# Assessing Task-based Language Needs of the Students of International Law

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**Abstract**

Needs analysis is regarded as an essential step for developing a curriculum for English for specific purpose courses. Assessing learners' present and real-life language needs can contribute to learners' active participation in learning processes. This study aimed to assess English geared law learners' needs and to analyze the pedagogical tasks in international law ESP textbooks. To this end, pedagogical tasks practiced in ESP courses for international law students at universities in Iran were identified. Furthermore, the participants' wants and needs were asked through interviews. The participants were selected using a convenience method of sampling. The results were analyzed both qualitatively and quantitatively. The results indicated that law discourse community members need to read the cases, brief the cases, articulate the cases, interpret the cases, preset the cases orally, interact with the other discourse community members, argue, express themselves, and take notes while listening to and reading the cases. The results of this study showed there was no agreement between what the learners wanted and felt to need and what the authors of such books selected as the relevant tasks; some of the pedagogical tasks were not aligned with the real-life tasks. Such incongruences can be found in different perspectives like mode, channel, and degree of interaction.  The results can be used to help book designers and material developers in the field.

**Keywords:** *Assessment, ESP Courses, Law Students, Task-Based Needs*

## Introduction

In general, English for Specific Purposes (ESP) emerged from the expansion of the world economy in the 1950s and 1960s. The other critical factors that made easy the growth of ESP include the growth of science and technology, the fact of English being an international language, and the growing number of international students studying in the English speaking

countries (Dudley & John, 1998). This question is always propose that if teaching ESP has to be taught by English language teachers or a specialist in a field. In this respect, Dudley &John (1998) signified five key roles for the ESP practitioner that include teacher, course designer and materials provider, collaborator, researcher, and evaluator.

Dudley & John (1998, as cited in Gatehouse 2001) elaborated ESP as a course that being designed for students of intermediate and upper and likely to be suited to adult learners either in an academic situation or in a professional setting. The other question is that if ESP and General English approach is different. In this respect, Hutchinson, Tom, Waters and Alan  (1987) replayed that "in theory nothing, in practice a great deal" which for us as teachers means that a teacher who teaches ESP for Law should closely work with an expert in the field or be well equipped with excellent knowledge in technology (p. 53).

The other critical question that should be addressed in teaching ESP courses is why the learner needs to learn a foreign language. Some ESP researchers focus their studies on business English, others on legal English, and another group on technology and scientific English. However, the common thing of all these courses is specific to learner's needs, lacks, and wants. Teaching methods must be learner-oriented. In other words, ESP is concerned, first and foremost, with satisfying the real needs of the students and not by revealing the teacher's knowledge. The intensive and efficient teaching of vocabulary, structure, and translation must be scientifically employed and focus on only those aspects that the actual need of them is touchable among students to cover the specific purposes that have been determined at the beginning of the course in university. It is a critical statement that it is accepted universally in theory.

Nevertheless, in a practical situation, it is rarely employed. The fundamental objective of the ESP course is to teach and promote the students' ability for English communication, given a certain situation and certain roles of the subjects. In other words, the objective of the ESP is to teach communicative skills professionally.

Another point to recall while teaching ESP nowadays is that it is necessary to take into account changes like students' needs and the context in which they live, study, and work. In any case, the syllabus of ESP must improve the students' skills in all aspects of language activities. The goal is the development of professional qualifications, practical training abroad, and for work in joint ventures (Gatehouse, 2001).

For expanding students of international law' professional qualification, it is necessary that text developers, teachers, and all others involved in ESP courses for students of International Law and relations have to carefully analyze both pedagogical tasks and target tasks which a student of International Law and relations might face after getting graduated from the university in order to align them. The questions which are raised are whether there is an alignment between the pedagogical tasks used in Medical courses and the target tasks which physicians need to do in the real situations ( target situations) and present situations or not (Dudley & John, 1998).

Given the importance of need analysis and its role in an academic context, a few studies have been done in this respect. Many students and teachers face some significant problems in employing ESP, such as boredom, inactivity, and low language proficiency, overcrowded

classes, uninterested and demotivated students, communication problems, lack of opportunity to use that language in their daily lives and excessive use of translation activities in classes. The medium of instruction at schools and even universities in the national language.  However, it seems essential for university students to be able to read English language books, articles, journals, and Internet sources related to their fields of study (Barjeste & Shakeri, 2013).

The present study has some main objectives. The first objective is to analyze pedagogical tasks in international law ESP textbooks and classrooms. The second objective is to explore the main target tasks of students of International Law and relations at present and target situations. Moreover, the last objective is to see if the pedagogical and target tasks (real-life tasks) of the students of International Law and relations match or not. Given the objectives of this study, the following research questions are addressed:

RQ1: What are the main task-based language needs of the students of international law?

RQ2: What are the main task-based language needs of the students of international relations?

RQ3: Do the ESP textbooks which are taught at Iranian universities cover the task-based language needs of students of International law?

RQ4: Do the ESP textbooks which are taught at Iranian universities cover the task-based language needs of students of International relationship?

## Review of the Related Literature

One of the main expansions in language teaching and learning in the 1980s, in concert with communicative language teaching, was the emergence of task-based language teaching and learning. Task-based learning is regarded as an approach to language learning.  According to this approach, learners have to do some tasks in the process of learning. The objective of this learning process is to develop some communicative tasks in order to cover the purpose of the course. Nunan (1999) determined five main features of a task-based approach for language learning that include: (a) interaction in the target language is regarded as the basic element for reinforcing communication (b) learning situation is regarded as a context for introducing teaching materials, (c) by employing this approach not only learners will concentrate on the language but also they will focus on the process (d) by employing this approach, we can reinforce the students' experience and then it is very useful in learning settings. (e). This approach creates a link between language activation outside and learning inside the class.

Nunan (1999) considered the task as a part of meaning-focused work, which consists of comprehending text, producing speech, and finally able to communicate in the target language, either orally or written.  Specifically, tasks can be analyzed given the goals, the input data, the activities derived from the input, the settings, and roles implied for teachers and learners.

Up to now, there are many definitions of needs analysis. The dominant definition of needs analysis is provided by Richards (1990). He believed that the fundamental construction of need analysis consisted of three functions: (a) it consists of specific groups of subjects such as learners and teachers given their position and their purposes, need analysis presents a mechanism for achieving more related input in the contents, design and it is at the service of executing the

specific plan; b) It serves to identify general or specific language needs so that they can be addressed while developing goals, objectives, and content for a language program; c) It provides data that can serve as the basis for reviewing and evaluating an existing program.

The role of the teacher is to find out the reasons for the students for learning and analyzing the target situation. According to Hutchison & Waters (1987), the procedure includes questions such as: Why is the language needed? How will this language be employed? What will be made the content? Who will the learners employ the language with? In which place this language will be employed? When does the learner want to employ this language?

In the end, one of the important sections of any course is evaluation. The evaluation of the course will concentrate on the types of materials that will be employed in the class, the types of activities that will be employed, various projects, the tests will be used in the class, and different presentations.

In an ESP course teaching context, the evaluation of the course is generally determined in two forms of formative or summative. In the real context, ESP teachers are mainly employed formative assessment. During the course, the teacher will evaluate students' performance, and the teacher will decide about the weakness and strengths of the students and form the course (Dudley-Evans & St. John, 1998). The assessment can be in two forms of qualitative and quantitative. If the teachers use the questionnaire and tests, and they deal will numeric data, it is quantitative, and they use interviews and free discussions; it is seen as the qualitative way.

Streven (1988) defined ESP that this definition makes a distinction between two variable features and absolute features. In this respect, Robinson (1991) defined ESP given two criteria: (a) he believed that ESP is regarded as the purpose-based course; (b) ESP course is a specific course that it expands from need analysis and its objective is to determine what students have to do exactly by the English language.

While after, Dudley-Evans and St John (1998) in somehow changed Streven (1988)' definition of ESP and they said that

(1) Absolute features: (a) Then objective of ESP course is to cover the specific purposes for which the learners have to learn; (b) specific methodology and particular activities will be employed for ESP teaching course; (c) in ESP teaching course, ESP is the central element and all of the skills have to be at the center of attention.

(2) Variable features: (a) Perhaps one of the objectives of the ESP may relate to specific disciplines, and it is designed for these particular disciplines; (b) For teaching ESP course in a particular situation, a distinctive methodology have to be employed; (c) general, ESP is designed for adult learners in different levels of an institution or professional context; (d) Given the nature of ESP is to use the English language for a particular purpose, it is generally designed for intermediate and upper-level learners; and (e) many ESP courses consider the students have previous knowledge of the language.

Traditionally, ESP has two main areas, and they are very important that consist of (a) English for Academic Purposes (EAP) and as its name indicate it is for those who want to learn English for removing their academic objectives and it involves experience before course, experience

during course and experience after course and (b) English for Occupational Purposes (EOP), as its name imply it is for studying in a particular discipline. Pre-study course will delete any particular work relate to actual work, and it is at the time that students are not yet familiar with the content.

Many authors explored the mutual relationship and potential differences between General English and ESP (Dudley & John, 1998; Hutchinson& Waters, 1987; Strevens, 1988). As Hutchins on and Waters (1987) state, the teaching ESP should be regarded as "as an approach" rather than "a product" (Hutchinson & Waters, 1987), and it should not be associated with a particular kind of methodology or language. They call for a systematic needs analysis of all foreign language learners because the process of language learning should be based on learners' needs and goals to learn a foreign language.

In one study, Mentari (2019) describe the textbooks employed by English teachers at present and its quality for Office Administration program; to explain to what extend do the teachers and the students need of ESP-Content based English materials in their English textbook and to describe English skills and the material of ESP for Office Administration students. To provide the data for the study, two sets of questionnaires were used. First was a questionnaire for teachers, a second questionnaire for students. The steps for analyzing the data were (1) Selecting the data from the result of the questionnaire, (2) Identifying the data about student's need in the ESP material and the English textbook, (3) Classifying the data from the teacher and student's answer,(4) Calculating the percentage of answers in the questionnaire,(5) Making conclusion. The result of the study shows that teacher used two English textbooks in teaching English. The English textbooks have a good quality, in terms of the learners' activities, the picture and illustration. However, the material in the textbook was not appropriate with the student need in the Office Administration Program. The students and the teacher need an English textbook that contains the ESP. The English textbook should contain the items based on the students' needs and the English skill needed by the students in the Office Administration Program.

**Method**
*Participants*
The participants of the current study consisted of four groups: undergraduate students of international law (n=30), undergraduate students of international relations (n=30), instructors of international law (n=10), and instructors of international relations (n=10). The participants were selected through convenience sampling from two state universities in Tehran: Shahid Beheshti and Allameh Tabataba'i University, Iran. The total number of participants was 80 (60 undergraduate students of International Law and international relations, 20 instructors). All the participants were selected through convenience sampling. The criterion for the selection of the students was taking or passing all language courses, including general and specific. They were all studying at Iranian universities, and none of them had a chance to study in any of the universities in English speaking countries. Besides, the criteria for selecting the physicians were:

being graduated from Iranian medical universities and working experience in hospitals and clinical centers.

The participants were required to list the main real-life tasks which are done through English by students of international law after getting graduated from the university or while continuing their studies. The participants of the study argued that international law discourse community members need to read the cases, brief the cases, articulate the cases, interpret the cases, preset the cases orally, interact with the other discourse community members, argue, express themselves, and take notes while listening to and reading the cases.

The design of a study primarily relays on the research questions that the study addresses. The main questions of the present study can be characterized as either quantitative-oriented questions, qualitative ones, or mixed ones. Therefore, a mixed design method was used. Mixed methods include both qualitative and quantitative features in the design, data collection, and analysis (Teddlie & Tashakkori, 2002). In such a design, qualitative and quantitative data collection can occur in parallel form or sequential form. The mixed-methods can also involve the conversion of qualitative data to a quantitative form or vice versa (Mertens, 2005). In this study, the data were collected sequentially. The study employed a multi-method approach for data collection since the use of different methods presents useful complementary information and perspectives which help achieve triangulation, i.e. "the use of two or more different methods concentrating on the same research question so that complementary and converging data may be achieved and that the conclusions can be more robust" (Spencer-Oatey & Žegarac, 2002, p. 85). For questions one and two, we used quantitative data and the corresponding data analysis techniques, while qualitative data and corresponding analysis methods were used to address the third question.

### Instruments

Various instruments were employed in the current study. Firstly, the target language use scale consisting of 18 items was expanded. The items of the instrument were designed through interviewing the participants, reviewing the related studies, and carefully analyzing the needs analysis instruments. The items were measured on a five-point Likert scale *(1= very little, 2= little, 3= average, 4= much, 5= very much)*. The validity of the instrument was estimated through running confirmatory factor analysis. All items loading factor exceeded 0.5; thus, they were all highly related and belonged to one factor. The reliability of the instrument was estimated through running Kr. 21.

### Data Analysis

In the present study, the obtained data were analyzed and interpreted in various phases. The data gathered through individual face-to-face interviews were content analyzed. Radnor's (2001) step by step guide to qualitative data analysis was followed. Interviews were first transcribed, and multiple copies of the transcripts were printed. We then read the transcripts for the topic order to draw out and list topics that were linked to teaching development activities. These were listed on

an A4 sheet of paper and color-coded for use as a reference guide for subsequent readings of the transcripts.

A second careful reading of transcripts helped the researcher identify the explicit and implicit categories that emerged within each topic. We color-coded the categories using colors that corresponded with colors of the topic that they are part of. In the case of more than one category in a topic, we used numeric coding.

### *Procedure*

The present study was carried out in different phases. At first, a representative sample of the participants was selected. They were interviewed to collect and analyze the target tasks. Then, representative samples of international ESP classrooms were observed and video-taped so that the researcher could have a picture of the realities of international law and international ESP instruction at Iranian universities.  After the main target and pedagogical tasks were identified and analyzed, we tried to compare and contrast them to see whether they were aligned or not**.**

### Results
*Pedagogical Tasks in ESP classrooms (research question 1)*
Having analyzed the contents of international law and international relations textbook, content analyzed the participants' responses, and observed the mentioned ESP classrooms; the researcher arrived at some pedagogical tasks which are presented in the following table.

Table 1.
*Pedagogical Tasks in ESP Classrooms*

| Task | Channel | Language used | Interactions |
|---|---|---|---|
| Comprehending | Witten | English/ Persian | A little interaction between teachers and learners |
| Responding | Oral/ written | English/Persian | No interaction |
| Rehearsing | Oral | English/ Persian | No interaction |
| translating | Written | Persian | No interaction |
| Composing | Written | English | No interaction |
| Presenting | Oral | Both languages | A little interaction |
| Problem-solving | Written | English | No interaction |
| Evaluating | Oral/ written | English/ Persian | A little interaction |

As it can be seen from the above table, the main pedagogical tasks which are most frequently in the EMS classes of the medical university include comprehending, responding, rehearsing, translating, composing, presenting, problem-solving, and describing. Each of these pedagogical tasks is described in the following sections.

   a. **Comprehending**: the first used pedagogical task in EMS classrooms is comprehending reading passages. That is, the task of the students is to comprehend passages that are all adapted from medical textbooks**.** The results of class observation showed that the students were only required to comprehend some passages on medical issues.

b.  **Responding**: responding was the next pedagogical task used in medical EMS courses. However, the students were only required to respond to the teachers' questions, which elicited their knowledge of vocabulary and technical vocabulary. This task was usually done through Persian, although a few students attempted to respond in English.

c.  **Rehearsing:** the third type of pedagogical tasks was rehearsal .That is, the participants were required to practice the new words inside and outside the classrooms. The rehearsal was limited to the recently learned words, expressions, and structures.

d.  **Composing:** the students were required to compose sentences using the learned words, expressions, and structures either in the classroom or outside the classroom.

e.  **Presenting:** the students are required to present short lectures on the related issues, to explain some terms in English, and sometimes in Persian.

f.  **Problem-solving:** Through this task, the students are required to find the synonyms, antonyms, definitions, and parts of speech of each word. It is carried out through written language.

g.  **Describing:** the students are required to describe some terms which are specified in the textbooks. These terms are all about medicine. Sometimes they describe it in English and sometimes in Persian.

h.  **Evaluating:**  the students are required to evaluate the sentences to see whether they are grammatically correct or not, and to give comments on the translations and responses provided by their classmates. This task was rarely used in the observed classrooms.

i.  **Correcting:**  the least frequently used pedagogical task was correcting through which the participants were required to correct the ungrammatical sentences produced by themselves or the other students. They were sometimes required to correct the English to Persian translations done by the other students.

### Reliability Analysis

The results of the reliability analysis of the instrument are presented in the following table.

Table 2.
*Reliability Analysis of the Instrument*

| Cronbach's Alpha | N of Items |
|---|---|
| .82 | 17 |

As can be seen, Cronbach's Alpha is 0.82, which could be regarded as acceptable internal consistency (Kline, 1999).

### Validity Analysis

The validity analysis, including the results of the KMO test and loading factors of the components of the instrument, are presented in the following table.

Table 3.

*KMO and Bartlett's Test*

| **Kaiser-Meyer-Olkin Measure of Sampling Adequacy.** | | **.82** |
|---|---|---|
| **Bartlett's Test of Sphericity** | Approx. Chi-Square | 930 |
| | df | 210 |
| | Sig. | .001 |

As it is seen, the p-value is 0.000< 0.05. Therefore, the assumption of factor analysis was not violated.

Table 4.

*Results of Confirmatory Principal Component Analysis*

| | | **Component** |
|---|---|---|
| | | 1 |
| 1. | **Comprehending general cases** | 0.7 |
| 2. | **Comprehending technical cases** | 0.8 |
| 3. | **Comprehending directions, reports, brochures, etc** | 0.72 |
| 4. | **Composing/ articulating cases** | 0.75 |
| 5. | **Composing/articulating bills** | 0.65 |
| 6. | **Interacting through letters** | 0.65 |
| 7. | **Interacting through e-mails and short messages** | 0.81 |
| 8. | **Interacting through speaking** | 0.75 |
| 9. | **Receiving and giving information** | 0.65 |
| 10. | **Expressing ideas about clients, courts, etc** | 0.75 |
| 11. | **Responding to requests, questions, letters** | 0.78 |
| 12. | **Interpreting bills** | 0.75 |
| 13. | **Presenting cases** | 0.71 |
| 14. | **Arguing** | .830<br>0.8 |
| 15. | **Taking notes while listening** | 0.77<br>0.67 |
| 16. | **Taking notes while reading a case** | 0.68 |
| 17. | **Briefing the cases** | 0.73 |

As can be seen from the above table, the loading factor of all the components is above 0.6. Therefore, it could be strongly argued that all items are highly related, and they constitute one factor.

Table 5.
*Descriptive Statistics and One sample t-test for alignment between the tasks*

|  | | Men | SD | T | Sig. |
|---|---|---|---|---|---|
| 1. | **Comprehending general cases** | 0.3 | .8 | 16.27 | .001 |
| 2. | **Comprehending technical cases** | 0.3 | 1.2 | 17 | .001 |
| 3. | **Comprehending directions, reports, brochures, et** | 2.1 | .9 | 15.6 | .001 |
| 4. | **Composing/ articulating cases** | 1.5 | .70 | 13.8 | .001 |
| 5. | **Composing/articulating bills** | 1.6 | .6 | 17.5 | .001 |
| 6. | **Interacting through letters** | 2.2 | .85 | 15.11 | .001 |
| 7. | **Interacting through e-mails and short messages** | 1.8 | .9 | 12.9 | .001 |
| 8. | **Interacting through speaking** | 2.1 | .8 | 13.21 | .001 |
| 9. | **Receiving and giving information** | 1.7 | 1.0 | 16.18 | .001 |
| 10. | **Expressing ideas about clients, courts, etc** | 1.8 | .8 | 17.16 | .001 |
| 11. | **Responding to requests, questions, letters** | 2 | .75 | 16.8 | .001 |
| 12. | **Interpreting bills** | 2 | .87 | 14.94 | .001 |
| 13. | **Presenting cases** | 2 | 1.3 | 12.92 | .001 |
| 14. | **Arguing** | 2.1 | 1.0 | 18.17 | .001 |
| 15. | **Taking notes while listening** | | | | |
| 16. | **Taking notes while reading a case** | 2.1 | 1.7 | 12.1 | .001 |
| 17. | **Briefing the cases** | 1.5 | .99 | 15.883 | .001 |

The mean of all items falls below the cutoff point (which was set to be 5). Therefore, it could be argued that except for the first two items (comprehending general and technical cases), the sample means on all items fall below the cutoff point, and it could be argued there is little alignment between the pedagogical and real-life tasks.

**Discussion**

The first purpose of the present study was to signify the pedagogical tasks which are employed in ESP courses of students of international law. The results of the study were collected through a triangulation approach. The results indicated that the main pedagogical tasks which were most frequently in the ESP courses of international law major include comprehending, responding, rehearsing, translating, composing, presenting, problem-solving, and describing. The results from classroom observations showed that there was little interaction between ESP students, ESP teachers, and the other members of the discourse community.

It was also observed that the interaction was not completely in English. Most oral interactions were in Persian. Moreover, the results showed that the reading skill of focused in ESP courses for international law students but the other language skills were not highly emphasized. The international law students did several tasks such as translating from L1 to L2, rehearsal, composing sentences, and responding. However, the medium was a combination of oral and written language in both English and Persian.

Generally speaking, in line with the results of the present study, it could be argued that all pedagogical tasks used in ESP courses for international law students were carried out through reading skills to some extent and writing skill a little bit. Some tasks were done by using the

student's L1. The findings of the present study are in line with the findings of Alibakhshi, Padiz, and Ghandali (2011). However, unlike the assumption that in CLT the learner is placed center-stage: s/he should have the opportunity to take part in meaningful interaction in order to respond to genuine communicative needs (Canale & Swain, 1980; Savignon, 1991), it seems that in ESP courses for international law students, the students do not have the chance to have a meaningful interaction with their teachers and classmates.

The second objective of the present study was to analyze the real-life tasks of international law practitioners. The results showed that in ESP courses for international law students', stakeholders make use of the English language in different ways for doing different tasks.

The participants of the study argued that international law discourse community members need to read the cases, brief the cases, articulate the cases, interpret the cases, preset the cases orally, interact with the other discourse community members, argue, express themselves, and take notes while listening to and reading the cases.

The results of the present study showed that there is little correspondence between the pedagogical tasks in medical ESP courses and the real-life tasks. The only language skill which is given appropriate attention was technical reading skill, whereas; the real-life tasks are carried out through all four language skills, general and technical. Therefore, the contents of ESP courses are not following the students' needs. Its irrelevance branches up to several other issues like making urgent changes in course outlines and/or redesigning the courses within a short period and/or a lack of student motivation. The question as to why the contents selected to turn out to be irrelevant when implemented in the class has more than one answers; lack of freedom/ interest on the part of the ESP practitioner, unavailability of standardized outlines, an inappropriate system of conducting needs analysis, lack of authentic material, outdated libraries, unavailability of refresher courses for the ESP practitioners and their lack of awareness regarding internet and its use (Abdulaziz et al., 2012*).

Therefore, it could be strongly argued that ESP teacher training is the solution to it. Training teachers can prove fruitful. If the teachers are not trained, the administration can conduct a needs analysis and provide the teaching faculty with an outline to develop their courses on.

**Conclusion**

Based on the results of the present study and review of the literature, the following conclusions can be taken. Pedagogical tasks in medical ESP courses are not aligned with target language use situation tasks. Pedagogical tasks in ESP courses are not always done in English. Mostly, they are done in Persian. Although a little attention is paid to technical reading skills in ESP courses for students of international law, it is not sufficient. The contents of ESP courses taught to students of medicine should be changed, favoring the stakeholders' needs in real-life situations. The students of international law need to take more ESP courses so that they can meet their language needs in real-life situations. All language skills are of much significance to the students of international law. Therefore, the syllabus of ESP for international law students should cover all needed language skills ESP Teachers should encourage students to practice the four language

skills in their ESP classes and provide them with whatever materials they need to develop their language. ESP teachers should analyze the students' needs so that they can maximize the similarities and minimize the disparity.

This study was carried out in two universities in Tehran. Therefore, the results cannot be generalized to the other universities because there are some differences between the facilities of the other universities and the language proficiency of the students. The second limitation is related to the sample size and sampling procedure. Therefore, as the participants were not selected randomly, generalization should be made with great care. The third limitation of the study was the lack of participants' willingness to contribute to the study. Therefore, only those who were volunteers were selected, and it takes a long time to gather the data.

The results of the current investigation can be theoretically and practically employed by various groups of stakeholders. First of all, it is a contribution to the field. Second, administrators particularly universities and institutes in which Law and international law are taught can make a change in the policy of teaching ESP to students of international law such as reducing the class size, increasing time of English for international law students and recruiting teachers familiar with concepts and theories of ESP for law students. ESP teachers should change to learner-oriented approaches to teaching language, particularly while they are teaching language to students at tertiary levels. That is, they have to teach in line with the students' real academic and real-life situations needs. This can be done by analyzing the students' present and target needs.

Students of international law should also know that whatever they learn through their English courses at universities might not suffice. Therefore, they need to develop their language skills (receptive and productive). This study was done in universities in a specific context (Tehran), which might not be more developed than the other universities in Iran are. Therefore, the other researchers are recommended to replicate this study in the other universities or a representative sample of Iran medical universities. The other researchers are strongly recommended to compare teaching ESP to students of international law in different universities in Iran and some other universities in non-English speaking countries. Moreover, the other researchers are strongly recommended to investigate ESP courses in terms of all components such as teachers' teaching approaches, assessment methods, as well as materials developers.

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