University of Oran 2 Mohamed Ben Ahmed

Faculty of Foreign Languages

Thesis

In Candidacy for the Degree of Doctorate «L.M.D» in Didactics of English for Specific Purposes.

Quality Circles at the Service of Teaching English for Law: An Attempt to Improve the Teaching Output and Learning Outcomes of ESP Courses at the Department of Law, University of Oran 2

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Academic Year 2024-2025

Declaration of Originality

I hereby declare that the submission of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers**.**

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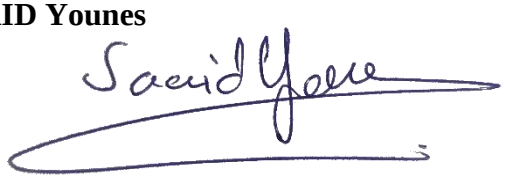

Dedications

First and foremost, I dedicate this work to my parents: in loving memory of my late father, Ali, whose guidance and values continue to inspire me, and to my beloved mother, Hallab Fatima, whose unwavering prayers and blessings have been my anchor throughout life as she protected and nurtured me during the challenging times we faced together.

To my dear brothers (Zakaria, Walid, and Chouaib) and sisters (Nadira, Hadjer, and Randa), your unconditional love and support have been a source of strength and comfort. I am deeply grateful for the special bond we share.

Finally, I dedicate this dissertation to every hard-working researcher. Your tireless pursuit of knowledge and commitment to advancing understanding, often under challenging circumstances, are a testament to the resilience and determination that drive progress in our country and the world.

Acknowledgments

I would like to express my heartfelt gratitude to everyone who contributed their time and effort to the successful completion of this research.

First and foremost, I am profoundly grateful to my supervisor, **Prof. BENHATTAB Abdelkader Lotfi**, for his invaluable guidance, unwavering determination, enthusiasm, and critical insight. His support and faith in my abilities have been pivotal in shaping the course of this research. I am deeply indebted to him not only for his mentorship during challenging times but also for his humble and kind personality, which has restored my faith in the goodness of this world.

I would like to extend my special thanks to **Dr. ROUAGHE Fouzia**, whose exceptional advice and guidance have been invaluable throughout this journey. Her unwavering support, boundless availability despite distances, and willingness to assist at all times have been instrumental to the success of this work.

My sincere appreciation also goes to the honorable **Board of Examiners** for graciously agreeing to examine and evaluate this study.

Lastly, I would like to thank all the teachers from the **Faculty of Foreign Languages** who encouraged and supported me in completing this thesis. Special thanks go to **Prof. BOUYAED-HAMIDOU Nabila**, Dean of the Faculty; **Prof. HARIG Fatima Zohra**, Director of the Laboratory LOAPL; and **Dr. DJEBBARI Houda** from the English Department.

Abstract

This dissertation explores the integration of Quality Circles (QCs) as an innovative pedagogical tool to enhance English for Specific Purposes (ESP) instruction, with a specific focus on Legal English for Master's students at the University of Oran 2. Through a quasi-experimental design combining qualitative and quantitative methods, the study examines the challenges of teaching specialized legal terminology and aligning instructional practices with professional requirements. Data collected from pre- and post-tests, focus group discussions (FGDs), and questionnaires highlight the effectiveness of QCs in improving student learning outcomes and engagement. The research addresses critical pedagogical issues, including the complexity of legal English, the inadequacy of traditional teaching methods, and the need for curriculum alignment with professional needs. Findings demonstrate that QCs significantly enhance students' proficiency, motivation, and collaborative skills. Quantitative analyses, such as t-tests, reveal marked improvements in learning outcomes among the experimental group compared to the control group. Qualitative insights from FGDs underscore the value of participatory learning, highlighting students' positive experiences with QCs in fostering communication, problem-solving, and engagement. This study also identifies best practices for implementing QCs in higher education, emphasizing scalability and adaptability across disciplines. By bridging gaps between theoretical knowledge and practical application, QCs provide a learner-centered and professionally relevant approach to ESP education. The findings offer actionable recommendations for educators and policymakers, contributing to the broader discourse on participatory pedagogy and its transformative potential in specialized education contexts.

ملـــخص

تتناول هذه الأطروحة دمج حلقات الجودة كأداة تعليمية مبتكرة لتحسين تعليم اللغة الإنجليزية لأغراض خاصة (ESP)، مع تركيز خاص على اللغة الإنجليزية القانونية لطلبة الماستر في جامعة وهران 2. من خلال تصميم شبه تجريبي يجمع بين الأساليب النوعية والكمية، تدرس الدراسة التحديات المتعلقة بتدريس المصطلحات القانونية المتخصصة ومواءمة الممارسات التعليمية مع المتطلبات المهنية. تسلط البيانات التي تم جمعها من اختبارات ما قبل وما بعد التدخل، ومناقشات مجموعات التركيز(FGDs) ، والاستبيانات الضوء على فعالية حلقات الجودة في تحسين نتائج التعلم ومشاركة الطلبة. تتناول الدراسة قضايا تربوية مهمة، بما في ذلك تعقيد اللغة الإنجليزية القانونية، وعدم كفاية أساليب التدريس التقليدية، والحاجة إلى مواءمة المناهج مع الاحتياجات المهنية. أظهرت النتائج أن حلقات الجودة تعزز بشكل كبير من كفاءة الطلبة، وتحفزهم، وتطور مهاراتهم في التعاون. تكشف التحليلات الكمية، مثل اختبارات(ت) ، عن تحسينات ملحوظة في نتائج التعلم لدى المجموعة التجريبية مقارنة بالمجموعة الضابطة. تبرز الرؤى النوعية المستخلصة من مجموعات التركيز قيمة التعلم التشاركي، مسلطة الضوء على التجارب الإيجابية للطلبة مع حلقات الجودة في تعزيز التواصل وحل المشكلات والمشاركة. تحدد الدراسة أيضًا أفضل الممارسات لتنفيذ حلقات الجودة في التعليم العالي، مع التركيز على قابلية التوسع والتكيف عبر التخصصات. من خلال سد الفجوات بين المعرفة النظرية والتطبيق العملي، توفر حلقات الجودة نهجًا يركز على المتعلم وذو صلة مهنية لتعليم اللغة الإنجليزية لأغراض خاصة .تقدم النتائج توصيات عملية للأساتذة وصناع السياسات، مما يساهم في الخطاب التعليمي الأوسع.

RÉSUMÉ

Cette dissertation explore l'intégration des Cercles de Qualité (CQ) en tant qu'outil pédagogique innovant pour améliorer l'enseignement de l'anglais à des fins spécifiques (ESP), avec un accent particulier sur l'anglais juridique pour les étudiants en master à l'Université d'Oran 2. À travers un dispositif quasi-expérimental combinant des méthodes qualitatives et quantitatives, l'étude examine les défis liés à l'enseignement de la terminologie juridique spécialisée et à l'alignement des pratiques pédagogiques sur les exigences professionnelles. Les données collectées à partir de tests pré- et post-intervention, de discussions en groupes de focus (FGDs) et de questionnaires mettent en évidence l'efficacité des CQ dans l'amélioration des résultats d'apprentissage et de l'engagement des étudiants. La recherche aborde des questions pédagogiques essentielles, notamment la complexité de l'anglais juridique, l'inadéquation des méthodes d'enseignement traditionnelles et la nécessité d'un alignement du programme avec les besoins professionnels. Les résultats montrent que les CQ améliorent significativement la maîtrise linguistique, la motivation et les compétences collaboratives des étudiants. Les analyses quantitatives, telles que les tests t, révèlent des améliorations notables des résultats d'apprentissage au sein du groupe expérimental par rapport au groupe de contrôle. Les perspectives qualitatives issues des FGDs soulignent la valeur de l'apprentissage participatif, mettant en lumière les expériences positives des étudiants avec les CQ en termes de communication, de résolution de problèmes et d'engagement. Cette étude identifie également les meilleures pratiques pour la mise en œuvre des CQ dans l'enseignement supérieur, en insistant sur leur évolutivité et leur adaptabilité à travers les disciplines. En comblant les lacunes entre les connaissances théoriques et leur application pratique, les CQ offrent une approche centrée sur l'apprenant et pertinente sur le plan professionnel pour l'ESP. Les résultats fournissent des recommandations concrètes pour les enseignants et les décideurs, contribuant au discours pédagogique global.

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List of Abbreviations

CG: Control Group

EAOP: English for Academic and Occupational Purposes

EFL: English as a Foreign Language

EG: Experimental Group

EGP: English for General Purposes

ELL: English Language Learning

ELT: English Language Teaching

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

FGD: Focus Group Discussion

GE: General English

LSP: Language for Special Purposes

QCs: Quality Circles

GENERAL

INTRODUCTION

General Introduction

1. Background

English for Specific Purposes (ESP) has emerged as a vital branch of English language teaching, focusing on equipping learners with linguistic competencies tailored to specific professional or academic fields. Unlike General English, ESP emphasizes practical application, aligning language instruction with the specialized needs of learners. At the University of Oran 2, the demand for effective ESP programs in Legal English is particularly pressing due to the globalization of the legal profession and the increasing need for multilingual proficiency. However, traditional teaching methods often fail to address the unique challenges faced by law students, including the complexity of legal terminology, limited curriculum adaptability, and passive learning environments.

Quality Circles (QCs), rooted in Total Quality Management, offer a promising solution by fostering collaborative problem-solving and participatory learning. Originating in post-war Japan, QCs have proven effective across various sectors, including education, where they empower students and educators to co-create learning experiences. By implementing QCs in ESP education, this study seeks to enhance teaching methodologies, improve student outcomes, and align curricula with professional demands. The integration of QCs into the ESP framework represents a transformative approach, emphasizing continuous improvement and learner-centered education.

2. Research Objectives

The primary objectives of this research are as follows:

1. To evaluate the effectiveness of QCs in addressing the pedagogical challenges of teaching Legal English to Master's students at the University of Oran 2.

2. To assess the impact of QCs on students' learning outcomes, engagement, and motivation in ESP courses.
3. To explore the potential of QCs to align ESP curricula with the professional needs of law students.
4. To identify best practices for implementing QCs in higher education, with a focus on scalability and adaptability to other disciplines.

These objectives aim to provide a comprehensive understanding of how QCs can enhance the quality of ESP education, offering actionable insights for educators and policymakers.

The second objective examines the impact of QCs on students' learning outcomes, engagement, and motivation. Through collaborative and participatory practices, QCs are expected to enhance students' proficiency in Legal English while also fostering a deeper connection to the learning material. These improvements will provide insights into how QCs contribute to a more engaging educational experience.

Additionally, this research explores how QCs can be adapted to align ESP curricula with the professional requirements of law students. This involves assessing the relevance of course content and methodologies to ensure they meet the practical demands of the legal profession. Such alignment is crucial for preparing students to excel in their future careers. Finally, the study aims to identify best practices for implementing QCs in higher education. By focusing on scalability and adaptability, the research will provide guidelines for extending the benefits of QCs to other specialized disciplines, ensuring their applicability across diverse educational contexts.

These objectives collectively aim to enhance the quality and relevance of ESP education, offering actionable recommendations for educators and policymakers.1. To evaluate the

effectiveness of QCs in addressing the pedagogical challenges of teaching Legal English to Master's students at the University of Oran 2. 2. To assess the impact of QCs on students' learning outcomes, engagement, and motivation in ESP courses. 3. To explore the potential of QCs to align ESP curricula with the professional needs of law students. 4. To identify best practices for implementing QCs in higher education, with a focus on scalability and adaptability to other disciplines.

3. Research Problem

Despite the critical importance of English in legal studies and practice, the current ESP teaching framework at the University of Oran 2 is inadequate. Traditional teaching methods, coupled with limited resources and an absence of tailored curricula, have resulted in suboptimal learning environments. Students struggle with mastering legal English terminology, applying language skills in professional contexts, and engaging with passive instructional approaches. These challenges highlight a significant gap between the language skills taught in ESP courses and the practical demands of the legal profession. This study addresses this gap by investigating the integration of QCs as a participatory pedagogical tool, aiming to enhance teaching effectiveness and student learning outcomes.

4. Research Questions and Hypotheses

4.1. Research Questions:

1. How can Quality Circles improve the quality of teaching Legal English at the University of Oran 2?
2. What impact do QCs have on students' engagement, motivation, and learning outcomes in ESP courses?
3. How can QCs be adapted to align ESP curricula with professional requirements?

4.2.Hypotheses:

- Null Hypothesis (H0): The implementation of QCs in ESP courses for law students will have no significant effect on teaching effectiveness and learning outcomes.
- Alternative Hypothesis (H1): The implementation of QCs in ESP courses for law students will significantly improve teaching effectiveness and learning outcomes.

5. Methodology

This study employs a mixed-methods approach within a quasi-experimental design to investigate the impact of Quality Circles (QCs) on ESP education. The methodology combines both qualitative and quantitative methods to ensure a comprehensive analysis of the research questions and hypotheses.

1. **Pre- and Post-Tests:** These tests were administered to both control and experimental groups to assess changes in students' Legal English proficiency. The comparison of test results provides insights into the effectiveness of QCs in enhancing learning outcomes.
2. **Focus Group Discussions (FGDs):** FGDs were conducted with participants from the experimental group to explore their perceptions and experiences with QCs. This qualitative tool captures nuanced insights into the collaborative and participatory learning facilitated by QCs.
3. **Questionnaires:** Structured questionnaires were used to gauge students' attitudes, engagement, and feedback on the QC integration process. The data collected through these questionnaires were analyzed to determine the broader impact of QCs on motivation and engagement.

4. **Validity and Reliability:** To ensure the reliability and validity of the research tools, Cronbach's Alpha was employed for questionnaire analysis, and repeated testing was used for pre- and post-tests.

The experimental group engaged in QC activities designed to enhance participation and problem-solving skills, while the control group adhered to traditional teaching methods. Quantitative data were analyzed using statistical methods, including t-tests, to measure significance, while qualitative data were subjected to thematic analysis for detailed insights.

1. **Pre- and Post-Tests:** Administered to control and experimental groups to measure learning outcomes.
2. **Focus Group Discussions (FGDs):** Conducted to gather qualitative insights into students' perceptions of QCs and their effectiveness.
3. **Questionnaires:** Designed to assess students' attitudes, engagement, and feedback on the integration of QCs.

The experimental group participated in QC activities, while the control group followed traditional teaching methods. Statistical analyses, including t-tests, were used to evaluate the effectiveness of QCs, while thematic analysis of FGDs provided qualitative insights.

6. Data Collection Tools

The study employed the following tools:

- **Pre- and Post-Tests:** To evaluate knowledge acquisition and improvement in legal English proficiency.
- **FGDs:** To explore students' experiences and perceptions of QCs.

- **Questionnaires:** To assess attitudes toward QCs and their impact on learning engagement.
- **Validity and Reliability Measures:** Ensured through Cronbach's Alpha for questionnaires and repeated testing for pre- and post-tests.

7. Organization of the Dissertation

This dissertation is organized into five chapters, each contributing to the comprehensive exploration of Quality Circles (QCs) in enhancing English for Specific Purposes (ESP) education:

- **Chapter 1: ESP Teaching between Theory and Practice** This chapter lays the groundwork for the study by exploring the emergence, definitions, and methodologies of ESP. It highlights the significance of tailoring language instruction to meet specialized academic and professional needs, with a particular focus on Legal English.
- **Chapter 2: Quality Circles at the Service of Higher Education** This chapter examines the concept of Quality Circles, tracing their historical development from industrial applications to their potential in educational contexts. The principles, structures, and benefits of QCs are analyzed, with examples of successful implementations in higher education globally.
- **Chapter 3: Research Design and Methodology** This chapter details the methodological framework of the study, including the quasi-experimental design, mixed-methods approach, and data collection tools. It provides an in-depth description of the research process, including pre- and post-tests, focus group discussions, and questionnaires, ensuring scientific rigor and reliability.

- **Chapter 4: Data Analysis, Interpretation and Discussion** This chapter presents the findings from both qualitative and quantitative data analyses. It interprets the results to assess the effectiveness of QCs in improving learning outcomes, engagement, and alignment of ESP curricula with professional needs.
- **Chapter 5: Recommendations and Future Directions** The final chapter synthesizes the insights gained from the research, offering practical recommendations for implementing QCs in ESP education. It also discusses broader implications for participatory pedagogy and proposes avenues for future research.

This structure ensures a logical progression from theoretical foundations to practical applications, culminating in actionable insights for educators and policymakers.

Chapter One

ESP Teaching Between Theory and Practice

Introduction

The first chapter's literature review includes works that are specifically related to the subject of the current study. It provides a thorough survey that is organized from broad to narrow. This chapter is divided into three main sections. The first section discusses the reasons for the emergence of ESP, highlights historical factors that have led to this type of English teaching, reviews some definitions of ESP, discusses in depth what is meant by ESP, presents researchers' perspectives on ESP in terms of its absolute and variable characteristics, and outlines its types, including English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The second part distinguishes between ESP and EGP in terms of theory and practice before delving into several key ESP methods. To have a better understanding of this type of English training, the last section highlights some of the key features of ESP discussed in the literature. Furthermore, this chapter provides significant background information about the English language teaching environment in Algeria and its role in the country's educational system. The research focuses on an ESP teaching situation that is an area of concern at Oran 2 University's Department of Law in order to establish the framework for understanding the actual needs for ESP.

1.1 Origin of ESP

Hutchinson and Waters (1987) succinctly highlighted three major causes for the development of all ESP: the need for a Brave New World, a language revolution, and a learner-centred approach. They pointed out that ESP was resurrected in two important historical eras. First, the end of World War II ushered in an era of unprecedented global scientific, technological, and commercial activity. English has become an essential language for global affairs for a variety of reasons, including the United States of America's economic strength and technical development in the post-war world scenario (Hutchinson & Waters, 1987, pp. 6-8). Second, the early 1970s oil crisis resulted in a flood of Western money and expertise into oil-rich nations.

The language used to convey this information was English. All of this growth has the overall effect of putting pressure on the language teaching profession to provide the goods.

The second major factor influencing the development of ESP is a revolution in socio-linguistics. This revolution occurred as a result of linguistic pioneers who made the transition from explaining the characteristics of the language to focusing on how language is used in actual conversation. According to Hutchinson and Waters (1987, p. 30), one significant innovation is that ways of spoken and written English vary, i.e., the variant of English will change depending on the specific context in which English is used. This simply means that if language in special situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. The last factor mentioned by Hutchinson and Waters (1987, p. 8) as influencing the development of ESP is more linked to psychology than to linguistics. Rather than focusing only on the technique of language transmission, greater emphasis is placed on the manner in which learners acquire the language and the variations in how the language is learned.

The learners are seen to use a variety of learning methods and abilities, to enter with a variety of learning schemata, and to be driven by a variety of needs and interests. As a result, focusing on the requirements of the learners has become as essential as the techniques used to disseminate linguistic information. As a result, creating customized courses to suit individual requirements is a logical extension of ESP's "learner-centred" view.

1.2 Definitions of ESP.

Since the 1960s, ESP has become one of the most active branches of Applied Linguistics and Teaching English as a Foreign Language (TEFL). Its development might be attributed to English's rise as a global language, necessitating varied teaching approaches to meet diverse contextual demands. This evolution underscores the importance of understanding ESP’s development, types, and various teaching concepts.

Apparent variations in the interpretation of ESP definitions can be observed. Anthony (1997) noted, “Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes” (pp. 9-10). Additionally, Mackay and Mountford (1978) defined ESP as “generally used to refer to the teaching of English for a clearly utilitarian purpose” (p. 2), implying that English should be taught in a manner that develops specific language abilities for real-life applications.

There is no singular definition for ESP (English for Special or Specific Purposes). Indeed, depending on its purposes and applications, ESP may be described in various ways. Strevens (1977), Hutchinson and Waters (1987), and Robinson (1991) argued that a universally applicable definition of ESP is unachievable. ESP was formerly known as Language for Special Purposes (LSP). Munby (1978) and Robinson (1986) differentiated between English for specific purposes, which refers to the entire range of language resources, and English for special purposes, which pertains to restricted languages and forms a minor part of ESP (Munby, 1978, p. 167; Robinson, 1986, p. 5). Despite numerous definitions from renowned linguists, this discussion focuses on a select few that emphasize common elements of ESP and learners' specific needs.

Hutchinson and Waters (1987) defined ESP as a style of language education where all content and methodological choices are driven by the learners' motivation (p. 19). Robinson (1991) viewed ESP as a discipline encompassing education, training, and practice that draws on the realism of knowledge in language, pedagogy, and the specialized fields of the participants (p. 1). Richards and Rodgers (2001) described ESP as a movement aimed at meeting the language needs of learners who require English for specific roles and who must acquire content and real-world skills (p. 107).

Strevens (1988) provided a detailed description of ESP, identifying it as a subcategory of special purpose language instruction, with definitions necessitating differentiation between four absolute characteristics and two variable characteristics in terms of English language teaching:

Absolute Characteristics:

1. Designed to meet the specific needs of the learners.

2. Content-related to particular disciplines, occupations, and activities.

3. Centered on the language appropriate to these activities, including syntax, lexis, discourse, semantics, and discourse analysis.

4. Differentiated from General English.

Variable Characteristics:

1. May be restricted as to the language skills to be learned (e.g., reading only).

2. Not necessarily taught according to any pre-ordained methodology (Strevens, 1998, pp.1-2).

Dudley-Evans (1998) further refined Strevens' definition of ESP by eliminating absolute characteristics that opposed "General English" and by revising and expanding the number of variable characteristics. Consequently, Dudley-Evans defines ESP in terms of absolute and variable characteristics:

Absolute Characteristics:

1. ESP is defined as meeting the specific needs of the learners.

2. ESP utilizes the underlying methodology and activities of the discipline it serves.

3. ESP is centered on the language appropriate to these activities, including grammar, lexis, register, study skills, discourse, and genre.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines.

2. ESP may use a different methodology from that of General English in specific teaching situations.

3. ESP is likely designed for adult learners, either at tertiary-level institutions or in professional work situations, though it could also be for secondary school learners.

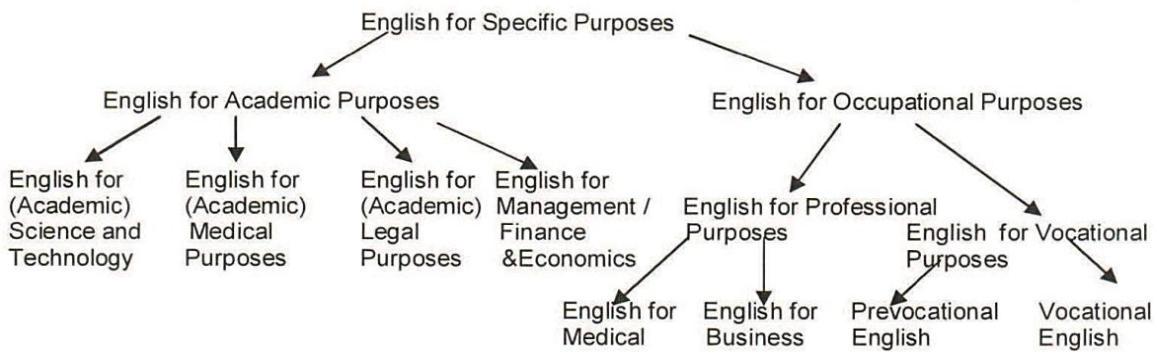
4. Generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems (Dudley-Evans, 1998).

1.3 Types of ESP.

English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) have traditionally been the two major areas of ESP (Robinson, 1991). According to Dudley Evans and St John (1998), ELP falls under the branch of EAP as indicated in their professional field categorization (p. 6).

Figure 1.1 ESP classification by professional area (Dudley-Evans & St John 1998: 6)



1.4. EAP vs. EOP

Robinson (1991) makes the following distinction between EAP and EOP: "EAP is thus specific purpose language teaching, differentiated from EOP by the type of learner: future or practising student as opposed to employee or worker" (p. 100). Thus, each of these ESP branches can be subdivided according to the disciplines or occupations with which it is concerned (Figure 2). Multiple perspectives on ESP's subdivision emerged as it matured over time. Linguists offer several types; the current research depends on Hutchinson and Waters' subdivision. With the "Tree of ELT," which divided ESP into three types in 1987, they planted one of the most well-known and helpful ideas about English language teaching branches:

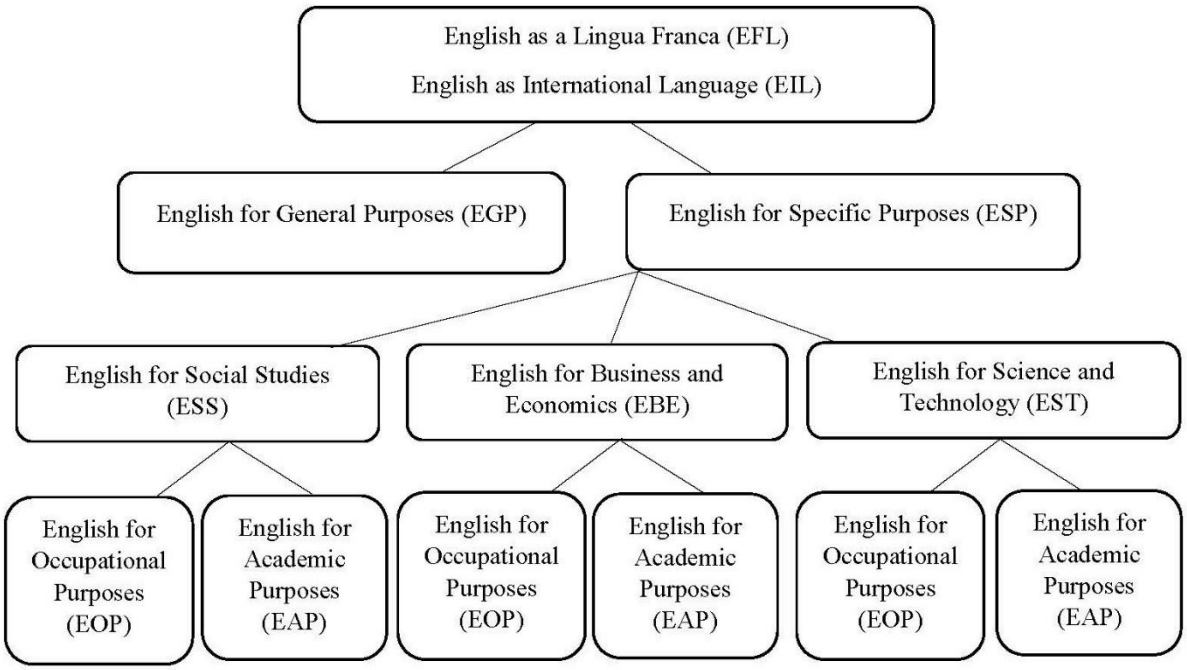
1. English for Science and Technology (EST),

2. English for Business and Economics (EBE),

3. English for Social Studies (ESS).

Each type is focused on a specific field of scientific knowledge, such as technology, business and economics, or social domains in general; with its diverse and extensive human sciences research. Each of these is further subdivided into two sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). 'English for Psychology' is an example of EOP for the ESS branch, while 'English for Teaching' is an example of EAP for the ESS branch. However, Hutchinson and Waters' (1987) categorization of EAP and EOP is rather unclear and needs additional explanation to differentiate between them (p. 16). The below figure is an attempt to summarize the different sub-branches of ESP as found in the literature.

Figure 1.2: Types of ESP



Hutchinson and Waters (1987) believe that there is no clear distinction between EAP and EOP since people may work and study at the same time, and also because the language learned for immediate use in a study setting is likely to be used later when the student starts or returns to work. The most significant explanation of the fundamental concept for classifying EAP and EOP under the same kind of ESP is Hutchinson and Waters' (1987) explanation. It may seem obvious that the main objectives of both EAP and EOP are the same: to help people find employment. However, although the main objective is the same, the methods used to accomplish it are vastly different. One cannot avoid the conclusion that EAP and EOP are distinct in terms of their emphasis on Cummins' ideas of cognitive academic competence vs. fundamental interpersonal abilities (1979, pp. 121-129).

Carver (1983) identified a third kind of ESP: English with specific topics (EST). The focus shifts from the purpose to the subject of this kind. EST is only focused on projected future

English requirements, such as for scientists pursuing postgraduate degrees, attending conferences, or working in international organisations. However, one might argue that this is not a distinct kind of ESP, but rather an important component of ESP courses or programs that concentrate on situational language. It's worth noting at this point that the foundation for establishing this situational language is the interpretation of findings from a needs analysis of the genuine language used in target working situations (pp. 131-137).

The impression provided here is that ESP refers to any English teaching situation in which the target language context is known and may inform the teaching syllabus about the required teaching tasks' language skills, language context, or language types. The danger, as Widdowson (1998) points out, is that this may lead to a view of all language instruction as a kind of ESP, with subcategories such as English for selling train tickets (p. 3). However, if a discourse community requirement is added and a more generally accepted concept of language usage is pursued, certain limits on what is and is not ESP emerge.

Furthermore, the designation seems to apply only if one is preparing students for entrance into a community of product and debate, putting expectations on the ESP course intake. At the moment, it is possible to say that ESP is a big and growing study area. As a result, the kinds of ESP that may be mentioned have also grown. McDonough (1984) cites sixteen ESP course titles and claims that "'the list is almost endless'" (p. 7). As many as sixteen or twenty kinds of language learning seem to be recognised under ESP, and the process appears to be expanding as areas of research and practice grow.

1.5. Difference between EGP and ESP.

According to Hutchinson and Waters (1987), there is no distinction between the two in principle; nevertheless, there is a significant difference in reality. ESP, like any other language-teaching activity, is founded on facts about the nature of language, learning, and teaching; nevertheless, it is often contrasted with General English.

The ESP teaching approach is known for being learner-centred, with a focus on learning language from a broad perspective that encompasses all language skills and cultural aspects of the English-speaking community, whereas the General English approach is language-centred, with a focus on learning language from a broad perspective that encompasses all language skills and cultural aspects of the English-speaking community.

Robinson (1980) explained that "the general with which we are contrasting the specific is that of General education for life, culture and literature-oriented language course in which the language itself is the subject matter and the purpose of the course" (p. 6). Students in ESP, on the other hand, study "English on route to the acquisition of some very other body of knowledge and set of skills" after identifying and analysing particular learning requirements.

Another difference between General English courses and ESP is that ESP students are mostly adults who are conscious of their language requirements (Hutchinson & Waters, 1987). While General English classes are offered to students as a required subject in schools, their only aim is to help them succeed in exams.

According to Basturkmen (2006), general English language instruction tends to go from a defined point to an indeterminate one, while ESP tries to accelerate learners and guide them to a particular destination to achieve specific goals. "The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour" (Basturkmen, 2006, p. 9).

Widdowson (1983) establishes distinctive features of ESP and EGP. The most important EGP features are:

1. the focus is often on education;

2. as the learners' future needs are impossible to predict, the course content is more difficult to select;

3. due to the above point, it is important for the content in the syllabus to have a high surrender value.

The most relevant ESP features are:

1. the focus is on training;

2. as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;

3. it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;

4. the aim may be to create a restricted English competence and have a high surrender value.

It is widely known that ESP has its own set of characteristics that vary from those of EGP. The fundamental difference between ESP and EGP is that ESP focuses on a restricted use of language to fulfil the unique requirements of a specific set of learners, while EGP offers an unlimited variety of languages that may be used for many reasons without identifying specific needs or individuals. Another distinction between ESP and EGP is that ESP emphasizes the need for needs analysis, while EGP does not. In other words, in ESP, the language is chosen to meet the requirements of the learner in a certain area or study. For instance, for computer science students, English for computers. EGP, on the other hand, is unconcerned with needs analysis since it is directed toward an infinite number of individuals and its language has no set boundaries, making it impossible to pinpoint specific requirements.

1.6. Characteristics of ESP Courses.

Carter (1983) defined the characteristics of ESP courses, which are described below. He states that ESP courses have three characteristics: 1) Authentic Materials, 2) Purpose-Related Orientation, and 3) Self-Direction.

1.6.1. Authentic Materials. If we accept the argument that ESP courses should be given at an intermediate or advanced level, we may use authentic learning materials. In ESP, the use of such materials, whether modified or unmodified by instructors, is widespread, particularly in self-directed studies or research assignments. Students are often encouraged to do research using several sources, including the Internet.

1.6.2. Purpose-Related Orientation. Refers to the role-playing of communication tasks that the goal circumstance requires. The instructor may assign students several activities to mimic conference preparation, such as paper preparation, reading, note-taking, and writing. Master students in English courses at the Faculty of Law and Political Sciences at Oran 2 University practice listening skills, but their application is limited since they use newly learned abilities in ESP sessions only with their classmates and the professor.

1.6.3. Self-Direction. ESP is focused on converting users into learners. Teachers must encourage students to have a certain degree of autonomy — the flexibility to choose when, what, and how they will study – to promote self-direction. High-ability students must understand how to obtain information in a new culture. Because ESP courses come in a variety of shapes and sizes, depending on the scientific area or vocation, and each has its own set of characteristics, instructors who teach them must take on distinct responsibilities and acquire specialized expertise.

1.7. Approaches to ESP.

Authenticity, Research-Base, Text, Need, and Learning Methodology are the five concepts that have sparked debate over their roots in both the actual world (the ESP's "target scenario")

and ESP pedagogy. As a result, it seems necessary to examine each of them to assess the evolution and future orientations of ESP. This survey identifies five main approaches to ESP, each of which focuses on one of the fundamental concepts and therefore contributes to the development of ESP. Therefore, it seems to be critical to emphasize that, as each approach to ESP has developed, so has its lasting idea, bringing ESP practitioners to their present understanding in each of the five areas. The following are the five major approaches to ESP:

1.7.1. Skills-Based Approach to ESP. Since the Skills-Based Approach to ESP was published, the notion of authenticity has been expanded in two major ways. First, the authenticity of a text is expanded to encompass texts other than written texts while also being restricted to distinguish between different kinds of texts produced by each talent. When creating suitable ESP training materials, material producers evaluate the learners' skill priorities.

Reading is prioritized in the Skills-Based Approach. Reading, for example, may be divided into three main categories: reports, technical journals, and instruction manuals. Second, the notion of authenticity is broadened to include task authenticity, in which the ESP practitioner is tasked with creating activities that compel learners to analyze texts in the same way they would in a real-world setting. ESP learners needed to utilize ESP resources that use the same abilities and techniques that would be necessary in the target scenario, according to Morrow (1977, pp. 13-14).

1.7.2. Register Analysis Approach. From the early 1960s onwards, most authors, including Hutchinson and Waters (1987), believe that the Register Analysis approach was the first true beginning point of ESP. The fundamental concept behind Register Analysis (RA) is that the language used in particular circumstances is pre-determined, such as the position the speakers are in or the topic they are discussing. As a result, it would be able to develop a unique language or register to correspond to certain topics or circumstances, or, as Pickett (1986a) describes it, "you could find 'the right words in the right place'" (p. 5).

The analysis of the various registers became known as Register Analysis. Strevens (1977) believes that teaching students the essential grammatical elements and lexis present in these specialized or "limited" regions of English would benefit them the most. For these reasons, instructors and scholars compiled corpora of texts from many fields, especially science, and subjected them to in-depth examination.

The goal of such an analysis, according to West (1997), was to "establish the statistical outlines of various registers" (p. 36) and to "attempt to determine, for example, the prevalence of particular grammatical forms or vocabulary." It is based on the idea that scientific text, for example, has certain characteristics that are unique to it and maybe recognized and used as the foundation for teaching materials. Barber (1962) and Ewer & Latorre (1967) are two of the most well-known domain experts.

Swales' 'discrete-item approach' (Swales, 1990), which attempted to look at features in isolation, was quickly found to be unsatisfactory for a variety of reasons. Swales' (1990) approach only worked at the sentence level, leaving out larger textual elements that operate at the intersentential level. Furthermore, register analysis revealed that there was very little real difference between 'scientific' language and ordinary English. In summary, the register cannot be employed... because the language of science varies in no major manner from any other type of language, as Coffey (1984) found.

Another issue with this method emerged since it was considered descriptive, but it did not explain why the words appeared in the places they did. Finally, the materials produced as a result of this method, such as Herbert (1965), were repetitive and uninspiring to both students and teachers, even though it seemed extremely fascinating and was based on extensive research.

1.7.3. Discourse Analysis Approach. The Discourse Analysis Approach was developed in the early 1970s as a response to Register Analysis. Rather than focusing on the lexical and

grammatical features of the register, the approach focused on the notion of text. Allen and Widdowson (1974) explicitly describe the Discourse Analysis Approach as follows:

"One might usefully distinguish two kinds of ability which an English course at ESP level should aim at developing. The first is the ability to recognize how sentences are used in the performance of acts of communication, or the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passages of prose. One might say that the first has to do with rhetorical coherence of discourse, the second with the grammatical cohesion of text" (Allen & Widdowson, 1974).

In terms of application, the Discourse Analysis Approach has tended to focus on "how sentences are used in the performance of acts of communication and to generate materials based on functions" (West, 1998). Definitions, generalizations, inductive and deductive assertions, descriptions of processes, descriptions of sequences of occurrences, and descriptions of devices were among these functions. However, the approach has some limitations in that it only addresses a part of the problem, namely, identifying the functional units of discourse at the utterance level. Furthermore, the Discourse Analysis Approach provides only basic guidance on how functions and utterances are combined to create larger texts: "We are given little idea of how these functions combine to make longer texts," according to C. Robinson (1991).

The Genre-Analysis Approach was developed to compensate for the limitations of the Discourse Analysis Approach. Text is seen as a whole rather than a collection of separate parts in this method. The following is how Dudley–Evans (1987) demonstrates the idea:

"If we are to teach the writing of certain very specific texts such as . . . the business or technical report, we need a system analysis that shows how each type of text differs from other types." (Dudley–Evans, 1987, pp. 1-9)

According to Johnson (1996), this approach is achieved by attempting to determine the text's overall pattern via a sequence of stages. While discourse analysis identifies the functional components of text, genre analysis enables the materials writer to sequence these functions into a series to represent the overall structure of such texts. The 'disappointing' lack of applicability of research to teaching has been a limitation of genre analysis.

1.7.4 Learning-Centred Approach. Nunan (2004) highlights the importance of students being actively involved in their learning processes while using a "learner-centered" approach to teaching. This has two implications: first, students take control of their learning processes, including making choices and plans; and second, students' interactive actions are fully utilized during class time. Behind the emergence of a new generation of ESP materials, there is a strong focus on strategy analysis, which is based as much on learning conceptions as it is on language or needs conceptions. Hutchinson and Waters (1987) explained it properly: "Our concern in ESP was no longer with language use although this would help to define the course objectives. The concern was rather with language learning. We cannot simply assume that describing and exemplifying what people do with language would enable someone to learn it... A truly valid approach to ESP would be based on an understanding of the processes of language learning" (p. 14). Hutchinson and Waters (1987) began emphasizing the significance of a dynamic, engaging, and relevant learning teaching style in ESP materials in the late 1980s. Hutchinson and Waters' method was extensively explained and explored in their articles and resources.

1.7.5 Communicative Approach. During the 1970s, the Communicative Approach gained traction in the ESP field. In the evolution of ESP, the idea of authenticity favored the communicative approach. When the first generation of ESP appeared in the mid-1960s, skills were the primary criterion for content selection. The Communicative Approach's primary issue is that ESP instructors must determine students' skill priorities to create the most appropriate ESP teaching materials. Nevertheless, in this context, the word "skill" refers to more than

simply the ranking of the four common language abilities of reading, writing, listening, and speaking (LSRW). The main components of the materials used in such an approach are collections of specialist texts (economics texts, engineering texts, nursing texts) with accompanying comprehension and language exercises; a fact that is discussed by Close (1992), who argues that the concept of authenticity is central to the approach taken to develop language skills. Because authenticity has been more important since its introduction in the 1970s, most ESP programs continue to emphasize the development of the Communicative Approach in particular areas such as business, technology, aviation, and science. However, many ESP teachers have difficulty with the idea of authenticity; instead of conducting interviews with experts in the area, analysing the language used in one's profession, or even analysing students' requirements, many ESP teachers depend only on published textbooks. Using existing textbooks seems to be an issue since they are often out of date in terms of time and place, or they may fail to provide the most up-to-date knowledge in the area, as development in any field is currently occurring at a quicker rate than in the past. An effective answer to this issue is to keep the ESP practitioner up to date on the newest developments and to hold training sessions regularly. Even though these approaches are important components of ESP, tensions nevertheless arise as a consequence of their application to actual materials design. These tensions are partly the consequence of a mismatch between real-world demands and pedagogical concepts. In a teaching/learning context, the following areas may be considered pivotal: target needs versus pedagogic needs, target authenticity versus materials design, language as text versus pedagogic texts, method/learning style versus content-driven materials, and research-data findings versus materials design. However, throughout the creation of exams, ESP teachers and materials designers should make educated choices based on their understanding of the language, the intended scenario, the educational environment, and the learners.

1.8 ESP skills

Traditional ESP courses often teach individual language skills with the specific register and styles required in the target circumstances, while many general English courses combine listening, speaking, reading, and writing abilities (Chalikandy, 2013; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). ESP courses also concentrate on teaching language skills that are most required by students, as assessed by a needs analysis, and the courses and teaching techniques are tailored to meet those requirements (Bojovic, 2006; Dudley-Evans & St. John, 1998; Fiorito, 2005; Jaglowska, 2012). For the reasons stated above, this section reviews the six English language skills (listening, speaking, reading, writing, grammar, and vocabulary), which aligns with the work of many scholars, such as Basturkmen (2010), Dudley-Evans and St. John (1998), and Shing and Sim (2011), who viewed teaching a specific skill appropriate to the tasks and activities that learners will encounter within the target situation as teaching a specific skill.

1.8.1 Listening. Listening is important and is viewed as a key method of language acquisition (Bidabadi & Yamat, 2011; Nunan, 2001; Rost, 2001). In other words, while learning a language, listening has an impact on the development of speaking, reading, and writing skills. All students must develop listening skills to become successful communicators. Learners use three kinds of knowledge when listening to a message: "knowledge about the language (phonology, syntax, and vocabulary), knowledge about language use (discourse and pragmatic), and knowledge about context, facts, and experiences (prior or background knowledge)" (Goh, 2013, p. 58). To recognize the sound they hear and comprehend the message, learners must combine these three kinds of information with two types of processing, which need different cognitive skills. Because of the complexity of the process and the many kinds of information needed for effective hearing, many second-language learners regard listening to be one of their most challenging skills (Kavaliauskienė, 2011; Nowrouzi, Shu Sim, Zareian, & Nimehchisalem,

2015). Furthermore, second-language learners need a broader variety of word identification and segmentation skills than first-language learners to understand what they are listening to. Because of their cognitive impairments, they have trouble processing information in the second language (Kavaliauskienė, 2011; Sura, 2013). Listening in ESP is comparable to listening in English as a second language in that it involves the same cognitive processes and needs the same macro (core) abilities, depending on the purpose of listening (Goh, 2013; Rost, 2001). The difference between the two kinds of listening is that ESP listening requires more extra abilities as well as specific types of knowledge and language for academic and professional reasons. Furthermore, improving ESP listening may need more advanced upcoming technology and access to it. As a result, several ESP classrooms have included multimedia listening, such as listening to Internet audio or viewing video via the Internet.

***1.8.2 Speaking*.** Teaching speaking is a challenging task for second language and ESP teachers since it is dependent on a range of factors. Many studies have shown that teachers who do not have a strong knowledge of how to teach a second language struggle to teach speaking (Rothschild, 2015; Tavil, 2010). Students are given chances to practice a range of speaking tasks and activities in the target circumstances when speaking is taught effectively. These activities and assignments should interest students on a cognitive and affective level, as well as assist them build sociolinguistic competence (Goh & Burns, 2012; Qamar, 2016). Speaking and listening are both used in real-world communication events in ESP, including one-on-one and multi-person spoken interactions. ESP teachers, like second-language teachers, should increase their students' understanding of the characteristics of successful interaction by paying attention to appropriate language and skills and giving effective feedback at the feedback stage (Dudley-Evans & St. John, 1998). To summarize, ESP teachers' responsibilities include assisting students in the assimilation and production of discourse for interpersonal communication, comprehension, and academic language production, as well as providing opportunities for

students to practice speaking in a range of language functions and situations. At the university level, many researchers have examined the speaking problems that ESP students experience. For example, Gan (2012) stated that a lack of vocabulary is the most significant barrier to spoken communication. During internship placements or active employment after graduation, students often encounter communication difficulties in the workplace. Furthermore, according to Myles (2009), engineering students have difficulty answering questions after a presentation, communicating in informal social interactions, understanding and using colloquial language (idioms, slang), and understanding native English speakers who speak quickly and switch topics before the students could even continue their conversation. Furthermore, studies in English as a second language context have shown that students are afraid of losing face if they speak up in class. However, Fujiwara (2014) found that students with high proficiency levels were less likely to hesitate to speak English with others than those with lower levels. In both academic and occupational contexts, studies on speaking in ESP have been diverse and informative (Feak, 2013). The speaking tasks and activities in ESP, according to Dudley-Evans and St. John (1998), relate to oral presentations, which are characteristic of both academic and occupational English. Speaking English for academic reasons may be extended to a variety of settings, including casual and social encounters, conference participation, and seminar oral presentations (Dudley-Evans & St. John, 1998; Jordan, 1997; Robinson, 1991). These tasks and activities are important to the current research in terms of assessing the requirement for speaking tasks and activities in an academic setting for students of this type. Speaking in ESP contexts is challenging for both teachers and students, according to studies. This is because speaking in academic and occupational contexts is complicated and happens in both formal and informal contexts. Learners must not only be confident and motivated to communicate but also have a working understanding of appropriate vocabulary and language functions in a variety of contexts.

1.8.3 Reading. The research of register analysis or sentence-level analysis, as well as the application of reading in various communication contexts, was the starting point for reading research in ESP. Later, reading research moved to discourse or rhetorical analysis, which was often connected to writing discourse (Jordan, 1997; Trimble, 1985). Although reading is generally seen as the easiest of all the language skills, reading problems are nevertheless addressed in certain ESP contexts, according to much research. Engineering students, for example, were often seen having difficulty reading engineering-related publications, inter-office communications, project reports, and manuals (Rajprasit, 2015). Several approaches and abilities have been identified as crucial in the development of ESP readers (Hirvela, 2013). Prediction, skimming, scanning, distinguishing between factual and non-factual material, making deductions and conclusions, and comprehending visual presentation are some of the major reading techniques, skills, and subskills that may be used in ESP, according to Jordan (1997). Furthermore, Dudley-Evans and St. John (1998) identified skimming and scanning as important abilities that ESP readers may employ in the early phases of deciding whether or not to read the whole text or which portions to read attentively. Additionally, in scientific contexts, ESP readers must identify the author's mindset, which is critical in scientific discourse. Learning some of the important abilities, including selecting what is relevant for the present goals, recognizing organizational patterns, and utilizing coherent and discourse markers, is also beneficial for ESP readers. A lot of the more recent research on reading comprehension in ESP is focused on this topic. Core reading abilities and discourse analytic skills, rhetorical characteristics of texts, reading strategy-related approaches, and the growth of reading skills and enhanced comprehension are all part of this understanding (Hirvela, 2013). Insufficient vocabulary, poor understanding of sentence structure, tenses, and textual organization (Kavaliauskienė, 2002), and learners' previous knowledge (Kendeou & van den Broek, 2007) all impact learners' reading comprehension process, according to ESP studies. Many studies

have recommended that reading passages should be relevant to the learners' area of study since it motivates them (Nunan, 1988, 2015). According to Kaewpet (2009), it is not the responsibility of ESP teachers to teach students the content area, but rather to improve the students' English skills related to the content area that they already have. Furthermore, several academics have emphasized that ESP language teaching should not be isolated from other subjects with which the students are already acquainted, but rather should involve some integration (Nunan, 1988). As a result, ESP readers must analyze the language and text structure before connecting the concepts to their prior knowledge. As a result, the reading portion of an ESP course must find a balance between skill development and language development (Gatehouse, 2001; Richards & Rodgers, 2014).

1.8.4 Writing. Writing, like other skills, is considered one of the most challenging for second language learners. The focus on form and grammar in writing in English as a second language dates back to the 1970s. Students copied sentences and changed them in terms of person or tense throughout this time. The focus of the language-based writing classroom moved to the teaching of the organizational patterns prevalent in academic English writing in the 1980s, due to the study of composition techniques and strategies (Reid, 2001). Writing, like speaking, is a useful skill in terms of communication modalities. Successful writers need a variety of skills, including the ability to plan, compose, and revise, to accomplish the proper purpose of their work and satisfy the requirements of their target readers (Reid, 2001). As a result, academics have developed a variety of approaches to teaching writing, referred to as process and product approaches (Hashemnezhad & Hashemnezhad, 2012; Swales, 1990). The problem-solving or process approach emphasizes the notion of problem-solving. The thought step of this method is followed by the process, which entails breaking down the writing plan into paragraphs, evaluating the first version, and editing the text to create several versions (Pasand & Haghi, 2013). The product approach highlights the necessity of the text's actual features as well as the

writer's end-product, or finished text. This approach involved presenting a model text that a writer may use to create a comparable or parallel work. This approach helps ESP writers in adapting the model for their writing purposes (Hyland, 2013; Nunan, 2015). The most often used and successful technique for teaching ESP writing is genre analysis (Bhatia, 2002; Hyland, 2013). Genre analysis, unlike other approaches, aims to uncover the target genre's purpose and objectives. Dudley-Evans and St. John (1998) presented a constructionist approach that incorporates the product and process approaches, based on the findings of genre analysis and sociological studies of academic and professional discourse. This idea is similar to Nunan's (2015), who stated that during the process approach, authors must collect information to produce many versions and get feedback on subsequent iterations to achieve the desired result. Nunan also considers that the process and product approaches are mutually beneficial and may be combined. Academic written texts (Swales, 1990) and professional written texts, such as business letters, are the subjects of two well-known works on genre analysis (Bhatia, 2002). These books instruct ESP writers on how to capture the patterns of how authors convey their communication purposes in various genres. Many researchers have investigated ESP writing in many fields and professions. Writing basic personal information, emails, resumes, and business letters are all examples of ESP writing (Kaewpet, 2009; Liu et al., 2011). All of the tasks that students of English for academic reasons complete are written texts. Science students use particular writing genres such as lab reports, field trip reports, taking notes in lectures, composing test/exam responses, and project summaries (Al-Tamimi & Shuib, 2010; Kaewpet, 2009; Liu et al., 2011). Writing tasks and activities in the framework of English for occupational purposes are considerably broader than those in the context of English for academic purposes. Engineering research, for example, showed that a broad variety of writing tasks and activities are required, including safety checklists/forms, meeting minutes, project summaries, business letters, and preparing and presenting slides for oral presentations (Kaewpet, 2009; Kassim &

Ali, 2010). Formal and casual emails, reports, instructions, brochures, notes, sales-related materials, contracts, resumes, and official notifications and minutes are all examples of writing duties and activities in business communication (Vaghari & Shuib, 2013).

1.8.5 Grammar. Grammar and vocabulary knowledge is a basic element of the English language, according to research studies, and students who do not receive grammar instruction seem to be unable to increase their language skills (Robinson, 1991; Zhang, 2009). Trimble (1985) highlighted in ESP that the rhetorical aspects of scientific discourse exist on many levels and should be addressed in ESP courses. Descriptions, definitions, classifications, instructions, and visual-verbal connections are all examples of this. He also identified that passive-active distinctions, modals, definite articles, tenses, and relative clauses are the most challenging for non-native learners. Contrasting Trimble, who emphasized rhetorical aspects, Dudley-Evans and St. John (1998) emphasized morphology and syntax as essential grammatical forms for ESP students. Jianfeng, Qingdong, and Shibo (2009) extended their theory by analyzing sentence structure features in ESP contexts and revealing that fundamental tenses the present tense, the past tense, and the perfect tense should be taught. Their research also discovered that ESP written writings are structured utilizing the passive voice, gerunds, participles, and the infinitive in a lot of phrases. Teaching ESP grammar research has ranged from morphology to rhetorical functions. Many ESP scholars, on the other hand, believe that grammar teaching in ESP contexts should be adapted to the requirements of students and that ESP teachers should be aware of the usage of grammatical forms in particular situations (Hinkel, Hinkel, & Fotos, 2002; Noom-Ura, 2013; Zhang, 2009). Teaching grammar in a second language context is equivalent to teaching grammar directly in an ESP context, where there have been numerous debates regarding the need to do so. According to one viewpoint, teaching grammar is unnecessary since learners may acquire grammar unconsciously through communicative activities. The opposing point of view is that teaching grammar is still beneficial in the learning of a second

language (Cook, 2013). The level to which grammar is prioritized depends on the learners' English levels and whether the emphasis should be on using grammar correctly or fluently using the language (Dudley-Evans & St. John, 1998; Nassaji & Fotos, 2012). Nunan (2015) has presented the deductive and inductive approaches to teaching grammar. Teachers should use a deductive approach when teaching grammatical principles to their students and then let them complete assignments later, while inductive teachers will require students to examine examples and figure out the grammar rules on their own. When these two approaches to teaching grammar are combined, the learning becomes more meaningful and remembered.

1.8.6 Vocabulary. Vocabulary is an essential part of learning a second language (Piribabadi & Rahmany, 2014). The eight dimensions of word knowledge should be considered while teaching vocabulary: meaning, written form, spoken form, grammatical behavior (patterns in which the word appears), collocations, register, association (the relationship between words), and frequency (Nation, 2001). Effective use of language by students, such as in writing, may indicate their vocabulary knowledge (Akbarian, 2010). For example, Laufer and Nation (1995) found that a student's vocabulary size influences their writing output. Additionally, increasing students' vocabulary helped enhance their writing according to Zhou (2009). Al-Khasawneh (2012) stated that a student who does not have vocabulary learning techniques would lose the desire and confidence to study. Research suggests that teachers should consider their students' requirements while teaching language. However, English language teachers are finding it difficult to teach vocabulary, particularly in ESP courses. Vocabulary is an essential component of any teaching curriculum and should be taught on a regular and systematic basis. It is essential to carefully select the vocabulary to be taught, as well as the approach or activities used for teaching it. Most second-language students are aware that vocabulary acquisition is an important and integral component of their learning process. A good command of vocabulary is essential for ESL/EFL students, especially those who are advanced students of English for

specific purposes. Nation (2001) explains how students should handle and control particular language: "It is wise to direct vocabulary learning to more specialized areas when learners have mastered the 2000-3000 words of general usefulness in English."

Students should be taught about the different types of vocabulary, how to use it, and specific methods that will help them acquire vocabulary to overcome the difficulties of specific vocabulary use. Teachers, on the other hand, should be aware of which words are worth dealing with. A specialized word is one that is easily associated with a particular topic, subject, or field and may be learned by studying that field. For example, students in computer science are acquainted with terms such as browser, programs, log, hypertext, and the web. It is important to note that it is not the role of the ESP teacher to teach technical terms from a specific field or discipline since learners studying in that subject would not have difficulties with such vocabulary (Strevens, 1973).

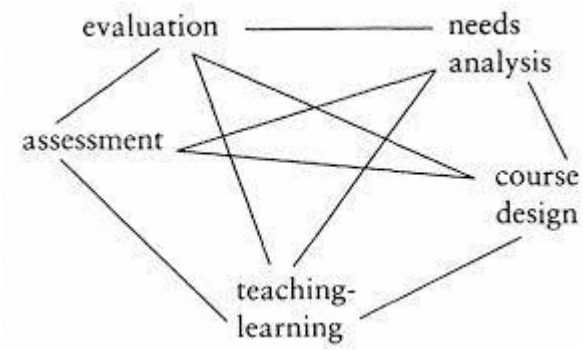
1.9 The Role of the ESP Teacher

Many linguists agree that the role of an ESP teacher entails considerably more than just teaching. Dudley-Evans and St. John (1998) use the term "ESP practitioner" because it seems to be more comprehensive and complete. They differentiate between the following important ESP practitioner roles: teacher, course designer and materials provider, collaborator, researcher, and evaluator. The first role of an ESP teacher is similar to that of an EGP teacher. As the teaching becomes more detailed, the approach changes. In ESP courses, the teacher is no longer considered a "primary knower." Students are often the main sources of information on the substance of the course. The primary responsibility of the teacher is to create real, authentic communication in the classroom based on the student's knowledge. The teacher's second role as a course designer and materials provider is to organize the course and provide the necessary materials. The teacher's task does not end with selecting materials and printing a sufficient number of copies for the class; it also involves modifying content when existing materials are

insufficient or creating his or her own materials. Hutchinson et al. (1987) support materials that cover a broad variety of fields, claiming that grammatical structures, functions, discourse structures, skills, and approaches are all the same across disciplines.

The ESP Practitioner's third role as a collaborator is to work closely with field experts to fulfill the particular requirements of the learners and adapt the methodology and activities of the target discipline. This cooperation may also extend to teaching, as discussed by Johns et al. (1988). When team teaching is not an option, the ESP Practitioner must collaborate with the students, who will be more knowledgeable about the specific content of the materials than the teacher. An ESP teacher should also be a researcher. First and foremost, he or she should study their goals and what they really want to accomplish. Then, research is required to design a course, write teaching materials, and determine the ESP students' specific interests. As a result, many ESP learners are left with little choice except to create their own materials. The role of the ESP practitioner as a "researcher" is particularly essential here, with the findings flowing directly to suitable teaching materials. The final role is that of 'evaluator,' which is not a new function since evaluation is already included in General classes, but this role seems to be extremely significant in the case of ESP. All teachers should participate in different types of evaluations, the most common of which is student testing. Tests are given to assess the student's development and the efficacy of the teachers. However, in ESP courses, an extra kind of evaluation, namely the evaluation of course and teaching materials, should take place. The assessment of ESP courses is critical since they are often well-adjusted. A group of methodological experts has thoroughly researched and updated general English courses. On the other hand, ESP courses are unique in that no one ESP course can meet the needs of all ESP students; thus, evaluation is required.

Figure 1.3. Stages in the ESP Process



Source: (Dudley-Evan and St. John, 1998)

1. 10. Assessment in ESP.

10.1 Role of Assessment in ESP.Assessment in ESP classrooms is thought to increase learners' opportunities to identify their strengths and weaknesses, develop their critical thinking as they encounter a variety of task types, and enhance their skills and performance (Kizlik, 2010). Needs assessment is defined as the “systematic process for determining and addressing needs or gaps between current conditions and desired conditions or wants" (Kizlik, 2010, p. 2). This process enables teachers to evaluate the effectiveness of their methods. In other words, effective assessment provides teachers with real feedback on students and their current situations, which is crucial for making academic decisions. Additionally, participation in self-assessment processes provides teachers with feedback on their own teaching methods. Notably, assessment motivates ESP students by evaluating their English knowledge and skills; this may impact their attitudes since the ESP test is perceived as a "hurdle to be overcome by hook or by crook before learners are allowed to graduate" (Chamberlain & Baumgardner, 1988, p. 105).

10.2 Methods of Assessment in ESP Classrooms. It is evident that assessment improves educational development and is critical in increasing the likelihood of achieving learning objectives. Offering a rigorous, valid, and accurate evaluation process is likely to enhance

teaching quality. ESP assessment focuses specifically on content, subjects, and themes relevant to a specific area, prompting the emergence of new evaluation techniques beyond conventional methods. Indeed, alternative assessments aim to highlight the importance of learner-centered assessment and have shifted the focus to a more holistic assessment, which is more likely to provide detailed feedback on learner performance. Traditional assessments often limit students to selecting answers from a specified set, whereas alternative assessments, including peer and self-evaluations, teacher observations, and portfolios, encourage students to create responses based on their own thoughts and words (Coombe, Folse, & Hubley, 2007). These methods require students to demonstrate their skills and develop their creativity and critical thinking (Roscoe & Chi, 2007). As such, the most appropriate ESP assessment techniques include objective tests, short answers, essay writing, oral assessments, and teacher observations (Stoica, 2006).

10.3 Issues Related to ESP Assessment Quality. A significant challenge for ESP practitioners is the lack of expertise in the specialized topic when developing course designs or assessment activities. Often, practitioners seek expert advice or conduct their own research to find solutions. Alternatively, they engage in context-based research, which involves examining language use within a specific subject area. However, it is critical to address four quality-aligned criteria to ensure the efficacy and high quality of the assessment process: validity, reliability, fairness, and practicality (Genesee & Upshur, 1996).

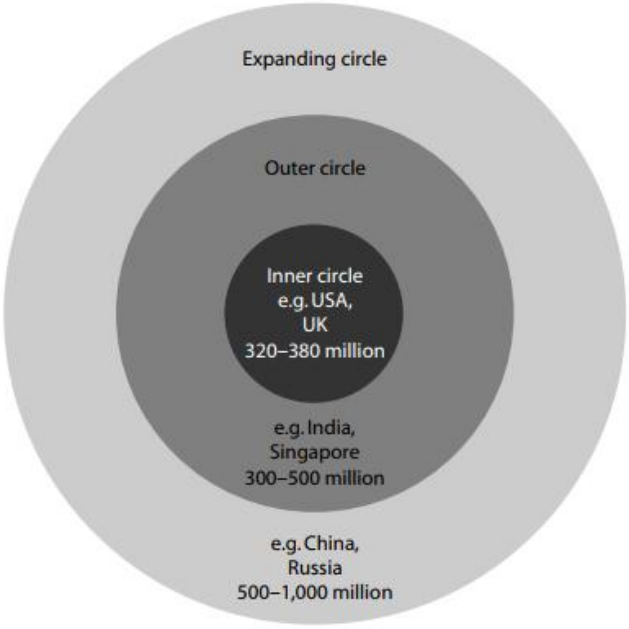
10.3.1 Validity. Validity is achieved when an assessment method successfully measures what it is intended to measure (Maree, 2010). Content validity ensures the assessment goals align with the teaching objectives, consequential validity relates to the benefits of assessment for teaching and learning, and ipsative validity involves students evaluating their performance against previous performances, which is also known as "learner-referenced validity" (Gipps, 1994; Lambert & Lines, 2000).

***10.3.2 Reliability*.** Reliability describes the degree to which an assessment yields consistent results across various teaching and learning contexts (Brindley, 2003). Clarity in test instructions, consistency in test conditions, and restricting variability in responses enhance reliability (Harmer, 2001). Reliable assessments ensure transparency and integrity in how student responses are evaluated and documented (Brown, 2004).

1. 11 Spread and Use of English Language in the World

The widespread dissemination of English globally can be attributed to historical factors such as the colonial supremacy of Great Britain before the Second World War and the subsequent global dominance of the United States (Crystal, 2003). This historical influence has significantly shaped the teaching and status of English worldwide, leading to its role as an international language. While English is taught as a second language in countries like Malaysia, where it enjoys a status similar to the native Malay language, it is considered a foreign language in countries like Algeria, where historical influence was predominantly French (Crystal, 2003).

Figure 1.4. The Three 'Circles' of English (adapted from Crystal 2003, p. 61)



The three 'circles' of English

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As shown in the figure, English is clearly the most frequently spoken language in the United States and the United Kingdom, followed by Asia, with a concentration in India and Singapore, China, and Russia having fewer speakers than the first two regions or zones. It has been stated that the growth of technology, the internet, and global communication has increased the use of or demand for English throughout the world. We also think that the new generation, or what is known as the "internet generation," tends to utilise English regardless of their home tongue and linguistic background, as is the case with the new generation in Algeria, despite the fact that English is taught in middle school and French begins in the third year of primary school, we see that they are more interested in utilising English than French.

1.12 ESP and Globalization.

Globalization, initiated by the United States after the Cold War and the dissolution of the Soviet Union, is closely linked to the dominance of the English language globally. As globalization has progressed, English has emerged as the lingua franca, influenced significantly by American dominance in all spheres (Crystal, 2003). Crystal (2003) asserts that for a language to be recognized globally, a nation must be influential in economic, technological, and cultural domains, stating, "There is the closest of links between language dominance and economic, technological, and cultural power" (p. 7). English remains the principal language of business, technology, and culture, notably as the primary language of the world's superpowers, the USA and the UK. Crystal (2003) further explains that the international success of a country's language is tied to its geopolitical success: "When they succeed, on the international stage, their language succeeds. When they fail, their language fails" (p. 7). Moreover, the global economy has reorganized the workplace, increasing the demand for strong language skills worldwide, a trend accelerated by the widespread adoption of information technology and the Internet (Garay & Bernhardt, 1998). Multinational corporations promoting English as the official language of global capitalism dominate the economic landscape (Mair, 2003). Consequently, English

teaching has expanded into sectors like business, hospitality, industry, and healthcare, evolving into specialized forms such as workplace English, English for Occupational Purposes (EOP), and English for Vocational Purposes (EVP).

1.13 ESP in Algeria.

ESP has been a focal point of attention in Algeria for over fifty years, particularly in academia. Harmer (2001) defines ESP as arising from "situations where the student has specific reasons for learning a language" (p. 1). Historically due to colonization by France, French predominated over English in North Africa. However, the linguistic demands of the globalized world are elevating the status of English within these communities.Algeria, as the largest country in the region and continent, is progressively moving towards adopting English as the primary foreign language due to the increasing demand among Algerian students and professionals across various sectors. The inception of ESP in Algeria dates back to the early 1970s with the introduction of English for Science and Technology (EST) in the "licence" curriculum. This led to the development of specialized language programs designed to introduce students to scientific and technological texts and advance their scientific knowledge, thus replacing the general English courses that previously served specific fields.

The National Institute of Electricity and Electronics (INELEC) in Algiers, established in 1976, marked a new phase in Algerian English education. SONATRACH, the national oil company, launched specialized language programs with the aid of British and American teachers to facilitate communication between local engineers, technicians, and international expatriates, focusing on English-language petrochemical terminology. During this period, the popularity of ESP worldwide was partly because proficiency in English ensured successful technology transfer. Requests to tailor English course content to specific learner groups were common. However, this focus has since diminished in the "licence" curriculum for anonymous themes. The Ministry of Higher Education has promoted ESP in higher education as a means

to significantly enhance access to international knowledge sources, not only for those in science and technology but also for individuals aiming to read or publish research in international journals.

1.14 English in Algerian Higher Education

The traditional university system in Algeria—a four-year bachelor's, two-year master's, and four-year doctorate program—did not address the challenges posed by changing political, social, and economic conditions domestically and globally. In August 2003, Algerian education policymakers decided to implement a new system, the Licence-Master-Doctorate (LMD), to align more closely with socio-economic shifts (Réformes de l'Enseignement Supérieur, 2007). This reform, modeled after Anglo-Saxon educational systems, employs the communicative method to bridge the gap between academic and practical subjects, enhancing the relevance of Algerian degrees both domestically and internationally. As Karima Lakhal Ayat (2008) notes, "It (The LMD System) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system" (p. 123).

In the English Language Departments, English is a major subject in the LMD system, and students can graduate with a ‘Licence’ (bachelor’s degree) after three years. This curriculum includes foundational courses like Oral Expression, Written Expression, Reading, Grammar, Linguistics, Civilization, Literature, Phonetics, Phonology, and Didactics. English is mandatory not only in scientific and technological streams but also in human and social sciences, reflecting its essential role in university education. Various faculties across the country offer specialized programs like ESP/EAP, EST for Science and Technology, EBE for Business and Economics, and ESS for Social Sciences, emphasizing English's practical utility in meeting specialized and global objectives (Allen & Widdowson, 1974). Algerian universities are empowered to tailor ESP/EAP programs within guidelines set by the Ministry of Higher Education and Scientific Research, focusing on bridging the gap between general English proficiency and the specific

comprehension skills needed for academic texts. This approach aligns with the definition of ESP by Hutchinson et al. (1987), who describe it as "an approach to language teaching which aims to meet the needs of particular learners" (p. 21).

Conclusion

This chapter presented a detailed analysis of the literature on the development and evolution of English for Specific Purposes (ESP). The chapter began by exploring the historical backdrop and theoretical underpinnings of ESP, then progressed through various definitions, perspectives, and classifications of ESP, highlighting its distinctive and varied qualities. It distinguished between ESP and General English Pedagogy (EGP), emphasizing the significance of targeted language training to meet the specific needs of learners in a variety of professional and academic settings. Furthermore, this chapter provided insight into the ESP teaching environment in Algeria, with special emphasis on the Department of Law at Oran 2 University. By contextualizing the study within the Algerian educational landscape, it laid the groundwork for understanding the unique challenges and requirements of ESP instruction in this setting.

Moving forward, the insights gleaned from this literature review will inform the subsequent chapters of this thesis, guiding the exploration of ESP teaching methodologies and the assessment of actual needs in the targeted educational context. This research aims to enhance ESP pedagogy and curriculum development by gaining a better understanding of ESP theory and practice, as well as the specific needs of learners at Oran 2 University's Department of Law, ultimately resulting in more effective language learning outcomes for Algerian students.

Chapter Two:

Quality Circles at the Service of Higher Education

Introduction

In this chapter, we will investigate the fascinating world of Quality Circles (QCs) and explore how they have the potential to revolutionize higher education. QCs have a rich historical background, originating in post-war Japan and spreading to various sectors worldwide. By understanding the concepts of "quality" and "Total Quality Management" within the context of education, we will lay the foundation for comprehending the principles and practices of QCs. This chapter will examine the structure, assumptions, and features of QCs, emphasizing their unique characteristics and the potential benefits they bring. Moreover, we will specifically focus on Students' Quality Circles (SQCs) and their international context, showcasing real-world examples from countries such as India, the UK, and Algeria. Finally, we will address the implementation of QCs in higher education institutions, discussing both successful cases and potential challenges. By the end of this chapter, you will have gained a comprehensive understanding of QCs and their potential to empower students and faculty, fostering a culture of continuous improvement in higher education.

2.1. A Historical Overview of Quality Circle.

The history of the "Quality Circle" dates back to World War II when Japan sought to improve production and manufacturing. After the war, with Japan prioritizing life and survival over maintaining high-quality control in goods and services, the concept of Quality Circles emerged. This period saw a decline in the quality of items, leading to Japanese goods being perceived as inferior and substandard worldwide. General Douglas MacArthur, in the 1960s, responded to this crisis by seeking US government assistance to uphold and enhance the nation's image and restore the Japanese people's self-confidence. The US government responded by sending Dr. Deming to Japan to train Japanese management in quality control strategies, methods, and methodologies. Quality Circles emerged as a result of this collaboration. In Japan, this

phenomenon grew to involve millions of workers. Over time, Japan's image gradually shifted, and the country's quality is now regarded as exceptional in numerous areas.

2.2 Defining Quality

According to the academic literature, there is a major philosophical dispute over what quality is and who it impacts (Barnett, 1992; Middlehurst, 1992; Chaston, 1994; Bunting, 1997; Rowley, 1997). Quality, according to some authors, is "implicit and indefinable" since it lacks a "absolute value or measure" (Murgatroyd & Morgan, 1993, p. 45; Verkleij, 1999, p. 2). Others view it as "conformance to some specified standard" that is acceptable (Williams, 1993, p. 230)

"Excellence" is a word used to indicate quality (Booth & Booth, 1989, p. 279). Quality cannot be absolute or static, therefore its components will change depending on the field of study and the aim of the certification being taught, making it difficult to define. While these characteristics may be difficult to quantify, the quality component is just as essential. Horwitz (1990, p. 56) offers this definition of quality: "Conformance to requirements which customers expect." She goes on to define the customer as "anyone inside or outside the organisation receiving a service from another." This definition is fairly rigid; a product or service either meets or exceeds the necessary standards. The definition does not examine the dynamic of the quality notion, nor does it address the issue of whether perfection is attainable in an educational setting. Fusco (1994, p. 105) proposes a more dynamic definition that incorporates the idea of quality improvement. "Quality is doing the right things right the first time, every time." While an attractive slogan, its applicability in higher education is restricted by its simplicity and the absence of any reference of the customer. "In both manufacturing and service industries, current definitions of quality are based firmly on the consumer paradigm" (Doherty, 1997, p. 240). After all, it is the consumers who will, at the end of the day, be one of the judges of the institution's degree of excellence.

Another flaw in this description is that education is a process in which students acquire skills and knowledge via discussion, reflection, and trial and error learning from their errors. Secondary beneficiaries and other stakeholders, such as employees, funders, the community, the government, employers, and even rivals, who may evaluate the degree of quality of higher education institution offers, are also left out of the Fusco definition. Quality defined as "fitness for purpose," according to Bunting (1997, p. 134), "is correct as far as one important point is concerned: these criteria must at least have something to do with goals and actual outcomes of educational activities." However, the "fitness for purpose" definition excludes the element "excellence," which may be of importance to some of the institution's other stakeholders. Middlehurst (as quoted in Coffield & Williamson, 1997, p. 46) states that "connoisseurs" (or specialists), such as other academics or quality assurance organisations, would judge the pursuit of excellence. The following definition was proposed in an attempt to describe quality in a higher education setting, and to include the elements of "fitness for purpose" or customer measured quality, as well as "connoisseur excellence" or "expert" evaluation of quality: "Quality in higher education is defined as the continual improvement of systems and procedures to allow optimal intellectual development, thus enhancing the institution's reputation in the eyes of students, graduates, society, the government, colleagues, and competitors." Quality is a "system and process," according to this definition, Doherty (1997, p. 244) is quite clear on this, and states "take care of the process and quality will look after itself." If quality is to be a relevant notion for evaluating service provision, it must be applied to both production results and processes. Quality may now be seen as both a process and a result thanks to this concept. It enables both the consumer (students or employers) and the connoisseurs to evaluate quality in the "fitness for purpose" concept.

When institutions adopt this concept of quality in higher education, they must employ more than simply quality control systems, which concentrate on inspection and elimination of

substandard goods or services after they have been created or manifested. To identify mistakes, higher educational institutions will have quality control processes in place. For instance, quality control in marking examination scripts, computing marks, and then auditing to ensure that the grade calculations are accurate. However, quality enhancement necessitates more. Everyone in the institution is involved in quality assurance, which entails methodically ensuring that standards are regularly fulfilled (Horwitz, 1990; Ellis, 1993; Jacobs, 1999). Institutional self-evaluations and external inspections are perhaps one of the most often used techniques; for many higher education institutions, they constitute an essential component of internal quality assurance (Strydom, Lategan, & Muller, 1997). Some external quality assurance procedures are based on the results of these evaluations. Quality assurance, according to Arcaro (1995) and Kok (1997), is insufficient; institutions that are dedicated to quality improvement must move one step further, from quality assurance to entire quality management.

2.3. Total Quality Management.

The concept of Total Quality Management (TQM) originated from the pioneering work of Deming and Juran, who introduced total quality principles to Japanese manufacturing and industry during the 1950s. It swiftly expanded into service sectors upon its return to the Western world in the 1970s and 1980s (Oliver, 1993). Deming's foundational principles included continuous quality improvement, meeting customer needs, fostering cooperation and coordination, and establishing systems to detect and rectify quality issues (Williams, 1992:231). Teams or quality circles became integral in fostering the necessary support and commitment for implementing a comprehensive quality management system in higher education and have long been recognized as effective tools for enhancing organizational efficiency (Nurick, 1993).

2.4. Definition of QCs

Quality control (QC) circles, originating in Japan in 1949, aimed to empower employees to share responsibility with management in identifying and resolving coordination and productivity challenges (Ouchi, 1981). W.E. Deming, considered the pioneer of the TQM movement, advocated for participatory management alongside effective decision-making. The goal was to motivate employees to strive for excellence by providing them with real input and control over their work environment (Ouchi, 1981). Initially focused on improving supervisor leadership skills, boosting worker morale, and cultivating a quality-conscious culture, quality circles played a crucial role in Japan's journey to becoming an industrial leader. The success of quality circles in Japan influenced their adoption in Western industries, particularly in the UK, where they were integrated to enhance competitiveness and managerial practices (Dale, 1984).

While initially referred to as quality control circles, the term evolved to quality circles to emphasize their participatory nature. Quality circles have been adapted and implemented across various organizations in the United States over the past fifteen years, with a focus on solving productivity and quality issues (Angelo & Cross, 1993; O'Neil, Harwood, & Osif, 1993). The essence of quality circles, as evolved in Japan, is captured in various definitions, highlighting their role in problem-solving, team development, and quality improvement. Despite varying interpretations globally, the fundamental belief underlying quality circles is that employees possess valuable insights and creativity to address workplace challenges. As stated by Udupa (1986), "Quality Circle is a small group of employees in the same work-area or doing a similar type of work who voluntarily meet regularly for about an hour every week to identify, analyze and resolve work-related problems, leading to improvement in their total performance, and enrichment of their work life."

Similarly, Rehder (1981) emphasized the cultural aspect, stating that, "Quality control circle is not just a little room adjacent to the factory floor, whose occupants make a nuisance of

themselves to everyone else. It is a state of mind and a matter of leadership with everyone from the president to production trainee involved."

Dr. Ishikawa provided a more technical definition, stating that, "Quality circle is a small group to perform capital quality control activities within the same workshop. This small group carries on continuously as a part of company-wide quality control activities self-development and mutual development and improvement within the workshop, utilizing quality control techniques with all members participating."

2.5. The Beginnings of QCs.

Although commonly associated with Japanese practices, the concept of quality circles traces its roots to W.E. Deming, an American quality specialist in the 1950s. Deming's approach emphasized empowering employees to make decisions about their work, based on the belief that genuine involvement drives excellence (Ouchi, 1982). Quality circles embody a management philosophy that acknowledges the knowledge and contributions of every individual, fostering an environment where workers actively participate in problem identification and resolution. These circles typically comprise seven or eight members who meet regularly with their supervisors, utilizing various strategies such as brainstorming, cause and effect analysis, and decision analysis to improve productivity and quality (Chase, 1983). Moreover, quality circles have extended beyond industry to sectors like healthcare, where they have been instrumental in enhancing patient care and empowering healthcare professionals (O'Brien & McHugh, 1994; Turtle, 1996; Massaro et al., 1996).

2.6 Features of QCs.

Quality circles possess distinctive features that contribute to their effectiveness in organizational settings. These features are essential for understanding the principles and practices that underpin quality circles:

2.6.1. QCs are small groups of employees. Quality circles are groups of four to ten volunteers who meet weekly under the leadership of a supervisor to identify and solve work-related problems (Duncan, 1982). These circles are known for their clarity of expression and economy of words. The features of quality circles include regular meetings, problem identification, analysis, and solution, all under the guidance of a supervisor. The circles aim to improve productivity, quality, and employee satisfaction. The success of quality circles lies in the commitment and active participation of the members. The concept of quality circles has been widely used in organizations to enhance problem-solving capabilities and foster teamwork among employees. In addition to textual features, combining relational features in citation recommendation systems leads to better recommendations (Zarrinkalam & Kahani, 2013). Citation context plays a crucial role in the quality of recommendations. Different relational features contribute differently to the similarity measure, enhancing the overall effectiveness of the system.

2.6.2 Homogeneous Composition. Quality circles are typically composed of individuals working in the same work area or performing similar types of work. This ensures that members share a common understanding of work-related issues and can effectively collaborate (Greve & Dyson, 2014).

2.6.3. Voluntary Participation. Participation in quality circles is voluntary, with employees choosing to join based on their own motivation. There should be no coercion or pressure on any employee to either join or not join a quality circle (Mueggler et al., 2017).

2.6.4. Regular Meetings. Quality circles usually meet once a week for about an hour. Regular meetings are crucial for the success of quality circles, allowing members to address work-related problems and collaborate on solutions (Wang et al., 2008).

2.*6.5. Problem Identification and Resolution.* Quality circles focus on identifying, analysing, and resolving work-related problems. Members, being closely involved in their work areas, are best positioned to understand these issues and propose solutions (Hill, 1991).

2.6.6 Enhanced Performance. By addressing work-related issues such as quality, productivity, and safety, quality circles contribute to overall performance improvement in the work area. This benefits the organization as a whole (Tang, 2022).

2.6.7. Employee Enrichment. Quality circles not only improve work-related outcomes but also enrich the work life of employees. They foster a better working environment, enhance relationships with colleagues, and increase job satisfaction (Fuse & Badheka, 2019).

These features align with the fundamental assumptions of quality circles, which recognize the value of employees as human beings capable of contributing creatively to organizational processes. Employees are seen as experts in their jobs, possessing valuable insights and ideas that can enhance performance when properly motivated and encouraged (Darlington et al., 2015). In conclusion, quality circles are structured around specific features that promote collaboration, problem-solving, and performance improvement within organizations. By adhering to these features and principles, quality circles can effectively harness the collective intelligence and expertise of employees to drive continuous improvement and innovation.

2.7 Assumptions of QCs

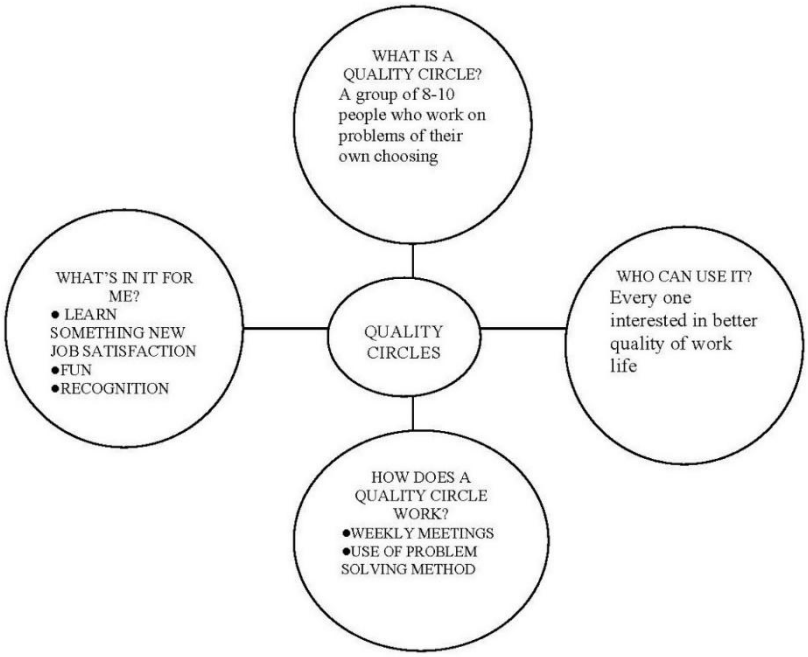
The following fundamental assumptions underpin the idea and philosophy of quality circles (Mathew George, 1991):

a. It is primarily based on recognition of the value of a workman as a human being as someone who willingly activates on his job, his wisdom, intelligence, experience, attitudes, and feelings.
b. Employees have the ability to contribute creative ideas to organizational processes. They are endowed with intelligence and imagination. If treated as human beings, and convinced that the

management trusts them to be capable of responsibility and contribution, an explosion of creativity can be spontaneously permeated throughout the entire organization.

c. The employees are the real experts on the intricacies and hidden potentials of their jobs. They can make valuable suggestions on many small things that go wrong, or are not fully utilized provided they feel motivated to do so. They have a desire to participate in the problem-solving process. If the natural urge to achieve excellence in work is properly guided and encouraged every person can improve his performance endlessly.

Figure 2.1: Assumptions of QCs Source: Mathew George (1991)



Quality circles have been a subject of interest in various fields, including management, healthcare, and organizational behavior. Several studies have explored the assumptions, features, and impacts of quality circles within organizational settings. described the main features of successful quality circles in terms of conditions, structures, and methodological approaches (Härter & Tausch, 2004). This highlights the importance of specific elements that contribute to the effectiveness of quality circles. Devaro and Farnham (2011) emphasized the role of quality circles as essential features of continuous process improvement, indicating their significance in enhancing organizational performance (DeVaro & Farnham, 2011). This underscores the value of quality circles in driving continuous improvement initiatives within organizations. Eklund (2000) supported the assumption that quality circles addressing ergonomics issues have the potential to prevent musculoskeletal disorders, showcasing the broader impact of quality circles on employee well-being and health (Eklund, 2000). This suggests that quality circles can play a crucial role in promoting occupational health and safety.

Vries & Water (1992) highlighted the influence of production structure characteristics on the effectiveness of quality circles, indicating that organizational contingencies play a significant role in determining the success of quality circle initiatives (Vries & Water, 1992). This underscores the importance of aligning quality circle practices with the specific organizational context. Overall, the literature review demonstrates that quality circles are not only valuable for enhancing organizational performance and productivity but also for promoting employee well-being and addressing work-related issues effectively. The assumptions and features of quality circles play a critical role in shaping their outcomes and effectiveness within diverse organizational settings.

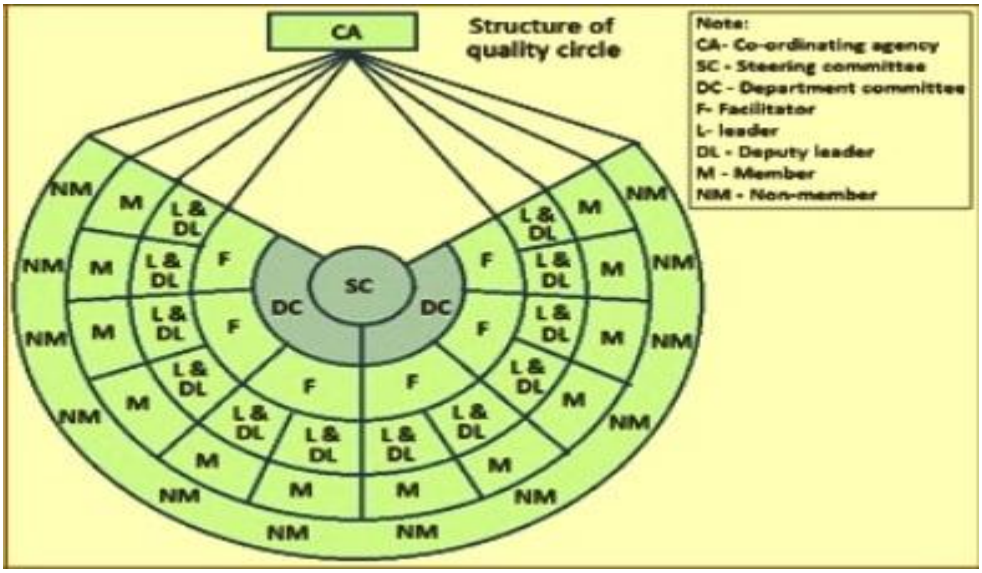
2.8 Structure of QCs

The structure of quality circles is determined by the specific circumstances in each country and business. Quality circles eventually get incorporated into a company's overall activities,

therefore it's best not to see the structure of quality circles as a distinct entity in any business. To make the operation of quality circles a success, every department and work area should feel personally accountable. The goal is to ensure that the idea is woven into the organization's fundamental fabric and that it becomes a way of life for everyone in every department.

The following figure depicts the structure of quality circles:

Figure 2.2: The structure of QCs Source: Udpa (1986)



The concept of the structure of a quality circle is shown in Fig 2. The structure of the QC consists of several components namely (CO) coordinating agency, (SC) steering committee, (DC) department committee, (F) facilitator, (L) leader, (DL) deputy leader, (M) member, and (NM) non-member.

2.8.1. The Coordinating Agency (CA). in quality circles plays a pivotal role in ensuring the effective management and alignment of various stakeholders and resources towards achieving common goals. In the context of project management, a Coordinating Agency is essential for overseeing and facilitating collaboration among different entities. Research by emphasizes the importance of assessing coordination quality in central government operations, highlighting the significance of effective coordination mechanisms in achieving desired outcomes (Christensen

& Lægreid, 2019). This underscores the critical role that a Coordinating Agency plays in ensuring that activities are harmonized and streamlined to enhance overall efficiency and effectiveness. Moreover, the study by introduces the concept of a Coordination Quality Index (CQI) as a metric for measuring the quality of coordination efforts within humanitarian supply chains (John et al., 2018). This index serves as a tool for evaluating the degree of implementation of various coordination practices, indicating the importance of quantifying and assessing coordination quality to enhance performance and outcomes. Furthermore, the research by identifies different levels of coordination, including sector-wide coordination and global-level coordination, emphasizing the evolving nature of coordination practices in complex environments (Hill et al., 2012). This highlights the dynamic and multifaceted nature of coordination efforts, underscoring the need for a dedicated Coordinating Agency to navigate and manage these complexities effectively.

In conclusion, the Coordinating Agency (CA) in quality circles serves as a central entity responsible for orchestrating and optimizing coordination efforts across diverse stakeholders and activities. By assessing coordination quality, implementing coordination indices, and adapting to changing coordination dynamics, the Coordinating Agency plays a crucial role in enhancing collaboration, efficiency, and overall project success.

2.8.2. In quality circles, a Steering Committee (SC). plays a crucial role in guiding and overseeing projects. The SC typically consists of members with diverse expertise relevant to the project at hand. For example, in a study focusing on cancer clinical trial access, the SC comprised individuals with backgrounds in adult and pediatric oncology, research ethics, and consumer representation (Ellis et al., 2022). Similarly, in the context of community-based participatory research, a SC was formed with members from minority and underserved communities as well as research organizations to lead the project (Goold et al., 2016). This diversity ensures that the SC can provide valuable insights and directions for the project.

Moreover, the SC is responsible for making strategic decisions and setting priorities based on the project's goals and outcomes. In a study on environmental health, the SC, along with project staff, prioritized focus areas such as air quality, housing, and citizen participation in policy decision-making based on collected data (Parker et al., 2010). This demonstrates the SC's role in aligning project objectives with the organization's strategic goals. Furthermore, the SC acts as a leadership entity that guides the project team and ensures that the project stays on track. In a study on project supervision, it was noted that the SC, as part of the top management oversight structure, helps align the project with the organization's strategic goals (Loch et al., 2017). Additionally, in the context of clinical trial access for adolescents and young adults with cancer, the SC demonstrated leadership critical for the successful implementation of the research (Ellis et al., 2022).

In sum, the Steering Committee (SC) in quality circles is a multidisciplinary group that provides leadership, strategic direction, and oversight to projects. By leveraging the diverse expertise of its members, the SC ensures that projects are guided effectively, priorities are set in alignment with goals, and leadership is demonstrated to drive successful project outcomes.

2.8.3. The Facilitator (F). in quality circles plays a crucial role in guiding and supporting group interactions to ensure effective problem-solving and decision-making processes. Quality circles are voluntary groups of employees who come together regularly to identify, discuss, and propose solutions to work-related issues (Elizur, 1990). The facilitator's role is pivotal in ensuring that the group functions smoothly and efficiently. highlight that if there is a lack of participation or if the group is controlled by one member or the facilitator, the overall effectiveness of the quality circle can be limited (White & Konoske, 1989). Therefore, the facilitator must create a conducive environment for open communication, collaboration, and idea generation within the group. In the context of student involvement in educational settings, discuss the implementation of quality circles through a Student Feedback Committee (SFC)

facilitated by a facilitator. This approach allows students to actively participate in problem-solving and decision-making processes to enhance course quality and student engagement (Schmidt et al., 2006). Facilitators play a key role in ensuring that all voices are heard, ideas are shared, and decisions are made collectively to drive improvements. Moreover, in addressing complex issues such as cyberbullying in schools, the Quality Circle approach involves facilitators guiding participants through problem-solving exercises over time. This structured approach, with the facilitator's guidance, enables participants to work together towards finding solutions and implementing interventions effectively (Paul et al., 2010). Facilitators help maintain focus, encourage participation, and ensure that the quality circle process is productive and goal-oriented.

All in all, the Facilitator (F) in quality circles acts as a guide, mediator, and enabler of effective group dynamics. By fostering collaboration, communication, and problem-solving skills within the group, facilitators play a critical role in driving the success of quality circle initiatives.

2.8.4. Leader (L) and Deputy Leader (DL). play essential roles in guiding and facilitating the group's activities towards achieving common goals. The Leader is responsible for providing direction, setting objectives, and ensuring that the quality circle operates effectively. Research by emphasizes the importance of differentiated dyads and how they can be assembled into larger collectivities, highlighting the significance of effective leadership in group dynamics (Graen & Uhl-Bien, 1995). The Leader's role is crucial in fostering a collaborative environment, encouraging participation, and driving the problem-solving process within the quality circle.

The Deputy Leader (DL) supports the Leader in managing the group and ensuring the smooth functioning of the quality circle. discuss how the DL analyzes the leadership skills of the principal, assistant, and deputy principal, emphasizing the importance of a cohesive leadership team (Özdemir & Demircioğlu, 2014). The DL assists in coordinating activities, facilitating communication, and ensuring that tasks are completed efficiently. In the context of distributed

leadership, the DL may also take on leadership responsibilities, contributing to team effectiveness (Feng et al., 2017).

Furthermore, the study by highlights the potential challenges that may arise when managers fear losing power to quality circle leaders, underscoring the importance of clearly defining the roles and responsibilities of leaders within the quality circle (Bugdol, 2020). Effective leadership, characterized by trust, ethicality, and high-quality pedagogic abilities, is essential for the success of both novice and veteran deputies in leadership roles (Arar, 2014). In summary, the Leader and Deputy Leader in quality circles are instrumental in providing direction, facilitating collaboration, and ensuring the effective functioning of the group. By leveraging their leadership skills, communication abilities, and coordination efforts, the Leader and Deputy Leader play key roles in driving the success of quality circle initiatives.

***2.8.5 Members*.** in quality circles are individuals who voluntarily come together to identify, analyze, and solve work-related issues within their organization. Quality circles typically consist of a team or working group comprising 3 to 10 members who have volunteered to participate in problem-solving, data analysis, and quality control activities Maleki & Shabestari (2018). These members play an active role in sharing their experiences, discussing freely selected topics, and collaborating to find solutions to improve processes and outcomes (Arnold et al., 2021).

The effectiveness of quality circles heavily relies on the active participation and engagement of its members. Studies have shown that the degree of participation and activeness of circle members significantly impacts the circle's effectiveness (Zhang et al., 2022). Additionally, research has highlighted that quality circle members are more likely to desire more influence within the organization compared to non-members, indicating their commitment to contributing to decision-making processes and organizational improvement (Markey et al., 2013). Still, the success of quality circles is also influenced by factors such as member role preferences and

leader characteristics. Understanding the dynamics between members and leaders within quality circles is essential for optimizing the effectiveness of these groups (Makin et al., 1991). Additionally, the enthusiasm, involvement, job satisfaction, and commitment levels of quality circle members have been found to vary between industrial and service organizations, with industrial quality circle members showing higher levels of enthusiasm and satisfaction (Abo-Alhol et al., 2005).

Hence, members in quality circles are integral to the problem-solving and decision-making processes within organizations. Their active participation, engagement, and commitment to continuous improvement are key factors in the success of quality circle initiatives.

2.8.6. Non-members. in quality circles are individuals who are not actively participating in the quality circle group but may still be influenced by its outcomes and activities. Research by Stavroulakis (1997) suggests that non-members may be less committed to company goals and may not fully appreciate the achievements and importance of quality circles as vehicles for participation and improving the quality of working life. This lack of involvement from non-members can potentially hinder the overall effectiveness of quality circle activities.

In addition, the study by George Rafaeli (1985) highlights the distinction between quality circle members and non-members in terms of their perceptions and attitudes towards organizational initiatives. Non-members may have different perspectives on the general organizational climate compared to quality circle members, which can impact their engagement and support for quality circle activities. In summary, understanding the perspectives and engagement levels of non-members is essential for effectively promoting participation and garnering support for quality circle initiatives within an organization.

A quality circle is an organizational structure that aims to enhance employee engagement, problem-solving, and continuous improvement within organizations. The composition of quality circles typically involves volunteers who address productivity and quality issues

through regular meetings Šmite et al. (2019). These meetings provide a platform for members to discuss work procedures, identify problems, and develop solutions collaboratively. Quality circles are structured groups that bring together practitioners from different departments or organizations to enhance specific aspects of service quality (Higgins-Steele et al., 2015). This structured approach ensures that the group focuses on a defined goal and works together systematically to achieve improvements in the identified area.

QCs may include various teamwork classes, such as progress groups, quality circles, and quality committees, responsible for identifying, analyzing, and solving quality-related problems (Moreno et al., 2014). This parallel structure operates alongside the formal organizational hierarchy, allowing for focused problem-solving and improvement initiatives. While there are variations in the implementation of quality circles, they are typically structured as small groups of employees who meet regularly to discuss and develop solutions for work-related issues related to quality, productivity, or cost (Keys & Miller, 1984). This structured approach enables members to collaborate effectively and drive positive changes within their work areas. The success of QCs is often attributed to the functional rapport between different elements within the structure ("Role of Quality Circles & Total Quality Management Practices in an Indian Public Sector Industry: A Pilot Research", 2019). This highlights the importance of clear communication, collaboration, and alignment among quality circle members to achieve their objectives effectively.

In conclusion, the structure of quality circles is characterized by voluntary participation, regular meetings, problem-solving focus, and collaborative teamwork. By adhering to these structural elements, quality circles can effectively harness the collective intelligence and expertise of employees to drive continuous improvement and innovation within organizations.

This organisational style is appropriate for medium and big businesses with many divisions and a large workforce. In small businesses, the structure may be reduced to suit the requirements.

Individual unions may need to make adjustments to the proposed structure based on their own needs. The quality circle structure is applicable to big companies with a large workforce. It is not essential for small businesses to have such a complex structure. It's possible that the proposed setup may be reduced to fit their needs. A centralised top management presentation would suffice to allow each of the limited number of circles to showcase their case studies and accomplishments.

2.9 Students' Quality Circle SQC.

Students' Quality Circle (SQC) is a collaborative approach that involves students working together in a group to identify, discuss, and propose solutions to various educational issues and challenges. The concept of SQC aims to empower students, enhance their engagement in the learning process, and improve the overall quality of education. Research by Chutia et al. (2021) introduces the implementation of Class-room Quality Circles among 1st-year MBBS students, highlighting the creation of an SQC group consisting of five students. This initiative demonstrates how SQCs can be utilized in educational settings to enhance student learning and problem-solving skills. Moreover, Pathak (2021) discusses the innovative approach of developing language skills through Students' Quality Circle (SQC) methodology. This study emphasizes the use of SQCs as a way to foster problem-solving, personality development, and language skills among students, showcasing the versatility and effectiveness of SQCs in educational contexts. Furthermore, Olive et al. (2021) emphasize the importance of social-emotional learning (SEL) for all students, including those with special needs, when implemented with appropriate modifications. This highlights how SQCs can be adapted to support various aspects of student development, including social-emotional skills, in addition to academic growth. In sum, Students' Quality Circles (SQC) offer a valuable platform for students to actively engage in problem-solving, collaborative learning, and personal development within educational settings. By promoting student empowerment, engagement,

and skill development, SQCs contribute to enhancing the overall quality of education and fostering a positive learning environment.

2.9.1 A Background to SQCs. The concept of Students' Quality Circles (SQC) involves establishing a collaborative and participatory framework within educational settings. SQC initiatives aim to enhance student involvement, problem-solving skills, and overall course quality through student-led feedback mechanisms. Research by Pathak (2021) discusses the innovative approach of developing language skills through SQC, emphasizing the use of problem-solving techniques to enhance students' personalities and language proficiency. This highlights the pedagogical benefits of SQC in fostering student engagement and skill development. Additionally, the study by Chutia et al. (2021) demonstrates the positive impact of SQC implementation on course quality and delivery through student-generated feedback. By introducing SQC, improvements in the quality of courses and educational methods have been observed, leading to enhanced learning outcomes. This underscores the importance of student involvement and feedback mechanisms in driving continuous improvement in educational settings. Furthermore, the article by Maddalena et al. (2018) emphasizes the role of SQC in curriculum development and quality improvement initiatives. By involving students in the ongoing development and improvement of the curriculum through quality circles, educational institutions can enhance the relevance and effectiveness of their educational programs. This collaborative approach empowers students to contribute to shaping their learning experiences and outcomes.

All in all, Students' Quality Circles (SQC) aim to promote student engagement, enhance course quality, and foster collaborative problem-solving within educational settings. By leveraging student feedback, problem-solving techniques, and participatory frameworks, SQC initiatives empower students and improve the overall educational experience.

Students' Quality Circles evolved from the original Quality Circle idea, which was created in 1962 for use in Japan's manufacturing sector. Kauro Ishikawa was the driving force behind the movement, which sought to empower shop-floor employees to collaborate with management to discover, analyse, and solve issues in their workplace. Quality Circles, according to Ishikawa, are a method to boost employee engagement and fulfilment while also enhancing organisational performance (Ishikawa 1986; Hutchins 2008). Kaizen, or continuous improvement, is at the heart of the Quality Circle concept.

Quality Circle ideas were first applied to primary and secondary education in 1993 by leaders at the City Montessori School in Lucknow, India, enabling young people to make a good impact in their education, environment, and world. SQCs have been adopted in a number of Asian and African nations since then, including India, Nepal, Bangladesh, Sri Lanka, Pakistan, Turkey, and Mauritius, particularly in junior and senior high schools.

2.9.2 The international context of SQCs. The global context of Students' Quality Circles (SQC) encompasses various dimensions that influence the implementation and outcomes of SQC initiatives. Understanding the international landscape is crucial for optimizing the effectiveness of SQCs and ensuring their relevance in diverse educational settings. In the realm of higher education, international programs play a significant role in shaping students' perceptions of service quality and educational experiences Ali et al. (2016). Students' evaluations of the customer-orientation in university services, particularly in international programs, impact their satisfaction, loyalty, and overall image of the institution. This highlights the importance of considering international perspectives when assessing service quality in higher education. Moreover, the global context of SQCs extends beyond individual institutions to encompass broader international collaborations and perspectives. SQCs at Kingston, for example, are situated within a wider international context, emphasizing the interconnectedness of educational initiatives across borders (Nahai & Österberg, 2012). This international perspective

underscores the potential for knowledge exchange, best practice sharing, and collaborative learning experiences within the SQC framework. Furthermore, the internationalization of higher education plays a pivotal role in shaping students' perceptions of quality, relevance, and learning experiences (Eiras, 2023). As institutions strive to create diverse and inclusive learning environments through international staff and student bodies, SQCs can serve as platforms for cross-cultural dialogue, collaboration, and knowledge sharing. Finally, the international context of Students' Quality Circles (SQC) encompasses a multifaceted landscape of service quality, educational experiences, and cross-cultural interactions. By embracing international perspectives, institutions can enhance the effectiveness of SQCs, promote student engagement, and foster a culture of continuous improvement in higher education settings.

SQCs originated in India and have since expanded to a number of Asian and Middle Eastern nations. The first SQC in the UK took place in September 2009 at Kingston University, and there have been a few more SQCs in other Western nations. Beyond the specific concept and structure of SQCs, however, there are a number of worldwide organisations and projects with a similar goal of student involvement in higher education quality improvement. The worldwide examples shown here offer a framework for bottom-up improvement in Higher Education as well as SQC expansion and development.

***2.9.2.1 India*.** India has made a significant contribution to the creation of Students' Quality Circles: the idea was born in India. SQCs in India are mainly used in elementary and secondary schools, with varied uses and consequences in higher education.

City Montessori School (CMS) in Lucknow, India, is the backbone of India’s SQC movement. Its influence has spread to many neighbouring countries including Turkey, Mauritius, Nepal, Sri Lanka, Bangladesh and Pakistan. Up to 3,000 participants from 20 countries attend the annual conference on educational quality improvement, which is held in Lucknow every other year. Students do presentations, skits, and other activities in groups, many of which have been

planned months in advance. In order to compete in the presentation competition, organisations must have conducted an inquiry into issues in their learning environments and shown progress in resolving the issue. CMS' goal in implementing SQCs at the primary and secondary levels is to instil a sense of empowerment and responsibility in young children, with the goal of developing "total quality people" (City Montessori School Lucknow 2010) who apply the ideals of continuous improvement to their roles as citizens and human beings.

2.9.2.2 England, United Kingdom. There are two noteworthy examples of student quality improvement in England. The first is ‘Hearing the Student Voice,' a project sponsored by the Higher Education Academy's ESCalate development grant and including Edinburgh Napier University, Leeds Metropolitan University, Birmingham City University, and the University of Westminster. The SQC trials at Kingston University are the second. These include a SQC feasibility study with Kingston's MBA class, a UNESCO fellow and SQC specialist doing research at the institution, and Kcircle, the UK's first known SQC organised via student–faculty cooperation.

2.9.3. Hearing the student voice. Hearing the Student Voice (HSV) is a concept inspired by the Hearing Voices Movement (HVM), which recognizes the significance of understanding and valuing voice-hearing experiences. The HVM views hearing voices as a meaningful human experience, advocating for individuals to become experts through their own experiences and promoting acceptance of various explanations for voice-hearing Oakland & Berry (2014). This movement has established voice-hearing as not only a research topic but also a social and civil rights issue, underscoring the importance of acknowledging and respecting diverse experiences related to auditory verbal hallucinations (McCarthy-Jones et al., 2015). By aligning with the principles of the HVM, HSV initiatives seek to empower students to express their perspectives, participate in dialogue, and contribute to shaping educational environments that honor and respect their voices and experiences.

HSV's guiding ideas are quite similar to those of the SQC movement. The creators of the initiative agree that encouraging students to actively participate in their education gives them a feeling of ownership (Davie and Galloway 1996). The project team published the results of their research and conclusions in a report titled Hearing the Student Voice: Involving Students in Curriculum Design and Delivery, in addition to their participation at a number of internal and external topical conferences (Campbell et al. 2009).

The report shows a number of parallels between HSV and SQC activity. HSV advocates for a return to seeing students as co-creators of their own learning. It recognizes the significance of student–faculty cooperation in advancing toward positive innovation in the learning and teaching environment, while also recognizing that institutions must undergo wider cultural changes in order for a ‘students as partners' attitude to take root. Furthermore, the significance of gathering and providing good feedback is emphasized, as shown by many studies such as ‘Closing the Loop on Student Feedback' (Campbell et al. 2009). The Birmingham City University project ‘Not another bloomin' essay' appears to be the most closely linked to the SQC approach of the approaches to student involvement outlined. In it, groups of students collaborated to create their own assessment methods, as well as content and delivery in one instance. This is similar to self-managed SQC groups, which have a great deal of control over discussion and outcomes. The student voice was considered central to the design of the educational experience in all projects, and facilitating dialogue, whether electronic or in-person, was prioritized.

In many ways, the methods used in the HSV study varied from those used in SQCs. In contrast to SQCs' continuous discussion and action principles, many of the projects were one-time or rare events. They were likewise directed from the top down, with few exceptions, reducing the role of self-determination and bottom-up change.

2.9.4. Students' Quality Circle initiatives at Kingston University. The first Students' Quality Circle at Kingston is situated within a broader international context. This reference offers insights into the establishment and operation of Students' Quality Circles within the university setting, providing valuable information on the potential impact and benefits of such initiatives Nahai & Österberg (2012). Initiatives at Kingston University, such as Cultural Food Stories and Cultural Competence skills workshops, are designed to enhance students' well-being and sense of belonging. These efforts align with the holistic approach to student development and well-being that Students' Quality Circles may encompass (Lipsedge & Mulrooney, 2022). The implementation of a pre-arrival shared reading scheme at Kingston University aims to foster a sense of community among incoming students. This proactive initiative aligns with the principles of Students' Quality Circles by promoting student engagement and creating a supportive learning environment (Baverstock et al., 2018). A project focused on improving university teaching through interdisciplinary networking and student engagement is highlighted in this reference. Such endeavors can complement Students' Quality Circle initiatives by enhancing teaching practices and encouraging student involvement in educational quality enhancement (Koch & Vogt, 2015).

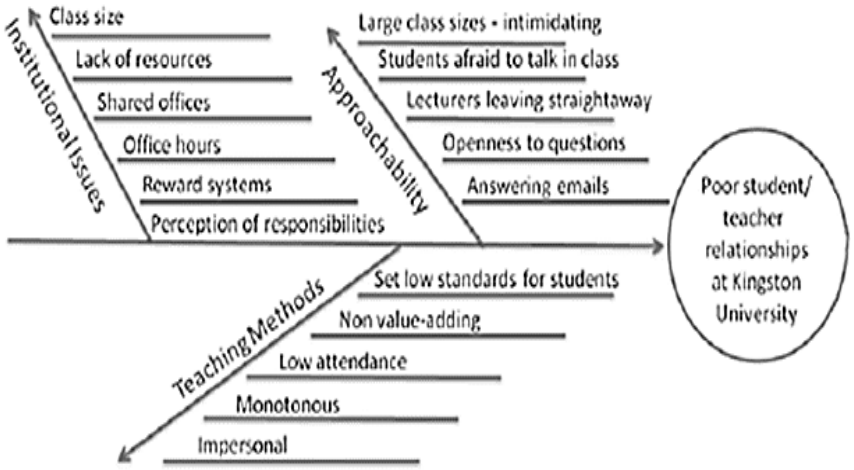
Kingston University is a suitable platform for the establishment of SQCs in the UK because of its ties to the Student Quality Circle movement in India. However, transferring SQC practises and ideas from India has been difficult for two reasons. First, the cultural differences between the UK and Western nations need adjustments when using SQCs in reality. Second, the SQC model originated in India in the elementary and secondary school levels, with significant variations in aim and application at the university level. While SQCs were formerly a method of enabling young people to take responsibility for improving their surroundings, both students and staff have low expectations of real institutional effect. Individual skills and development are emphasised. SQCs in higher education institutions, on the other hand, have the capacity to

not only empower and improve individuals, but also to generate concrete change at the institutional level.

The first SQC at Kingston University grew organically. During a planned lecture on international human resource management in October 2009, Professor Richard Ennals presented the idea, its possible use, and advantages (IHRM). Nine students attended the scheduled meeting for interested parties out of the approximately 100 pupils in the class. Six of the nine maintained their commitment, resulting in a 6 percent recruiting rate. Members' levels of involvement fluctuated throughout the year, but in the first semester leading up to the presentation at the International Convention on Student Quality Control Circles (ICSQCC) in India in December 2009, they were more or less equal and constant.

Kcircle was chosen as the group's name, and leaders and rapporteurs were elected. Kcircle had the flexibility to select a project subject to research and present at ICSQCC since they were a self-managed organisation. The practical applicability of SQCs to the student experience was not apparent at this time, and early subjects discussed included broad problems like child labour, reflecting the group's IHRM roots. However, after learning more about the concept and practise of SQCs in Japanese industries, and noticing the emphasis on employees improving their own working conditions, it was decided that Kcircle would look into problems that were pertinent to Kingston University.

Figure 2.3: Kcircle's Ishikawa diagram outlining possible causes of poor student–teacher relationships at Kingston University



2.9.5. Algeria. Students' Quality Circles (SQCs) have not been previously implemented in Algeria, the current research aims to introduce and apply SQCs for the first time in the country's educational institutions. The thesis recognizes the potential of SQCs in enhancing the quality of education and engaging students in the improvement process. By implementing SQCs, the researcher seeks to empower students and provide them with a platform to actively participate in decision-making, problem-solving, and continuous improvement activities within their educational environment. The introduction of SQCs in Algeria represents a significant step towards student-centered education and the cultivation of a culture of quality and continuous improvement. This research project aims to assess the feasibility and effectiveness of SQCs in Algerian schools or universities, exploring their impact on student engagement, learning outcomes, and overall educational quality. The researcher worked closely with educational institutions, teachers, and students to establish and facilitate the SQCs. He has provided necessary guidance and support to both teachers and students involved in the circles, offering training and resources to ensure a smooth implementation process. Throughout this thesis, data will be collected and analyzed to evaluate the outcomes and benefits of implementing SQCs in

Algeria. The data included feedback from students, teachers, and administrators, as well as academic performance indicators and observations of the circles' activities.

By applying SQCs for the first time in Algeria, this research aims to pave the way for a novel approach to education that values student participation, collaboration, and continuous improvement. The findings of the research will contribute to the existing body of knowledge on SQCs and their applicability in diverse educational contexts, providing insights and recommendations for future implementations in Algeria and beyond.

2.10 QCs in Higher Education.

QCs is an episode of interaction which implicates a principle initiated in business and industry. In the 1980s, QCs were popular in higher education, with some early applications in the classroom (Heller & Santola, 1986; Kogut, 1984). The use of QCs in the classroom has resurfaced as the debate of quality in higher education has expanded to include greater student involvement and ownership in the learning process (Angelo &Cross, 1993; Nicoli & Butler, 1996; Nuhfer, 1992). The goal is to use quality circles (shared ownership and empowerment) to bring improvement possibilities to the teaching/learning environment, such as brainstorming, interactive questioning, and critical thinking techniques. It's a collaborative effort in which instructors and students work together to learn how to "think about thinking."

This evaluation method, like its forerunners, focuses on quality and productivity. Furthermore, in both business and education, the method includes the sharing of power between management and employees, or between professors and students. Quality circles are intended to increase teacher and student productivity by constantly concentrating both parties' attention on the quality of students' learning.

The student will have to experiment with several methods to see which one works best, while the instructor will demonstrate how to think. In the classroom, QCs ensures that all students

have an equal chance to learn how to think. It was discovered that by moving from one student to the next, seeking one suggestion from each student, and making no judgments by any of the circles of participants [including the teacher], there is more in-depth processing of the problems and a greater success role for each of the circle's participants.

The Quality Circle organisation is organised into four levels:

1) Members

2) Leaders

3) Facilitators

4) Steering committee

Each circle is led by a member of the group, (Leader) a senior staff member, or a member of management. Circle leaders get extensive training in order to make them successful in starting, leading, and managing circle activities. They must be aware of their duties and should be able to recognise, evaluate, and solve issues. Facilitators are high-ranking officials who interact and coordinate the efforts of several groups under their command. Each facilitator is usually assigned three to four circles. They serve as mentors and catalysts for the circles, encouraging participants to collaborate. The steering committee, which is made up of department heads and led by a management representative, is the highest-ranking group. This committee oversees all of the circles' activities and serves as a focal point for their planning and execution. The steering committee meets on a regular basis to discuss the reports received from the various circles or their facilitators, who stay in contact with the committee members.

The "Quality Circle" method, which has been successfully applied in manufacturing sectors, may be used to guarantee quality in higher education. Quality circles on different topics may be established in educational institutions.

2.10.1. Quality Assurance Department. Quality assurance in quality circles involves the systematic processes and practices implemented to ensure that the objectives of the quality

circle initiatives are met effectively and efficiently. By maintaining high standards and continuously monitoring and evaluating the quality circle activities, quality assurance aims to enhance the overall performance and outcomes of the quality circle projects. Elassy (2013) discusses the importance of involving students in quality assurance procedures at the institutional level. This highlights the significance of engaging stakeholders, including students, in quality assurance practices to ensure that the perspectives and needs of all relevant parties are considered in the quality circle initiatives. Also, Elassy (2015) critically reviews and discusses different definitions of quality, quality assurance, and quality enhancement in higher education. This broader perspective on quality assurance can provide insights into the multifaceted nature of quality assurance practices within quality circles. In his study, Ryan (2011) puts a great focus on the effectiveness of quality assurance practices, emphasizing the role of student involvement in quality assurance. This highlights the importance of engaging students in quality assurance processes to enhance the relevance and impact of quality circle initiatives.

A separate department, such as a Quality Assurance Department or a Quality Management Department, may be established for coordinating the various circles, selecting leaders, convening circle meetings, arranging training for members and obtaining other outside inputs to prepare circles for problem solving, and arranging reports for management approval and implementation.

In summary, quality assurance in quality circles involves a comprehensive approach to monitoring, evaluating, and improving the quality circle activities to ensure that they align with the set objectives and contribute to continuous enhancement and development within the educational context

2.10.2. The Thrust Areas. The potential thrust areas in Quality Circles (QCs) can be inferred as follows:

a. Conviction and Organization Climate: Quality Circles in hospitals explore the impact of QCs on organizational climate and the conviction of individuals involved in problem-solving within their work areas George (2021).

b. Management and Process Improvement: Discussions on QC implementation emphasize the importance of management, process management, and productivity in successful QC initiatives (Salaheldin, 2009).

c. Likert Scale and Medical Education: Classroom Quality Circles among medical students focus on the use of Likert scales and their effects on student learning in medical education (Chutia et al., 2021).

d. **Teamwork and Lean Manufacturing**: The role of QCs in teamwork, lean manufacturing, and operations management is highlighted, emphasizing the importance of QCs as part of a company-wide process of quality improvement (Boaden & Dale, 1993).

e. **Quality Assurance and Medicine**: The application of failure mode and effects analysis is discussed in validating QC programs in medical settings, emphasizing quality assurance, medicine, and radiotherapy planning (Pearson et al., 2022).

These thrust areas reflect the diverse applications and impacts of Quality Circles across different sectors and disciplines, emphasizing the importance of teamwork, management support, process improvement, and quality assurance in successful QC implementation.

As far as any higher educational institution is concerned, the following are the many main topics on which the circles may be formed:

- Teaching & Learning in small groups
- Infrastructure maintenance and its optimum use
- Use of Information and Communications Technology (ICT)
- Faculty development
- Course Curricula review

- Students' academic Excellency
- Students co-curricular activities
- Students extra-curricular activities
- Students Assessment
- Placements and Employability
- Outreach and Extension Programs
- Community and Social Responsibilities
- Counselling and Grievance handling
- Doctoral and Post-Doctoral Research and Publication
- Faculty Members Consultancy

2.10.3. Techniques for Problem Solving in QCs. Techniques for problem-solving in Quality Circles (QCs) involve structured approaches aimed at identifying, analyzing, and resolving issues within a group setting. The DMAIC (Define–Measure–Analyze–Improve–Control) approach, as discussed by (Gijo et al., 2014), is commonly utilized in QCs to address process variations and enhance process yields. This method provides a systematic framework for problem-solving, emphasizing data-driven decision-making and continuous improvement. Additionally, the use of Quality Circles for problem-solving, as highlighted by (Noviyanti et al., 2018), focuses on member performance and cooperation within the circle. This approach underscores the importance of teamwork and collaboration in addressing challenges effectively. By leveraging the collective expertise and insights of QC members, innovative solutions can be developed and implemented. Furthermore, the application of Six Sigma methodology, as discussed by (Gijo et al., 2011), offers a disciplined problem-solving approach within QCs. The DMAIC problem-solving method within Six Sigma integrates various tools and techniques to drive quality improvements and operational excellence. This structured methodology ensures that problem-solving efforts are data-based, result-oriented, and aligned with organizational

goals. All in all, problem-solving techniques in Quality Circles encompass methodologies such as DMAIC, teamwork-oriented approaches, and Six Sigma principles. By utilizing these structured problem-solving techniques, QCs can effectively address challenges, drive continuous improvement, and enhance overall organizational performance.

When the circle activities begin, the member should be adequately trained in the use of these techniques. During problem-solving sessions, members of quality circles often use the techniques listed below:

- Data or information collection
- Brainstorming
- Cause and effect analysis
- Pareto diagrams
- Control charts
- Flow diagram and process flow chart.

2.10.4. Characteristics and Approaches of QCs in Higher Education Institution. The following table 2.1 shows the characteristics of a Quality Institution and an Ordinary Institution, emphasising the need of having a quality improvement strategy in higher education institutions.

Table 2.1

Characteristics of a Quality Institution and an Ordinary Institution

Quality Institution	Ordinary Institution
• Customer centred	• Centred on internal needs
• Focused on preventing problems	• Focused on detecting problems
• Invest in people	• No systematic approach to staff development
• Treat complaints as an opportunity to learn	• Treat complaints as nuisance is vague about standard of quality
• Have well defined quality characteristics for all areas of the organization	• Have no quality plan
• Senior management process involves everybody	• Only the management team is involved
• Have collective performances and responsibility	• Have individual responsibility
• Concurrent performance appraisal	• Retrospective performance appraisal
• Flexible planning	• Rigid planning
• Have egalitarian culture	• Have hierarchical culture
	• Plans are short term

Source: Uma Devi & R Mani (2009)

The following Table 2.2. shows when Quality Circles function and when they don't at higher education institutions.

Table 2.2

Can QCs Work in Higher Education?

QCs will not work, if	QCs will work, when
QCs are for solving managements' problems	QCs are for employees' growth and development
QCs in industries are for improving products but education has no products	Products of education (students) are equally important as industrial products. For the
QCs extract more work from sincere and simple people	QCs "empower" sincere and simple people
It is too much "talk" and less results.	If the concept is understood clearly.
It will breed few achievers and dump the rest.	It converts the average into high achievers who have "built in" rewards and motivate
QCs are an endless agony of teams, meetings, seminars and reports.	It is the highest form of an individual's morphisms, a transition both on the personal

Source: Uma Devi & R Mani (2009)

Table 2.3. shows how the quality circle method and the conventional approach vary on the role of instructors, the goals to be accomplished, the instructional style, and other factors in higher education institutions.

Table 2.3

The QC Approach vs The Traditional Approach

Dimension	**QC Approach**	**Traditional**
Teacher's role	Personal, as a friend and guide	Impersonal and
Types of objectives to be achieved	Cognitive, emotional and value oriented	Stated and prescribed
Instructional approach	Discovering together and emphasis on learning by	One-way, rigid, emphasis on rote
Relevance to life	Imparts usable, analytical & practical approach to problem at	Little
Making a difference	Problem solving in teams, so collective decisions and collective implementation	Each individual is an island. Even if there are good ideas they are

Source: Uma Devi & R Mani (2009)

2.10.5. Implementation of QCs in Higher Education. Based on the provided references, the implementation of Quality Circles (QCs) in the classroom can be informed by various research studies and practices. One relevant study by Chutia et al. (2021) introduces the concept of classroom Quality Circles among first-year MBBS students to enhance learning experiences and evaluate student satisfaction levels. This research demonstrates the effectiveness of Quality Circles in improving student engagement and educational outcomes within a classroom setting. Additionally, the work by Schmidt et al. (2006) emphasizes the use of Quality Circles, specifically through a Student Feedback Committee (SFC), to enhance student involvement and course quality in undergraduate education. By implementing Quality Circles through structured problem-solving and decision-making groups, students can actively contribute to improving course content, structure, and overall learning environment. Moreover, the study by Cullen & Johnston (1999) explores the use of Quality Circles in the classroom to enhance student learning

and satisfaction. This research highlights the positive impact of Quality Circles on student engagement, learning outcomes, and overall satisfaction with the educational experience. By drawing insights from these studies, educators can leverage Quality Circles as a valuable tool for promoting student involvement, enhancing learning experiences, and fostering a collaborative and engaging classroom environment. Implementing Quality Circles in the classroom can empower students to take an active role in their education, contribute to problem-solving initiatives, and drive continuous improvement in the teaching and learning process.

Quality circles have been shown to enhance productivity, improve quality, promote employee morale, and act as a tool for human resource development in the workplace; similar advantages may be seen in education. At fact, quality circles have been used in community colleges to address issues in administrative developments (Ladwig, 1983; Moretz, 1983) and student support services (Ladwig, 1983; Moretz, 1983). (Ladwig, 1983; Cohen, 1983). The following are some examples of good community college circular applications.

2.10.5.1. Central Piedmont Community College. Central Piedmont Community College (NC) created a quality circle at one of its off-campus learning centres as part of a campus-wide initiative to integrate quality circles into college operations. The circle, which included the director and volunteer staff members, brainstormed a list of objectives for the centre, prioritised them on a decision grid, and created cause-and-effect diagrams to figure out why those goals aren't always fulfilled. The quality circle members concluded that a better telephone system was required to assist the centre accomplish its goals during this study. Circle members made a list of the ways the phone system hampered the center's productivity, maintained a log sheet for a month to record the incidence and nature of those phone issues, and produced suggestions for improvements in telephone equipment and design. The quality circle not only addressed the phone issue, but it also saved the company approximately 100 Dollars each month in staff time. Moretz (1983) discusses the quality circle's achievements as well as the administrative

processes utilised by Central Piedmont Community College to implement quality circles in all areas of campus administration.

2.10.5.2. Middlesex County College. Project COPS (Career Oriented Peer Services), a peer tutoring programme that pairs second-year tutors with high-risk first-year students, was turned to quality circles by Middlesex County College (NJ) in an effort to enhance the cost efficiency of the programme. Quality circles were thought to be a cost-effective method to improve tutoring effectiveness and assist student tutors prepare for the workforce. Two peer-tutor quality circles were formed: one for peer tutors in business-related fields and another for peer tutors in the engineering programme. The business-oriented circle focused on tutees' overreliance on peer tutoring staff, and suggested remedies such as a greater emphasis on tutee note-taking, time management, attendance, and other aspects that are critical to a student's self-reliance. Using faculty announcements, student organisations, faculty advisers, and other methods, the engineering-oriented circle focused on increasing campus knowledge of the peer tutoring facility. Cohen (1983).

2.10.5.3. Akeshore Technical Institute (LTI). Because professors, administration, and support staff indicated a desire to enhance work efficiency and become more engaged in campus decision-making processes, the LTI Board of Education launched a campus-wide quality circle initiative. Management circles, made up of administrators, programme supervisors, programme coordinators, and educational specialists, and nonmanagement circles, made up of professors and support service personnel, were introduced. Each circle came together to identify issues and come up with solutions. The management circles created an idea/suggestion memo system, intramural sports activities for LTI employees, rules for honouring employee service, and a "who's who/what" what's recognition programme, among other things. The nonmanagement quality circles suggested that a computerised information system be developed to aid professors in record-keeping, work processing, and grading. The quality circles initiative at LTI had a

positive reaction overall. The initiative resulted in improvements in employee attitudes, the quality of instructional and support services, and the work environment itself. Ladwig (1983).

2.10.6. Implementation of QCs in the Classroom. Although quality circles have their origins in industry, they have the potential to be used as an educational tool to help students take responsibility for their own learning and improve class engagement. Two similar applications, one at Valley Forge Military Junior College (Murray) and the other at Pennsylvania State University, are documented in the literature (Hirshfield). Murray (1983) describes a 12-student quality circle in an American History overview course. These students investigated the purpose and functioning of quality circles, then used the quality circle technique to decide the kind and frequency of written assignments, lecture material, and assessment procedures. The students took a keen interest in class management and, in fact, chose challenging tasks. The quality circle, for example, agreed to decrease the amount of time dedicated to lectures, increase the amount of time available for discussion, relocate the class to promote discussions, and grade students using essay examinations. The students, according to Murray, have taken a "firmer, more scholarly approach." Furthermore, class participation rose from approximately 30 to nearly 75 percent. In a similar project, Hirshfield (1983) formed a quality circle out of eight students from a big East Asian history class. The course structure and content were once again changed as a result of the quality circle members' decisions. The quality circle established a daily outline, enhanced student involvement in the selection of poems and films used in class, and encouraged the use of contemporary analysis to demonstrate the application of course content to current-day issues, among other things. Hirshfield believes that quality circles are a useful academic tool after two years of working with them in the classroom; quality circles improve student familiarity with course content and offer important experience in decision-making and problem-solving. Quality circles, according to Hirshfield and Murray, give students with a stronger feeling of purpose in the classroom as well as a greater sense of self-worth.

2.10.6.1. Problems Associated with Implementation of QCs. Problems associated with the implementation of Quality Circles (QCs) can stem from various stages of the process, as highlighted in the literature:

a. Organizational Issues: George (2021) points out that organizational issues at the background stage can pose challenges to the successful implementation of Quality Circles. Issues related to organizational culture, structure, and support may hinder the effective functioning of QCs within an organization.

b. Circle-Formation Issues: Majumdar & Manohar (2011) note that the formation of Quality Circles can encounter challenges during the implementation stage. Factors such as team composition, leadership, and member engagement can impact the formation and sustainability of QCs.

c. Operational Issues: George (2021) also highlights operational challenges during the running stage of Quality Circle implementation that can limit the success of QCs. Issues related to communication, decision-making, and follow-through on action plans may impede the effectiveness of Quality Circles. By addressing these key areas of concern, organizations can better navigate the implementation of Quality Circles and enhance the likelihood of achieving the desired outcomes and improvements in quality, productivity, and employee engagement.

Actually, poor training is the leading cause of quality circle failure. Management may be hesitant to start circles, act on circle recommendations, or adopt quality circles too fast because of a lack of knowledge of quality circle methodology. Members of the circle may be uncertain of their purpose, sceptical that participation is really voluntary, or just lose interest. As previously said, excellent technique instruction is required to keep the circle productive and avoid gripe sessions. Furthermore, circle implementation must be well-planned and presented as a continuous process, rather than being focused on a particular issue (Ladwig, 1983).

Education quality circles have unique challenges. Many academics see education as an intangible that cannot be applied to industry's productivity-boosting methods. Furthermore, instructors tend to place a premium on individual success and significance, which may conflict with group involvement. Highly educated circle members have a tendency to get too philosophical about the circle's goal, which may stymie development. Moreover, the academic calendar does not favour excellent circles; end-of-term rushes and vacation breaks tend to disrupt circular momentum (Moretz, 1983). Despite its origins in industry, the quality circle obviously has applications in education. Community colleges may be interested in learning more about the quality circle, its applications, and its impacts if they want to enhance staff and student morale via participatory management methods.

Conclusion

In conclusion, this chapter has provided a comprehensive overview of Quality Circles and their potential application in higher education. We have explored the historical context, core principles, and diverse implementations of QCs, showcasing their effectiveness in fostering collaboration, problem-solving, and continuous improvement. One significant aspect we have highlighted is the power of Students' Quality Circles (SQCs) in empowering students and enhancing their learning experiences. SQCs contribute to a more engaging and effective educational environment by encouraging active participation and student-led initiatives. While challenges may arise in implementing QCs within higher education institutions, the potential benefits they offer are undeniable. By embracing the principles of QCs and adapting them to the unique context of academia, institutions can create a culture of quality, empowerment, and continuous improvement that benefits students, faculty, and the institution as a whole. The journey towards integrating QCs into higher education is undoubtedly an exciting one, with the potential to shape the future of learning and teaching.

Chapter Three:

Research Design and Methodology

Introduction

In the realm of educational research, a well-structured research design is pivotal in addressing complex questions and hypotheses. This chapter delves into the methodologies employed to explore the efficacy of using Quality Circles (QCs) as a tool to enhance the teaching and learning outcomes in the context of English for Specific Purposes (ESP), particularly within the domain of Legal English at the University of Oran 2. The focus is on a quasi-experimental design, which, despite its lack of random assignment, offers valuable insights into cause-and-effect relationships under real-world constraints. The chapter begins by outlining the research design and approach, highlighting the mixed-method strategy adopted to gather both qualitative and quantitative data. This approach was chosen to provide a comprehensive understanding of the impact of QCs on improving the educational environment for Master's students of Law. The research questions and hypotheses are clearly defined to guide the investigation, focusing on the potential of QCs to align the ESP curriculum with the professional needs of students. A detailed description of the research tools, including pre-tests, post-tests, focus group discussions, and questionnaires, is provided to elucidate how data was collected and analyzed. The chapter also discusses the validity and reliability measures taken to ensure the authenticity of the research findings. The setting and population of the study are described, emphasizing the relevance of the chosen sample to the research objectives.

3.1. The Research Design.

Research design refers to all of the methodologies used by the researcher to investigate a certain set of questions or hypotheses. Similarly, Mouton (1996) describes research design as a set of instructions and guidelines that handle the research problem. Therefore, a research design shows the interrelated steps that the researcher takes in his plan to collect the necessary data, and the procedures used to analyse these data, which will serve to answer the research

questions presented at the outset. Thus, the current research aims to investigate the use of podcasts to improve students' listening skills. In regard to this, the quasi-experimental research design seems to be the more appropriate one. A quasi-experimental design provides a special method for determining cause-and-effect connections. Instead of randomly assigning participants to groups as in typical experiments, studies use non-random criteria for group allocation since they are conducted under real-world limitations. This type of design frequently compares naturally varied groups or the utilization of pre-existing groups, such as different communities or schools, before analysing the results of an intervention or treatment.

The current research supports a mixed method approach. The researchers used a pre-test, a post-test, and a focus group discussion in a qualitative approach. The purpose of using a quantitative approach in research is to systematically measure variables, test hypotheses, and collect numerical data for statistical analysis. While the qualitative approach aimed at exploring the problem area.

The aim of the action study is to see whether the methods used have made it easier for those practitioners to complete their tasks by allowing them to operate effectively in their target environment. The case study focuses on Quality Circles in the Service of Teaching ESP, which is envisioned as an effective way to improve the professional qualities of currently employed ESP practitioners in a scientific setting.

3.2. Research Approach.

Kumar (2011) classifies the designs of the quantitative method into three categories:

descriptive non-experimental design; quasi-experimental design; and experimental design. In this study, the researcher adopted a mixed-method, in which he used a quasi-experimental design. The quasi-experimental approach is generally used to illustrate a cause -and-effect

relationship. It appears to be an experimental design, yet it lacks the critical feature of random assignment. That is, sampling is not randomized due to practical or ethical considerations. The quasi-experiment was employed to reduce both time and resources, as the true experiment would have required more. Furthermore, this method eliminates problems by manipulating the independent variable before measuring the dependent variable.

3.3. Statement of the Problem

The teaching of English for Specific Purposes (ESP), particularly Legal English, at the Department of Law, University of Oran 2, is currently ineffective in meeting the needs of Master students. Despite the growing importance of English in legal studies and practice, the current curriculum, resources, and teaching methodologies are not aligned with the specialized requirements of these students. The limited time allocated to English instruction, the lack of a well-defined ESP curriculum, and the insufficient qualifications of the teaching staff contribute to a learning environment that does not adequately prepare students for the demands of their legal profession in an increasingly globalized world. This study seeks to address these issues by exploring the integration of Quality Circles (QCs) as a method to improve the teaching output and learning outcomes of ESP courses in this context. The goal is to investigate whether the implementation of QCs can lead to enhanced student engagement, improved learning outcomes, and a better alignment of the ESP course with the students' professional needs.

3.4. Research Questions

The genesis of this research lies in a number of questions:

Q1: How can we improve the quality of teaching English for law courses at the Department of Law, University of Oran 2?

Q2: Will quality teaching assessment propice and enhance the learning outcomes of English for law courses at the Department of Law, University of Oran 2?

Q3: How can we adapt the quality circles practices (QCs) to ESP teaching in Algeria?

Q4: To what extent the QCs is beneficial to assessment of ESP teaching, course design, course delivery, and achievement?

3.4.1. Research Hypotheses. To explore the impact of Quality Circles on the effectiveness of teaching and learning in ESP courses for Master students of Law at the University of Oran 2, we formulate the following hypotheses:

1. **Null Hypothesis (H0):** The implementation of Quality Circles in the ESP courses for Master students of Law at the University of Oran 2 will have no significant effect on improving the teaching output and learning outcomes compared to traditional teaching methods.
2. **Alternative Hypothesis (H1):** The implementation of Quality Circles in the ESP courses for Master students of Law at the University of Oran 2 will significantly improve the teaching output and learning outcomes compared to traditional teaching method.

3.5. Validity and Reliability Measures.

In order to make the research more authentic and the results more reliable and believable, the concepts of validity and reliability must be taken into consideration in any study. Kumar (2011) claimed that validity is the capacity to measure what is intended to be measured. In other words, validity ensures that the instrument of research measures what it is supposed to measure. However, reliability refers to the accuracy and precision of the research tool (Kumar,

2011). According to Mose & Kalton (1989), “a scale or test is reliable to the extent that repeat measurements made by it under constant conditions will give the same result.” That is to say, reliability is achieved when repeated studies or experiments provide reliable outcomes.

The current study places significant emphasis on the validity and reliability of the pre, post-test by administering the same pre-test as the post-test. Furthermore, the questionnaire's validity and reliability were validated by providing participants.

3.6. Quantitative Versus Qualitative Framework of Study.

Research methodologies in the field of ESP language teaching are quite diverse. Both qualitative and/or quantitative approaches are adopted. However, the research method followed in this study will try to combine qualitative as well as quantitative approaches, since the data chosen for analysis is in the form of questionnaires answers, which requires initial quantitative analysis that in turn serves as a basis for further investigation and discussion within a qualitative paradigm. The researcher believes such an approach to be feasible and appropriate for the study of the research question in Algeria, in spite of reservations over the use of combined research paradigms (e.g. Creswell, 1994).

Concerning the process of data collection, data will be gathered from two major sources: The Interviews and Questionnaire surveys. Methods of this research are varied but analytically purposeful and each of them complements the others to a certain extent.

3.6.1. Qualitative Research. Qualitative research is a kind of market research that relies on open-ended and conversational contact to gather information. This method considers not just "what" individuals believe, but also "why." Consider a convenience store that wants to increase its customer base. Despite the fact that most researchers agree on the main characteristics, qualities, and principles of qualitative research, it is still difficult to define qualitative research

(Dornyei, 2007, p.35). on the However, Dornyei (2007), tries to establish a working definition, stating that "*qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical method.''* (P.24) We can conclude from this definition that qualitative research is more interpretative than statistical. (Mackey and Gass, 2005, p.2) and descriptive rather than predictive (Vanderstoep and Johnston, 2009, p.167). Douglas (2000) adds that qualitative research is more focused on individuals than on groups. It represents that *'qualitative research mostly focuses on understandingthe particular and the distinctive, and does not necessarily seek or claim to generalizefindings to other contexts'* (Croker, 2009, p.9).

Rather than a superficial description of a large sample of a population, qualitative research aims to get a deep insight of a single group or event. Its aim is to offer a clear representation of the structure, order, and general patterns that may be discovered among a group of people. The primary aim of qualitative research is to comprehend processes that occur in natural education settings or workplaces (Croker, 2009, p.5). Natural interaction with students at a particular university, for example, would provide a deeper understanding of their English learning process, attitudes and motivations, challenges they faced in learning English, what they need to improve their English, and how the pedagogical setting influenced their learning.

Dornyei (2007 pp.39-40) lists some of the key features and characteristics of qualitative research: naturalistic (in natural settings), exploratory (exploring new thoughts, ideas, and perspectives), and useful for understanding extremely complicated situations; it provides depth, profundity, and meticulousness. The qualitative study is "extremely extensive in terms of the quantity of information that it acquires regarding the programme process and the experiences of the programme participants," according to Lynch (2003 p.26). The qualitative research technique used in this study aims to investigate and comprehend the English for Computing

Science course's practises, attitudes, experiences, and perspectives, as well as the needs of its students.

These qualitative research approaches were used to get closer to the respondents and obtain their views, reasoning, opinions, and interpretations about the study topic. These techniques were also used for triangulation and validation reasons.

***3.6.2. Quantitative Research*.** Quantitative approach is a form of research based on the measurement of numerical data that can be turned into usable statistics. It is used to collect data and quantify attitudes, opinions, and behaviour from a wide sample size. In truth, there are several academics and researchers that define quantitative research differently. Yilmaz (2013) stated that quantitative method *''is based on positivism or objective epistemology, relies on quantitative measures for collecting and analysing data, and aims to make predictions and generalisations*. (p. 323) Quantitative research is typically thought of as an objective research methodology that investigates measurements of things like time, weight, and predictions.

Quantitative research has been criticized in social studies as '*overly simplistic, decontextualised, reductionist in terms of its generalisations, and failing to capture the meanings that actors attach to their lives and circumstances'* (Brannen, 2005 p.7). But, even if these flaws exist, it does not follow that quantitative research has been fully abandoned. Instead, these problems should be resolved by bolstering and adding a qualitative component to them. McDonough and McDonough (1997) argue that '*there is no necessity for research to use only one method. In fact, there are good reasons to incorporate several techniques in data-gathering*. (p.71) In this approach, interpretation gains more validity and legitimacy.

In addition, quantitative data collection methods can be approached via tools like surveys, questionnaire, observations, and structured interviews. Thus, Dawson (2002) noted that

''Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews'' (p.15)

Additionally, quantitative research, according to Creswell (1994), is a type of research that focuses on *''explaining phenomenon by collecting numerical data that are analysed using mathematically based methos''* (p.27) in other words is that the quantitative method explains things is through questions, problems, theories, or any other form of research. The next step in quantitative research is the collection of numerical data, which is typically analysed using statistical mathematics.

The survey is a common research method used in quantitative research. (Creswell, 2009) states that "*Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population*" (p.12). Although other methods, such as structured interviews, can be used to obtain survey data, the questionnaire is often recognised as the primary method. The current study used questionnaires to gather both qualitative and quantitative data.

3.6.2.1. Focus group discussion (FGD). As its name shows, it is a group which the researcher puts much focus on. It consists of 8 members at least and 13 at most. The meeting with the group with the interviewer might be formal as it might be informal, i.e.; the respondents of the group may be informed prior to the meeting that the discussion would be audio- or video-recorded. Also, questions would be structured and prepared by the researcher, whereas informal FGD looks like a spontaneous conversation between group members (the participants) and the researcher for the purpose of getting insights and perceptions of the subjects about the topic of the research. This is what DeVos (1998, p.313) confirms by stating that the researcher uses the FGD as a means to elicit information from participants and according Witkin and Alschuld (1995), the focus group is a structured process of interviewing a small group of individuals.

Obtaining consensus is not a goal. Rather, it is to elicit how the participants feel about the topic and how to identify the range of perspectives regarding it.

3.6.2.2. Rationale. Focus group was opted for due to several reasons according to Holloway and Wheeler (2013):

- The production of date through social interaction.
- The dynamic interaction stimulates the thoughts of participants and reminds them about their own feelings about the research topic.
- Informants build on the answers of others in the group.
- By responding to each other's answers, respondents may generate new and spontaneous ideas and answers.
- Interaction helps the respondents to remember facts or events.
- All the participants, including the interviewer, have the opportunity to ask questions and this will produce more ideas than individual interviews.

3.6.2.3.FGD analysis. Bernard and Ryan (2010) distinguish seven basic steps to conducting qualitative content analysis:

1. Formulate a research question to apply to data
2. Select a set of texts (or other data) to analyze
3. Create a set of codes that define items to observe in data (e.g, words, and phrases.)
4. Pretest the codes
5. Apply codes to data where items are observed
6. Create a case by variable matrix of the frequency of occurrence of each item
7. Analyze the matrix using whichever level of analysis is appropriate

For focus group analysis, we opted for a content data analysis; data were broken into defined parts. Data analysis will be fully explained in the subsequent chapter.

3.6.3. Questionnaire. The second research tool used in this study is the questionnaire. The most popular research method used by ELT researchers is the questionnaire. They are adaptable, affordable, time-saving, and simple to use. Despite the fact that it is challenging to define a questionnaire precisely, Brown (2001) stated that questionnaires are *''any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting them from among existing answers''* (P. 6). The inclusion of a questionnaire in the study is motivated by the fact that it is an excellent instrument for learning more about the requirements of students. In this perspective, Richards & Farrell, (2005) reported that: **"**Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyse. They can also be used to elicit information about many different kinds of issues." (P.60)

The fact that the questionnaire is practical and often used in educational research is one of the factors that led the researcher to select it as a method for gathering data for the study. It also makes it possible to get information from participants, both quantitative and qualitative. Mostly, it is a trustworthy tool that researchers use to gather data from a big number of people as well.

3.6.4. Aim of the Questionnaire. Researchers frequently use survey questionnaires in their academic study to gather data for a quantitative presentation of needs analysis. It has been widely used since the beginning of the 70s when ESP was developing since it is the quickest approach to get reliable data. It might simultaneously secure the opinions, attitudes, and actions of significant subjects.

The questionnaire's primary purpose in the context of the current study was to gather data on the students' needs, wants, and attitudes towards English for Law and the quality circle method. The questionnaire was chosen as the primary method of data collection because it is a thorough way to investigate learners' needs, reaches statistical significance with the least amount of participant time, is flexible, convenient, and ensures objectivity in participants' responses. Its use was made possible by the large number of participants who participated in the study.

3.7. Research Type

The research type that was chosen for this study is a case study. Yin (2009) defines a case study as a research method employed to provide a detailed explanation, description, or examination of a complex phenomenon in its actual, real-life context. Similarly, Simons (2009) describes a case study as an in-depth exploration from multiple perspectives of the complexity and uniqueness of a specific project in "real life."

There are several advantages of case study research. According to Naumes & Naumes (2006), the primary benefit of case research is the ability to investigate an actual situation in a realistic context. Additionally, if a researcher aims to investigate a specific phenomenon that arises from a particular entity or context, a case study approach is suitable. It allows for a comprehensive understanding of that particular phenomenon by collecting various types of data from multiple sources within the specific case or setting. Therefore, this type of research fits with the purpose of this study, as it is about the effects of podcasts on listening skills improvement.

3.7.1. The Research Case Study. According to Kothari (2004), a case study focuses on the comprehensive examination of a limited number of occurrences or situations, as well as their interrelationships, and entails a thorough assessment of the unit in question. Indeed, one of this design's key benefits seems to be in dealing with unique case-related occurrences (Cohen,

Lowrence & Morrison, 2000, p.290). As a result, Mackey and Gass (2005) propose that case studies should seek to present a comprehensive description of language learning or usage in a particular population and situation.

This research opts for a case study design due to the fact that it works on special case presented in students of Law at Oran 2 University Mohamed Ben Ahmed. The choice of case study design for the research was purposeful because it was envisioned to investigate the effects of integrating of Quality Circles to improve the teaching output and learning outcomes of ESP courses of the targeted population within the context of the study using mixed methods approach. Furthermore, the selection of the case study was considered helpful in obtaining detailed insights about Law students' needs and ESP teachers' perceptions towards the present situation of Legal English. Moreover, the case study is helpful in testing the research hypotheses previously formulated. Therefore, the case study was a best fit to meet the research objectives of the current research.

The target case study of the present research is Master1 and Master 2 students of Law at the University of Oran 2 Mohamed Ben Ahmed.

3.7.1.1. The University of Oran 2 Mohamed Ben Ahmed Ben Ahmed.

The University of Oran 2 Mohamed Ben Ahmed is an Algerian university located in Oran. It was created in September 2014 in accordance with Executive Decree No. 14-261 of September 22, 2014, which provided for the creation of the University, resulting from the division of the Ex-University of Oran, created in 1967 to two separate universities the University of Oran 1 Ahmed Ben Bella and the University of Oran 2 Mohamed Ben Ahmed.

The University of Oran 2 includes one institute and 5 faculties.

- Institute of Industrial Safety and Maintenance
- Faculty of Earth Sciences and the Universe

- Faculty of Economics Business and Management Sciences
- Faculty of Social Sciences
- Faculty of Foreign Languages
- Faculty of Law and Political Science

3.7.1.2. Faculty Law and Political Science. The Faculty of Law and Political Science is one of the most prestigious faculties at the national level. The Institute of Law is considered one of the first institutes established at the level of the University of Oran. The faculty provides students with the Algerian baccalaureate degree and equivalent foreign certificates, a set of training offers in various stages, Bachelor, Master and Doctorate in the two fields: Law and Political Sciences

3.7.1.3. Field of Law at the Faculty of Law and Political Science of Oran 2 University.

Bachelor's Degree

Field	Specialities
Law	Private Law
	Public Law

Master's Degree

Field	Specialities
Law	Penal Law and Criminal Sciences
	Administrative Law
	Private Law
	Public Economic Law
	Medical Law
	Business Law

3.7.1.4. Status of English at the Department of Law, University of Oran 2. In the department of Law, the time allotted for teaching English is one hour and a half per week for Master Degree students only. This module is not taught as an ESP module, due to the lack of ESP curriculum and ESP specialists. Its main objectives are to achieve linguistic and grammatical competences as the majority of the English language sessions focus much on comprehending, translating and analysing English texts in Law. Additionally, learning specialised terminology and practicing grammatical structures with little if not any emphasis on communication in ESP classes. Accordingly, teachers play the most important role in the law classes; the fact that makes them teacher-centred which contradicts with principles of ESP. This module is taught mostly by part-time teachers who hold a Master/Bachelor degree in English Language field.

3.7.1.5. ESP at the Department of Law, University of Oran 2. The Department of Law of the Faculty of Law and Political Sciences is considered one of the most prestigious departments at the national level. The Institute of Law is considered one of the first institutes established at the level of the University of Oran, the first university to be established after independence in 1967, Currently, the department has become affiliated to the University of Oran 2, since of its establishment in 2014 after the division of the University of Oran to two universities University of Oran 1 and University Oran 2. The department of Law is s composed of two disciplines: Private Law and Public Law

Students take French language as a compulsory subject in License (Bachelor) Degree, English language is a requirement in Master's degree and post-graduation level (Doctorate), however, neither textbooks nor curriculum planning are done. But because the chosen EAP courses were not created in accordance with research on syllabus design and TEFL findings, they were unable to suit the demands of the students. They are therefore viewed as ineffectual since they do not motivate students to succeed in their field of study.

The content of the ESP course is not clearly specified, but is frequently in line with the regular English classes they have taken in high school. These courses either focus more on translating specialised materials from English into the target language or on teaching grammatical principles through exercises and repetition.

Furthermore, the time provided for teaching English is significantly short. The weekly allotment of one and a half hours is insufficient to achieve the desired academic potential. As an ESP professor, the researcher observed that few students participated in these lectures since attendance is optional, which aggravates the problem. Another significant issue that frequently hinders the learning process in English classes is the size of the classroom. The teacher in an ESP class is unable to properly perform activities or evaluate students due to the excessive number of students.

Moreover, the English language teachers 3 in the department of law at Oran 2 University are part-time practitioners who have short experience and lack enough training in ESP more specifically Legal English. In addition, the administration doesn't pay much attention to the English classes. The English courses, which need more attention from the students, would undoubtedly be hindered by the arbitrary allocation of the weekly one hour and a half teaching instruction, i.e. the late teaching hours of the day or even the final course of the week. In contrast to its communicative use, which is related to the learner's specialisation and area of interest, the latter would be worn out and bored dealing with the theoretical portion of teaching, i.e., the language's formal properties. These qualities of ESP scope include identifying learner needs as well as the authenticity in language learning curricula.

As a result, this would minimize the motivation and encouragement on the part of the students who already devote more attention to courses of specialisation Law classes in Arabic and

believe them to be more important than ESP courses. As a consequence, they study English classes in order to pass exams. Robinson (1991) notes that university students may not recognise the value of their ESP course in many parts of the world, likely because they believe that passing their speciality subject exams without having a strong command of English is possible. Students may not recognise the course's value until much later.

Despite the seven years of EFL education in middle and high school, the great majority of learners' prior English language proficiency is crucial and will indirectly affect English language lessons at the level of higher education. Unfortunately, at this point, these learners still do not possess the fundamentals of the English language, which would allow them to better grasp texts written in English for professional reasons and perform better in oral and written communication.

3.8. Field Experiment.

In the Algerian ministerial program for the field of law, the foreign language in the bachelor's degree subject is the French language, while the English language is taught in the master's degree programs, which is the sample that the researcher worked on in this research.

The researcher taught Legal English at the department of Law, University of Oran 2 in the two academic years, the first year 2018-2019: Master 1 Speciality: Public Economic Law and Master 1 and Master 2 Speciality: Private Law and second year 2019-2020 Master 1 and Master 2 Speciality: Business Law and Master 1 and Master 2 Speciality: Criminal Law and Criminal Sciences

3.8.1. Data Collection. In order to fulfil the research's purposes, and to look at the research-related questions two instruments were mainly used as methods of enquiry:

(1) Master students at the department of law were invited to take part in focus group discussion (FGD) in an attempt to assess current understanding of the problem and survey their attitudes in the beginning of the academic year 2019-2020 in which the researcher taught English for Law to Master 1 and Master 2 Students of Private Law and Master 1 Students of Public Economic Law (Appendix 1), Further, the researcher's experience as a teacher of English for Law plays great role in observing ESP classes and interviewing ESP teachers and subject instructors at the faculty of Law and Political Sciences.

Questionnaire: Before writing the first versions for this study, the researcher drew ideas and inspiration from the qualitative data gathered from the FGD that have been proposed to university teachers of English and master students at the department of law in the academic year 2018-2019.

3.8.1.1. Using QCs in the Classroom. As instructors, we often hope that our students are understanding the information we are teaching them and that the course structure and assignments we provide them are simple to understand and useful for their learning. This is regrettably not always the case. This research's goal is to introduce quality circles, a simple formative course evaluation method that might aid this problem (QCs). QCs, a modified form of quality "control" circles used in business, provide workers—in this instance, students—the chance to offer suggestions on how to enhance their working environment (i.e., the classroom). Instead of waiting until the conclusion of the course for summative reports, using the QCs idea in the classroom enables instructors to learn more about their efficacy as teachers. The researcher used this formative assessment to make quick adjustments to the lesson plan, the homework, and the student evaluation.

3.8.1.2. Developing Quality Circles in the Classrooms. The researcher asked for volunteer students on the first day of class who will meet with them once every few weeks for 30 minutes to provide feedback on how the course is going, what is working, and what might assist to increase learning (Table 3.1. below). Discussed the group's goals and expectations for providing and receiving feedback at the first meeting. This meeting wasn't seen as a chance for complaints, but as a tool to enhance the course in general and the learning in particular. The QC members spoke for the whole class and provided the teacher with anonymous criticism. Students provided comments and ideas to the teacher, and the teacher solicited the students' assistance in resolving issues that arise in the classroom (Figure 1). Following the QC session, the conversation from the quality circle is shared when the whole class next meets. What was discussed at the QC, what will change and how, and what can't change and why, were all presented to the class by the researcher. A QC student participant or the instructor documented discussion notes from the QC sessions.

Table 3.1.

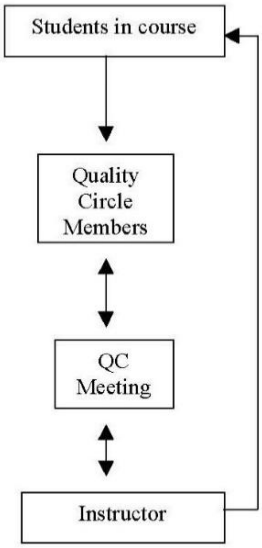
QCs Procedure

Researcher	**QCs Members**	**All students in course**
On first day of class, explained QCs and solicited volunteers. Number of volunteers depends on class size.		All students were eligible to volunteer.
Agreed on schedule of meetings every week. Include location, time, and length of meeting.	Solicited feedback from classmates prior to a meeting.	Provided QC members with feedback on what is working, what is not working, and suggestions for improving the course.

At first meeting, provided instructions on how to give and receive feed-back. At subsequent meetings, dis-cussed feedback and suggestions.	Provided feedback from classmates on course matters. Students were to maintain confidentiality of non-volunteer classmates offering information.	
At the next class session following the QCs meeting, reviewed with the class what was discussed. Provided the class with what can and cannot be changed and rationale for each.		
Repeated steps 3 and 4 for subsequent QCs sessions. Kept documentation of discussions and outcomes.		

Figure 3.1.

QCs meetings with the instructor



3.8.2. Research Variables. In a quasi-experimental design, researchers typically deal with a variety of variables to investigate casual relationships when random assignment is not practical. The independent variables are those that cause a change in the dependent variable; however, the dependent variable is the one that is evaluated and measured throughout the experiment, and mostly the researcher manipulates the IV with the experimental group. In this experiment, the DV is "learning outcomes" whereas the IV is "Quality Circle Implementation". However, there are types of variables that can affect both the independent and dependent variables, thereby leading to biased results; these are extraneous variables.

Table 3. 2

Research Variables

Types of Variables	Variables
The Dependent Variable	Teaching Output and Learning outcomes of ESP courses
The Independent Variable	Quality Circles implementations
The Extraneous Variable	Anxiety, Stress, attitudes…etc.

3.8.3. Research Setting. The term setting refers to the real-world location and conditions where the research is conducted. It includes all of the organizational, social, cultural, and physical elements that shape the process of the research and influence its findings. Observably, many previous researchers carried out their studies at universities, such as Bui and Do (2016), Abdulrahman et al (2018), and Asyifah and Indriani (2021).

The setting of the present study is the University of Mohamed Ben Ahmed Oran 2. This setting was chosen for several reasons. Firstly, the study focuses on working with Master students of Law at Mohamed Ben Ahmed University to examine the impact of quality circles on the improvement of learning and teaching, particularly in the context of oral expression classes.

Secondly, considering the accessibility and the support for conducting the research, the university provides a conducive environment for carrying out the study. Moreover, the setting was convenient for the researcher, as he was a teacher in the same department, allowing for easier integration and engagement with the participants. Therefore, the University of Mohamed Ben Ahmed Oran 2 was selected as the location for this research.

3.8.4. Population and Sampling. According to Polit and Hungler (1999, p. 43), a population is "the totality of all subjects that conform to a set of specifications." That is to say, the population is simply a complete set of individuals with specified characteristics or specifications that could be any measurable feature or attribute, such as age and gender. The population of this study consists of Master students of Law from different departments, totalling 326 students. This includes 234 students from M1 and M2 Penal Law and Criminal Sciences, and 92 students from M1 and M2 Business Law, during the academic year 2019/2020.

The major reason behind targeting this population is that the students of Law have not studied English since their final secondary class. As a result, they need additional skills to improve the quality of their learning and teaching. Moreover, since they are still developing their oral expression abilities, it is essential to provide them with opportunities to engage in activities that enhance these skills.

Yin (2018) says that a research sample is a subset of individuals or items selected from an entire population for the purpose of study. In other words, researchers do not collect data from all the individuals who represent the population; they generally select a sample of subjects from that population for study.

3.8.4.1. Sampling Technique. Sampling is a method of selecting and choosing participants from the population for research. According to Cohen, et al. (2007), "the quality of a piece of research not only strands or falls by the appropriateness of methodology and instrumentation

but also by the suitability of the sampling strategy that has been adopted" (p. 100). In this context, a sampling technique refers to the specific method by which the researcher chooses a sample from the entire population to conduct their research. For this investigation, the sampling technique is nonrandom, purposeful, and convenient, also known as the haphazard sample. Podesva and Sharma (2014) defined a haphazard sample as "a convenient sample that is accessible and willing to participate in a study" (p. 76). Therefore, this technique is ideal for researchers because it saves time and reduces expenses.

Table 3. 3

Population and Sampling

	Number of students	**Percentage**
Control group	45	13.80%
Experimental group	50	15,33%
Total sample	95	29.14%
Population	326	100%

The table above presents the distribution of the study's population and sample. The total population consists of 326 students, representing 100% of the population. From this population, a sample of 95 students was selected, making up 29.14% of the total population. The sample is divided into two groups: the control group, consisting of 45 students (13.80% of the total population), and the experimental group, consisting of 50 students (15.33% of the total population). This distribution reflects the study's approach to comparing the impact of different variables on the two groups.

3.8.4.2. Data collection procedures. According to Muhammad (2016), data collection is the process of acquiring and measuring information on variables of interest in a systematic manner that allows one to answer research questions, test hypotheses, and assess results.

The treatment lasted for two academic years, one session per two weeks. The control group received no treatment; in this group, students went through the traditional teaching over the same period of time. We explained to the sample that they were participating in a research study, which was considered as a great opportunity for them to develop their learning and our teaching skills. In addition, we provided them with a brief description about the experiment and what it was about; moreover, we informed both groups that the tests they took were not considered as part of their assessment or evaluation. On the other hand, for the sake of investigating the utility of Quality Circles, a questionnaire was administered to sample of students to elicit practices of and opinions about QC in enhancing learning outcomes.

3.8.4.3. Data Analysis Procedure. The initial method of FGD yielded a set of identified problems. These findings were then used to construct a pre-designed and pre-validated Questionnaire (Questionnaire-1), as detailed in Appendix B. Between October 2020 and July 2021, a total of 6 QC meetings were convened. The first semester's meetings were conducted in person, while the latter half of the second semester shifted to online Zoom meetings. This transition was necessitated due to the suspension of in-person pedagogical activities stemming from the COVID-19 pandemic. The insights from these discussions were pivotal in suggesting potential modifications or enhancements to the teaching and learning methodologies.

To assess the influence of the QC group on the students' educational experience, all participants were prompted to share their feedback via a pre-post questionnaire (Questionnaire-2). This instrument utilized a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to measure the QC group's efficacy. The specifics of this tool can be found in Appendix C.

Upon concluding the academic year, a subsequent survey (Questionnaire-3) was disseminated to all students via Google Forms. This aimed to gauge their attitudes towards the

implementation of QS in improving the learning outcomes. The details of this survey are provided in Appendix D.

Data was primarily amassed through questionnaires (2 and 3). The mean and standard deviation of the responses were computed using Microsoft Excel (version 2016). To determine the QC group's effectiveness based on the feedback from the pre-post questionnaire (Questionnaire-2), the P-value was calculated employing IBM SPSS (version 26).

The mean: (Also known as "average") of a data set is found by adding all numbers in the data set and then dividing by the number of values in the set.

Standard Deviation: A standard deviation SD (or σ) is a measure of how dispersed the data is in relation to the mean. Low standard deviation means data are clustered around the mean, and high standard deviation indicates data are more spread out. When the standard deviation is close to zero, it means that the data values are close to the average, but if it is high or low, it means that the data values are respectively above or below the average.[1]

To calculate the standard deviation, use the following formula:

$$\sigma = \sqrt{\frac{\sum|x_1 - \mu|^2}{N}}$$

In this formula, σ is the standard deviation, x1 is the data point we are solving for in the set, μ is the mean, and N is the total number of data points.

For example, if you collected responses from 50 people and the total score is 250, then the mean score would be 250 / 50 = 5. If the SD of the responses is 1.5, then the mean score ± SD would be 5 ± 1.5. Therefore, the final answer would be 5 ± 1.5.

[1] High and low standard deviation curves. University of North Carolina, 2012

To calculate the mean score ± standard deviation (SD) from the questionnaire, the researcher followed these steps:

- Collect the responses: Collect all the responses from the questionnaire.
- Calculate the sum of the responses: Add up all the responses to get the total score u
- Calculate the mean score: Divide the total score by the number of responses to get the mean score. Mean score = total score / number of responses,
- Calculate the standard deviation (SD): Calculate the SD of the responses to get an idea of how much the responses vary from the mean score.

  SD = sqrt(sum of (response - mean score)^2 / number of responses)
- Calculate the mean score ± SD: Add and subtract the SD from the mean score to get the mean score ± SD.

  Mean score ± SD = mean score ± S

Figure 3.2

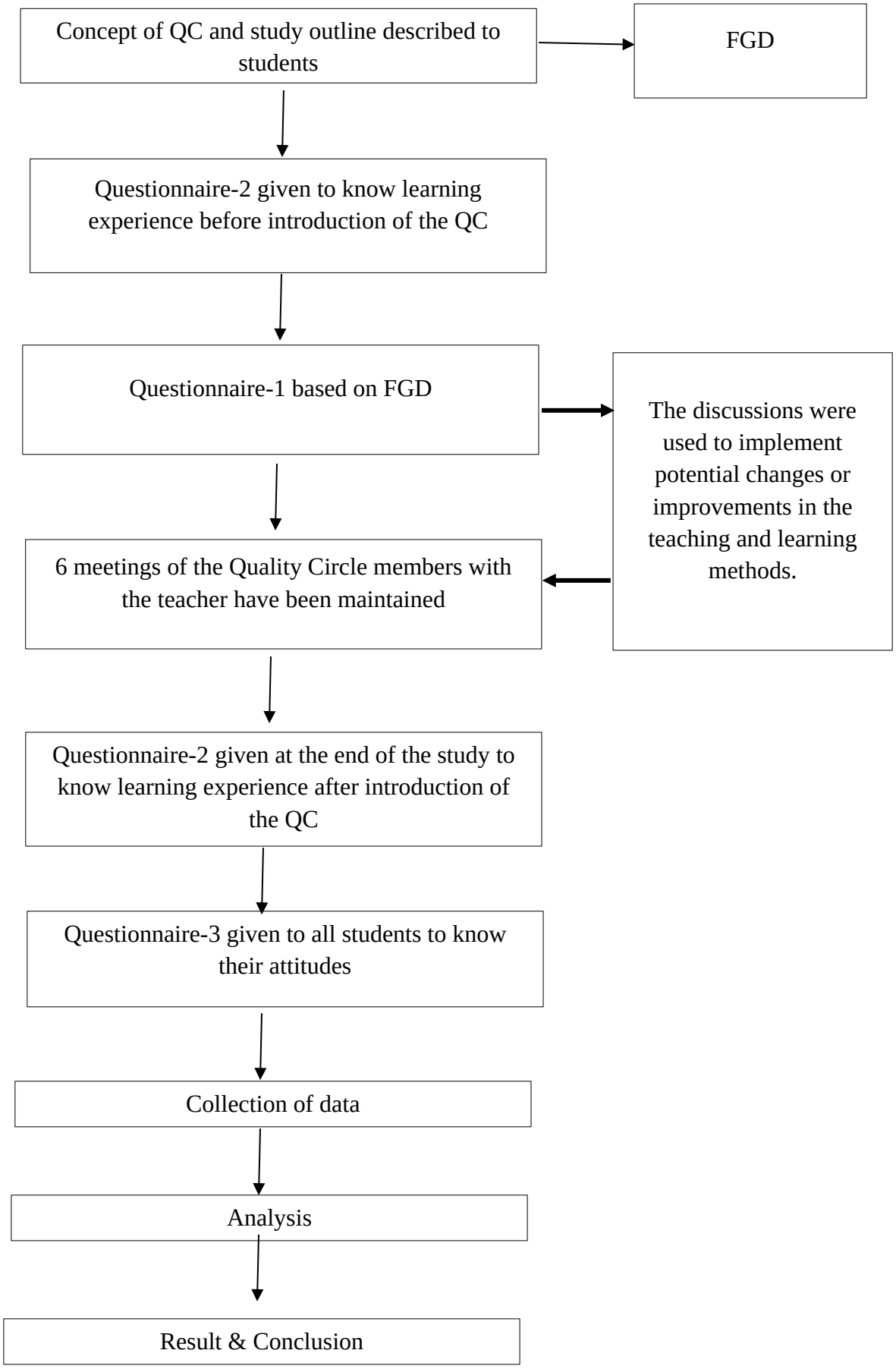

Concept of QC and study outline described to students
FGD
Questionnaire-2 given to know learning experience before introduction of the QC
Questionnaire-1 based on FGD
The discussions were used to implement potential changes or improvements in the teaching and learning methods.
6 meetings of the Quality Circle members with the teacher have been maintained
Questionnaire-2 given at the end of the study to know learning experience after introduction of the QC
Questionnaire-3 given to all students to know their attitudes
Collection of data
Analysis
Result & Conclusion

Table 3.4.

Research Design

<table>
<tr><th>Groups</th><th>Year 1
2018-2019</th><th>Year 2
2019
(term 1 and 2)</th><th>Year 3
2020
(term1 onsite and term 2 online)</th><th>Year 4</th></tr>
<tr><td rowspan="2">Experimental</td><td rowspan="2">Pre-test</td><td>Treatment 1
+
Treatment 2</td><td>Treatment 3
+
Treatment 4</td><td rowspan="2">Post-test</td></tr>
<tr><td>Control</td><td colspan="2">No treatment</td></tr>
</table>

3.8.5. Experiment Steps. Birmingham and Wilkinson (2003) define research tools and describe them as instruments that are used to collect relevant data for research project. In order to answer the research questions, two research instruments are used: the pre- and post-tests, and the questionnaire.

3.8.5.1. Pre-test. The pre-test was assigned to both groups, the experimental (50 students) and the control (45 students). The total number was 95 students. They were given some time to prepare themselves; we handed them the test paper and explained the procedures they would be following. *(See Appendix B.)*

3.8.5.2. Treatment. The experimental group received treatment for three terms period, with one session per week. *(See Appendices C.)*

3.8.5.3. Post-test. After the treatment stage both of the experimental and the control groups took the posttest. The same procedure of the pre-test was conducted in the post-test. i.e.,

students were given few minutes to prepare, during which we distributed the test papers and explained how they were supposed to answer. The test had the same structure as the pre-test

3.8.6. Data Analysis Procedures. The data analysis procedure is the step that occurs after the data collection procedures. According to Yin (1994), data analysis is a systematic process of assigning meaning to the collected data. In this study, quantitative tools are used to analyse data about the effects of podcasts on enhancing listening skills.

To analyse the data of this study, different tools were used. The pre-test and the posttest are analysed through the statistical package for social sciences (SPSS). By using SPSS, data is translated into many formats, such as histograms and tables of percentages, for storing the data, which is referred to as a data matrix.

3.9. Ethical Considerations.

Ethical consideration is a highly significant factor that must be considered when performing research. At first, the permission to perform the experiment was obtained and signed by the head of the department of Law at Mohamed ben Ahmed, Oran 2 University (*See Appendix E & F*). Second, the researchers took into consideration the participants' timing and schedule, informed them about the research topic, and kindly requested that they answer the tests and questionnaire. Furthermore, respondents are informed that this research does not require them to reveal their identity, and their responses will be kept anonymous. Finally, data was gathered safely in the presence of teachers and objectively analysed.

3.10. Limitations of the Study.

The area of this study is limited to the population of Master students of Law only at the University of Oran 2 Mohamed Ben Ahmed, Algeria, during the academic year 2019/2020. It is limited to the operational definitions of the key terms used in this research. A significant

limitation of the study is that, due to the suspension of in-person studies in March 2020, direct contact with students was no longer possible. As a result, quality circles had to be conducted via Zoom, which may have affected the dynamics and outcomes of the sessions.

Conclusion

This chapter has provided a comprehensive overview of the research design and methodology employed to investigate the potential of Quality Circles in enhancing the teaching and learning outcomes in ESP courses at the University of Oran 2. By employing a mixed-method approach, the study was able to capture both quantitative and qualitative data, offering a nuanced understanding of the effectiveness of QCs in this context. The findings from the quasi-experimental design, supported by focus group discussions and questionnaires, are expected to contribute significantly to the discourse on improving ESP education, particularly in specialized fields like Legal English. The challenges faced, including the shift to online QC sessions due to the COVID-19 pandemic, underscore the adaptability required in educational research. In summary, this chapter lays the groundwork for analysing the impact of QCs on the educational experience of law students, providing a foundation for the subsequent discussion of results and implications for future ESP teaching practice

Chapter Four:

Data Analysis, Interpretation and Discussion

Introduction

This chapter focuses on the analysis, interpretation, and discussion of data gathered to assess the impact of Quality Circles (QCs) on English for Specific Purposes (ESP) education for law students. The chapter integrates findings from focus group discussions, pre- and post-tests, and attitude questionnaires to explore the effectiveness of QCs in addressing key pedagogical challenges. It delves into students' difficulties with legal English, such as mastering complex terminology and the limited applicability of traditional teaching methods. By comparing control and experimental groups, the study evaluates the role of QCs in improving learning outcomes and engagement. Additionally, the chapter examines students' perceptions of QCs as a participatory tool to foster collaboration, enhance feedback, and align teaching practices with professional needs. By analysing these dimensions, this chapter provides a comprehensive understanding of how QCs contribute to a dynamic and student-centered approach in ESP education, bridging gaps between theory and practice.

4.1. Analysis of Focus Group Discussion

Based on the focus group discussion (FGD) with law students regarding their experiences in ESP courses, three primary themes emerged:

1. Teaching Challenges in ESP for Law Students

Students expressed difficulties in mastering legal terminology and applying it in practical contexts. One participant noted, "Understanding complex legal terms in English is challenging, especially when they differ from our native language." Additionally, the current teaching methods were perceived as insufficiently interactive, leading to passive learning. Another student mentioned, "Lectures are informative but lack engagement; we need more practical exercises." The absence of tailored materials that align with specific legal fields further exacerbated these challenges, hindering effective learning.

2. Perceptions and Potential of Quality Circles (QCs)

The concept of Quality Circles was unfamiliar to many students; however, upon explanation, they recognized its potential to enhance the learning environment. A student remarked, "If QCs allow us to discuss and address our learning issues collectively, it could be beneficial." Students suggested that implementing QCs could foster open communication between peers and instructors, leading to collaborative problem-solving. They recommended regular QC meetings to discuss course content, teaching methods, and learning outcomes, aiming to create a more responsive and adaptive educational experience.

3. Enhancing Learning Outcomes through Feedback and Classroom Environment

Students emphasized the importance of constructive feedback in improving their ESP skills. They preferred timely, specific feedback integrated into the learning process, as one participant stated, "Receiving immediate feedback helps me understand my mistakes and learn better." Moreover, students advocated for a more interactive classroom environment that encourages participation and practical application of legal English. They suggested incorporating case studies, debates, and role-playing exercises to bridge the gap between theoretical knowledge and professional needs, thereby enhancing engagement and learning effectiveness.

4.2. Data Analysis and Interpretation of the Experimental phase.

The researcher conducted pre-tests and post-tests to collect data from the participants throughout this phase.

4.2.1. The Control Group and Experimental Group pre-posttest

4.2.1.1. Pre –test CG and EG

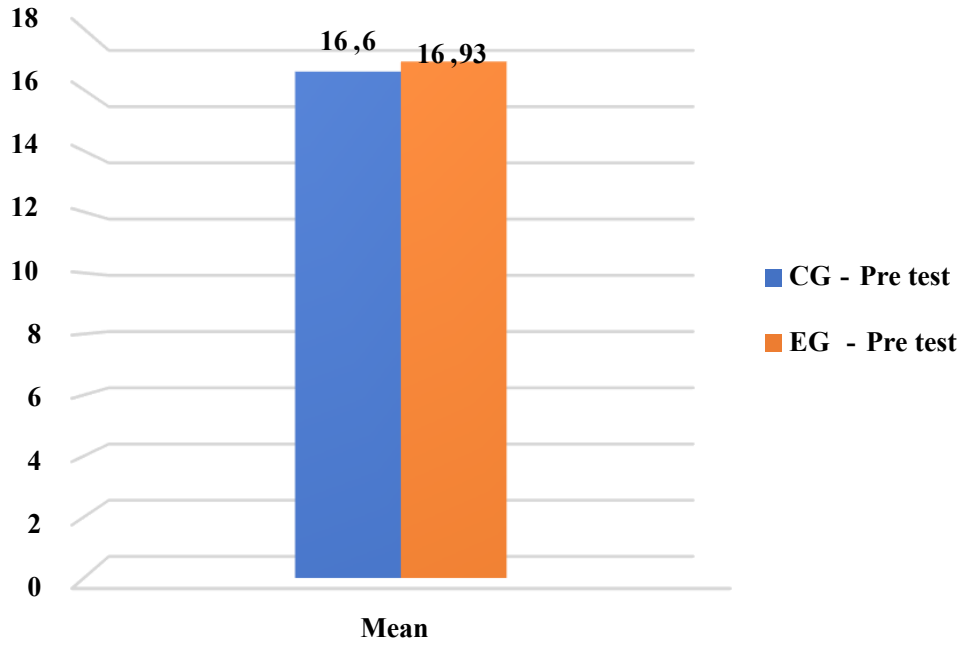
Table 4. 1

Frequency Distribution of the CG and EG Pre-test Overall Mean Scores

Groups	N	Mean	Std. Deviation
Control Group	45	16.60	4.81
Experimental Group	50	16.93	4.77

Figure 4. 1

Frequency Distribution of the CG and EG Pre-test Overall Mean Scores



4.2.1.1.1. Independent-Samples T-Test

Table 4. 2

Frequency Distribution of the CG and EG Independent Sample T-test

Groups	N	Mean Difference	Std. Error Difference	T	df	Sig.
Control group	45	0.33	1.63	0.20	33	0.84
Experimental Group	50					

It is shown from the table (4.2) above regarding the differences between the experimental group and the control group in the pre-tests through the calculated t-value (0.20) and the 33 degree of freedom and through the calculated significance level (p value) (sig) that reached the value of (0.84), which is a value more than ($\alpha = 0.05$), and therefore, there are no statistical significance differences between the experimental group and the control group, indicating that the two groups are equivalent.

4.2.1.2. Post-test CG and EG

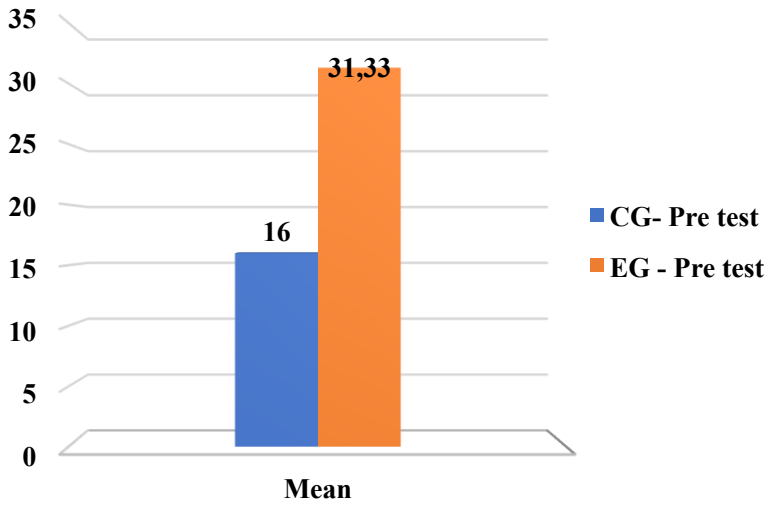
Table 4. 3

Frequency Distribution of the CG and EG Post-test Overall Mean Scores

Groups	N	Mean	Std. Deviation
Control group	45	16	4.89
Experimental Group	50	31.33	5.79

Figure 4. 2

Frequency Distribution of the CG and EG Post-test Overall Mean Scores



4.2.1.2.1. Independent-samples T-Test

Table 4. 4

Frequency Distribution of the CG and EG Independent Sample T-test

Groups	N	Mean Difference	Std. Error Difference	T	df	Sig.
Control group	45	15.33	1.76	8.69	33	0.000
Experimental Group	50					

It is shown from the table (4.4) above regarding the differences between the experimental group and the control group in the post-test, through the calculated t-value (8.69) and the 33 degree of freedom and through the calculated significance level (*p* value) (sig) that reached the value of (0.000) which is a value less than (α=0.05). Therefore, there are statistical significance differences between the experimental group and the control group, with a mean difference of (15.33) in favor of the experimental group, which has a mean score of (31.33).

4.2.1.3. Pre – Post Test Of EG

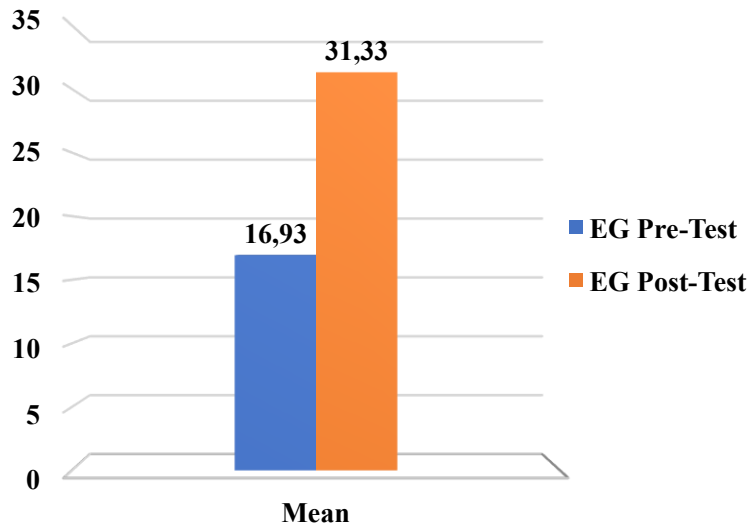
Table 4. 5

Frequency Distribution of the EG Pre-posttest Overall Mean Scores

Groups	N	Mean	Std. Deviation
Experimental Group Pre-Test	25	16.93	4.77
Experimental Group Post-Test	25	31.33	5.49

Figure 4. 3

Frequency Distribution of the EG Pre-posttest Overall Mean Scores



4.2.1.3.1. Paired sample T-Test

Table 4. 6

Frequency Distribution of the EG Paired Sample T-test

Groups	N	Mean	Std. Difference	T	df	Sig.
Experimental Group Pre-Test	25					
Experimental Group Post-Test	25	14.40	4.32	12.90	14	0.000

The table above, which shows the difference between the experimental group in the pretest and post-test measurements, indicates that the calculated t-value (12.90) and the degrees of freedom (14) show that the calculated significance level (0.000) (p-value) is less than (α=0.05). Therefore, there are statistically significant differences within the group between the pre-test and post-test measurements in favor of the experimental group (31.33).

4.1.1.4. Pre-post Test Of CG

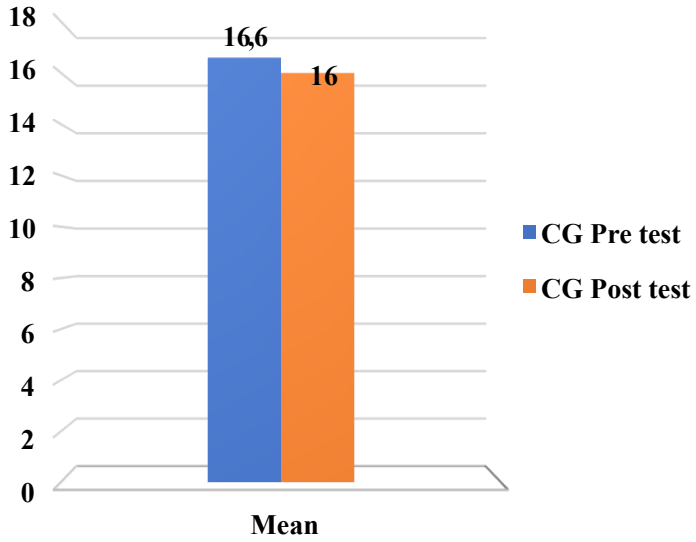
Table 4. 7

Frequency Distribution of the CG Pre-posttest Overall Mean Scores

Groups	N	Mean	Std. Deviation
Control Group Pre -Test	25	16.60	4.81
Control Group Post-Test	20	16	4.89

Figure 4. 4

Frequency Distribution of the CG Pre-posttest Overall Mean Scores



4.1.1.4.1. Paired sample T-Test

Table 4. 8

Frequency Distribution of the CG Paired Sample T-test

Groups	N	Mean	Std. Difference	T	df	Sig.
Control Group Pre-Test	25	0.60	1.46	1.38	19	0.083
Control Group Post-Test	20					

The table above, which shows the difference between the control group in the pre-test and post-test measurements, indicates that the calculated t-value (1.38) and the degrees of freedom (19) show that the calculated significance level (p-value) (0.08) is more than (α=0.05). Therefore, there are no significant differences within the group between the pre-test and posttest measurements.

4.1.1.5. Effect Size (Eta) for Paired – Samples T-Test

Table 4. 9

Frequency Distribution of the Effect Size for Paired Samples T-test

Eta for Paired _ Samples T-Test	Effect Size
	0.91

The table above, which shows the effect size (Eta), indicates that based on the obtained results, the effect size is large, with a value of (0.91).

Interpretation:

Table 4. 10

Frequency Distribution of the Interpretation

Relative size	Effect size
Small effect	**0.01**
Medium effect	**0.06**
Large effect	**0.14**

4.3. Analysis of Post-experimental Data.

In this phase, a questionnaire as a tool to explore the participants' attitudes towards the integration of quality circles and its impact on learning outcomes

4.3.1. Analysis and Interpretation of the Questionnaire.

After the treatment, the experimental group fulfilled a questionnaire that consisted of 20 items to explore their attitude towards the implementation of Quality Circles.

4.3.2. Validity and Reliability of the Questionnaire.

4.3.2.1. Questionnaire Validity

The questionnaire's scores were used to calculate the internal validity of the tool of the study, and the table below represents the result.

Table 4. 11

The Internal Validity of the Questionnaire.

	correlation	**significance**
internal validity of the Tool	**0.716**	**0.05***

***Significant at the *p* =0.05 level**

The table (4.11) above clearly shows that the correlation coefficient of the tool of the study was statistically significant, in which the value of the validity coefficient of the tool was (0.71) compared with the significance level (0.05), the validity coefficient is high and therefore the tool is valid.

4.3.2.2. Questionnaire Reliability

The study found the stability coefficient through using Cronbach's alpha value to measure the reliability of the tool. The table below shows the results.

Table 4. 12

The Cronbach's Alpha Results of the Questionnaire.

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.768	**23**

It is evident from the table above (4.12) concerning the reliability, that the Cronbach's Alpha coefficient was high and reached the value of (0.768), which is a high value and suitable for the purpose of the study.

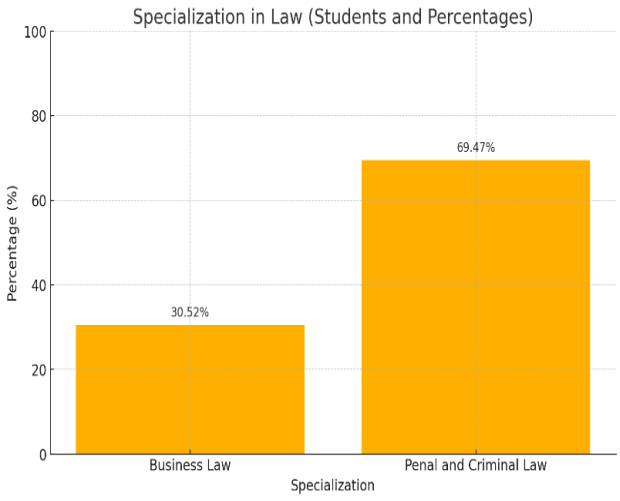
4.3.3. The Analysis of the Questionnaire Items

Section 1: Background Information

1. **Specialization in Law:**
    - Business Law: 29 students (30, 52%)
    - Penal and Criminal Law: 66 students (69,47%)

Figure 4.5

Specialization in Law



The graph highlights the distribution of law students between two specializations:

1. **Business Law**:
    - Comprises **29 students**, which represents **30.52%** of the total population.

This indicates that a smaller portion of students is inclined towards Business Law, possibly reflecting limited interest, fewer career opportunities in this area, or higher perceived complexity.

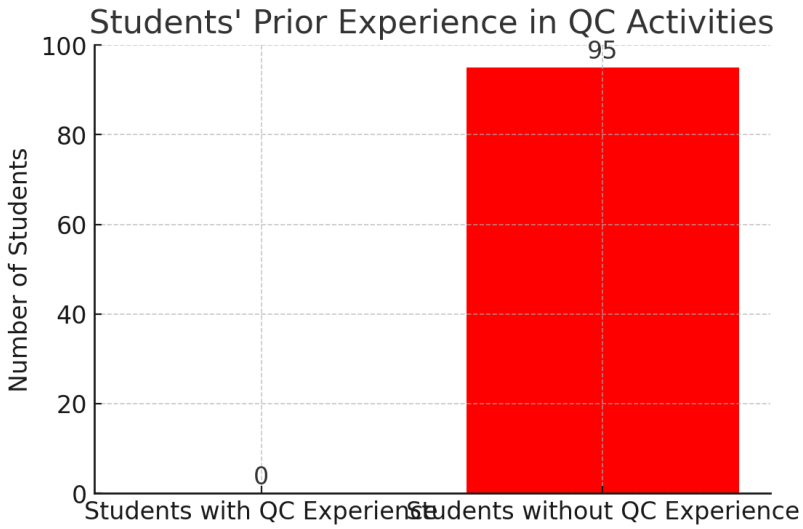
2. **Penal and Criminal Law**:
    - Encompasses **66 students**, making up the majority with **69.47%**.

The higher preference for Penal and Criminal Law might suggest greater interest in this field, higher demand in the job market, or societal needs emphasizing criminal justice.

2. **Previous Participation in QC Activities:**
    - Yes: 0 students
    - No: 95 students

Figure 4.6

Previous Participation in QC Activities



This bar chart represents the students' prior involvement in Quality Control (QC) activities. Out of the total:

0 students – No one reported having previous experience in QC activities.

- The majority, 95 students (100%), stated they had no prior participation.

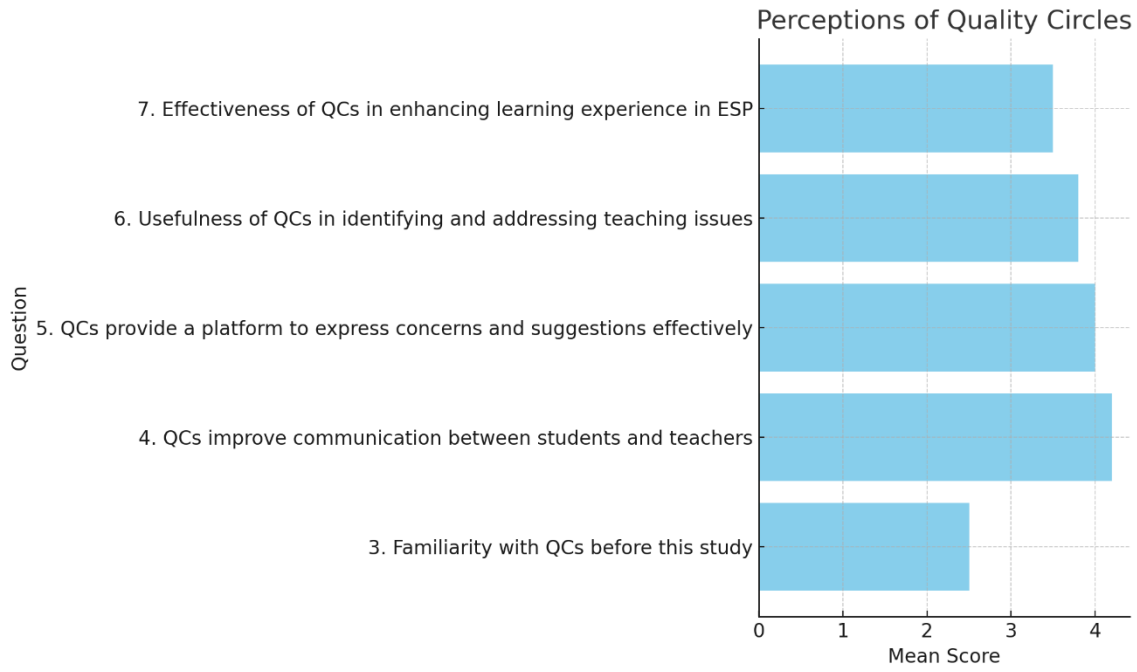
This data highlights limited prior exposure to QC activities among the surveyed students.

Section 2: Perceptions of Quality Circles

Question	Mean Score	Interpretation
3. Familiarity with QCs before this study	2.5	Moderate familiarity; indicates a need for introductory sessions on QCs.
4. QCs improve communication between students and teachers	4.2	Strong agreement; suggests QCs are effective in enhancing communication.
5. QCs provide a platform to express concerns and suggestions effectively	4.0	Agreement; indicates QCs are perceived as a valuable platform for student input.
6. Usefulness of QCs in identifying and addressing teaching issues	3.8	Above average usefulness; highlights the role of QCs in problem-solving within the teaching process.
7. Effectiveness of QCs in enhancing learning experience in ESP	3.5	Moderate effectiveness; suggests potential for QCs to improve ESP learning experiences.

Figure 4.7

Perceptions of Quality Circles



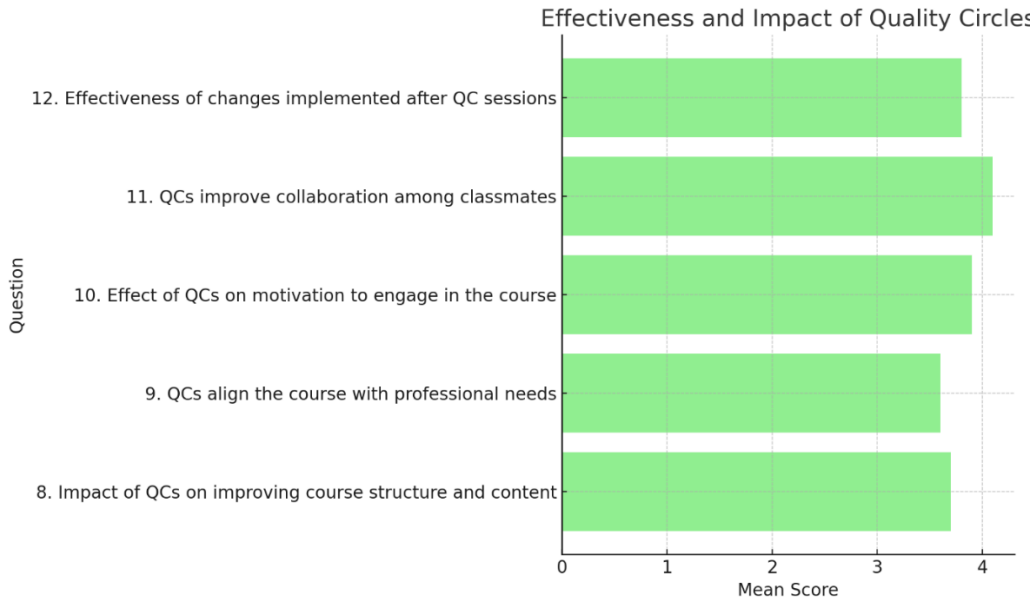
Section 3: Impact on Learning and Teaching

Question	Mean Score	Interpretation
8. Impact of QCs on improving course structure and content	3.7	Positive impact; indicates QCs contribute to course development.
9. QCs align the course with professional needs	3.6	Above average alignment; suggests QCs help tailor courses to professional requirements.
10. Effect of QCs on motivation to engage in the course	3.9	Increased motivation; highlights QCs' role in boosting student engagement.

Question	Mean Score	Interpretation
11. QCs improve collaboration among classmates	4.1	Strong agreement; indicates QCs foster better peer collaboration.
12. Effectiveness of changes implemented after QC sessions	3.8	Effective; suggests that actions taken post-QC sessions address discussed issues adequately.

Figure 4.8

Effectiveness and Impact of Quality Circles



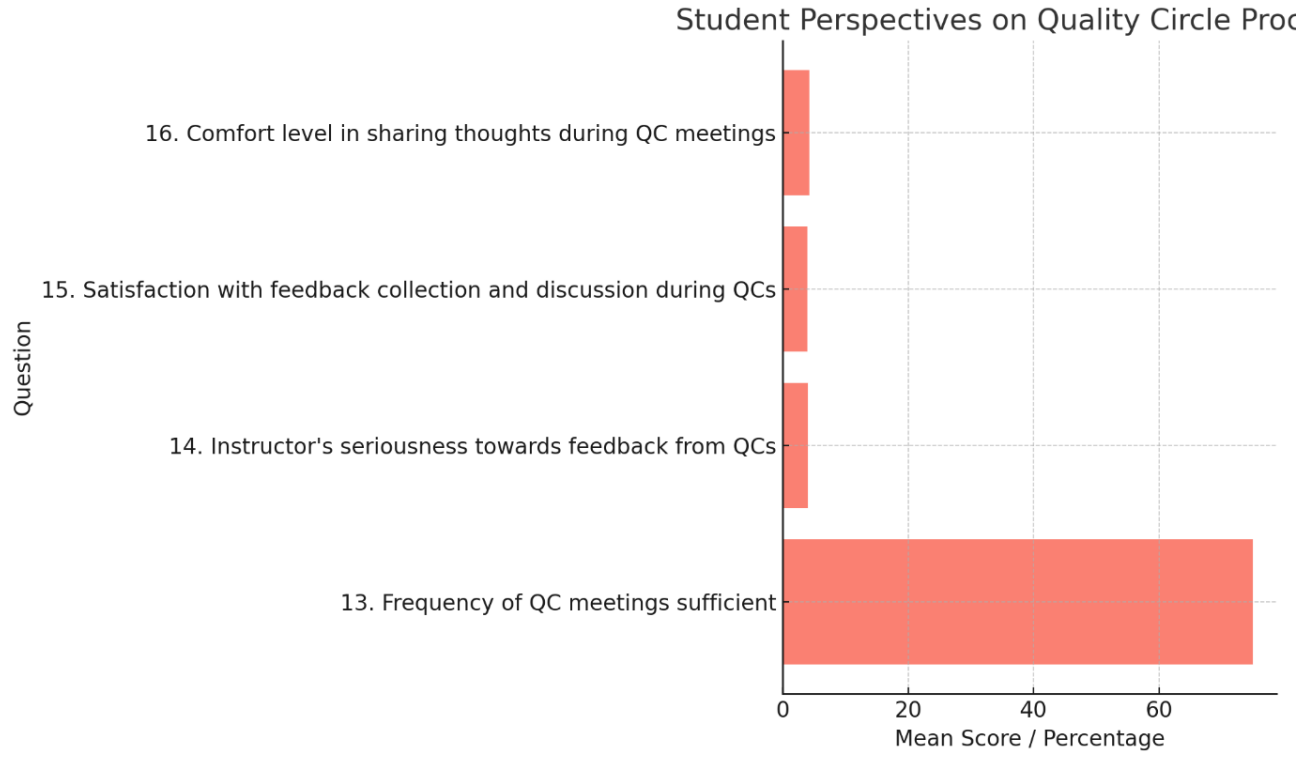
Section 4: Implementation of QCs

Question	Mean Score	Interpretation
13. Frequency of QC meetings sufficient	Yes: 71 students (75%)	Majority find the frequency adequate; however, 24 students (25%) may desire more frequent meetings.

Question	Mean Score	Interpretation
14. Instructor's seriousness towards feedback from QCs	4.0	Agreement; indicates instructors value and consider feedback from QCs.
15. Satisfaction with feedback collection and discussion during QCs	3.9	Satisfied; suggests the process is generally well-received by students.
16. Comfort level in sharing thoughts during QC meetings	4.2	High comfort; indicates a safe and open environment for student expression.

Figure 4.9

Students Perspectives on Quality Circles Protocol



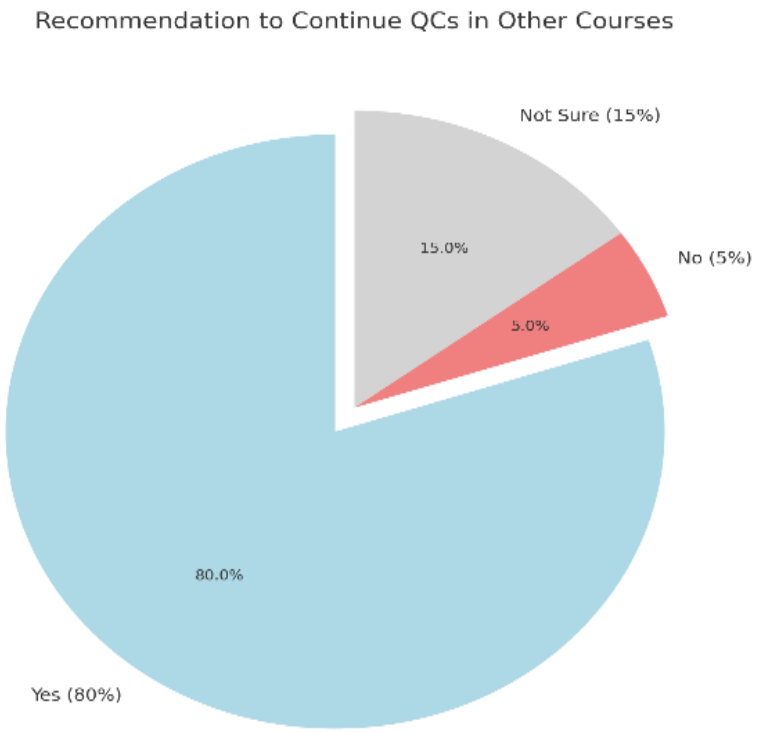
Section 5: Overall Attitudes and Suggestions

17. **Recommendation to Continue QCs in Other Courses:**

- Yes: 76 students (80%)
- No: 5 students (5%)
- Not sure: 14 students (15%)

Figure 4.10

Recommendation to Continue QCs in Other Courses



18. **Most Significant Benefit Experienced from Participating in QCs:**

- Enhanced communication with instructors and peers.
- Opportunity to voice concerns and suggestions.
- Improved understanding of course material through collaborative discussions.

19. **Challenges Faced During the QC Process:**

- Scheduling conflicts leading to inconsistent attendance.
- Initial reluctance to share feedback openly.
- Limited time during meetings to cover all topics thoroughly.

20. **Suggestions for Improving the Implementation of QCs:**

- Establish a regular and consistent meeting schedule.
- Provide preliminary training on the QC process to all participants.
- Ensure actionable follow-ups on feedback provided during meetings.

Interpretation:

The analysis indicates that students perceive Quality Circles as a beneficial tool in enhancing communication, collaboration, and the overall learning experience. While familiarity with QCs was moderate prior to the study, participation led to increased motivation and alignment of course content with professional needs. Challenges such as scheduling and initial hesitation to share feedback were noted, suggesting areas for improvement in the implementation process. Overall, the positive reception and willingness to continue QCs in other courses underscore their potential value in academic settings.

Findings Summary

Research Questions and Hypotheses: Answered

1. How can we improve the quality of teaching English for law courses at the Department of Law, University of Oran 2?

- **Answer**: The quality of teaching English for law courses can be improved through the integration of *Quality Circles (QCs*) as a participatory learning and feedback mechanism. QCs

facilitate open communication between students and instructors, encourage collaborative problem-solving, and align teaching methodologies with the specific professional needs of law students. Incorporating interactive activities, such as debates, case studies, and role-playing, can further bridge the gap between theoretical and practical applications of legal English.

2. Will quality teaching assessment enhance the learning outcomes of English for law courses at the Department of Law, University of Oran 2?

- **Answer:** Yes, quality teaching assessment, specifically through the use of QCs, has significantly enhanced learning outcomes. The experimental phase demonstrated that the implementation of QCs led to a substantial improvement in student performance, with the experimental group showing statistically significant gains in post-test results compared to the control group. These results highlight the effectiveness of QCs in refining course delivery and fostering better learning outcomes.

3. How can we adapt quality circles (QCs) practices to ESP teaching in Algeria?

- **Answer**: QCs can be adapted to ESP teaching in Algeria by:

- Providing introductory sessions to familiarize students and instructors with the QC concept and its objectives.

- Establishing regular and structured QC meetings to discuss learning challenges and suggest improvements.

- Encouraging active participation from students through a safe and inclusive environment.

- Integrating feedback from QC sessions into course design and delivery to ensure responsiveness to student needs.

- Offering preliminary training for instructors and students to enhance the effectiveness of QC implementation.

4. To what extent are QCs beneficial to the assessment of ESP teaching, course design, course delivery, and achievement?

- **Answer**: QCs are highly beneficial in assessing and enhancing ESP teaching, course design, delivery, and achievement. The study revealed that QCs improve communication, motivate student engagement, and provide actionable feedback that informs course adjustments. They also help align the curriculum with professional requirements, ensuring that ESP courses meet the specialized needs of students. The significant improvements in student performance and positive attitudes toward QCs further validate their utility in this context.

Research Hypotheses

1. **Null Hypothesis (H_0):** The implementation of QCs in the ESP courses for law students will have no significant effect on improving teaching output and learning outcomes compared to traditional teaching methods.

- **Outcome: Rejected**. The study found significant improvements in learning outcomes for the experimental group compared to the control group, as evidenced by the post-test results. The experimental group showed a mean increase from 16.93 (pre-test) to 31.33 (post-test), with statistically significant differences ($p < 0.05$). These findings confirm that QCs have a meaningful impact on teaching and learning outcomes.

2. Alternative Hypothesis (H_1): The implementation of QCs in the ESP courses for law students will significantly improve teaching output and learning outcomes compared to traditional teaching methods.

- **Outcome: Accepted**. The experimental phase and attitudes questionnaire provided strong evidence supporting the hypothesis. QCs not only improved student performance but also enhanced their motivation, engagement, and perceptions of the learning process. The alignment

of course content with professional needs and the integration of student feedback further contributed to these improvements.

In sum, the findings from this study affirm that Quality Circles are an effective tool for enhancing the teaching and learning of ESP courses in the context of law education. By fostering a collaborative and feedback-driven learning environment, QCs address both pedagogical and practical challenges, aligning course outcomes with the specialized needs of students. These insights offer a model for adapting QC practices to other ESP contexts, promoting better learning outcomes across disciplines.

4.4 Discussion of findings

Focus Group Discussion

The FGD provided valuable qualitative insights into the challenges and needs of law students in the ESP context. Three main themes emerged:

1. Teaching Challenges in ESP for Law Students

Students identified several challenges in mastering Legal English, particularly in understanding and applying complex legal terminology in practical contexts. The lack of interactive teaching methods and tailored materials hindered engagement and effective learning. Students indicated that traditional lectures were "informative but lacked engagement," stressing the need for practical exercises.

- **Significance:** These findings highlight a critical misalignment between current teaching methodologies and student needs in ESP contexts, particularly in specialized fields like law. This supports the literature emphasizing the need for targeted, interactive pedagogical approaches in ESP.

2. Perceptions of Quality Circles

While initially unfamiliar, students recognized Quality Circles (QCs) as a potential tool to address their learning challenges. The FGDs underscored the need for open communication and collaborative problem-solving between students and instructors. Students suggested that regular QC meetings could provide a platform for voicing concerns, fostering a more adaptive and responsive learning environment.

- Significance: This perception aligns with research on participatory learning approaches, which advocate for collaborative practices to improve engagement and outcomes. The students' positive reception of QCs demonstrates their potential for enhancing educational experiences in ESP.

3. Feedback and Classroom Interaction

Students emphasized the importance of immediate, constructive feedback in their learning process. They advocated for interactive classroom activities, such as debates, case studies, and role-playing, to bridge the gap between theoretical knowledge and practical application.

- Significance: These findings reinforce the value of feedback-driven learning and active pedagogical strategies, particularly in specialized courses where practical application is

Attitudes Questionnaire

The results of the attitudes questionnaire provide a comprehensive understanding of students' perceptions of Quality Circles (QCs) and their influence on the learning experience. The analysis offers valuable insights into three primary areas: perceptions of QCs, their impact on learning and motivation, and the challenges and recommendations for their effective implementation.

Perceptions of Quality Circles: Students reported moderate familiarity with QCs, as indicated by a mean score of 2.5. This suggests that introductory sessions are essential to acquaint learners with the concept and its objectives. Despite this initial unfamiliarity, students overwhelmingly

acknowledged the benefits of QCs in enhancing communication and collaboration. With mean scores of 4.2 and 4.1 respectively, students agreed that QCs facilitated better interaction with instructors and fostered peer collaboration. These aspects highlight the participatory nature of QCs and their potential to bridge gaps in communication between educators and students. Furthermore, the problem-solving capabilities of QCs were noted, with participants agreeing on their utility in identifying and addressing teaching issues (mean = 3.8) and aligning course content with professional needs (mean = 3.6). These findings collectively underscore the significant role of QCs in creating a participatory and communicative educational environment. By addressing key teaching challenges and fostering collaboration, QCs emerge as a vital tool for improving course alignment with both academic and professional expectations.

Impact on Learning and Motivation: Students perceived QCs as having a positive influence on their learning experience. The impact on course structure and content was rated positively (mean = 3.7), reflecting the students' belief that QCs contribute to refining and enhancing educational materials. Furthermore, students reported increased motivation to engage with the course, as evidenced by a mean score of 3.9. This heightened motivation can be attributed to the participatory and inclusive nature of QCs, which encourage students to take an active role in shaping their learning environment. The feedback process facilitated by QCs also received high satisfaction levels (mean = 3.9), indicating that students valued the opportunity to voice their opinions and contribute to course improvements. This feedback mechanism not only fosters a sense of ownership among students but also strengthens their commitment to the learning process. Overall, the positive perceptions of QCs highlight their potential to create a supportive and motivating learning atmosphere, which is especially critical for ESP courses where engagement and relevance are paramount.

Challenges and Recommendations: Despite their benefits, the implementation of QCs is not without challenges. Students identified scheduling conflicts as a significant barrier, which

limited their ability to participate fully in QC activities. Additionally, there was initial reluctance among some students to share feedback, potentially stemming from a lack of familiarity with the process or concerns about the implications of their feedback. To address these challenges, students provided several practical recommendations. Regular QC meetings were suggested to ensure consistent engagement and sustained momentum. Preliminary training sessions on the QC process were also recommended to familiarize students with its purpose and benefits, thereby reducing reluctance and increasing participation. Moreover, students emphasized the importance of actionable follow-ups on feedback to demonstrate that their contributions are valued and lead to tangible improvements. These recommendations provide a clear roadmap for refining QC implementation in educational settings, ensuring greater effectiveness and long-term sustainability.

In conclusion, the findings from the attitudes questionnaire highlight the transformative potential of QCs in enhancing communication, collaboration, and problem-solving within educational contexts. By positively impacting course structure, content, and student motivation, QCs play a crucial role in creating a supportive and engaging learning environment. However, to maximize their effectiveness, it is essential to address the identified challenges through targeted training, regular meetings, and actionable feedback mechanisms. These measures will ensure that QCs continue to serve as a valuable tool for improving the educational experience, particularly in ESP courses where alignment with professional needs and student engagement are critical. The insights from this study not only validate the utility of QCs but also provide a framework for their successful implementation in diverse educational contexts.

The findings from the FGDs, experimental phase, and attitudes questionnaire collectively demonstrate the transformative potential of Quality Circles in ESP education. The significant improvements in student performance, combined with positive feedback on the QC process, underscore its value as a collaborative and participatory tool. However, challenges related to

scheduling and initial hesitation highlight the need for careful planning and support to optimize QC implementation. Overall, this study provides compelling evidence for the integration of QCs in ESP contexts, particularly in specialized fields like law, to enhance teaching output and learning outcomes.

4.5 Limitations and Delimitations

4.5.1 Limitations

1**. Limited Scope of Participants:**

The study was conducted with a specific group of Master's law students at the University of Oran 2, limiting the generalizability of the findings to other universities, disciplines, or student populations.

2. **Short Timeframe for QC Implementation:**

The duration of the study, particularly the implementation of QCs over two academic years, may not fully capture the long-term impact of this intervention on student learning and course development.

3. Shift to Online Sessions Due to COVID-19:

The necessity of transitioning QC meetings to online platforms in the second semester of the second year may have impacted the dynamics of communication and collaboration. This shift could have influenced the outcomes and students' perceptions of the QC process.

4. Non-Random Sampling:

The use of non-random, purposeful sampling may have introduced selection bias, which could affect the reliability of the results. Participants who volunteered for the experimental group may have had greater intrinsic motivation or interest in improving their learning outcomes.

5. Dependence on Part-Time Instructors:

The reliance on part-time instructors with limited training in ESP, particularly in Legal English, may have affected the overall quality of instruction and the implementation of QCs.

6. Student Reluctance and Scheduling Conflicts:

Initial reluctance among students to participate actively in QCs and logistical challenges related to scheduling QC meetings were barriers that may have limited the effectiveness of the intervention.

7. Language Proficiency Variability:

Variations in students' baseline English proficiency, influenced by differences in their prior educational backgrounds, may have affected their ability to engage equally in QC activities and benefit from the intervention.

4.5.2 Delimitations

1. Focus on ESP in Legal English:

The study specifically targeted ESP for law students, particularly Master's students specializing in Legal English at the University of Oran 2. Other disciplines and fields within ESP were excluded from the research.

2. Population and Setting:

The research was delimited to students enrolled at the Department of Law at the University of Oran 2, Mohamed Ben Ahmed, during the academic years 2018–2020. Other universities or legal education contexts were not included.

3. Focus on Quality Circles:

The study exclusively explored the use of QCs as a pedagogical intervention, leaving out other collaborative learning strategies or teaching methodologies that might also enhance ESP education.

4. Use of Quasi-Experimental Design:

The research adopted a quasi-experimental design with a control and experimental group. Randomized control trials or other experimental designs were not pursued due to practical and ethical constraints.

5. Assessment Tools:

The study relied on pre-tests, post-tests, focus group discussions, and questionnaires as primary tools for data collection. Other potential assessment methods, such as long-term tracking of professional outcomes, were not included.

6. Language of Instruction:

The research focused on English as the medium of instruction for Legal English, despite French being the primary foreign language used in Algerian legal education. The influence of French on students' English learning was not directly addressed.

7. ESP Context Only:

The study limited its scope to ESP and did not address General English teaching or its impact on specialized learning needs, thus focusing narrowly on the specialized context of law education.

4.6 Implications of Limitations and Delimitations

The limitations highlight the constraints under which the study was conducted, while the delimitations outline the conscious choices made to focus the research. Together, they provide context for interpreting the findings and underscore the need for further research to expand the scope and applicability of Quality Circles in ESP education. Despite these constraints, the study's insights are valuable for improving the teaching and learning of ESP, particularly in specialized fields such as Legal English.

Conclusion

The analysis conducted in this chapter has underscored the transformative potential of Quality Circles (QCs) in enhancing English for Specific Purposes (ESP) education, particularly for law students. Through a comprehensive evaluation of focus group discussions, experimental data, and attitude questionnaires, the study provides compelling evidence that QCs serve as a robust pedagogical tool. By fostering collaboration, encouraging feedback, and addressing individual learning needs, QCs emerge as a viable solution to the persistent challenges associated with ESP teaching.

The findings from the experimental phase reveal significant improvements in the learning outcomes of the experimental group compared to the control group. Statistical analysis of pre- and post-test scores demonstrates the effectiveness of QCs in bridging the gap between traditional teaching methods and modern educational demands. For instance, the experimental group displayed marked advancements in their ability to master and apply legal English terminology in practical contexts, a result largely attributed to the participatory nature of QCs. The significant difference in post-test results affirms the hypothesis that QCs can revolutionize ESP education by providing a structured and interactive learning framework.

Qualitative insights from the focus group discussions further illuminate the challenges faced by law students in ESP courses. Participants highlighted difficulties with complex legal terminology, a lack of tailored course materials, and teaching methodologies that often failed to engage. These issues were compounded by the disconnect between theoretical instruction and practical application. However, the introduction of QCs provided a platform for addressing these concerns collaboratively. Students acknowledged the benefits of discussing their challenges openly, receiving constructive feedback, and contributing to course improvements. Activities such as role-playing, case studies, and debates emerged as highly effective strategies for enhancing engagement and aligning the curriculum with professional requirements.

The attitudes questionnaire offered additional depth to the analysis, revealing students' perceptions of QCs and their impact on learning and motivation. While initial familiarity with QCs was low, students quickly recognized their value in fostering communication, collaboration, and problem-solving. With high mean scores in areas such as improving instructor-student interaction, enhancing course structure, and increasing motivation, the feedback underscores the pivotal role of QCs in creating a dynamic and inclusive learning environment. Despite some challenges, such as scheduling conflicts and hesitancy in sharing feedback, students overwhelmingly recommended the continued use of QCs in other courses.

The findings also highlight areas for improvement in QC implementation. Structured schedules, preliminary training for students and instructors, and actionable follow-ups on feedback were identified as critical components for optimizing the QC process. Addressing these challenges can ensure sustained engagement and maximize the long-term impact of QCs on ESP education.

In conclusion, this chapter has demonstrated that Quality Circles are not merely an addition to existing teaching strategies but a transformative approach that can redefine ESP education. By aligning teaching methodologies with the specific needs of learners and fostering a participatory learning culture, QCs address both pedagogical and professional challenges. The success observed in this study serves as a model for adopting QCs in other educational contexts, particularly in specialized fields where practical application is critical. The positive outcomes reinforce the importance of integrating innovative, student-centered approaches to achieve meaningful and sustainable improvements in teaching and learning outcomes. As education continues to evolve, the insights gained here provide a pathway for creating more effective and responsive learning environments across disciplines

Chapter Five

Recommendations and Implications for Further Research

Introduction

The integration of ESP with innovative methodologies like QCs signifies a pivotal shift in aligning educational practices with professional demands. This chapter explores the transformative potential of QCs as collaborative tools to address the challenges faced in ESP teaching, particularly in specialized fields like Legal English at the University of Oran 2. By contextualizing the interplay between targeted language instruction and participatory frameworks, the study offers a nuanced understanding of how to bridge the gap between academic learning and real-world application.

The preceding chapters provided a structured foundation for this exploration. Chapter 1 traced the historical evolution of ESP, differentiating it from General English, while Chapter 2 examined QCs' origins, principles, and applicability in higher education. Chapter 3 delved into the methodological framework, highlighting the mixed-method approach used to investigate QCs' impact on learning outcomes and engagement. Chapter 4 analysed empirical findings, underscoring the effectiveness of QCs in fostering collaborative learning and addressing specific pedagogical challenges.

Building on these insights, this chapter synthesizes the study's findings to propose actionable recommendations for further research and implementation. It emphasizes the adaptability of QCs across various disciplines, the importance of longitudinal studies to gauge sustained impact, and the role of technology in enhancing participatory learning. Additionally, it examines the scalability, ethical considerations, and inclusivity of QCs, aiming to provide a comprehensive framework for their broader adoption in specialized education. Ultimately, this chapter underscores the potential of QCs to revolutionize ESP teaching, preparing learners for professional success in increasingly specialized and dynamic fields

5.1 Detailed Explanation of Each Chapter

Chapter 1: ESP Teaching between Theory and Practice

The first chapter establishes the theoretical foundation of the study, delving into the evolution, definitions, and significance of ESP. It discusses how ESP emerged as a response to global socio-economic developments, including the post-World War II expansion of international trade and the growing dominance of English as a lingua franca. Definitions by leading scholars, such as Hutchinson and Waters, highlight the learner-centered nature of ESP, emphasizing the importance of tailoring language instruction to specific professional or academic contexts.

The chapter also differentiates ESP from General English (EGP), underscoring the former's focus on meeting specific learner needs through targeted methods and materials. The discussion further categorizes ESP into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), illustrating the diversity within the field. By reviewing key features and methodologies, Chapter 1 sets the stage for understanding how ESP can be optimized through innovative approaches like QCs.

Chapter 2: Quality Circles at the Service of Higher Education

Chapter 2 introduces the concept of Quality Circles, tracing their origins to post-war Japan and their evolution as tools for continuous improvement. The chapter explores the principles of QCs, including participatory management, collaborative problem-solving, and a focus on enhancing quality in organizational processes. In the context of higher education, QCs are presented as mechanisms for fostering a culture of continuous improvement, empowering students and faculty to address pedagogical challenges collectively.

The discussion highlights the unique characteristics of QCs, such as voluntary participation, regular meetings, and a focus on specific problem-solving. Real-world examples from various countries, including India, the UK, and Algeria, illustrate the potential of QCs to enhance

educational practices. The chapter also examines the structural components of QCs, including roles like facilitators, leaders, and members, emphasizing the importance of collaboration and shared responsibility.

Chapter 3: Research Design and Methodology

This chapter provided a detailed account of the methodological framework employed in the study, which investigated the integration of QCs into ESP education. The quasi-experimental design utilized mixed methods to combine the strengths of qualitative and quantitative research. Pre-tests, post-tests, focus group discussions (FGDs), and questionnaires were implemented to collect comprehensive data on the impact of QCs on students' learning outcomes and engagement.

The chapter detailed the sampling process, highlighting the selection of Master's students from the Department of Law at the University of Oran 2. These students, specializing in Legal English, represented a targeted population facing specific linguistic challenges. Research tools and their validity and reliability were rigorously discussed, ensuring the study's scientific integrity.

The analysis of FGDs revealed key themes:

1. Teaching Challenges: Traditional methods were criticized for failing to engage students or meet their specialized needs.

2. QC Integration Potential: Participants expressed optimism about QCs as a participatory tool for improving communication and collaboration.

3. Practical Applications: Students suggested using QCs to align teaching methods with professional requirements.

Chapter 4: Data Analysis, Interpretation, and Discussion

Chapter 4 analysed the data collected through pre-tests, post-tests, FGDs, and questionnaires to assess the efficacy of QCs in ESP education. The analysis revealed the following:

1. Quantitative Findings:

- Significant improvements were observed in the experimental group exposed to QCs, with their post-test scores markedly higher than those of the control group.

- Statistical analyses, including t-tests, confirmed the effectiveness of QCs in enhancing learning outcomes, with mean score differences indicating substantial progress.

2. Qualitative Insights:

- FGDs identified persistent challenges in ESP courses, such as the complexity of legal terminology and the inadequacy of traditional teaching methods.

- Students highlighted the role of QCs in fostering a collaborative learning environment, enabling them to discuss and address their learning difficulties openly.

3. Student Perceptions of QCs:

- The attitudes questionnaire revealed that QCs improved communication, feedback mechanisms, and course alignment with professional needs.

- Most students recommended the continuation of QCs in other courses, emphasizing their positive impact on motivation and engagement.

4. Impact on Teaching Practices:

- QCs encouraged instructors to adapt their teaching methods based on student feedback, promoting a more responsive and dynamic educational experience.

5. Challenges and Recommendations:

- Scheduling conflicts and initial student reluctance were identified as barriers to effective QC implementation.

- The study recommended structured QC meetings, preliminary training sessions, and actionable feedback to enhance the process.

Chapters 1 through 4 collectively provide a comprehensive framework for understanding the role of needs analysis and ESP in addressing specialized learning requirements. They establish the theoretical and methodological basis for integrating innovative pedagogical tools like QCs into ESP education. The findings underscore the transformative potential of QCs in bridging gaps between theory and practice, fostering collaboration, and enhancing alignment with professional demands. These insights pave the way for practical applications and future research into participatory and adaptive learning methodologies in specialized education contexts.

5.2. Implications for Further Research

The integration of Quality Circles (QCs) into English for Specific Purposes (ESP) education, as explored in this study, has opened significant avenues for enhancing both teaching methodologies and learning outcomes. However, the findings also highlight numerous areas that warrant further investigation. This section delves into these implications, outlining opportunities to deepen understanding and optimize the implementation of QCs in diverse educational settings.

5.3. Generalizing the QC Framework Across Disciplines

The effectiveness of Quality Circles (QCs) in improving ESP education for law students demonstrates their potential as a transformative teaching tool. However, this raises the question of how QCs might function in other specialized fields, such as medical, business, or technical English. Each of these domains has unique linguistic and contextual demands that may shape the application and outcomes of QCs. For instance, while medical students might benefit from case-based discussions to master clinical terminologies, technical students may require project-based applications that focus on practical problem-solving. To generalize the QC framework,

future research should explore field-specific adaptations that consider the nuances of each discipline. Moreover, conducting interdisciplinary comparisons of QC implementation can identify universal benefits and discipline-specific challenges. Such studies would contribute to developing a more flexible QC model that can cater to the diverse needs of various ESP contexts. By expanding the scope of QC research across disciplines, educators can refine this tool to better support specialized learning environments.

5.4 Longitudinal Impact Studies

The current research focuses on the immediate benefits of QCs, such as improved learning outcomes and engagement. However, the long-term impacts of QCs remain unexplored. Longitudinal studies are essential to understanding whether the benefits observed in the short term are sustained over time. For example, tracking students' professional application of skills acquired through QCs can provide insights into their real-world relevance and effectiveness. Additionally, examining behavioral and attitudinal shifts in students over an extended period can reveal how participatory approaches influence their overall approach to learning and collaboration. Teachers, too, can benefit from longitudinal studies that explore how continuous feedback from QCs impacts their teaching methodologies and professional growth. Such research would provide a comprehensive view of the sustained impact of QCs, offering valuable guidance for their integration into long-term educational strategies.

5.5 Expanding Research to Diverse Educational Contexts

The study was conducted within a specific cultural and institutional framework, raising questions about how QCs might function in different educational settings. Cultural attitudes towards education, authority, and collaboration play a significant role in shaping the success of participatory approaches like QCs. In hierarchical cultures, for instance, fostering open discussions may present unique challenges compared to more egalitarian settings. Similarly,

institutional constraints, such as limited resources or administrative support, can affect the feasibility and effectiveness of QC implementation. Cross-national studies could provide insights into how QCs align with various educational standards, such as the Common European Framework of Reference for Languages (CEFR). By expanding research to diverse educational contexts, future studies can identify best practices and challenges unique to specific cultural and institutional environments. This broader understanding would help in tailoring QCs to meet the needs of a wider range of learners and educators.

5.6 Enhancing QC Implementation Models

While the research highlights the benefits of QCs, it also identifies several implementation challenges, such as scheduling conflicts and initial reluctance among students to participate. Addressing these issues requires innovative approaches to enhance QC models. For example, exploring flexible meeting formats, such as hybrid or fully online QCs, could mitigate logistical constraints and improve accessibility. The use of collaborative platforms and asynchronous discussions may further enhance participation. Additionally, behavioral studies could identify effective strategies to reduce student reluctance and encourage active engagement. Techniques like gamification or incentive-based systems might motivate students to participate more actively. Customized training programs for students and instructors are another area worth exploring, as these could ensure all participants are well-prepared to contribute effectively. By addressing these challenges, future research can optimize QC implementation and maximize its impact on teaching and learning outcomes.

5.7. Integrating QCs with Technology

The shift to online platforms during the COVID-19 pandemic revealed the potential of technology to enhance QC implementation. Future research could explore how digital tools can facilitate QC meetings and improve their efficiency. For instance, video conferencing platforms,

collaborative whiteboards, and real-time feedback apps could make QC sessions more interactive and inclusive. Additionally, the use of data analytics to analyze feedback from QC discussions can provide deeper insights into recurring issues and areas for improvement. Hybrid models that combine traditional face-to-face interactions with online QC activities may also offer a balanced approach, leveraging the strengths of both formats. By integrating QCs with technology, educators can create more dynamic and accessible learning environments that cater to the needs of modern students.

5.8 The Role of QCs in Curriculum Development

One of the most significant implications of this research is the potential of QCs to inform curriculum development. By gathering student feedback on course content and teaching methodologies, QCs can play a pivotal role in creating student-centered curricula. Future studies could explore how QC discussions can systematically inform syllabus design and course revisions, ensuring alignment with both academic and professional needs. Additionally, research into dynamic curriculum models that adapt continuously based on QC feedback could lead to more responsive and effective educational practices. By integrating QCs into curriculum development processes, educators can create programs that are not only relevant but also adaptable to the evolving needs of students and the demands of various industries

5.9. Exploring the Psychological and Social Dimensions of QCs

The collaborative nature of QCs extends beyond academic benefits, influencing the psychological and social dynamics of the classroom. Future research could delve into how QCs create a psychologically safe environment where students feel comfortable expressing concerns and suggestions. Understanding the impact of team dynamics, such as group composition and leadership styles, on QC outcomes can also provide valuable insights. Additionally, studies could investigate how participation in QCs fosters a sense of empowerment and ownership

among students, enhancing their engagement and commitment to the learning process. By exploring these psychological and social dimensions, researchers can further optimize the QC model to support holistic student development.

5.10 Adapting QCs for Different Educational Levels

While this study focuses on Master's students, QCs hold potential for application across various educational levels. For instance, adapting QCs for undergraduate programs could support foundational learning in ESP courses, while their use in pre-university or vocational training settings could enhance skill development and language acquisition. Research could explore how QC models need to be modified to address the unique needs and challenges of learners at different educational stages. By extending the scope of QC research to diverse educational levels, future studies can unlock new possibilities for improving teaching and learning outcomes across the board.

5.11 Evaluating Cost-Benefit and Scalability

For institutions considering the adoption of QCs, understanding their cost-effectiveness and scalability is crucial. Future research could evaluate the resources required for implementing QCs and the return on investment in terms of improved learning outcomes and student satisfaction. Additionally, studies could explore scalable QC models that can be adapted for larger institutions or contexts with limited resources. By addressing these practical considerations, researchers can provide actionable recommendations for institutions seeking to integrate QCs into their educational frameworks

5.12 Ethical and Inclusive Considerations

As participatory tools, QCs raise important ethical and inclusivity concerns that warrant further exploration. Ensuring that diverse student voices are heard and that marginalized or underrepresented groups are included in QC discussions is critical for creating equitable learning

environments. Additionally, research could investigate how data from QC discussions can be used responsibly, maintaining confidentiality and avoiding unintended biases in decision-making. By addressing these ethical and inclusivity considerations, future studies can ensure that QCs are implemented in a manner that upholds the principles of fairness and equity.

The findings of this research provide a strong foundation for further exploration of Quality Circles in ESP education. By examining their adaptability, long-term impact, integration with technology, and psychological and social dimensions, future studies can refine and expand the QC model. These efforts will not only enhance teaching and learning outcomes in specialized language education but also contribute to the broader field of participatory pedagogical practices. Through collaborative inquiry and innovation, researchers and educators can unlock the full potential of QCs as a transformative tool in modern education.

Conclusion

This chapter underscores the transformative impact of integrating QCs into ESP education, presenting them as a participatory framework that fosters engagement, collaboration, and adaptive learning. Focusing on Legal English education for Master's students at the University of Oran 2, the study highlights how QCs address key pedagogical challenges, such as aligning instructional content with professional demands and enhancing learner motivation.

The findings affirm that QCs provide a robust platform for bridging theoretical knowledge with practical application. The empirical data reveal significant improvements in learning outcomes and heightened student engagement in courses where QCs were implemented. Beyond academic performance, QCs foster essential soft skills, including teamwork, critical thinking, and professional communication, thus preparing learners for real-world challenges.

However, the chapter also identifies barriers to effective implementation, such as scheduling conflicts and initial resistance to feedback. Addressing these issues through structured processes,

training, and the integration of technology can enhance the scalability and sustainability of QCs. The chapter concludes by advocating for expanded research into the interdisciplinary application of QCs, longitudinal studies to evaluate their lasting impact, and the exploration of their potential in diverse educational settings.

In essence, this chapter positions QCs as a transformative tool for specialized education. By aligning teaching practices with learner needs and fostering a culture of continuous improvement, QCs hold the promise of revolutionizing ESP pedagogy. Their implementation not only enhances immediate learning outcomes but also equips students with the skills and adaptability required for professional success in specialized domains.

GENERAL

CONCLUSION

General Conclusion

This study explored the integration of Quality Circles (QCs) as a transformative approach to enhance the teaching and learning of ESP, specifically Legal English for Master's students at the University of Oran 2. Through a mixed-methods, quasi-experimental design, it addressed the persistent misalignment between traditional teaching methods and the specialized linguistic and professional needs of learners in legal studies. The findings underscore the potential of participatory learning frameworks to improve educational outcomes and student engagement.

The quantitative results demonstrated significant improvements in the learning outcomes of the experimental group compared to the control group. The experimental group, which participated in QC sessions, exhibited substantial gains in their ability to understand and apply legal English terminology, as evidenced by pre- and post-test comparisons. These findings validate the hypothesis that QCs can effectively enhance ESP instruction by bridging the gap between theoretical knowledge and its practical application. The marked difference in learning outcomes reflects the effectiveness of QCs as a structured and interactive pedagogical intervention.

Qualitative insights gathered from focus group discussions revealed persistent challenges in the ESP learning environment, including the complexity of legal terminology, inadequacies in course materials, and the prevalence of lecture-centric, passive teaching methods. Students highlighted the need for interactive, profession-oriented activities such as role-playing, debates, and case studies to align the learning experience with their professional aspirations. QCs emerged as a valuable tool for addressing these issues, providing a collaborative platform for open dialogue, continuous feedback, and adaptive problem-solving.

The implementation of QCs also significantly enhanced communication between students and instructors while fostering peer collaboration. The attitudes questionnaire indicated that

students felt more motivated and engaged in their learning when given the opportunity to voice concerns and contribute to course improvements. This participatory approach created a sense of ownership and responsibility among students, promoting a supportive and inclusive learning environment. By encouraging active involvement in shaping their educational experience, QCs not only improved learning outcomes but also cultivated essential soft skills, such as teamwork and critical thinking.

Despite their success, the implementation of QCs faced certain challenges. Scheduling conflicts and initial reluctance among some students to provide feedback were notable barriers. Addressing these issues requires structured scheduling, preliminary training on the QC process, and ensuring that feedback translates into actionable improvements. Such measures would optimize the effectiveness of QCs and ensure their sustainability in diverse educational contexts.

This research contributes significantly to the field of ESP by highlighting the transformative potential of QCs as an innovative teaching strategy. By aligning instructional content with the professional needs of learners and fostering a participatory, collaborative culture, QCs address critical gaps in traditional curriculum design and delivery. The findings provide a model for the effective integration of QCs in specialized education, particularly in contexts where practical application of language skills is essential, such as law.

However, the study's scope was limited to a specific group of Master's law students at a single institution. While the results are promising, broader studies across various disciplines and educational settings are necessary to generalize the findings and assess the long-term impact of QCs. Future research should explore the scalability of QCs and their integration with other participatory teaching methods to enhance their adaptability and effectiveness. Additionally, examining the role of QCs in other aspects of ESP, such as writing or oral

communication, could provide further insights into their utility as a comprehensive pedagogical tool.

In conclusion, this study has demonstrated the potential of Quality Circles to transform ESP education by addressing the unique challenges faced by learners in specialized fields. By fostering collaboration, promoting continuous feedback, and aligning teaching practices with professional needs, QCs provide a robust framework for improving teaching output and learning outcomes. The findings affirm the value of participatory approaches in creating dynamic, student-centered learning environments that prepare learners for the demands of their professional careers. This research offers a pathway for educators to innovate and adapt teaching methodologies to meet the evolving needs of specialized education, ensuring meaningful and sustainable improvements in both pedagogy and practice.

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Appendices

APPENDIX A

Focus Group Discussion Protocol

1. **Teaching Challenges**:
   - What challenges do you currently face in learning English for Specific Purposes (ESP) in your field of law?
   - How do you perceive the effectiveness of current teaching methods in addressing these challenges?
2. **Quality Circles (QCs)**:
   - How do you understand the concept of Quality Circles? How do you feel about its potential application in your learning environment?
   - What improvements would you suggest to make the teaching-learning process more effective using QCs?
3. **Learning Outcomes**:
   - How do you measure your progress in ESP classes? What specific skills do you feel need the most improvement?
   - In your opinion, how can QCs help bridge the gap between the course content and the professional needs of law students?
4. **Classroom Environment**:
   - How does the current classroom environment impact your learning of Legal English?
   - What changes in the course structure or interaction style would improve your engagement and learning?
5. **Feedback Mechanism**:
   - How would you prefer feedback to be incorporated into the learning process through QCs?
   - What role do you think students should play in providing constructive feedback to the teacher?

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APPENDIX B

Pre- and post -test

This 30-item pre-test and post-test design focused on improving learning outcomes in ESP (Legal English), particularly to measure skills in vocabulary, reading comprehension, grammar, and practical application:

Test Blueprint

- Vocabulary and Terminology: 10 items
- Reading Comprehension: 10 items
- Grammar in Context: 5 items
- Writing and Practical Application: 5 items

Test Items

Section 1: Vocabulary and Terminology (10 items)

1. Multiple Choice (4 items):

   Example:

   Which of the following best defines the term "litigation"?

   a) The process of resolving disputes in court

   b) A written statement submitted as evidence

   c) An agreement between two parties

   d) A lawyer's defense strategy

2. Matching (4 items):

   Match the terms to their definitions:

   1. Plaintiff

   2. Subpoena

   3. Arbitration

   4. Affidavit

   Definitions:

   a) A legal order to appear in court

   b) A sworn written statement

   c) The person initiating a lawsuit

   d) Resolving disputes outside court

3. Fill in the Blanks (2 items):

Example:

The judge issued a _____, requiring the witness to appear in court.

Section 2: Reading Comprehension (10 items)

4. True/False (2 items):

Based on a short text:

"The defendant must always be present in court during trial proceedings."

- True

- False

5. Multiple Choice (4 items):

Example:

Read the passage and answer:

What is the primary role of an arbitrator in legal proceedings?

a) To enforce the law

b) To mediate disputes outside of court

c) To represent the plaintiff

d) To draft contracts

6. Short Answer (2 items):

Example:

What is the main difference between arbitration and litigation?

7. Inference (2 items):

Based on a case summary, ask:

Why did the court decide to dismiss the case? Provide reasons.

Section 3: Grammar in Legal Contexts (5 items)

8. Sentence Completion (2 items):

Example:

The defendant _____ guilty of the charges brought against him.

Options:

a) was found

b) will find

c) finds

d) is being found

9. Error Identification (2 items):

Example:

Identify the error in the following sentence

"The evidences presented in the trial were insufficient."

10. Rephrasing (1 item):

Example:

Rewrite this sentence in formal legal language:

"The lawyer told the client that the case wasn't valid."

Section 4: Writing and Practical Application (5 items)

11. Drafting (2 items):

Example:

Write a sentence using the term 'jurisdiction' in a legal context.

12. Paraphrasing (1 item):

Example:

Paraphrase the following sentence:

"The contract is considered void due to lack of mutual consent."

13. Short Essay (2 items):

Example:

- Briefly explain the significance of 'due process' in legal systems (50–100 words).

- Discuss how arbitration can be advantageous over litigation in resolving business disputes (50–100 words).

Scoring

- Assign 1 point per item, for a total of 30 points.

- Vocabulary and Reading Comprehension: Focus on factual recall and understanding (15 points).

- Grammar and Writing: Emphasize accuracy, fluency, and application (15 points).

APPENDIX C

The Experiment Treatment

The appropriate treatment for students in an experiment could involve implementing Quality Circles (QCs)as a formative evaluation tool. This treatment involves the following components:

1. Student Feedback Mechanism:

- Organize QCs where a group of students provides feedback on course delivery, assignments, and other instructional aspects.

- The feedback should focus on identifying challenges, suggesting improvements, and enhancing the learning experience.

2. Iterative Improvements:

- Use the feedback collected during QC sessions to adapt teaching strategies, course materials, and evaluation methods.

- Communicate changes back to the entire class to ensure transparency and show responsiveness.

3. Targeted Instruction:

- Incorporate the insights from QC sessions to refine the curriculum to better align with the specific needs of students, particularly in ESP (English for Specific Purposes) contexts like Legal English.

- Focus on enhancing relevant skills (e.g., oral and written communication, understanding legal terminology) identified as crucial by the feedback.

4. Evaluation:

- Assess the impact of the QC-based intervention using pre-tests and post-tests to measure changes in learning outcomes.

- Utilize surveys and questionnaires to gather qualitative data on students' attitudes and perceptions of the changes.

This quasi-experimental treatment approach allows for observing the effects of QCs in a controlled environment and aligns with the chapter's objective of improving ESP courses in specialized domains like Legal English. It also adheres to the mixed-method strategy outlined, combining quantitative and qualitative data to evaluate the treatment's effectiveness comprehensively.

APPENDIX D

Questionnaire of Attitudes

Based on the chapter provided, here is a questionnaire to gather students' attitudes toward the implementation of Quality Circles (QCs) in the educational process. The questions are designed to capture a mix of quantitative and qualitative data using a Likert scale and open-ended responses.

Questionnaire: Students' Attitudes Toward the Implementation of Quality Circles (QCs)

Section 1: Background Information

1. What is your specialization in law?

- Business Law
- Penal and Criminal Law
- Other (please specify)

2. Have you participated in any Quality Circle (QC) activities before this study?

- Yes
- No

Section 2: Perceptions of Quality Circles

3. On a scale of 1 to 5, how familiar were you with the concept of Quality Circles before this study?

(1 = Not familiar at all, 5 = Very familiar)

4. To what extent do you agree that QCs help improve communication between students and teachers?

(1 = Strongly disagree, 5 = Strongly agree)

5. Do you believe that QCs provide students with a platform to express their concerns and suggestions effectively?

(1 = Strongly disagree, 5 = Strongly agree)

6. How useful do you think QCs are in identifying and addressing issues in the teaching process?

(1 = Not useful, 5 = Very useful)

7. In your opinion, how effective are QCs in enhancing your learning experience in English for Specific Purposes (ESP)?

(1 = Not effective, 5 = Very effective)

Section 3: Impact on Learning and Teaching

8. How would you rate the impact of QCs on improving the course structure and content?

(1 = No impact, 5 = Significant impact)

9. To what extent did QCs contribute to making the course more aligned with your professional needs?

(1 = Not at all, 5 = To a great extent)

10. How did participation in QCs affect your motivation to engage in the course?

(1 = Decreased motivation, 5 = Greatly increased motivation)

11. Do you think QCs helped in improving collaboration among classmates?

(1 = Strongly disagree, 5 = Strongly agree)

12. How effective were the changes implemented after QC sessions in addressing the discussed issues?

(1 = Not effective, 5 = Very effective)

Section 4: Implementation of QCs

13. Was the frequency of QC meetings sufficient to address course-related issues?

- Yes

- No

14. Do you believe that the feedback shared during QC meetings was taken seriously by the instructor?

(1 = Not at all, 5 = Completely)

15. How satisfied are you with the process of feedback collection and discussion during QC meetings?

(1 = Not satisfied, 5 = Very satisfied)

16. Did you feel comfortable sharing your thoughts and feedback during QC meetings?

(1 = Not comfortable, 5 = Very comfortable)

Section 5: Overall Attitudes and Suggestions

17. Would you recommend continuing the use of QCs in other courses?

- Yes

- No

- Not sure

18. What was the most significant benefit you experienced from participating in QCs?

(Open-ended response)

19. What challenges, if any, did you face during the QC process?

(Open-ended response)

20. How can the implementation of QCs be improved to better suit students' needs?

(Open-ended response)

APPENDIX E

Substitute Teacher Certificate 2018-2019

جـــــامعة وهران 2 محمد بن أحمد

Université d'Oran 2 Mohamed Ben Ahmed

Faculté de Droit et des Sciences Politique

Département de Droit

Oran le : 07 جويلية 2021

ATTESTATION DE VACATION

Je soussigné, chef de département de droit, atteste que : **SAAID Younes** a assuré des enseignements au département de droit, matière **: Langue Anglaise** aux étudiants de :

- **Master 1 et Master 2** Spécialité : **Droit Privé**
- **Master 1** Spécialité : **Droit Publique Economique**

Durant l'année universitaire **2018/2019**

Cette attestation est délivrée à l'intéressé(e), pour servir et valoir ce que de droit.

Chef de Département

أ/ برحو وسيلة

رئيسة قسم القانون الخاص

كلية الحقوق والعلوم السياسية

APPENDIX F

Substitute Teacher Certificate 2019-2020

جـــــامعة وهران 2 محمد بن أحمد

Université d'Oran 2 Mohamed Ben Ahmed

Faculté de Droit et des Sciences Politique

Département de Droit

Oran le : 07 جويلية 2021

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- **Master 1 et Master 2** Spécialité : **Droit des Affaires**
- **Master 1 et Master 2** Spécialité : **Droit Pénal et Sciences Criminelles**

Durant l'année universitaire **2019/2020**

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Chef de Département

أ/ برحو وسيلة
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دوائر الجودة في خدمة تدريس اللغة الإنجليزية للقانون: محاولة لتحسين مخرجات التدريس ونتائج التعلم في دروس اللغة الإنجليزية لأغراض خاصة بقسم الحقوق، جامعة وهران 2

الملخص :تتناول هذه الأطروحة استخدام دوائر الجودة (QCs) كاستراتيجية تربوية لتحسين تدريس اللغة الإنجليزية لأغراض خاصة(ESP) ، مع التركيز على اللغة الإنجليزية القانونية لطلبة الماستر في جامعة وهران 2. باستخدام نهج شبه تجريبي يجمع بين الأساليب النوعية والكمية، تعالج الدراسة تحديات تدريس المصطلحات القانونية ومواءمة المناهج مع الاحتياجات المهنية. أظهرت نتائج الاختبارات والمجموعات البؤرية والاستبيانات أن دوائر الجودة تعزز من كفاءة الطلبة، ودافعيتهم، ومهاراتهم التعاونية. كما أظهرت التحليلات الكمية تحسنًا كبيرًا في التعلم لدى المجموعة التجريبية، بينما أبرزت البيانات النوعية فوائد التعلم التشاركي. تقدم الدراسة أفضل الممارسات لتنفيذ دوائر الجودة في التعليم العالي، وتؤكد على إمكاناتها في تقديم تعليم يركز على المتعلم وقابل للتوسيع والتكيف في تدريس اللغة الإنجليزية لأغراض خاصة وغيرها.

الكلمات المفتاحية: دوائر الجودة (QCs)، اللغة الإنجليزية لأغراض خاصة (ESP)، الإنجليزية القانونية، التربية التشاركية، التعليم المتمركز حول المتعلم، التعليم العالي، مواءمة المناهج، الاحتياجات المهنية، التعلم التعاوني، التعليم المتخصص.

Quality Circles at the Service of Teaching English for Law: An Attempt to Improve the Teaching Output and Learning Outcomes of ESP Courses at the Department of Law, University of Oran 2

Summary: This dissertation investigates the use of Quality Circles (QCs) as a pedagogical strategy to improve English for Specific Purposes (ESP) instruction, focusing on Legal English for Master's students at the University of Oran 2. Using a quasi-experimental approach combining qualitative and quantitative methods, it addresses challenges in teaching legal terminology and aligning curricula with professional needs. Results from tests, focus groups, and questionnaires demonstrate that QCs enhance students' proficiency, motivation, and collaborative skills. Quantitative analyses show significant learning improvements in the experimental group, while qualitative data highlight the benefits of participatory learning. The study offers best practices for implementing QCs in higher education and emphasizes their potential for scalable and adaptable learner-centered instruction in ESP and beyond.

Keywords: Quality Circles (QCs), English for Specific Purposes (ESP), Legal English, Participatory Pedagogy, Learner-Centered Instruction, Higher Education, Curriculum Alignment, Professional Needs, Collaborative Learning, Specialized Education.

Cercles de Qualité au Service de l'Enseignement de l'Anglais Juridique : Une Tentative d'Amélioration des Résultats Pédagogiques et d'Apprentissage dans les Cours d'ESP au Département de Droit, Université d'Oran 2

Résumé : Cette dissertation explore l'utilisation des Cercles de Qualité (CQ) comme stratégie pédagogique pour améliorer l'enseignement de l'Anglais à des Fins Spécifiques (ESP), en mettant l'accent sur l'anglais juridique pour les étudiants en Master à l'Université d'Oran 2. À travers une approche quasi-expérimentale combinant des méthodes qualitatives et quantitatives, elle aborde les défis liés à l'enseignement de la terminologie juridique et à l'adaptation des programmes aux besoins professionnels. Les résultats des tests, des groupes de discussion et des questionnaires montrent que les CQ renforcent la compétence des étudiants, leur motivation et leurs compétences collaboratives. Les analyses quantitatives révèlent des améliorations significatives dans l'apprentissage du groupe expérimental, tandis que les données qualitatives mettent en lumière les avantages de l'apprentissage participatif. L'étude propose des pratiques exemplaires pour la mise en œuvre des CQ dans l'enseignement supérieur et souligne leur potentiel pour une instruction centrée sur l'apprenant, adaptable et évolutive dans l'ESP et au-delà.

Mots-clés : Cercles de Qualité (CQ), Anglais à des Fins Spécifiques (ESP), Anglais Juridique, Pédagogie Participative, Instruction Centrée sur l'Apprenant, Enseignement Supérieur, Alignement des Programmes, Besoins Professionnels, Apprentissage Collaboratif, Éducation Spécialisée.