



# Developing ESAP Materials: A Case of Graduate Students of Islamic Jurisprudence

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## Abstract

Increasing the knowledge of specialized English is often a demanding job for students at the tertiary level in Iran, for they have little exposure to English. The lack of textbooks for graduate students in many disciplines has intensified the dilemma. Due to this fact, this study aimed at designing ESAP (English for Specific Academic Purposes) materials for the graduate students of Islamic Jurisprudence. The theoretical framework for the materials development implemented in this study was one proposed by Jolly and Bolitho (2012). The secondary aim of this study was to improve the students' reading skills by using the scaffolding literacy process proposed by Rose, Lui-Chivizhe, McKnight and Smith (2003). A preliminary draft of the new textbook was developed in collaboration between the researchers, as language teachers, and a subject specialist in Islamic Jurisprudence. The newly developed materials were team-taught to 32 graduate students of Islamic Jurisprudence for one semester. At the end of the semester, a 28-item questionnaire was administered to the students in order to explore the learners' attitudes towards the textbook. The results obtained from students' questionnaire responses, observations, informal conversations along with structured interviews conducted with 20 experts of Islamic Jurisprudence revealed the stakeholders' satisfaction concerning the newly developed textbook.

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## 1 Introduction

The goal of teaching for English for Specific Academic Purpose (ESAP) courses at Iranian universities is to narrow the gap between students' general reading proficiency and their proficiency in reading specialized texts in their academic disciplines (Atai & Nazari, 2011; Atai & Shoja, 2011; Mazdayasna & Tahririan, 2008). Iranian learners possess good background knowledge of their academic disciplines in their native language; however, they lack the proficiency required to express their thoughts and ideas in English. In spite of the fact that undergraduate students have to pass six credits of ESAP courses, they have not developed the necessary reading skills and strategies required to read academic texts effectively and efficiently. This problem was also conspicuous in Atai and Tahririan's (2003) investigation of the status of English for Academic Purpose (EAP) education in Iran, conducted nationwide. Therefore, in this study, attempts were made to support students in their language learning process, specifically in their reading of authentic/specialized texts, by applying the scaffolding literacy process, proposed by Rose, Lui-Chivizhe, McKnight and

Smith (2003), as well as through the process of designing materials and, most importantly, in their actual implementation in the class.

## **2 Background**

### ***2.1 Materials development***

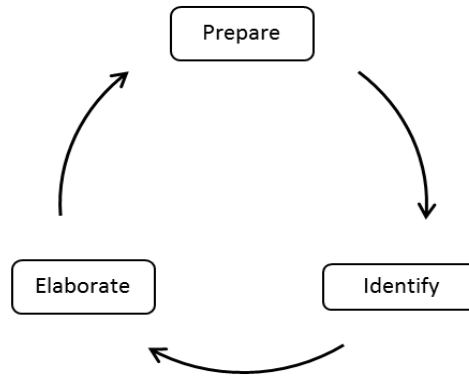
As it has been echoed in the literature, developing materials for English language teaching is a complex process which should take into consideration the beliefs and attitudes of different stakeholders. Singapore Wala (2005) suggests that among different stakeholders, syllabus designers, teachers and learners can provide feedback for materials designers. According to Jordan (1997, p. 264), a number of variables have to be taken into consideration while designing materials, namely students, teachers, syllabus, methodology, resources, time and finance. In reality, these variables were taken into account in the current study beginning with the identification of students' needs, which paved the way for collaboration between the content instructor and the researchers while designing the syllabus, selecting relevant topics along with authentic texts, detailed planning of methodology; and consequently, the evaluation of materials by students and experts belonging to the field of Islamic Jurisprudence. Consequently, the materials were revised based on the comments received from different stakeholders, namely students, content instructor, language specialists, and Islamic Jurisprudence experts.

### ***2.2 Scaffolding***

Rose et al. (2003) define 'scaffolding' in the educational context as the assistance that a teacher can offer learners so that they can perform at a much higher level than is possible without the teacher's assistance. For non-native language learners to master specialized content can be a challenging task. They indicate that scaffolding helps the learners manage complex skills satisfactorily and this scaffolding slowly disappears as soon as they become independent in their reading comprehension.

According to Banegas (2012), 'scaffolding' can appear as raising questions, activating background knowledge, making the context motivating, fostering involvement and offering feedback. Rose et al. (2003) explain how the scaffolding process can be applied at two levels: first at the level of text and then within specific sentences or paragraphs. The scaffolding strategies which work on literacy skills at the level of text comprise three stages: the first stage is 'preparation' in which students recognize and comprehend the meaning; the second stage is known as 'identifying' in which students interpret the meaning based on their discipline; and the last stage is 'elaboration' in which students explore "how authors construct meanings, and to choose how to construct such meanings themselves" (Rose et al., 2003, p. 42).

Rose et al. (2003) mention that when scaffolding strategies are applied within sentences or paragraphs, they construct a cycle: scaffolded reading cycle (see Fig. 1.). This cycle illustrates the detailed reading process and consists of three moves. The first move is the teacher's 'preparation move' in which teacher provides the overall meaning of the sentence along with the meaning of its important parts. The second move is the students' 'identifying move' in which they recognize and highlight the elements that convey the meaning; and the third move is the 'elaboration move' in which students interpret the meaning after identifying it.



**Fig.1. Scaffolded reading cycle (adapted from Rose et al., 2003, p. 45)**

### 2.3 Evaluation

The evaluation of materials, according to Hutchinson and Waters (1987), is “a matter of judging the fitness of something for a particular purpose” (p. 96). It depends on one’s purpose which aspects of materials are taken into consideration while they are evaluated; however, when the pedagogical purpose is emphasized, the materials will be evaluated based on their aspects which are directly related to the process of teaching and learning (Rubdy, 2005). Cunningsworth (1995), Dudley-Evans and St John (1998), Richards (2006), Litz (2005), Tomlinson (2012a), and Tomlinson (2005a), among other scholars, propose criteria for materials evaluation. Tomlinson (2010) mentions that universal criteria should be developed based on second language acquisition principles. Such universal criteria have the potential to act as standards for both materials designing and evaluation. In the current study, the authors have utilized the following criteria which are suggested by the aforementioned scholars to develop and evaluate newly designed materials.

- Materials should be relevant and useful (Cunningsworth, 1995; Dudley-Evans & St John, 1998; Litz, 2005; Richards, 2006; Tomlinson, 2012a).
- Materials should give the learners a sense of achievement (Litz, 2005; Richards, 2006).
- Materials should have clarity of layout and design (Litz, 2005; Tomlinson, 2005a).
- Materials should achieve impact (Litz, 2005; Richards, 2006; Tomlinson, 2012a)
- Materials should provide opportunities for self-assessment of learning (Litz, 2005; Richards, 2006).
- Materials should develop cultural awareness (Byram & Fleming, 1998, as quoted in Tomlinson, 2005a).
- Learners should feel at ease with the materials (Cunningsworth, 1995; Dudley-Evans & St John, 1998; Tomlinson, 2012a).
- Materials should draw learners’ attention to the linguistic features of the text (Tomlinson, 2012a).
- Materials should increase learners’ confidence (Litz, 2005; Richards, 2006; Tomlinson, 2012a).
- Materials should be user-friendly (Litz, 2005; Tomlinson, 2005a).

Tomlinson (2005a) proposes a systematic approach to materials evaluation and identifies three types of evaluation. The first type is ‘pre-use’ evaluation, which predicts the effectiveness of the materials on their potential users. Making an evaluation on the basis of some identified criteria reduces the subjectivity and increases the reliability and systematic nature of the work (Tomlinson,

2005a). Since the current materials have been developed based on the principles of SLA, the subjectivity of the pre-use evaluation has been reduced.

The second type of evaluation is 'whilst-use' evaluation. It is more objective and reliable than pre-use evaluation, because it entails instruments of measurements. Observation, informal conversations and formal assessments were the instruments through which whilst-use evaluation of materials were performed in the present study.

The third type of evaluation suggested by Tomlinson (2005b) is 'post-use' evaluation. He points out that this is the most reliable and valuable type of evaluation, because it measures the actual short-term and long-term effect of the materials. Moreover, he suggests different ways, namely, examinations, interviews, questionnaires, criterion-referenced evaluations by the users, and so forth, for post-use evaluation. In the current study, formal assessment and questionnaire were utilized to conduct the post-use evaluation of materials.

In Iran, most ESP/EAP textbooks have been published under the supervision of SAMT which is an official organization of university materials development and research related to the Iran's Ministry of Science, Research and Technology. However, ESAP course books for graduate students in different disciplines are scarce and most of the courses are focused on the translation of few selected pages from academic texts written in English. In addition, to the best of researchers' knowledge, a limited number of studies have been conducted in the country to develop EAP materials, and no study has been conducted to develop ESAP materials for the graduate students.

Furthermore, most of the ESAP books lack theoretical justifications. This is due to the fact that these materials are designed based on the authors' intuitions (Tomlinson, 2012a). Another issue regarding the materials development projects is that in spite of the fact that teachers spend much time observing and influencing language learning process than do researchers or materials developers, little research has been done to explore teachers' opinions concerning language teaching materials (Tomlinson, 2012a). Therefore, in the current study attempts were made to alleviate these shortcomings and to design materials in a collaborative context, which take into account both experts' as well as subject-specific instructors' and students' comments in the final version of the materials.

In Iran, the ESAP courses are taught either by language teachers, or content instructors without any cooperation between these two groups of teachers (Atai, 2006). Atai (2006), along with Mazdayasna and Tahririan (2008), point out that the responsibilities of language and content instructors should be modified and they should cooperate and collaborate to design EAP courses successfully. In this study, the collaboration between language instructor and subject specialist was extended to team-teaching as an ideal methodology for ESAP teaching. The present study seeks to answer the following questions:

- (1) What are the Islamic Jurisprudence graduate students' attitudes and perceptions concerning the newly developed materials?
- (2) What are the Islamic Jurisprudence experts' attitudes concerning the newly developed materials?

### **3 Method**

#### **3.1 Participants**

32 graduate students from the discipline of Islamic Jurisprudence who had been admitted and enrolled in the corresponding ESAP course at Yazd University, Iran, participated in this study. They were both males (N = 8) and females (N = 24) from different cities in Iran.

Most importantly, 20 experts who were Assistant Professors (3 females and 17 males) of Islamic Jurisprudence participated in the interviews. They were selected based on convenience sampling from representative universities located in Qom (N = 10), Tehran (N = 4), and Yazd (N = 6). In addition, they had the experience of teaching ESAP courses for more than one semester.

### 3.2 *Instruments*

Several data collection methods, including observations, informal conversations with students, formal assessment, student questionnaire and structured interviews with experts, were employed in this study to collect in-depth information.

#### 3.2.1 *Class observation*

Observation was the main instrument for whilst-use evaluation in this study. The prime aim of observations was to identify difficulties, which students had encountered in their learning process, and receive feedback from students regarding the materials. The language instructor (first author) observed the classroom events in an unobtrusive way. She took field notes after each session to keep records of the events which occurred in the classroom.

#### 3.2.2 *Informal interview*

Throughout the semester, eight informal interviews were conducted with 15 to 20 students before the class session began. Each conversation lasted for 30 minutes. The interviews were conducted in Persian. During these interviews, the language teacher probed students' areas of difficulties while learning English along with their attitudes and beliefs about the newly developed materials. She made field notes of the interviews and summarized them. These interviews supplemented the findings from the class observations. Based on the feedback received from students, the researchers decided to make necessary changes to the materials from time to time.

#### 3.2.3 *Questionnaire*

In order to explore students' beliefs and attitudes concerning the current book, a 28-item five-point Likert scale questionnaire was designed. The Persian version of the questionnaire was administered to the students at the end of the semester. An attempt was made to design each item of the questionnaire based on the principles of materials development and evaluation (see Evaluation section) as criteria for the evaluation of materials. The evaluated aspects of the course book were: relevance, and usefulness (explored by items 1, 5, 11, 16, 17, 18, 22, and 28), achievement of impact (explored by items 3, 4, 6, 12, 14, and 21), helping learners to feel at ease (explored by items 2, 6, 7, 10, 13, 15, 19, 24, and 27), developing confidence in students (explored by items 9, 16, 17, 18, 20, and 25), and clarity of layout and design (explored by items 8, 15, 23, and 26). This 28-item questionnaire is provided in Appendix A.

The respondents indicated the extent to which they 'agree' or 'disagree' with each item by selecting one of the options ranging from "to a very small extent" to "to a very great extent". The options and their assigned values in this study were: to a very small extent = 1, to a small extent = 2, to a moderate extent = 3, to a great extent = 4, and to a very great extent = 5.

Cronbach's coefficient alpha for the questionnaire was 0.9, which indicates a high degree of reliability. Content validity of the questionnaire was supported by experts' judgments. According to Fulcher and Davidson (2007), these experts may be subject teachers, or language teachers. In this study, one expert in Applied Linguistics, one expert in Islamic Jurisprudence and one Psychometrics expert validated the questionnaire.

#### 3.2.4 *Structured interview*

After the preliminary version of the course book was prepared and taught for one semester, structured interviews were conducted with experts of Islamic Jurisprudence in Persian. Each interview consisted of two sections. 15 questions in the first section explored interviewees' attitudes regarding the newly developed book. These questions were designed based on the same principles

that were utilized for the student questionnaire. The interviewees were asked to rank their responses to the questions on a five-point Likert scale. The options and their assigned values were similar to the student questionnaire. The evaluated aspects of the book were as follows. Relevant and usefulness (explored by items 1, 3, 7, and 12), achievement of impact (explored by items 2, 5, and 15), developing confidence in students (explored by items 4, 9, and 13), and clarity of layout and design (explored by items 6, 8, 10, 11, and 14). A copy of the structured interview is provided in Appendix B. Cronbach's alpha for these questions was 0.94, which indicates a high degree of reliability. In the second section, interviewees were asked to indicate their suggestions, which they believe may improve the quality of the newly developed course book. The validity of this questionnaire was supported by one expert in Applied Linguistics, one expert in Islamic Jurisprudence, and one Psychometrics expert. Each interview lasted about twenty minutes. The experts' suggestions were summarized, and categorized under common themes.

### ***3.2.5 Pre-test and post-test***

The post-use evaluation of the materials (Tomlinson, 2005b) was conducted in order to assess students' improvement. In this study, the same test was administered at two time periods, namely, at the beginning (pre-test), and at the end (post-test) of the semester (Cohen, Manion, & Morrison, 2007). The test was designed based on the ESAP materials which were taught during the semester. A total number of 40 items were included in the test, which was in the form of multiple type choice of items. The content of the test was organized into four sections, namely, grammar, vocabulary, cloze passage, and reading comprehension passages.

The comparison of the results will show how much progress students made from the pre-test to the post-test. There was little possibility of practice effects, because the students were too weak to remember the test materials; therefore, the same pre-test was given to the students as the post-test. Cronbach's coefficient alpha for the test was 0.84, which indicates an ideal measure of reliability. One expert in Applied Linguistics, one expert in Islamic Jurisprudence and one Psychometrics expert supported the content validity of the test (see Appendix C).

## ***3.3 Materials development procedure***

The procedure for the development of the materials consisted of three major stages, namely, the design, the implementation, and the evaluation of materials. These three stages are summarized in the following sections.

### ***3.3.1 Materials designing***

Four months before the beginning of the academic year (2013/2014), after a subject-specific specialist recognized the need for an ESAP course book for the graduate students of Islamic Jurisprudence at Yazd University, the collaboration between the researchers and the subject-specific specialist commenced. Next, the students' needs, lacks and wants were determined by the subject instructor. The main objective of the materials design was to develop students' reading skills as well as to increase their knowledge of vocabulary and grammar. In addition, the content instructor introduced a wide range of topics in Islamic Jurisprudence, including available academic books, encyclopedias, and journal articles written in English. Furthermore, the topics, and the content of the texts were collaboratively selected by the researchers, and content specialist; and finally, the syllabus was specified. The tasks and activities as well as instructions for using the materials were developed by the researchers.

Correspondingly, the scaffolding strategies (Rose et al., 2003) were utilized in sequencing the exercises and activities in each unit. Materials were carefully designed and sequenced to meet the conditions of the scaffolding process. In this study, pre-reading, reading and post-reading activities paved the way for the 'preparation,' 'identifying' and 'elaboration' stages of the process at the

level of the text, respectively. The pre-reading, reading and post-reading framework suggested by many scholars, for instance by Chastain (1988), Grabe and Stoller (2001), and Richards (2006), as a useful approach to reading, especially academic reading. Hutchinson and Waters (1987) assert that materials should construct a context of knowledge to prepare the learners' mind to learn. In fact, pre-reading activities are helpful in top-down processing and post-reading activities are helpful in bottom-up processing, a combination of both kinds of processing emphasized by many scholars, for example, by Britch (as quoted in Field, 2006) and Field (2006) for academic reading.

### ***3.3.1.1 Pre-reading activities***

Pre-reading activities assist the learners in dealing with the reading text at a much higher level than is possible without this assistance (Ringler & Weber, 1984). In the newly developed materials, this assistance is offered by including the vocabulary and discussion sections before the main reading text. This study attempted to consider five purposes in designing pre-reading activities suggested by Grabe and Stoller (2001). These activities activate background information, help successful comprehension, stimulate students' interest, set up students' expectations, and model strategies, which are useful in subsequent reading experiences.

### ***3.3.1.2 Vocabulary section***

Vocabulary acquisition has also been shown to be of crucial importance in reading comprehension among monolingual students (Anderson & Freebody, 1983; Grabe, 2004). In academic texts, the role of vocabulary acquisition is more conspicuous. Most students face difficulties in understanding academic texts. This is due to the fact that besides core vocabulary, these texts also include technical vocabulary along with semi-technical vocabulary. Students' inadequate knowledge of English, and their limited repertoire of vocabulary, hinder their understanding of academic texts. Therefore, it is crucial that the students receive guidance and support to comprehend reading texts. In the vocabulary section of the current book, definitions regarding core vocabulary, semi-technical, and technical vocabulary were included. In this manner, students have to distinguish between the different shades of meaning utilized in each context.

### ***3.3.1.3 Discussion of the topic***

Moreover, a discussion section about the main topic was included in pre-reading activities. Almost all educators acknowledge the important role of background knowledge in reading comprehension, especially when the text is culturally familiar or related to the students' academic discipline (Grabe, 2004). The purpose of the discussion section is to activate the students' prior knowledge of the topic.

### ***3.3.1.4 Main reading text***

The reading texts were authentic texts selected from the most popular English sources, including online and printed books, encyclopedias, and journal articles in the field of Islamic Jurisprudence. According to Rose et al. (2003), the first few units in the textbooks for reading should be the most comprehensible ones; the following units should become gradually more complex and challenging for the students in terms of both content, and language. As a result of gradually increasing the complexity of units of the current book, the students in this study were motivated, felt at ease and gained a sense of achievement as well as self-confidence.

### 3.3.1.5 *Post-reading activities*

These activities recycle the reading materials and elaborate on the reading texts. Rose et al. (2003) suggest that 'elaboration' as the last stage of the scaffolding process may focus on explaining the meaning of the texts and/or the language patterns. In this study, post-reading activities were designed to help learners understand the content of the reading texts as well as increase their knowledge of language. Post-reading activities in the newly developed book included various activities, which were graded and presented according to the complexity of processing (Dudley-Evans & St John, 1998). These activities included 'Comprehension questions,' 'Matching exercises,' 'Word formation,' 'Cloze passages,' 'Grammar sections,' 'Translation,' and 'Further reading.'

As echoed in the literature, the section on grammar is the most important part of the post-reading activities. L2 research findings show a strong relationship between grammar and reading ability (Grabe, 2004) and recently L2 research findings emphasize the role of formal instruction in grammar teaching (Nassaji & Fotos, 2004). After a detailed analysis of available texts on Islamic Jurisprudence, those which included frequently observed structures were selected and sequenced. Grammar exercises pave the way for the students to reprocess the text and explain the structures which were identified during the reading of the main text. Consequently, after analyzing the text, identifying the lexico-grammatical structures of the text and explaining them, students were prepared to use appropriate vocabulary and grammatical structures in their output. The purpose of grammar exercises, which follow the grammar instruction, is to support the learners in applying these rules in contexts.

Because of the scaffolding strategies, students are expected to be able to generalize from their main reading texts to the interpretation of the translation texts. Finally, the main purpose of 'Further reading' texts was to support more interested learners by creating optional extra opportunities for learning (Tomlinson, 2012a). The first unit of the newly developed textbook is provided in Appendix D.

### 3.3.2 *Materials implementation*

In the fifth phase of the materials development process, those factors related to the physical production of the materials were determined. In the sixth phase, the actual implementation of the materials began by students using the materials. The ESAP course was conducted for 15 sessions, one session each week.

At the beginning of each session, the EFL teacher posed some reading comprehension questions on the text in order to review the materials, which were taught in the previous session. Next, in most of the classes, she read the new words twice. In this manner, the identifying stage of the scaffolding process began. The second stage of the 'scaffolded reading cycle' was applied by reading the text sentence by sentence and paragraph by paragraph at a reasonable rate so that the students could follow. Firstly, the language instructor expressed the overall meaning of the sentence (preparation move). Then, the meaning of each significant element of a sentence was focused on (identifying move). These elements were related to both the meaning and the structure of the sentence and students identified and highlighted these elements in the text. Finally, these elements were fully discussed (elaboration move).

The final stage of the scaffolding process, the 'elaboration,' dealt with post-reading activities. These activities initiated by working on the significant elements of the meaning of the text, and then dealt with the text structures. This stage needs reprocessing of the text. Corresponding to the third stage of the scaffolding process (elaboration), the students analyzed the text, and noticed how the grammatical forms were used by the author to communicate his/her thoughts, and how these forms could be used in the subsequent exercises as well as prospective writing tasks. Translation of short texts was assigned as homework. It is worth mentioning that since students had limited exposure to academic texts, their English writing developed very slowly.



Furthermore, the language teacher took field notes after each session in order to keep a record of the events which occurred in the class. The researchers became aware of the problematic areas which students are encountering and, consequently, revised the materials in order to include the necessary changes in the final version of the current book.

### 3.3.3 *Materials evaluation*

According to Jolly and Bolitho (2012), evaluation is the last phase of the materials development procedure. They highlight that their framework does not work in a precisely linear fashion. The reason is that, at any phase, the evaluation of the process may be conducted. For pre-use evaluation, the first draft of the materials was evaluated based on the criteria selected by the researchers. As the course progressed, the materials were evaluated and modified. Class observations, and informal conversations with the students and content instructor were used to conduct whilst-use evaluation.

For post-use evaluation, a 28-item questionnaire was designed, and administered to the students in order to elicit their opinions regarding the newly developed materials. In addition, the students' progress was evaluated before and after the course through pre-and post-tests in order to determine how much progress they had made and to measure the post-use effect of the materials. Likewise, to complete the evaluation process and to validate the content of the course book, the first researcher conducted structured interviews with experts in Islamic Jurisprudence with experience in ESAP teaching.

## 4 Results

The results of the data analysis are elaborated in the following sections.

### 4.1 *Field notes*

The findings obtained from class observations and informal interviews with students were summarized and categorized into common themes. Table 1 displays the number of observations for each observed event. These events include the problematic areas which students encountered in their language learning process, which were observed during the class sessions and/or which the students reported frequently in their informal interviews with the language teacher.

**Table 1. Summary of the observed events during the observations and informal interviews**

|    | Observed event (problematic area)   | Number of observations | Percent |
|----|---|------------------------|---------|
| 1. | Students were not able to follow the grammar instructions.  | 35                     | 21      |
| 2. | It was difficult for students to pronounce most of the words correctly.   | 80                     | 48      |
| 3. | Students were not able to understand the meaning of each sentence and the main idea of the paragraphs or the whole texts. | 17                     | 10      |
| 4. | In spite of a lot of practice students had at home, they were not able to recall the meaning of words.                    | 17                     | 10      |
| 5. | Students faced difficulties in doing word formation exercises.  | 18                     | 11      |
|    | Total   | 167                    | 100     |

As Table 1 reveals, students encountered serious problems while pronouncing words (48%), which was the most frequently observed event.

#### 4.2 Materials evaluation questionnaire

As indicated earlier, a 28-item questionnaire was administered to the students to explore their beliefs and attitudes concerning the newly developed book. A one-sample t-test was performed to examine whether the students were satisfied with the different aspects of the book. The results of one-sample t-test are displayed in Table 2.

**Table 2. One sample t-test for the students' attitudes concerning the five aspects of the current book**

| Aspect                       | Test Value = 3 |    |                 |                 |      |                |   |       |
|------------------------------|----------------|----|-----------------|-----------------|------|----------------|---|-------|
|                              | t              | df | Sig. (2-tailed) | Mean Difference | Mean | Std. Deviation | 95% Confidence Interval of the Difference |       |
|                              |                |    |                 |                 |      |                | Lower                                     | Upper |
| Relevant and useful          | 6.15           | 31 | .000            | .59             | 3.59 | .54            | .3942                                     | .7855 |
| Achieve impact               | 3.27           | 31 | .003            | .33             | 3.33 | .57            | .1219                                     | .5343 |
| Students feel at ease        | 7.36           | 31 | .000            | .77             | 3.77 | .59            | .5548                                     | .9799 |
| Develop confidence           | 2.74           | 31 | .010            | .32             | 3.32 | .65            | .0796                                     | .5454 |
| Clarity of layout and design | 4.21           | 31 | .000            | .49             | 3.49 | .66            | .2537                                     | .7306 |

As Table 2 displays, the results were statistically significant and p-values for all the components of the questionnaire concerning the aspects of the book were less than 0.01. The effect size was needed to examine how important the difference from the neutral score (mean of 3) was. For 'relevance and usefulness' of the current book, the effect size was 1.09, which was considered a large effect size ( $d \geq 0.8$ ). In addition, for the component of 'achieve impact,' the effect size was 0.58 which was a medium effect size ( $0.5 \leq d \leq 0.8$ ). Similarly, for the component of 'students feel at ease,' the effect size was 1.33. This was a large effect size. Likewise, for the component of 'develop confidence,' the effect size was 0.5, a medium effect size. Concerning the 'clarity of layout and design' of the book, the effect size was 0.74, which was a medium effect size. The effect size for the component of 'students feel at ease' ( $d = 1.33$ ) was the biggest and the one for the component of 'develop confidence' ( $d = 0.5$ ) was the smallest effect size.

Likewise, a one-sample t-test was performed to examine whether students were satisfied with pre-reading, reading and post-reading sections of the book. The results of the one-sample t-test are depicted in Table 3.

**Table 3. One sample t-test for the three sections of each unit of the current book**

| Section of each unit | Test Value = 3 |    |                 |                 |      |                |   |        |
|----------------------|----------------|----|-----------------|-----------------|------|----------------|---|--------|
|                      | t              | df | Sig. (2-tailed) | Mean Difference | Mean | Std. Deviation | 95% Confidence Interval of the Difference |        |
|                      |                |    |                 |                 |      |                | Lower                                     | Upper  |
| Pre-reading          | 7.59           | 31 | .000            | 1.016           | 4.02 | .76            | .7429                                     | 1.2884 |
| Reading              | 7.31           | 31 | .000            | .58             | 3.58 | .45            | .4191                                     | .7434  |
| Post-reading         | 3.19           | 31 | .003            | .39             | 3.39 | .68            | .1393                                     | .6315  |

As Table 3 depicts, the results were statistically significant ( $p \leq 0.003$ ). The calculated effect sizes for pre-reading and reading sections were 1.34 and 1.29 respectively; both of them were quite large effect sizes. For post-reading, the effect size was 0.65, which was a medium effect size.

Similarly, a one-sample t-test was performed to examine whether students were satisfied concerning the vocabulary and the grammar exercises. Table 4 shows the results of the one-sample t-test.

**Table 4. One sample t-test for two types of exercises of the current book**

| Type of exercise | Test Value = 3 |    |                 |                 |      |                |   |       |
|------------------|----------------|----|-----------------|-----------------|------|----------------|---|-------|
|                  | t              | df | Sig. (2-tailed) | Mean Difference | Mean | Std. Deviation | 95% Confidence Interval of the Difference |       |
|                  |                |    |                 |                 |      |                | Lower                                     | Upper |
| Vocabulary       | 4.59           | 31 | .000            | .67             | 3.67 | .83            | .3730                                     | .9708 |
| Grammar          | 1.07           | 31 | .294            | .17             | 3.17 | .88            | -.1520                                    | .4854 |

Regarding vocabulary exercises, the test results were statistically significant and the effect size was 0.84, which was considered a large effect size. Concerning grammar exercises, even though the mean was higher than 3, and the mean difference was 0.17, the difference was not statistically significant ( $p \geq 0.05$ ).

Finally, a one sample t-test was performed to examine whether students were satisfied with the current book. The results of the one-sample t-test are displayed in Table 5.

**Table 5. One sample t-test concerning the students' attitudes towards the whole course book**

|            | Test Value = 3 |    |                 |                 |      |                |   |       |
|------------|----------------|----|-----------------|-----------------|------|----------------|---|-------|
|            | t              | df | Sig. (2-tailed) | Mean Difference | Mean | Std. Deviation | 95% Confidence Interval of the Difference |       |
|            |                |    |                 |                 |      |                | Lower                                     | Upper |
| Total mean | 5.97           | 31 | .000            | .54             | 3.54 | .51            | .3563                                     | .7263 |

As Table 5 reveals, the results of the test were statistically significant and the effect size was 1.06, which is considered a large effect size. This large effect size revealed that the students had positive attitudes towards the current book, because the mean score of 3.54 was statistically different from the neutral value (3).

#### 4.3 Pre-test and post-test results

Moreover, paired-samples t-test was performed in order to compare students' progress on the pre-test and the post-test. Table 6 reveals the results of the paired-samples t-test.

**Table 6. Paired samples t-test for pre-and post-test scores**

| Pair |  | Paired Differences |                |                 |   |       |       |    |                 |
|------|--|--------------------|----------------|-----------------|---|-------|-------|----|-----------------|
|      |  | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       | t     | df | Sig. (2-tailed) |
|      |  |                    |                |                 | Lower                                     | Upper |       |    |                 |
| 1    | Pre-test out of 20 – post-test out of 20 | 13.77              | 2.84           | .50             | 12.74                                     | 14.79 | 27.39 | 31 | .000            |

As Table 6 shows, there was a statistical difference between the pre-test and the post-test (mean difference = 13.77,  $t(32) = 27.39$ ,  $SD = 2.84$ ,  $p \leq 0.001$ ) and the calculated effect size was 4.8, which was a large effect size. Therefore, not only the students were satisfied with the materials, but also they made a significant progress after using the materials.

#### 4.4 Structured interview

A one-sample t-test was performed on the data collected from semi-structured interviews in order to elicit opinions of the experts concerning the different aspects of the current book. Table 7 depicts the results of the one-sample t-test.

**Table 7. One sample t-test concerning the experts' attitudes towards the four aspects of the book**

| Aspect of the book             | Test Value = 3 |      |                 |                 |      |                | 95% Confidence Interval of the Difference |        |
|--------------------------------|----------------|------|-----------------|-----------------|------|----------------|---|--------|
|                                | t              | df   | Sig. (2-tailed) | Mean Difference | Mean | Std. deviation | Lower                                     | Upper  |
|                                | Achieve impact | 8.62 | 19              | .000            | 1.00 | 4.00           | .52                                       | .7573  |
| Clarity of layout and design   | 8.27           | 19   | .000            | 1.20            | 4.20 | .65            | .8963                                     | 1.5037 |
| Develop confidence in students | 5.48           | 19   | .000            | .93             | 3.93 | .76            | .5769                                     | 1.2898 |
| Relevance and usefulness       | 7.35           | 19   | .000            | 1.15            | 4.15 | .70            | .8226                                     | 1.4774 |

As Table 7 reveals, the results of the tests were statistically significant ( $p \leq 0.001$ ). The effect sizes for the components of 'achieve impact,' 'clarity of layout and design,' 'develop confidence in students,' and 'relevance and usefulness' of the textbook were 1.92, 1.85, 1.22, and 1.64, respectively. All four effect sizes were quite large effect sizes.

Similarly, a one-sample t-test was also performed to examine whether the experts were satisfied with the current book. Table 8 shows the results.

**Table 8. One sample t-test for the experts' attitudes towards the whole course book**

|  | Test Value = 3 |      |                 |                 |      |                | 95% Confidence Interval of the Difference |       |
|--|----------------|------|-----------------|-----------------|------|----------------|---|-------|
|  | t              | df   | Sig. (2-tailed) | Mean Difference | Mean | Std. Deviation | Lower                                     | Upper |
|  | Total mean     | 8.07 | 19              | .000            | 1.09 | 4.09           | 0.61                                      | .8098 |

As Table 8 shows, the results were statistically significant ( $p \leq 0.001$ ). The calculated effect size was 1.79. The findings suggest that experts reported positive attitudes concerning the course book. Likewise, the experts' suggestions are summarized in Table 9.

**Table 9. Summary of the experts' suggestions to improve the quality of the current book**

| Suggestion   | Frequency | Percent |
|--|-----------|---------|
| 1. Incorporating of more variety of topics in Islamic Jurisprudence into the book              | 11        | 42      |
| 2. Incorporating of more self-assessment questions into the book                               | 6         | 23      |
| 3. Incorporating of answer keys of exercises into the book                                     | 4         | 15      |
| 4. Developing supplementary learning materials   | 3         | 12      |
| 5. Making clear distinction between core vocabulary and technical or semi-technical vocabulary | 2         | 8       |
| Total  | 26        | 100     |

It is evident from Table 9 that the most frequently suggested idea (42%) was 'incorporating of more variety of topics in Islamic Jurisprudence' into the current book.

## 5 Discussion

The main aim of conducting this study was to design ESAP materials for the graduate students of Islamic Jurisprudence. The first research question explored the perceptions and beliefs of the students concerning the newly developed book.

The results of the post-use evaluation, which was conducted by administering a questionnaire, revealed that students were completely satisfied with the current textbook in comparison to the limited number of pages selected from academic books, which they had to translate and study in their undergraduate programs. The findings of this study support the results which many scholars

(Cooker & Pemberton, 2010; Edwards, 2000; Parkinson, Jackson, Kirkwood, & Padayachee, 2007; Sismiati & Latief, 2012) have obtained regarding their learners' positive responses concerning newly developed materials which they had designed in their ESAP courses.

Concerning the 'relevance and usefulness' of the textbook, the results revealed that the students found the textbook completely relevant to their immediate and prospective needs. This was due to the fact that authentic texts included in the course book were selected based on their perceived needs and in collaboration with subject-specific instructor.

Similarly, the students responded positively regarding the layout and design of the current book, which included a variety of topics, vocabulary lists, glossary, grammar exercises, self-assessment tests, references for each selected text, and the sequencing of each unit based on the scaffolding process.

Likewise, the students 'felt at ease' while studying the materials. The aspect of 'feeling at ease' was in close relationship with the scaffolding process adopted in the sequencing and presentation of materials in the current study. The 'preparation' stage, which corresponded to the pre-reading activities, paved the way for students to begin reading the text. Providing clear instructions, increasing the concreteness by using examples, the appropriate density load of each unit, as well as the clear layout and design of the course book were useful for helping learners to feel at ease while studying the current book. Oxford (1999), in her study, concludes that learners can benefit from feeling at ease and that they fail to take full advantage of learning opportunities when they feel anxious or tense.

Moreover, the results of the study showed that the materials 'developed a sense of self-confidence' in the students. Dulay, Burt and Krashen (as quoted in Tomlinson, 2012b) assert in their study that self-confidence helps learners to learn more rapidly. The researchers attempted to increase students' confidence by engaging them in activities which were slightly beyond their existing proficiency.

The questionnaire also elicited students' attitudes towards the three sections of the book, namely the 'pre-reading,' 'reading,' and 'post-reading' activities. The results revealed that students were satisfied with the vocabulary, and the discussion sections. These sections corresponded to the 'preparation' stage of the scaffolding process, which aimed at preparing the students for the main reading text. Similarly, the students responded positively concerning the texts adopted for reading. This suggests that the students found the texts directly relevant to their academic discipline and that they aroused their motivation.

Correspondingly, the students were satisfied with the post-reading activities. These activities corresponded to the 'elaboration' stage of scaffolding process, which assessed the productive skills of the students in comparison to the previous stages which had assessed their receptive skills. Likewise, the students revealed positive attitudes towards the exercises which were designed for vocabulary. This is due to the fact that the materials were revised based on the feedback and comments provided by the students during class observations and informal conversations, by including more illustrations as well as words along with their pronunciations in the vocabulary sections. Moreover, they found the vocabulary section useful in their reading comprehension.

Concerning grammar instruction, there was no statistical difference in the results from a purely neutral attitude. As the field notes revealed, students were struggling with the exercises related to grammar. They perceived the application of the grammar rules as challenging; moreover, weaker students faced many difficulties in doing these exercises. Possible explanations are the students' limited exposure to academic reading and writing and their low level of English proficiency. Rose et al. (2003) observed similar problems among their students in their study of the teaching of academic reading and writing conducted at the Koori Centre, University of Sydney.

Concerning the whilst-use evaluations of the materials, the results obtained from the field notes revealed that students were not able to pronounce words correctly. This led the researchers to include more vocabulary along with their phonetic symbols in the vocabulary section of the revised version of the book. Another problem the students encountered was related to grammar. This was due to the fact that students' low proficiency in English created obstacles for them to learn the

grammatical rules and apply them appropriately. Because of limited exposure to academic reading and writing, an overwhelming number of students still faced many difficulties in their academic writing by the end of the semester. In the current study, the researchers modified some of the instructions pertaining to the grammar sections of the book and increased the number of illustrations.

Most importantly, students encountered problems in doing the word formation exercises, learning vocabulary, and understanding the meaning of each sentence or the main idea of a paragraph. Students encountered difficulties in doing the word formation exercises because the majority of them were not familiar with the parts of speech – in spite of the fact that they had passed EGAP and ESAP courses in their undergraduate programs. This prompted the researchers to include more word formation exercises in the course book. In addition, students complained that, in spite of much practice at home, they could not recall the meaning of the words when the need arises. The researchers made an attempt to provide more explanations and illustrations for each word in the vocabulary sections; additional vocabulary exercises were developed in post-reading activities as well.

Finally, a comparison of the results obtained on the pre-test and post-test showed that the students had made dramatic progress from the pre-test ( $M = 1.66$ ) to the post-test ( $M = 15.42$ ). Parkinson, Jackson, Kirkwood and Padayachee (2007), after scaffolding reading and writing materials at University of KwaZulu-Natal (Howard College), evaluated students' performances before and after the course by using two versions of the university entrance test of English proficiency as pre-test and post-test. Their findings indicated that the students developed their reading skills by using the materials.

The second question of the current study explored the beliefs and attitudes of experts (who had ESAP teaching experiences) concerning the newly developed course book. Many scholars (Bocanegra-Valle, 2010; Dudley Evans & St John, 1998; Elley, 1989; Hutchinson & Waters, (1987); Jolly & Bolitho, (2012); Kennedy, (1985); Richards, 2006; Robinson, 1991; Singapore Wala, 2005) emphasize the evaluation of materials by teachers as well as learners.

An overwhelming number of experts reported their positive responses concerning the current book, because it was designed based on the students' perceived needs and developed in collaboration with the content instructor. Correspondingly, the experts were satisfied regarding the clarity, layout and design of the book. Furthermore, the experts believed that the contents of the book are capable of increasing students' confidence. The activities in each unit were sequenced from easy to difficult and they were only slightly beyond the students' current proficiency. Finally, the results revealed that the experts showed positive attitudes towards the relevance and usefulness of the materials, because the book was developed based on the learners' immediate and prospective or delayed needs.

To sum up, different stakeholders revealed positive attitudes concerning the current textbook. One outstanding finding of this study was that the experts reported positive attitudes with a high frequency in comparison with the students for all aspects of the book. The obtained mean by the experts for evaluating the current book and the calculated effect size were 4.09 and 1.79 respectively; the obtained mean for the students' evaluation of the book and the effect size were 3.54 and 1.06 respectively. This may be because the experts had experience in teaching specialized English to graduate students of Islamic Jurisprudence by using pamphlets and materials selected randomly from articles, and other texts. They were pleased that an attempt was made to develop a course book which took into consideration the relevant stages of materials designing and evaluation. Most importantly, the current book was taught for one semester to the students of Islamic Jurisprudence and evaluated by experts belonging to this academic discipline. The experts' attitudes about the current book shed light on the fact that materials have an important role in successful language learning, and creating structure and coherence in the classroom (Canniveng & Martinez, 2005; Richards, 2006).

Finally, the experts were asked to offer their suggestions in order to improve the quality of the course book. These suggestions have been categorized and summarized into five categories. The

first suggestion, which comprised 42%, dealt with including more topics in the book. With respect to this suggestion, three extra units were added to the book.

The second most frequently suggested idea (23%) was to incorporate more self-assessment questions into the book. Even though the book included self-assessment questions, the experts believed that such type of questions were indispensable. Consequently, the researchers increased the number of self-assessment questions at the end of the course book.

The third and fifth most frequent recommendations were to incorporate answer keys of exercises at the end of the book (15%) and to make clear distinctions between core vocabulary and technical, or semi-technical vocabulary (8%), respectively. The researchers did not act in accordance with these suggestions intentionally. The rationale behind not including answer keys and not providing clear distinctions between core vocabulary, technical and semi-technical vocabulary was to encourage students in self-learning. Incorporating answer keys might encourage students to find the correct answers from the answer keys and there might be little investment of effort and attention in doing the exercises. However, for self-assessment questions, answer keys were provided to help students to evaluate themselves. As mentioned earlier, students were provided with definitions regarding core vocabulary, and technical or semi-technical vocabulary. This also required students to make discoveries for themselves and decide which definition was appropriate for the particular context.

Tomlinson (2012a) emphasizes that materials should require learner self-investment and the researchers took into consideration this guideline or principle in the current materials development project. This suggestion can shed light on the fact that content and language specialists differ in their views concerning language learning and teaching.

Developing supplementary learning materials was the fourth most frequent recommendation (12%) proposed by experts. Although this was a good suggestion, however, in the current study this was not feasible. In the future, an attempt can be made to develop a teacher's manual in order to support subject-specific instructors teaching specialized courses and/or to produce CDs to help learners develop their listening ability and pronunciation. The current text book was revised based on the comments and feedback received from the experts, who were content specialists.

## 6 Conclusion

Several instruments were utilized in the present study to collect in-depth data. The findings of the study revealed that students made positive responses regarding the current textbook. The findings of the interviews revealed that the experts in Islamic Jurisprudence were completely satisfied with the newly developed course book. One prominent phenomenon, which this study benefited from, was that the cooperation and collaboration between the first researcher as language instructor and the subject-specific specialist, which was extended to team-teaching.

This study provides EFL instructors, content instructors and materials designers with logical guidelines, which can be taken into consideration in materials development projects not only in the realm of Islamic Jurisprudence but also in other ESAP contexts. It also provides an account of the sequence of activities included in each unit of the book. The current textbook was revised based on the comments and feedback received from different stakeholders, namely learners and experts, who were content specialists. Therefore, the current textbook has the potential to be utilized by different stakeholders at the national and international level. This was a materials development study in an actual educational setting. However, including a control group in a true experimental study could reveal the actual effect of materials. This can be conducted in further studies.

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## Appendices

### Appendix A - Materials Development Questionnaire

Dear Participants,

The following questionnaire is a part of a research project, which explores your beliefs and attitudes regarding the newly developed materials which were provided in this semester. Please tick the relevant choice for each question.

| Items  | To a very great extent | To a great extent | To a moderate extent | To a small extent | To a very small extent |
|--|------------------------|-------------------|----------------------|-------------------|------------------------|
| 1. To what extent did the materials have relevance to your discipline?   |                        |                   |                      |                   |                        |
| 2. To what extent did the content instructor's descriptions before the reading texts influence your learning?                                    |                        |                   |                      |                   |                        |
| 3. To what extent did the texts have a variety of topics?  |                        |                   |                      |                   |                        |
| 4. To what extent were the texts interesting?  |                        |                   |                      |                   |                        |
| 5. To what extent were the selected texts for "further reading" related to the discipline of Islamic jurisprudence?                              |                        |                   |                      |                   |                        |
| 6. To what extent were the activities provided for each unit too long and boring?  |                        |                   |                      |                   |                        |
| 7. To what extent was the density load of each unit appropriate?   |                        |                   |                      |                   |                        |
| 8. To what extent did each unit include various exercises to review and practice new vocabulary?   |                        |                   |                      |                   |                        |
| 9. To what extent do you think you will be more successful in your final exam than the first test that you had at the beginning of the semester? |                        |                   |                      |                   |                        |
| 10. To what extent did the definitions of the terms help you to learn and remember them?   |                        |                   |                      |                   |                        |
| 11. To what extent were the materials helpful to study different English texts in your discipline?   |                        |                   |                      |                   |                        |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 12. To what extent did the activities have variety?   |  |  |  |  |  |
| 13. To what extent were the grammar exercises useful in comprehension of the reading passages?                      |  |  |  |  |  |
| 14. To what extent did you study the “further reading” texts?   |  |  |  |  |  |
| 15. To what extent was the layout of each unit appropriate?   |  |  |  |  |  |
| 16. To what extent did the passages help you to improve your reading ability?                                       |  |  |  |  |  |
| 17. To what extent did the passages help you to improve your writing ability?                                       |  |  |  |  |  |
| 18. To what extent did the activities help you to improve your writing ability?                                     |  |  |  |  |  |
| 19. To what extent were the passages complex and difficult to understand?   |  |  |  |  |  |
| 20. Do you think you are able to read English texts in Islamic jurisprudence?                                       |  |  |  |  |  |
| 21. To what extent did the materials motivate you to participate in class activities and discussions?               |  |  |  |  |  |
| 22. To what extent was the relevance of grammar to the reading text of each unit helpful in learning the grammar?   |  |  |  |  |  |
| 23. To what extent were the exercises designed from easy to difficult?  |  |  |  |  |  |
| 24. To what extent were the exercises helpful in your learning?   |  |  |  |  |  |
| 25. To what extent did the materials increase your self-confidence to study and use subject-specific English texts? |  |  |  |  |  |
| 26. To what extent did the exercises help you to assess your learning?  |  |  |  |  |  |
| 27. To what extent were the explanations provided concerning grammar comprehensive?                                 |  |  |  |  |  |
| 28. To what extent did you feel satisfied with the contents of the current book?                                    |  |  |  |  |  |

Thank you.

**Appendix B - Questions addressed to the experts in the interview**

A. Questions

- 1) To what extent do the materials provide exposure to English in authentic use?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 2) To what extent does the book include interesting topics and activities for the learners?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 3) To what extent do the materials provide opportunities for cultural awareness?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 4) To what extent do the materials have positive effect on the learners’ self-confidence?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 5) To what extent do the materials have positive effect on the learners’ motivation?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 6) To what extent are the materials user-friendly for the instructors and learners?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 7) To what extent do the pre-reading activities provide opportunities for better reading comprehension?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 8) To what extent do the post-reading activities provide opportunities for self-assessment of learning?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 9) To what extent do the topics and activities of the current book as well as each unit proceed from easy to complex?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent
- 10) To what extent does the layout and design of the book is appropriate and clear?  
 a. To a very small extent    b. To a small extent    c. To a moderate extent    d. To a great extent    e. To a very great extent

- 11) To what extent does the book include adequate additional questions for self-assessment?  
 a. To a very small extent b. To a small extent c. To a moderate extent d. To a great extent e. To a very great extent
- 12) To what extent does the book include the language skills which students need to practice?  
 a. To a very small extent b. To a small extent c. To a moderate extent d. To a great extent e. To a very great extent
- 13) To what extent is the language used at the appropriate level to match the students' current English proficiency?  
 a. To a very small extent b. To a small extent c. To a moderate extent d. To a great extent e. To a very great extent
- 14) To what extent does the book utilize adequate explanations to teach vocabulary and grammatical points?  
 a. To a very small extent b. To a small extent c. To a moderate extent d. To a great extent e. To a very great extent
- 15) To what extent does the book include a variety of topics related to Islamic Jurisprudence?  
 a. To a very small extent b. To a small extent c. To a moderate extent d. To a great extent e. To a very great extent

Kindly provide your recommendations in order to improve the quality of the current book.

### ***Appendix C - Pre- and Post-test***

Name & Family name:

Number of questions: 40

Time: 40 mins

Directions: Select the best choice. Example: a.

**(b)**

c.

d.

#### **Section I. Grammar**

***Select the word which is incorrect. If all the underlined words are correct, select choice (d): No error***

- The woman declaration that she is entering into a relationship of marriage with the man and he accepts her as his wife. No error  
 a. b. c. d.
- Their shares are reduced under the principle of proportionate reductive, known as 'awl. No error  
 a. b. c. d.
- The Hanafi school came to predominate in the eastern Mediterranean. No error  
 a. b. c. d.
- One characteristic of Twelver Shi'ism is recognition of the authoring of twelve successive imams. No error  
 a. b. c. d.
- The woman may said: "I give myself to you." No error  
 a. b. c. d.
- Marriage is defining in Islam in terms of a number of pillars and statues. No error  
 a. b. c. d.
- In the marriage contract, the identity of the spouses must be clear specified. No error  
 a. b. c. d.
- If there are no close male relative, close female relatives may assume the guardianship. No error  
 a. b. c. d.

**Section II. Vocabulary**
**A. Select the choice which best completes the blank.**

9. There are individuals who continuously follow the path of independent judgment, *ijtihad*, and \_\_\_\_\_ the problems of jurisprudence from one generation to another.
  - a. transmit
  - b. delve into
  - c. underestimate
  - d. pass on
10. The Hanafis mention Islam, \_\_\_\_\_, profession, liberty, piety, and property in the definition of 'equality' of husband.
  - a. lineage
  - b. success
  - c. slavery
  - d. faithfulness
11. If either of the spouses should become a/an \_\_\_\_\_ the marriage is automatically annulled.
  - a. liar
  - b. guilty
  - c. apologetic
  - d. apostate
12. Twelver Shi'is are believers in the line of twelve imams, of whom the last one is in \_\_\_\_\_.
  - a. execution
  - b. impression
  - c. occultation
  - d. realization
13. God provides two forms of guidance: \_\_\_\_\_ moral guidance and particular revelatory guidance.
  - a. specific
  - b. limited
  - c. universal
  - d. unique
14. Any gifts made by a dying person in contemplation of his death are subject to precisely the same limitations as \_\_\_\_\_.
  - a. bequests
  - b. estates
  - c. properties
  - d. heirs
15. Rulings of the imams were circulating in the form of hadith reports among the close associates of the imams and were systematically \_\_\_\_\_ in the tenth century.
  - a. contradicted
  - b. compiled
  - c. attracted
  - d. entitled
16. Any pluralistic social order requires the active \_\_\_\_\_ of rational as well as revelational sources of protection for individual autonomy in matters of personal faith.
  - a. leaving
  - b. articulation
  - c. negation
  - d. contradiction
17. The family of the deceased might seek material \_\_\_\_\_ for their loss.
  - a. accession
  - b. requirement
  - c. attempt
  - d. compensation
18. The waiting period is following the definite \_\_\_\_\_ of the marriage.
  - a. integration
  - b. contraction
  - c. dissolution
  - d. convention
19. Ahl al Hadith claimed that the opinions of Ahl al Rai were based on no more than *conjecture*. The word 'conjecture' can be best replaced by \_\_\_\_\_.
  - a. logic
  - b. knowledge
  - c. wisdom
  - d. guessing
20. The Qur'an *allots* shares to eight relatives, namely the daughter, mother, father, husband, wife, brothers, and sisters. The word 'allot' can be best replaced by \_\_\_\_\_.
  - a. assigns
  - b. manages
  - c. prefers
  - d. request

21. Custom was a factor which allowed the emergence of different *realizations* of the same law. The word 'realization' can be best replaced by \_\_\_\_\_
- a. achievement                      b. understanding                      c. actualization                      d. awareness
22. As the head of the community, the Prophet could not use his political power to *enforce* a God-human relationship. The word 'enforce' can be best replaced by \_\_\_\_\_
- a. spread                      b. impose                      c. encourage                      d. support
23. Shi'ites *perform* supererogatory prayers. The word 'perform' can be best replaced by \_\_\_\_\_
- a. keep on                      b. carry out                      c. get out                      d. go on

**B. Select the choice which best answers each question.**

24. What is the essential condition of inheritance?
- a. Creditors can assert their claims against the estate.  
b. A female receives half the share of a male.  
c. The heir must survive the deceased.  
d. Assigning definite shares to female relatives.
25. Which is not correct concerning the minimum requirements of Hijab for a Muslim woman?
- a. She can leave her hands up to wrists uncovered in the presence of Na-Mahram.  
b. As an obligatory precaution, she should conceal herself even from a Na-baligh boy who is able to discern between good and evil.  
c. She should cover her face in the presence of Na-Mahram if it leads him to casting a sinful glance.  
d. She may not leave her face and hands up to wrists uncovered in the presence of Na-Mahram.
26. Which of the following words means "having or showing a deep respect for God and religion"?
- a. prayer  
b. pious  
c. adequate  
d. competent
27. Which of the following words means "an official order given by a person with power or by a government"?
- a. declaration  
b. request  
c. paradigm  
d. decree

**Section III. Cloze Passage**

*Read the passage below and select the choice which best completes the blank.*

In recent decades, especially following the Islamic revolution and the establishment of religious ...(28)... as the head of government in the modern nation state of Iran, the public role of religion in general and the role of Islam in particular ...(29)... by social scientists. With the American ...(30)... in Afghanistan and Iraq, constitutional debates have as yet to tackle the role of religious convictions and values in the development of democratic institutions to ...(31)... basic freedoms and rights in those countries. In both of these countries religious leaders have insisted on making the religious law of Islam, the Shari'a, the principal source of defining freedoms and rights in the national constitution. More importantly, the religiously ...(32)... nature of Muslim societies requires taking ...(33)... not only Sunni-Shi'ite but also interfaith relationships.

28. a. royalty                      b. authority                      c. concept                      d. opinion
29. a. has been revisited      b. has revisited                      c. have been revisited      d. have revisited
30. a. esteem                      b. attack                      c. commitment                      d. intervention
31. a. contend                      b. oppose                      c. guarantee                      d. resist
32. a. practical                      b. particular                      c. pluralistic                      d. characteristic
33. a. into consideration      b. considering                      c. to consideration                      d. in considering

#### Section IV. Reading Comprehension

*Read the following passages and select the choice which best answers each question.*

##### *Passage 1*

Husband and wife inherit from each other according to set rules. The only condition for inheritance is a valid marriage contract, not consummation of the marriage.

If the wife should die childless, the husband inherits one-half of her property; if she had a child or children, he inherits one-fourth. If the husband should die childless, the wife inherits one-fourth of her property; if he had children, she inherits one-eighth.

If the deceased wife should have no other relatives, all property goes to the husband. If the deceased husband should have no other relatives, the wife will inherit one-half of the property and the rest will go to the *bayt al-mal* (the community treasury), except according to one of two Shi'i opinions, which holds that she inherits all the property. If the deceased husband had more than one wife, the wife's share is divided among them equally.

The husband inherits from everything left by the wife. According to the Sunni schools, the wife also inherits from everything left by the husband; in general, the Shi'is hold that if she does not have any children from the husband, she inherits from all property except land, though she does inherit from the value of property situated upon the land, such as buildings, trees, implements, etc.

34. Which statement can be inferred from the passage?
- If a man died childless, his wife becomes the owner of all property.
  - If a man has not consummate his marriage, he would not have inherited from his wife.
  - If a man and woman entered into a valid marriage contract, they would inherit from each other.
  - If a woman died childless, her husband becomes the owner of all property.
35. According to Sunnism, If the deceased husband should have no relatives other than his wife, ...
- She will inherit one-half the property
  - She will inherit all the property
  - She will inherit one-eighth of the property.
  - All the property will go to the community treasury.
36. The Shi'is hold that if the wife does not have any children from the husband, she inherits from...
- Everything left by the husband.
  - All property except land and the property situated upon the land.
  - The value of property situated upon the land such as buildings, trees, etc.
  - All property and the value of property situated upon the land but not the land itself.

37. The word “situated” in the last line of the text can be best replaced by...
- preserved
  - located
  - captured
  - produced

### Passage 2

Islam proclaims that the true Owner of everything is not the human being but God Who bestows wealth on people out of His beneficence as He sees fit. Hence those to whom He has given more have an obligation to spend from His bounty for their brothers or sisters who need help. In concrete terms, zakah consists of an amount which is assessed on the nonessential property of the Muslim, to be distributed among: "The poor and the needy, and those who work on it (collecting zakah), and those whose hearts are to be reconciled and (to free) captives and (help) debtors, and in the cause of God, and for travellers." (9:60)

Zakah is not to be paid on property which is for personal use (for example clothing and household furniture, a house in which one lives, crops planted for domestic consumption) but is assessed at approximately two and a half percent per year on cash or capital which is beyond one's immediate needs as, for example, cash savings or investments, the inventory of a business, cattle, lands and crops which are a source of profit and so on. Zakah is to be paid once a year and is assessed on property only after a full year has passed since *its* acquisition and after any debts or other legitimate obligations have been met.

38. Which of the following is not mentioned in the text among those who are receivers of the Zakah?
- collectors of Zakah
  - free persons
  - debtors
  - travelers
39. Zakah is to be paid on which property mentioned below?
- crops planted for domestic consumption
  - household furniture
  - the inventory of a business
  - a car one drives
40. What does ‘its’ in line 6, paragraph 2 refer to?
- a year
  - property
  - zakah
  - acquisition

## Appendix D - Unit one of the newly developed course book

### Part I. Pre-Reading Activities

#### (1) Vocabulary

**allegation:** / ælɪˈɡeɪʃn/ noun

public statement that is made without giving proof:

Example: *allegations of dishonesty against him*

**dower:** /ˈdaʊə/ noun

money and/or property that, in some societies, a husband must pay to his wife when they get married:

Example: *The amount of the dower to be paid to the wife has been specified.*

**enter into a contract:** /'entə 'ɪntu: ə 'kɒntrækt/ phrase

make an agreement with; enter into an agreement, sign an agreement.

Example: *He enters into a contract with the supplier.*

**establish:** /ɪ'stæblɪʃ/ verb

1. to start or create an organization, a system, etc. that is meant to last for a long time:

Example: *The committee was established in 1912.*

2. to make people accept a belief, claim, custom etc.:

Example: *It was this campaign that established the paper's reputation.*

3. to discover or prove the facts of a situation:

Example: *Police are still trying to establish the cause of the accident.*

**institution:** /ɪnsti'tu:ʃn/ noun

1. a large important organization that has a particular purpose, for example, a university or bank:

Example: *an educational / financial institution.*

2. a custom or system that has existed for a long time among a particular group of people:

Example: *the institution of marriage*

3. the act of starting or introducing something such as a system or a law:

Example: *the institution of new safety procedures*

**maintain:** /meɪn'teɪn/ verb

1. to make something continue at the same level, standard, etc.

to maintain law and order / standards / a balance:

Example: *The two countries have always maintained close relations.*

2. to keep stating that something is true, even though other people do not agree or do not believe it:

Example: *The men maintained (that) they were out of the country when the crime was committed.*

3. to support somebody/something over a long period of time by giving money, paying for food, etc.

Example: *Her income was barely enough to maintain one child, let alone three.*

**nullify:** /'nʌlɪfaɪ/ verb

1. to make something such as an agreement or order lose its legal force:

Example: *Judges were unwilling to nullify government decisions.*

2. to make something lose its effect or power:

Example: *An unhealthy diet will nullify the effects of training.*

**statute:** /'stætʃu:t/ noun

1. law that is passed by a parliament, council, etc. and formally written down:

Example: *Penalties are laid down in the statute.*

2. formal rule of an organization or institution:

Example: *Under the statutes of the university they had no power to dismiss him.*

**the letter of the law:** /ðə letə(r) ɒv ðə 'lɔ:/ idiom

the exact words of a law or rule rather than its general meaning:

Example: *They insist on sticking to the letter of the law.*

**unregulated:** /ʌn'regjələɪtɪd/ adjective

not controlled or supervised by regulations or laws:

Example: *abuses connected with unregulated sexual relationships*

**utter:** /'ʌtə(r)/ verb

to say something:

Example: *She did not utter a word during lunch.*

## (2) Discussion

Before you read, discuss the following questions:

1. Is marriage a bilateral or unilateral obligation?
2. What does pillar mean in obligations and what are the pillars of marriage contract?



## Part II. Reading passage

### Marriage

Though there are important differences between Twelve-Imam Shi'ism and Sunnism on the level of the principles of the religion (*usul al-din*), on the level of the *sharia* and *fiqh* or jurisprudence there are surprisingly few places where *Shi'i* or '*Ja'fari*' law differs from all four Sunni schools, the *Hanaf'i*, *Hanbali*, *Maliki*, and *Shafi'i*. Perhaps the most important difference occurs in relation to the institution of *mut'a*, or 'temporary marriage'. The Sunni authorities agree that *mut'a* was permitted by the Prophet at certain points during his lifetime, but they maintain that in the end he prohibited it completely. In contrast, the Shi'is maintain that the Prophet did not ban it, and they cite numerous hadith from Sunni as well as *Shi'i* sources to prove this. Having established its legality, they then devote tremendous care and attention to defining its legal status and all the rules and regulations connected with it.

As for the abuses of *mut'a* that have occurred in certain times and places, in large measure these can be traced to the refusal of people to observe the letter of the law; perhaps those who established *mut'a* had too high an opinion of human dignity, self-respect, and fear of God. They no doubt thought that the Prophet's saying: "Every religion has its special character trait, and the special character trait of my community is shyness (*haya'*) would continue in effect until the end of time". At least *mut'a* can be said to provide a legal structure which, when observed, prevents most of the well-known problems and abuses connected with unregulated sexual relationships.

### Permanent marriage

In Islam the word most commonly employed for marriage is *nikah*, which means literally 'sexual intercourse'. As a legal term it denotes the situation resulting from a particular contract, entered into by a man and a woman, by which sexual intercourse between them becomes legitimate in the eyes of God and society. The only other mode of legitimizing this sexual relationship is by a man's purchasing a female slave, but this is a complicated discussion that cannot concern us here. Marriage as a legal institution is defined and described in terms of a number of 'pillars' (*arkan*) and 'statutes' (*ahkam*), which are discussed in what follows. The pillars are those elements of the marriage contract whose absence nullifies the contract. The statutes are the rules and regulations that govern the contract.

### The pillars of the marriage contract

Marriage has a set number of pillars, two according to the *Shi'is*, three according to the *Malikis* and *Hanafis*, and four according to the *Hanbalis* and *Shafi'is*. All schools agree on the first two pillars, 'formula' and 'persons'.

### The formula (*sigha*)

Marriage is legalized by a contract (*aqd*), which, like all other contracts in Islam, consists of a declaration (*ijab*) and an acceptance (*qabul*). The woman declares that she is entering into a relationship of marriage with the man, and he accepts her as his wife.

The schools differ as to the exact words that may be employed in the woman's declaration. The *Shafi'is* and *Hanbalis* hold that a formula derived from the words 'I have married you' (*ankahutu-ka*) or 'I have espoused you' (*zawwajtu-ka*) are valid. The *Malikis* maintain that if the amount of the dower to be paid to the wife has been specified, the woman may also say 'I give myself to you' (*wahabtu-ka*). The *Shi'is* do not include the verb 'to give', but they add the formula, 'I surrender myself to your pleasure' (*matta'tu-ka*).

The *Hanafi* school is the freest in respect of the formula, allowing any number of expressions to be employed, even certain indirect formulas.

All schools agree that the man may show his acceptance by employing any word which denotes his satisfaction with the contract.

The *Hanbali*, *Maliki*, and *Shi'i* schools hold that the verbs for both declaration and acceptance must be in the perfect tense. According to the *Hanafis*, the present tense may be employed as long as what is meant is directed toward the future, i.e., does not denote the seeking of a promise of marriage; according to the *Shafi'is*, the present tense may be used if it excludes the possibility of being interpreted as a promise of marriage, e.g., by adding the word 'right now' (*al-an*). All agree that both declaration and acceptance must be uttered at a single session. It is not necessary for the declaration to precede the acceptance, except according to the *Hanbalis*. A person who knows Arabic must pronounce the formula in that language, but those who do not know Arabic may employ equivalent terms in their own language. A mute may employ sign language.

Adopted from: Murata, S. *Temporary Marriage in Islamic Law*, pp.1–6

### Part III. Post-Reading Activities

#### (1) Comprehension

##### A. Select the choice which best answers each question.

1. According to the passage, there are few differences between Shi'ism and Sunnism in relation to \_\_\_\_\_
  - a. The sharia and jurisprudence
  - b. The principles of religion
  - c. The institution of temporary marriage
  - d. The pillars of marriage contract
  
2. In the second line under the topic of "permanent marriage", "it" refers to \_\_\_\_\_
  - a. marriage
  - b. *nikah*
  - c. sexual intercourse
  - d. legal term
  
3. Which statement about 'permanent marriage' is correct?
  - a. Absence of statutes voids the marriage contract.
  - b. Marriage has two pillars according to *Shi'i*, three according to *Shafi'is*, and four according to *Hanbalis*.
  - c. There are two modes of legitimizing sexual relationship.
  - d. he schools don't differ as to the exact words that may be employed in the woman's declaration.
  
4. Which school allows indirect formulas to be employed?
  - a. *Shi'is*
  - b. *Malikis*
  - c. *Hanafi*
  - d. *Hanbali*
  
5. Which statement do all four schools agree on?
  - a. Verbs for declaration and acceptance must be in the perfect tense.
  - b. Both declaration and acceptance must be uttered at a single session.
  - c. It is not necessary for the declaration to precede the acceptance.
  - d. Present tense may be used if it excludes the possibility of being interpreted as a promise of marriage.

**B. Based on the forgoing passage, decide whether the following sentences are true (T) or false (F).**

1. Based on Sunnism temporary marriage is not permitted. T / F
2. Refusal of people to observe the letter of law resulted in the abuses of temporary marriage. T / F
3. Pillars of marriage are the rules that govern the contract. T / F
4. All four schools agree on the number of pillars of the marriage. T / F
5. It is necessary the formula to be pronounced in Arabic. T / F

**(2) Word formation****A. Fill in the blanks with the words from the table in the correct form.**

| Verb       | Noun                   | Adjective  | Adverb       |
|------------|------------------------|------------|--------------|
| declare    | declaration            | declared   | _____        |
| differ     | difference             | different  | differently  |
| dignify    | dignity                | dignified  | _____        |
| legalize   | legalization/ legality | legal      | legally      |
| legitimize | legitimacy             | legitimate | legitimately |

1. Having established its \_\_\_\_\_ they then devote tremendous care and attention to defining its \_\_\_\_\_ status and all the rules and regulations connected with it.
2. Those who established *mut'a* had too high an opinion of human ....., self-respect, and fear of God.
3. One of the tow modes of ..... the sexual relationship, by which sexual intercourse becomes \_\_\_\_\_ are marriage contract.
4. The schools differ as to the exact words that may be employed in the woman's \_\_\_\_\_
5. The woman \_\_\_\_\_ that she is entering into a relationship of marriage with the man. It is not necessary for the \_\_\_\_\_ to precede the acceptance, except according to the *Hanbalis*.

**B. Add prefixes to the words to give an opposite meaning.**

1. important
2. legal
3. use
4. exact
5. agree

**(3) Match right****Match the words with their explanations.**

- |              |    |  |
|--------------|----|--|
| 1. employ    | a. | to swear an oath in God's name not to have sexual relations with one's wife. |
| 2. establish | b. | to make something such as an agreement or order lose its legal force.        |
| 3. pronounce | c. | to say something.  |
| 4. maintain  | d. | put to use   |
| 5. nullify   | e. | to make people accept a belief, claim, custom etc.                           |
|              | f. | to keep stating that something is true.                                      |

Amir al-Mu'minin Imam Ali ibn Abi Talib (A.S.) said:

“Know that this earth will never remain devoid of the proof of Allah. But Allah conceals His proof because of the continuous sins, injustice and oppression of His creatures.”

(Majlisi, M.B. Bihar al-anwar, Vol.51, p.112)

(4) Grammar focus

## Passive construction

★ In the active voice, the subject of the verb is the person or thing that does the action. When one uses an active verb, one says what the subject does.  
Example: *John burnt the dinner last night.*

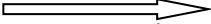
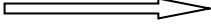
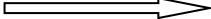
★ In the passive voice, the action is done to the subject. When one uses a passive verb, one says what happens to the subject.  
Example: *The dinner was burnt last night.*

★ When one uses the passive, who or what causes the action is often unknown.  
Example: *A lot of money was stolen in the robbery. (somebody stole it.)*

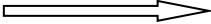
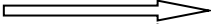
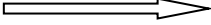
★ If one wants to say who does or what causes the action, 'by' is used.  
Example: *This house was built by my grandfather.*

★ The passive is formed with a suitable form of be + past participle. Only verbs which take an object (transitive verbs) can go into the passive.  
Example: *The dinner was burnt. (But not \*The plane was arrived.)*

★ Basic tense forms are a tense of be + past participle:

|                              |                     |   |                      |
|------------------------------|---------------------|---|----------------------|
|                              | <b>Active voice</b> |   | <b>Passive voice</b> |
| <i>present:</i>              | He writes.          |  | It is written.       |
| <i>past:</i>                 | He wrote.           |  | It was written.      |
| <i>present/past perfect:</i> | He has/had written. |  | It has been written. |

★ Basic modal forms are: modal + be/have been + past participle:

|                  |                     |   |                           |
|------------------|---------------------|---|---------------------------|
|                  | <b>Active voice</b> |   | <b>Passive voice</b>      |
| <i>will:</i>     | He will write.      |  | It will be written.       |
| <i>may:</i>      | He may write.       |  | It may be written.        |
| <i>may have:</i> | He may have written |  | It may have been written. |

**A. Rewrite these sentences in the passive.**

1. They owe a lot of money to the bank.  
.....

2. They have proved that there is no life on the moon.  
.....

3. Someone has to write the history of the European Community one day.  
.....

4. They have sold their car to pay their debts.

.....

5. Islam defines marriage in terms of a number of pillars and statues.

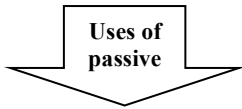
.....

6. Some schools forbid non-traditional divorce.

.....

7. The wife can demand the dower from her husband immediately.

.....



The passive is not just a different form of the active. It has its own uses and is very common in English. It would be hard to think of the active forms of sentences like:

Example: *Rome wasn't built in a day. The origin of the universe will never be explained.* The passive is used mainly in three ways:

- When one doesn't want to take responsibility for something:  
Example: *The matter will be dealt with soon.* (We don't know or want to say who'll deal with it.)
- When one wants to focus on a happening, not who or what did it:  
Example: *Our roof was damaged in last night's storm.* (We're concerned about the roof.)
- When one wants to avoid 'vague subjects' like *one, someone, they, etc.*:  
Example: *The form has to be signed.* (Not *\*Someone/One has to sign the form.*)  
Example: *English spoken.* (Not *\*One speaks English.*) *Shoes repaired.* (Not *\*One repairs shoes.*)

**B. Find at least three passive constructions in the reading passage and rewrite them in the active.**

Example: Marriage is legalized by a contract.       $\longrightarrow$       A contract legalizes marriage.

.....  
.....  
.....

**(5) Translation**

**Read the following passage and translate it into Persian.**

History of *Shariah*

*Shariah* is an Arabic term used to designate Islamic law. The *shariah* is not deemed a religious law by virtue of the subject matters it covers, for these range far beyond the sphere of religious concerns strictly speaking and extend to the mundane affairs of everyday life. Rather, its religious character is due to the Muslim belief that it derives from divinely inspired sources and represents God's plan for the proper ordering of all human activities.

In a general sense, *fiqh* means “knowledge” or “understanding,” but it is also used in the more specific sense of Islamic jurisprudence. *Shariah* and *fiqh* are often treated as synonymous terms designating the body of rules constituting Islamic law. However, *fiqh* can also refer to the science of interpreting the *shariah*.

Adopted from: Jones, L. (Ed.). *Encyclopedia of religion*. Second edition, History of Shariah, p. 1

## (6) Further reading

### Legal Thought and Jurisprudence

The idea of divine law in Islam is traditionally expressed by two words, *fiqh* and *shari'ah*. *Fiqh* originally meant understanding in a broad sense. The specialist usage, meaning understanding of the law, emerged at about the same time as the first juristic literature, in the late eighth and early ninth centuries. All efforts to elaborate details of the law, to state specific norms, to justify them by reference to revelation, to debate them, or to write books or treatises on the law are examples of *fiqh*. The word connotes human and specifically scholarly activity. By contrast, *shari'ah* refers to God's law in its quality as divine. Loosely used, it can indicate Islam, God's religion. It refers to God's law as it is with him or with his Prophet, or as it is contained (potentially) within the corpus of revelation. Practitioners of *fiqh* (the *fuqahā*; sg. *faqih*) try to discover and give expression to the *shari'ah*. For Muslims, the *shari'ah* evokes loyalty and is a focus of faith; *fiqh* evokes at best respect for juristic scholarship and for a literary tradition and, among some modern thinkers, distaste for dry-as-dust legalism.

The word *shari'ah* is sometimes used in place of *fiqh*, in which case its positive connotations will be transferred to the scholarly tradition; it has also been applied to actual bureaucratic systems thought to conform adequately to the norms expressed in theoretical writings always a matter of perception. Western designation of the Muslim juristic tradition as "Islamic law" has led to the emergence, perhaps in the late nineteenth century, of the calque realized in Arabic as *alqānūn al-Islāmī*, and now part of the vocabulary in all Muslim countries. This phrase, though applied to the tradition as a whole, carries many of the connotations of "legal system" in a Western sense, related to the bureaucratic structures of a nation-state. Such ideas have now permeated much Muslim thinking about the law.

Adopted from: Hopkin, N.S. Legal Thought and Jurisprudence. In Esposito, J. L. (Ed.). *The Oxford Encyclopedia of the Modern Islamic World*, p. 450