameters (Nunan, 1988).

Broadly speaking, it can be stated that NA is seen as a procedure to collect data and information according to the learners' needs. Indeed, the word need has different types and meanings. It generally refers to study of requirements of a person in a course and to signify what they will learn at the end of a course. It is regarded as the objective-oriented definition. In this sense, needs are seen effectively and as objective as probable. In addition, Widdowson (1990) stated that not only the needs should be objective, but also it should satisfy the real needs of ESP learners. According to Widdowson (1990), it can also be process-based that is totally related to specific behavior of the learners. In addition, the needs themselves can be defined as the institution of society at the large scale and essential or desirable to be taken into account with regard to particular instructional program (Mackay & Mountford, 1978).

Generally, NA should be conducted before starting a course or any stages. The first objective of conducting NA is to decide what type of data has to be collected, when and for whom they have to be collected. These needs can be put into two independent categories. The first is related to biographical information while the second is more personal and it is related to the attitudes and the preferences of learners (Nunan, 1988).

In his study, Mashadi (2022) did a NA in for law students. The findings showed that the participants viewed ESP classes as highly significant for their academic and professional future. They also expressed a strong interest in enrolling in ESP courses and boosting their English language abilities. However, specific terminology posed a challenge to effective communication in English within the context of ESP language requirements in that study. The study highlighted the importance of integrating specialized legal vocabulary and concepts into the curriculum to bridge the gap between general English proficiency and the specialized language needs of law students. Mashadi suggested that tailored instructional materials and activities could enhance the learning experience by making the content more relevant and accessible to the students. Additionally, the research underscored the necessity for instructors to have a robust understanding of legal discourse to effectively teach ESP to law students.

Mohseni (2021) explored the NA of Iranian ESP students who were studying in the field of law. He used a questionnaire to collect the required data. The researcher concluded that law ESP students at Tehran South University expressed a strong preference for a program that included ESP-specific information. The findings indicated that students recognized the significance of ESP courses tailored to their field of study. They believed that such courses would significantly enhance their academic performance and professional capabilities. The data revealed that students were particularly interested in learning legal terminology and concepts in English, which they perceived as crucial for their future careers.

In the same vein, Li and Fu (2021) conducted a study and they did an NA on ESP course for business and engineering students in a Chinese local university. They utilized a close-ended questionnaire for collecting the required data. It was revealed that students needed ESP more than before and they thought it was essential to know technical terms of their fields.

Kamaruddin, Fitria and Patmasari (2021) conducted an NA study for accounting students of vocational high school. The researchers concluded that the accounting students needed to know more about their field's technical terms to satisfy their needs since they suffered from lack of technical vocabulary. Besides, their participants reported that they needed to develop their speaking skills.

In their study, Hajar and Triastuti (2021) conducted NA of ESP materials for Agriculture students. The setting of their study was Indonesia. The researchers utilized a questionnaire for collecting the required data. The participants reported that their learning materials should be expanded like cultivation plants. In addition, more activities were needed for these students.

In her study, Al Kaabi (2020) did an academic an NA on ESP students of Iraq. It was a library study. She concluded that most of ESP studies in Iraq concentrated on the design of syllabus and on the plans. Similarly, in their study, Wulandari, Muchsin, and Tambunan (2019) did a study through which they did an ESP Needs Analysis for nursing students. They utilized a questionnaire for collecting the required data. The outcomes of their study showed that the students needed to master speaking skill which was followed by listening skill.

In the same vein, Rezaee et al. (2019) conducted an NA on law university students. The relationship between skills and language proficiency, students' view of their EAP needs, skills they needed in this major, and professors and lawyers' views regarding students' needs were the main variable studied.

### 3. Research Questions

The main focus of this study is to find out if English textbook used by law students meets their needs in real-world contexts. In this vein, the following research questions were the primary focus of this study:

1. How do graduate and undergraduate students perceive the skills they needed in order to study law English course books?
2. To what extent does ESP text book of law satisfy the needs of law graduate and undergraduate students in writing skill?
3. To what extent does ESP text book of law satisfy the needs of law graduate and undergraduate students in speaking skill?
4. To what extent does ESP text book of law satisfy the needs of law graduate and undergraduate students in listening skill?
5. To what extent does ESP text book of law satisfy the needs of law graduate and undergraduate students in reading skill?

### 4. Method

#### 4.1. Research Design

This study was considered as a survey study (Hatch & Farhady, 2003) to law students of Islamic Azad University, South Tehran Branch and Science and Culture University. To this end, the researchers utilized a questionnaire to collect the quantitative data and used the frequencies and percentages to analyze the gathered data in response to the research questions.

#### 4.2. Participants

The researchers recruited a total of 56 law students, encompassing both M.A. and B.A. undergraduates, with 29 participants in the undergraduate category and 27 in the graduate programs. These students were selected from Islamic Azad University, South Tehran Branch, and Science and Culture University via convenience sampling procedure. The participant pool consisted of both male and female students aged between 21 and 28 years old.

#### 4.3. Instruments

For NA, the researchers utilized Basturkmen's (1998) requirements analysis questionnaire. This tool was employed to gauge the participants' perspectives on their ESP instructional environment and course materials. Moreover, it included six sections (students' lacks, wants language attitudes about writing, reading, listening, and speaking). The participants had to answer based on three-point Likert scale. The researchers translated the questionnaire into Persian for ease of understanding. The reliability of the questionnaire was measured by Cronbach alpha and it showed 0.89. In addition, the researchers administered the electronic version of this questionnaire for ease of administration.

#### 4.4. Procedure

To fulfill the objective of this study, the researchers selected 56 M.A and B.A law undergraduate students ( $n = 29$ ) and Graduates ( $n = 27$ ) from Islam Azad university of Tehran, south branch and Science and Culture University. They consisted of both male and female students. The electronic and translated version of the NA questionnaire by Basturkmen (1998) was distributed among them. This

questionnaire included six sections (students' lacks, wants and language attitudes about writing, reading, listening and speaking). The objective of the study was elaborated to the participants and the researchers asked them to carefully answer the questions.

#### 4.5. Statistical Analysis

This study was a survey study using a text book needs analysis questionnaire to collect the necessary quantitative data. The data were organized and presented in tables and figures through both frequencies and percentages to answer different research questions.

### 5. Results

#### 5.1. Addressing Research Question One

The first research question of the present study was concerned with the attitudes of graduate and undergraduate students toward the skills they need in order to study law English textbooks. In order to examine this research question empirically, responses of both under-graduate and graduate students of law to three parts of the questionnaire were analyzed.

According to the participants' responses to the first item of the first attitude part of the questionnaire (1), shown in Table 1 and Table 2, about 55.2 percent of the undergraduate students found Persian to be more useful in their studies than English. However, the results showed that the Persian language was deemed more valuable by only 44.4 percent of the graduate students. This could be attributed to the effect of their proficiency levels because it was the only distinctive variable between the two groups.

As shown in Table 1 and Table 2, about 79% of undergraduates said that Persian was the language in which they could express themselves more clearly and more effectively, whereas only 3.4% had similar attitude about English language. In the case of graduate students, 74.1% believed that English was the language in which they could express themselves more clearly and more effectively, while only 7.4% found English as the language in which they can express themselves more obviously. The difference between the two groups seems negligible in this regard partly due to their proficiency level.

Regarding the first item of the questionnaire, 89.7% of the undergraduate felt that Persian was the language in which they could study more quickly than English. However, no undergraduate student selected English in which he or she could study more quickly than Persian. On the contrary, a larger number (92.6%) of the graduates, in comparison to the undergraduate ones, agreed that English was the language in which they could study more quickly than Persian, a clear indication of the positive effect of proficiency level on the efficiency of study in English.

**Table 1**

*Frequencies and Percentages for the Law Undergraduates' Language Attitudes - Part I*

Item	Persian		English		Both	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) What language is more useful to you?	16	55.2%	1	3.4%	12	41.4%
2) What language do you express yourself better and more effectively?	23	79.3%	1	3.4%	5	17.2%
3) In what language do you study more quickly?	26	89.7%	0	0.0%	3	10.3%

4) What language do you prefer to use in your university? 18 62.1% 6 20.7% 5 17.2%

In addition, Table 2 indicates that about 62% percent of the undergraduate students preferred Persian to be used at university, whereas, 66.7 of the graduate students liked Persian to be used at university. What is surprising is that no graduate student chose English to be utilized at university while 20.7 of the undergraduate students preferred English to be spoken at university.

**Table 2**

*Frequencies and Percentages for the Law Graduate Students' Language Attitudes - Part I*

	Persian		English		Both	
	F	%	F	%	F	%
1) What language is more useful to you?	12	44.4%	2	7.4%	13	48.1%
2) What language do you express yourself better and more effectively?	20	74.1%	2	7.4%	5	18.5%
3) In what language do you study more quickly?	25	92.6%	0	0.0%	2	7.4%
4) What language do you prefer to use in your university?	18	66.7%	0	0.0%	9	33.3%

As seen in Table 3 and Table 4, in response to the fifth item of the language attitude part of the questionnaire, it was found that 55.2% of the undergraduate students believed that it was important to use English at university, still, only 37% of the graduate students agreed that it was important to use English at university.

**Table 3**

*Frequencies and Percentages for the Law Undergraduates' Language Attitudes - Part II*

Item	Yes		No	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
5) Is it important to use English in your university?	16	55.2%	13	44.8%

**Table 4**

*Frequencies and Percentages for the Law Graduates' Language Attitudes - Part II*

Attitude	Yes		No	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
5) Is it important to use English in your university?	10	37.0%	17	63.0%

Table 5 and Table 6 illustrate that the larger proportion of the graduates (27.5%) than the undergraduates (18.5%) either agree or strongly agree with the fact that “Persian is the only language that should be used in our university” (Item 6). Similarly, a greater proportion of the graduates (51.7%) than the undergraduates (44.4%) agreed or strongly agreed with the fact that “Using English indicates prestige and civilization” (Item 7).

Additionally, both the under-graduates (100.0%) and graduates (100.0%) unanimously fully accepted the idea that “Using English facilitates communication with international universities and outside world” (Item 8).

**Table 5***Frequencies and Percentages for the Law Undergraduates' Language Attitudes - Part III*

Attitude	Strongly disagree		Disagree		Agree		Strongly agree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
6) Persian is the only language that should be used in our university.	11	40.7%	11	40.7%	4	14.8%	1	3.7%
7) Using English indicates prestige and civilization.	4	14.8%	11	40.7%	9	33.3%	3	11.1%
8) Using English facilitates communication with international universities and outside world.	0	0.0%	0	0.0%	9	33.3%	18	66.7%
9) English is as important as Persian in academic achievements.	1	3.7%	2	7.4%	12	44.4%	12	44.4%
10) Using English poses a threat to Persian.	15	55.6%	11	40.7%	1	3.7%	0	0.0%

However, as it is observable in Table 5 and Table 6, a more number of the graduate students (99.1%) than the undergraduate students (88.8%) felt that “English is as important as Persian in academic achievements” (Item 9). Similarly, a larger number of the graduate students (20.7%) than the undergraduate students (3.7%) stated that “Using English poses a threat to Persian” (Item 10).

**Table 6***Frequencies and Percentages for the Law Graduates' Language Attitudes - Part III*

Item	Strongly disagree		Disagree		Agree		Strongly agree	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
6) Persian is the only language that should be used in our university.	5	17.2%	16	55.2%	5	17.2%	3	10.3%
7) Using English indicates prestige and civilization.	4	13.8%	10	34.5%	11	37.9%	4	13.8%
8) Using English facilitates communication with international universities and outside world.	0	0.0%	0	0.0%	10	34.5%	19	65.5%
9) English is as important as Persian in academic achievements.	0	0.0%	2	6.9%	15	51.7%	12	41.4%
10) Using English poses a threat to Persian.	14	48.3%	9	31.0%	4	13.8%	2	6.9%

**5.2. Addressing Research Question Two**

The second research question of this study dealt with the extent to which law textbook satisfied the needs of law graduate and undergraduate students in writing skill. Responses of both undergraduate and graduate students of law to the writing part of the questionnaire were analyzed to answer this research question empirically.

Regarding writing skill, as shown in Table 7, the results yielded that Item 3: “Writing summaries and outlines attracted the attention of the majority of the undergraduate students (69.0%), followed by

Item 2: Answering the exam questions (51.7%) and Item 8: Writing a CV (51.7%), and next Item 4: Doing assignments as the third most important cases in writing skill.

**Table 7**

*Frequencies and Percentages for the Law Undergraduates' Wants regarding Writing Skill*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Taking notes in lectures	4	13.8%	12	41.4%	13	44.8%
2) Answering the exam questions	0	0.0%	14	48.3%	15	51.7%
3) Writing summaries and outlines	1	3.4%	8	27.6%	20	69.0%
4) Doing assignments	3	10.3%	12	41.4%	14	48.3%
5) Writing reports	5	17.2%	15	51.7%	9	31.0%
6) Writing formal letters	5	17.2%	12	41.4%	12	41.4%
7) Conducting research	3	10.3%	12	41.4%	14	48.3%
8) Writing a CV	0	0.0%	14	48.3%	15	51.7%
9) Writing a cover letter	5	17.2%	16	55.2%	8	27.6%
10) Taking meeting minutes	3	10.3%	16	55.2%	10	34.5%

Concerning writing skill for the graduate students, as represented in Table 8, the graduate students, like the undergraduate students (Table 8) put the most emphasis on Item 3: “Writing summaries and outlines (77.8%), followed by Item 4: Doing assignments (55.6%), and then Item 8: Writing a CV (51.9%), as the third most important activity in writing skill.

**Table 8**

*Frequencies and Percentages for the Law Graduates' Wants regarding Writing Skill*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Taking notes in lectures	2	7.4%	12	44.4%	13	48.1%
2) Answering the exam questions	2	7.4%	14	51.9%	11	40.7%
3) Writing summaries and outlines	1	3.7%	5	18.5%	21	77.8%
4) Doing assignments	2	7.4%	10	37.0%	15	55.6%
5) Writing reports	7	25.9%	7	25.9%	13	48.1%
6) Writing formal letters	7	25.9%	8	29.6%	12	44.4%
7) Conducting research	6	22.2%	9	33.3%	12	44.4%
8) Writing a CV	4	14.8%	9	33.3%	14	51.9%
9) Writing a cover letter	8	29.6%	13	48.1%	6	22.2%
10) Taking meeting minutes	7	25.9%	11	40.7%	9	33.3%

### 5.3. Addressing Research Question Three and Four

The third and fourth research questions of this study coped with the extent to which law textbook satisfied the needs of law graduate and undergraduate students in listening and speaking skills respectively. Responses of both undergraduate and graduate students of law to the listening and speaking part of the questionnaire were analyzed to examine this research question empirically.

Table 9 and Table 10, demonstrates how essential the English language was for improving the participants' listening and speaking abilities. According to the results represented in Table 9, all of the graduates (100.0%) felt that following question and answer sessions in class was critical to improve

listening and speaking skills in English. Around 97% of them felt that participating in discussions, giving spoken presentations, as well as asking questions in class were valuable.

Next, following lectures was chosen to be important by around 90 percent of the undergraduate students, followed by listening to presentations (86.2%). Besides, Table 9 indicates that listening to the recorded materials in law did not attract the attention of the majority of the respondents since they had not experienced listening to recorded materials in English in this field of study, and therefore, only 74% of them thought that the English Language was important to understand the recorded materials in English. Finally, as evident from Table 9, listening to the recorded materials in law attracted the attention of 79.3% of the undergraduate students despite the fact that they had little experience in that indicating the significance of this type of input on enhancing their knowledge in their respective field.

**Table 9**

*Frequencies and Percentages for the Law Undergraduates' Wants regarding Listening and Speaking Skills*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Following Lectures	3	10.3%	21	72.4%	5	17.2%
2) Following question and answer sessions in class.	0	0.0%	15	51.7%	14	48.3%
3) Listening to presentations.	4	13.8%	12	41.4%	13	44.8%
4) Listening to recorded materials.	6	20.7%	12	41.4%	11	37.9%
5) Participating in discussions.	1	3.4%	14	48.3%	14	48.3%
6) Giving spoken presentations.	1	3.4%	14	48.3%	14	48.3%
7) Asking questions in class.	1	3.4%	12	41.4%	16	55.2%

Unlike the undergraduate students, as seen in Table 10, all of the graduate students (100.0%) believed that knowing English was crucial for following lectures in English. Around 92% of them agreed that question and answer sessions, as well as asking questions in class, and giving spoken presentations were vital. In fact, the graduate students felt that class interaction in the form of questioning was a key aspect in strengthening productive receptive abilities.

Next, listening to presentations was chosen to be important by around 85% of the graduate students, followed by participating in discussions that gained 81.4% of the responses. Besides, Table 10 indicates that, exactly similar to the undergraduate students, listening to the recorded materials in law did attract the attention of the majority of the respondents despite that fact that they had not experienced listening to recorded materials in English in this field of study due to studying English as the foreign language; 74% of them thought that the English Language was important to understand the recorded materials.

**Table 10**

*Frequencies and Percentages for the Law Graduates' Wants regarding Listening and Speaking Skills*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Following Lectures	0	0.0%	14	51.9%	13	48.1%
2) Following question and answer sessions in class.	2	7.4%	12	44.4%	13	48.1%

3) Listening to presentations.	4	14.8%	13	48.1%	10	37.0%
4) Listening to recorded materials.	7	25.9%	14	51.9%	6	22.2%
5) Participating in discussions.	5	18.5%	11	40.7%	11	40.7%
6) Giving spoken presentations.	2	7.4%	9	33.3%	16	59.3%
7) Asking questions in class.	2	7.4%	14	51.9%	11	40.7%

#### 5.4. Addressing Research Question Five

The purpose of the fifth research question was to find out the extent to which ESP text book of law satisfied the needs of law graduate and undergraduate students in reading skill. Responses of both under-graduate and graduate students of law to the reading section were analyzed.

In relation to the section of the questionnaire about the participants' wants, they were asked to rank the items being important based on their perceptions. The two groups unanimously agreed on some of the items. Concerning reading skills (Table 11), 66.7% of the graduate participants agreed that textbooks were very important sources for reading comprehension, while only 48.3% of the undergraduate students expressed that textbooks were very important.

**Table 11**

*Frequencies and Percentages for the Law Undergraduates' Wants Regarding Reading Skill*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Text Books	1	3.4%	14	48.3%	14	48.3%
2) Texts on the computer	2	6.9%	11	37.9%	16	55.2%
3) Internet Articles	1	3.4%	15	51.7%	13	44.8%
4) Conducting Research	2	6.9%	9	31.0%	18	62.1%

Also, as it is observable in Table 11 and Table 12, concerning reading the texts on a computer, the two groups unanimously (with the undergraduate students: 55.2% and the graduate students: 51.9%) stated that reading texts on the computer was important for them. Likewise, regarding the internet articles, both groups unanimously (the undergraduate students: 44.8%; the graduate students: 44.4%) showed that internet articles were of utmost importance. And finally, conducting research was said to be very important by both the undergraduate students (62.1%) and graduate students (55.6%).

**Table 12**

*Frequencies and Percentages for the Law Graduates' Wants regarding Reading Skill*

Item	Not important		Important		Very important	
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1) Text Books	0	0.0%	9	33.3%	18	66.7%
2) Texts on the computer	3	11.1%	10	37.0%	14	51.9%
3) Internet Articles	2	7.4%	13	48.1%	12	44.4%
4) Conducting Research	4	14.8%	8	29.6%	15	55.6%

## 6. Discussion

The result of the needs analysis questionnaire indicated that there was a wide range of needs that suggested by the participants with regard to learning specialized English as a channel of communication throughout the professional career. The statistical analysis indicated that 79% of law students preferred to employ Persian. They believed that by employing Persian they could carry their

messages easily. Similarly, a greater proportion of the graduate students (51.7%) in comparison to the undergraduate students (44.4%) agreed or strongly agreed with the fact that “Using English indicates prestige and civilization”.

Regarding to the second research question concerning writing skill for the graduate students, like the undergraduate students, they put the most emphasis on “Writing summaries and outlines (77.8%), followed by 'Doing assignments' (55.6%), and 'Writing a CV' (51.9%), as the third most important activity in writing skill.

With regard to third and fourth research questions, unlike the undergraduate students, all of the graduate students (100.0%) believed that knowing English was crucial for following lectures in English. Around 92% of them agreed that question and answer sessions, as well as asking questions in class, and giving spoken presentations were vital. In fact, the graduate students felt that class interaction in the form of questioning was a key aspect in strengthening productive receptive abilities.

Then, listening to presentations was chosen to be important by around 85% of the graduate students, followed by participating in discussions that gained 81.4% of the responses. Besides, exactly similar to the undergraduate students, listening to the recorded materials in law attracted the attention of the majority of the respondents although they had not experienced listening to recorded materials in English in this field of study, the majority of them thought that the English Language was important to understand the recorded materials in English.

With regard to last research question that focused on reading. It was indicated concerning reading the texts on a computer, the two groups unanimously stated that reading texts on the computer was important for them. Likewise, regarding the internet articles, both groups unanimously showed that internet articles were of utmost importance. And finally, conducting research was said to be very important by both the under-graduates.

The results of this study were in contrast to Satriani and Resmini's (2021) research since they showed that the course book was good and the content was enough for learners. While, in the current study, it was shown that law students believed that they had problems with productive skills and they needed a course book that focused on these skills more.

In the same vein, Li and Fu (2021) in their study demonstrated that students needed ESP more than before and they thought it was essential to learn technical terms of their fields. It could be said that the outcomes of the current study were in line with their findings. The outcomes of the current study were similar to findings of Kamaruddin et al.'s (2021) research. In line with their study, the result indicated that law students also preferred to know more technical terms in their field. Furthermore, like their findings, the participants in this study, also believed that they had problems with productive skills. The findings of the current study are in line with Hajar and Triastuti's (2021) study in that their participants reported that their learning materials should be expanded like cultivation plants that were their field.

Similar to the findings of the current study, Rezaee et al. (2019) showed that ESP students need to master productive skills more. In line with the outcomes of the current study, Mohseni (2021) came to the conclusion that law students of Tehran South Branch tended to have a program that contained more ESP courses.

## 7. Conclusions and Implications

Given the results of this study, it can be concluded that the participants reported a wide range of needs concerning using specialized English as a medium of communication throughout the learning/working environment. Both graduate and undergraduate law students emphasized mastering four language skills and they stated that they needed these skills in their professional environments. Such genuine interest led the beneficiaries to voice their concern for mastering all language learning skills and sub-skills in a way that accelerated oral/written comprehension and communication in academic and occupational discipline-specific contexts. Moreover, many ESP students believed that they needed to be able to have communication in English with respect to law; especially those who wanted to be active at international contexts.

Thus, it could be said that ESP is viewed as a materials-driven movement and one of the objectives of ESP specialists and practitioners is to suit the demands of the target learner population. If ESP instructors teach using English language as the medium of communication, it can motivate students toward having better English communication skill. Moreover, teaching only technical words may cause students to memorize a list of words and their Persian equivalents and in the professional contexts, they may not recall them. Moreover, ESP teachers believed that all four language skills need to be into account equally.

The specification of Iranian law students' learning needs may assist ESP instructors to adapt their teaching practice to the real needs of their target students. On the other hand, being aware of the target situation needs suggested by ESP instructors, Iranian undergraduate students majoring in the field of law may have a better realization of the ESP-based tasks and duties they are to tackle. Furthermore, syllabus designers could take advantage of the outcomes to reflect the genuine concerns for effective communication, and more communicative-based tasks in ESP syllabuses. Also, the authorities in charge of the undergraduate curriculum in Iran may exploit the outcomes to modify their decisions with regard to the instructors and students' voice. These decisions may range from expanding the training hours to executing an important reform and modification on the current ESP pedagogy.

This study was solely quantitative using questionnaire. Other interested investigators in the fields of ESP and needs analysis can perform a mixed methods study using both quantities and qualitative so that they can delve into the research more deeply through conducting interview protocol. Also, in this study, needs-analysis of psychology ESP textbooks of Iranian undergraduate and graduate students was conducted on psychology ESP students at Islamic Azad University. Other studies can be conducted to investigate the language needs of psychology students in other universities. In addition, further studies can be carried out to investigate the language needs of students in other fields of study, such as students of medicine.

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### Authors' Contributions

All authors have conducted the study, collected data, analyzed and interpreted the data, and written up the manuscript.

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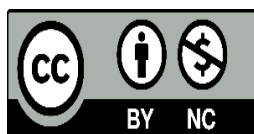
## Competing Interests

The authors declare that there is no conflict of interest.

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