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University of Oran 2
Faculty of Foreign Languages
Department of English

**Designing a Study Program for the Teaching of Legal
English within the LMD System: Master's Students at
the Department of Law at Batna 1 University**

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DECLARATION

I hereby declare that the present thesis is my own work. No part nor section was used for purposes of qualification in any institution. Equally, I certify that this study stems from my investigation and that no plagiarism is contained therein but what was recognized as quoted or paraphrased and except where otherwise stated.

Mohamed Charif MANSOURI

02 Ramadan 1444, corresponding to 24 March 2023

The Prophet Muhammed, peace be upon him, got asked: "Who is the biggest scholar?" "He who is constantly trying to learn from others, for a scholar is ever hungry for more knowledge", Muhammed (PBUH) replied.

DEDICATION

I dedicate this modest piece of research to my beloved mother, Mansouri Rebiha, my precious father, Miloud; my wife Soundous and future children.

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ABSTRACT

English for Legal Purposes (ELP), as a branch of English for Specific Purposes (ESP), has recently been gaining invaluable consideration. In the Algerian higher education context, the ELP course outline should be implemented in the university, especially in accordance with recent reforms. The present investigation aims to design a study program for teaching legal English within the LMD system, considering teaching conditions and law students' needs. The objective reacts to a problematic situation comprising a net of parameters and factors. The latter stems from English status in Algeria for sociolinguistic and geopolitical reasons and the new step ahead to promote English academic visibility, which per se supports economic activity. ELP is perceived as the bridge that best carries educational objectives to professional ones and vice versa through the LMD system. However, the shortage of available adequate ELP courses, the lack of research based on rigorous methodology, and the scarce studies reported in the literature make it clear that an urgent course is required. The fourth null hypothesis stated that there would be no difference between the average score of the experimental group on the diagnostic and post tests, whereas it was alternatively hypothesized through H1 that there would be a difference in favor of the post test. The present research used a variety of paradigms and cross-sectional designs in addition to the triangulation process by sources and methods to confirm or reject the hypotheses. The sources comprised teachers, students, and course designer, whereas the instruments comprised tests, questionnaires, interviews. The study participants were law students and teachers of English from the Department of Law at the University of Batna1. The study employed a population of 502 law students from which a sample was randomly selected. The sampling process included 100 students assigned to the treatment group and 100 law students assigned to the comparison group, where 20 students were selected from each speciality. In addition to that, four teachers of English participated in this investigation. The descriptive method was employed to identify the law learners' needs using a mixed-method paradigm. The needs analysis of the collected data using the process of crosschecking the different sources' perceptions allowed the design of the needed course. The latter contained legal language characteristics, legal culture components, and the appropriate teaching method elements. However, the experimental method was adopted during, notably, the delivery of the designed study program. The evaluation revealed that the study program comprised some challenges addressed and then overcome. The mean difference between the scores obtained by the treatment group in the diagnostic and post tests was statistically significant in favor of the latter, where the Student's *t*-test was 8,34. This result was compared to the critical table of values, considering the degree of freedom, the type of hypothesis (one-tailed right sided), and the significance level (0.05). The comparison showed that the Student's *t*-test value is more significant than the standard value of 1.753 in the critical values table, which means that there is a statistical significance in favor of the post-test, thereby rejecting H0 and accepting the alternative hypothesis H1 set at the beginning of the research. This thesis is believed to contribute to understanding the situation of English teaching for law students in the EFL context

of Algeria. It also offers insights into the law students' needs and what might conform to the objectives of the LMD system.

Keywords: Legal Culture, Legal English, LMD System, Needs Analysis, Study Program.

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List of Statistical Concepts

Definition	Formula	Formula's Components
<p>Descriptive statistics: as the name implies, is the process of categorizing and describing the information (McCue, 2007).</p>		
<p>Frequency distribution: it is about “how many times a particular score or group of scores occurs in the given data” (Singh, 2006).</p>		
<p>Range: the difference between the maximum and minimum observations...and by computing the difference between the maximum and minimum values, we can get an estimate of the spread of the data (Siddharth, 2011)</p>		
<p>Standard Deviation (SD): is the most useful index of variability. It is a single number that represents the spread of a distribution (Fraenkel et al., 2012).</p>	$S = \sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$	<p>x = Observations given \bar{x} = Mean n = Total number of observations</p>
<p>Inferential statistics: it includes the process of analysing a sample of data and using it to draw inferences about the population from which it was drawn. With inferential statistics, we can test hypotheses (McCue, 2007).</p>		
<p>Normal Distribution Test: Normality tests are tests of whether a set of data is distributed in a way that is consistent with a normal distribution (https://www.statistics.com)</p>	$f(x) = \frac{1}{\sqrt{2\pi\sigma^2}} e^{-\frac{(x-\mu)^2}{2\sigma^2}}$	<p>μ = Mean σ = Standard deviation x = Normal random variable</p>
<p>A paired-samples t-test: it compares the mean of ... a single group, examined at two different points in time. (Ross & Willson, 2017)</p>	$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{\bar{\Delta}}}$ <p>where</p> $s_{\bar{\Delta}} = \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}$	<p>\bar{X}_1 = Mean of first set of values \bar{X}_2 = Mean of second set of values S1 = Standard deviation of first set of values S2 = Standard deviation of second set of values N1 = Total number of values in first set N2 = Total number of values in second set.</p>

List of Abbreviations and Acronyms

AM: Audio-lingual Method

ASJP: Algerian Scientific Journals Platform

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching approach

CNH: *Commission National d'Habilitation* (National Commission of Habilitation)

CNP: Communicative Syllabus Design

CPS: Crown Prosecution Service

CPS: *Cahier des Prescriptions Spéciales* (provisional contract)

CRE: *Commission Régionale d'Evaluation* (Regional Commission of Evaluation)

CRI: *Centre des Réseaux Informatiques et de Communication et de Visio-Conférence et Télé-Communication* (Center for Computer and Communication Networks and Video-conference and Tele-Communication)

CSSRULA: *Comité Sectoriel Spécialisé dans le Renforcement de l'Usage de la Langue Anglaise* (Sectorial Commission for Strengthening the English Language)

CU: Centre Universitaire (University Center)

DF: Degree of Freedom

DM: Direct Method

EAP: English for Academic Purposes

EBE: English for Business and Economics

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

EGP: English for General Purposes

ELP: English for Legal Purposes

ELT: English Language Teaching

ENP: European Neighborhood Policy

ENS: *Ecole Normale Supérieure* (Normal Schools of Teachers)

EOP: English for Occupational Purposes

EPE: *Entreprises Publiques Economiques* (Algerian Economic Public Companies)

ESAP: English for Specific Academic Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

ESS: English for Social Science

EST: English for Science and Technology

FIN: Fiscal Identification Number

FREF: Flesch Reading Ease Formula

GTM: Grammar Translation Method

ICT: Information and Communication Technologies

IMF: International Monetary Fund

LEAP: Legal English for Academic Purposes

LSP: Language for Specific Purposes

MALL: Mobile-Assisted Language Learning

MCQ: Multiple-choice Questions

MESRS: *Ministère de l'Enseignement Supérieur et de la Recherche Scientifique* (Ministry of Higher Education and Scientific Research)

MWA: Modern Written Arabic

NAACP: National Association for the Advancement of Colored People

SED: Standard Error of Difference

SDC: Southwest Distribution Corporation

SLT: Situational Language Teaching

SNDL: *Système National de Documentation en Ligne* (National System for Online Documentation)

SONATRACH: *Société Nationale pour la Recherche, la Production, le Transport, la Transformation et Commercialisation de Hydrocarbures* (Petroleum Corporation)

SPSS: Statistical Package for Social Sciences

ST: Source Text

SONELGAZ : *Société Nationale de l'Electricité et du Gaz* (National Corporation for Electricity and Gas)

TEFL: Teaching English as a Foreign Language

TEFLSP: Teaching English as a Foreign Language for Specific Purposes

TESL: Teaching English as a Second Language

TESOL: Teaching English to Speakers of Other Languages

TSA: Target Situation Analysis

TT: Target Text

VRDPO: *Vice Rectorat du Développement, de la Prospective et de l'Orientation* (Vice-directorate of Development, Forecasting, and Orientation)

WTO: World Trade Organization

General Introduction

General Introduction

English has been a lingua franca, not only since the foundation of the British Empire but also since the emergence of the USA as a powerful pole in the world and a global leader. Such force was political, industrial and economic, bringing massive immigration into the country. The enormous groups of immigrants needed to learn English for different professional reasons. Nevertheless, no sooner had English taken its new top status than problematic use started to appear on whether using general English or a specific variety. Meanwhile, the continuous evolution of the linguistic theory, thereby applied linguistics, brought new insights into teaching English as a Second Language (ESL), exceptionally specialized languages. Ergo, new concepts and inquiries were established in the 1960s, such as adult learners' needs, what to teach, and how to teach English for Specific Purposes (ESP).

In fact, ESP has been fashionable in English teaching in the last decades. It has mainly been based on need analysis as the vital component. Its essential aim is to fit the learners' needs academically and professionally according to the specific situation for which it is taught. Therefore, its classification embraces several offshoots, mainly English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Briefly, the sub-branch is determined according to the nature and requirements of the discipline. English for Legal Purposes, however, could be considered in both EAP and EOP.

The influence of the USA as a globalization leader exceeded its boundaries and penetrated the world to fulfill trade and political agendas. Countries' reactions implied aligning themselves to globalization consecutively. However, should Algeria catch up with those countries offering primary importance to English, it would promote its use internationally and domestically. In fact, English in Algeria requires special attention, as it constitutes an EFL context par excellence.

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English has been practiced for international relations only, whereas its use locally has still been expected to increase; nay started to as the authorities became aware of English status.

Algeria has begun to support its adherence to English use with a set of objectives and procedures. The latter is observed in the fact that English in Algeria has recently acquired a new status academically in response to the broad readership of English in academic works. The most ambitious and practical project was that followed by the Ministry of Higher Education and Scientific Research (*MESRS*) in 2019. The Algerian authorities seem to have adopted a continuum method by fostering English use, practice, and visibility within education to arrive at applied situations, especially in the economy. It is all a matter of linking parameters in such a way that achieving economic goals should start from the academic context.

In practical terms, linking the underlying academic context to the professional one was best manifested by completing the prior reforms adopting the LMD system. Regardless of the geopolitical and ideological reasons behind those education refinements, the LMD architecture should remain the most appropriate choice to realize its objectives, especially in creating a relationship with the socioeconomic side. The best realization of this policy was that universities, via entrepreneurship houses; have been signing bilateral partnerships with economic organizations, especially those acting in the same geographical area. In addition, universities have recently encouraged graduate students to create startups with the help of the socioeconomic sector. They have made the so-called *Hadina* (literally incubator) to ensure keeping the correct track of those startups. The contracting companies vary between domestic and international ones. However, more focus should be paid to those who use English.

In fact, the professional sector in Algeria acquiesced to boosting the use of English in reaction to the political agendas and economic policies encouraging investment. Algeria has become open

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to world organizations and intergovernmental institutions periodically publishing conventions and legislative documents in English. Economic Public Companies (*EPE*) in Algeria and international corporations investing in Algeria have been strengthening English in the workplaces, so there is a possibility for public administrative institutions. As such, specific English in those companies and startups should be a need that is likely to be practiced. However, this raises a question mark over what side of specificity should be focused on more; is it Scientific or legal English? The law is undoubtedly central to all aspects of life, including the economy and industry, whereas law students are likely to occupy future legal professions accordingly. Legal English then constitutes an indispensable need, especially for law students at the Algerian university.

Legal English should imply academic needs for those pre-service law students and professional needs to prepare them for relevant jobs as post-service ones. This approach necessitates carefully collecting and analyzing law students' needs, using appropriate instruments and sources, and according to ESP methods. The latter include determining the objectives, considering suitable materials, and evaluation. Other factors should also be considered, such as the EFL context, the law students' background in specialist knowledge, and the expected deficiency of target English mastery, to cite a few.

However, scarce studies in the EFL context have been reported in the literature. Modest research on the Algerian situation has been conducted quantitatively and qualitatively. A few studies have dealt with legal English, such as Lamri's investigation on promoting reading skills for ELP learners in 2015 and designing an English course for law and administrative students in 2011. Mingy course design was aggravated by the lack of rigorous research paradigms, notably with appropriate statistical analyses. Moreover, there is a paucity of studies on legal academic English needs and professional legal English use at workplaces in Algeria. The inattention to such

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a specific variety, in general, and a shortage of strict methodology, in particular, have consequently led to poor legal English courses. To sum up, legal English has not been given as much importance as it should have been.

Teachers of English at the Departments of Law tend to employ general English in their classes without considering the relevant needs law students require academically and professionally. This fact was substantiated by an unofficial preliminary survey at the Department of Law at Batna University 1 in 2018, which confirmed that the law students were unsatisfied with the courses delivered therein. In addition, the researcher has solicited the graduate law students working at the Vice-directorate of Development, Forecasting, and Orientation (the *VRDPO*) at the same university to provide some information regarding the process of teaching English at the Department of Law. Furthermore, several questions to some law students uncovered the reality of the English teaching situation therein. Meanwhile, a set of procedures followed by the *MESRS* started to promote the use of English and update the study programs (Aounallah, 2015). The Sectorial Commission for Strengthening the English Language (*CSSRULA*), surveying 26 universities in 2019, concluded that there was a tremendous lack of quality ESP courses, especially in law departments across Algeria.

Following all the aforementioned factors, parameters, and English teaching situation, designing a study program for teaching legal English within the LMD system should be urgently necessary. Graduates of different Departments of Law will likely encounter various difficulties when facing legal documents. The study program should be based on a joint approach accumulated from the theoretical underpinnings, suggested models, and tremendous research conducted by leading ESP and ELP scholars, which is formed of needs analysis, determining goals and objectives, preparing materials, delivery techniques, and evaluation processes. However, the designed English course

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should fit the law learners' expectations, the EFL context, the LMD system objectives mentioned in Chapter Two in detail, and the socioeconomic sector requirements in addition to considering the availability and development of materials.

To this end, some research questions need to be posed. The questions have been raised vis-à-vis the following interveners: Teachers of English and law learners at the Department of Law and the course designer's perceptions.

- 1- Do the different interveners think that a study program should be designed to teach legal English?
- 2- According to those interveners, what might be the learners' needs?
- 3- Regarding those interveners, what would be the most appropriate materials, syllabi, and linguocultural and methodological elements to be included in that study program to fit the learners' needs and conform to the LMD system?
- 4- Could the law students have achievement vis-à-vis the designed study program?

The research questions formulated above suppose the following hypotheses.

- 1- A study program should be designed to teach legal English.
- 2- If the learners' interests, lacks, preferences, and necessities, and the teachers' and course designer's views were crosschecked objectively, the law students' needs would be identified.
- 3- If the law students' needs were compared with the available materials and study program objectives, appropriate materials may be developed, and the study program' syllabi and elements may be defined.
- 4- There is no difference between the mean score of the experimental group on the pre- and post tests.

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The mean score of the experimental group on the post-test is higher than the mean score of the same group on the pretest.

This thesis, then, examines the law students' academic and professional needs composed of wants, necessities, and areas of lack and weaknesses in ELP. It aims to design a contextualized study program for teaching legal English within the LMD system. As such, the work employs various research participants, instruments, methods, designs, paradigms, and descriptive and inferential statistical analyses in light of the hypotheses above under an ESP approach and ELP perspective. It also considers the measures ensuring ethical conduct and reliability of research, in addition to allowing reducing the effects of threats to the research internal validity regarding notably subject characteristics, mortality, location, and instrumentation.

The participants in the present investigation were 200 law students from five law specialities at the Department of Law at the University of Batna 1. The distribution included 40 students from each speciality; half were randomly assigned to the experimental (treatment) group and the other half to the comparison group. The randomization process was employed to control possible extraneous variables, thereby minimizing alternative explanations. Whereas the survey was used for the needs analysis process as a first step, the experimental method was for the course delivery, evaluation, and assessment. The research instruments included the diagnostic, mid, and post tests, questionnaires for Master's law students from five specialities, and interviews with four teachers of English. The questionnaires and interviews were designed according to a conceptual model derived notably from the research questions and hypotheses. They were structured in a way that may allow the collection of considerable data to answer the research questions. The analysis and results of the research instruments were operated with the triangulation process, along with justified decisions of the course designer. The cross-checking allowed for eliminating the

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contradictions, thereby promoting inter-consistency between the research instruments and founding the law students' needs well. Eighteen (18) courses were designed from which sixteen (16) courses were delivered to the treatment group via the Cisco Webex platform. The assessment revealed the experimental group's achievement between the pre and post tests using the Student's *t* test, as a statistical validity tool.

As such, the present investigation comprises six chapters and eight appendixes. Two chapters hold theoretical underpinnings forming the section of the literature review. The latter helps frame the research, showing its different phases and the potential law students' needs. The rest of the four chapters contain the adopted methodology and needs analysis, the study program syllabus and materials development, courses, and the delivery and evaluation of the study program. The appendixes include the research instruments, the evaluation record, some legal excerpts, and the different announcements. The parts and research procedures of the thesis will further be discussed as the following.

The first chapter discusses the development of the teaching methods of foreign languages and the contentious notion of the 'best method'. It then highlights the learner-centeredness and learning factors. It gives insights into the ESP industry, namely a general review of ESP, its categories, approaches, and the steps to design an ESP course. The chapter also deals with some design challenges, such as language choice and course specificity, in addition to the ESP teachers' roles and students' motivation.

The second chapter, however, deals with ELP. It starts with an abstract discussion of legal linguistics' existence. The chapter then highlights the development of legal English across history and its current structure. Afterward, the chapter deals with the divergent nature of the legal culture across the world, especially its impact on Arabic-English-Arabic legal translation. In addition to

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that, this chapter deals with other resulting didactic challenges. They include those faced by the ELP practitioner and their relations with the learners and subject specialists. Moreover, it sheds light on the recent movement of plain language and what technology might offer to ESP classroom instruction, especially in the era of digitalization and globalization. In the same context of globalization, the chapter discusses the LMD system and the description of ESP in Algeria. It shows how legal English courses can best be applied to realize the objectives of the new education system.

The third chapter explains this investigation's methodology, designs, approaches, and paradigms, and the whole practical procedure. It also describes the study participants, 200 law students from experimental and comparison groups, and four teachers of English. Equally, it describes the research instruments: the diagnostic test taken at the Law department's amphitheater, online mid and post tests; the questionnaires, and interviews. The collected data from the law students' questionnaires and English teachers' interviews was tested regarding their reliability with Cronbach's Alpha, showing their internal consistency. The chapter further contains the analysis and main results of the law students' scores obtained in the diagnostic test from the experimental and comparison groups and the responses gathered from the students' questionnaires and the teachers' interviews.

The fourth chapter shows the first blocks of the study program construction in terms of syllabi and content. The broad axes are presented according to the interpretations of the diagnostic test, questionnaires, and interviews' results. They further result from the stated objectives and the triangulation procedure between three dichotomies: Teacher of English vs. course designer, Teacher of English vs. law students, and course designer vs. law students. The comparison of broad

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axes and materials preparation permitted the development of all English courses' materials and activities across the study program.

The fifth chapter mainly lists the 18 courses of the study program whereas the sixth chapter introduces the course delivery, evaluation, and assessment. It shows the study program delivery and management means regarding the registration process, security, and ethical considerations, pre-course procedures, PowerPoint presentations, etc. It further discusses the challenges faced by qualitative evaluation, the reactions thereto, and the resulting progress. In addition, the chapter considers the tests taken during both the experiment and the original setting, employing descriptive and inferential statistics. The last section of the chapter includes some pedagogical implications, recommendations, and additional fields of research suggestions in legal discourse.

Chapter One
Teaching English as a
Foreign and Specific
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Chapter I

Teaching English as a Foreign and Specific Language

1.1 Introduction

There is no doubt that English has so far been in constant expansion as it is still the key to the new worldwide developments at all levels in all domains. With English being the international language par excellence, educational institutions all around the globe have been offering a variety of English courses within their curricula because English is a sine qua non to adhere to globalization. In addition, the evolution of the linguistic theory fashion led to the emergence of the realm of English for Specific Purposes (ESP). Ergo, a successful joining to globalization might only be realized by introducing specific and relevant courses, especially where English is deemed foreign in students' home countries. This chapter deals with the diachronic development of the approaches to teaching foreign languages. It also introduces the controversial point of what might be the best teaching method, followed by the new trends in this vein, especially learner-centeredness and additional learning factors. Then, it moves from discussing foreign-language teaching in general to emphasizing English, mainly ESP, which constitutes the core of the present research. In this regard, an overview of ESP is provided in terms of origins, developing definitions, appropriate methodology, characteristics, and subcategories. In addition, the chapter highlights the different steps in designing an ESP course, namely needs analysis with some related issues, syllabus design, goals and objectives, materials preparation, and the evaluation process by providing theoretical foundations for each step. Some concerns in ESP course design, such as the language choice and the extent of specificity, are also presented. Finally, the chapter offers discussions about the role of the ESP teacher and the ESP students' factor of motivation. The present chapter introduces

theoretical underpinnings and previous studies that offer insights into how this study will be conducted.

1.2 Overview of the Methods of Teaching Foreign Languages

Teaching foreign languages has been crucial in language education since the nineteenth century. It started in a manner more or less chaotic, not based on any theoretical underpinnings. Then, as time passed, it began to draw on linguistic theories to develop its standards, methods, and teaching and learning processes. Several methods have appeared, each of which was built on the inadequacies of the precedent. In addition, those methods were influenced by the change in the new discoveries of linguistics at that time, ideologies, and the different perspectives of what it means to learn and teach a foreign language. In this regard, various scholars (Celce-Murcia, 1991; Cook, 2003; Doff, 2018; Richards & Rodgers, 1986) illustrated the second and foreign language teaching methods and approaches, especially those lacking underlying syllabi, the structural methods, and the notional-functional ones, as will be revealed in the following sections.

1.2.1 Approaches with no Obvious Syllabus Principles

Many approaches have been adopted, not founded on a clear syllabus basis. Grammar Translation Method (GTM) is a literary analytical deductive approach. It is not founded on any linguistic or educational theory. It emerged at the beginning of the nineteenth century and is mainly characterized by using the mother tongue as the primary medium of instruction. Early reading of challenging texts and reciprocal translation constitute the core of GTM activities. Furthermore, particular emphasis was placed on sentence level and accuracy. However, this was unlikely sufficient because students showed a communication deficiency. Thus, a need to focus on fluency and the function of language became urgent.

There was a shift in linguistic theory in terms of phonetics thanks to reformist advocates in the late nineteenth century¹. Speech had, therefore, been given priority over writing, and language teaching should be, at least partially, based on discoveries of the description of the sound system of languages. The reform movement was then made to swing the pendulum towards an inductive approach to grammar learning and excluding the mother tongue. The word comprehension was, however, exempted from this reconsideration.

Several simultaneous factors contributed to the development of new theoretical ideas. The scientific contributions of phonetics, which have revolutionized foreign language teaching, and the vast campaign of linguistically diverse immigrants to the USA brought the emergence of a Naturalistic approach. The latter made analogies between first-language acquisition and second or foreign-language learning. The leading representation of this new approach might be the Direct Method (DM). This shift was due to the use of the target language as the medium of instruction, the direction of the syllabus focusing on the needed oral communication skills, and the adoption of the inductive learning of the target language's grammar and culture. The strict conditions to comply with the DM principles demonstrated its inadequacy quickly. These included the prerequisite for the teacher to be at least a native-like speaker of the target language and neglecting several required methodological aspects. As a result, there was a shift in North America at the

¹ In the 1880's: Based on notably the linguistic theory, the reform movement was led by many European scholars, such as Wilhelm Viëtor in 1882, Henry Sweet in 1899, and Paul Passy, along with the emergence of the IPA in 1886. Further details were listed in: Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press.

beginning of the twentieth century towards making the firm conditions of DM less tight. A Reading Approach, as an introduced alternative, had its main characteristic of teaching a foreign language through reading and minimizing the body of grammar learning to what is only read.

1.2.2 Structural Syllabi Approaches

Several linguistic and learning theories have built the blocks for approaches based on structural principles. Emphasis on increasing sound methodological concepts led to the emergence of Situational Language Teaching (SLT) in the mid-twentieth century. SLT was similar to DM in emphasizing speaking and listening. However, it had an ultimate methodological objective to set content selection and organization standards. In the course of doing so, what constitutes an idiosyncratic characteristic of SLT is that structuralism was the linguistic theory that held sway over it. It was further influenced by considering the situations in which language is used. Nonetheless, the syllabus was not situational within SLT but rather structural because it was based on teaching structures within sentence patterns, whereas the activities were based on behaviorism as a learning theory, such as drills.

Like the British version of SLT, the reform movement, DM, and behaviorism have influenced the Audio-lingual Method (AM) that flourished in the USA. Contrarily, unlike SLT, AM was not situation-related, and the activities were based on the learning theory of habit formation principle. With technological advancement, a more developed version of AM appeared as the ‘Audiovisual Method’, carrying a change in language teaching materials.

1.2.3 Notional-Functional Syllabi Approaches

The shift in linguistic theory towards more considerations of the learner's social and cognitive ability might have brought about a decline in the AM and methods mentioned above. The linguistic

revolution was directed at the linguistic competence and performance notions suggested by Noam Chomsky in 1965. Not a long time later, in 1972, Dell Hymes argued that more accounts should be given to the communicative aspect of language learning. Several concepts paved the way for the emergence of the Communicative Language Teaching approach (CLT). They included Hymes's notion of Communicative Competence and Michael Halliday's beliefs that language could be used to perform different functions, to cite a few.

CLT appeared as a healthy reaction to the overemphasis on structural views of language learning. It drew on the linguistic theory that sees language as communication. Thus, the teaching process started to move towards a learner-centered approach. Learners could have a different role by contributing more to building meanings and communicating successfully in different social contexts, according to their specific goals and relevant needs. As a social approach, CLT led to the emergence of the new trend of teaching Language for Specific Purposes (LSP) to cater to the learners' needs. The theory of learning underlying the CLT approach was an amalgamation of different perspectives, such as the acquisition and skills processes. Different communicative syllabi were put forward under the umbrella of CLT, namely the Notional Syllabus by David Wilkins (1976), the Interactional Syllabus by Henry Widdowson (1979), and the Task-Based Syllabus by Prabhu (1983) to name but a few. Nonetheless, with all that the CLT brought to the world of applied linguistics, its application in the context of English as a Foreign Language (EFL) has been criticized and believed to be incompatible. In this vein, Duff (1991) thought that CLT is unlikely to be an appropriate method in the EFL context compared to the case of English as a Second Language (ESL) unless it is adapted accordingly (p. 16). This view means that CLT was built to suit only the ESL context without considering the EFL situation.

1.2.4 Post-method Era

Other practices, such as the affective-humanistic approach and the set of designer methods, had been used until questions arose about the usefulness of sticking to one strategy. There was growing questioning of the utility of claiming the best method. In this vein, Strevens wrote:

The complex circumstances of teaching and learning languages, with different kinds of pupils, teachers, aims, and objectives, approaches, methods, and materials, classroom techniques and standards of achievement, make it inconceivable that any single method could achieve optimum success in all circumstances (as cited in Celce-Murcia, 2010, p. 10).

This fact gave rise to the post-method era, where no such notion exists as ‘the best method’. In this context, Hutchinson and Waters (1987) said it might be wrong to adopt a unique theory, but the teacher had better opt for an eclectic approach. The latter implies choosing what is ideal from each approach along with the teacher’s experience, then applying the selected techniques depending on the situation (pp. 51-52). Furthermore, Larsen-Freeman (2000) suggested a solution for the teachers to overcome this dilemma regardless of subscribing to relativism or eclecticism. She advocated promoting an interactive policy and testing recent practices to determine the best method according to the teaching context, considering who they and their students are (p. 187).

There was a noticeable development in the theoretical foundations upon which several approaches to teaching a foreign language drew on their basics. The drawbacks of a method led to the emergence of the following one. The most remarkable shift was seen in turning to the target language-based instruction and offering importance to spoken language. It also reflected in the syllabus that changed from structural, if not nothing, to more communicative. The latter puts the

learner at the center of teaching a foreign language, i.e., from a teacher-centered approach to a learner-centered approach wherein great importance is placed on the learners' needs and the development of LSP. Questions also had arisen about the best method to be used in foreign language teaching. It is a negotiated process between the teacher and the learner to construct a sound methodology that fits both parties. The aim was to make any foreign language teaching successful, especially English, as it is a worldwide language.

1.2.5 New Trends

As mentioned in the notional-functional syllabi approaches section, CLT was mainly based on the new movement toward a learner-centered approach and the emergence of the ESP realm. Learner-centered methods aim to simultaneously create a learner who can produce accurate language and fluent communication (Kumaravadivelu, 2003, p 26). In fact, the revolutionary pedagogical fashion in the field of English Language Teaching (ELT) cannot be realized without an upside-down role to be offered to teachers and students alike. The latter are then to be more independent and urged to construct their knowledge themselves without much need of the exclusive teachers' supervision. In this vein, it was thought that various teaching methods could be applied under the general notion of constructivism. The most practical of these are those promoting students' active learning and rejecting the idea of a controller teacher. Moreover, the learners' engagement with independently developing their skills might engender interactive and cooperative learning (Westwood, 2008, pp. 3-4).

More recently, further considerations of other factors in the teaching and learning processes have included skipping the language-oriented courses and placing more importance on the conditions around the learner. The change gave rise to the emergence of a learning-centered

approach. The methods under this approach shall be more focused on the processes wherein language learning is characterized by:

- a- Language learning is less intentional than incidental.
- b- Language learning is not systematic but rather “requires the creation of conditions in which learners can engage in meaningful activities in class.”.
- c- Language learning is unlikely to occur when focusing on its characteristics but rather when concentrating on understanding, saying, and doing (Kumaravadivelu, 2003, pp. 26-27).

It follows from this that the new fashion toward learning-centered methods has substantially impacted all sides of learning and teaching processes. It had an influence on aspects of course design, such as syllabus outline, materials development, course teaching and assessment, and teacher education. Learning-centered methods might be relevant, especially in second and foreign contexts.

1.3 Teaching English as a Foreign Language

This section examines ELT practices in foreign contexts. The scope of ELT has been enlarged to the degree that controversial issues appeared in response to this expansion. Areas within the ELT industry have been increasingly moving towards a likely divergent direction, if not interconnected. New subcategories emerged, such as Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and Teaching English for Speakers of Other Languages (TESOL). The researchers in those fields created and developed their own models, theories, and approaches that offered an understanding of English acquisition and learning.

There have been frequent calls among the researchers, experts, and leaders of ELT to make a number of those subcategories independent areas of research. Nonetheless, this did not stop at that

point, as other areas already arose out of the ones mentioned above. One of which is teaching English for Specific Purposes (ESP) or, more narrowly, Teaching English as a Foreign Language for Specific Purposes '(TEFLSP)'. The extent of differences in the areas hereinabove is likely to be significant. It constitutes the result of a variety of situations in which English is taught, such as EFL. In this line of thought, Carter and Nunan (2001) emphasized that "EFL is used in contexts where English is neither widely used for communication, nor used as the medium of instruction." (p. 2). This explanation is fully applicable in a country like Algeria, where English is taught at schools and colleges only as a foreign language module and not as the medium of instruction.

1.4 English for Specific Purposes

So far, an overview of the diachronic aspects of foreign language teaching has been revealed. Evidently, the teaching process developed from unsubstantiated to elaborated methods and evolved from the bias to one mode to the belief in no best method. In the same vein, the realm of ELT per se evolved, engendering several offshoots, especially English as a Foreign Language (EFL). English for Specific Purposes was EFL's most remarkable down-area of inquiry. This section constitutes the central part of the present chapter. It sheds light on an overview of ESP, its categories, approaches, and the steps to design an ESP course and related issues. It also provides information on the ESP teacher's roles and students' motivation.

1.4.1 Overview of ESP

The overview of the ESP industry paves the way to its understanding. It tackles its formation and development across history and the political and economic reasons and pedagogical requirements behind its emergence. Those congregating factors delimited its scope and definitions from several perspectives. The overview of ESP also gives insights into the potentially relevant teaching methodology and to what extent it might deviate from the ELT realm.

1.4.1.1 Emergence of ESP

Undoubtedly, every area of growing interest has its own unique story of emergence in history. Be it experimental or theoretical, scientific or humanistic, or even philosophical or educational. Likewise, ESP arose in response to some factors as an area of language teaching. Hyland (2002) revealed that with the emergence of ESP in 1960, it has been subjected to developing theoretical underpinnings and new practices in ELT (p. 386). Similarly, Nunan (2004) thought that the recent shift to viewing language as realizing different communicative needs for various categories of learners under the CLT approach brought about the new field of ESP. The latter included specific approaches to curriculum design, materials writing, pedagogy, testing, and research (p. 7).

Hutchinson and Waters (1987) confirmed this view, adding that along with the new approaches to language teaching, there were further considerations to take into account. These include the psychological differences among learners regarding needs and interests, implementing relevant materials in the course outline, and fostering the learners' motivation (p. 8). In the same line of thought, Broughton et al. (2002) noted that "The recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP..." (p. 9).

Hutchinson and Waters (1987) also pointed out that the Second World War, as it was bloody, was also a fruitful turning point in language theory. It resulted in the emergence of new powerful entities, like the USA, along with the language they speak. English was the key to the latest worldwide developments at all levels in all domains. This significant change lay primarily in the concept of ELT, which itself was subject to enormous evolution. ESP was, without any shadow of a doubt, a watershed in the history of ELT development. It also affected how learners tended to believe what it means to learn a language (pp. 6-8). With English being the worldwide language,

Munby (1978) linked the emergence of ESP to the expanded demand of students to develop their knowledge in different areas at higher education institutions (p. 3).

It seems that the most crucial part whereon the ESP root lay was the fact that learners had been geared towards their needs. Needs constituted a key component by means of which a shift had taken place from a traditional teacher-centered approach to a learner-centered one. In fact, not only did the notion of needs constitute the central part of any ESP instruction, but it also delineated what ESP accounts for. In this vein, several definitions have been offered, even though they seem to have changed over the flourished history of ESP on the one hand and the different views, perceptions, and considerations of the leaders of the ESP realm on the other hand.

1.4.1.2 Definition of ESP

What ESP primarily stood for is English for Special Purposes; nevertheless, the word ‘special’ had been used before until it was abandoned. “The word *special* is contentious in that the statement that a purpose is special seems to imply that it is not ordinary” (Munby, 1978, p. 2). That is why there was a turning point at which the word ‘specific’ has been used instead. Some scholars insisted on the specificity criterion, be it of content or learners. Hyland (2002), for example, thought that ESP is predominantly based on language education research that is fully achieved by successfully emphasizing specificity (p. 386). Basturkmen revealed that “ESP courses set out to teach the language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplaces” (2010, p. 17).

Other scholars preferred offering attention to the notion of purpose. Mackay and Mountford (1978) contended that teaching ESP should be for “a clearly utilitarian purpose”. The purpose in this context might refer to the specific teaching objectives for the student’s competency

achievement within a specific speech community and the characteristics with natural and practical meaning in the faced situation (p. 2). Similarly, Day and Krzanowski (2011) contended that “ESP involves teaching and learning the specific skills and language needed by particular learners for a particular purpose” (p. 5). They argued that the purpose should be professional only because academic literacy seems to be out of ESP concerns.

Furthermore, Mackay and Mountford (1978) suggested another definition of ESP as a process of teaching, concluding that “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non-learner-centered criteria such as the teacher’s or institution’s predetermined preference...” (p. 2). Indeed, ESP students should have a say, through their expressed needs, in the designed course instead of the institution’s agenda. Likewise, Hutchinson and Waters (1987) found that “ESP must be seen as an approach not as a product”, and “ESP is an approach to language learning which is based on learner need”. ESP shall be approached from the concept of learner’s needs as a basis of any ESP syllabus, for it is not limited to any specialized variety, methodology, or material (p. 19). A more recent definition sees ESP as:

...an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. (Anthony, 2018, p. 1)

The reader can notice how considerable definitions of ESP differ in terms of not only what angles they focus on more but also what commonalities they share. Moreover, the reader might have had insights into how the definitions of ESP were expanded chronologically to arrive at more elaborated ones. In fact, additional considerations should also be taken into account, especially in practical terms.

1.4.1.3 Methodology in ESP

The debate over ESP overtook the definitions of other issues, including the teaching methodology. In this regard, Hutchinson and Waters (1987) noted that the teaching methodology of ESP is not as different from other ELT branches. Indeed, neither ESP nor ELT shares the same content despite undergoing the same teaching process (p. 18). The reader may think of a paradox between the claims that ESP is an approach with no one method and that ESP methodology is not as different from other branches of ELT. A line of demarcation should be drawn between the unstable methodology of ESP itself (as determined by the learners' needs in dissimilar disciplines) and the fact that it is similar or different from the overall ELT methodology.

Slightly contrarily, Dudley-Evans & John (1998) asserted that one of the variable characteristics of ESP is the fact that ESP and general English may undergo different methodologies of teaching (p. 5). However, "ESP teaching may not differ radically from that of general English" (p. 13). From another perspective, the choice of the ESP method might be related to the context, learners' homogeneity and abilities, needs analysis, and teaching standards (Kenny, 2016).

1.4.2 ESP Subcategories

The overview of ESP above has offered information on its emergence, definition, and methodology. However, Extra basic knowledge could be imparted on its categories, as revealed in

the following section. ESP types include English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). The latter could be further divided into general and specific directions. The next part also discusses the position of English for Legal Purposes (ELP)).

1.4.2.1 EOP Vs. EAP

Every particular variety of English belongs to English for Academic Purposes (EAP) or English for Occupational Purposes (EOP). However, there is no ‘clear-cut’ distinction nor absolute criteria between what is taught as academic or vocational. Learning specific English and working in an environment that requires English could be simultaneous or asynchronous. At a more general level, both EAP and EOP belong to English for Science and Technology (EST), English for Business and Economics (EBE), or, less notably, English for Social Science (ESS), which form the core of ESP. Again, ESP is an offshoot of EFL or ESL that is derived from a wider variety, ELT. The overall division is wholly based on essential elements like communication and learning (Hutchinson & Waters, 1987, pp. 16-18).

However, the standard division views ESP as two main branches, EAP and EOP.

English for Academic Purposes (EAP) is not only a teaching approach. It is also a branch of applied linguistics consisting of a significant body of research into effective teaching and assessment approaches, methods of analysis of the academic language needs of students, analysis of the linguistic and discursal structures of academic texts, and analysis of the textual practices of academics. (Hamp Lyons, 2001, p. 126).

More subcategories are still possible. To this end, EAP also could encompass English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). The latter “concerns the teaching of skills and language which are related to the demands of a particular discipline or department” (Hyland, 2006, p. 9). This argument means that the process of division is not rigid, and further types are possible.

In his study about EOP practice, Kim (2008) concluded that the participants shared common views on what EOP is. They considered that EOP should be content-based, meaning that it has to do with content related to their current or future work, even though this is likely to be hardly achieved. In addition to their prospect for seeing EOP as the path toward fostering English communication skills for work and life, they also revealed that other elements must be central to EOP, such as specificity, time, efficiency, and contextual adaptation (p. 131).

1.4.2.2 ELP Classification

English for Legal Purposes (ELP) is subsumed within the category of EAP on the one hand, whereas professions in law, for example, are to be categorized within EOP on the other hand. In this line of thought, a line of demarcation in the same domain should be drawn between what to teach to students and what to teach to professionals (Dudley-Evans & John, 1998, p. 7). Another classification provided by Mackay and Mountford in 1978 in which law was considered, along with engineering and medicine, to be of an academic or professional need to students (p. 2).

The controversial division of EAP and EOP is potentially caused by the differing contexts therein. What one should be sure of, however, is the matter of dominance, i.e., EAP and EOP might act simultaneously in a complementary process where one overwhelms the other whenever the context goes in favor of the dominator. One example that illustrates this point is EFL law learners

studying ELP. They undoubtedly need legal English for Academic Purposes (LEAP), such as participating in conferences, speaking to other EFL learners, writing abstracts of dissertations in English, reading international articles, or listening to legal academics. All this load of legal academic needs should not deprive the law student of requiring a partial professional use of language. In the same manner, a legal or paralegal professional studying ELP for occupational needs, such as communicating and collaborating with international peers, publishing international administrative and business bids, or construing contracts contents for international partnerships should not be immune to require all the aforementioned forms of academic needs of legal English.

1.4.3 Approaches to the ESP Design Process

Hutchinson and Waters (1987) defined ‘course design’ as “The process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.” (p. 65). According to them, the design process can be applied through several approaches. These may include but are not limited to the following:

1.4.3.1 Language-Centered Design Process

The language design process entails two consecutive analyses at the register and discourse levels. On the one hand, register analysis contributed to ESP knowledge by selecting and analyzing the characteristics of formal structures of the specific language to plan relevant syllabi that cater to learners’ needs. Discourse analysis, on the other hand, has had an enormous influence on ESP. Under the broader theoretical linguistic approaches, this subsequent movement contributed to designing materials that make learners focus on how sentences interrelate. That was to convey meanings and perform applicable communicative acts in written discourses. The discourse analysis movement sought to recognize the different patterns in a text, how they are organized, and in what

linguistic ways they are signaled. Afterward, the resulting linguistic styles are used as a basis to outline a syllabus for ESP learners.

Thus, the analyses mentioned above aimed at designing language-oriented syllabi shared a common criterion and were based on teaching learners superficially the specified linguistic features via a systematic-phase order. However, regardless of their different advantages, there are many weaknesses of the language- approach that were listed as follows:

- a- The learner has a remarkably limited, if not almost, passive role in the process of needs analysis, and thus since it is a language-based analysis, only a restricted body of specific language is taught for the target situation.
- b- As a process, the course design entails flexibility and accommodation to external factors. In other words, human nature, nay behavior, comprises a good deal of contradictions, hesitations, and errors that need to be considered, which is not unfortunately the case in language-centered course design.
- c- As aforementioned, since it is inflexible, language-centered course designers believe that systematizing the course planning implies that learning is a systematized process. Therefore, they neglect the learners' activeness as they cannot systematize and construct meaning for themselves.
- d- Language-centered course design is mainly based on a superficial level of language and offers little importance to the fundamental aspect of competence learners might use for further complex situations (Hutchinson & Waters, 1987).

1.4.3.2 Skills/Process-Centered Course Design

As in other areas of language teaching, cognitive learning theory in ESP could take the form of problem-solving reading activities as a highly cognitive process through which reasoning and interpretive strategies can take place. Such a cognitive process might enable the learners to guess the meaning from the context along with the contained linguistic features. In addition, they can identify how representation is produced and retrieved from the discourse, thereby understanding the content in a typical ESP teaching material. The most important aspect of cognitive learning theory in the ESP context is that it places the learners in the central part of the learning process, having a say in determining what could be deemed appropriate and meaningful.

Therefore, the process-oriented course design implies a sequence to follow and not just a ‘cut-off’ degree of proficiency. It considers the linguistic elements of the specialism and the self-development of the learner, for it is mainly based on the grounds of the notion of competence. Other elements could be considered, such as the open-ended objectives, the rejection of the idea of ‘lacks’, and the possible restrictions within the accompanying factors, especially time and resources (Hutchinson & Waters, 1987).

1.4.3.3 Learning-Centered Course Design

As seen above, the language-centered course design only considers the linguistic features of the target situation on a surface level of the language structure. The skills-centered approach came to consider the learner constructing meanings according to the underlying competence and schemata. However, Hutchinson and Waters (1987) thought that learning-centered course design, as a negotiated and dynamic process, went beyond them both. It came as a healthy reaction to consider the learner's potential and the possible constraints and limitations derived from the learner themselves

within the human behavior nature, which implies various psychological aspects. In addition, it considers the endless external factors in the learning situation and society, which strongly influence the learning process from a multidimensional perspective. Therefore, assuming that a given target situation could be achieved through reading only, for example, might be unfounded. Other receptive and productive skills, methodological considerations, and factors like learners' motivation might all be considered in a highly complicated and negotiating relationship.

Regarding motivation, Kumaravadivelu (2008) suggested what came to be known as 'intake factors', a set of essential components for the learning process. He believed they refer to "learner internal and learner external factors that are brought to bear on the psycholinguistic processes of language learning". Furthermore, he combined them into one acronym, INTAKE where each letter constitutes two intake factors, namely:

Individual factors: age and anxiety;

Negotiation factors: interaction and interpretation;

Tactical factors: learning strategies and communication strategies;

Affective factors: attitudes and motivation;

Knowledge factors: language knowledge and metalanguage knowledge; and

Environmental factors: social context and educational context (pp. 29-30).

1.4.4 Steps in ESP Course Design

Undoubtedly, course design is the central part of the ESP realm. It generally goes through five steps before putting it into practice, as will be shown in this part. The most seemingly challenging step is conducting the needs analysis—The results of such an assessment of what ESP students require help designing the syllabus. By determining the goals and objectives of the course, the

process of materials development and their types is to be delineated. The evaluation, however, is mainly concerned with the delivery of the course.

1.4.4.1 Needs Analysis

The controversial term ‘need’ has taken on different assumptions. The multifaceted view is because of the reflection of the ESP developmental stages, what the word ‘need’ per se accounts for, and the various models put forward by several leaders of the ESP industry. It has so far been admitted that ESP is an approach to language learning, and the learner falls into the central part of it. In this regard, many leading investigators (Basturkmen, 2010; Dudley-Evans & John, 1998; Hutchinson & Waters, 1987; Long, 2005; Munby, 1978; Richards, 2001) emphasized the idea that ESP is designed to cater to the learner’s specific needs. As such, needs analysis constitutes the proceeding step that should be processed with an adequate time before any subsequent ESP course design. In this vein, Graves (1996) agreed that conducting needs analysis prior to having contact with students is sometimes unfeasible (p. 14).

Regarding the course effectiveness, Richards (2001) thought that the ESP course content should be founded on the needs analysis process (p. 33). Mackay and Mountford (1978) also found that correctly identifying needs does help choose more relevant activities easily (p. 3). Similarly, Day and Krzanowski (2011) contended that the more the needs analysis process is well handled, the more the ESP course is likely to be effective (p. 9).

1.4.4.1.1 Defining Needs Analysis

A concise definition of needs analysis may be by conceiving it as referring “to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the

how and what of a course.” (Hyland, 2006, p. 73). However, a detailed definition that might account for the how and what of a course is the following:

In its simplest form, needs analysis is a pre-course design process in which information is gathered to help the teacher or course developer decide what the course should focus on, what content in terms of language or skills to include, and what teaching/learning methods to employ. (Basturkmen, 2010, p. 26)

1.4.4.1.2 Gathering Data for Needs Analysis

Brown (1995) mentioned four groups of people who may participate in a needs analysis process, namely the target group, the audience, the needs analysts themselves, and the resource group (p. 47). This view is partially shared by Long (2005), who assumed that the course designers do not have to rely on students as a unique source of needs analysis, but it is their mission to “identify needs, administer tests, and generally complete the diagnosis” (p. 20). Furthermore, not only may the aforementioned potential interveners contribute to the needs analysis process, but also other considerations might be used as a source of information for the course designer. They may include some reliable theories, previous results in similar contexts, or generalizable studies. The course planner can use those options as evidence to define learners’ needs, support their expressed needs, or deny them in that “Needs analysis ... is not necessarily the only consideration” (Basturkmen, 2010, p. 61).

In determining the learners’ needs, Dubin & Olshtain (1986) questioned whether sociolinguistic aspects could also be retrieved from the body of literature and included within the course design process (p. 123). Such elements might be applicable in an EFL setting where ESP students tend to be unaware when cultural and intercultural aspects are likely to be present in the course content.

These may include the appropriate use of language and ways of communicating and addressing people, especially in English, within the context of law, such as those related to the diversity of legal cultures and systems worldwide.

Graves (1996) distinguished between objective needs and subjective needs. The former provides general information, such as students' background, which learners are likely unable to control. The latter includes information about students' attitudes towards the specific language and culture they are learning, their preferences and lacks, and their self-expectations (p. 13). The notion of subjectivity, in fact, might present many problems within the process of needs analysis.

Hutchinson and Waters (1987) found that gathering data in needs analysis seems complicated for ESP learners and practitioners alike. Both of them might express subjective assumptions as to the nature of the need. Put briefly, collecting information about target needs, for example, might fall between a potential overemphasis of language importance by the ESP practitioners and possible insufficient awareness by learners, if not uninterested at all (p. 60).

1.4.4.1.3 Models of Needs Analysis

The needs analysis definition revealed that it is a process of collecting as much information as possible on the learners' requirements. Gathering data, however, is questionable. It was revealed that the collected data should include who may participate in this process and refer to the types of information. In addition, the complexity of the needs analysis process was explained in terms of the potential controversies of the different interveners. However, extra information on two essential needs analysis models is worth mentioning.

1.4.4.1.3.1 Target Situation Analysis

Target Situation Analysis (TSA) looks first at the target situation the learner might encounter. It then analyzes linguistic features based on that event to design a syllabus fitting learners' requirements. Munby (1978) illustrated with a striking example what TSA might account for in his famous model Communicative Syllabus Design, specifically Communicative Needs Processor (CNP). In a "socio-cultural orientation towards communication", he set out an outline describing the purposes, settings, and means of communication that the learner may need in addition to potential language skills, functions, and structures. In the course of doing so, he, unlike his predecessors, went deeper into processing interrelated variables through an order of a posteriori attached to a priori set of variables. To explain more, he has taken into account a high interdependency and matching procedure philosophy. The process starts with information about the ESP learner, operating them through eight parameters, then arriving at a detailed and relevant profile. Undoubtedly, the most remarkable contribution of the TSA is putting the learners' needs at the central focus and considering them as the basis for any course design. Munby added, "...the profile is a detailed description of particular communication needs without containing any specification of the actual language forms that will realize those needs. The CNP, therefore, operates at the pre-language stage in the specification of communicative competence" (pp. 32-40).

Even though CNP was indirectly the backbone of TSA, the latter was not invented until 1980. Chambers (1980) was the first to coin the term TSA, revealing that "needs analysis should be concerned primarily with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation" (p. 29). As such, the last statement implies that TSA restrictively consists of communication in the target real-world events.

1.4.4.1.3.2 Target & Learning Needs Analysis

Basturkmen (2008) asserted that the CNP model considers target language identification and the structures of language that realize them (p. 20). However, Hutchinson and Waters (1987) reported that CNP is an infertile model for needs analysis because it represents a language-centered approach. Learners' needs in that approach may only encompass mastering the linguistic features at different levels for a given target situation. In a rather learning-centered approach, Hutchinson & Waters (1987) suggested that needs in a target situation perspective can be divided into necessities, lacks, and wants. The latter constitute three sub-types under the first heading, 'Target Needs'. Nonetheless, the different conditions during the attempt to achieve the target situation needs can be represented under the second heading, 'Learning Needs' (p. 54).

Necessities fall within the analytical tasks of the ESP practitioner, who is likely to be more aware of what the learner needs for future successful communication. In this vein, the linguistic characteristics constitute a striking example of what the ESP learner might need. Quite similarly, Lacks can be explained in terms of an equation wherein they consist of the gap between what the learners are already acquainted with and what necessities they still have to master.

As can be noticed, the ESP practitioner determines the necessities and lacks, where the role of learners is merely passive. Nonetheless, Wants imply that learners are likely to be aware of their needs so they can have a say in determining what they want. However, this might be found at odds with especially the ESP practitioner for the dissimilarity of the perceived needs. Therefore, the course designer's role is to resolve this conflict and adapt the course design and methodology according to such a situation (Hutchinson & Waters, 1987).

As the name indicates, target needs are only labeled to let us know what the ultimate communicative purpose is to achieve. Unlikely, learning needs constitute the path along which we achieve that purpose. That is, learning needs are the factors that might affect the learning situation. Target needs and learning needs should be taken into account for how infertile language-centered approach is to operate solely and how meaningless it is to consider only accompanying aspects of the learning situation without having the aim to achieve. Therefore, Language use and learning must be complementary approaches (Hutchinson & Waters, 1987, pp. 60-63). Similarly, Basturkmen (2010) admitted that needs analysis had been subjected to new considerations that take into account, in addition to the language and skills of the target situation, the factors, and the conditions of both the learner and the teaching process (p. 34).

Nonetheless, it seems that the target situation itself is far from being achieved in all contexts. ESP students are likely to be heterogeneous, not sharing similar environments. In this regard, Graves, (1996) argued that EFL students have no target needs as there is no real need to use English outside the classroom. Thus, focusing on subjective needs to promote motivation seems more appropriate (p. 16). Although EFL learners are indeed likely to be deprived of interacting with the target community of practice, Graves' opinion should be, in my mind, analyzed with caution in that there are several ways through which EFL learners can use English and be exposed to it outdoors. One of which is embracing technology for communication; the globalization era demands no less.

A more elaborated comprehension and summary of needs analysis may be found in the so-called 'current concept of needs analysis' proposed by Dudley-Evans and St John.

- a. Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.
- b. Personal information about the learners: Factors which may affect the way they learn, such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – wants, means, and subjective needs.
- c. English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (d).
- d. The learners' lacks: The gap between (c) and (a) – lacks.
- e. Language learning information: Effective ways of learning the skills and language in (D) – learning needs.
- f. Professional communication information about (a): Knowledge of how language and skills are used in the target situation – linguistic analysis, discourse analysis, genre analysis.
- g. What is wanted from the course?
- h. Information about how the course will be run – means analysis (as cited in Basturkmen, 2010, p. 18).

1.4.4.2 Syllabus Design

Munby (1978) said that “Syllabus specification in ESP can only take place after the prior and necessary work has been done on needs” (p. 40). Nevertheless, the syllabus does not seem to be designed chaotically out of an analysis of needs but needs analysis and syllabus design must be congruent in every aspect and specification. In the same line of thought, it was seen that:

Whatever their respective merits and limitations, the new approaches to second and foreign language instruction require NAs to be conducted using units of analysis

that are compatible with the ensuing syllabus specification, methodology, materials, and assessment, and all approaches to NA, new or old, could benefit from some serious work on issues of reliability and validity. (Long, 2005, p. 22)

1.4.4.2.1 Syllabus Design Definition

The term syllabus has been debated heatedly since its emergence. Numerous scholars controversially discussed its definitions, principles, theoretical underpinnings, and scope. Dubin & Olshtain (1986) defined a syllabus as “a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (p. 35). In a modest attempt, Hutchinson and Waters offered another definition in such a way that the syllabus must aim to transform the target knowledge into manageable units. However, they thought the term syllabus does not have a clear definition even though it plays a vital role in the course design process. This thought is because it is a set of independent and successive procedures and interpretations that entail a progressive consideration of different episodes, starting from the selection of what linguistic items to be included to the final complicated internal processes of the constructed knowledge inside the learner (1987, pp. 80-83).

The amalgam of the varying theoretical foundations, item selection, methodological considerations, cognitive and social aspects, and course designers' and teachers' beliefs illustrate why one definition of syllabus design might be out of reach. Moreover, extra considerations might be taken into account, such as relating the syllabus to the objectives the course will have:

I shall take a syllabus to mean the specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learners. Such a

specification not only provides a characterization of content, the formalization in pedagogic terms of an area of knowledge or behavior, but also arranges this content in a succession of interim objectives (Widdowson, 1990, p. 127).

1.4.4.2.2 Considerations of Methodology in Syllabus Design

Many leading researchers share the concern about what the best methodology might be. The aim is twofold. First, to realize the syllabus specifications and second, to look for a trade-off between the main theoretical foundations of both language description and learning theories. Dubin & Olshtain (1986) said combining and running order for the different approaches to syllabus design, starting from language-oriented to fully communicative syllabi, might be deemed appropriate in an EFL setting (p. 38). Widdowson (1990) recommended that the best way to balance structural and notional/functional syllabi is to consider them complementary by devoting a “communicative competence by functional investment”. In so doing, students are engaged with problem-solving activities based on reference to the formal properties, dissociated from use, and be used to help realize communication (p. 138).

Hutchinson and Waters (1987) stated that the learning-centered approach offers considerable importance to the methodology in such a way that the syllabus and the overall course design are processed from the beginning flexibly to meet both target linguistic needs and learning conditions (pp. 92-94). From a teacher angle and course content viewpoint, Basturkmen (2008) estimated that the “syllabus is aligned to the overall philosophy of the course or courses”. To explain more, teachers’ perspectives about language and learning theory, their beliefs, and views affect the items’ selection and organization within a syllabus, thereby underlying and determining the nature and organization of the course content (p. 21). Moreover, Widdowson (1990) found that the teacher

needs to choose the best methodological aspects to fulfill the syllabus (p. 129). It follows that the aforementioned methodological aspects may be considered crucial within the design of the syllabus specifications based on the student's needs analysis. The fundamental importance of eclecticism within the overall process of ELT mentioned before could also be considered.

1.4.4.3 Goals and Objectives

Graves (1996) defined goals as “general statements of the overall, long-term purposes of the course” whereas objectives were said to be communicating “the specific ways in which the goals will be achieved” (p. 17). Undoubtedly, the ESP practitioner is more concerned with the objectives as they constitute the body of specific mechanisms to achieve meaning for the course. As such, the notion of objectives has been subjected to several classifications. Nunan (1988), for example, emphasized the difference between performance and process and product objectives. The former is concerned with what learners might do after the course. The latter, however, constitutes a set of real-world objectives carried out outside the classroom and a set of pedagogic ones carried out inside the classroom (pp. 61-70). Dubin & Olshtain (1986) added another dissimilarity between the emphasis on communication and personal growth, especially in realizing the study program objectives in an EFL setting (p. 24).

1.4.4.4 Materials Development

After selecting the course objectives, it should be noted that there are several considerations in material writing, the most crucial stage in course design. To explain more, relevant material writing is the fruit of successful needs analysis in such a way that it should reflect the internal and external variables presented in the analyzed needs. Undoubtedly, the easiest way to bring materials might be through the evaluation process by choosing the most appropriate existing materials. The matter

concerns ‘matching’ the already assessed needs with the materials at hand. In other words, comparing what elements should be considered in the course with those already available in the selected material. In this vein, the materials writer has to plan criteria to draw an analogy between the subjective analysis through the identified needs and the objective analysis of the material to evaluate. Such measures may comprise but are not limited to the audience, aims, content, and methodology (Hutchinson & Water, 1987, pp. 96-104).

1.4.4.4.1 Authentic Texts

ESP texts have been debated controversially, especially from the point of view of authentic ones and their usefulness in meeting learners’ needs. In fact, an authentic text can be defined as one that is “not originally constructed for language teaching purposes” (Hutchinson & Waters, 1987, p. 159). Similarly, in Basturkmen’s (2010) words, authenticity in written materials accounts for texts geared towards specific groups other than those associated with teaching and learning processes (p. 62). Bocanegra-Valle (2010), in parallel, thought that authentic materials “can be used within language-learning contexts but which were specifically written or developed for an audience other than language learners” (p. 145).

There is no doubt that the authentic texts are deemed advantageous, at least what they appear to be, as they offer natural language sources used by the specific speech community related to the ESP student. Notwithstanding, there were many researchers in the field of ESP who shared concerns about their disadvantages, thereby denying their use, at least partially, for several reasons. Although authentic texts constitute a source of actual instances of language use, the task of getting appropriate original text seems to demand massive efforts (Basturkmen, 2010, p 63). In the same line of thought, Bocanegra-Valle (2010) observed that the tremendous amount of information in

authentic texts exceeds the amount of linguistic knowledge ESP learners may gain (p. 147). In a similar fashion, Hutchinson and Waters (1987) contended that an understanding of a text can be achieved only within the context in which it is written. However, using that text in ESP will strip it from its related context and thus will not be a critical contribution to ESP teaching. As a solution, texts should be used, in practical terms, according to the degree of suitability for ESP learning in such a way that the ESP teacher may need a variety of texts following the course demands throughout its phases (p. 159). One may say that authentic texts are undoubtedly helpful but not always and not for every condition. ESP teachers, faced with this potential dilemma, are required to adapt to different situations by adjusting the materials to what might respond to the ESP students' concerns.

1.4.4.4.2 Adapted Texts

There is a possibility of adapting authentic texts to what might be suitable for ESP learners (Basturkmen, 2010; Bocanegra-Valle, 2010; Hutchinson & Waters, 1987). In this vein, Basturkmen affirmed that no matter what advantages authentic texts have, they occasionally bring about linguistic and thematic problems to ESP learners (p. 64). A solution to this kind of dilemma might be writing relevant materials from scratch (Bocanegra-Valle, 2010, p. 144).

Teachers can have self-prepared materials through a developmental process. Although materials should contain interesting texts and enjoyable activities, they should also comprise insightful ideas about the nature of language and learning. The materials writer will consider this fact according to the learners' needs and the learning process (Hutchinson & Waters, 1987, pp. 106-107).

Similarly, some practical reasons applicable in an EFL context can be listed as follows:

- a- To foster particular language items or skills.
- b- To attend to learners' needs, lacks, and wants.
- c- To highlight genre and/or discourse conventions.
- d- To promote language learning autonomy.

The four points mentioned above account for the choice of the adapted texts. One should question the possibility of relying on those adapted texts always. The answer is that “some ESP areas are particularly sensitive to in-house materials due to the lack of published materials available. Hence, ESP practitioners dealing with minor disciplines... are required to rely wholly or mostly on their self-designed materials” (Bocanegra-Valle, 2010, pp. 150-151).

The choice and development of materials by the ESP teacher can be summarized in Dudley's and John's (1998) words: “...choosing suitable published material, adapting material when published material is not suitable, or even writing material when nothing exists” (15). However, the task of adapting materials must not be based on unorganized criteria. Bocanegra-Valle (2010) said that “those engaged in creating or adapting materials will be required to pilot test or perform evaluative reviews to adjust materials over time in response to implementation outcomes, current trends in the field or research findings” (p. 144).

1.4.4.4.3 A Modal for Material Development

Hutchinson and Waters (1987) suggested a modal for designing materials. It comprises four key components. The first is the ‘input’ that contains instances of appropriate language use and communication and, therefore, can be seen as a basis that retains the included language items. The subsequent stage of ‘content focus’ makes use of a foundation that generates learners’ thoughts to widen the contextual framework. ‘Language focus’, additionally, is devoted to developing

learners' linguistic achievement through a set of activities. These include sentence organization, recycling the prime activity through another similar one in terms of the subject principle, and a problem-solving analysis and synthesis of the forms of language. It constitutes a progressive direction toward a more 'open-ended' work and offers ESP learners an opportunity to be active participants in constructing new knowledge. All the precedent stages of content and language information could be considered a path towards realizing the fourth component, the 'task'. In practical terms, ESP learners might be asked to solve a problem using the learned items and their own words that should be readily understood by both the learner and the teacher (pp. 108-109).

1.4.4.5 Evaluation

Many sorts of ESP course evaluations have been reported in the literature. Scholars' views vary on what, when, and how to evaluate the ESP course. Batsturkmen (2010) found that needs analysis per se is a tool for refining and evaluating the course in that ESP teachers develop their perceptions of their students' needs along with the advancement of the course (pp. 25-26). Hutchinson and Waters (1987) thought that since a course likely contains a flaw in a given step, it has to undergo persistent evaluation procedures. In the course of doing so, they suggested a two-level course revision. The first level, 'learner assessment', specifically the ESP learner, assesses the degree of their performance in the target situation. Second, 'course evaluation', as its name indicates, is to evaluate the extent of achieving the course objectives (p. 145).

1.4.4.5.1 Testing in ESP (Learner assessment)

Even though testing in ESP is assumed to have failed to receive widespread attention, Hutchinson and Waters (1987) distinguished three assessment kinds. The ESP learner could, at first, be tested with a placement test. The latter is set out before the start of the course, aiming at enabling the ESP teacher to have information on what the student seems to know already. The placement test

can serve either the function of proficiency or a diagnostic test. No matter how much the obtained test scores are, they would provide the ESP practitioner with insightful ideas about the nature and content of the course to be designed.

‘Achievement test’ shall be programmed throughout the course. It, therefore, should give feedback on the ESP content. The course designer may make use of some guidelines in setting out a given achievement test. Most importantly, considering what learners learned, being precise on what side to test, and refraining from subjectivity, mainly specialist subject matter information.

The third type mentioned is ‘proficiency tests’. As the name indicates, it aims to assess ESP learners' ability to use language to perform the required task, generally through a criterion-referenced test. They reflect what ESP is meant for in that they constitute a relatively reliable instrument to measure the extent of the ESP learner proficiency, as they provide teachers with helpful feedback (pp. 146-147).

1.4.4.5.2 Course Evaluation

As mentioned earlier, course evaluation involves the judgment of the degree of the course's effectiveness. Such an evaluation might be ambitious because the obtained scores might be used later on as guidelines for other identical courses. The collected data, however, should be processed with caution in that the ESP practitioner, apart from being able, must pay careful attention to what to do with the gathered information. As ESP should be approached regarding learners' language use and language learning needs, then the course evaluation has to be approached on the same basis. The ESP practitioner once identified some faults in the course design, should look for the underlying reasons behind the unmet needs and see whether those flaws had already been

identified in the process of course design or were just unobservable (Hutchinson & Waters, 1987, pp. 152-154).

Basturkmen (2010) thought that two questions need to be asked during the course evaluation process: Did the students like the course? Moreover, did they learn anything from it? According to Basturkmen's speculations, this inquiry can be achieved via several data-gathering techniques, such as questionnaires and interviews to receive feedback, especially from students, teachers (65), and former ESP learners (Hutchinson & Waters, 1987, p.154).

1.4.5 Issues in Course Design

Undoubtedly, the course constitutes the realization of all that is said above and represents what occurs in the classroom. Furthermore, it projects the syllabus specifications and expectations and the preparation of the materials in terms of content, skills, time, and methodology. Nonetheless, this does not mean the end of the design process but the path along which we arrive at other issues.

1.4.5.1 The Importance of Language Choice in ESP Courses

As mentioned above, ESP courses shall not be based on specialist language only. More precisely, as claimed by Hutchinson and Waters, it is not because the learner might need some stylistic patterns of specialized languages that we over-proclaim the specificity of these specialized varieties (p. 18). What is worthy to mention is that the authors' words were drawn on results from scientific discourse analysis. It is believed that the author's conclusion is somewhat limited in that the scientific discourse is highly different from social and humanistic discourses, especially the legal one that tends not to be universal but system-based. In fact, the language choice in ESP courses is critically important in that:

ESP endeavors to teach the language the learners need to communicate effectively in their work or study areas. Given this central premise, it goes without saying that the language content of the course needs to be based on detailed, accurate, and realistic descriptions of how language is actually used in these areas (Basturkmen, 2010, p. 36).

To this end, according to Basturkmen, “Descriptions of specialist discourse are at the heart of ESP course design” (pp. 36-47). In the same vein, Dudley Evans and St John (1998) insisted that ESP practitioners engaged with needs analysis, course design, or writing materials have to use previous research related to the analysis of genres they are teaching (p. 15). Whereas the importance of language choice in ESP courses has been shown, other issues are also worth attention.

1.4.5.2 Wide-angled vs. Narrow-angled Courses

One of the problems that might engender perplexity to the ESP course designers is the extent to which they should consider the specificity of the course profoundly. To put it otherwise, does the ESP teacher have to select wide-angled or narrow-angled content and activities or switch back and forth between the two options? Bocanegra-Valle, for example, pointed out that major and minor ESP courses are critical issues in material and course design (p. 142). In the EAP context, course designers are unfortunate for they cannot determine the extent of generic criteria of EAP courses (Hyland, 2006, p. 12), unlike wide-angled courses that are likely to be applicable in EGAP only (Basturkmen, 2010, p. 12).

In attempting to balance the advantages and disadvantages of narrow-angled courses, Basturkmen (2010) said that narrowed-down courses are more suitable for ESP teaching. She equally suggested some linguistic, contextual, and methodological disadvantages as follows:

- e- “Communicative needs in disciplines and workplaces are generally linguistically complex and thus demand a certain level of language proficiency”.
- f- Such courses can be argued to present a restricted language and thus only help learners function in limited circumstances”.
- g- Students in narrow-angled ESP courses are not likely to have identical needs, and at least some of the course content is bound to be more relevant to some individuals than others.
- h- The variety of roles in workplaces and courses is too diverse for anyone in an ESP course to deal with in-depth.
- i- The amount of research and preparation required for precise ESP course designs is considerable (pp. 57-59).

The first point not only might generate a problem for the ESP learner but also for the ESP teacher. The latter needs to have a background in the specialism or consult experts in the domain. Moreover, EFL law students in Algeria are unlikely to participate in particular discourse communities. The question of how far we should go regarding the specificity of courses lies at the heart of ESP course design concerns, especially in the EFL context. This may be even more difficult because of the possible existence of several low-proficient language learners, which is confirmed by the third point above. It goes without saying that the situation gets worse when the discipline is somewhat linguistically complicated and is a fertile area of idiosyncrasies, technicality, and culture-bound elements, such as legal language, in general, and legal English, in particular.

1.4.6 The Role of ESP Practitioner

It is worth considering the ESP teacher not only from a narrow perspective as to transferring knowledge to learners but rather from a wider perspective that encompasses other roles. In this vein, Swales emphasized attributing the ESP teacher as a ‘practitioner’ to express better his engagement towards ESP teaching (as cited in Hutchinson & Water, 1987, p. 157). Aligning themselves with Swales’ appellation, Dudley-Evans and St John (1998) affirmed the use of ‘practitioner’ instead of ‘teacher’. This is because the mere process of teaching is just a part of wider missions the ESP teacher might perform. The latter could be a teacher in the classroom with the role of organizer, questions responder, advisor, and, most importantly, flexible. In addition, they can be a course designer, materials provider, collaborator, researcher, and evaluator (p. 13). Hutchinson and Waters further thought the ESP practitioner could also be seen as a negotiator (p. 164). Another pivotal role may be that provided by Broughton et al., where the ESP teachers should channel the students’ motivation to realize their specific needs and aims ideally (p. 187).

1.4.7 ESP Student’s Motivation

The affective factors, particularly motivation, should anticipate any active thinking by the ESP student. This consideration is because activeness can hardly be achieved without motivation. In this vein, Kumaravadivelu (2008) insisted on the learner’s attitude as a crucial affective factor, especially within the pedagogic category. The latter, as he put it, “shapes how teachers, learners, and the learning situation interact with each other to trigger positive or negative attitudes in the learner” (p. 39).

Gardner and Lambert said that motivation could be divided into two types, namely ‘instrumental’, as deriving from extrinsic necessity, and ‘intrinsic’, as coming from the inside

desire (as cited in Hutchinson & Waters, 1987, p. 48). Putting instrumentality in context, this means that:

When anyone learns a foreign language instrumentally, he needs it for operational purposes—to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, and the science student are motivated to learn English instrumentally. (Broughton et al., 2002).

In fact, Hutchinson and Waters (1987) confirmed that all learners could have instrumental and intrinsic forms of motivation with dissimilar impacts according to age, experience, and setting. Broughton et al. emphasized this idea because “Adults learning English bring to the task a mature personality, many years of educational training, a developed intelligence, a determination to get what they want, fairly clear aims, and above all strong motivation to make as rapid progress as possible” (2010, p. 187).

It can be concluded that ESP students are likely to be more motivated instrumentally than other students. The ESP practitioner should, therefore, develop their intrinsic motivation. Hutchinson and Waters (1987) agreed on this line of thought and declared that in ESP, learners should not be motivated because of the relevance of what they might learn to the specialism, but they should instead have an intrinsic motivation (p. 48).

Regarding materials, Tomlinson (2011) thought that ESP learners tend to perceive ESP materials as relevant in that the latter are deemed related to their interests (p. 11). This fact can otherwise be explained in Mackay’s and Mountford’s words, “Materials which have been prepared without the learner group’s characteristics having been taken into consideration, based on

unsuitable or irrelevant samples of language and units of description, will have low motivational value for the student” (1978, p. 10). Quite similarly, Bocanegra-Valle (2010) insisted that ESP material design should be seen as a marriage of learning needs, language content, and subject-matter content (p. 143). Basturkmen (2010) supported the idea that considering learners’ motivation toward the chosen material should not be neglected lest the sample material would not intrigue them. Thus, the material developer had better not select materials that contain a language that exceeds the level of learners; otherwise, it will be demotivating (pp. 63-64).

Every course should entail a consideration of the underlying principles and factors that influence the learning activity. In this regard, a list of techniques used in the classroom that realize this aim can be provided, namely gaps in exercises, varied and enjoyable activities, dynamic methodology, coherent syllabus, preparing and involving ESP learners, and a friendly atmosphere. Many of these techniques might trigger the ESP learners' thought processes, whereas others appeal to the learners’ motivation and ease (Hutchinson & Waters, 1987, pp. 139-142).

From the perspective of how deep should the course content be, the ESP learners’ motivation can be related to the extent of the content specificity. This claim can be explained in such a manner that motivation and specificity, as correlated variables, act negatively in an EFL setting. In other words, the more the ESP course is specific, the less the ESP learners are motivated (Dudley Evans & St John, 1998, p. 10).

It follows that the ESP course designer must consider how to raise the learners’ motivation to cope with the course. In my mind, this can be realized by choosing the best mechanisms that motivate the learners before, during, and after the course design. The most important of which

should be during the course design. For example, the instruments used in gathering data for needs analysis, the quality of questions therein, and the students' feedback during the lecture should all embody a negotiating nature. To this should also be added the fact that ESP teachers must engage the ESP learners with active learning and remind them of the status of English as a lingua franca in all domains to promote their motivation successfully.

1.5 Conclusion

To conclude, the present chapter has introduced the line of development of ELT and ESP, which constitutes the primary concern of the present research. It has been suggested that not only the complex circumstances of the teaching process should lead to refuting the best method idea, but also the fact that the needs of ESP students, as the central part of the ESP realm, are the primary consideration to determine the teaching methodology. Other factors could also be added, especially affective ones that form the basis of the learning process. Thus, achieving a negotiation strategy between the teacher and the learner at all instruction levels is to be the sole secret, so to speak, to construct a sound methodology. The ESP approach to course design steps, notably needs analysis, materials development, syllabus design, and evaluation, was also introduced and will be a fundamental part of the guiding procedures in the experiment afterward. The ESP learner's needs, as the central aspect of ESP teaching, have extensively been elaborated. However, the idea might be more straightforward when digging into descriptive, cultural, and didactic aspects of ELP, as they will offer more insights into the law learner's potential needs. In addition, an overview of ESP status and the recent reforms of the university educational system architecture in Algeria will be examined in the following chapter.

Chapter Two
Features and
Didactics of Legal
English and LMD
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Chapter II

Features and Didactics of Legal English and LMD System

2.1 Introduction

As this chapter completes the previous one, it attempts to debate the legal linguistics existence philosophically and abstractly in addition to its relation to general linguistics. Further, it examines legal English's diachronic and synchronic linguistic features at lexical, syntactic, and discourse levels. The latter shed light on the history-bound and customary aspects of English for law. They also show how the components and concepts within legal English contribute to its understanding. More to the point, the chapter defines the major divergent legal systems in the world and the distinguished features of legal Arabic, which result in the fact that Arabic-English Arabic legal translation constitutes an area of intercultural awareness and comparative linguistics. The set of those raised issues makes way for considerable debate in the present chapter on the didactic aspect of English language teaching within the context of law, especially the various challenges faced by the ESP practitioner. Equally important, they lead to questioning the relation between the ESP/ELP practitioner and the learners on the one hand and subject specialists on the other hand. The chapter also compares and contrasts ESP and ELP versus EGP. Moreover, it casts light on the new movement of plain English and the utility of technology as it might positively impact ESP classroom instruction, especially in the era of digitalization and globalization. The present chapter reveals that the legal English course, likely to be designed for EFL law students, should take in all the aforementioned points. Finally, it deals with the LMD system, a description of ESP in Algeria, and shows how legal English courses might be best applied to realize the new education system objectives. This chapter undoubtedly contributes to understanding the legal English nature and

offers insights into how to make use of those idiosyncrasies for didactic purposes, especially in materials preparation and activities design. Its main aim is to contextualize the study according to the Algerian situation.

2.2 The Concept of Legal English

English for Specific Purposes (ESP) has been elucidated in the first chapter. English for Legal Purposes (ELP) is undoubtedly worth explaining. To this end, the legal English realm will be further dissected philosophically and descriptively. The philosophical dimension discusses its position within the linguistic theory, whereas the descriptive dimension discusses its evolution through history and its present structure at different language levels.

2.2.1 The Philosophy of Legal Linguistics Existence

As placing Language for Specific Purposes (LSP) in the world of language teaching has been subject to controversy, which leading scholars discussed so much, legal language per se, as a branch of LSP, was a highly debated issue, nay profoundly abstract, to position it into a broader perspective of linguistics. In this vein, Cornu (2005) provided a thorough argumentation to create a relationship between the language of law and theoretical linguistics. According to him, the concept of legal linguistics is not found inside the human knowledge nomenclature. That being said, legal language, as an existing reality, shall be studied under the domain of legal linguistics in that a set of linguistic signs and, therefore, legal locutions that law employs is what legal linguistics shall examine. As such, the science of *linguistique juridique*, as Cornu put it, implies two characteristics, namely 'linguistic' for it studies the linguistic signs the set of laws utilize and

statements it produces, and ‘legal’ (Judicial) since the language of the law is filled and marked with legal concepts (pp. 9-10)².

While discussing philosophically the potential existence of legal language as a specific entity, Cornu (2005) contended that language as a legal discourse primarily exists for a number of reasons. First, non-specialists are likely to crash on a shield when trying to communicate in a legal language. Second, the exclusive legal belongingness to some terms. Third, the existence of legal vocabulary and even the discourse level is deemed realized and recognized via its logical structure and stylistic tone (pp. 19-24). Thus, such a situation results in the creation of some idiosyncrasies that set it as a specific language. This situation falls within the specificity of discourses where “disciplines have different views of knowledge, different research practices, and different ways of seeing the world, and as a result, investigating the practices of those disciplines will inevitably take us to greater specificity.” (Hyland, 2002, p. 389). More to the point, the law's language brings ambiguity on all sides, namely as a specific speech community, technical language, and a long-established language (Cornu, 2005, p. 24). The last point promotes the idea that legal language tends to be history-bound and receives much of its structural components and forms from the past.

Intending to make a practical relationship between legal linguistics and general linguistics, Cornu argued that general linguistics, with its various branches, does not have a clear-cut definition. It is, then, the jurist’s mission (legal professional) to choose from it what concepts and branches might fit the legal language framework (2005, p. 33). He insisted that the choice might

² All Cornu’s statements are the researcher’s own translations from French into English.

start from phonology for stylistic and artistic reasons in oratory legal discourse. Afterward, it comes morphology in prefixes and suffixes phenomena, and then semantics as the most crucial part of legal linguistics in terms of meaning, definitions, and legal translation. It follows from this that legal translation is of particular importance and contributes more to understanding what it means to study the language of law (pp. 37-39).

As far as legal English is concerned, the question of the existence of legal linguistics from which legal English stems seems exaggerated only if the latter is not marked with English technical words (terms of art) as a unique feature. Nonetheless, it seems not overstated, for it is also marked with other terms originating in French and Latin (Wagner, 2002, pp. 31-32)³. Such a characteristic confirms the view of the powerful influence of history on legal languages, in general, and legal English, in particular. Ergo, it would be worth viewing legal English from both diachronic and synchronic angles.

2.2.2 Linguistic Features of Legal English

It has been made clear that legal English exists within the linguistic theory, deriving obviously from the general language with specific choices at hand and demanding requirements. Thus, it seems that those choices, at least at a linguistic level, determined its specificity diachronically and synchronically. The following section reveals how history marked the development of legal English through three main stages leading to its current structure.

³ All Wagner's statements are the researcher's own translations from French into English.

2.2.2.1 Diachronic Legal English

The study of the philology of legal language, in general, should be of powerful impact. It undoubtedly offers insights into how the language of the law has developed through time and accumulated its specificities. A number of scholars mainly share this view. Tiersma (1999) thought that the present status of legal language goes back to a chain of evolutions across history whereby legal language has been subject to constant changes (p. 47). Additionally, Wagner (2002) said that the legal English language, as an example of a specific discourse, had been developed from different cultures across history (p. 62). It seems clear that the most crucial aspect of those historical developments lies in the cultural side resulting from the interaction between language and societal events. In this regard, Wagner declared that Celtic, Anglo-Saxon, and Scandinavian invasions built the first bricks of legal English history (Wagner, 2002, p. 62).

2.2.2.1.1 Before Norman Conquest

Di Carlo (2015) revealed that the most prominent bodies of English law were introduced as of the rise of the Anglo-Saxon civilization. The latter comprised alliteration, assonance, parallelism, and rhythm as figures of speech used to a large degree. Using mainly those stylistic devices was because they were transmitted orally to the subsequent generations in that legal language in the Anglo-Saxon era was not characterized by standards of legal writing (pp. 13-14). This means that legal English might originally be speech-based in some periods during the Anglo-Saxon era.

She added that there was a vast usage of *the Hypotaxis* as a linguistic feature of especially conditional structures. More attempts to frame the law into written documents gave rise to progressive complexity in conditional clauses (pp. 15-16). As the most prevailed structure, the subordinate clause took on several positions, such as right-branched, left-branched, and nested.

The latter means expressing an additional idea. The use of anaphoric and cataphoric pronouns characterized more to the point, written laws in the Anglo-Saxon period. This feature has gradually been left, and it is rarely contained in modern English. In legal English, in general, and in Anglo-Saxon laws, in particular, the separation of themes is possible using the process of Topicalization to offer the sentence that is moved to the front a little higher degree of importance (pp. 18-19).

2.2.2.1.2 From the Norman Conquest/Norman Period to 1362 A.D.

Hovelsø (2004) reported that the spoken languages after the Norman Conquest were English, French, and Latin, with only Latin and English being the first in written forms. Notwithstanding, French became the alternative legal language by the thirteenth century. In contrast to Hovelsø's words, di Carlo (2015) argued that written English did not wholly disappear in that period because legal documents at the beginning of the Norman conquest were drafted in Latinized English in addition to old French words (p. 21). In fact, the fascinating prevalence of Latin, especially in legal discourse, is worthy of attention because Latin was a universal language of law. In addition, its spread in English territories, as in most of Europe, was due to the fact that it "is in reality a mere technical language, calculated for eternal duration, and easy to be apprehended both in present and future times." (Blackstone, 2016, p. 2011).

One of the outcomes of the threefold marriage of English, French, and Latin in the Norman era is the production of two-word and triple combinations of these languages called 'binomials', such as 'deem and consider', 'made and provide', 'save and except', etc. Few of these idioms can be separated and retain the same meaning when using only one part. Furthermore, most of these two-word compounds have been transformed into technical words that acquire a different sense (di Carlo, 2015, pp. 22-23).

2.2.2.1.3 After 1362 A.D.

After the considerable penetration of the use of Latin and, precisely, French legal terms in English territories, the pendulum swung again, as it were, in favor of English. Legal English, therefore, began to retrieve its position back. In this regard, Hovelsø (2004) stated that a parliamentary act came as a reaction to the widespread use of French as a legal language in favor of using English in the different pleadings brought before the courts. Afterward, another act in 1650 AD called for the whole change via translating all legal books into English and using English in every judicial procedure. The change continued till 1704 AD; thenceforth, English replaced French in legal use. Nonetheless, the employment of French and Latin as languages of law did not entirely vanish, as mentioned above. Several terms kept their place in legal usage. In this respect, Sheard reported that many verbal actions were expressed through the use of French verbs, namely ‘accuse’, ‘blame’, ‘convict’, ‘plead’, ‘warrant’, etc. (as cited in Hovelsø, 2004).

Interestingly, after 1362 AD, the English language in general, and legal English in particular, underwent other developments, especially in terms of vocabulary. The shift to the broader use of the English legal language and the sociolinguistic change occurred, manifested in the adoption of Middle English as an alternative to old English. For example, di Carlo (2015) said that with the shift from Old English to Middle English, there was considerable prosperity in using English words like ‘notwithstanding’, ‘whereas’, ‘hereby’, ‘therefore’, etc. Afterward, in the sixteenth century, such a shift reflected on other terms in legal work, and a range of technical terms began to emerge, such as ‘attorney’, ‘debt’, ‘tort’, etc. (p. 24).

Further changes were also taking place at that time. The need for more detailed legal writing led to the emergence of long passages considerably in that legal drafters sought a reasonable degree

of clarity. Legal drafters were also tempted by the immense profits gained per one written page. These practices gave rise to new procedures applied in legal writing in the nineteenth century to shorten the length via handbooks. The latter has so far been provided to set directives to write legal English with the aim of maximizing accuracy and, at the same time, minimizing the text complexity (di Carlo, 2015, pp. 24-25).

In fact, going back to what came about to legal English may unveil its hidden secrets within its present structure. An amalgam of wars and invasions, new institutions and acts, sociolinguistic aspects, such as linguistic marriage, change and borrowing, and linguistic shift toward modern English were essential elements shaping the current legal discourse. Thus, unlike the previous philological analysis that showed how legal English underwent a set of evolutionary phases throughout the English civilization, it is also worthy to approach another synchronic analysis devoted to shedding light on the idiosyncrasies that set English for law apart from the general English variety.

2.2.2.2 Synchronic Legal English

The review of synchronic legal English entails careful attention to all language aspects. It examines exciting facts about the lexical, syntactic, and textual features by offering insights into the historical impact of legal English evolution on its current shape. Equally important, it explains the present punctuation based on previous practices, especially the creation of lengthy sentences and paragraphs.

2.2.2.2.1 Punctuation

As said before, first legal drafters in the early stages of legal English writing did not offer vital importance to punctuation. In this vein, di Carlo (2015) thought that legal manuscripts were written

in a somewhat “solid block of script” wherein neither indentation nor spacing was put into consideration (p. 30). Furthermore, Crystal and Davy (2013) speculated that the cause behind such long, unpunctuated paragraphs might be the lack of parchments and a strategy to prevent illegal obliterations therein (p. 197). They added that not only fears of forgery or altering legal documents during that time were the leading cause of the lack of punctuation, but also the punctuation itself might be in earlier development if it did not exist at all (p. 200).

Di Carlo (2015) wrote that capitalization was recently adopted to make the written passages more understandable, not to mention the new tendency, for the same purposes, to separate the sections and subsections of the written legal documents. This procedure is meant to improve the, say, readability of those records. She, however, also noted that, in some cases, lengthy paragraphs have so far been used in such a way that confuses any reader (pp. 30-32).

2.2.2.2.2 Lexical Features

The first set of linguistic features of legal English to be discussed is the lexical ones. As will be revealed in the following section, there are various characteristics at the word level that make English idiosyncratic compared to other disciplines’ languages. The latter discusses the controversial archaism, the existence of foreign words, and technical vocabulary with reference to terms of art. Lexical features also include phrasal verbs, binomials, and pro-forms.

2.2.2.2.2.1 Archaism

Notably, archaism is the linguistic feature primarily found in legal English. Archaism has been controversial in terms of what it really is and for what reasons it is used, especially among lawyers. Then, it would be better to provide a definition, such as Crystal and Davy’s:

we must define archaisms to include both words where the referents no longer have any correlate in contemporary experience ('have no direct synchronic relevance'), and words no longer in current usage, but where the referents still exist and where more widely used synonyms are available (2013, p. 165).

It can be argued, from this definition, that there may be simpler alternative forms to archaic words. However, because the latter still exists, it seems that legal professionals tend intentionally to employ such timeworn words for professional matters. They could also use them as specific linguistic constituents to be understood only by the legal professional community. In the same context, Rylance declared that lawyers tend to employ archaism unnecessarily. This tendency is because it seems at first sight that including archaic words in legal writing is for achieving an exact meaning of locution, but the truth is that this can be nothing but an illusion about the proper reasoning (as cited in Houbert, 2005). Moreover, archaism usage can also be seen as a relative concept in that what seems archaic for a layperson is considered just a technical term by a lawyer (Houbert, 2005, pp.13-14)⁴.

Cornu (2005) argued that the presence of antique items does not necessarily mean the presence of archaism, for the latter means using a word already submitted to a linguistic transformation. More to the point, in approaching archaism from the perspective of the usability of the term at present within the legal discourse and the extent of its specificity, he thought that what is deemed archaism for laypeople only is when using general language terms that no longer exist in an

⁴ All Houbert's statements are the researcher's own translations from French into English.

ordinary language within a legal discourse. Contrarily, specific legal terms used in the language of law and not used in an ordinary language are not to be considered archaic (p. 27).

Mellinkoff noted that archaic words come in various language forms. In other words, they can be found at the level of all word classes, such as verbs as in *surrejoinder*, adjectives as in *darraign*, and adverbs as in *thereafter*, and *aforsaid* (as cited in Veretina-Chiriac). Furthermore, archaic words come not only in isolated words but also in the form of collocations. In this vein, Crystal and Davy (2013) argued that combinations, such as ‘upon the death’ or ‘terms of year’, contribute to the formality of legal language when said or written together but not when standing alone (p. 208). Regarding legal genres, El-Farahaty (2015) observed that modern legislative statutes do not use archaic words frequently, unlike private legal texts, such as contracts (p. 21).

2.2.2.2.2 Foreign Words

The use of foreign words from Latin and French is not to be underestimated. As said earlier, Latin and French penetrated legal English use throughout history. In fact, Mattila (2016) went beyond in this regard to say that the English legal language is featured with Latinism and Norman expressions essentially, some of which constitute the basics of English legal culture (p. 229, translated by Goddard). Moreover, Crystal and Davy (2013) added that even though some French and Latin words were adapted phonologically to English standards, they preserved their original forms and became technical words (p. 209).

Haigh (2009) also indicated the use of some Latin words and phrases, such as *mutatis mutandis*, and *inter alia*. He even questioned the possibility and utility of expressing English with equivalents like ‘including but not limited to’ for *Inter alia* because using these Latin sources might shorten the legal concept. Di Carlo (2015) revealed that French constitutes a source of several legal English

words that denote an antonym to one another. Those pairs also end with “*eur*” for “*or/er*” and “*e*” for “*ee*”, such as ‘employer/employee’, and ‘Lessor/Lessee’ (p. 37), whereas Veretina-Chirac (2012) said that the French influence over legal English changed English words order in terms of the adjectives, such as ‘Attorney General’, ‘fee simple’, and ‘absolute’.

2.2.2.2.3 Technical Words

Technical words are one category of linguistic characteristics that seem to have influenced the English legal language heavily. The latter is to be defined according to the degree of technicality in two ways. First, as words that appear to have a common sense, but they acquired a context-based meaning within the legal domain. In this regard, di Carlo wrote a number of these technical words falling within the first category, such as consideration and construction (p. 37). Second, pure legal terms, as explained by Hiltunen, such as ‘abatement’, ‘bailment’, and ‘tort’, can be understood by legal professionals only (as cited in Veretina-Chiriac). Technical words that lacked comprehensibility outside the legal community and agreed on by lawyers only are called ‘terms of art’, such as ‘waiver’, ‘restraint of trade’, and ‘promissory estoppel’ (Haigh 2009; Crystal and Davy, 2013, p. 210). Although there is a tendency, for purposes of precision, to use terms of art that are extremely specific to the legal community, Crystal and Davy thought there is also a movement towards using more stretched-meaning words (p. 211).

2.2.2.2.4 Phrasal Verbs

Haigh (2009) defined phrasal verbs as “phrases that consist of a verb used together with an adverb, a preposition, or both”. He listed some phrasal verbs that are likely to be found in legal usages, such as ‘abide by’, ‘proceed against’, and ‘write off’. ESP teachers, while designing ELP courses, should be aware of what phrasal verbs to include in that not any phrasal verb is deemed to be used in legal English. The examples above show that phrasal verbs in legal discourse are context-based

and share some characteristics of technicality with other legal words. The phrasal verb ‘to write off’ is used in business English to mean ‘clear the debts’. Ergo, ELP practitioners had better follow a balanced approach wherein law students can grasp the difference between phrasal verbs used in legal English and those employed in other contexts.

2.2.2.2.5 Binomials

As aforementioned, binomials played a vital role in specifying the legal discourse as of the spreading of Latin and French into English. In this regard, Crystal and Davy (2013) thought that using these pairs by draftspersons at that time might be because they were unsure which word to choose. Therefore, they were obliged to use the two combined terms from different languages to ensure inclusiveness and avoid violating the principle of precision in legal writing (p. 208).

It has been said before that most of those binomials became technical words that acquired different meanings compared to when separated into isolated items. Thus, it seems necessary to heighten law students’ awareness of this fact. In addition, their attention should be attracted to what the misunderstanding of these doublets may cause while reading, writing, speaking, or listening to legal materials.

2.2.2.2.6 Pro-forms

Di Carlo (2015) said that pro-forms constitute an idiosyncratic property of legal English. They usually function as adjectives before nouns to replace demonstratives, such as ‘the same’ instead of ‘this’, ‘the said’ instead of ‘the particular’, and ‘the aforementioned’ instead of ‘what was mentioned earlier’ (p. 38). The lexical features of legal English show how important the teaching of specialized vocabulary is in ELP.

2.2.2.2.3 Syntactic Features

Beyond the mere morpho-lexical analysis of the English legal language, another analysis at the level of complex sentences is also worthy of notice. As shown, qualifying, periodic sentences, and the irregular placement of adverbial clauses are challenging syntactic characteristics. Further, it will be revealed how nominal structures, passive forms, whiz deletion, and the unique function of ‘shall’ contribute to the formality of legal English.

2.2.2.2.3.1 Qualifying and Periodic Sentences

In fact, the main aim of legal English is to list a set of circumstances to qualify the action done by the actor. Hence, it is likely to find periodic sentences that have their main clause in the last part (Hovelsø, 2004). According to Bhatia’s words, such initial case descriptions can be qualified with elements, such as ‘if’, ‘where’, and occasionally ‘when’ (1993, p. 200). The reader, therefore, needs to read first, although complicated, all the qualifications in the form of adverbials before reaching the expression of the action in the form of a subject and verb. The additional information in subordinate clauses causes the lengthiness of sentences. Such a complicated structure brings about syntactic discontinuities in contrast to the main clause that expresses the main point shortly (Bhatia, 1993; di Carlo, 2015; Hovelsø, 2004).

2.2.2.2.3.2 Irregular Placement of Adverbial Clauses

Irregular placement of adverbial clauses also constitutes a prominent feature in legal English. Hovelsø (2004) revealed that finding an adverbial clause between a verb and its object is unusual. However, this is likely to be found in legal English, such as in the example:

“The Mortgagor shall pay *to the Bank* all and every the sum and sums of money which now are or shall at any time be owing to the Bank by the Mortgagor”.

Furthermore, adverbial clauses can also be placed between an auxiliary and the main verb and bring about a discontinuity at the level of the verb phrase (Crystal and Davy, 2013; di Carlo, 2015; Hovelsø, 2004). From a more general perspective, di Carlo (2015) observed that subordinate clauses could be incorporated in all positions: on the left, nested, or on the right, via hypotactic structures in a single sentence, leading to its lengthiness, which contributes to the high formality and complexity of legal discourse (p. 40).

It would be worth mentioning that di Carlo illustrated the misplaced-like syntactic insertions in terms of information linguistics theory. The latter holds that the sentence is divided into two parts: a theme and a 'rheme'. Whereas the theme carries new information, the rheme carries the remainder of the sentence (p. 46). Crystal and Davy thought that the abnormal insertions are used for matters of elegance (p. 204). They can also be related to the naturalness written legal English should possess (Bhatia, 1993, p. 201). In this line of thought, he noted:

One would like to have as many syntactic points at which to insert them as are possible. But one consideration that makes this task even more difficult is the fact that if qualifications on the one hand make the main provisional clause more precise and clear, they can also promote ambiguity if they are not placed judiciously. That is the main reason why legal draftsmen try to insert qualifications right next to the word they are meant to qualify, even at the cost of making their legislative sentence inelegant (Bhatia 1993, p. 203).

It can, therefore, be argued that the syntactic discontinuities resulting from the abnormal embedding of long qualifying sentences and irregular placement of adverbial clauses, even though

justified, might create psycholinguistic problems, especially in reading for law students and legal professionals. The problem can be worse when the reading material is addressed to EFL law students. It can even be serious trouble when those EFL learners do not share the same legal culture. ESP practitioners must adopt an exceptional approach to raise EFL law students' awareness of the inevitably complex use of sentences in legal drafting. They also need to urge learners to use cognitive strategies to be trained to process those syntactic interruptions well in their reading, especially when the excerpt lacks punctuation. Most importantly, EFL learners need to be motivated to overcome the negative feelings toward the widespread belief that legal language, in general, and legal English, in particular, is dull and dry.

2.2.2.2.3.3 Nominalization

Another syntactic feature that prevailed in legal English is transmitting information regarding the action in such a way that a nominal clause replaces the verb via the process of nominalization. Charrow and Charrow (1979) indicated that the linguistic theory had mentioned the difficulty of nominalization. They offered an example that might illustrate such a view:

the subordinate clause "When you are incorporating the material into a chapter, make sure" would be transformed into the nominalization "The incorporation of the material into a chapter necessitates ... " By eliminating the true subject of the sentence- the "doer" of the action-the nominalized construction makes the sentence vague, impersonal, and hard to reconstruct (p. 1321).

Di Carlo (2015) argued that, by using nominalization, the sentence becomes impersonal and somewhat ambiguous due to the omission of its subject (p. 43). Furthermore, Crystal and Davy (2013) noted that nominal groups in legal discourse are post-modified with non-finite clauses.

They are used frequently compared to verbal groups (p. 205); what Hovelsø (2004) thought of is for purposes of precision.

2.2.2.2.3.4 Passivization

Regardless of the different characteristics of legal English that contribute to its formality and complexity, as mentioned above, one more feature is the process of passivization. Di Carlo (2015) revealed that the passive form is preferably used in considerable legal sentences in some circumstances, mainly when the active form is impossibly used due to the careful attention that should be paid to the action at the expense of the agent (p. 43). Notwithstanding, this seems not to be happening in all legal genres. El-Farahaty (2015) illustrated that contracts, for instance, are likely to contain passive forms limitedly for the need to recognize the actor, unlike the case in the language of legislation (p. 24).

2.2.2.2.3.5 Whiz Deletion

Hovelsø (2004) thought that the use of non-finite relative clauses characterizes legal language. They are stripped from relative pronouns and the auxiliary verb 'to be', which function as post-modifiers. This process is generally called 'whiz deletion' wherein elements, such as 'which is', 'which are', and 'that is' are deleted. Nonetheless, El-Farahaty speculated that there has been no convincing argument for the employment of whiz deletion in English legal discourse, and it is deemed found for stylistic reasons only (2015, p. 24).

2.2.2.2.3.6 Other Syntactic Characteristics

Other idiosyncrasies that contribute to the distinctiveness of English for law are worthy to mention. For example, negatives and double negatives expressed in different elements, words, and prefixes are often used, such as 'not', 'never', 'un', 'unless', 'except', 'in', and 'im' (El-Farahaty, 2015, p.

28; di Carlo, 2015, p. 44). Crystal and Davy (2013) also noted the employment of ‘such’ stripped off from its indefinite article ‘a’, as a determiner in legal discourse. They also found that legal language is marked by coordinators, especially ‘or’, to maximize the possibilities and minimize misinterpretation (p. 206). As mentioned earlier, archaic words come into various word classes. In this vein, Crystal and Davy (2013) observed that words like ‘said’ and ‘aforesaid’ function as pre-modifying elements in the English language within the context of the law.

2.2.2.2.3.7 The Special Use of the Modal Verb “Shall”

The existence of modal verbs in the English legal language is remarkable. Di Carlo (2015) said that legal English comes to express a duty, authorization, and will via deontic modal verbs and execute an act through performative modal verbs (p. 47). Regardless of the frequency of using the modal verb ‘may’, the modal verb ‘shall’ seems to have particular use in the English legal language (di Carlo, 2015; Hovelsø, 2004). This particularity is best manifested in denoting the obligation rather than the future tense (Crystal and Davy, 2013, p. 206).

Hovelsø (2004) stated that ‘shall’ denotes different kinds of imperatives. In other words, ‘shall’ is used to express false imperatives where no exact person is ordered or to impose rights and duties. He also denied the use of ‘shall’ to denote permission and called for the use of ‘may’ instead. However, di Carlo (2015) provided a number of uses of the modal verb ‘shall’ with mainly deontic function in legal discourse summarized as follows:

- a- Shall is used in obligatory, prohibitive, and qualifying statements to make the legal manuscript more comprehensible.
- b- In terms of conditional structures, with if holding hypothetical statements, shall expresses anticipated possibilities that shape the legal decisions.

- c- Shall is also used with bare infinitives in passive forms via the 'shall + passive infinitive' structure.
- d- Shall is also used with subjects preceded by no to express prohibition.
- e- As regards permission, shall is used to grant permission according to the subject's position; the verbal phrase have power is used when the referent is a judge and be at liberty when the subject is an ordinary person.

The previous functions of the modal verb *shall* tend to be mainly deontic and agent-oriented.

However, it can also be used in performative functions, such as:

- f- Under the constitutive category, there is a possibility that *shall* performs a new fact via an act that changes a condition to a newer one (pp. 47-49).

The syntactic interruptions caused by the case descriptions, the misplacement of adverbials, and the other syntactic characteristics mentioned above showed how legal English grammar might be complicated. It could engender cognitive and learning difficulties for ELP learners. Therefore, ELP teachers should be aware that legal English grammar teaching is paramount and needs more devoted time.

Undoubtedly, the discussion of the linguistic characteristics of legal English at the text level offers more understanding of its structure. An explanation will be provided about the effect of striking a balance between mono-referentiality and repetition on reducing ambiguity in legal English texts. Equally important, the following section gives insights into how the function of cohesive devices contributes to the unity and complexity of legal excerpts.

2.2.2.2.3.8 Monoreferentiality and Repetition

Legal English might be one of the few disciplines that devote mono-referentiality. Di Carlo (2015) reported that mono-referentiality has to do with words in legal English that can be used in a minimal context, may denote only one referent. Legal professionals prefer instead, for clarity matters and gender bias avoidance, not to use referential pronouns and consequently tend to use repetition as a conservatism policy (p. 33). Likewise, Crystal and Davy (2013) stated that using anaphoric devices instead of lexical repetition is irresistible in legal writing, may intentionally avoided (p. 202).

It follows from this that repetition, for the sake of avoiding ambiguity, takes precedence over verbosity. So far as law students are concerned, repetition may engender, in my mind, negative and positive impacts on their reasoning. On the one hand, it can create discomfort, irony, and, therefore, a potential demotivation to some. On the other hand, it can promote understanding and unveil ambiguity of the whole excerpt. That is why ELP practitioners need to pay attention when repetition is overlooked for the sake of clarity.

2.2.2.2.3.9 Cohesiveness

As mentioned earlier, cohesive conjunctions, which flourished in the middle age of English, such as the pronominal adverbs, constitute a rich resource of legal English properties like 'aforesaid', 'hereby', 'thereof', etc. (di Carlo, 2015; Hovelsø, 2004). However, it is worth mentioning that scholars working on linguistic analysis of legal English features tend to see pronominal adverbs from different angles. For example, whereas Hovelsø treated them as archaic adverbs, di Carlo considered them discourse-level cohesive conjunctions.

Furthermore, the cohesive conjunction 'whereas' has a unique function in legal texts. In this regard, di Carlo thought that the conjunction 'whereas' is meant to be used in opening prefaces on account of the practices at antique times of recitals. Although it seems old-fashioned, the characteristic of reiteration through lexical conjunction was used in legal English as a somewhat different cohesive device (di Carlo, 2015, pp. 34-35). Another discourse-level feature noticed by El-Farahaty is the use of lexical series connected by commas (2015, p. 29).

Several scholars put different contentions on the cohesiveness and the analysis of legal English discourse forward. Bhatia (1993) estimated that what distinguishes written legal language mainly is the intensive intertextuality and inter-discursive quality therein (p. 48). In contrast, Crystal and Davy (2013) argued that sentences in legal discourse, as they are extensively grouped via joining devices, tend to be self-contained, conveying complete meanings and exempted from other connections at their syntactic boundaries (p. 201). Essentially, di Carlo (2015) insisted that the less cohesion is considered in legal writing, the more complicated the situation is (p. 33).

There is no doubt that legal English is marked with a load, nay a vast array of idiosyncrasies that are not found in any other variety. Then, the course designer that is likely to be outlining a course for law students should take into account all the aforementioned unique characteristics, not to the point of devoting a language-based syllabus, but at least offering those features much more focus and importance. In addition, ELP teachers should consider, on the one hand, the richness of English legal discourse with notably syntactic and textual features when choosing, if not adapting, the appropriate material. On the other hand, they need to know how legal English's extreme formality and ambiguity may bring down law learners' motivation.

2.3 Intercultural Awareness

Unlike the previous review of the linguistic features of legal English at the lexical, syntactic, and textual levels, the present section will reveal the cultural side. It will uncover the world's leading legal families and discuss legal Arabic's linguistic characteristics. Afterward, it will shed light on the effect of the linguistic and cultural differences between English and Arabic on the translational activity.

2.3.1 Legal Families

The three central legal systems found in the world are the Common Law in most of the Commonwealth countries (and the USA), the Civil Law (Continental Law) in Europe except in the UK, and the *Shariâa* law in Muslim countries (Bhatia, 1993, p. 244). It would be worth knowing that the common and civil laws are named in various ways. The common law, as reported in the different bodies of literature, is also called the 'Case Law' or 'Anglo-Saxon' legal system. Civil law is called the 'Continental Law' or 'Romano-Germanic' legal system. In addition, 'family', 'system', and 'culture' are other variations collocated with the term 'legal', such as in 'legal system', 'legal family', or 'legal culture'.

2.3.1.1 Common-Law

One of the results of the Norman post-conquest of the British islands in 1066 AD is the emergence of new legal institutions under the Common Law system. As its name indicates, 'common' implies that the new legal system is shared among English and Wales territories. What distinguishes the common law is the fact that it is based on 'precedents', the main feature whereby Case Law does not entail any law codification but is based on what is already decided on by previous judges and upon which they pronounce sentences (di Carlo, 2015, p. 9).

2.3.1.2 Civil Law

Di Carlo (2015) defined Civil Law as mainly based on detailed written acts that reflect all potential cases that might appear in a trial and how to handle them (p. 9). According to Bhatia, the judiciary board in Civil Law construes, interprets, and approaches the different codes deductively (1993, p. 249). Mousourakis (2015) added that codification in the Civil Law system, written coherently and systematically, carries higher priority over the rule of judicial precedent (p. 307).

It goes without saying that regardless of the linguistic side, such as the form of address to judges, the expression used by lawyers when objecting, and the locution of the oath, the divergence of legal systems essentially means the dissimilarity of culture-specific institutions. This fact is best manifested in the difference in the hierarchy of courts and titles attributed to judges and legal professionals in each legal family. The most crucial difference lies in the duality of the legal system in Continental Law. The concept of duality means that jurisdiction is divided into administrative and normal judiciaries. Whereas the former is processed through legal institutions (administrative tribunal and *Conseil d'Etat*) charged with administrative affairs implying state bodies, the latter is processed through legal institutions charged with private litigations between citizens. Historically, the duality feature first appeared after the French Revolution in 1789 AD, which called for the separation of authorities, thereby creating administrative law and administrative courts (Bouali et al., 2014, pp. 6-10)⁵. Fridja (2011) added that the case is different in the mono-judicial system

⁵ All Bouali et al.'s statements are the researcher's own translations from Arabic into English.

found in English-speaking countries like the UK and USA, where there is no separation between the two judiciaries (P. 18)⁶.

Another aspect lies in the inquisitorial nature of Continental Law and the adversarial mode of Common Law. It includes but is not limited to the passive and active roles attributed to litigants (the pre-trial inquiries for the defendant in the continental law practice), members of the jury, lawyers, and judges before and during the trial process. In addition to that, they encompass ways of getting the truth, persons under oath, etc. (Greenfield & Osborn, 1995; Pakes, 2010).

2.3.1.3 The Pluralistic Nature of the Algerian Legal System

In Algeria, the national legal system had borrowed its principles from the Continental Law at the time of the French colonization until its independence. From 1963 to 1996, the administrative and Normal judiciary courts were melded together within the overall system of judicial institutions. Afterward, in 1996, the dual system was implemented again (Bouali et al., 2014, p. 10). This reintegration means that an essential change in the Algerian legal system occurred after 1996.

At the linguistic level, one of the judge's missions at *Madjlis Eddaoula*, the higher administrative court in the Algerian legal system, is to construe and interpret ambiguous legal texts and conciliate between contradictory ones. More to the point, such construction may deduce, from the existing body of codes, a similar and applicable rule to non-codified cases brought before the court (Boualiet al., 2014, p. 15).

⁶ All Fridja's statements are the researcher's own translations from Arabic into English.

As mentioned above, Algeria's legal system is Romano-Germanic to a large extent. Nonetheless, it is worth noting that it also uses a part of Islamic *Shariâa* law in family matters. The latter include but are not limited to areas, such as marriage, divorce, children custody, inheritance, and *Waqf* (mortmain), to cite just a few. In addition, judges are to refer to the *Shariâa* law in civil matters whenever there is no article providing for the case at hand, as stated in the civil law, article one (01) thereof, and family law, article 222 thereof. Ergo, the Algerian legal system, an amalgam of both Romano-Germanic and Islamic legal concepts, can be considered a pluralistic⁷ legal system. However, the adherence to Islamic *Shariâa* law, at least partially, did not influence the overall courts' organization. The hierarchy of courts and judges' titles remains within the overall framework of the Romano-Germanic legal system.

Therefore, the legal translators, or the law students in the present research, will likely face another legal system different from theirs. This dissimilarity will undoubtedly hold sway on the translation process as a valuable instructional activity in classrooms between Arabic and English and vice versa. That being said, the picture shall not be apparent, so to speak, unless digging into the nature of legal Arabic.

2.3.2 Features of Legal Arabic

Legal language, in general, and legal English, in particular, are marked with special linguistic features; legal Arabic is undoubtedly no exception. Nonetheless, studies of the characteristics of legal Arabic reported in the literature are pretty scarce. One of the outstanding analyses of legal

⁷ Further synonyms can be found in the literature, such as mixed, hybrid, etc.

Arabic might be found in El-Farahaty's study (2015). She observed several idiosyncrasies in legal Arabic as follows:

2.3.2.1 Lexical Features

The following part introduces the main lexical features of Modern Written Arabic (MWA) within the context of law and parts of the Qur'an analyzed by El-Farahaty. However, only what could conform to the Algerian situation will be reviewed. The characteristics include the diplomatic and emotional vocabulary, religious-based terms, the existence of male favoritism, and template words similar to archaism in English legal discourse.

2.3.2.1.1 Diplomacy and Emotion

Some legislative documents written in Arabic combine diplomatic language and political and emotional locutions. One example that illustrates this point is the Constitution of the People's Democratic Republic of Algeria 1989 (p. 31). It is worth mentioning that those features are still preserved even though there are many constitutional amendments that have been applied since then. (See Article 79 of the current Algerian constitution amended in 2020).

2.3.2.1.2 Religious-based Terms

Legal Arabic uses religious references, vocabulary, and expressions, such as writing dates in the Hijri calendar and *Basmala*⁸ opening, especially in official documents, such as marriage contracts (El-Farahaty, 2015, pp. 34-35). It is worth noting that this is not typically the case in the Algerian

⁸*Bismi Allahi Arrahmani Arrahimi* (In the Name of God, the Most Gracious, the Most Merciful). Also *Tasmiyah*, a part of Quranic verse and a phrase at the beginning of *Surahs* (Quranic Chapters), except for *surah At-Tawbah*. It is also an Islamic ceremonial expression used to inaugurate official and academic events, start political discourses, rites, foods, etc.

civil and legal documents. Some Algerian executive and legislative documents, such as official journals, decrees, and ordinances, refer to the *Hijri* calendar before the Gregorian calendar. However, regarding religious locutions, neither *Basmala* opening nor any reference to Allah and His Messenger, the prophet Muhammed (PBUH), was detected. The prophet's sayings and the Quranic legislative verses constitute a considerable source of Islamic *Shariâa* law except for some religious expressions found in family law as it is mainly based on Islamic *Shariâa* law.

2.3.2.1.3 Male Reference Favoritism

Codes and legal documents, such as contracts in Algeria, might refer to males at the expense of females. Exceptionally, however, the family code does refer to females using words or phrases because of the nature of the family law per se, which includes areas, as previously mentioned, where reference to females is inevitable. The characteristic of gender-biased terms aligns with El-Farahaty's claims that the law in Arabic tends to employ a masculine tone biasedly (p. 37). With that in mind, she argued that preferring a masculine use when there is a possibility to use feminine references will negatively affect the function of legal discourse (p. 39).

2.3.2.1.4 Template Terms

Moreover, Arabic legal discourse employs fewer template terms derived from Classical Arabic and, therefore, more or less categorized within archaism (p. 40).

2.3.2.2 Syntactic Features

El-Farahaty (2015) argued that nominalization's inclusiveness is likely to be used in limited legal genres, such as constitutions, legislations, and international documents (p. 40). Unlike legal English, which is marked with passive forms, legal Arabic tends to employ fewer passive voices in its legal structures. In this vein, leaving the passive voice out in Arabic legal discourse is

traditional, and there has been a recent movement to include it in different legal text types, such as contracts, constitutions, and even administrative texts (p. 41).

Furthermore, a set of complex sentence structures is found in Arabic legal discourse. The latter includes, among others, coordinated, embedded, and relative clauses (El-Farahaty, 2015, p. 42). Legal Arabic also uses prominently absolute objects that are grammatical structures derived from the same verb they accompany and emphasize. Other characteristics, such as doublets, triplets, and participles, are also widely used in legal Arabic (p. 44). Zidane (2015) contended that legal language in Arabic-written contracts seems more simplified for some reasons, namely lengthy sentences are not widely used, performative language is expressed via present and past tenses, and the fact that drafters of contracts are not necessarily experienced (p. 56).

2.3.2.3 Textual features

Legal Arabic is not only characterized by morpho-syntactic characteristics but also characterized by discourse-level features. El-Farahaty (2015) noted that lexical repetition is used in the Arabic legal language to avoid inaccuracy. This can be found in the form of root, word, or phrase repetitions (pp. 45-48). She also concluded that legal Arabic discourse contains some features in common with Modern Standard Arabic, such as prosodic features (assonance, alliteration, rhyme, rhythm, meter), and other less frequent textual characteristics, such as suffix repetition, root repetition, parallel structures, etc. (p. 52).

It can be convenient to bear in mind that legal Arabic and legal English share some characteristics, especially at the syntactic level. These include the use of nominal groups, passive forms, complex sentences, doublets, triplets, etc. At the lexical level, they share, to a lesser degree, the use of archaic words. At the textual level, lexical repetition is a standard feature in only Arabic,

with some exceptions in terms of root repetition, because it is known for its complex morphological patterns.

Other characteristics are found in either Arabic or English legal languages. For example, legal English is idiosyncratic for its most lexical features, such as foreign words, terms of art, and phrasal verbs; at the syntactic level for the distinctive use of the *whiz* deletion and double negatives; and at the textual level for the employment of the conjunctive devices. Arabic legal discourse also differs from legal English in terms of religious language and gender-biased terms.

It seems then that translating Arabic and English should be a complex process. Regardless of the linguistic differences between Arabic and English mentioned already, the divergence of the two legal families certainly impacts the translation process and brings about pitfalls between the two linguistic varieties used within those legal systems. Legal translation, then, constitutes an area of intercultural awareness where the law student needs to be aware of culture-specific institutions, religious language, legal professionals' titles, and the overall system-based terms in both source and target texts. Thus, it would be worthy to go deeper into the process of legal translation and shed light on the translation methods and approaches that preserve the message perfectly.

2.3.3 Arabic-English-Arabic Legal Translation

As mentioned above, legal translation entails, along with linguistic competence, a high awareness of legal cultures covering the Source Text (ST) and the Target Text (TT). As such, legal translators or law students in the present research context should not only get aligned to the most straightforward way of literal translation but also be versatile and switch to the best method that serves the target legal culture and TT reader. In this line of thought, the legal translator renders legal texts from one legal system on which the ST is based to that of the TT (El-Farahaty, 2015, p.

18). Contrariwise, other scholars confirmed that legal translation is complicated. For instance, Wagner (2002) thought that legal translation is likely problematic and that questions might arise as to why translators get themselves in trouble attempting to translate a concept that has no equivalent in the target language. In addition, using the parallelism method in translation seems impossible if two identical specialities derived from two different speech communities are confronted (pp. 20-146).

It goes without saying that the impact of culture is critical in legal translation, and the best solution to this dilemma is that the law student has to be acquainted with both the legal cultures of the original and the end products. Both Wagner and El-Farahaty affirmed this idea. Wagner (2002) believed that legal translators need to become aware and knowledgeable, theoretically and practically, of both legal systems in ST and TT (p. 20). El-Farahaty (2015), in parallel, thought that an equivalent target version to the original could be realized if the legal translators approached the translation in such a way that they diverged from the theoretical foundations of linguistics and offered more considerations to sociocultural aspects (p. 17).

It appears that the simple literal translation between texts belonging to different legal systems, such as between Arabic and English, is sometimes not appropriate. Thus, using other strategies is recommended to communicate a similar message, at least to an acceptable degree. In this vein, Bendania and Ghebaichi (2016) found that the transposition approach is primarily adopted in translating archaic adverbs into legal documents. In a more general view, El-Farahaty added that transposition and adaptation are the most appropriate techniques for Arabic-English-Arabic legal translation (p. 65). Furthermore, she said that the translator should be careful about using the ‘addition’ method in legal translation because it influences the adequacy and accuracy of legal

texts unless it is used for clarification purposes. Likewise, the ‘omission’ method should be cautiously used unless it is not applied at the expense of the ST (p. 75). There are other exciting studies on Arabic-English-Arabic legal translation difficulties conducted by different researchers, such as analyzing the problems of translating collocations found in the Algerian constitution into English (Henka, 2014), and the difficulties of translating proper nouns in legal documents (Bebboukha, 2016).

The idiosyncratic nature of legal English leads to the belief that linguistic syllabi should be devoted. However, the differences between Arabic and English in terms of linguistic characteristics, legal systems, and the pitfalls of legal translation should also be considered when designing law students' curricula. More accounts should be considered because law students in the present research are EFL learners. This situation will likely generate several didactic and pedagogical considerations and challenges.

2.4 Didactics of Legal English

The present section demonstrates some of the didactic aspects of the legal English realm. Several challenges confronting teaching English for law will be shed light on. Afterward, some potential solutions suggested in the literature will be listed, especially the intercultural teaching approach. The section will also deal with the relationship between the ESP/ELP practitioner and the external environment, in addition to the use of technology in teaching ESP/ELP.

2.4.1 Challenges of Legal English Teaching

However simple it may sound, legal English teaching is likely to cause several challenges to teachers in a number of spheres. There were many researchers who shared an ultimate ESP concern: the inevitable background of specialism. Hutchinson and Waters (1987) stated that one

of the biggest dilemmas the ESP teacher might suffer from is the knowledge of the subject matter and language specialism. According to them, this is because ESP teachers are knowledgeable of General English or literature or even have negative prior attitudes towards the subject matter specialisms. In addition, they thought that there is considerable proof that specialized subject matters do not require specialized language usage, even if there is a massive body of specialized vocabulary (p. 162). Balogh (2013) shared this idea, acknowledging that ESP, specifically ELP practitioners, are not knowledgeable about the speciality content (p. 62). In a similar manner, Basturkmen (2010) argued that ESP practitioners might be inexperienced in engaging with knowledge in specific disciplines of literacy in that they lack the background to understand the discourse of a specific community. Vlahović (2013) suggested other challenges related to ELP teachers in terms of vocabulary. They include the constant appearance of new legal terminology, especially when teachers of legal English think that legal systems in the USA and the UK are the same. He also added the issue of Translating legal terminology (p. 72).

The second problem to consider is the material preparation for the ELP course. Northcott (2013) thought that whereas law learners can efficiently study civil law codes, common law, based on cases, constitutes an area of complexity for law students to interpret and comprehend the reasoning behind English legal texts (p. 223). The prepared materials for teaching, especially texts, and the corresponding designed law-related activities, are an example

Furthermore, Vlahović (2013) noted some material-related difficulties as follows:

- a- Not only does the lack of materials constitute a difficulty for ELP teachers, but also the content therein, when available, constitutes a difficulty when focusing on legal lexis without emphasizing syntactic or discourse-level features.

- b- Most available teaching materials focus on drafting and writing at the expense of spoken legal language.
- c- Lack of bilingual legal dictionaries that constitute a part of the solution of translating system-based and culture-specific terminology. Nonetheless, the only material in teachers' hands consists of monolingual dictionaries that, even though partially beneficial, cause extra work for the ELP teacher (p. 73).

The third problem is the intercultural aspect of legal language. Vlahović (2013) observed that legal systems contain several facts that make culture-directed teaching more challenging (p. 71). Another challenge that can be encountered is Balogh's idea of the heterogeneity of students in ESP classes. However, she mentioned that mixed-ability students can also be advantageous in the teaching process (2013, p. 62).

Finally, Goddard (2010) suggested approaching legal English challenges from an international perspective, as English constitutes a global legal language, namely:

- a- Widespread use of common law language and contract models in non-common law contexts.
- b- Use of common law functional clause models in non-common law contexts.
- c- Translation issues, including conceptual mismatches and the enigma of equivalence, are aggravated by the generally poor quality of legal dictionaries.
- d- Asymmetry between legal terms in legal systems arising from social and other influences on legal systems (pp. 47-48).

2.4.2 Potential Solutions to Legal English Teaching Challenges

It appears that teaching ELP is not an easy task. It is filled with linguistic, material, cultural, and other obstacles to the ELP teacher. Even though challenging, the ELP practitioner needs to overcome this trouble. Conceived this way, different leading investigators have put forward numerous ideas. Hutchinson & Waters (1987) said that the solution to the specialism background mentioned above might be placing the materials in a criss-cross set of factors that all process simultaneously in a negotiating relationship (p. 162).

Furthermore, teachers should develop their knowledge of legal matters, create a bridge with students to exchange information, take advantage of recent technologies, such as the internet, and participate in different conferences to debate the problems and challenges they encounter and receive solutions from experts (Vlahović, 2013, p. 74). In legal translation activities, Codruta (2013) affirmed that students must devote high cognitive efforts in that mere equivalents are not sufficiently communicative (p. 57).

Considering the separation of content and language skills, the primary cause behind the inevitable failure of legal English classes, Min (2016) attempted to combine both components by integrating Nunan's six task elements to improve Chinese students' competencies in legal English. The process is attained if "teachers design activities to engage students in practical and functional use of the input of both language and content in particular settings for the purpose of using what they have learned in real-life law-related situations" (p. 401).

2.4.3 An Intercultural Approach to Teaching ELP for EFL Law Students

Codruta (2013) argued that the idiosyncratic nature of the English legal language and the dissimilarity of legal cultures entail a different teaching methodology for EFL students (p. 55). In

this line of thought, she agreed with Isani that ELP materials and programs must be directed towards a turning point at which more considerations related to target legal culture specificities should be offered instead of focusing only on the former language-oriented teaching (2011, p. 156). Similarly, utilizing a distinct methodology of teaching legal English proposed above, Vlahović (2013) thought that law students should be taught the aspects of legal culture convergence and divergence. More to the point, in an EFL context where the teacher themselves is not an English native speaker, suitable approaches should be used to make students' learning easier. The linguistic syllabi design should be devoted, and the student's independent learning in law-related areas shall be encouraged for the teachers' lack of knowledge of legal issues. In doing so, she suggested an 'English Support' method in the form of complementary learning based on students learning independently in and outside the classroom (p. 68).

2.4.4 The Relation between the ESP/ELP Practitioner and the External Environment

The considerations mentioned above showed that the content and legal English method might be challenging. Equally important, the relationship between the ESP/ELP practitioner and the external environment might pose a problem. In this regard, the following sub-section will reveal what the literature review would provide regarding this relationship. It will first compare the eligibility of teaching ESP/ELP between language and subject specialists and then the relationship between the ESP/ELP teacher and students and other subject specialists.

2.4.4.1 ESP/ELP Practitioner vs. Subject Specialist Eligibility

Legal English teaching has been continuously debated about who should be more eligible to teach ESP/ELP. It is not uncommon to find professionals charged with teaching ESP in different higher educational institutions worldwide. For this reason, Balogh (2013) suggested a comparison

striking a balance between general language teachers and professionals in ESP teaching contexts (p. 63).

Table 2. 1

Balogh's Comparison Between General Language Teachers and Professionals (2013, p. 63)

	Pro	Contra
General language teachers	have studied methodology usually more experience in teaching knowledge of several areas (by self-study)	lack of extensive expert knowledge
Professionals	are experts in their field	have not studied methodology want to teach only the profession and not the language

Note. The fact that Balogh did not label ESP teacher might be because the latter is initially a general language teacher.

She speculated that professionals, with some exceptions, are more likely to find solutions to heated debates about the specialized content, unlike ESP/ELP teachers. While approaching the course more professionally, legal professionals lack a flexible teaching methodology and align themselves to the plain English movement, contrary to ESP teachers who focus on the linguistic features of legal discourse. Moreover, the content provided by the ESP teacher, even though not developed professionally and based on language, can compete with the content provided by professionals and motivate the ESP students powerfully (p. 63). Questioning the possibility that subject specialists can practice ESP teaching, (Hyland, 2002) thought that they “generally lack both the expertise and desire to teach literacy skills” (p. 388).

In a more general context, Hutchinson and Waters (1987) thought it might be better to help ESP teachers eliminate psychological barriers and arm them with a considerable body of subject matter background via training programs. Nonetheless, teachers are not required to teach the subject

knowledge but the language of the subject matter (p. 163). Thus, the pendulum seems to swing, so to speak, in favor of ESP teachers if they are given a chance to develop their background in the specialized discipline or, more practically, create a cooperative learning atmosphere wherein they may consult the prominent knowledgeable people in the related discipline, namely learners and subject matter teachers.

2.4.4.2 The Relationship with Students

Dudley-Evans and St. John (1998) contended that ESP students tend to be more knowledgeable about the specialized content than teachers do (p. 13). Thus, ESP teachers could be in an appropriate position to consult the content with their students to arrive at an interactive communicative classroom. In the same line of thought, Hutchinson and Waters (1987) said that teachers must construct and maintain mutual contact with their learners by exchanging knowledge because this might be helpful to teachers in grasping the subject matter specialism (pp. 163-164).

As far as the legal culture is concerned, fears were expressed about the ‘continental paradox’. The latter is defined as the powerful influence of prevalent Anglo-Saxon law-related movies on EFL students, deflecting their Romano-Germanic perceptions towards Anglo-Saxon standards in terms of the cultural aspects and the linguistic side. The contradictory areas include but are not limited to the form of address to judges, the expression used by lawyers when objecting, the locution of oath, etc. Such an “ersatz legal culture” is likely to be acquired via a threefold chronological cognitive process: vacuum, exposure, and appropriation (Isani, 2011, pp. 157-159).

The continental paradox, as a tough intercultural challenge, might negatively impact teaching and learning processes in ELP classes. The learners’ doubtful expertise, especially pre-service ones (Long, 2005, p. 20), and the teachers’ lack of the specialism background mentioned above lead to

questioning the reliability of learners' subject-matter knowledge that ELP practitioners may rely upon. There may be a possibility that even ELP teachers are unintentionally implicated in the continental paradox, especially in a learner-centered communicative approach (Isani, 2011, p. 169). Thus, cooperation with subject specialists should be promoted more than ever.

2.4.4.3 The Relationship with Subject Specialists

The question of how specific ESP courses shall be has been controversial in the literature. As there is no clear-cut understanding of the notion of specificity, EAP practitioners should collaborate with subject specialists to be acquainted with the student's target language (Hyland, 2006, p.14). Furthermore, ESP practitioners are likely to collaborate with other subject-matter teachers. However, it is the mission of the ESP teacher to manage this relationship successfully with careful attention to potential struggles. In so doing, ESP instructors need to create a workable atmosphere with joint and several duties. More to the point, the ESP practitioner needs to know that the subject-specialist teacher could offer goodwill to the realms of ESP. Therefore, they should act reciprocally in such a way that the subject matter specialist enlightens the ESP teacher with basic information about the speciality. In contrast, the ESP teacher makes the subject specialist knowledgeable about the language deficiencies the learners usually experience (Hutchinson & Waters, pp. 164-165).

It goes without saying that the extent of the specificity and the nature of the discipline play a vital role in determining the cooperative learning policy. With its peculiarities and complicated nature, legal discourse constitutes a striking example of the inevitable promotion of the relationship between the ESP/ELP practitioner and professionals. That being said, legal specialists think they take control of the legal and linguistic aspects of legal texts (Northcott, 2013, p.225). In this vein, Balogh (2013) suggested that part of the solutions to this dilemma raised above are:

- a- Characteristics of both an ELP teacher and a professional are to be combined in one person, even though this seems to be largely uncommon.
- b- Teachers need to exchange opinions and ask for advice from experts in the domain (p. 63).

2.4.5 Technology in ESP/ELP Instruction

The benefits technology might have on classroom instruction cannot be denied, especially in the era of globalization. In this vein, Stroo et al. (2018) asserted that “technology in the classroom can save time, enhance instruction, and engage our students if used appropriately” (p. 36). This statement might be best manifested in an ESP context that seems time-consuming and needs more effort from ESP practitioners. It is worth mentioning that technology appeared in the world of ESP in 1981 with the introduction of posters, telexes, slides, and then computer-mediated instruction (Johns, 2013, p. 10).

In fact, learning-centeredness, as the most potent approach in ESP instructions, might be more successful when going in line with technology-assisted learning. This situation could be realized thanks to the various available technological tools, namely computers, smartphones, smartwatches, and tablets, to cite just a few. Nonetheless, the latter cannot function without operating systems (Windows, Android, etc.) that support other software programs, such as web browsers, platforms, applications, etc.

Ergo, the varieties of technological tools and services and the multimodality of their use offer the ESP instructor several choices to integrate technology according to the situation in which teaching takes place, the extent of their availability, and the learners’ needs. In this regard, Balogh (2013) insisted on a shift towards the internet that could provide downloadable, up-to-date, and authentic materials in legal contexts in that hard copies are no longer helpful in an ESP context,

may time-honored (p. 65). Motteram (2011), additionally argued that the constant development of technological tools brings about a broad range of language learning materials for teachers and learners alike (p. 304). As an example of audio-visual materials, YouTube might reflect real-world communication in the classroom and thus can be considered authentic material (Milosevic, 2017, p. 16). Likewise, other audio-visual materials can offer live events and broadcasts that serve as target situations.

Such development might lead to the use of a number of devices, modes, services, and especially approaches, such as digital learning, computer-based learning, mobile-assisted language learning, e-learning, online learning, web-based learning, blended learning, and distance learning, to mention just a few. Then, it is impossible to dig into all of these concepts and define them all, even though some have been used interchangeably incorrectly (Tsai & Machado, 2002). However, shedding light on some technology-based materials and approaches and linking them to the ESP realm could be beneficial.

One definition of blended learning is “a synergic learning structure, dynamically and organically combining into an indivisible unity traditional classroom learning with online learning for creating a more flexible learning environment ...” (Borowska & Schwartz, 2012, p. 14). As it seems the ultimate objective and most powerful aspect of the blended learning approach, the feature of flexibility also aligns with the ESP teacher’s role mentioned earlier as being flexible and ready for any potential change in the situation, thereby reflecting that on methodology.

In fact, the literature lacks such studies on blended learning on ESP in general and ELP in particular. Moreover, studies on ELP in Algeria are few, if not more or less unavailable, let alone

conducting research on blended learning in English for law. However, (Lamri, 2015) conducted one research (Promoting the Reading Skill through Blended Learning for ELP Students). He said that using the platform Moodle not only proved functional for the teaching process, assessment of reading tasks, and an overall evaluation of academic progress but also helped teachers apply one of the LMD system objectives, which is measuring how much time each student spends on learning.

Mobile-assisted Language Learning (MALL)⁹ is another language learning approach that offers EFL students indoor and outdoor opportunities. In this regard, Sharples thought that the continuous development of hardware devices and the corresponding software programs led to ubiquitous mobility at any time. In other words, this development shifted the ‘online learning’ mode from E-learning towards mobile learning (M-learning) (as cited in Jeng et al., 2010). This could otherwise be explained in such a way that technology in education moved from computer-based learning towards MALL, primarily via software applications. The (www.techpedia.com, 2020) website defines the latter as software programs designed to run on a mobile, a tablet, a smartwatch, or any other supporting device.

In a didactic context, the results mentioned in Amer’s study (2014) about the EFL learners’ usage of mobile learning applications showed that participants were highly motivated to learn via mobile technology. Those results go in line with those of the study on MALL’s promotion of students’ motivation in EFL classes (Chelli, 2018; Saidouni & Bahloul, 2018) and ESP learning

⁹ MALL in this research is used to cover handheld devices, such as smartphones, smart-watches, tablets, etc.

(Belkhir & Benyelles, 2020; Khan et al., 2019). The success achieved by MALL may be that smart devices are dotted with small screens, integrated cameras, compelling operational systems, and other features, such as being easily handheld, lightweight, ubiquitous, and access-assisted. Thanks to the top qualities they might be featured with, software applications might also constitute motivational and practical materials in teaching and learning processes. Such features include a dynamic search function, sharing function, voice feature, history feature, user-friendly feature, and other options for the overall capability of the smart device itself.

Therefore, it can be argued that all sorts of technology-based instruction seem applicable and appropriate, nay motivational, especially in a legal-English context. Audio-visual materials are best manifested in videoconference trials in courtrooms, whether online or recorded, for listening and speaking skills, E-mails to legal professionals for writing skills, and the different downloadable and sharable documents for reading. Offline and online software applications in different categories, such as dictionaries, could also be considered. The need to use those materials is because legal English discourse is marked with lexical features, particularly Latin words and terms of art, definitions, and idiomatic expressions. In addition, the online platforms and websites for different English-for-law courses, especially those offered by different higher education institutions worldwide. All of these options can be realized by using smartphones sufficiently. Nevertheless, other socioeconomic matters need to be taken into account. Internet access affordance, paid applications, and premium services illustrate this point.

2.5 ESP & ELP vs. EGP, Similarities, and Differences

Undoubtedly, courses, language varieties, components, methodologies, and even the different participants in the ELT process carry differences, nuances, and similarities as being at the top of

the categorization. The comparison and contrast of EGP and ESP have been discussed in the literature heatedly. Numerous leading scholars in ESP believed in the similarity between ESP and ELT as EGP. For instance, Hutchinson and Waters (1987) thought that placing ESP is still unclear and needs to be analyzed more regarding commonalities with ELT. In this context, they denied the presupposition of the inevitable relatedness of the specificity of the setting to the language in use. In their words, “The fact that language is used for a specific purpose does not imply that it is a special form of language, different in kind from other forms” (p. 18). Likewise, Basturkmen (2010) argued that ESP and ELT aim to increase the student’s communicative competence (p. 7).

Still, there are several differences between ESP and EGP. Broughton et al. (2002) contended that “Specialised English is best learned as a second layer built upon a firm general English foundation” (p. 9). Dudley-Evans & St John (1998) further suggested outlining ELT as a continuum through which courses are to be put from the most general to the most specific (p. 8). Basturkmen (2010) concluded that general courses are broader than ESP courses because the latter is more concerned with learners’ needs (p. 3). She explained the difference between ESP and ELT in a non-exhaustive manner in such a way that ESP is mainly concerned with language use and ELT with language usage (p. 8).

Leading investigators reported further differences from other angles. In terms of the effectiveness of courses, Basturkmen (2010) thought that “ESP courses are more efficient because they have more limited aims” (p. 11). Regarding the goals, Richards (2001) contended that ESP is performance-oriented, whereas EGP is only concerned with general competence in English (p. 33). Another suggestion could be approaching the difference between EGP and ESP in terms of age by linking teaching General English to children, for they do not have an urgent nor particular need

for a future communication event. In contrast, adults are more aware of whatever the future requirement of specific English they learn unless it is not for academic or professional needs (Mackay & Mountford, 1978, pp. 2-3). Similarly, Kim (2008) declared that “some adult learners may study a foreign language for fun or curiosity, but in most cases, adult language learners have more compelling and specific needs to learn a foreign language” (p. 1). Long (2005) asserted that the purpose and precision found in ESP serve as a line of demarcation between ESP and EGP, i.e., EGP has no purpose, and ESP is more precise (p. 19). However, Hyland (2002) insisted on the notion of specificity (p. 386), and Balogh (2013) speculated about the extent of difficulty of the instructional content (p. 61). The difference between the teacher’s role in EGP and ESP settings could also account for such a difference. In this regard, Hutchinson and Waters (1987) declared that, unlike general English teachers, ESP practitioners are engaged with writing materials (p. 106).

More specifically, ELP differs from EGP at several levels. In addition to all the characteristics mentioned hereinabove specifying the English legal language, four aspects set English for law apart from general English. They stem from history, society, politics, and jurisprudence, making legal English a marked language. As far as historical factors are concerned, legal language tends to keep timeworn terms and locutions, and if ever there are newer words, it combines them, like in the remarkable use of binomials and triplets. Contrarily, General English either leaves out the use of renewed words or adopts them as they acquire new meanings. Society has also given rise to the sacredness of law’s language and legal professionals. Legal professionals are offered a sole status to interpret legal language matters to ordinary citizens. The third reason is the vested interest in the service of lobbies seeking to dominate public contracts unethically. This situation often brings about the release of ambiguous legal acts wherewith those pressure groups hide. The most

prominent aspect is the jurisprudential one, where there should be an admission of the high specialization of legal language that tends to use the same words having different meanings in General language. Whether laypeople want them or not, those words are understood by those associated with the legal community only (Crandall & Charrow, as cited in di Carlo, 2015).

2.6 Towards a Plain English Movement

It has been revealed through the present research that legal English is filled with idiosyncratic markers that make it a complicated variety. Another feature to consider is the extreme conservatism that perplexed neophyte legal professionals, law students, and non-specialists. Such a fact resulted in the call to simplify legal discourse. Historically speaking, Crystal and Davy (2013) explained that the main reason behind legal English conservatism was the constant hesitation to update legalese with, according to legal professionals, possibly non-reliable alternatives that may bring about an unexpected failure in communication (p. 194). Thoughts were expressed about the impossibility of striking a balance between clarity and all-inclusiveness, which is the reason behind the present form of legal English (Bhatia, 1993, p. 191). Similarly, according to di Carlo, conservationists thought that legal concepts are knotted in nature and have a pragmatic function that can only be expressed through considerably complex linguistic constructions (p. 72). Differently, Northcott (2013) said that the inaccessibility of legal English could be due to the power it is likely to have upon the populace (p. 220).

It can be convenient to bear in mind that legalese is perceived to have advantages only within the boundaries of the legal community. Therefore, there should be a new movement toward plain English as an inevitable fate to decipher its complexities. Notwithstanding, the reintegration of specific discourses, especially legal English, within the general use of language leads to questioning the oral and written content (Wagner, 2002, p. 28). In the same line of thought, di

Carlo (2015) pointed out that the ritualistic quality of legal language made it cohesive and coherent, and any attempt to make it plainer would issue threats to it (p. 60).

However, nonprofessionals find themselves with an insecure command of legalese, thereby being deprived of the right to understand such jargon. In this vein, Cornu (2005) insisted on the multidimensionality of legal discourse. The latter does not only exist to be understood by legal professionals but also exists to be understood by ordinary people in layperson-legal professional communication (p. 31).

Consequently, legal English is found to be in an unenviable position wherein its supporters call for preserving the unintelligible nature of legal English, and opponents criticize the legal professionals' jargon and claim a more simplified version of legal English. Such a simplification might be realized by eliminating the monopolistic nature of conservatism expressed through the legalese. In this sense, a middle ground should be achieved regarding the use of plain English by minimizing complex aspects of legalese and simultaneously offering considerations to legal professionals' traditions (di Carlo, 2015, p. 63). In practical terms, El-Farahaty (2015) confirmed that current legislation recently began considering the laypeople's right to understanding using more straightforward language (p. 22).

In the same context, Goddard (2010) suggested some methods to make legal English plainer, namely:

- a- The need to promote plain modern legal language, concise sentences, sentences stated positively, focusing on one idea with subject + (active) verb + object where the main idea comes first;

- b- Obsolete words and phrases, redundancies, long sentences, subordinate and embedded clauses, nominalizations, passive verb constructions, double negatives, exceptions to exceptions, legal pairs, shall, etc., must be avoided (p. 50).

The reader should again differentiate General English from plain legal English. In fact, we attribute generality to plain English not because concerns have been expressed for the sake of simplifying legal English. It is true that the new fashion, so to speak, will eliminate some peculiarities; still, legal English may preserve its conservatism and idiosyncrasy via other tools. General English, for instance, also uses passive voice and nominalization, even though they are not preferable in plain legal discourse.

The tension between the legalese and plain legal English movement brings to mind the competition between prescriptivism and descriptivism, where advocates of plain legal English and claimers for legal English reforms hold opposite arguments. In this respect, both sides must agree on delicate solutions that neither stigmatize legal English prestige nor keep an abusive use of time-honored language. Furthermore, applying this to the didactics of ELP in general will consequently lead to new practices. Law students need to be made aware of the new movement of plain English by being taught a more straightforward legal language as they are EFL students. In addition, they should be trained on how to be flexible between the current complex use of legal English and the parallel plain movement. This versatility could have powerful consequences on the communication process because law students, as future legal professionals, are not immune from communicating with non-legal professionals. Thus, considering this in future course design seems to be a relevant need. More to the point, including the plain legal English movement in the instruction will help introduce some materials to beginner law students (1st-year License) as they are not knowledgeable about legal concepts and might be considered similar to inexperienced ordinary people.

2.7 ESP, LMD System, and the Reforms Towards Implementing English in Algeria

As a multi-dimensional tool, globalization has remarkably impacted the economy, politics, and communication. It sought to achieve a broader effect to complete its agenda on every aspect of society. In the course of doing so, and to meet a variety of especially economic matters, it reached, even though incompletely, the educational systems worldwide. The latter aligned itself to be considered within the very term of globalization. This mutual relationship is likely to have served both globalization tools and educational systems' objectives. This section offers a general overview of the LMD system and the English status accordingly.

2.7.1 General Overview of the LMD System

This part provides insights into Algeria's LMD system, from putting it forward as an idea to its implementation. It discusses the series of events before and after the Bologna Declaration and the principle of external dimension. It moves to show how this process held sway over the Algerian decision to adopt it as an official higher education system. The latter implies reforms, reorganization, and even adaptation of study programs.

2.7.1.1 Bologna Process

As was revealed in '*The European Higher Education Area in 2018*', the Bologna process refers to all inter-governmental conferences held to harmonize the European higher education systems. The successive ministerial meetings officially started as of the signing of the Bologna Declaration in 1999, one year after the Sorbonne Declaration. The elements forming the Bologna process include enhancing students' and administrative staff mobility, creating a joint degree system, boosting a social dimension of higher education, realizing lifelong learning, using a European system of credits, developing quality assurance, and making Europe a new direction for students worldwide (de Wit, 2018, p. 17).

The principle of external dimension was created in the hope of the internationalization of the European higher education area and making Europe an attractive place for students worldwide. The European Neighborhood Policy (ENP) constitutes a tool to reach other adjacent non-European countries. ENP per se goes back to long-established historical and cultural relationships between the European Mediterranean states and other Mediterranean countries, such as Algeria (Zgaga, 2006).

More to the point, the extreme similarity between the French higher education system and that of Francophone countries like Algeria was seen as a more or less anticipated harmonization emphasizing students' mobility and exchangeable programs. Therefore, when France joined the Bologna process, formerly French colonized countries, for example, were obliged to adapt their educational systems and undertake reforms to keep students' mobility. This reaction was best manifested in implementing the LMD architecture in 2004 in Algeria (Woldegiorgis, 2018, p. 50).

2.7.1.2 The Algerian Higher Education Reforms

The objective for the higher education sector to undertake the reform is twofold. First, it intended to offer quality instruction and higher education students' qualifications for complete integration into the labor market. It is also meant to provide the socioeconomic sector with highly qualified human resources, thereby urging the Algerian government to adopt the three-cycle system of LMD characterized, especially by innovative study programs.

2.7.1.2.1 LMD Reform

In order for the new architecture of LMD to provide the labor market with creative graduates according to a hierarchical degree of competence, it was divided into three cycles, namely:

- a- The first cycle is during six study semesters to obtain a License (bachelor's) diploma.

- b- The second cycle is during four study semesters to obtain a Master's diploma.
- c- The third cycle is during three years of academic research to obtain a doctorate diploma.

2.7.1.2.2 Higher Education Reorganization

In fact, the reform process brought innovative ideas, if not a novelty value, to Algeria's whole higher education system. A new system of organization to realize the LMD system objectives, namely:

- a- Education in higher institutions is of a study-semester form composed of Teaching Units (U.E).
- b- The educational training constitutes a set of a three-level hierarchy of fields-courses-specialities.
- c- The educational program is based on a system of credit collection instead of study years.
- d- Students must accumulate 180 credits to obtain a License degree and 120 credits to have a Master's diploma. Credits constitute the course units that permit evaluating the student's work throughout the semester. The credits are capitalizable and transferrable across the educational program of a cycle.
- e- The educational program is constructed primarily by a teaching team in charge of the higher education institution and proposed as a specifications record. It undergoes evaluation expertise by the Regional Commission of Evaluation (*Commission Régionale d'Evaluation*) (CRE), then validation at the regional conferences. The second procedure is at the national level and pertains to the validation and habilitation of the program by the National Commission of Habilitation (*Commission Nationale d'Habilitation*) (CNH).

2.7.1.2.3 The Study Programs

The study program's content should respond to the various needs of society and the economy. In fact, the reform introduced a new dynamic education system based on academic objectives. It is intended to cater to the needs of the university in addition to professional objectives likely to meet socioeconomic demands. The faculty takes on designing the educational program for both License and Master's cycles. The course is either academic or professional, except that the Master's cycle is applied at the university research laboratories (www.mesrs.dz, my trans.).

2.7.2 English in the LMD System

The new structure of the LMD system is divided into a set of teaching units: a fundamental unit, a methodological unit, a discovery unit, and a transversal unit. The latter implies teaching at least one foreign language besides Information and Communication Technologies (ICT) or computing. English module, therefore, is categorized within the transverse teaching unit. The institution's assessment policy may contain directives stating that modules falling within this unit are organized only as lectures delivered without compulsory classroom work.

Even though English is deemed critically important, it is not subjected to similar attendance-biding measures at the Department of Law of the University of Batna 1, as is the case for other modules. The time allotted to teaching English is between 21 and 24 hours per semester. The coefficient of the English module is one (01) only compared to far higher coefficients for the other modules. Additionally, in the weekly tuition timetable, the English module is usually taught at the end of the day. Even in the official exam timetables, English is disdainfully put before the last, if not the last, exam to take.

Only for Master's students, one hour and a half per week is allotted to teaching English without detailed and comprehensive canvases for the teacher of English, and the latter is then required to design their courses. As a result, teachers of English at the Department of Law do not adopt a clear or standard approach to teaching English. If some of them teach general English, the others attempt to teach some legal English, but with limited choices in terminology or small excerpts to translate without mentioning any legal English idiosyncrasies at all language levels.

These facts are likely to make law students underestimate the English module, if not get demotivated at all, even though it should have been offered careful consideration in the time of globalization. It goes without saying that English should be given more accounts to realize the objectives of the LMD system set earlier to join the globalization tools. In other words, English, particularly legal English with its sub-varieties, is a key to any adherence to worldwide economic, legal, and political sectors. This means that legal English instruction should be more motivational and interesting and should live up to the higher education decision-makers' expectations.

2.7.3 Integrated Content and Language in Higher Education

In order to realize the LMD system's objectives well, English teaching and learning should be promoted to top status. English as a medium of instruction might fulfill this aim. Taillefer (2013) provided a chronological development of English-mediated education, notably Content and Language Integrated Learning (CLIL), across the recent decades in Europe regarding feasibility, reliability, challenges, and motivation issues. The French experience was paramount as an EFL context, similar to the Algerian one. However, such a joint learning practice must be questionable in the Algerian situation, where English is limitedly practiced among and between teachers of English, subject specialists, and college students.

2.7.4 Description of the Department of Law in the Light of the LMD System

The Department of Law and the Department of Political Sciences form the Faculty of Law and Political Sciences at most universities in Algeria, such as the University of Batna 1 and the University of Oran². However, the structure is not unified in Algeria. The law departments across Algeria can be found in other faculties with other departments, such as the Department of Administrative Sciences at the University of Constantine¹, or be an independent faculty of law like the case in the University 1 of Algiers. Holders of all specialities of the Baccalaureate, be they literary or scientific, can enroll in law studies within the limits of the available pedagogical seats.

In the License cycle, law students at the University of Batna 1 study a four-semester core curriculum to have primary and joint information about the legal discipline. Then, they choose to specialize in public law or private law in the third year to finish the academic License degree. They can also choose, after a competition, to enroll at other specialized institutions to be future lawyers, judges, bailiffs, or notaries without being deprived of their right to continue their studies in Master's later. Other unique opportunities for law students might arise if they pass an exam to join national schools that guarantee a permanent job after the completion of two to three years of study, such as the National School of Management and Health Administration, the National School of Insurance, and the National School of Administration.

Master's students form a combination of licensed students who graduated from two different educational systems, namely the current LMD system and the former Classic system. To explain more, up to 80% of Master's seats are offered only to the licensed graduates enrolled at the hosting

university in the last academic year¹⁰. The remaining 20% is generally shared equally between former LMD graduates, LMD graduates from other universities, former classic system graduates, and other candidates from different state, private, economic, judicial, and other organizations and administrations under various contracts. The objective of including former educational system students is to reintegrate them within the new structure of LMD, whereas candidates under conventions, most of whom are former classic graduates, seek professional promotions at their workplaces. Nonetheless, all the applicants must meet various pedagogical requirements, candidacy policies, and guidelines set by the Department of Law.

The curriculum of the Master's degree in Law at the University of Batna 1 embodies five branches. Licensed students specializing in public law can study Administrative Law or Environmental Law. In contrast, Licensed students specializing in private law can study Business Law or Property Law, with the possibility for all to choose Criminal Law as it is classified within both majors. After the first year of instruction, there is also a chance to join the Algerian-Tunisian Institute of Customs and Fiscal Economy. The Master's cycle is studied during four semesters, one dedicated to academic research and finishing with a dissertation to obtain a Master's degree.

Finally, the Doctorate cycle is organized, based on competition, and is entirely devoted to academic research in three years, like at any other higher education institution. It is worth mentioning that the language of tuition at the Department of Law at Batna University 1, and

¹⁰ Continuous procedures have been taken in favor of regular LMD students. For example, from 2020 on, all third year License students are guaranteed master's seats in the same university under firm conditions.

nationwide, is Arabic, may a combination of academic and legal Arabic in the three cycles. This medium of instruction contributed to contextualizing any attempt to teach English, thus viewing law students therein as pure EFL learners.

What can be concluded, however, is the large extent of heterogeneity among EFL law students, especially Master's ones. They have different backgrounds and professional experiences and have dissimilar specialities and objectives. Therefore, this situation will make an attempt to design a study program for teaching legal English a possibly complicated process.

2.7.5 Situation of ESP/ELP at the Algerian University in the Light of the LMD System

It has been said before that the main aim of implementing the new scheme of LMD in Algeria is to join globalization and promote internationalization. This aim, however, cannot be realized unless Algerian higher education institutions profoundly boost the use of English. Furthermore, Algeria constitutes an EFL setting, which means that more efforts should be made to achieve the goals of the LMD system. In fact, what is occurring at the Algerian university, in my mind, seems to be contrary to what ought to be. Although English is taught as a module in almost every department, it is offered little importance in terms of course content, dedicated coefficient, allotted time, qualified teachers, and even attendance-binding measures, to cite just a few. Thus, integrating a mutual relationship between language and content seems far to reach if firm and careful procedures are not taken.

However, the ideal description, as it were, of English at the tertiary level might be the purpose for which it is taught. The different faculties, institutions, and higher schools offer ESP courses to their students, but in the same conditions cited above, except for a few departments that consider

English as a compulsory module. There is a tendency to move towards ESP courses in all departments. However, it is also worth noting that the situation is more often virtual. Teachers of English think they are teaching ESP courses, but the truth is that those courses are limited to some specific terminology or text translations only. No considerations are given to linguistic features, learners' preferences, styles, levels, deficiencies, skills, CLIL approach where language and content reinforce one another, and even training teachers in ESP. It seems essential to offer a generic image of English departments in Algeria as they constitute the source of teachers of English everywhere.

English departments are found at every university, almost at every University Center (*Centre Universitaire*) (*CU*), and at some Normal Schools of Teachers (*Ecole Normale Supérieure*) (*ENS*) across the nation, where English is the primary medium of instruction. Among the different modules taught therein are ESP and translation. The distribution of branches and specialities is different in each department. Some students start with two years of core curriculum and then specialize in the third year, others are directly merged in the speciality, and some departments offer specialized curricula in the Master's cycle. Most majors and sub-majors vary between English literature, civilization, culture, didactics of English, applied linguistics, and combinations of these varieties.

From another perspective, students, as future teachers and even their instructors, are not trained to be ESP practitioners. However, some English departments recently offered the ESP major for Master's studies, like the case of the University of Oran². Not a long time ago, ESP was offered as a speciality in the doctorate cycle at different universities like Bejaia. However, the most recent, serious, and unique project could be that of Oran University 2 where more options within the ESP

realm are offered, such as English for Law and Politics, English for Business and Commerce, and English for Science and Technology. Such very specialized branches will undoubtedly respond, at least partially, to the needs of the different departments and contribute to curricula development for the teaching of ESP. More to the point, they will offer the Algerian higher institutions skillful ESP teachers, thereby providing the socioeconomic sector with qualified students ready for integration into the labor market. More recently, the Algerian government, represented by the Ministry of Higher Education and Scientific Research (*MESRS*), has been undertaking new reforms to strengthen and promote the use of English at Higher Education Institutions.

2.7.6 Recent Procedures to Promote English Use

The recent intentions of the Algerian authorities, represented by the *MESRS*, to promote the use of English at higher education institutions gave birth to the establishment of the Sectorial Commission for Strengthening the English Language (*Comité Sectoriel Spécialisé dans le Renforcement de l'Usage de la Langue Anglaise*) (*CSSRULA*). After multi-faceted consultations, negotiations, and on-site visits, *CSSRULA* concluded through a final report that several challenges are to be addressed by the *MESRS*. These challenges may be categorized into those going in parallel with the globalization goals, such as:

- a- To increase the employability of Algerian diplomas at the international level for better opportunities.
- b- To understand and control the mechanisms of globalization.
- c- To create relations worldwide in terms of higher education and research.

Other challenges can be categorized within the intention to widen the visibility of Algerian higher education in the world, such as:

- a- To make all Algerian academic and scientific activities visible around the globe.

- b- To realize international students' mobility to Algeria via attractive study programs that fit international standards.

Finally, some challenges follow the LMD system's national objectives, such as:

- a- To adapt the study programs to the requirements of the socio-economic sector and research field and boost innovation outside the university.
- b- To develop the processes of teaching and learning via the use of technology within higher education institutions.

The *CSSRULA* surveyed 26 universities using various tools, such as questionnaires, observations, and interviews, obtaining essential results and comments.

- a- At higher education institutions, English is taught without well-defined objectives and without explicit pedagogy at the rate of one hour and a half per week.
- b- In an ESP context, part-time teachers often rely on Arabic or French-English translations of specialized texts.
- c- In an EGP context, English is taught at human and social sciences faculties in an interrupted way. It is almost absent in the faculties of law and political sciences.
- d- Detailed study programs with clear objectives are absent.
- e- The canvases suggested by the administration are deemed very poor in guidelines, and it is then the mission of teachers to develop their programs.

Consequently, The *CSSRULA* suggested some steps to be taken in an incremental term. First, in an immediate term, such as:

- a- To set a threshold for the obtained marks in English as of the Baccalaureate exam to apply for a Master's degree and a B2 certificate in English to defend the doctorate thesis.
- b- To increase the allotted time to teaching English to three hours through blended learning.

- c- To raise the English module coefficient.
- d- Establishing geographically distributed ESP doctoral schools serving as national poles.
- e- Most importantly, to renew the mission of a former committee of intensifying English language use to take charge of the follow-up of pedagogy, curricula development of English programs, and reviewing English teaching approaches.

For the intermediate term, other recommendations were suggested, such as:

- a- To offer training to teachers designing ESP courses to fit the socioeconomic sector.
- b- To redirect the cooperation towards English-speaking countries.
- c- To collaborate, cooperate, and exchange conventions with international institutions.

Other steps to take in the long term can be summarized for the integration of English teaching in the License cycle.

Constant correspondences are sent to the chancellors' cabinets, reminding them of the promotion of English use at their institutions. One of which included a request to analyze the following points:

- a- To introduce English teaching, especially in the Human and Social Sciences fields.
- b- To teach ESP in such a way that it corresponds at least to one instructional module considering the content quality (Correspondence N° 220/GS/2020).

In a nutshell, we need some reform within the existing reform. That is, the reforms that have made their way to the LMD system cannot be realized entirely without boosting the status of English. No objectives shall be achieved if English is not given real consideration in the era of globalization. The elements and goals of the Bologna process and the external dimension make it straightforward for an internationalization of the European educational system that can be

conveyed through English only. Moreover, dealing with legal bodies all over the globe, international institutions, and world organizations calls for the need to develop educational curricula in general and promote legal English programs at universities, in particular for highly qualified graduates and successful integration in the labor market.

2.8 Conclusion

To sum up, this chapter has examined English within the context of law in terms of idiosyncrasies, intercultural aspects, and challenges encountered during the teaching and learning processes. It has been revealed that ESP students' needs shall be addressed attentively, offering more accounts to legal English features that are not found in any other variety. In addition, law students should be made aware of culture-specific institutions, religious language, legal professionals' titles, and the overall system-based terms in both Arabic and English to avoid legal translation pitfalls. A load of legal English characteristics, cultural components, the background of specialism, and ELP material preparation constitute the most challenging elements ELP practitioners may be going through. Ergo, a cooperative teaching policy between ELP teachers, especially subject specialists, should be devoted. Moreover, suitable approaches should be used to make students' learning easier, considering all the previous challenges within the overall ESP course design process. These aims might be best realized by incorporating technology-based instruction, especially the MALL approach. In addition, they could be achieved by being adapted to the new academic standards introduced with the new LMD system and its objectives and the recent policy of promoting the use of English in parallel with developing the study programs and curricula in the higher education systems in Algeria.

Chapter Three
Research
Methodology, Data
Gathering and
Analysis

Chapter III Contents

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Chapter III**Research Methodology, Data Gathering and Analysis****3.1 Introduction**

In the literature review, it has been revealed that determining what might cater to the learners' needs in the context of English for Specific Purposes (ESP) in general is deemed problematic. Equally, English for Legal Purposes (ELP) mainly presents additional knotty and thorny issues of didactics that complicate the needs analysis process. Such a complication leads to the need for careful consideration not only of what areas to focus on but also of how to collect and analyze the needed data. To this end, this chapter explains the research methodology, data collection and analysis, and results. It examines how the survey design is used notably to identify the Master's law learners' needs as a primary step. Then, it deals with the experimental and observation designs for the delivery and evaluation of the outlined courses. It also describes the study participants: law learners in both experimental and comparison groups and teachers of English at the Department of Law at Batna 1 University. Equally, the chapter explains the adopted tools, such as the diagnostic, mid and post tests, questionnaire, and interview regarding content, rationale, and procedure. In addition, it sheds light on descriptive and inferential statistical devices used for data analysis and hypothesis testing and the balance between the qualitative and quantitative paradigms. The whole procedure of the practical part is also summarized, including the methods used to ensure research validity, reliability, and credibility. To this end, the collected data from the students' questionnaires and teachers' interviews were tested with Cronbach's Alpha regarding reliability. The chapter moved to the corresponding data analysis, including the diagnostic test scores obtained by the law students in both the experimental and comparison groups.

3.2 Methodology

For the sake of designing a study program based on Master's law students' needs for teaching legal English within the LMD system in the Algerian context, the overall process of the present research has undertaken various paradigms and cross-sectional designs. This method ensures having considerable data and realizing the aforementioned objectives. To this end, several instruments were implemented to analyze the students' needs under the umbrella of triangulation. In this regard, Long (2005) revealed that "The process involves the researcher comparing different sets and sources of data with one another" (p. 28). He added that the triangulation process could be realized by sources, methods, or a combination of both (p. 29). In the present research context, the type of triangulation used is by sources and methods in that it combines the comparative analysis of methods, such as questionnaires, interviews, diagnostic tests, etc., and sources, such as students and teachers.

3.2.1 Survey Descriptive Design

The survey descriptive research was used to investigate Master's law students and teachers' perceptions vis-a-vis teaching and learning processes. Survey research is much more concerned with "conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held". More to the point, "the survey dealing with curriculum courses helps us in obtaining information not only about the strength and weaknesses of the current curriculum but also can elicit recommendations for change" (Singh, 2006, p. 102) as it has "the potential to provide us with much information obtained from quite a large sample of individuals" (Fraenkel et al., 2012, p. 13). Thus, it seems it might be the most appropriate method to determine the learners' needs both before the start of the course and during its delivery for evaluating some of the challenges met.

3.2.2 Experimental Design

As mentioned above, the research not only uses the descriptive method but also uses other ones. First, the descriptive surveys “are often carried out as preliminary step to be followed by researcher employing more vigorous control and more objective methods” (Singh, 2006, p. 102). Undoubtedly, the descriptive method might be sufficient to determine the law learners’ needs, at least as a primary step, thereby designing a study program for teaching legal English. Nonetheless, there may be a complementary process to manipulate the methods used, to test the courses delivered, and to measure the law students’ achievement. In the context of the present research, it was aimed at developing a curriculum based on the Master’s law learners’ needs and teaching the designed course; this is why the experimental method should be the complementary process in that it “enables researchers to go beyond description and prediction, beyond the identification of relationships, to at least a partial determination of what causes them” (Fraenkel et al., 2012, p. 266).

The experimental design of this research was multidirectional as it was processed into three settings. On the one hand, a comparison was made between the control (henceforth comparison) and the experimental groups’ achievement under the designed study program (Researcher as a course designer and teacher). The experimental group was treated using different approaches, namely literary, academic, professional, etc., methods, materials, activities, and assignments. On the other hand, another comparison was made between the two groups’ achievement in the original teaching setting (Department’s teachers of English and official exams). Then, the results of the two comparisons in both settings were also compared (See Chapter Six).

Both experimental and comparison groups were taught simultaneously in two different settings with some similar activities in areas including but not limited to legal translation, synonymy, and antonymy. The English courses in both sets were delivered online, conforming to the competent authorities' quarantine procedures against the spread of Covid-19. In the first set, the two groups had their English courses at the department delivered in downloadable PDF format through the official department's website. However, the study program was designed according to the experimental group's needs. Under the present research, the treatment group had their legal English courses delivered and explained, and activities performed live via PowerPoint presentations on the Cisco-Webex platform (See Chapter Six).

3.2.3 Observation Design

The observation design was used, though not rigorously, during the course evaluation process, along with a survey design. It was mainly used for listening and reading skills, as they were ranked first during needs analysis identification. The students' recorded readings through Cisco WebEx during the courses' delivery and Google Forms during mid and post tests were analyzed qualitatively and quantitatively to detect their lack and progress, especially cross-linguistic influence regarding pronunciation.

3.3 Study Participants

This section includes the study participants regarding accessible population, experimental, and comparison samples. Table 3.1 displays the different specialities at the Department of Law at the University of Batna 1 and groups participating in the present research. The majors include Criminal Law, Environmental Law, Administrative Law, Property Law, and Business Law. On the horizontal side, it displays the number of Master's law students as an accessible population, the sample, and affiliating experimental and comparison groups.

Table 3. 1*The Population and the Sample to the Experimental and Comparison Groups*

Major	Population	Sample	Experimental (treatment) Group	Comparison (control) Group
	n	n	n	n
Total	502	200	100	100
Criminal law	100	40	20	20
Environmental law	100	40	20	20
Administrative law	100	40	20	20
Property law	102	40	20	20
Business law	100	40	20	20

The accessible population in this study was 502 Master's students at the Department of Law at the University of Batna 1, as only the Master's cycle includes an English module in the curriculum. They were distributed in five specialities, with 100 students in each speciality, except property law. Two hundred (200) individuals were selected randomly to participate in this study as a sample of the experiment, forty (40) students from each speciality. One hundred (100) students were assigned to both experimental and comparison groups equally and randomly; that is 20 students for the experimental group in each speciality and 20 for the comparison group in each speciality. In addition, all four teachers of English were solicited to participate in the present research.

3.4 Research Tools

The present investigation comprises written-response instruments. The latter include both subject-completed ones: the diagnostic, mid, and post tests and the questionnaires administered to law students, in addition to researcher-completed ones: the structured interviews conducted with the teachers of English. Whereas questionnaires and interviews contained factual, attitudinal, and behavioral questions, tests were composed of knowledge questions. In addition, the mid and post

tests and the course evaluation journal were used as evaluative instruments for the law learners' progress and non-detected needs during the study program delivery.

Other considerations might be used as a source of information for the course designer to determine the focus of the English for Legal Purposes (ELP) study program and meet the learners' needs. These may include some reliable theories, previous results in similar contexts, or generalizable studies. The course planner can use such additional sources as evidence to define learners' needs, support their expressed needs, or deny them in that "Needs analysis ... is not necessarily the only consideration" (Basturkmen, 2010, p. 61).

3.4.1 Tests

This section offers insights into the diagnostic, mid, and post tests as instruments throughout the present investigation for comparison and experimental groups. It reveals the objectives and rationale for each test. First, it shows how the diagnostic test is used during the process of identifying the experimental Master's law students' lacks, as part of their needs to contribute to answering first and second research questions. In addition, it presents the three tests as evaluative research tools that may allow testing the fourth hypothesis.

3.4.1.1 Diagnostic Test

The diagnostic test instrument for law students has a twofold objective. First, as a diagnostic tool aiming at detecting the law students' lacks, as part of their needs to answer the second research question. The second objective is evaluative, where the diagnostic test (pretest) is used for comparing and testing the fourth hypothesis, especially regarding the treatment group's scores. It is composed of general and legal English parts to serve the process well. The general English section was extracted from Cambridge Assessment English, which provides tests on general

English grammar. It was included as being considered a potential complementary to ELP learners' needs, as revealed in the literature review. The legal English part of the pre-test comprises a multi-dimensional in-house text on law, where several ELP idiosyncrasies were integrated. In addition, it includes a variety of questions, including those on the specialized lexis permeable between the different specialities. The various response-option questions may allow the collection of considerable qualitative and quantitative data on the students' lacks and additional quantitative data for comparison and testing the fourth hypothesis.

After the administration's approval and consent on an appropriate date, the accessible population of law students was invited and gathered in an amphitheater to take a two-hour diagnostic test. After sampling, the diagnostic test papers of the experimental group were analyzed and evaluated to determine law students' lacks, while those of the control group were also evaluated but kept apart for future comparison during the experiment.

The test's announcements were attractively designed via Adobe Illustrator Graphic Software (see Appendix 8: Announcements) in A4, A3, landscape, and portrait formats. They included law-themed images and statements written in English and Arabic and then pinned at different spots at the Department entries and halls. In addition, the announcements were published and shared in the different relevant Facebook pages and groups destined for the law students of the Department of Law at the University of Batna 1 to ensure wide dissemination.

3.4.1.2 Mid and Post Tests

The mid-test is like the diagnostic test regarding content. It is organized for the experimental group to identify undetected lacks in the diagnostic test, thereby applying the necessary modifications in the study program. It also serves as an evaluative tool with the pre and post tests scores and help

determine what the post-test should include. The post-test equally reveals the Master's law students' achievement, and it is the final instrument, offering data that allows testing the hypothesis using descriptive and inferential statistics. More details on the organization and description of mid and post tests are in Chapter Six.

3.4.2 Questionnaires

Undoubtedly, questionnaires are advantageous as they are administered to large numbers of people simultaneously (Fraenkel et al., 2012, p. 125). They constitute the best tool used in survey designs, especially by conducting a pilot study to test them (Kothari, 2004, p. 101). As such, two students were given a piloting questionnaire to make the necessary modifications based on their assumptions and reserves to ensure understanding before embarking on the study.

The questionnaire was handed to the population in the same amphitheater where the diagnostic test was taken, explaining the aims and the questions. All the population participated in filling out the questionnaires to allow for the replacement of non-responded, non-retrieved ones, etc., as an anticipating technique against possible effect of mortality. Similarly, all the population took the diagnostic test because eliminating the unavailable questionnaires necessitates eliminating the corresponding test papers. It was expected that the instruments for needs analysis, such as questionnaires and diagnostic tests, would be unfamiliar to law students. Thus, the questionnaires were phrased in simple English and Arabic translations to increase motivation and decrease misunderstanding and anxiety. All the questions were also read, explained, and illustrated with examples to enlighten students' perceptions of the perspective and context of the questions and unify their interpretations to ensure reliable and objective answers. In addition, abbreviations, such as 'ESP' and 'ELP' were explained to foster understanding as "unclear or seemingly

ambiguous questions cannot be clarified, and the respondent has no chance to expand on or react verbally to a question of particular interest or importance” (Fraenkel et al., 2012, p .125).

As mentioned in the literature review, studies on English for Specific Purposes (ESP) course design have been unusual in the Algerian context. The available ones adapted the questionnaires from ESL situations. However, this study is contextual in that it considers the EFL setting and the intercultural legal aspect. Thus, the questionnaire content was designed out of a conceptual model. The latter considered the research problem, research objectives, research method, some of the research questions and hypotheses, and the literature review regarding ELP particularities. Closed-ended questions as measurable indicators and open-ended questions were outlined in such a way that would allow gathering maximum measurable and qualitative information on the learners, their needs, and other details to control some threats regarding subjects’ characteristics and location. Some questions in the questionnaire were recurrent in the different studies, such as those related to the demographical background, and others were frequent in ESP studies, such as those related to ordering the importance of skills according to the learners' views. Furthermore, they were organized successively and progressively to build a good profile, from general information and linguistic aspects to methodological considerations. The questions were also designed in a manner that allows comparing and cross-checking, especially with the English teachers' interviews.

3.4.2.1 Questionnaire’s Sections Description

This section describes the Master’s law students’ questionnaire regarding parts and objectives. The students’ questionnaire includes 37 questions to elicit different kinds of information on facts, behaviors, and attitudes. They are distributed through six sections related to personal information and background, level, lacks, experience, wants, opinions, interest, focus, and preferences. They

are of different response options: short-paragraph and paragraph open-ended questions, closed-ended questions, cardinal and ordinal scale questions, Likert scale questions, and matrix questions. The closed-ended questions overwhelm open-ended ones to have more measurable data. They also include the option 'other' to allow the participants to say whatever they consider the best answer.

3.4.2.1.1 Demographical Background

This section attempts to gather some general information on the demographical background of the law students participating in the experiment. It contains a range of closed-ended and short-answer questions, eleven (11) on personal background, nine of which are factual, namely about gender, age, current professions, mother tongue, second and foreign languages, the speciality, the education system and the foreign language studied in the License cycle, Two questions are on experience, namely the English level before entering the University and the progress until then, whereas one on preference: desired profession. Such a set of inquiries should offer more clarity on the qualities and abilities of the informants and allow prebuild profiles regarding the needs analysis.

3.4.2.1.2 Teaching and Learning Legal English

Through ten questions, this section digs into Master's law students' needs and experience on English-for-law teaching and learning processes. It includes nine closed-ended questions, eight of which pertain to the student's wants, opinions, and preferences, and one question is related to experience. The set of questions aims to investigate the students' first time being introduced to legal English, the possibility of having a need to learn it, and the preferred time-based target, whether for present or future needs. They also comprise questions on the teacher of English vs. subject specialist's eligibility, the English teachers' coordination with the external environment, and their preferred role. In addition, this section comprises inquiries about the preferred activities

in the classroom, the recommended time load for teaching English, the preferred order of the four skills, and the corresponding areas of focus. The variety of the question types, such as the matrix and closed-ended, will permit eliciting valuable information on the students' wants, opinions, preferences, and methodological aspects that may help identify their needs according to the study program and LMD system objectives.

3.4.2.1.3 Linguistic Features and Genres

The third section, entitled Linguistic Features and Genres, offers more accounts of the law students' needs in terms of the specificities that legal English carries, as revealed in the literature review. It contains three questions on the law student's previous experience in legal English. It also includes one question on preferences for writing skills, as it comprises several genres, and another one on the extent of courses' specificity. The third section of the questionnaire equally focuses, via a matrix question, on the interest in learning legal English characteristics at textual, syntactic, and lexical levels. The latter was further detailed regarding the permeability of legal terms between the different specialities to which law students belong. Other areas were also put in the informants' hands to select what might appeal to them, such as learning legal English functions, intercultural aspects of *Shariâa* law, law through literature, contracts, litigations, and English-Arabic-English legal translation. Undoubtedly, this section profoundly tackles more measurable indicators for the law learners' needs from linguocultural perspective that might contribute to determining the appropriateness of materials.

3.4.2.1.4 Legal Translation and Legal Families Divergence

Section four in the questionnaire entitled 'Legal Translation and Legal Families Divergence' examines legal translation and the dissimilarity of legal systems. It includes three closed-ended

questions: two on experience and competence and one on a scale of interests. Two yes-no behavioral questions were addressed to the informants on their awareness of the difference between the Algerian and Anglo-Federal legal systems and the resulting difficulties of the legal translation. The third question, however, was about the interest in being aware of how to skip those pitfalls. This section offers insight into one of the necessities law students should be acquainted with so that their needs may be met.

3.4.2.1.5 The International Legal English and Legal Families Convergence

Contrary to section four, section five of the questionnaire looks at the convergent directions of legal systems in the era of globalization. Under the auspices of the latter, the convergence of legal systems has been more an exciting fact, and the emergence of an international legal English remained an inevitable fate. To this end, section five contains two attitudinal closed-ended questions on the informants' interests in being hired at international companies or organizations and being motivated to learn neutralized international legal English. Such indicators allow measuring the need that may conform to both course and LMD system objectives.

3.4.2.1.6 Digital Learning

Unlike the previous sections, the last one aims to examine the technology variable. Five yes-no questions were posed regarding teaching legal English in the classroom: socioeconomic status, interest, and mastery perspectives. In terms of the socioeconomic factor, the law students were asked about the hardware possession affordance and software subscriptions. Then, they were solicited to reveal their experience on controlling those equipment pieces, and to use websites and mobile applications. The last attitudinal question was about the informants' concerning their interest in using them to learn legal English. Again, the last section will help identify more

technological and motivational elements in legal English teaching and help measure the technology variable regarding learners' needs.

3.4.3 Interviews

Again, the first research design used is descriptive, in which the interview constitutes one of its seemingly appropriate instruments. The present study uses the structured interview “because of its being more economical, providing a safe basis for generalization” (Kothari, 2004, p. 98). Additionally, “The advantages of an interview are that open-ended questions can be used with greater confidence, particular questions of special interest or value can be pursued in-depth, follow-up questions can be asked, and items that are unclear can be explained” (Fraenkel et al., 2012, p. 13).

The structured interview for the four teachers of English contains 31 questions. They mainly derive from the conceptual model mentioned in the section of the questionnaire, and the literature review details on the characteristics and didactics of legal English. The structured interview varied between factual and background, behavioral, and attitudinal questions. The response options include short paragraphs and paragraphs for open-ended questions, multiple select and multiple choice for closed-ended, scale, and rating questions. Some questions are in matrix forms, whereas other ones include the option ‘other’ to allow the teachers to say whatever they consider the best answer. In addition, other questions are initiated with the conditional clause ‘If I were your student’ to elicit the teachers’ imagination. They are designed in a way that allows matching the Master’s law students’ questionnaires regarding their interests and preferences. The interview may provide qualitative and quantitative data that will be part of the triangulation process to allow answering the first and second research questions and prepare the ground for answering the third one.

The interview was conducted at the English teachers' offices at the Department of Law at Batna University 1. However, it was conducted at the course designer's office for the fourth teacher. The questions and discussions were made in English, except that some legal and cultural points considered challenging to one teacher were explained in Arabic, as she declared that she was not acquainted with legal matters.

3.5 Quantitative versus Qualitative Paradigms (Mixed-method Research)

The researcher used both quantitative and qualitative paradigms. By using mixed-method research, “researchers are better able to gather and analyze considerably more and different kinds of data than they would be able to using just one approach” (Fraenkel et al., 2012, p. 11). In addition, if the advantage of quantitative research is to give accounts to the motifs behind the relationship between the variables, the qualitative approach allows the researcher to be “understanding situations and events from the viewpoint of the participants” (p. 10).

The research uses several statistical methods for data analysis obtained from quantitative paradigms in the different phases of designing the study program. It makes use of descriptive statistics employing several devices, such as percentages, frequencies, accumulations, and means for closed-ended questions in questionnaires and interviews in the primary step of needs analysis. These measurements help answer the first and second research questions on the necessity of designing a study program and identifying the relevant needs accordingly. The study also uses descriptive and inferential statistics for data gathered from the diagnostic, mid, and post tests of the experimental and comparison groups to test, especially the fourth hypothesis. For example, it uses descriptive statistics devices, such as means and medians, as central measurement tendencies, range, standard deviation, standard error, etc. Equally, inferential statistics is applied using

standard deviation mean, t value, etc., to compare the pre, mid, and post tests for the experimental group, in addition to intending to compare the pre and post tests for the comparison group and then the post test of both groups.

The qualitative paradigm is also used throughout the different stages of the present investigation. Open-ended questions in the students' questionnaires, teachers' interviews, discussions during the evaluation process, etc., will allow for considerable qualitative data that may help determine the law students' needs, thereby contributing to answering the first, second, and third research questions. In addition, qualitative analysis during the materials evaluation and selection, based on the results obtained from triangulating and crosschecking, especially questionnaires and interviews, will allow answer the third research question. Qualitative data is also collected with the observation design, especially during evaluating and identifying challenging areas. Even though quantifying the evaluative research instruments: diagnostic, mid, and post tests, qualitative data can also be obtained from those tests. The qualitative analysis of the law students' challenges and tests will also permit answering the second and third research questions regarding identifying the law learners' needs and defining the syllabi and elements of the designed study program.

3.6 Students' Questionnaires and Teachers' Interviews Reliability

Before analyzing data collected from the Master's law students' questionnaires and English teachers' interviews, the reliability of those instruments' items must be tested. Only questions related to the student's interests and preferences and teachers' views and recommendations on needs were included. However, all open-ended questions and the 'other' option in closed-ended questions were eliminated from the test for inappropriateness in such measurements. Table 3.2

offers reliability statistics for law students' questionnaires and English teachers' interviews provided by SPSS, based on Cronbach's formula. It contains Cronbach's Alpha, Cronbach's Alpha Based on Standardized Items, and the number of items considered in the test.

Table 3. 2

Reliability Measurement

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,758	,845	61
,785	,814	48

According to Table 3.2, the number of items whose collected answers were submitted to the test is 61 for the law students' questionnaire and 48 for English teachers' interviews. The number of items was calculated according to the type of question. Options in multi-select questions were considered items, such as in matrix questions. It shows that Cronbach's Alpha value is 0.758 for the questionnaires' answers and 0.785 for those of the teachers of English. However, 'Cronbach's Alpha Based on Standardized Items' value is 0.845 for students' questionnaires and 0.814 for teachers' interviews. It is worth mentioning that the difference between the two values is that the first is used when all questions have the same number of response options, whereas the second is for questions with different response options. Thus, the value based on standardized items should be considered. According to Cronbach's Alpha criteria, $\alpha = 0.845$ for questionnaires and $\alpha = 0.814$ for the structured interviews, i.e., $0.8 < 0.845$ and $0.814 < 0.9$, which means there is good reliability.

Testing the reliability of Masters' law students' answers collected from the questionnaires and English teachers' answers gathered from the interviews yielded interesting results. They are 0.845

and 0.814 consecutively, according to Cronbach's Alpha based on standardized items. These results mean that the internal consistency of the research instruments for identifying the law learners' needs is ensured and that the needs analysis could be processed.

3.7 Research Procedure

This section reveals the procedures followed throughout the practical part of the present research. This work deals first with determining the population from the Department of Law at Batna University 1, which is formed of 502 Master's law students from different specialities: Criminal Law, Business Law, Property Law, Administrative Law, and Environmental Law. Two students were given the piloting questionnaire to make any necessary modifications according to their feedback. The accessible population of Master's law students took the diagnostic test and responded to the questionnaires written in English and Arabic to ensure no non-responded ones. They were designed in such a way to answer the research questions and offer more information on the study subjects and details. The sampling techniques were applied in the diagnostic test, and questionnaires gathered papers. They were selected randomly and assigned to experimental and comparison groups. Each group contained twenty Master's law students from each speciality, which means that 100 students are form the experimental group, and the same is for the comparison group. The four teachers of English for the Master's cycle were all interviewed to help, along with the course designer's perceptions, identify the Master's law students' needs through triangulation and crosschecking.

The data was collected quantitatively and qualitatively from the diagnostic test, the students' questionnaires of the experimental group, and teachers' interviews. The students' questionnaires and English teacher's interviews obtained good reliability regarding internal consistency, using

Cronbach's Alpha formula. The data analysis used descriptive statistical devices, notably percentages, central measurement tendencies, and other formulas. For example, the factorial distribution formula $N(N-1)(N-2)\dots(N-n)$ was employed to help best determine the possible combinations of the preferred order of skills, where N is the number of skills and n is the continuously decreasing numbers down N . That is $4*3*2*1=24$ possible classifications. Afterward, the order of skills was calculated using three methods: the more frequent possible combination, the frequency and percentage of each skill ordered the first, and assigning values then accumulating them according to each ordered skill (see section 3.8.2.2). Data was analyzed, and the results were interpreted and then triangulated. The triangulation process in the present research means that law students' needs must be determined by matching the sources and instruments. The research tools encompassed the diagnostic test, questionnaire, and interview. The sources included students' lacks, wants, and necessities; English teachers' views and assumptions; the researcher's experience (as he worked in paralegal professions); and previous literature reviews on similar studies. Then, the obtained data was compared to allow verifying and cross-checking, considering three dichotomies: Course designer's views vs. Master's law students', Course designer vs. English teachers' opinions, and teachers of English vs. law students' perceptions. It is worth mentioning that the course designer's decision is based on objective arguments (see section 4.3).

After cross-checking the different interveners' views and determining the objectives, the students' needs have largely been identified. Then, the work dealt with determining the principal axes of the syllabi that may fit the Master's law students regarding the extent of specificity of selected legal English areas and methodological aspects (see section 4.5). As such, those broad

axes were compared to the available materials and study modules so that the course designer could decide what materials to adapt and what to write from scratch (see section 4.6). The final materials writing was followed by outlining the different activities, thereby designing progressively 18 cross-major and major-based courses in the study program (see section 4.7 and Chapter Five), two of which were eliminated so that all specialities have the same number of courses.

Under an experimental design, the study program, containing 16 courses, was delivered to the treatment group during the academic year 2020-2021, following several procedures. They included employing online software tools, for example, the Google Forms platform to confirm registrations by providing essential personal information to ensure identity. The confirming process is aimed at replacing non-confirming law students and making the necessary changes in the designed courses accordingly (see section 6.3.3.1). In addition, this study considered several security measures and ethical considerations to ensure preventing law students from experimental and comparison groups from sharing documents or cheating in the diagnostic, mid, and post tests (see section 6.3.3.2). The research made use of the Cisco Webex platform to deliver the study program online. The course designer used Cisco Webex's features, such as meeting agendas, time, templates of exclusive lists of law students, security procedures, etc. The courses were structured smoothly and systematically, then presented with exciting PowerPoint presentations to ensure attractiveness and interactivity (see section 6.3.3.5), and where different approaches were manipulated: Literary, academic, professional, etc. Furthermore, several dichotomies were taken into account, namely linguistic vs. cultural approach, specialized vs. common legal English, legalese vs. plain English movement, in-house and adapted vs authentic materials, motivation, and technology (see section 6.3). In the present research, the experimental group had theoretical knowledge, historical hints, and

simplified concepts of legal English explained before embarking on activities. For example, in translation activities, they were taught Vinay and Darbelnet's theory because it was deemed simple for EFL learners (see sections 6.3.3.4 and 6.3.3.5). In professional legal English, they were introduced to call for tenders in English for their relevance for several legal and paralegal professions in private and state sectors according to their regulations. The time allotted for activities was determined according to the law learners' needs and preferred order of skills.

The investigation also examines the different challenges met during the courses' delivery, notably phonetic cross-transfer, using observation design, after recording all sessions (see section 6.4.1). Afterward, the study dealt with those difficulties by offering strategies, amending parts of the course, giving additional explanations, allotting extra time, continuous motivation, and raising more intercultural awareness, especially regarding the impact of the dissimilar aspects of the inquisitorial and adversarial legal systems in Algeria and English-speaking countries respectively, and the effect of the continental paradox, to cite just a few (see section 6.4.2). These reactions helped law students learn various idiosyncrasies of legal English. This work also assesses law students' achievement by comparing the experimental group's pre and post tests, using descriptive statistics, such as central measurement tendencies, especially the mean and median, standard deviation and standard error, and inferential statistics, notably Student's *t* test to calculate the statistical significance of those differences (see section 6.4.5).

The research took into account several considerations to ensure reliability, internal and external validity, and credibility. First, Cronbach's Alpha calculated for students' questionnaires and English teacher's interviews to test their internal consistency provided a value of 0.845 and 0.841, meaning that the answers from the questionnaires and interviews were reliable internally.

However, the cross-checking process allowed the elimination of the paradoxes and inconsistencies between the different interveners' perceptions. Reliability could be ensured by organizing repeated tests for the same group or one test for several groups. Evidently, the present investigation uses pre, mid, and post tests for the same experimental group to determine their achievement, and pre and post tests for the same comparison group to compare them to the experimental sample. The research struck a balance between the different possible threats to internal validity, notably employing randomization. The study also employed external statistical validity by testing the fourth hypothesis, using the Student's *t* test to assess the research generalizability. It further compared the groups' achievement in the original setting at the Department of Law.

3.8 Needs Analysis

The section of data analysis consists of the first step to assess the wants, lacks, and preferences of the experimental group of law students and the teachers' counterparts' opinions and views. It provides quantitative and qualitative analyses of the questions and inquiries in the diagnostic tests, questionnaires, and interviews. Various statistical devices were used mainly in the quantitative paradigm, such as scores, means, formulas, etc. However, some open-ended questions in the teachers' interviews were analyzed statistically, whereas other questions were combined in one table to make the readability easier. In addition to that, some results were reported according to gender when necessary. The gathered data was analyzed thanks to both Microsoft Excel software, especially the tests' scores, and the software platform Statistical Package for Social Sciences (SPSS) for the questionnaires and interviews as it offers more options at hand.

3.8.1 Diagnostic Test Analysis

Table 3.3 shows in detail the different mean scores of the diagnostic test obtained by both experimental and comparison groups belonging to the five specialities and according to some

situations and limitations mentioned in Table 5.2. These include scoring law students' missed papers with 0.00 out of 20 or rejecting them. They also include rejecting papers of the law students who took the diagnostic test but skipped the mid-test or the post-test. In addition, the researcher calculated the mean score for only those who had taken all the tests to be compared with the mean score obtained by the comparison group.

Table 3. 3*Students' Marks of the Diagnostic Test*

List of students constituting the sample	Diagnostic Test				
	All	missing papers with 0.00	missing papers not included	not confirming not included	taking all tests
Criminal Law	2,19	2,10	2,19	2,69	3,80
Environmental Law	3,00	/	/	2,50	1,75
Business Law	3,07	/	/	3,11	2,17
Property Law	2,26	1,94	2,26	2,67	4,56
Administrative Law	2,30	2,19	2,30	2,18	4,58
The mean of specialities means	2,57	2,08	2,25	2,63	3,37
Mean	2,55				3,70
Control Group			2.07		

Note. Raw scores and frequency distributions will be provided in Chapter Six.

As for the law students in the experimental group taking all tests, the lowest average mark (1.75 out of 20) was obtained by those belonging to the environmental law speciality, whereas the best score was obtained by those who majored in administrative law (4.58 out of 20). The average mark of all specialities taking all tests was 3.37 out of 20, whereas the mean mark of all students without categorization was 3.70 out of 20. Concerning the comparison group, the mean score was 2.07 out

of 20. What can be noticed is that the results revealed that students from both groups were suffering from problems in legal English in general.

3.8.2 Students' Questionnaire Analysis

This section examines the analysis of students' questionnaires as part of the instruments employed to determine Master's law students' perceived needs. Data collected from the handed questionnaires to 100 individuals from the treatment group was analyzed using SPSS Software, making use of several descriptive statistical devices, notably the means as effective indicators of central measurement tendencies and factorial distribution formula for the question related to ordering skills according to preference. Some questions were collected in one table to facilitate the analysis process.

3.8.2.1 Demographical Background

This part aims at analyzing data on the demographical profiles of the experimental sample. Undoubtedly, students' backgrounds regarding qualities and levels contribute to framing and contextualizing the whole needs analysis process. As mentioned above in the questionnaire description, this section contains twelve various questions. Each set of questions' data is grouped in one table, namely gender and age; current and desired professions; first, second, and foreign languages; the education system and the foreign language studied in the License cycle, English level before entering the University and the progress until then.

As shown in Table 3.4, the respondents' gender was divided into two types and two age intervals. That is, those aged between 21 and 24 years old from both genders, as they are likely the category corresponding to the average age for Master's studies, and those aged above 25 years old

form other categories of students, especially employees. Table 3.4 also includes the mean age for each gender and both of them in each interval and for the whole participants.

Table 3.4

Gender and Age

		Percent	Mean 1	Percent	Mean 2	Total
		21-24		25<		%
Valid	Female	47.0	23	16.0	34	63.0
	Male	11.0	23	22.0	36	33.0
	Total 1	58.0		38.0		96.0
	Mean 3		23		35	
	Missing	4.0				4.0
	System					
	Mean 4			28		
	Total 2					100.0

As noticed in Table 3.4, the females outnumbered males in the first interval (47% vs. 11%). The latter included, in total, 58% of the experimental sample of law students. Concerning the second interval for those over 25 years old, they constituted 38% of the total respondents; 16% were females, and 22% were males. While 4% of the responses were missing, approximately two-thirds (63%) of the informants were females compared to males, who constituted 33%. The mean age of females between 21 and 24 was 23, and so was the mean age for males in the same interval. The mean age for the female participants over 25 was 34, whereas it was 36 for males. As far as the mean age for both genders is concerned, Table 3.4 demonstrates that it was 28 years old.

In the same vein, there is undoubtedly some relation between law students' age and the profession they might practice, which is likely to be a direct relationship. As mentioned in Table 3.4, regular pre-service students in the Master's cycle are likely to be in the age interval of 21-24, whereas those who have professions are likely to be older. Judges, for example, should accomplish

several years of instruction after the License degree before starting their job. To this end, they were asked about their current profession to see if they were jobless, working in a legal environment, or had other activities. In addition, they were solicited to provide their desired profession. Jobless students seek a future profession, and even the employed ones might be willing to change their career, improve it, or adapt it to a legal one. The questions were open-ended so law students could describe their current work in detail and express their aspirations well. The respondents' answers were categorized to facilitate their organization, such as all administrative professions were labeled public servants. Judges and lawyers, for example, were set apart for contextual reasons.

Table 3. 5*Current and Desired Professions*

	Current profession		Desired profession	
	Frequency	Percent	Frequency	Percent
	n	%	n	%
Valid	5	5.0	21	21.0
Public Servants (Administration)	18	18.0	8	8.0
Jobless	72	72.0		
Legal Professional	3	3.0	25	25.0
Judge			18	18.0
Lawyer			8	8.0
Other	2	2.0	20	20.0
Total	100	100.0	100	100.0

Table 3.5 displays that 18% of law students in the present investigation were public servants working at different administrations with distinct ranks from high to low ones, such as executive directors, administrative officers, and administrative assistants. Jobless respondents constituted the highest part (72%), whereas legal professionals, such as lawyers and police officers constituted 3%. Other professions were also declared but formed an insignificant percentage (2%). Concerning the desired professions, 8% of the respondents wanted to be public servants. Approximately more

than half of the informants (51%), in total, targeted a legal profession; 18% looked to be judges, 8% wanted to be lawyers, and 25% aspired to be bailiffs, jurists, notaries, etc. However, 20% seemed to have wanted different careers outside of the legal community, such as teachers, air hostesses, and other professions, according to what had been answered in the questionnaires. What is interesting is the decrease in the desire to keep an administrative profession and the increase in being future legal professionals in general and judges and lawyers in particular.

Another element of crucial importance might be the linguistic background of law students. These include the first, second, and foreign languages that law students could speak. It would be interesting to ask the informants about their linguistic abilities. Thus, the question to the sample of students was open-ended because the answers might differ as Algeria, in general, and Batna, in particular, constitutes a multi-language context, especially regarding the mother tongue and the potential spoken foreign languages.

Table 3. 6

Students' First, Second, and Foreign Languages

Language	Percent %	Total %
First Language		
Tamazight	9.0	
Arabic	91.0	100.0
Second Language		
Arabic	100.0	100.0
Foreign Language		
English	15.0	
English/French	39.0	
English/Spanish	1.0	
French	27.0	
French-English-Dutch	1.0	
N.A	17.0	100.0

Many languages were declared by the informants, as mentioned in Table 3.6. Tamazight, for example, is a linguistic variety spoken in Algeria and includes other sub-varieties like *Shawiya* that might constitute a mother tongue for many law students, especially in the context of the present study. In addition, French in Algeria is known for spreading as a foreign language, if not a second one. Spanish and Dutch are also modules studied at high schools for pupils specializing in arts and humanities, while English is offered to all specialities. One may wonder: Could the law students' multilinguistic background specifically impact their English level?

According to Table 3.6, nine (9%) of the respondents have Tamazight, whereas 91% have Arabic as their mother tongue respectively. Concerning the second language, all of them use Arabic no matter their mother tongue, especially since it constitutes the medium of instruction for law studies at the Department of Law. The informants revealed that they had different categories and backgrounds of foreign languages regardless of whether or not they had an advanced level; for example, English (15%), English and French (39%), French (27%), and other inessential percentages, such as English and Spanish (1%) and French, English, and Dutch (1%). What can be noticed, however, is that a total of 56% of the respondents shared English as their foreign language.

That being said, law students had different education systems in the License cycle at the University with possible different modules, especially the foreign-language ones. In this regard, they were asked which education system they followed, whether classical or LMD, via a close-ended question. They were also enquired about the foreign language they studied in License through an open-ended question.

Table 3.7*University System and Foreign Language Studied in License*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Classical	10	10.0	10.0	10.0
	LMD	90	90.0	90.0	100.0
	Total	100	100.0	100.0	

Table 3.7 shows the heterogeneity of students in terms of pedagogical backgrounds. 10% of the respondents had their License degree with the classical system, while 90% belonged to the LMD system from the beginning. This fact might correspond, at least to a large degree, to the policy required by the LMD system in Algeria concerning the percentage offered for the reintegration of graduates from the former education system. All the respondents from both education systems reported that they studied French as a foreign language module in the License cycle. Thus, regardless of law students' education system, they studied English at the state schools for at least five years and no more than ten years before entering the University in the normal situation.

Law students provided the languages they were mastering or at least having some background thereof and the foreign language they studied in the License. They were then enquired about their level before embarking on their University studies and at present. In other words, to what extent their level has improved or regressed? In order to have detailed information, the scale question included four options: beginner, low, intermediate, and advanced. Table 3.8 compares and contrasts the dichotomy between the two self-perceived levels.

Table 3. 8*English Level before Entering the University/Progress until Now*

Level	English level before entering University		Progress until now	
	Percent		Percent	Valid Percent
	%		%	%
Valid	Beginner	15.0	-	-
	Low	23.0	37.0	37.4
	Intermediate	49.0	54.0	54.5
	Advanced	13.0	8.0	8.1
	Missing System	-	1.0	
	Total	100.0	100.0	100.0

The most important number of respondents (49%), according to Table 3.8, declared that they used to be intermediate. However, the change of level across the License cycle is interesting. For example, there are no longer beginner-level students (15%) left. Instead, there was some progress by the intermediate respondents to reach 54.5%. Contrarily, there was also an increase in low-level students from 23% to 37% and a decrease in advanced-level ones from 13% to 8%. These results confirm to some degree the results obtained from the diagnostic test that revealed that law students were suffering from difficulties in English.

3.8.2.2 Teaching and Learning Legal English

Undoubtedly, the demographical background analyzed above helped understand some characteristics, status, and pre-abilities of the law students participating in the present research. Moreover, not only did it constitute basic information to build a good profile that would allow for determining law students' needs, but it would also assist the analysis of the rest of the sections, especially those related to teaching and learning legal English. The second section of the questionnaire's analysis aims to analyze law students' opinions on English-for-law teaching and learning processes regarding first experience in legal English, the need to learn legal English,

present and future needs, teacher' eligibility, teacher's external and internal coordination, teacher's role, time load, activities and teaching methods, preferred order of skills, and areas of focus per skill.

Whether deliberately or not, 'when first introduced to legal English', means the first time to read a legal document written in English, listen to a recording of legal English content, and hear someone talking about it. Put it briefly, to collide with it, so to speak, regardless of where this took place. The law students were asked about this potential linguistic recognition via an open-ended question as they might have had a story or a unique experience. The exact time of being introduced to legal English might be critically important for analyzing law students' perceptions and needs. Even though the question was open-ended, it was quantified and displayed in Table 3.9 to be analyzed statistically.

Table 3. 9

First Introduction to Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	1st lice	1	1.0	1.0	1.0
	2013	1	1.0	1.0	2.0
	2014	1	1.0	1.0	3.0
	2018	1	1.0	1.0	4.0
	New	96	96.0	96.0	100.0
	Total	100	100.0	100.0	

The results mentioned in Table 3.9 demonstrate that the majority (96%) of the respondents said that legal English was new to them. However, 4% of the respondents in total were divided between those first introduced to English for law from 2013 to 2018. That is one respondent (1%) in 2013,

one respondent (1%) in 2014, whereas another one (1%) revealed that this was in 2014. However, one student declared that they first learned about legal English in the first year of their License even though they only studied French. Thus, they might have meant that the first introduction to legal English was outside the Department of Law.

The previous analysis in Table 3.9 revealed that approximately all students had never been to English within the context of the law. The question now is whether they were motivated to be acquainted with it. The group that denied such a collision confirmed their aspiration to embark on this adventure. The question was meant to see if they were motivated to develop their foreign linguistic background. Furthermore, law students were asked to reveal more about what is behind their need for legal English learning. Were they interested in gaining experience in present academic needs, future professional needs, or both?

Table 3. 10

The Motif Behind Willing to Learn Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Present academic needs	16	16.0	16.5	16.5
	Future professional needs	56	56.0	57.7	74.2
	Both	25	25.0	25.8	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

In this regard, Table 3.10 provides data on the motif behind the willingness to learn legal English. It shows that more than half of the informants (56%) wanted to learn legal English for future professional needs. present academic needs, however, did not gain the same importance as

only 16% were interested hereto. Another group of respondents (25%) preferred to learn both varieties, academic and professional.

There is no doubt that the complexities contained in legal English inputs make the didactic process harder to control, especially by the instructor. The latter needs a background in legal English and pedagogical considerations. In this context, believing that the informants might know who has more eligibility to teach them legal English, they were asked whether the teacher of English or the subject specialist should accomplish such a task.

Table 3. 11

Eligibility of Teaching Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	English Teacher	35	35.0	35.0	35.0
	Subject-specialist	65	65.0	65.0	100.0
	Total	100	100.0	100.0	

The results displayed in Table 3.11 were unexpected, as two-thirds (65%) of the respondents thought that the subject specialist, thanks to their legal background, is more likely to be able to teach such a unique language. Still, 35% of the respondents hold a belief in the language specialist to decipher legal English complexity. Nonetheless, one must give up hope, as it were, because teaching English, no matter what the speciality is, is likely to be assigned to the teachers of English regardless of their inexperience in the specialism background, except in some situations like in the Department of Law at the University of Batna 1.

Therefore, the teacher of English must be in front of an unenviable situation that he should overtake. In this regard, law students were solicited through a yes-no question to provide their

views on whether or not the teacher of English could skip this impasse by cooperating with the external environment interveners. These may include but are not limited to other potential experienced language specialists, subject specialists, well-informed law students, legal professionals, etc.

Table 3. 12*ELP Practitioner Cooperation*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	no	3	3.0	3.1	3.1
	yes	94	94.0	96.9	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

Even though law students thought that the subject specialist was more eligible to teach legal English, 94% of the respondents aligned themselves with such a fact and believed that teachers of English should act beyond their comfort zone. In other words, they should collaborate with external interveners. Nonetheless, to what extent should this coordination be feasible, and in what ways?

In the same line of thought, English-for-law practitioners should have specific roles to accomplish their tasks well. To this end, the informants were asked to rate which roles the teacher of English should play, as they were the ones who would interact with them. They were offered seven options to tick several ones via a multiple-choice question: teacher as controller, prompter, facilitator, tutor, organizer, resource, participant, and other roles.

Table 3. 13*ELP Practitioner Role*

ELP Practitioner Role	Percent %
Controller	16.0
Prompter	72.0
Facilitator	40.0
Tutor	13.0
Organizer	27.0
Resource	19.0
Participant	18.0
Other	0.0

The respondents appeared to be aware of the importance of how the teacher of English should act in the classroom. As displayed in Table 3.13, the majority of them (72%) said that the English instructor had better be a prompter. In a similar fashion, 40% of the informants thought that the English practitioner should facilitate the learning process. To a lesser degree, the informants preferred their English teacher to be an organizer (27%) and a resource (19%), etc. What is worth noting is that the least of all (16%) chose to be controlled.

Not only might the role of the teacher of English contribute to the effectiveness of legal English courses, but also the activities used by the instructor during the course delivery in the classroom might determine this aim. In this vein, the informants were offered the possibility to choose several activities at once that they considered motivating enough to engage in legal English learning. These include games, role-play, MCQ, skills-based activities, pictures, and comments, to cite just a few.

Table 3. 14*Activities Types*

Activities Types	Percent %
Games	6.0
Role-play	22.0
MCQ	53.0
Skills-based	30.0
Picture and Comment	24.0

As shown in Table 3.14, when the respondents were asked about their preferences concerning the activities to be used in the course to be outlined, more than half (53%) of them revealed that they were interested in multiple-choice questions. The second choice (30%) was the skills-based activities, as they might allow students to use different strategies. Even though role-plays were deemed appropriate in the context of teaching English for Legal Purposes (ELP), only 22% of the informants selected them. Likewise, games might motivate the learning process, especially complex varieties, such as legal English, but only 6% of the informants perceived such activities to be included in the future English course.

To complete the previous inquiry about the type of the preferred activities. One should consider the number of students to perform such an activity. In other words, law students were asked to offer their views on the collaborative learning policy that the teacher of English should devote during the course. Do they prefer to work individually, in pair work, or in group work? Such a choice might also contribute to the motivating aspect for law students to learn legal English.

Table 3. 15*Activities*

Activities	Percent %
Individually	24.0
Pair-work	23.0
Group-work	48.0
Other	0.0
NA	2.0
Total	2.0

Law students did not agree on one type of collaborative work inside the classroom. Approximately half of the respondents (48%) favored working in groups. However, two similar proportions of other options were also found. As mentioned in Table 3.15, (24%) had a preference for individual work and 23% for pair work. However, an insignificant percentage (2%) was recorded regarding non-responding informants.

In the same context, the informants were solicited to select what methods they had preferences for. The purely linguistic method, for example, would focus on the main linguistic features of legal English. According to what was cited in the literature review, language-based methods proved to be the wrong choice, but things might change for such a complicated specific language and for what might respond to the learners' needs. Law students were given many other choices where they could select one or several, such as functional and communicative, skills-based, learning-based, eclectic, etc.

Table 3. 16*Methods*

Methods	Percent %
Purely Linguistic	15.0
Functional and Communicative	35.0
Skills-based	39.0
Learning-based	15.0
Eclectic	12.0
Other	0.0
Missing System	1.0

Table 3.16 shows that the skills-based method gained the highest proportion (39%). Next came the functional and communicative method with 35%. The respondents did not give much importance to purely linguistic instruction, as only 15% opted for this choice, and neither was the case for the learning-based approach. Even though law students were explained what an eclectic method means, only 12% reported that this would be the right choice. What might come to one's notice is that the respondents were more interested in non-linguistic-based methods.

Law students' perceptions of how much they were interested in learning legal English are unlikely to come to an end. Regardless of the average time (three hours) calculated from their answers about how much time per week should be allocated to teaching legal English for the suggested course, they also had their opinions to be considered for the preferred order of the four skills. Regarding probabilities, each skill could be classified the first with six possible variances of the last three classified skills. To calculate the number of possibilities, the factorial distribution formula $N(N-1)(N-2)\dots(N-n)$ was used where N is the number of skills and n is the continuously decreasing numbers down N . That is $4*3*2*1= 24$ possible classifications. According to the obtained results, the respondents chose 23 possibilities with different frequencies, meaning that

only one possibility of order was not chosen: writing-speaking-listening-reading. The best choice of order according to the students' rates can be determined via three methods.

Table 3. 17

Preferred Skills by Order (1st method)

Ordered Combination of skills	Frequency	Percent
	n	%
...↑...	...↑...	...↑...
WRSL	3	3.0
LRSW	14	14.0
LRWS	17	17.0
RLSW	6	6.0
NA	12	12.0
...↓...	...↓...	...↓...

Note. The symbols ...↑↓... used to mean that there are several other possibilities above and below.

The first method is simple as compared to the other two ones. It is based on the possibility that it was chosen more frequently among the 23 other ones. In this regard, according to Table 3.17, (17%) of the respondents chose the order listening-reading-writing-speaking, whereas 14% of the informants preferred to order the skills like listening-reading-speaking-writing. Seven insignificant possibilities were also rated, one student (1%) for each.

The second method is based on the frequency and percentages of each skill ordered the first. However, the third method to determine the best order is that each skill in a given possible ordered combination was given a score reversibly from one to four points according to its position. Then, it was multiplied by the number of frequencies of that ordered combination. After that, the collected points for each skill will be compared, and the best choice will be determined.

Table 3. 18*Preferred Skills by Order (2nd & 3rd methods)*

	Listening	Reading	Speaking	Writing	NA	Total
Percent (%)	47.0	17.0	14.0	10.0	12.0	100.0
Score (s)	272	244	189	175		

Note. The second method displayed in the table is to be found in the teachers' interview analysis.

In this regard, according to the rates demonstrated in Table 3.18, approximately half of the respondents (47%) were partial to learning the listening skill. The reading skill gained the second preference rank with 17% of responses, whereas speaking was chosen by 14%. The latter was likely to contrast students' preferences for methods expressed in Table 3.16. The least preferred skill by the respondents was writing, with 10%.

Data displayed in Table 3.18 also show that the listening skill had 272 points, followed by the reading skill, which had 244 points. The third skill in order was speaking, with 189 points, whereas writing gained the last order with 175 points. Therefore, the best choice according to the third method was the same as the second one, where the respondents preferred the four skills to be like listening-reading-speaking-writing.

What appears to be contradictory is the difference between the first method, on the one hand, and the second and the third ones, on the other hand, about the order of the third and fourth skills. In the first method, the preferred order was listening-reading-writing-speaking, whereas, in the second and third methods, the order was listening-reading-speaking-writing. However, the contradiction is likely to vanish if the second and third methods were compared with the second order preferred by the respondents in the first method.

In a more detailed manner, not only that the choice of order might be of interest to the research participants, but also that the latter could have a say in selecting the materials used for each skill. In this vein, law students were solicited to select the extent they wanted to focus on a set of law-related materials for learning legal English by choosing one of the four scale-based options, namely not interested, neutral, strongly, and very strongly. On the vertical side of the table, the informants were offered many options within each of the four skills.

Table 3. 19*Interest in the Materials for the Four Skills*

	Not interested	Neutral	Strongly	Very Strongly	NA	Total
	%	%	%	%	%	%
Reading						
Textbooks on law	7.0	12.0	31.0	41.0	1.0	100.0
Journals on law	10.0	16.0	42.0	31.0	1.0	100.0
Legal report on associations and countries	20.0	27.0	24.0	28.0	1.0	100.0
Court judgments on plaintiffs and defendants	7.0	14.0	35.0	43.0	1.0	100.0
Articles, codes, decrees	7.0	15.0	31.0	45.0	2.0	100.0
Speaking						
Speaking to legal professionals	7.0	14.0	31.0	45.0	1.0	100.0
Participating in conferences	15.0	17.0	30.0	37.0	1.0	100.0
Listening						
English courtroom legal judgments via videoconferences	15.0	15.0	32.0	36.0	2.0	100.0
Online lectures on legal English	6.0	20.0	33.0	39.0	2.0	100.0
Writing						
Report on Law	8.0	11.0	39.0	40.0	2.0	100.0
Articles in contracts	09.0	16.0	42.0	31.0	2.0	100.0
Emails to legal professionals	23.0	21.0	26.0	28.0	2.0	100.0

Table 3.19 demonstrates that the respondents expressed their very strong need for reading materials, such as authentic textbooks on law (41%), court judgments on plaintiffs and defendants

(43%), and articles and decrees (45%). Likewise, they also strongly wanted to read law-based journals (35%). However, the participants contradicted one another as they had different views about reading legal reports on associations and countries.

Concerning listening skills, the question included two different contexts, namely professional and academic, as shown in Table 3.19. In this vein, approximately half (45%) of law students in the present research wanted to speak to legal professionals very strongly. 14% expressed neutral opinions, whereas 7% were not interested. Similarly, they (37%) sought to participate in conferences to practice presentations and discuss academic legal issues and events.

As mentioned in the analysis of Table 3.17 and Table 3.18, listening was classified first as compared to the rest of the skills. Table 3.19 shows detailed areas and materials law students might want to focus on for the coming English course. Most of the time, listening skills correspond to using instruments dotted with technology. As such, the informants were asked to select their interest in listening via videoconferences and online lectures. 68% of them, in total, scaled up a strong need for listening to legal judgments pronounced at English courtrooms via videoconferences. A similar proportion (72%) was found for the online lectures on legal English.

Even though writing was classified as the last among the four skills, the participants showed interest in writing-based materials and activities. 79% of them, in total, scaled up a strong need for writing reports on the law. They also (73%) scaled up a strong interest in writing articles in contracts. However, they held different degrees of interest in emailing legal professionals. For example, only 28% opted for this choice very strongly, 26% just strongly, 21% neutral, and 23% not interested.

3.8.2.3 Linguistic Features and Genres

The third section of the students' questionnaire analysis aims at looking at the potential law students' needs regarding legal English idiosyncrasies. It analyzes six questions on the law student's previous experience and writing skills, preferred genre (s), interest in learning legal English features, the extent of specificity of legal lexis and courses, interest in learning legal English through literature, legal English cultural aspects, legal translation, contract law, and litigation.

To enquire about the law students' previous experience regarding receptive skills for English for law, they were asked via a yes-no question whether or not they have read legal documents written in English or have listened to legal English recordings before. Further, if yes, they were solicited to state if there had been some awareness of its specificities and to provide the features determined in another open-ended question. These sets of questions somehow complete the first one in the second section on teaching and learning legal English.

Table 3. 20

Reading Documents or Listening to Recordings on Legal English and Having Awareness thereof

		Previous experience		Specificity awareness	
		Percent	Percent	Valid percent	
		%	%	%	
Valid	no	74.0	80.0	90.9	
	yes	26.0	8.0	9.1	
	Total	100.0	88.0	100.0	
Missing System			12.0		
Total			100.0		

As expected, Table 3.20 demonstrates that almost three-quarters (74%) of the respondents denied their previous knowledge of legal English even though they had already studied law during a whole cycle (License), in contrast to 26% who confirmed they read or listened to legal inputs. Data also reveal that 80% of the respondents did not notice the unique features of the legal English language, whereas 8% did. However, the latter did not mention what those determined features were.

More focus was offered to writing as it constitutes a demanding skill and is broadly used in legal practice. The writing skill genres displayed in Table 3.21 were classified as legal-based writing types.¹¹ In this regard, it would be interesting to ask the participants which variety of writing skills in legal English they mostly prefer to be included in the design of the future course. These include academic, juridical, and legislative genres.

Table 3. 21

Preferred Legal English Genre

	Frequency	Percent	Valid Percent
	%	%	%
Academic	56.0	56.0	56.6
Juridical	45.0	45.0	45.5
Legislative	34.0	34.0	34.3

Law students provided different rates for the three legal writing varieties mentioned above. According to Table 3.26, (56%) of the respondents selected academic writing materials, such as

¹¹ For more details check Bhatia, V. K. (1983). *An Applied Discourse Analysis of English Legislative Writing*. Amsterdam University Press.

legal journals and textbooks. Concerning the professional side of these varieties, 45% of the informants chose the juridical ones, such as court judgments and law reports, whereas 34% preferred the legislative options, such as regulations.

As shown in Table 3.22, law students rated their interest in learning the different aspects of legal English by choosing one of the four scaled options: not interested, neutral, strongly, and very strongly. These include a continuum from general to the most specific English vocabulary used within the context of law, grammatical constructions, linguistic features, and functions, such as obligations and prohibition. Transforming numbers into written words, intercultural aspects like the use of religious-based words and legal English through poems and short stories are also to be added.

Table 3. 22

Interesting Areas in Legal English Learning

	Not interested	Neutral	Strongly	Very Strongly	NA	Total
	%	%	%	%	%	%
General English	5.0	12.0	29.0	52.0	2.0	100.0
General legal terms	4.0	16.0	35.0	43.0	2.0	100.0
Specific legal terms	2.0	14.0	35.0	47.0	2.0	100.0
Grammatical legal structures	8.0	14.0	30.0	45.0	3.0	100.0
Linguistic features	8.0	15.0	29.0	45.0	3.0	100.0
Legal English functions	12.0	17.0	30.0	38.0	3.0	100.0
Contracts	7.0	16.0	29.0	45.0	3.0	100.0
Islamic <i>Shariâa</i> law in English	14.0	12.0	30.0	41.0	3.0	100.0
Literary legal English	19.0	26.0	24.0	28.0	3.0	100.0
Litigations	11.0	19.0	35.0	32.0	3.0	100.0
Legal translation	7.0	11.0	24.0	55.0	3.0	100.0
Other						

Data displayed in Table 3.22 provides considerable results. Several areas of legal English learning gained the highest proportions of very strong interest among the respondents. For example, in general English (52%), general legal terms (43%), specific legal terms (47%), etc., the exception was in the litigations areas with a slight difference. Furthermore, implementing literature in teaching legal English appeared to have not generated widespread interest among the respondents as they had dissimilar views, namely not interested (19%), neutral (26%), strongly (24%), and very strongly (28%).

Following the previous question on the wideness or narrowness of the English course scope, law students were enquired about the extent to which they prefer the specificity of the study program to be designed, especially the fact that they belong to five different specialities. The generality or the particularity of the course content might be found, especially at the lexical level and the linguistic features.

Table 3. 23

Preference for English Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Cross-major	57	57.0	58.2	58.2
	Major-based	41	41.0	41.8	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
	Total	100	100.0		

The results show dissimilar proportions but not contrasting ones. According to Table 3.23, (57%) of the respondents believed that cross-major courses would cater to their needs. Major-based courses also stimulated interest in law students, as 41% rated such specialized content. Legal

English might support both types as the specialities of law share some aspects and practices, such as trials, crimes, titles of professionals, international relations, treaties, etc.

3.8.2.4 Legal Translation and Legal Families Divergence

In the fourth section of students' needs analysis, however, there is a movement from the language-based difficulties of legal English to more challenging aspects. In other words, the linguistic features of legal English were put into the Algerian cultural context to offer a didactic perspective and a more realistic view. The interrelation between language and culture is undoubtedly inevitable, and this seems best manifested in specific varieties, especially English for law. To this end, three questions were addressed to the informants on their awareness of the dissimilarity of the Algerian and Anglo-Federal legal systems¹², the consequences thereof on the translation process, and the interest in skipping them.

As mentioned above, one of the essential aspects of legal languages is the dissimilarities underlying legal cultures across countries. The accumulation of culture-specific elements across English history, such as the continuous creation and development of legal institutions, as mentioned in Chapter Two and the corresponding legal professionals' titles, resulted in a divergent legal culture compared to Algeria's. Such dissimilar concepts may include the culture-specific institutions in each legal system and religious-based terms, particularly in Algeria. In this regard, the respondents were requested to recognize or deny their knowledge of this intercultural aspect.

¹² The respondents are supposed to know that there are many legal schools and systems worldwide through their License.

They were also asked whether they were aware of the pitfalls generated by such a dissimilarity in the translation process.

Table 3. 24

Grasping the Difference between Algerian and English Legal Systems and Awareness of the Consequent Pitfalls of the Corresponding Legal Translation

		Intercultural awareness		Translation pitfalls awareness	
		Frequency	Percent	Frequency	Percent
		n	%	n	%
Valid	no	26	26.0	33	33.0
	yes	73	73.0	66	66.0
	Total	99	99.0	99	99.0
Missing	System	1	1.0	1	1.0
Total		100	100.0		100

The results displayed in Table 3.24 demonstrate considerable data on intercultural awareness and the consequent translation pitfalls among the respondents. Most law students (73%) understood the difference between the Algerian and Anglo-Federal legal systems, whereas only 26% acknowledged ignorance. However, two-thirds (66%) of them recognized that they had an idea of what the divergence of legal cultures might bring about legal translation, whereas 33% said that they were ignorant about such an impact.

In the same vein, even though law students were solicited to reveal their knowledge of the dissimilarity of legal systems and the resulting translational difficulties thereof, they were invited to scale the extent of their motivation to have those difficulties of Arabic-English-Arabic legal translation explained and practiced in the course to design for them. The informants were offered

the possibility to rate their opinions through a Likert scale, from not interested, neutral, strongly interested, to very strongly interested.

Table 3. 25

Interest in Having a Grasp of the Pitfalls of Arabic-English-Arabic Legal Translation

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Not interested	10	10.0	10.2	10.2
	Neutral	19	19.0	19.4	29.6
	Strongly	45	45.0	45.9	75.5
	Very Strongly	24	24.0	24.5	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

As displayed in Table 3.25, 24% of the respondents revealed that they were very strongly motivated to override the difficulties of the legal translation generated by the divergent nature of Algerian-Anglo-and-Federal legal cultures. To a lesser degree, approximately half of them (45%) strongly wanted to, which means that 69% of respondents, in total, scaled up a preference to acquire such a skill. Approximately one-fifth (19%) of them revealed their neutrality, whereas 10% recognized that they were not interested at all.

3.8.2.5 The International Legal English and Legal Families Convergence

Section five of students' needs analysis, however, gleans valuable data on legal systems convergence in the globalized world¹³. In general, the status of English worldwide is undoubtedly undiscussable, as is the case for legal English as a world lingua franca. Still, the latter will likely be stripped of the very contextual influence of the Anglo-Federal legal cultures. Legal systems convergence has become an interesting reality that led to the inescapable practice of English as a lingua franca. As such, this section analyzes data on two questions on the interest in joining the workforce of international companies or organizations with legal English likely stripped of legal culture-based aspects.

Undoubtedly, Algeria has increasingly been attracting international organizations and firms not only for the opportunities they offer but also because it is no longer closed to international relations and investments. This contact was seen in the constant amendment and creation of investment laws and regulations¹⁴. Such organizations and companies could be considered excellent examples of suitable places for intercultural practice in general and neutral legal English practice in particular. This is why it was thought that law students in the present research might be interested in joining such entities as part of their perceived needs.

¹³ Jeanpierre, E. (2011). "The pitfalls of legal translations between legal systems from two different legal families: a focus on translation of French legal material into English". *Lapland Law Review*, 1(1), 144-164.

¹⁴ Legislative act 93-12 and Acts 16-09 and 22-18 pertaining to investment promotion.

Table 3. 26*Interest in Working in International Organizations/Companies*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	no	23	23.0	23.7	23.7
	yes	74	74.0	76.3	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100,0		

In this regard, Table 3.26 shows that there was widespread interest among the respondents (74%) to join organizations and companies of international type, whereas 23% were not interested. It is worth mentioning that those international companies might be Algerian or foreign. In addition to that, some Algerian Economic Public Companies (*Entreprises Publiques Economiques*) (EPE), such as the *SONATRACH* Petroleum Corporation (*Société Nationale pour la Recherche, la Production, le Transport, la Transformation et Commercialisation de Hydrocarbures*) and National Corporation for Electricity and Gas (*Société Nationale de l'Electricité et du Gaz*) (*Sonelgaz*) have been publishing international calls for tenders in English according to their *procedure*¹⁵.

In the same context of international companies, it seems challenging to communicate legal English and aspects regardless of the legal cultures whereon they draw their components. The

¹⁵ *La procedure* accounts for the fact that EPEs elaborate and follow their proper procedures based on the adaptation of the principles of the public procurements code. The differences might include especially the thresholds and time limits. For more details, check OECD (2019), *Revue du système de passation des marchés publics en Algérie: Vers un système efficient, ouvert et inclusif*, Examens de l'OCDE sur la gouvernance publique, OECD Publishing, Paris.

reason behind this is that English as a legal lingua franca differs from legal English within the borders of one country. One may question whether or not it follows the plain English movement principles. In this regard, as it was wondered whether this would be necessary for law students, the latter were enquired about this matter via a yes-no question.

Table 3. 27

Interest in Learning a Neutralized International Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	no	15	15.0	15.5	15.5
	yes	82	82.0	84.5	100.0
	Total	97	97.0	100.0	
Missing	System	3	3.0		
Total		100	100.0		

The results in Table 3.27 show that 82% of the respondents were interested in learning neutralized international legal English. 15% of them, however, were not motivated at all. What is interesting, according to Table 3.26 and Table 3.27, is the increase (+8%) in the proportion of those uninterested in having a job in such international settings but partial to learning the appropriate legal English therein.

3.8.2.6 Digital Learning

The last section analyzes the implementation of technology in legal English instruction. The data to analyze for the technology variable comprise the statistics on the law students' affordance of relevant hardware possession and software subscriptions. The analysis will also be on their ability to master those technological devices and their experience using websites and mobile applications. The latter was also the subject of analyzing the informants concerning their interest in using them to learn legal English.

In order to see whether or not law students were ready for the implementation of technology in the classroom, four yes-no questions were asked in this vein. Did they have a smartphone or a tablet? Could they afford access to the internet (Mobile data or Wi-Fi)? Did they use any applications or websites to learn legal English? Moreover, could they afford paid applications and premium services?

Table 3. 28

Digital Equipment and Software Affordance and Use

Questions	Yes %	No %
Devices availability.	99.0	1.0
Access affordance (the internet, Wi-Fi).	83.0	17.0
Paid applications and premium services affordance.	40.0	60.0
Using applications and websites.	49.0	51.0

Table 3.28 demonstrates that almost all of the informants (99%) had the needed devices, such as smartphones and tablets. However, 17% reported that they could not afford internet or Wi-Fi access. Furthermore, 60% of law students denied the affordance of the different subscriptions, such as paid applications and premium services. Concerning the informants' familiarity with using mobile applications and websites to learn English, 49% confirmed such an experience, whereas 51% did not.

Not only does the law student having an electronic device constitute a substantial factor in digital learning, but mastering those pieces of equipment should be paramount. To this end, such a complementary relationship was the subject of one scale question to law students. The latter choose one of three options: low, intermediate, and advanced. The question is meant is to consider the appropriate method for a technology-assisted course design.

Table 3. 29*Mastering the Use of Digital Devices*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	low	1	1.0	1.0	1.0
	intermediate	49	49.0	49.0	50.0
	advanced	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

As displayed in Table 3.29, law students had different responses when enquired about how much they mastered using their digital devices. Conforming to the obtained results of the availability of devices in Table 3.28, half of the informants (50%) said that they have an advanced level of using electronic devices. Almost similar results (49%) were recorded for those of intermediate control. One student (1%) reported they could not run such sophisticated instruments.

Concerning the willingness to implement mobile applications and websites during the course designed for the experimental group, the latter was asked to tick one of the four options: not interested, neutral, strongly motivated, and very strongly motivated. In fact, it was expected that law students would be inspired by such an experience, especially since learning legal English with mobile applications might facilitate the process.

Table 3. 30*Interest in Using Applications and Websites*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Not interested	12	12.0	12.0	12.0
	Neutral	29	29.0	29.0	41.0
	Strongly	38	38.0	38.0	79.0
	Very Strongly	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Data presented in Table 3.30 reveal that 12% of the informants demonstrated that they were not interested at all in using premium services. 29% of them had neutral opinions. However, 38% expressed their strong motivation to make use of legal English-themed mobile applications, whereas 21%, having the same inspiring view, considered such a technique very strongly appealing.

3.8.3 Teachers' Interview Analysis

As revealed above in the teachers' interview description, the structured interview with teachers of English includes 31 questions in various areas related to students' needs. The data is collected from questions on background, experience, opinions, and recommendations of the four teachers of English so that they are crosschecked with the law students' answers. Data in this section is analyzed quantitatively and qualitatively, and several questions' data are grouped in one table to make the analysis reading straightforward.

At first, the teachers of English of the Department of Law at the University of Batna 1 who participated in the present research were asked about their status and qualifications by noting their gender. Such an inquiry was meant to have an idea about their professional condition and academic background. It would also give insights into their abilities and potential understanding of the teaching process, especially within a specialized context.

Table 3. 31*English Teachers' Gender and Qualifications*

Status and qualification	Frequency (n)	Percent (%)
Gender		
Male	3	75.0
Female	1	25.0
Status		
Full-time teacher	3	75.0
Official part-time teacher	0	0.0
Not official part-time teacher	1	25.0
Other		
Qualifications		
License	0	0.0
Master's	1	25.0
Magister	0	0.0
Doctorate	3	75.0
Other	/	/

Note. Official part-time teacher accounts for full-time teachers at other departments teaching English at the Department of Law.

Table 3.31 demonstrates the gender, status, and qualifications of the teachers of English at the Department of Law. It shows that the mixed-gender teaching board of English is formed of three (75%) full-time male teachers, one (25%) not official part-time female teacher, and no official part-time teachers. As far as the qualifications were concerned, three teachers (75%) had a doctorate, whereas one teacher (25%) had a Master's degree.

More details about the qualifications and backgrounds of the teachers of English were also provided to complete Table 3.31. A variety of specialities and diplomas were obtained in the different qualifications and areas of English teaching. One teacher had a Magister¹⁶ major and a

¹⁶ *Magister*: A former Master's Algerian degree delivered after two-year postgraduate studies in the former educational system before undertaking the latest reforms of LMD.

doctorate in public law, particularly constitutional law. The latter had been following additional post-graduate studies in human resources. Even though he was acquainted with public law, he was teaching English to property law Master's students. Similarly, another teacher with a License in law and political sciences then obtained a Magister and a doctorate in international law of the sea. As his areas of knowledge included public international law, he was charged with teaching business law and especially environmental law students. The third teacher held a doctorate in law and another in sociology in addition to a certificate of English from both Cambridge and Oxford Universities. He was experienced in criminal law and was a teacher of English to master's students specialized in administrative law and second-year ones specialized in criminal law. The fourth teacher, however, had a Licensed degree in linguistics and majored in language and culture studies for a Master's degree. She said she was not acquainted with legal concepts and was charged with teaching first-year Master's law students of criminal law. What is noticed is the heterogeneity of teaching areas, legal backgrounds, and the intersection of the latter with English background and abilities.

Concerning previous professional experience, all teachers said they taught elsewhere other than at the Department of Law, such as the Department of Politics and the Department of Economics. It is worth mentioning that political studies, for example, share some aspects with law studies, such as diplomacy and international relations. On the other hand, economic studies share some aspects with law studies, such as business law and administrative law.

Enquiring the English teachers' acquaintance with legal English, they were asked when they were first introduced to it. The teacher specializing in law and sociology said he came across legal English in 1980 when he started his post-graduate law studies in the UK. Similarly, the other

teacher declared that he first came across legal English in 2013 during his doctorate studies in the UK., The third teacher specializing in constitutional law had not been introduced to English for the law until 2017. The last teacher specializing in language and culture revealed that such a unique variety was a new concept for her.

According to the English teachers' answers regarding when they had been teaching at the Department of Law, two of them who had their studies completed in the UK had started teaching law at the Department of Law in 1985 when the University of Batna 1 was created and established. Besides, they then started teaching English to Master's law students only in 2017. Another teacher had been teaching law there since 2008, nine years before starting teaching English, whereas the teacher specializing in language and culture started teaching in 2019.

One may wonder about assigning subject specialists with legal knowledge instead of language teachers with linguistic backgrounds. Was this because the former is more able and eligible than the latter? Notwithstanding, there is no doubt that English for Specific Purposes (ESP) training promotes English teachers' abilities and performance in the classroom, especially when they lack a specialist background. Such a guidance set might be useful for the teacher inexperienced in legal matters and also might foster the experienced ones' knowledge. To this end, during the interview, the English for Legal Purposes (ELP) practitioners were asked whether or not they had such training to see to what extent they were aware of the ESP realm.

Table 3. 32*Previous Training on ESP*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	yes	2	50.0	50.0	50.0
	No	2	50.0	50.0	100.0
Total		4	100.0	100.0	

Data presented in Table 3.32 show that teachers had different experiences regarding ESP training courses. Two teachers of English (50%) delivering courses to administrative law, criminal law (2nd year), environmental law, and business law Master's students declared they had previous training programs. However, those charged with property law and criminal law had never been to any ESP training, even though one teacher had already graduated from the Department of English. Again, this raises the question of how a teacher specializing in constitutional law could teach English to property law students without at least any previous ESP training.

As such, teachers of English were likely to have had different legal and pedagogical backgrounds, thereby having dissimilar perceptions of what it means to teach English to law students and in what ways. They might use different materials, activities, and methods. In this regard, they were solicited to offer their views on what variety they would teach law students: General English, legal English, or both.

Table 3. 33*English Teachers' Choice of Teaching Areas*

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Legal English	3	75.0	75.0	75.0
	General English	0	0.00	0.00	0.00
	Both	1	25.0	25.0	100.0
Total		4	100.0	100.0	

As shown in Table 3.33, 75% of the teachers of English at the Department of Law at the University of Batna 1 said they prefer to focus on legal English. However, the teacher of English specializing in language and culture (25%) revealed that teaching additional aspects of general English might be better as it is a fundamental element in learning a more specialized variety. In addition, general English might be of supplementary value to legal English, but both can be taught in a complementary manner.

As previously mentioned, most respondents had experience teaching English at the Department of Law. In this line of thought, teachers were asked what deficiencies in English from which law students were suffering. In fact, the teachers of English had different views and answered from different backgrounds, perspectives, and angles, as the lack might include different linguistic and communicative aspects and levels of language.

Even though the teacher of English with a linguistic and cultural background had recent experience, she said, "I have noticed that most of the students have problems in the grammar structure and a noticeable lack of vocabulary". The same teacher had recommended in Table 3.33 teaching both English for General Purposes (EGP) and English for Legal Purposes (ELP). Another teacher appeared to be aware of the history-bound nature of legal English and the presence of

foreign words, especially the penetration of French therein. He linked such an aspect to the crosslinguistic transfer of French over English in terms of pronunciation. He reported that the central students' lack in English was “pronunciation for so many students are already acquainted with French, so since so many French words are included in English, the students seem not to have problems in terminology but in pronunciation”. In the same context of French, the third teacher implied that students' level of English was lowered because of offering French courses instead of English ones during the Licence cycle. He said, “Previously, our students of Law and Political Sciences did not have the chance to choose between French and English in the 1st year”. The last teacher preferred to approach the answer from the communicative side saying that “there is a lack of support to use English in the home environment and the community”.

The English teachers' views on who is likely to be more qualified to take on teaching legal English might be of considerable importance in that they already have different backgrounds, as discussed above. Furthermore, having an idea about the students' lack might reveal who should be more eligible. The experienced teacher in language? Or the experienced one with a legal background? And why?

Table 3. 34

Eligibility of Teaching Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	English Teacher	2	50.0	50.0	50.0
	Subject-specialist	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

As shown in Table 3.34, teachers' eligibility matter has polarized opinions among the English instructors. While two teachers (50%) were for the English practitioner to accomplish this task, two other teachers (50%) were against it. What comes to one's attention is the fact that one subject specialist thought that the teacher of English is the one who should teach English at the Department of Law.

Teachers of English provided different views regarding the eligibility of teaching legal English. One teacher held that legal English should not be taught by the subject specialist and said that the "teacher of English is more familiar with the language and can define the needs of his students". Similarly, one subject specialist denied his workmates' ability to cope with teaching legal English in favor of the teacher of English, insisting on the prerequisite that the latter should have the legal knowledge, declaring that "legal background is one of the basics of teaching legal English". Even though the fourth teacher thought that the subject specialist was more eligible to teach legal English, he declared that both of them should be qualified in a manner that the subject specialist is trained in linguistic and didactic aspects and the teacher of English is given considerable legal knowledge.

Whoever is in charge of teaching English for law should foster law students' motivation and make them keep their attention inside the classroom. One example that might be used is switching back and forth to the learners' mother tongue. As mentioned in Chapter One, the Direct Method came as a healthy reaction to the overuse of the learners' native language for learning a foreign language. Notwithstanding, it was hypothesized through the present investigation that using the mother tongue may motivate law students. To this end, the teachers of English were asked whether

or not they used the mother tongue in the process of teaching and what were the resulting students' reactions.

Table 3. 35

Using the Mother Tongue while Teaching English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	yes	3	75.0	75.0	75.0
	No	1	25.0	25.0	100.0
Total		4	100.0	100.0	

According to Table 3.35, 75% of the informants recognized using Arabic during the English instruction, providing arguments for that. For example, one teacher said using the mother tongue should be helpful and might allow dealing with mixed-ability groups. The students' reactions to code-switching between English and Arabic in the classroom were positive, as teachers demonstrated that the learners were comfortable using Arabic. Furthermore, students could understand and remember the terminology as a language-learning strategy.

Whatever their backgrounds and specialities were, the teachers of English at the Department of Law did not collaborate with the external environment interveners, such as other teachers of English, subject specialists, legal professionals, etc. One teacher said that teaching legal English in the Master's cycle was already a recent practice at the Department of Law. Again, it is wondered how that subject specialist specialized in constitutional law was teaching English to Master's students majoring in property law even though the former belongs to public law and the latter belongs to private law.

In the same vein, teachers of English rated the extent of their law students' motivation in previous classes they were in charge of. The question 'How would you rate the students' motivation in your previous classes?' comprised the options: motivated or not motivated. This question was meant to consider what to include as law-related materials, activities, and techniques in the course to be designed for the experimental group.

Table 3. 36

Rating Students' Motivation in Previous Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	motivated	3	75.0	75.0	75.0
	not motivated	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

According to Table 3.36, 75% of the respondent teachers thought that law students had a strong motivation for learning legal English, whereas one teacher (25%) thought there likely was a lack of motivation among the learners. Consequently, the question that should be asked is what methods, other than that of using the mother tongue, might be used for the potential effectiveness of legal English teaching.

The interrelation between law and literature was discussed differently in several works, such as Sokol and Sokol's (2004). The study described and explained Shakespearean artistic language within the context of the law. Further, Neville Turner (1985) even tackled the possibility of using literature as a method to teach law. In the same line of thought, can teaching legal English through literature foster law students' motivation? The interviewees were then solicited to give their views on including literature in teaching legal English as they intersect in some characteristics. In this case, the courses might include literary devices and artistic elements, such as poems, short stories,

and theatrical pieces (mock trials). However, all teachers of English denied this idea without providing any arguments.

Similar to the previous question about teaching legal English through literature, teachers of English were also asked whether or not including the aspects of *Shariâa* Law might be deemed appropriate in the courses to be designed. *Shariâa* law, as mentioned in Chapter Two, is a different legal system, thereby constituting an area of intercultural differences. It also has an impact on the Arabic-English-Arabic legal translation process.

Table 3. 37

English Teachers' Views on Including Islamic Concepts in Teaching Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	yes	2	50.0	50.0	50.0
	No	2	50.0	50.0	100.0
Total		4	100.0	100.0	

In this regard, Table 3.37 reveals that the issue of Islamic concepts divided the interviewed English teachers' opinions in such a way that half (50%) thought it might be feasible, and the other half (50%) did not. The activities in this context might include reference to Islamic concepts, such as *wakf* (mortmain), marriage, divorce, children's custody, heritage, etc. Undoubtedly, including Shariaa notions in teaching legal English might not be in the same load but according to the speciality per se.

Unlike law students' preferences, English practitioners might have different perceptions about the appropriate role(s) to play. As shown in Table 3.38, a group of teachers' roles was listed so the interviewees could tick one or many choices. Say briefly: What should they be to the law learners?

These include the teacher as controller, prompter, facilitator, tutor, organizer, resource, participant, and others.

Table 3. 38

English Teachers' Views on How Their Role Should be

ELP Practitioner Role	Percent (%)
Controller	0.0
Prompter	0.0
Facilitator	50.0
Tutor	25.0
Organizer	25.0
Resource	0.0
Participant	25.0
Other	0.0

Unexpectedly, the teachers of English perceived their roles as dissimilar to the students' questionnaire responses. The results demonstrated in Table 3.38 show that half (50%) of the teachers of English thought that they must act as facilitators in the classroom. One teacher (25%) among them considered that their role should be a tutor, an organizer, and or participant. Interestingly, teachers did not opt for being a prompter and a controller for example.

The teachers of English were enquired about their views on the order of skills that should be focused on for the law students in the English course. Different from the second and third methods and similar to the first one used with law students to determine the most frequented order, the method used with teachers implied that each skill was given a score reversibly, from one to four, according to its order.

Table 3. 39*English Teachers' Views on the Order of Skills*

	Percent	Scores of Skills Order (s)			
		Listening	Reading	Speaking	Writing
	%	s	s	s	s
WRLS	25.0	2	3	1	4
RLSW	25.0	3	4	2	1
LRSW	25.0	4	3	2	1
LRWS	25.0	4	3	1	2
Total	100.0	13	13	6	8

Table 3.39 demonstrates that teachers of English had different opinions, and each teacher (25%) chose a different possibility from 24 probabilities. The order of skills differed from the students' wants in terms of the third and fourth ones. That is listening (13), reading (13), writing (8), and then speaking (6). Even though listening and reading had the same points (13), reading was second in that two teachers put listening first.

Teachers of English were asked to provide their views on the extent to which they consider the usefulness of the elements to be included in teaching the four skills. Table 3.40 is similar to that given to law students regarding the areas to focus on in the four skills. Notwithstanding, students were asked to choose what they wanted, and teachers were asked to select one choice from four scale-based options, from recommended to not at all.

Table 3. 40*English Teachers' Views on the Elements to be Included in Teaching the Four Skills*

Area	Recommended %	Useful %	Neutral %	Not useful %
Reading				
Textbooks on law	75.0	25.0	0.0	0.0
Journals on law	75.0	25.0	0.0	0.0
Legal reports on associations and countries	25.0	50.0	0.0	25.0
Court judgments on plaintiffs and defendants	50.0	50.0	0.0	0.0
Articles, codes, decrees	50.0	50.0	0.0	0.0
Other				
Speaking				
Speaking to legal professionals	25.0	75.0	0.0	0.0
Participating in conferences	50.0	25.0	0.0	25.0
Other				
Listening				
English courtroom legal judgments via videoconferences.	50.0	50.0	0.0	0.0
Online lessons on legal English.	25.0	75.0	0.0	0.0
Other				
Writing				
Reports on law	75.0	25.0	0.0	0.0
Articles in contracts	50.0	50.0	0.0	0.0
E-mails to legal professionals	75.0	25.0	0.0	0.0
Other				

Table 3.40 demonstrates that 75% of the teachers of English recommended that law students read textbooks and journals on the law. 50% also thought that legal reports on associations and countries were useful materials. The interviewed teachers emphasized materials dealing with court judgments on plaintiffs and defendants in addition to articles, codes, decrees, etc., as half (50%) of them considered them useful, and half (50%) recommended them.

Regarding speaking skills, the section is twofold, containing one question in a professional context and another in academic literacy. Table 3.40 shows that 75% of the teachers of English rated speaking to legal professionals as useful. Participating in conferences also gained importance among the interviewees, as 50% considered them useful, and 25% recommended them. It is worth noting that these results concerning speaking skills match those found in the analysis of law students' questionnaires.

As previously mentioned in the analysis of Table 3.39, listening was classified as the first skill among the rest. In this vein, the third section of Table 3.49 demonstrates the areas and materials to judge by the teachers of English. The informants were asked to select their opinions on listening via videoconferences and online lectures. One-half (50%) of the teachers of English rated the first option as recommended, and the other half (50%) considered it useful. As for the second option, 75% of the respondents thought it would be useful.

Concerning writing materials and activities, 75% of the participants recommended writing reports on law and e-mails to legal professionals. The latter might be considered as written communication. They also (100%) scaled up the usefulness of writing articles in contracts, as shown in Table 3.49. As mentioned above, writing articles on contracts might be very useful, for there has been a tendency to write in English the different specifications records addressed to the international level and corresponding contracts. Not only has writing in English been practiced by the international companies investing in Algeria but also the Economic Public Companies

(*Entreprises Publiques Economiques*) (EPE) mentioned above and state institutes of an administrative character.¹⁷

In the same context, the teachers were invited to select what methods they preferred more. For instance, the learning-based method, as referred to in Chapter One, might be more appropriate in an ESP context because it concerns the path along which the course goals are to be achieved. The respondent instructors were then offered six choices in a manner that they could select one or many, such as the purely linguistic method, functional and communicative method, skills-based method, and the eclectic method.

Table 3. 41

English Teachers' Views on the Method of Teaching

Methods	Percent (%)
Purely Linguistic	0.0
Functional and Communicative	75.0
Skills-based	50.0
Learning-based	25.0
Eclectic	0.0
Other	0.0
Missing System	1.0

Unlike the results obtained from the students' questionnaire, Table 3.41 demonstrates that 75% of the teachers of English thought the functional and communicative method was the best. In the second position, the skills-based method was selected by two teachers (50%). The learning-based method also gained interest from one teacher (25%). What comes to one's mind is the uninterest

¹⁷ Presidential Decree 15/247 pertaining to Public Procurement Law in Algeria and Delegation of Public Services, article six and 65 thereof.

shown by the teachers of English, especially the language-based method, even though legal English carries an array of complicated characteristics.

In the literature review, it was said that legal English is such a complicated variety. To this end, it was thought to solicit the English teachers' views to confirm those assumptions. Table 3.42 demonstrates the areas that teachers of English might consider 'difficult' to learn by law students. The four judgment options are scaled from 'very difficult' to 'not difficult'. The areas to consider included lexical features, such as foreign and technical words, phrasal verbs, binomials, and archaic items. They also comprised syntactic features, such as the complicated and lengthy sentences caused by the abnormal nesting of adverbials at different syntactic points, nominalization, and passivization. The last section of areas to judge was a set of grammatical constructions, especially the peculiar use of the deontic modal verb 'shall'.

Table 3. 42*English Teachers' Views on the Difficult Areas in Teaching Legal English*

Linguistic aspects	Very difficult	Difficult	Just Feasible	Not difficult
	%	%	%	%
Lexis				
-Foreign words (Latin and French)	0.0	75.0	25.0	0.0
-Technical words (consideration, tort, construction, etc.)	25.0	25.0	50.0	0.0
-Phrasal verbs (abide by, proceed against, write off, etc.)	25.0	25.0	50.0	0.0
-Binomials & triplets (law and order, null and void, etc.)	25.0	75.0	0.0	0.0
-Archaism & pro-forms (Hereto, thereof, hereinabove, the said, etc.)	50.0	25.0	25.0	0.0
Other				
Syntax				
-Long complex sentences.	25.0	75.0	0.0	0.0
-Qualifying conditions in the subordinate clause before stating the legal action.	25.0	75.0	0.0	0.0
-Irregular position of adverbial clauses. (between auxiliaries and main verbs, between modals and verbs, etc.)	75.0	25.0	0.0	0.0
-Syntactic interruptions in legal discourse.	75.0	25.0	0.0	0.0
-Reducing subordinate clauses via the process of nominalization.	50.0	25.0	25.0	0.0
-Using noun phrases as post-modifiers.	25.0	50.0	25.0	0.0
-Impersonal sentences via the process of passivization. (passive forms)	25.0	25.0	25.0	25.0
-Other				
Grammar				
-The use of "shall" instead of the present tense in conditional clauses, definitions, etc.)	25.0	25.0	50.0	0.0
-The use of modal verbs to express imperatives, prohibitions, and permissions (shall, may, etc.)	25.0	25.0	50.0	0.0
-Other				

Regarding lexical characteristics, 75% of teachers thought that French and Latin words and doublets were difficult. Areas that were considered just feasible by half of the teachers (50%)

included technical words and phrasal verbs. Archaic words and pro-forms, however, gained the highest score (50%) of the elements that were seen as very difficult. What can be noticed is the fact that the interviewees did not select any lexical feature to be not difficult.

Syntactic characteristics, on the other hand, generated essential data. Long complex sentences and qualifying conditions (otherwise initial descriptions) were rated difficult by 75% of the teachers of English. For example, the irregular position of adverbial clauses was considered very difficult. Thus, all that caused the legal English sentence to be long and complicated were not thought of as easy elements but either very difficult or difficult.

Notwithstanding, the rates appear to move to feasibility and easiness, such as when 25% of the teachers of English thought that it would be unchallenging to teach nominal and noun phrases, especially when they are post-modifiers, unlike 50% of them that considered the former very difficult and the latter difficult. As per teaching the impersonal sentences, each of the four teachers of English considered it differently by choosing one of the four options.

The last section was considered not difficult, according to Table 3.42. Teaching law students that the different use of 'shall', especially in conditional clauses in legal English instead of the usual present tense, was seen as feasible by 50% of the interviewed teachers, whereas 25% thought of as difficult and 25% as very difficult. Likewise, the same proportion went for using modal verbs to express imperatives, prohibitions, and permissions (shall, may, etc.).

Unlike law students' preferences, all English teachers' views on the extent of the specificity of legal English courses to be offered were for the major-based ones for organizational matters. In fact, English within the context of the law might include a progressive tone of specificity according

to the situation it expresses. In other words, it is a continuum along which its structure goes from the most general legal terms shared by all specialities, such as trials, crimes, titles of professionals, international relations and treaties, etc., to the very contextual use, such as business law terms.

As shown in Table 3.43, English practitioners rated their opinions on learning the different aspects of legal English by selecting one of the four scaled options: not interested, neutral, strongly, and very strongly. These included several areas to recommend or reject. For example, the progressive specificity of legal terms, grammatical structures, linguistic characteristics, and functions, such as obligations and prohibition, in addition to teaching the way to render numbers into a written form, litigations, and legal translation.

Table 3. 43

English Teachers' Views on the Recommended Areas in Teaching Legal English

Recommended Areas	Not interested	Neutral	Strongly	Very Strongly	Total
	%	%	%	%	%
General English	0.0	0.0	75.0	25.0	100.0
General legal terms	0.0	0.0	50.0	50.0	100.0
Specific legal terms	0.0	25.0	25.0	50.0	100.0
Grammatical legal structures	25.0	0.0	50.0	25.0	100.0
Linguistic features	25.0	0.0	50.0	25.0	100.0
Legal English functions	0.0	0.0	50.0	50.0	100.0
Contracts	25.0	0.0	25.0	50.0	100.0
Litigations	0.0	0.0	50.0	50.0	100.0
Legal translation	0.0	0.0	50.0	50.0	100.0
Other					

Table 3.43 shows that 75% of teachers of English strongly recommended general English teaching. Regarding legal terms, half of the interviewed instructors (50%) thought that teaching both the general and specific ones is very strongly recommended, and the case was similar for

legal English functions, English for contracts and litigations, and legal translation. To a lesser degree, 50% of the teachers of English strongly recommended teaching the grammatical legal structures and the different linguistic features.

The time allocated to teach English at the Department of Law at the University of Batna 1 is one hour and a half per week. This limitation is likely insufficient so that law students learn legal English peculiarities. As such, it was wondered what the English teachers' perceptions and recommendations might be for the appropriate time for the future suggested course. Further, they were solicited to provide their views on whether the time suggested for teaching English should be allotted for one session only or divided into several sessions, noting their number.

Table 3. 44

English Teachers' Views on the Time and Number of Lessons of Teaching English

	Frequency	Percent	Per week	Frequency per week	Per session	Per semester	Average
	n	%	h	n	h	h	h
Time	3	75.0	3				
	1	25.0	4				
Frequency							
A lesson a week	0	0.0		0			
divided into	3			2	1.50	42-48	
short lessons	1	100.0		4	1	56-64	49

Note. The formal number of weeks per semester in the LMD system is 14 to 16.

According to Table 3.44, three teachers of English (75%) thought three hours per week should be allocated to teach law students specific English to their domain, divided into two short sessions a week. That is one hour and a half for each session and 42 to 48 hours per semester. However, one teacher (25%) preferred four hours a week divided into four short lessons. That is one hour

per session and 58 to 64 hours per semester. Thus, the mean of teaching English per semester would be 49 hours.

Undoubtedly, the importance of the classroom's physical environment is paramount, and ill-equipped ones might engender teaching and learning difficulties. The classroom size, for example, might allow for less flexibility in teaching if it is inadequate. In addition to that, the way seats are arranged might affect how activities are performed and how the course is run. The teachers of English were asked two questions in this regard. 'Do they think that the classroom space is adequate to teach legal English (Lessons, activities, etc.)?' and 'What is the best seating arrangement in the classroom to teach legal English?' The latter included many choices to select.

Table 3. 45

English Teachers' Views on the Adequacy of the Classrooms' Size and Seating Arrangement

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	Adequacy				
	Yes	3	75.0	75.0	75.0
	No	1	25.0	25.0	100.0
	Total	4	100.0	100.0	
	Seating arrangement				
	Amphitheatre				
	Horse-shoe shape	0	0.0	0.0	0.0
	U-shape	1	25.0	25.0	25.0
	V-shape	0	0.0	0.0	0.0
	Circle shape	0	0.0	0.0	0.0
	Tables are already fixed on the ground	3	75.0	75.0	100.0
	Other	0	0.0	0.0	0.0
	Total	4	100.0	100.0	

According to Table 3.45, 75% of the teachers of English were satisfied with the size of the classroom, considering it adequate to deliver the English courses, unlike one teacher (25%) who was not. Concerning the best seating arrangement, one teacher (25%) declared that it would be the U-shape, whereas 75% thought there would be no other possible alternative because tables were already fixed on the ground even though the seating arrangement is adaptable in such a case.

The appearance of the new movement of plain English might affect legal English teachers' perceptions of the teaching and learning processes. In the previous analysis of Table 3.42, the teachers of English were asked to provide the degree of recommendation on teaching the idiosyncrasies of legal English, such as the special use of the deontic modal verb 'shall' and the complicated insertions of adverbials. In the same line of thought, one may wonder whether they may recommend joining the plain English campaign for the teaching of legal English.

Table 3. 46

English Teachers' Views on Joining the Plain English Movement for the Teaching of Legal English

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	yes	3	75.0	100.0	100.0
Missing	System	1	25.0		
Total		4	100.0		

Data represented in Table 3.46 reveal that 75% of the informants were for joining the plain English campaign. Such a tendency might provide facilitated use and activities about English within the context of the law. These may include but are not limited to simplifying complicated

sentences, shortening lengthy sentences, and using the present simple instead of especially employing the deontic modal verb ‘shall’ whenever possible.

Implementing technology to teach foreign languages has been increasing, especially in the English for Specific Purposes (ESP) context. In the same vein, teachers of English had the opportunity to offer their opinions on the usefulness of digital learning, such as mobile learning and blended learning in the English course. In other words, to what extent does the teachers of legal English implement electronic devices like smartphones, tablets, etc.?

Table 3. 47

English Teachers’ Views on the Usefulness of Digital Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
		n	%	%	%
Valid	yes	3	75.0	75.0	75.0
	No	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

75% of the teachers of English, as shown in Table 3.57, thought that such electronic tools would be ample opportunity for law students for several reasons. One teacher, for example, declared that recent technological innovations might serve law students well. In the same context, another teacher said that using technology would be an assisting technique for communication, especially when law students share specialized knowledge. Further, the third teacher stressed the importance of technology, revealing that he was always advising his students to watch BBC channels to boost their legal English background.

At last, the interviewed teachers were solicited to offer, if possible, suggestions so that teaching legal English would be effective, especially regarding the coming design course. One teacher

recommended the review of the English module coefficient at high schools and providing the University libraries with legal English books. Another teacher said it must be beyond discussion to consider the process of legal English teaching a simple practice. To this end, he recommended following the standards of the international legal English certificate preparation course to maximize law students' ability and foster their motivation.

3.9 Results of Needs Analysis

This section introduces the results and findings obtained from the analysis of the Master's law students' diagnostic test and questionnaires and English teachers' interviews. The results from the diagnostic test showed that law students from experimental and comparison groups obtained low scores. The results from questionnaire revealed that the demographical background of law students was heterogeneous. At the gender level, the females overwhelmed the males. However, most participants from both genders were jobless but aspiring to be future legal professionals, in general, and judges and lawyers, in particular, including the already employed ones. As far as the linguistic background is concerned, Arabic constitutes the mother tongue of most informants, whereas English constitutes the foreign language of most of them, regardless of their level of proficiency. Even though law students' education systems differed between the majority with the LMD system and the minority with the former classical system, all of them had French as the foreign language module during the License. As revealed in the analysis section in Chapter Three, many law students had their intermediate level of English progressed to an advanced one, whereas some had their level lowered to a beginner one.

Concerning legal English, the results demonstrated that it was a new concept to most law students who were at the same time interested in learning it, especially for future professional use.

However, they thought that English for the law should be taught by the subject specialist thanks to the legal background they have instead of the teacher of English. Alternatively, according to the respondents, the latter should cooperate with the informed teachers and professionals. Further, law students preferred non-linguistic methods and working in groups with the teacher of English acting as a prompter. Concerning the preferred order of skills using three different methods: The more frequent possible combination, the frequency and percentage of each skill ordered the first, and assigning values then accumulating them according to each ordered skill. The results revealed a difference of preference between the first method, Listening-Reading-Writing-Speaking, as compared to the second and the third ones, Listening-Reading-Speaking-Writing, meaning that reading and speaking skills were reversibly ordered. However, the comparison of the two variables led to listening-reading-speaking-writing being the dominant order. In the same context of skills, law students were interested in all materials suggested to them except their dissimilar opinions on reading legal reports on associations and countries and writing emails to legal professionals.

The respondents did not have any experience in reading or listening to legal English materials, and when done, they had never detected any distinctive linguistic features before. Most areas of legal English learning gained a solid interest among the respondents, including implementing the cultural aspect of *Shariâa* in legal English courses contrary to implementing literature. Furthermore, they expressed a need for wide-angled courses and academic written legal journals and textbooks.

Law students showed awareness of the difference between the Algerian and Anglo-Federal legal systems. Moreover, most of them recognized that they had an idea of how the dissimilarity of legal systems might cause difficulties in Arabic-English-Arabic legal translation. That being

said, law students showed their preference for deciphering those pitfalls generated by the interrelation between legal translation and legal culture differences. In the same vein, they aspired to join international companies and organizations while learning international legal English. Concerning devoting technology as an assisting technique in teaching law students legal English, the results showed that the process is feasible, according to the respondents.

The results collected from the interview showed a diversity of the English teachers' specialities, diplomas, and backgrounds. Three male full-time teachers had doctorate grades in different areas of law, and one female part-time teacher had her Master's degree in English literature. Such heterogeneity extends to the experience, previous English for Specific Purposes (ESP) training, and teaching areas inside and outside the Department of Law. In this vein, they had started teaching law and legal English for different specialities on different dates.

One may wonder about assigning subject specialists with legal knowledge instead of teachers of English with a linguistic background in teaching legal English at the Department of Law at the University of Batna1. One may even wonder about the fact of assigning teaching legal English to those subject specialists where the legal background of the subject specialist does not conform to the speciality of the law learners they teach.

Teachers of English with different legal, linguistic, and pedagogical backgrounds were likely to perceive teaching legal English differently. In this regard, while teachers with legal backgrounds preferred to focus on legal English, the one teacher with English literature backgrounds preferred to offer additional focus on general English. In the same vein, she noticed that part of law students' lacks was suffering from especially grammar structure, whereas the other teachers mentioned the

crosslinguistic transfer of French over English in terms of pronunciation and vocabulary. French was also considered the cause behind the low level of students in English as it was taught in the License cycle.

Paradoxically, however, the question of the instructors' eligibility to teach English to law students has divided opinions among the teachers regardless of their background. For example, one subject specialist thought that the teachers of English should be the one who should teach English at the Department of Law. The most convincing opinion may be that provided by one teacher that both subject-specialist and teachers of English should be qualified cooperatively in such a way that the former is trained in linguistic and didactic aspects and the latter is offered legal knowledge. Notwithstanding, things were different at the Department of Law according to the obtained results on the coordination. The teachers of English did not cooperate with the different interveners, such as the other teachers of English, subject specialists, legal professionals, etc.

The results concerning motivation revealed that the teachers of English used Arabic during English instruction not only to deal with mixed-ability learners but also to make the learners feel comfortable. Furthermore, according to one informant, such a technique helped the law students use it as a cognitive strategy to memorize vocabulary. They also agreed that the teacher should play the role of a facilitator. In the same line of motivation, the teachers of English rejected the idea of teaching legal English through literary genres and aspects, such as poems, short stories, etc., without offering any argument. However, the issue of incorporating *Shariâa* aspects into legal English materials and activities has polarized the English teachers' views.

Regarding the four skills, the results showed that the teachers of English ordered the skills differently than the students' wants in terms of the third and fourth skills. The teachers of English had recommended all the areas within the four skills in the order of listening-reading-writing-speaking. Still, it was wondered why the teachers of English ordered speaking the last and did not select any area therein as not useful. What was worthy of notice is that teachers of English did not offer any interest in language-based methods regardless of the linguistic complexities of legal English.

The English teachers' assumption on the difficult areas of legal English teaching was for most lexical and syntactic characteristics, exceptionally lengthy sentences. Teaching the impersonal sentences divided the four teacher's views on the degree of their difficulty. Likewise, the teachers of English considered all the suggested areas of legal English teaching recommended for the course to be designed for law students. That being said, they also insisted on immersing law students in the plain English campaign.

The mean time to be allotted for the teaching of legal English, according to the teachers' views, was slightly more than three hours per week and 49 hours per semester. Concerning the classroom's physical environment, they thought that the current size and seating arrangement were satisfying in terms of the performance of activities and collaborative work within the course to be delivered.

The teachers of English considered the e-devices to be of enormous usefulness for law students because the recent technological innovations had served law students effectively. In addition to that, technology-assisted instruction proved helpful in communicative activities. It is best

manifested when law students make use of those technological instruments and features to share legal English input.

Finally, the teachers of English were allowed to offer some suggestions concerning the course to be outlined for law learners. The main recommendations included raising the English module coefficient and the availability of legal English-themed books at the University libraries. At the didactic level, they suggested that legal English courses should correspond to the international legal English certificate preparation courses to foster law students' motivation for learning legal English.

3.10 Conclusion

Throughout this chapter, the methodology used to conduct this investigation was explained regarding research designs, paradigms, study participants, research instruments, and statistical methods. The diagnostic test was taken to determine 100 experimental Master's law students' lacks from five specialities. Whereas questionnaires were employed to gather information on those students' wants, preferences, and necessities, interviews with four teachers of English intended to obtain their opinions and recommendations on what might be difficult and feasible in the legal English course. The considerable data collected from the research instruments, questionnaires and interviews, was reliable after applying Cronbach's Alpha test. As a primary step, the gathered data aimed at identifying the Master's law students' needs. As the reader may notice, the results of the analyzed data showed several areas that appealed to the students' interests and teachers' consent on different linguistic features, methodological elements, intercultural aspects, activities, and collaborative work. However, there were several differences between the students' wants and the English teachers' perceptions. The controversial analyzed data, then, should be interpreted,

compared, and cross-checked for better identifying the law learners' needs, thereby designing the course well. The course designer's views and potential similar previous research results must also be added to the process of cross-checking. The present chapter included only the analysis and results of the collected data quantitatively and qualitatively of the law students' questionnaires and English teachers' interviews using a descriptive method. The next chapter will deal with discussing those results and cross-checking them under the triangulation to arrive at what might suit the law learners' needs in the designed study program.

Chapter Four
Discussing Results
and Developing a
Study Program for
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Chapter IV

Discussing Results and Developing a Study Program for Law Students

4.1 Introduction

The Fourth Chapter sheds light on the steps this research used to develop a study program for Master's law students. It starts by interpreting the results of the diagnostic test, the law students' questionnaires, and English teachers' interviews. The interpretation allows the cross-checking of the perceptions of the teachers, students, and course designer (researcher) by comparing the different possible dichotomies: the course designer vs. law students, the course designer vs. teachers of English, and the teachers of English vs. law students. The process of triangulation and crosschecking aims to ensure the reliability, validity, and credibility of the research. The chapter discusses how such a process of triangulation, along with the course designer's objective arguments, proclaimed challenges, and stated objectives, makes way to founding the needs identification process well and listing the broad axes the study program would contain. They constitute items that could be cross-major or major-based and for which speciality they are intended. They also consist of methodological aspects to promote and for which objective. Once those axes are determined, they are compared to the available materials. The qualitative evaluation and analysis of materials help see which ones conform to the broad axes and which materials should be adapted or written from scratch so that they fit the experimental law students' needs. In addition, the comparison extends to the modules law students were studying. These considerations allow the course designer to found 18 wide and narrow-angled courses whose description is provided in detail regarding the linguocultural components for materials and activities, skills, and methods for each course.

4.2 Interpretation of Needs Analysis

The obtained results from the students' questionnaires and diagnostic tests, interviews with teachers of English, and the analysis thereafter engendered several interpretations. The overall explanation is that they seemed to be aware of their needs and contextually reacted according to the situation and circumstances on the different sides, lacks, preferences, etc. Notwithstanding, the areas mostly need to be interpreted are to be tackled in detail and where such interpretation shall be approached contextually, plausibly, and logically.

4.2.1 Diagnostic Test Results Interpretation

The poor scores gained in the diagnostic test by the experimental and comparison groups under the present experiment might be due to their limited legal English knowledge. In addition, it might be due to the poor legal English courses offered at the Department of Law at the University of Batna 1. Law students have legal English courses overwhelmed by general ones. This fact might have not allowed them to develop their skills at any language level. Thus, designing a relevant course in English focusing on legal aspects shall be relevant for them to realize their needs.

4.2.2 Law Students' Questionnaire Interpretation

The decrease in law students' level of English, in general, might be due to Arabic as their mother tongue and medium of instruction. In addition, the interruption of delivering English courses during the License cycle might have hindered any advance. In the same vein, such a complete absence of English courses during the first cycle of the LMD system might constitute the reason behind the novelty of the legal English concept for law students in general and the poor English curriculum at the Department of Law in the Master's cycle, in particular.

The canvases that the administration offered contain some broad axes only, as referred to in Chapter One. Such deficiency made law students interested in a new course that might fit their needs. The interests, however, were characterized by the tendency to have English for professional courses, which might be due to their awareness of the critical importance of professional English as a lingua franca in a globalized world.

Law students' preference for being taught English by law specialists might be due to the lack of confidence in teachers of English inexperienced in legal issues compared to subject-matter teachers who gained law students' trust. Law students might also have been accustomed to the subject specialists being always charged with teaching English modules. The latter was assumed a customary fact at the Department of Law at Batna 1 University.

In the same context, their preference of working in groups where the teacher is no longer a sage on the stage but a guide on the side is a call implying the rejection of time-honored methods. Opting for methods other than linguistic ones leads to the interpretation that they share the belief in the 'stop teaching grammar' locution. Moreover, the receptive skills were ordered before the productive ones, which indicates that law students might be aware of the underlying nature of the former. They also might be aware of the EFL context and the absence of a comprehensive speech community of legal English. More specifically, the poor interest in emailing peer legal professionals might be because they have insufficient information about exceptional writing in professional emails.

Not having interacted before with legal English input might be because of the lack of good resources and materials and the potential reasons mentioned above. When done, however, the

inattention to the idiosyncratic characteristics of legal English might be attributed to the overall weak level of English. Law students perceived the need for general English as the key to unique English. Their expressed need for learning general legal terms could be interpreted as they might be aware of the permeability between specialities where the boundaries are deemed soft.

Showing interest in including *Shariâa* Law concepts indicates that they were aware of the importance of cultural differences and components in the teaching process. Contrarily, offering less interest in learning legal English through literary genres leads to the interpretation that they may have thought that the intersection between law and literature is impossible. Law students' awareness of the difference between the Anglo-federal and Algerian legal cultures might be because they had a module on comparative legal systems. However, their interest in joining international firms and organizations supports the previous interpretation that they were aware of the position of English in the world as an international language of legal communication. Concerning their aspiration to learn more about the pitfalls of English-Arabic-English legal translation, this might be because they had started thinking of non-equivalent institutions. They might even be attracted by the word 'pitfalls', meaning that there are many considerations to take while translating legal excerpts.

More to the point, the fact that the majority of respondents showed an interest in incorporating technology in the teaching and learning processes leads to the interpretation that they were aware of the importance of technology and its availability. Regarding socio-economic variables, the internet and Wi-Fi in university facilities, such as residences and university libraries are available and guaranteed.

4.2.3 Teachers' Interview Interpretation

The teachers' interview analysis also engendered various interpretations. The fact that teachers of English are subject specialists in different specialities with different English backgrounds and teaching experiences means that they are experienced with a legal background in addition to English. Additionally, the fact that one teacher specializes in culture and literature indicates that she might be able to grasp the intercultural aspect of divergent legal cultures. However, the non-conformity between some subject specialists' legal backgrounds and the assigned English courses leads to the interpretation that the English teaching situation at the Department of Law at the University of Batna 1 was based on possibly poor choices.

Teachers did not opt for the teaching of general English choice as a unique criterion, which might be because they had an idea of the unfruitfulness of neglecting the legal language at the expense of a supplementary, if not complementary, language. English teachers' commentaries on the weak grammar and pronunciation mastery among law students, especially regarding French impact, imply that part of their needs shall comprise general English with a focus on reading. The future curriculum should help them eliminate the cross-pronunciation transfer of French while taking advantage of the cross-vocabulary historical influence.

Like law students, English for Legal Purposes (ELP) teachers might be ill-informed about the intersection of law and literature and how this could generate motivation among law learners. Most teachers are subject specialists and inexperienced in linguistic, literary, and artistic components of teaching languages, especially legal English, which seems to be dry. In the same vein, the interviewees did not perceive the teacher of English to be a prompter in the classroom, which

means that they might not have given enough importance to motivation or did not have vast knowledge about what the prompter teacher could do for such an incomprehensible legal variety.

The similarity of the first and second-ordered skills implies that listening and reading are essential needs, whereas the disagreement on the third and fourth ones implies the English teachers' view that the use of legal English might be more relevant in writing, such as emailing than speaking to a poorly existing English speech community. Teachers' perception of some lexical features as accessible areas might be because of their incomplete awareness of the idiosyncratic nature of legal English vocabulary and the particular use of modal verbs in legal English. This interpretation might also be applied to passivization at the syntactic level. Teachers' recognition of the difficulty of most areas of legalese, recommendations of teaching the linguistic features, and admitting the necessity to join the plain English campaign might be interpreted as the need to teach them both varieties or to approach teaching legal English in a balanced manner.

There are many paradoxes that were noticed at the administration and the teachers' perception levels. The fact that the subject specialists' areas of legal experience and the English courses they deliver are not congruent should be a contradiction that might negatively impact the teaching process. Second, the importance given to the linguistic features but the rejection of language-based approaches leads to questioning the extent of focusing on the characteristics of legal English.

4.3 Crosschecking (Triangulation)

As aforementioned in Chapter Three, the triangulation and crosschecking processes are inevitable, especially to eliminate the contradictions and areas of disagreement between students and teachers and decide on what to do without unjustified bias. Such verification will allow offering insights into the general axes of the course, thereby defining the needs of law students objectively. The

cross-checking shall include a comparison between the students' and course designer's perceptions, between those of the course designer and the teachers of English, and between the latter and the law students.

4.3.1 Course Designer versus Law Students

Most law students have chosen future professional needs. One should wonder what aspect might be more responsive to such a need. As aforementioned, the call for tenders, among other courses, was chosen to be included in the course for some arguments listed as the following:

- a- In the literature review, Basturkmen (2010), for example, referred to the different target situations that law students may face in the future (p. 41).
- b- Calls for tenders are used in procurements and auction sales, which may fit the needs of different specialities the law students belong to.
- c- At the University's Vice-Chancellorship of Development, Prospective, and Orientation of the University of Batna 1, for example, former law students recruited as current public servants graduating from different disciplines (Property Law, Business Law, and Environmental law) work on the same task, call for tenders and contracts. This is not to say that those employees necessarily shared the same instruction at the University or shared the same background, but this is what the *Mutasarif* (Public servants in Algeria) are generally required to do at different administrations.
- d- Even though the tendency is to publish calls for tenders in Arabic and French, especially at state institutes, Presidential Decree 15-247 on the public procurement and delegation of public services, article 65 (see Appendix 6: Excerpts from Algerian Procurement Code) thereof, provides for the publication of the calls for tenders in Arabic and at least one

foreign language. Such a statement means that calls for tenders could be published in English, especially at the international level.

- e- Thus, it aligns with the LMD system requirement for integrating university students in the socioeconomic sector.¹⁸
- f- The state institutes and departments are short of launching the call for tenders in English except for modest attempts done by the Ministry of Defense.
- g- Calls for tenders are like abstracts/summaries for the specifications records, including the provisional contracts (*Cahier des Prescriptions Spéciales (CPS)*).
- h- They prepare students for later professional use of legal English in the local and international context.
- i- They are neutralized; there is no reference to culture-specific institutions, for example, and it is adaptable to many situations nationally and internationally.

More than half of law students preferred Multiple-Choice Questions (MCQ) and working in groups compared to less similar proportions that went for pictures and comments, skills-based, and role-play activities. Whereas MCQ is likely more suitable in tests, skills-based activities seem more relevant for individual problem-solving tasks, games for raising motivation, role-play for pair dialogues, and pictures and comments to generate written and speaking activities. It was thought to include such alternatives in the course and evaluate their effect through observation.

¹⁸ Recently, more procedures were taken by the Algerian Ministry of Higher Education and Scientific Research in favor of the graduated students from the LMD system to create startups thanks to the ministerial decree 1275 and small and medium sized enterprises.

Law students showed less interest in present academic needs but a strong interest in written academic activities, such as legal journals. It was considered that abstracts might be the best example that would fit Master's law students' needs, as they must write them in their Master's dissertations. A quick reading of previous abstracts written in English by previous graduate Master's law students showed that they were suffering from the technical and necessary strategies and moves-structure awareness. It seems then that abstract should be part of the study program for teaching legal English at the Department of Law for all specialities.

4.3.2 Course Designer versus English Teachers

Even though the teachers of English considered most areas listed in Table 3.42 difficult, it was thought that it would be better to be included in the study program. Notwithstanding, such incorporation of lexical features at all levels and grammatical structures should be cautiously approached. The written, adapted, or authentic materials should include these areas more straightforwardly to attract students' attention. This simplification also might be realized if students were introduced to such difficult areas in parallel with more superficial equivalent structures within the plain English movement policy.

4.3.3 Law Students versus English Teachers

As shown in Chapter Three, whereas law students were asked to express their wants and preferences, teachers were solicited to give their views on the potentially difficult areas and offer their views on what aspects should be recommended. The areas included but were not limited to the teacher's eligibility to teach English, collaboration with other interveners, teachers' roles, teaching legal English through literature and including aspects of *Shariâa* law therein, order of skills, methods of teaching, the allotted time, areas of teaching in the four skills, and other. However, there was some harmonization and inconsistency between the students' and the teachers'

answers. If they agreed on some areas and aspects, they held different perceptions of others, which should call for the intervention of the course designer to strike a balance and offer his views.

According to Table 3. 11 and Table 3. 34 in the third chapter, while most law students opted for the subject specialist, the latter had polarized opinions. Hence, the pendulum swung against language specialists. Notwithstanding, one should recognize that English specialists usually take on teaching English modules at different departments, with some exceptions in favor of the subject specialists, such as at the Law Department at Batna 1 University.

Teachers of English at the Department of Law at the University of Batna 1 do not collaborate with peer specialists or other teachers of English. However, law students insisted on cooperation and thought teachers of English must collaborate with the external environment. One should be aware of the positive consequences of teamwork, especially in specialities that are likely to be conceived as complicated, such as legal discourse.

Law students and teachers of English held different opinions about the role the teacher should play in the classroom. Whereas the former opted for the teacher acting as a prompter, the latter opted for the teacher acting as a facilitator. The two views are similar in the broad sense of a non-controller teacher and in parallel with the learner-centered approach, mostly proclaimed in the ESP realm, as explained in Chapter One.

Teaching legal English using the artistic devices of various literary genres has gained little interest among law students and no interest among the interviewed teachers without explanation. A similar fact was interpreted above as a potential ignorance among law students and teachers of the possible interconnection between law and literature and the impact thereof on motivation. In

addition, the evidence from the literature review that literature could be used as a method of teaching legal English was already mentioned in Chapter Three. These factors should promote the reconsideration of the implementation of literature in the course to be designed.

Likewise, whereas law students took an interest in the cultural aspect of *Shariâa* as part of the future legal English program, teachers of English showed less interest. However, Islamic concepts constitute part of the legal culture, thereby being an intercultural area. Therefore, the teacher of English might rely on this fact to explain those intercultural aspects in several activities, such as English-Arabic-English legal translation, especially in terms of religious-based lexis.

Law students and teachers agreed on the listening and reading to precede the rest of the skills. The latter, however, constituted a point of disagreement as they were ordered differently by the law students and teachers of English. Based on the interpretation provided above, both teachers and learners might have taken into consideration the EFL context and perceived the poor speech community for general English, in general, and legal English, in particular. It seems, then, that the order of skills should be listening-reading-writing-speaking.

Law students and teachers of English held different views concerning reading legal reports on associations and countries. Whereas law students had a polarized interest, teachers of English considered this at least useful. Business law students, for example, have a module on international financial institutions, such as the International Monetary Fund (IMF) and the World Trade Organization (WTO). The presence of such a module means that it might be necessary to design a special course for them for the potential intersection of financial issues and law on the one hand

and for the fact that these constitute one example of the international aspect of legal English on the other hand.

They also had different opinions concerning writing emails to legal professionals, as respectively shown in Table 3. 19 Interest in the Materials for the Four Skills and Table 3. 40 English Teachers' Views on the Elements to be Included in Teaching the Four Skills. Teachers of English recommended teaching law students this skill, whereas the latter did not show common interest. Writing professional emails is likely to be necessary, especially for business law students. They need to learn the required strategies to write an email to a potential peer business law student or businessperson.

Law students and teachers of English had different opinions on whether the courses within the suggested program should be speciality-based or addressed to all specialities at once. Whereas more than half of the law students thought that cross-major courses fit their needs more, all teachers of English thought contrarily. As mentioned in Chapter Three, there is a continuum of specificity of legal terms and concepts. Law specialities are likely to interrelate with one another. Whereas law specialities share aspects of suiting and trials, they diverge in profoundly contextual matters. Hence, law students should likely have both types of courses and cope with the tone of specificity and generality of legal terms.

Teachers of English and law students agreed on the skills-based, functional, and communicative methods with different offered priorities. They, additionally, agreed on rejecting the purely linguistic methods. One should be aware of the idiosyncrasies that make legal English such a precise language, which necessitates more focus on language-based methods while considering

other aspects, such as written and spoken communications, critical thinking, problem-solving, motivation, etc.

In addition, law students and teachers of English agreed on a number of perceptions, such as the time allotted for teaching legal English, which is three hours a week. Both agreed on most materials and elements to be included in teaching the four skills, except reading reports on associations and countries and writing emails to legal professionals. Furthermore, they had similar views on the areas and extent of specificity of lexical terms, litigations, legal translation, etc. They also considered technology a helpful technique in teaching legal English through the future designed course.

4.4 Objectives

Not only do the expressed needs of law students constitute the main guiding criteria for the legal English course design, but also the general and specific objectives determine and frame those needs according to the context and the purpose of study per se. In the present research, the study program is also related to a more extensive scope, namely the requirements and objectives of the LMD system mentioned in Chapter Two. Thus, law students shall be able at the end of the study program:

- a- To comprehend legal English documents, whether read or listened to.
- b- To distinguish between the Algerian and Anglo-American legal cultures and avoid the effect of the continental paradox mentioned in Chapter Two.
- c- To balance the complexities of legalese and the possible simplified alternatives set by the Plain English Movement.
- d- To grasp the effects of the dissimilar Algerian and Anglo-American legal cultures on the process of English-Arabic-English legal translation.

- e- To be ready to join international companies and organizations applying a maximum of professional legal English knowledge (legal translation, working in litigations departments, contracts departments, etc.).
- f- To be an independent legal English learner.

4.5 Broad Axes

From the interpretation of the obtained results, triangulation, considering the limitations (See Chapter Six) and objectives, appears the broad axes of the study program. Table 4.1 introduces, on the vertical side, materials and the main areas to be included in terms of the linguistic features, the four skills, the grammatical structures. In addition, the demographical information, such as the law learners' prior level of English and the progress achieved thenceforth, the mother tongue, the desired profession, etc., are taken into account implicitly. On the horizontal side, however, the choice of the extent of specificity is found, whether the item is used for a specific speciality, many or all specialities.

Table 4. 1*Broad Axes of the Study Program*

Item	Cross-major	Major-based
Present academic needs (abstracts)	x	
Future professional needs (calls for tenders)	x	
Legal reports on associations and countries		business law
Online lessons on legal English	x	
Court judgments on plaintiffs and defendants	x	
Articles, codes, decrees	x	
Articles in contracts	x	
E-mails to legal professionals		business law
General English	x	
General legal terms (All legal fields)	x	
Specific legal terms (only the speciality)		x
Linguistic features of Legal English	x	
Legal English Functions (permission, ordering, and prohibition by the use of modal verbs)	x	
Transforming numbers into written words		business and real estate
Litigations	x	
Legal Translation and Pitfalls	x	
Islamic <i>Shariâa</i> law in English	x	x
Legal English by literary genres	x	
Plain English	x	
Lacks proclaimed by teachers	x	

Table 4.1 displays that the abstracts to be taken from academic journals and calls for tenders will be used for all five specialities. Undoubtedly, even though there are boundaries between the different majors, there is also a possibility that they share aspects between them. As such, all students will have general English, general legal terms, and all levels of linguistic features and idiosyncrasies of legal English being included. However, some legal vocabulary will be introduced to some specialities, which will be exchanged with the rest through the messenger group. Legal reports on associations and countries and emails to legal professionals are to be taught to business law students only. The latter will share transforming numbers into written words with property law students who will have *Shariâa* concepts, such as mortmain (*wakf*) and heritage. In addition, all

specialities will have both the principles of the plain English movement and the proclaimed lacks by teachers considered.

The course will be designed while striking a balance between the complexities found in legal English, especially at the lexical and syntactic levels on the one hand, and simpler alternatives under the principles of the plain English movement on the other hand. At the lexical dimension, the balance includes substituting Latin words with English equivalents, the modal verb 'shall' with present simple in some contexts, and archaic words with more familiar ones. The abnormal order of nested clauses within sentences is normalized at the syntactic level. This balance ensures that law students will recognize and draw a line of demarcation between both varieties, as some legal documents still contain the preserved tone of legalese, whereas others are simplified according to the Plain English Campaign standards.

However, the axes listed above need to be presented methodologically. In this sense, law students will have a variety of methodological and classroom management aspects, as mentioned in Table 4.2. These may include but are not limited to the teaching method, the teacher's role, the type of activities, the collaborative work policy, the focus and order of skills, the relevant allotted time, and switching to the mother tongue in the classroom when necessary.

Table 4. 2*Methodological Aspects of the Study Program*

Methodological Aspects	Action/Objective
Language-specialist	Promoted
Linguo-Cultural Approach	Promoted
Content and Language Integrated Learning	Partially promoted
International Legal English	Promoted
Cooperative policy with the external interveners	Promoted
Facilitator and prompter	Promoted
games	Motivation
MCQ	Tests
Role-play	Communication
Skills-based	Critical thinking
Picture and Comment	Communication and writing
Individually	Critical thinking
Pair-work	Assisting tools
Group-work	Communication
Motivation	Promoted
Functional and communicational language	Promoted
Time	Reconsidered
Listening-reading-writing-speaking	Promoted
Switching to Arabic (translation/raising motivation)	Promoted without abuse
Technology-assisted instruction (Mobile Applications)	Promoted

Table 4.2 reveals the methodological items that focus on the linguistic features and idiosyncrasies mentioned in Table 4.1 without neglecting the functional and communicative aspects of legal English. Moreover, the linguocultural approach will be promoted by including intercultural and cross-cultural components in the context of divergent legal cultures. Content and Language Integrated Learning (CLIL) will be partially promoted due to the EFL context, the presence of subject specialists teaching English, and some experience in legal knowledge, notably contracts that the course designer (researcher) has. Furthermore, English as a legal lingua franca was also considered a form of the recent convergence of legal cultures in the time of globalization.

The study program will also include promoting activities, such as games, teachers' roles as facilitators and prompters, and switching back and forth between English and Arabic to raise the law students' motivation. Literary legal English will be incorporated into texts and activities as an artistic component that may foster law students' motivation. More to the point, law learners will also be pointed towards technology-assisted instruction, especially the use of legal English mobile applications as collaborative motivational autonomy-providing tools.

Furthermore, activities such as pictures and comments, role-plays for writing, and communication will also be focused on. Law students will learn the four skills individually, in pair-work, and in groups in sufficient time. Concerning the collaborative policy, teachers will be solicited to coordinate with the informed subject specialists, other teachers of English, and legal professionals.

4.6 Materials Preparation

The materials collection process that might fit the determined needs of law students was complicated, especially authentic resources. Notwithstanding, the course designer collected authentic materials, such as some articles translated into English taken from the *legifrance* website. Those translated articles were preserved or adapted according to their context, similarity, and conformity with the Algerian ones downloaded from the *JORADP* website¹⁹. Other articles from the United Nations English conventions and books, such as *Business Law Today* and *Absolute*

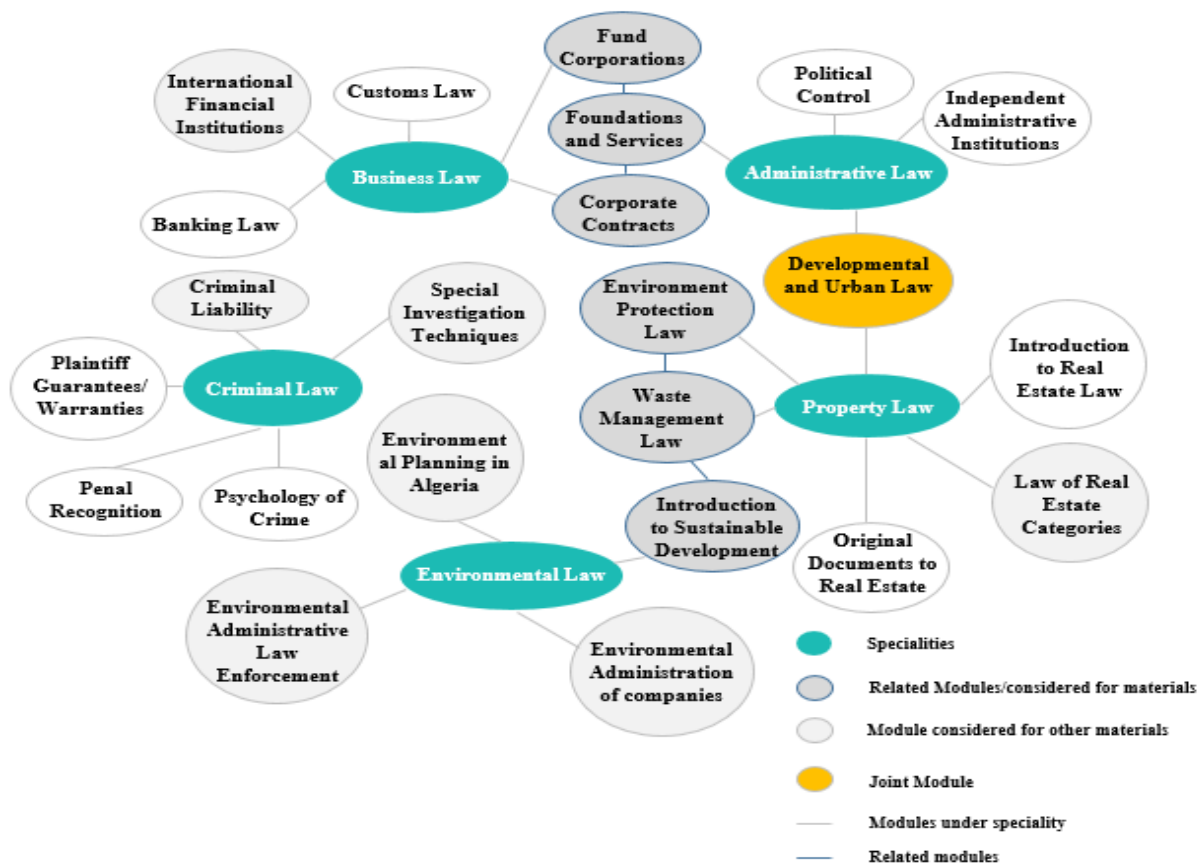
¹⁹ The course designer compared several French and Algerian codes and articles written in French and detected the identical and similar ones. Then, look up their English translation in *Légifrance* website as an assisting technique. Translation undertaken by: Martha Fillastre, Amma Kyeremeh, Miriam Watchorn and revised by: Juriscope.

Legal English, were used as resources for authentic and adapted materials. In those authentic resources, the course designer discovered several confusing legal terms and decided to include them in the different courses. The course designer also translated various articles taken from different Algerian codes, decrees, acts, etc., such as the family code and the organic laws, to cite just a few.

Due to the lack of authentic materials for direct use or adaptation, the complexities of legal language, and the absence of a community of practice for those EFL law students, the course designer also wrote several texts from scratch while consulting legal experts. Those in-house materials included the needed language vocabulary and syntax and were written like imaginary short stories to best account for the idiosyncratic nature of legal English. Consulted with experts, the content of some of those texts was linked to some of the modules students were studying, as shown in Figure 4.1.

Figure 4. 1

Modules



Note. Mind map designed and translated by the researcher.

As mentioned in Figure 4.1, the modules that Master's law students study were also considered in constructing the course and determining which courses could be delivered to which specialities. For example, whereas environmental law students have modules on 'introduction to sustainable development' and 'waste management law', property law students have 'environmental protection law'. Another example is business law and administrative law specialities that contain the modules 'corporate contracts' and 'foundations and services', respectively. In addition to that, the module 'Developmental and Urban Law' is shared between administrative law and property law students.

Such relations and similarities of the courses help the course designer decide what specialities could be taught together.

As for the courses to be delivered specifically to one speciality, property law students, for example, have the ‘law of real estate property categories’ module. Based on this module, the course designer could write a text integrating many types of immovable properties. Additionally, Business law students have an ‘international financial institutions’ module where they study institutions, such as the World Bank, the World Trade Organization (WTO), and the International Monetary Fund (IMF), etc. As such, the program, as displayed in Table 4.3, shall comprise a variety of cross-major and major-based courses.

Table 4. 3*Study Program Courses*

Course title	Speciality (ies)
Environmental Pollution and Harms to Sustainable Development	All specialities except Business Law
Many Different Laws May Affect a Single Business Transaction	Criminal Law /Business Law
Algerian Court Convicts Top Officials of Corruption	Criminal Law & Business Law
A Contract Shall never Be on a Harsh Track Call for Tenders	Business Law & Administrative Law All specialities
Can Amina Recover from her Lost Job? 45% for you and 55% for me and Equal Partners we Will Be!?	Administrative Law Business Law
A Background on the International Monetary Fund Convention for the Protection of the Mediterranean Sea Against Pollution	Business Law Environmental Law
A Time to Kill If I Were Ever Liable! All is mine Own! Sami's Last Will and Testament	Criminal Law Environmental Law Property Law Property Law
The Impact of Jurisdictional Assiduosity on a Sustainable and Revocable Administrative Law	Administrative Law
The Forms of Insurance Enforcement under the Act 03/09 pertaining to the Consumer Protection and Fraud Suppression	Business Law
Criminal Mediation and its Role in Realizing a Consent between Litigants under the Criminal Justice System.	Criminal Law
Civil Law versus Environmental Protection Laws to Rehabilitate the Environmental Tort	Environmental Law
The Investment of Real Estate <i>Waqf</i> through the Crowd-funding Process in the Algerian Law	Property Law

According to Table 4.3, the whole study program contains 18 courses, whether selected for all specialities at once, many specialities, or a specific speciality. Each speciality had at least one specialized course, one professional course, one common course, one academic course, and one literary course. The syllabus combines sequential and modular approaches in that law students, although belonging to different specialities, share various legal aspects. In addition, an attempt will be devoted to including some shades from the Content and Language Integrated Learning (CLIL) philosophy. Legal English, in addition to the reference to General English, will be presented repeatedly through which linguistic and cultural features will be switched back and forth between complicated and simple activities to realize a harmonization for mixed-ability groups. The study program was not designed at once but progressively while considering the learners' areas of weakness and the different limitations, especially the shortness of time available for preparation between collecting and analyzing data, thereby determining the needs and delivering the courses.

4.7 Courses Components Description

The 18 courses to be introduced not only share the delivery to several or all specialities but also share various aspects of materials and activities, such as critical thinking and looking up synonyms and antonyms with or without using mobile applications. Some linguistic and culture-based aspects were found in the text, while others were explained through activities. The latter contains exercises, such as legal translations of English-Arabic or Arabic-English excerpts based on Vinay and Darblnet theory, games, replacing pronominal adverbs with their equivalents and vice versa, reference to confusing legal terminology, creative activities, and home-works. Most courses contain at the end an invitation for the law students group to discuss the faced challenges, exchange, and share newly acquired knowledge in a special messenger group. Such a technique

may allow covering some aspects not included in a course and further the legal knowledge to students from other specialities. It is worth noting that offering a language-based approach an additional focus alongside an intercultural one constitutes what learners expressed they need.

Table 4.4 introduces the linguistic features and intercultural aspects with examples in the course entitled ‘Environmental Pollution and Harms to Sustainable Development’. The course designer wrote the text as a combination of a hypothetical short story and some adapted parts. The story is about Abraham, who breaches the law, causing harm to the environment when discharging dangerous chemical waste on David’s land. The course designer included two articles from the English translations of the French environmental law as appropriate excerpts for the text. The appropriateness stems from the interrupting adverbials between the modal verb ‘shall’ and the main verb in the clause.

Table 4. 4

Linguocultural Components in Materials for the Course: Environmental Pollution and Harms to Sustainable Development

Linguocultural Features	Examples
Lexis	
General and compound terms related to the Environment	biodiversity, sustainable development rehabilitation, etc.
Terms of Art	real property
Sub-technical words	consideration
Confusing Terminology	prosecution vs. indictment vs. conviction
Pro-forms	hereto, thereby, wherein
Phrasal Verbs	abide by / provide for
Latinism & Normandism	contract
Collocations	sign a convention, annul a deal, law enforcement
Syntax	
Nesting adverbials in a verb phrase	Shall, (interrupting adverbial), verb
Intercultural Aspects	Crown Court, CPS, and attorney

The course was designed with a balance between several dichotomies. Table 4.4 lists a number of examples, namely the dichotomy of General English words related to the environment, such as ‘biodiversity’ and ‘sustainable development’, and legal English terminology, such as terms of art, pro-forms like ‘hereto’ and ‘wherein’, foreignism, confusing terms, such as ‘prosecution’ and ‘indictment’, and collocations. On the intercultural side, law students will see culture-specific institutions like the ‘Crown Court’ and the Crown Prosecution Service (CPS). In addition, Table 4.5 presents some of the activities law students will have during the course.

Table 4.5

Activities, Skills, and Method for the Course: Environmental Pollution and Harms to Sustainable Development

Activity	Detail
Synonymy	felony, to conclude (and to match biodiversity).
Antonymy	annul, disobey a law, etc.
Games (words compiler)	Filling in the missing letter.
Equivalent sentence	construction/attachment/tort/failure of consideration
English- Arabic legal Translation	culture-specific institution and titles (CPS/attorney)
Legalese vs. PEM	Simplifying an irregular complicated sentence.
Replacing a pronominal adverb	equivalent word

The activities were designed in such a way as to reflect the text content. The second balance that law learners should realize in the activity section is between the legalese and the plain English movement, where law students will be asked to change the order of clauses so that the sentences become straightforward. Moreover, law students will look up synonyms and antonyms of legal terms using legal English applications. Law learners will also find a cross-word compilation and the translation of an excerpt that contains English culture-specific legal institutions and professional’s titles, which are the ‘Crown Court’, ‘CPS’, and the ‘attorney’. Whereas this course

will be delivered to all specialities except business law, the latter will share a course with criminal law students for the new tendency to link criminality and business, as displayed in Table 4.6.

Table 4. 6

Linguocultural Components in Materials in the Course: Many Different Laws May Affect a Single Business Transaction

Linguocultural Features	Detail
General English	
Acronyms & Abbreviations	Southwest Distribution Corporation (SDC)
British vs. American English	checks
Asking questions	Contained in the text itself.
Lexis	
Terms of Art	negotiable instruments, liability, tort, etc.
Latinism & Normandism	contract
Collocations	enter into, breach, perform a contract, enforceable contract, contract law, contract for products/services, etc.
Intercultural aspects (corporation)	neutral

The course is to be introduced to Business and Criminal law students. The text was adapted from the *Business Law Today* book that provides various materials and stories of a business nature. Such texts may engender critical thinking in law students as they carry problem-solving points. The adaptation was at the level of the story's names changed to Arabic ones to attract the attention of law students. Some acronyms, questions, and law types (areas of differences) were introduced in the text. The latter comprises terms of art, such as 'negotiable instruments' and 'tort'; collocations, such as 'an enforceable contract', 'contract for services', and 'to perform a contract'; and neutral attribution of the corporation. The latter will be compared with the Algerian company types in the activities section and other exercises, as shown in Table 4.7.

Table 4. 7

Activities, Skills, and Method for the Course: Many Different Laws May Affect a Single Business Transaction

Activities, skills, and Method	Detail
Pronunciation	American vs. British
Synonymy (mobile apps)	firm, check, (creditor, intent)
Antonymy	dispute, enter into a contract
Games (words compiler)	Finding the missing letter.
Company types in Algeria	According to the Algerian Commercial Code.
English-Arabic legal translation	contrastive, linguistic, and intercultural
Writing	Writing an e-mail for a possible business operation.
Communication	Discussion of challenges

In the activities, the students were explained some differences between British and American Englishes in terms of pronunciation and spelling, the differences between abbreviations and acronyms, terms of art, such as ‘negotiable instruments’, and collocations. The skills to be retained by a legal professional for writing an email for a possible business operation were also included. From the intercultural angle, the course designer referred to companies based on the Algerian commercial code, for they are contextual and different from those found in English-speaking countries.

Thus, the activities mentioned in Table 4.7 include an exercise where the course designer translated some articles from Arabic to English. By comparing the equivalent Arabic version, law students will grasp the different appellations of those companies when filling in the gaps. Then, a comparative legal translation will allow law students to see the difference between the English translation of articles and the original Arabic ones linguistically and culturally. Based on the acquired knowledge of entering into a contract, companies, and partnership, law students will be asked to write a professional email for a possible deal. In the same context of criminal business,

law students from the same specialities will have another course, the linguistic features and examples of which are displayed in Table 4.8.

Table 4. 8

Linguocultural Components in Materials for the Course: Algerian Court Convicts Top Officials of Corruption

Linguocultural Features	Example
General English	
General and compound terms related to the environment	corruption-related ...etc., 20-year prison, car assembly business
Lexis	
Terms of Art	defendant, plaintiff, acquit, etc.
Sub-technical words	attachment, money laundering, etc.
	verdict vs. sentence, accuse vs. convict, etc.
Confusing Terminology	prison vs. jail / الحبس/السجن
Latinism & Normandism	in praesentia, in absentia, Secretary-General, etc.
Collocations	Sweeping investigations, to hand/give ...in jail/ in prison/ in fines
Numbers	AD 300,000,000.00 / AD 150,000,000.00
Textual Features	
Coherence	cataphoric & anaphoric pronouns
Journalistic tone	televised trial, cohesiveness, coherence, etc.
International	the minister of justice, courthouse, etc.
Intercultural aspects	state prosecutor, the minister of justice, etc.

The course is to be introduced to students of criminal and business law. The text was built out of several news articles from local and international newspapers in addition to the course designers' contribution. It offered a nuance of expressions, richness of legal English vocabulary, and introduction of plenty of synonyms, collocations, and different journalistic writing styles. Foreignism is found in the material using Latin words, such as 'in praesentia', 'in absentia', and the French style of word order in saying 'secretary general'. The numbers were included to express

the values of some fines sentences at the court. The text also included reference to intercultural aspects, such as in the use of ‘the state prosecutor’ or the international use, such as ‘the minister of justice’, which reflects the different backgrounds of journalists. This text’s nature allowed for designing various relevant activities, as will be shown in Table 4.9

Table 4.9

Activities, Skills, and Method for the Course: Algerian Court Convicts Top Officials of Corruption

Activities, skills, and Method	Detail
Synonymy (mobile apps)	to convict, to charge, (defendant)
Antonymy	detention, in praesentia, to accuse
Games (words compiler)	filling the gaps and looking up synonyms
Equivalent sub-technical term	consideration, construction, and attachment.
Comparative words order	State Prosecutor Vs. Secretary-General
English-Arabic translation	international, intercultural, Minister of justice, etc.
Contrastive translation	transposition, modulation, etc.
Communication	Inside the courtroom (image comment). Discussion of challenges.

According to Table 4.9, the course includes exciting activities, such as looking up synonyms and equivalents to sub-technical terms using legal English mobile applications and transforming numbers into written words. In addition, law students will compare English-Arabic legal translation at both intercultural and linguistic levels, fill in gaps with missing letters to form synonymous legal terms, and then match one with the other. They will also differentiate state prosecutor from secretary-general to feel the historical aspect of the French influence over English. Business law students will also have another course with administrative law students for the intersection between business and administration in terms of contracts, as shown in Table 4.10.

Table 4. 10*Linguocultural Components in Materials for the Course: A Contract Shall Never Be on a Harsh Track*

Linguocultural and Literary Features	Example
General English	neither...nor
Lexis	
Deontic modal verbs	Shall
Sub-technical words	statement of facts, acceptance, representation, consideration, repudiation, arbitration, etc.
Archaism	thenceforth, nay, etc.
Phrasal Verbs	abide by
Latinism/Normandism & binomials	null, void (null and void)
Collocations	form a company, draft a contract, settle a dispute, etc.
Literary devices	old-fashioned terms, rhyming, etc.

The course is to be introduced to business and administrative law students, as they might be the most confronted by contract drafting. The in-house text was literarily written as a rhyming poem containing old-fashioned terms. The poem also contains phrasal verbs, foreign binomials, archaic words, and collocations, such as ‘to draft a contract’ and ‘to settle a dispute’. It tells the steps to conclude a contract differently. In addition, a plan explaining the different types of contracts was also designed. More to be learned and practiced by law students in terms of activities as listed in Table 4.11.

Table 4. 11*Activities, Skills, and Method for the Course: A Contract Shall never be on a Harsh Track*

Activities, Skills, and Method	Detail
Synonymy	Sub-technical words listed above
Equivalent sentence	Sub-technical terms: offer/promise/intention
Filling gaps	Appropriate words related to contracting.
Redesigning	Outlining the offered design in Arabic.
Literary legal translation and comparison	Stating the differences with legal translation.
Play performance (communication)	Two students perform the play.
Creative writing	Writing a poem with the learned legal terms.
CLIL principles	Contracts types and procedures.
Messenger Communication	(discussion of challenges)

The activities, as shown in Table 4.11, include providing synonyms via legal English applications, choosing the relevant words from a list, and then filling in the blanks. They also comprise an English-Arabic legal translation with a literary tone and state the differences between such a kind of translation and the precedent excerpts written without literary devices. Law students will also use legal English mobile applications to match a definition with one of the suggested terms of art, retrieve collocations from the poem, and rewrite a plan explaining the different types of contracts in Arabic. CLIL aspects will be present in explaining and describing the contract types and the primary procedures while preparing the contract. From written-responses activities to performative ones, and in the same context of contracts, all specialities might at least be confronted by one of the essential steps before concluding conventions as mentioned above, which is calls for tenders. The latter will be introduced, carrying the necessary linguistic features in Table 4.12.

Table 4. 12*Linguocultural Components in Materials for the Professional Legal English Course: Call for Tenders*

Lexical Features	Example
Related appellations	Open National Call for Tenders with Minimal Qualifications Requirements, the Application File, the Technical Offer, Financial Offer, the Committee of Envelopes Opening and Offers Evaluation, etc.
Technical words	natural persons, corporate bodies, specifications records, a statute, etc. an application statement, a probity statement, an underwriting statement, a technical memorandum, a bid note, a global and inclusive prices analysis, etc.
Technical terms	the Application File, a delegation of signature financial statements, etc.
Abbreviations	ONCTMQR, E1/E2/E3/E4
Foreignism	the statute, memorandum, etc.
Collocations	call/invitation for tenders / for bids, insurance coverage, etc.
Numbers	AD 3,000.00

As mentioned above, the call for tenders was chosen by the course designer for several arguments. The introduced calls for tenders in the course were translated into English to preserve the letter of the law. They were designed in such a way to be adapted to international ones and according to different situations. There were many instances of the linguistic features of legal English grouped in the template call for tenders, such as terms of art, abbreviations, collocations, and numbers. There are other alternative appellations for ‘calls’, such as “invitations”, and ‘bids’ for ‘tenders’. Table 4.13 displays the most essential methodological aspects considered in this course.

Table 4. 13

Activities, Skills, and Method for the for the Professional Legal English Course: Call for Tenders

Activities, Skills, and Method	Detail
English-Arabic Translation	Any potential legal term
Content adaptation	From national to international context waste
CLIL principles	Discussing the process of call for tenders

Calls for tenders are written and then published for several purposes. These may include but are not limited to business affairs, such as products and services, construction, architectural design, or urbanism. As such, at the end of this professional-themed course, law students will be able to infer the strategies to write any call for tender for any theme according to the underlying articles of the Algerian public procurement code.

In the activities part, law students will retrieve any potential legal term and translate it into Arabic. They will then adapt the offered template of the national call for tenders to an international one according to the different specialities and purposes. Evidently, some aspects of content and language integrated learning will be partially promoted regarding the description of call for tenders processes. Ultimately, they will exchange the main challenges and information about the different purposes of the invitation for bids. For example, business law students will redesign it to conform to a procurement of products or services. Criminal law students will be solicited to draft a new one on the training for legal professionals on special investigations techniques that already constitutes a studied module. In contrast, property law students will write an auction sale announcement to grant concession on lands that belong to the state's real property for future investments. The

environmental law students, in parallel with the bill on waste management²⁰, will write one on the packaging and transporting for exportation. Finally, administrative law students will adapt it to urban management. The administrative law students will further have a course on administrative litigation, the details of which are presented in Table 4.14.

Table 4. 14

Linguocultural Components in Materials for the Course: Can Amina Recover from her Lost Job?

Linguocultural Features	Example
General terms	public servant, personnel department, diploma in law, founded, etc.
Terms of Art	legal time, writ of summons, plaintiff, etc.
Pro-forms	thereupon, hereby (pragmatic), etc.
Foreignism	entirely, completely, deem, consider, etc.
Collocations	meet legal requirements, nursed an official grievance, initiate a case, etc.
Binomials	entirely and completely, deem and consider, etc.
Intercultural Aspects	the administrative tribunal/court, <i>Majlis Eddaoula</i> , etc.
International	tribunal, court, etc.

The text was developed hypothetically as a short story about an organized upgrade contest for public servants at a given administration. The text revealed a misreading of the law by the administration depriving a public servant who graduated from the law department of participating in that competition. Such misapplication of law resulted in litigation at the administrative court.

²⁰ In accordance with the executive decree 19-10 pertaining to the exportation of hazardous waste.

The latter constitutes a culture-specific institution and accounts for the duality of the Algerian legal system discussed in Chapter Two.

The text contains several general terms and appellations related to administration, such as ‘public servant’, ‘personnel department’, and ‘diploma in law’. It also contains foreign binomials, terms of art, such as ‘the writ of summons’, the pragmatic function of the pro-form ‘hereby’, and collocations, such as ‘to nurse a grievance’. Some parts in the text, such as Amina’s objection, were made deliberately to appeal to the law students’ affection and motivation, as law graduates are likely to be more aware of legal issues. Regarding the intercultural side, legal institutions specific to Civil Law in general and the Algerian legal culture, in particular, were introduced, such as ‘the administrative tribunal’ and ‘*Majlis Eddaoula*’ in addition to ‘court’ as an international appellation. Table 4.15 offers more details on a range of activities that deal with language and culture.

Table 4. 15

Activities, Skills, and Method for the Course: Can Amina Recover from her Lost Job?

Activities, Skills, and Method	Detail
Synonymy	clerk, bailiff, writ of summons
En-Ar legal translation with intercultural traits	<i>Majlis Eddaoula</i>
Looking up Arabic equivalent to technical terms	the competent authority, legal time, etc.
Binomials separation, comparison, and contrast	deem & consider
Foreignism	French derivatives in legal English lexis.
Pro-form replacement in a sentence	thereupon (immediately)
Legalese Vs. PEM	modal verbs, clauses order, insertions, etc.

In the activities part, law students will have to look up some English synonyms or explanations of legal professions, such as ‘clerk’ and ‘bailiff’, and legal documents, such as ‘the writ of summons’. In addition, they will be asked to find Arabic equivalents to several technical words

and appellations, retrieving collocations and binomials from the texts. The students were asked to contrast and compare the two parts of the binomial ‘seem and consider’ to see how foreign words originated in their creation in legal discourse. In the same line, they will be suggested an example of a legal word terminating with the suffix ‘ee’, asking them to guess the origins of this suffix and look for other examples. The students will be given one pronominal adverb ‘thereupon’ in a sentence and be asked to find an appropriate equivalent.

They will additionally simplify one excerpt according to some offered hints from the standards of plain English movement. On the cultural side, law students will see the interchangeable employment of the words ‘tribunal’ and ‘court’ in the national legal system and international use in addition to the English-Arabic legal translation and the best equivalent of ‘*Majlis Eddaoula*’ in the English-Federal legal system. Still, in the administrative context, the new update of the public procurement code (Presidential Decree 15-247) introduced the delegation of public services as potential partnerships between administrative bodies and private entities. As such, business law students will have a special course, the details of which are presented in Table 4.16.

Table 4. 16

Linguocultural Components in Materials: 45% for you and 55% for me and Equal Partners we Will Be!?

Linguocultural Features	Example
Lexis	
General and compound terms related to contracts	the contract of concession, laws of public service delegation, etc.
Terms of Art	legal person, legal entity, capital contribution
Sub-technical words	construction
Deontic modal verb	shall
Pro-forms	whereon (on which)
Phrasal verbs	to provide for
Foreignism and binomials	entirely/completely (entirely and completely)
Collocations	net profits, jurisdictional assiduousness, etc.
Intercultural aspect	<i>Majlis Eddaoula</i> , jurisdictional assiduousness, etc.

The course is addressed to business law students only. Even though the text was hypothetically constructed, it included some expressions from the book *Business Law Today*, especially the title and the story's spirit. It combines metalinguistic items and numerals to build an issue on co-partnership. The misunderstanding of one word 'equally' generated a problem of how to share the annual net profits according to the capital contribution between the partners, which ended in litigation. The text introduces the new type of partnerships between state and private sectors stated in the presidential decree 15-247 pertaining to public procurement and delegation of public services. Using this novelty aims to update law students with the latest public procurement code

amendments²¹. It also introduces ‘jurisdictional assiduousness’ as a critical aspect of Algerian jurisprudence.

The text contains general and compound words related to contracts, such as ‘the contract of concession laws’, terms of art related to the nature of contracting entities, such as ‘legal and natural persons’, and the technical term ‘construction’ from the verb ‘to construe’. In addition, it includes other lexical features, such as the pro-forms, binomials, collocations, deontic modal verbs, and numbers. At the syntactic level, one adverbial clause was put deliberately to be used later in the activities and to explain one of the prevailing aspects of legalese to the students. Notwithstanding, the complete understanding and learning of the aspects introduced in the text might not be realized unless fostered with relevant activities listed in Table 4.17.

²¹ The latest version of public procurement code was launched in 2023 with the presidential decree 23-12. It contains a number of amendments, among others, some legal procedures appellations.

Table 4. 17

Activities, Skills, and Method for the Course: 45% for you and 55% for me and Equal Partners we Will Be!?

Activities, Skills, and Method	Detail
Transformation of numbers into words	AD 90,529,857.72 (confusing numbers)
Synonymy (mobile apps)	offree, offeror (legal person, natural person, capital contribution, jurisdiction), etc.
English-Arabic terms translation	massive annual net profits, best bidder, etc.
Arabic-English legal Translation (excerpt)	culture-specific institution <i>Majlis Eddaoula</i>
Pro-form Replacement	'whereon' in a sentence.
Legalese vs. PEM	Simplifying an irregular complicated sentence.
Changing passive/active voice sentence	Containing the word 'equal' and a binomial.
Drafting articles on profit-sharing	A homework

The activities included transforming the numbers into written words. The financial values in numerals were written in the text so that when transforming them, they allow learning how to render the maximum of numerals into words. For example, AD 90,529,857.72 will allow learners to distinguish between 'ninety' and 'nine', between 'five' and 'fifty', between 'seven' and 'seventy', and the confusing 'two/tow'. In a pair work activity, the learners will be asked to look up the meaning of business-related terms, such as 'capital contribution', 'income' and 'expense', 'statement', and 'fund' using their smart devices. They will also be asked to find collocations and synonyms for legal words in the text and translate others into Arabic.

In the writing activities, students will rephrase the sentence by replacing a pronominal adverb with its equivalent and transform another sentence from passive to active voice. To this will also be added a translation of an excerpt from English to Arabic with trying to find the best equivalent

to the culture-specific institution ‘*Majlis Eddaoula*’, simplifying an excerpt to conform to the plain English Campaign principles and as homework, drafting two articles of a business bilateral contract that provide for the profit sharing. According to the module they study as aforementioned, business law students will have another course on the IMF, as revealed in Table 4.18.

Table 4. 18

Linguocultural Components in Materials: A Background on the International Monetary Fund (IMF)

Linguocultural Features	Example
General English	
Acronyms vs. Abrv.	IMF, MPs, CPA, GOPAC, NATO
Brit. vs. Amrc. En.	organization vs. organization
GE collocations	the primary purpose, keep track
Grammar	help + infinitive, so (adv.), and (conj.), yèies, tenses, etc.,
Compound adjectives	bank-based
Lexis	
	global monetary cooperation, financial stability, sustainable economic growth, exchange rates, global economy,
Collocations	macroeconomic, global stability, the balance of payments, oversight of economic issues, etc.
International Business English	The relation between the IMF as an international organization and the corresponding domestic committees. The use of the word global to denote the international use. Projecting the IMF missions on the domestic level through a report.

The text was extracted from the official website of the IMF and was addressed to business law students as they had a module on international financial institutions. There were many, but the choice was for the IMF precisely because of the ability to link such an international institution’s principles to the domestic situation based on the IMF’s report. The text is authentic and carries

definitions, statistics, and descriptions in addition to a report depicting the situation of Algeria and the research context.

The whole text is full of business terminology at domestic and international levels, the difference between abbreviations and acronyms, such as IMF, CPA, and GOPAC organizations, and collocations, such as ‘exchange rates’, ‘economic growth’, and ‘financial stability’. The text is stripped of cultural traits, which makes it an excellent example of neutralized materials. It shows the relation between the IMF’s tasks as an international organization and the corresponding domestic committees. In the activities section, however, business law students will further enrich their vocabulary and skills regarding other international institutions, as displayed in Table 4.19.

Table 4. 19

Activities, Skills, and Method for the Course: A Background on the International Monetary Fund (IMF)

Activities, Skills, and Method	Detail
En-Ar lexical translation	global monetary cooperation, macroeconomic, economic growth, etc.
Synonymy & Antonymy (mob Apps) Confusing terminology (group work)	stability, corruption, sustainable, international transnational, multinational, etc. money, currency, finance, capital,
Arabic-English Translation	Projecting the international missions of the IMF in the local context.
YouTube video on an IMF	Writing a comparative paragraph between the IMF and World Bank.
Communication	Discussion of challenges.

The activities, on the other hand, include a variety of collaborative works. For example, each law student will translate English-Arabic translations of business terminology individually and look up synonyms and opposites with one classmate using mobile applications. In addition to that, a group work to discuss the differences between confusing terminology having different prefixes, such as ‘international’, ‘transnational’, ‘multinational’, and ‘intranational’ on the one hand; and on the other hand, confusing financial terms, such as ‘currency’, ‘money’, ‘capital’, etc. The activities include writing, such as Arabic-English translation of article 26 of *loi organique* pertaining to the organization of the People’s National Assembly and the Senate that constitutes the link with the IMF missions. Based on listening to a video on the YouTube channel on the IMF, law students will write a small paragraph in pair work contrasting and comparing the IMF and the World Bank. In the same regard as the international use of language, environmental law students will have a special course about a convention issued by the United Nations, as presented in Table 4.20.

Table 4. 20

Linguocultural Components in Materials for the Course: Convention for the Protection of the Mediterranean Sea against Pollution

Linguocultural Features	Example
General English	
Vocabulary related to the environment	continental shelf, seabed, subsoil, provided that, rivers, conditional, coastal establishments or outfalls, etc.
Prefixes	bi, multi, sub, etc.
adjectives	land-based
Lexis	
Sub-technical words	Party, arbitration, dispute, protocol, provision, etc.
Confusing Terminology	Dump vs. discharge Ratification, acceptance, approval, and accession.
Pro-forms	Hereto / thereto
Phrasal/ Prepositional verbs	Enter into, Lay down
Latinism & Normandism	<i>Ipsofacto</i>
Collocations	Seek a settlement, enter into agreement, contracting parties, etc.
Modal verbs	Deontic (may/shall)
Intercultural/national tone	International legal English
Syntax	
Nesting adverbials within a verb phrase	Shall, (Interrupting adverbial), verb Syntactic interruption Modal verb and auxiliary Nesting prepositional phrases
Confusing reading	Lengthy sentence without punctuation
Textual Features	
Cohesion	In the preceding paragraph, conditions laid down in... in conformity with the provisions of annex A....

The course is addressed to environmental law students in which the used material constitutes a set of articles of the United Nations Convention for The Protection of the Mediterranean Sea

against Pollution. The articles were extracted from different sections, namely general provisions, dispute settlement, signature, ratification, etc. Whereas some articles were preserved authentic, others were adapted by grouping them or changing their syntactic points. The hypotactic clauses order was modified to prepare law students for similar potential structures.

The articles contain general and compound terms related to the environment, such as ‘outfalls’, ‘subsoil’, and ‘land-based’. They also comprise sub-technical words, such as ‘dispute’ and ‘arbitration’, in addition to pro-forms, phrasal and prepositional verbs, foreign (Latin) words, such as *ipsofacto*, and collocations. The articles generally use an international tone, with the main legal English features, but without referring to culture-specific institutions. At the syntactic level, there is an interrupting hypotactic clause nested between the modal verb ‘shall’ and the main verb, in addition to a long, unpunctuated sentence. At the textual level, however, law students will see methods of cohesive devices and expressions in such contexts, such as ‘in the preceding paragraph’. In addition to other activities, the latter will constitute the central task environmental law students will accomplish, as written in Table 4.21.

Table 4. 21

Activities, Skills, and Method for the Course: Convention for the Protection of the Mediterranean Sea against Pollution

Activities, Skills, and Method	Detail
Extracting the different types of agreements from the set of articles.	bilateral, multilateral, subregional, etc.
permission & obligation devices	modal verbs: may and shall
Differentiating between confusing vocabulary using mobile applications	(dump vs. discharge) (ratification, acceptance, approval, accession)
The best equivalent from a given list	subsoil
En-Ar lexical translation	abate, aircraft, continental shelf, seabed, outfall
Replacing 'to this convention'	An appropriate pro-form.
Replacing the pro-form 'thereto'	An appropriate equivalent.
Stating the nature of the clauses' nestings	Contained in the text.
Legalese Vs. PEM	Changing the order of the clauses according to the formula: <i>if X, then Z shall be Y</i>
Comparison and contrasting with the Arabic version of the convention	The presence of complex sentences in the Arabic version and suggesting a better translation.
Punctuating an unpunctuated paragraph	In addition to simplification.
Speaking	Defending marine protection.
Communication	Discussing challenges.

The activities include questions about the different kinds of agreements and the different sources of marine pollution mentioned in the provided articles. The law students will be asked to extract the linguistic devices used in denoting obligation and permission as an indirect technique to make them aware of the deontic modal verbs and their idiosyncratic use in legal English. Furthermore, they will be asked to use their applications to look up the difference between confusing words in the marine context, such as 'to charge' and 'to dump', in addition to the difference between words that are used in joining and signing bilateral and multilateral agreements,

such as ‘ratification’, ‘acceptance’, ‘approval’, and ‘accession’. Determining the best Arabic equivalent by choice from a given list and by the search was also included. The activities also comprise replacing a pronominal adverb with a prepositional phrase equivalent and vice versa.

At the syntactic level, law students are to state the nature of adverbial insertions in an article and then simplify the drafting in such a way that it corresponds to the famous formula: *if X, then Z shall be Y* in addition to rewrite and punctuate the unpunctuated long sentence mentioned above. In the same vein of the writing skill, law students will be asked to compare and contrast the English and Arabic versions and suggest a better one for the latter because it also includes adverbial insertions and lengthy sentences. Such activity will allow law students to realize that even legal Arabic is deemed a complicated legal discourse and that the unpunctuated paragraphs in legal English are still present. They will also realize that international legal English still comprises aspects of complicated language, as seen in the use of ‘shall’ and the pronominal adverbs.

The communicative side of the course includes a discussion group on how to defend marine protection from pollution. The debate will allow the provision of different opinions and arguments and exchanging views in the prospect of finding solutions to pollution. Furthermore, law students will discuss the challenges that they encountered in the course and exchange what they learned with students of other specialities.

Table 4. 22*Linguocultural Components in Materials: A Time to Kill*

Linguocultural and Literary Features	Example
Literary devices	Imaginary town, racial tension, media circus, turned into a battlefield that made the public see the Judge's gown look violet like in summer after being green the gavel hitting the wooden block like gunpowder explosion, incredible closing statement, white jury, etc.
General English	
Hyphenated ethnicity	African-American, Afro-American
General phrases	
Abbr. and acronyms	call in the help, in the hopes of, sweltering summer, KKK, NAACP
General legal terminology	attempted to kill, shot, and murdered, a street lawyer, preparing for the trial, racial discrimination crime, surviving two assassination attempts.
Lexis	
Terms of Art	deputy sheriff, the verdict
Sub-technical words	guilty
Phrasal Verbs	take on (the case)
Collocations	be done justice, face trial, charged with capital murder, carry the death penalty, take on the case insanity defense, take an interest, long deliberation, verdict: not guilty, etc.
Modal verbs	shall
Intercultural Aspects	gown, gavel, colors

The literary, legal English course is addressed to criminal law students. It tells an adapted short story, 'A time to kill' on a crime. It included several literary devices like rhetoric, figures of speech and imagery. For example, the use of simile in depicting 'the gavel hitting the wooden block like a gunpowder explosion' and depicts the appearance of the judge and the color of their gown 'see the Judge's gown look violet like in summer after being green' to show how people were so tired at the courtroom that they saw the colors differently. In addition to that, the story comprises

figurative expressions, such as ‘media circus’, ‘turned the town into a battlefield’, the reference to an imaginary town, racism in saying ‘two ... white men... raped ... African American girl’ and ‘a black man killing two white men’, and Ku Klux Klan to appeal to the student’s feelings.

In addition to the aforementioned literary tools, the short story devotes the general use of English, such as the hyphenated ethnicity to saying ‘Afro-American’ that contributes simultaneously to providing a pre-image of black immigration history and the racism thereafter. Moreover, it includes a range of linguistic features of legal English, namely terms of art, such as ‘deputy sheriff’ and ‘verdict’. It also gives instances of collocations, modal verbs, and legal expressions. The activities will be as engaging as the short story per se, as presented in Table 4.23.

Table 4. 23

Activities, Skills, and Method for the Course: A Time to Kill

Activities, Skills, and Method	Detail
Synonymy (mobile apps)	capital murder, sheriff, street lawyer, gown, the jury, etc.
Retrieving crime types	From the story (Murder, racial discrimination, etc.).
Retrieving collocations	From the short story.
Filling in gaps and matching	For the polysemic word ‘case’.
En-Ar legal translation	The excerpt is taken from the story (group work).
Comparative legal culture (English vs. Algerian)	The existence of the ‘white’ jury and gown and the judges’. The dress in the Algerian legal system.
Comparative legal translation	Completing the English version according to the Arabic one.
Creativity	Imagining, drawing shooting scenes, and recalling legal
Communication	terms. Discussing challenges.
Homework	Drafting suggested articles on a bill to criminalize any act of racism in Algeria.

The law students had various activities like technology-assisted looking up legal terms, such as ‘sheriff’, ‘street lawyer’, ‘gown’, etc. Law students will be asked about the crimes mentioned in the short story and those learned before. They will also retrieve collocations, filling in gaps and

then matching the different expressions with the corresponding meanings of the polysemic word ‘case’. The last exercise is taken from the *Legal Lexis Dictionary*²². Regarding legal translation, law students will render an excerpt into Arabic in group work. In the same vein, they will complete an English translation of an article taken from the Algerian penalty code on juridical detention because of psychiatric disease as the text carries a reference to the state psychiatrist and then compare and contrast both English and Arabic versions. At the intercultural level, law students will be in front of a question on the presence of a ‘white jury’ in Algeria and what judges wear officially.

Creative activities will also take place in the course. Law students will be asked to imagine one scene of the story (shooting, the trial proceedings in the courthouse, etc.), draw it, recall, and write down every potential relevant legal term. In the same line of creativity, they will draft three articles suggesting the mechanisms to deter this anti-social behavior as the Algerian authorities are working on a bill to criminalize any act of racism. Following the same idea, another literary legal English course with interesting linguocultural components will be introduced to environmental law students, according to Table 4.24.

²² *Terminologie Juridique: Anglais, Français, Arabe*. (2013). Berti Edition, Alger.

Table 4. 24*Linguocultural Components in Materials for the Course: If I Were Ever Liable!*

Linguocultural and Literary Features	Example
General legal terms	falsefriends (Magistrate/Magistrat), etc.
Lexis	
Terms of Art	lawbreaker, liable, outlaw, verdict, etc.
Pro-forms	hereinabove
Foreignism	<i>ultra vires</i> , <i>Sui Juris</i> , <i>Actus Reus</i> , plaintiff, defendant, etc.
Confusing terms	solicitors, attorneys or barristers, breaches or misdemeanors, etc.
Modal verbs	shall
Intercultural Aspects	international lawyer vs. the confusing words judges vs. magistrates.
Pragmatic function	hereby, shall be at liberty, shall all have powers.
Literary devices	rhyming /s/ /z/ in the wilds of Paris or Buenos Aires, the land of wonders conditional conjunction: if/ were repetition ‘Were we ever outlaws or law-breakers!’ stanza oh!

The designed poem addressed to environmental law students tells a virtual story of a clan committing an illegal act and the potential processes at court that they should follow and be subject to. It comprises a variety of terms of art, Latin words, such as ‘*ultra vires*’, ‘*sui juris*’, and ‘*actus reus*’; false friends, such as ‘magistrates’ and *magistrat*; confusing terminology, such as ‘solicitor’, ‘barrister’, and ‘attorney’. The confusing terminology also constitutes an area of intercultural aspect in terms of the legal professionals’ titles. Thus, they will be compared with the generic term ‘lawyer’ used in the national legal system and international setting. In addition, it contains pragmatic functions like the two locutions ‘shall all have powers’ and ‘shall be at liberty’.

The in-house poem is composed of four stanzas through which “Were we ever outlaws or lawbreakers!” is repeated. Many literary and artistic devices were used therein, such as rhyming

the /s/ and /z/ at the end of words, using a hypotactic structure with ‘were’, and also pragmatic structures. Likewise, the artistic, poetic, and legal language shall be supported by completing activities, as mentioned in Table 4.25, so law students will feel it well and be motivated more.

Table 4. 25

Activities, Skills, and Method for the Course: If I Were Ever Liable!

Activities, Skills, and Method	Detail
Synonymy (mobile apps)	ultra vires, sui juris, actus reus, attorney, etc.
Classification into categories	contravention, sentence, misdemeanor, suer
Filling in the blank (Latinism)	in praesentia, in abesentia, in camera
En-Ar literary translation	Excerpt from the poem.
Comparative translation	Differences between legal and literary legal translation.
Detecting the meaning of shall	In pragmatic items: shall all have powers/ be at liberty.
Creative writing	Writing a poem containing 12 legal terms.
Homework	Writing a comparative paragraph on the tasks of the attorney and barrister then comparing the missions with legal professionals in the civil law legal system
Communication	Discussing the challenges of literature intersecting with law

The activities include looking up synonyms, especially of Latin words, using legal English applications. In other ones, they will classify legal terms, namely legal professions, crimes, litigants, etc., and fill a gap with the appropriate Latin word (in praesentia, absentia, or in camera). They also will choose whether the meaning of ‘shall’ in pragmatic phrases ‘shall all have powers’ and ‘shall be at liberty’ is an obligation, permission, etc.

Writing activities include an English-Arabic literary translation in group work. Law students will then compare and contrast legal and literary legal translations. Furthermore, in the creative

writing section, they will choose twelve legal terms and try to write a short poem, whereas, in the homework, they will be asked to write a short paragraph comparing and contrasting the attorneys and barristers in the Anglo-Federal legal system and the lawyers in the continental legal system. Property law students will also have a legal English course through literature, the linguocultural aspects of which are displayed in Table 4.26.

Table 4. 26

Linguocultural Components in Materials for the Course: All is mine Own!

Linguocultural and Literary Features	Example
Lexis	
Terms of Art	probity, lord chancellor, civil doctor, etc.
Collocations	take the case
Confusing terms	real property (immoveable), personal property (moveable)
Doublets	master and lord
Modal verbs	Shall
Intercultural Aspects	Legal professionals ‘ titles in the English legal system.
Literary devices	thou, beliefs and faith, mine own, share not, church, an imaginary image of the kingdom, etc.

The first text, taken from the book *Absolute Legal English*, contains the differences between real property (immovable) and personal property (movable) in the Common law and Civil Law legal systems. The ten-line poem, however, was adapted from the dictionary *Shakespeare’s Legal Language*²³ in the medieval age, even though the original version contained simple language

²³ Sokol, B. J., & Sokol, M. (2004). *Shakespeare’s Legal Language*. THE ATHLONE PRESS.

compared to when it was written. It was adapted in such a way as to look like a short story relevant to property law students²⁴. It carries the meaning of an honest man facing a corrupt king.

At the linguistic level, the poem contains a variety of personal and real estate owned by Shakespeare. Further, it refers to legal and paralegal professions, such as ‘lord’, ‘master’, ‘civil doctor’, ‘lord chancellor’, etc., doublet in saying ‘lord and master’, collocations, and terms of art. The poem also uses artistic devices like the middle-aged possessive and personal pronouns, such as ‘thou’ ‘mine’ instead of ‘my’, old appellations, such as the ‘civil doctor’, and power from the Church. It also carries a tone of beliefs, faith, and sincerity in addition to ownership in saying ‘master and lord’ and an imaginary scene of the kingdom. All of those features and intercultural aspects will be subject to various activities, as listed in Table 4.27.

²⁴ Additionally, the original version contains a culture-sensitive word that was removed.

Table 4. 27*Activities, Skills, and Method for the Course: All is mine Own!*

Activities, Skills, and Method	Detail
Extracting and classifying properties Looking up an act and its antonym	real vs. personal estates extracted from the poem. corruption.
Legal professions in terms of legal Systems and word order.	Minister of justice, lord chancellor, attorney general, وزير العدل حافظ الأختام
Finding opposites from the 1 st text Synonymy (mobile apps)	real estate, moveable property, chattel chattel, civil doctor, probity.
En-Ar literary legal translation Comparative translation Creative writing	Excerpt from the poem (Group work). Between legal and literary legal translations. Writing a poem containing 12 legal terms.
Speaking	Performance of the poem into a play “Shakespeare and the Lord Chancellor”.
Communication	Discussing the challenges of literature intersecting with law

In addition to general questions on the understanding of the poem, law students will be asked, in the activities section, to classify several properties as moveable and immovable. They will also match equivalences and find opposites and synonyms using mobile applications. In another question, they will compare and contrast the minister of justice's national, English, American, and international appellations. They will then move to English-Arabic literary legal translation and state the difference between the latter and legal translation. In the creative writing section, they will choose twelve legal terms and attempt to compose a short poem. To promote communication and speaking, law students will perform the poem in pair work, one student as a king and the other as Shakespeare. In the same vein, property law students will be introduced to an additional special

course widening the scope of their vocabulary repertoire both technically and culturally as Table 4.28 presents.

Table 4. 28

Linguocultural Components in Materials for the Course: Sami's Last Will and Testament

Linguocultural Features	Example
General English	present simple, past simple/ regular vs. irregular verbs
Lexis	
Terms of Art	joint tenancy, a title deed, mortgage, bequests, auctioneer, a buyout price, etc.
Confusing terms	take by descent, inherit, heir/ will vs. testament, chattel real (hybrid).
Foreignism	foreclose, mortmain
Collocations	last will and testament, put up an auction, in accordance with, etc.
Binomials	will and testament
Phrasal verbs	take out, pay off, write off, put up, provides for, etc.
Modal verbs	Shall
Pro-forms	Whereon
Numbers	AD 1,000,000.00 / AD 6,590,000.80
Intercultural aspects	family law (stemmed from <i>shariâa</i> law) / <i>waqf</i> (mortmain).

The text is designed for property law students and combines in-house, adapted, and authentic sections. The in-house section constitutes a short hypothetical story about Sami, who owns real estate and chattels of different types (joint and personal ownership). After Sami had written his last will and testament and died, a problem was raised on how to share his bequests, especially the bequeathed mortgage-payment apartment and the offered land as mortmain. In the part of mortmain, the adapted section is added in the form of translated articles from the Algerian Family Code, articles pertaining to *Wakf*. The latter constitutes a culture-specific aspect of the national

legal system. The last authentic section contrasts the will and the testament taken from the dictionary '*Shakespeare's Legal Language*'.

The text carries an array of collocations, doublets, terms of art, phrasal and prepositional verbs, modal verbs, pro-forms, and foreign words, such as 'foreclose' and 'mortmain'. To this are also added some confusing words, such as 'take by descent', 'heir', and 'inherit', on the one hand, and 'will' and 'testament', on the other hand. Such confusing terms are very contextual in that their meaning depends on the nature of the estate and whether they are bequeathed with or without a will or a testament²⁵. For their very contextual meanings, the confusing terms will constitute part of several activities, as displayed in Table 4.29.

²⁵ For more details, see Mansouri, M, C. (2022). Teaching Specialized Vocabulary to Property-law Students: A Focus on Confusing Terminology. In H. Andaloussi (Ed.), *ESP Teaching Today: Current Practices, Challenges and Perspectives* (pp. 169-183). Berlin, Germany: Democratic Arabic Center.

Table 4. 29*Activities, Skills, and Method for the Course: Sami's Last Will and Testament*

Activities, Skills, and Method	Detail
Transforming a number into a written word	AD 6,590,000.80
Retrieving collocations	From the text.
Retrieving and replacing phrasal verbs	From the text.
Replacing a pronominal adverb	whereon vs. corresponding words.
Games (words compiler) +	Fill in the gap the missing letters, then
English-Arabic terminology translation	Translating the resulting words into Arabic.
Retrieving ownership forms	joint tenancy, a title deed, etc.
Synonymy (mobile apps)	will, bequests, auction house, mortmain, etc.
Differentiating between confusing words	According to their context in the text.
Comparative legal translation (En-Ar) (intercultural awareness, (Charâa, Wakf))	Article 218 from the Algerian Family Code.
Communication	Discussing the challenges.
Homework: writing a small paragraph	Describing the process of auction sale of a land.

The activities include transforming numerals into written words, retrieving phrasal verbs from the text, replacing them with regular verbs, and replacing a pronominal adverb with an equivalent. They also include a game in which they fill in the gaps and then translate the completed terms into Arabic. The confusion of the use of pronouns is also considered when law students try to find whom the pronouns refer to. After being given one example of property form from the text, the law students will be asked to mention the others to discover more about the relevant terminology and write down the already known ones to recall them. In the same line of terminology, law students will use mobile applications in their smart devices to look up synonyms of technical words, such as ‘mortgage’, ‘auction’, ‘foreclose’, and the confusing words mentioned above. Then, they will be asked to determine the context of using those confusing terms. Another question of synonymy is posed but for some legal terms across the text. The law students will compare the English version of the article regarding the mortmain with the Arabic version to be downloaded

from the *JORADP* website, stating the differences in terms of the translation method and linguistic features. Finally, as future legal professionals, law students will write a small paragraph describing the process of the auction sale of seized land.

In the academic context, each speciality will have a specific course containing a relevant abstract downloaded from the Algerian Scientific Journals Platform (ASJP). The research themes of the suggested abstracts were recent to offer law students insights into the research prospects in their specialities. The course designer improved the provided English translations offered by the original authors. Table 4.30 provides the linguocultural aspects contained in the five abstracts.

Table 4. 30*Linguocultural Components in Materials for the Course to All Law students*

Linguocultural Features	Example
Administrative Law	
Technical terms	domestic public law, dual legal system, jurisprudence, jurisdictional assiduousness, etc.
Confusing terms	jurisprudential, juridical, jurisdictional, justice, legal, judicial, etc.
Collocations	settle a dispute
Intercultural	legal system duality, jurisdictional assiduousness, administrative law, etc.
Business law	
General	Consumer
Technical terms	legislative body, legitimate, defective product, insurance enforcement, etc.
Sub-tech. words	in kind
Confusing terms	consumer, customer, custom, etc.
Phrasal verbs	provide for, comply with, etc.
Criminal Law	
Technical terms	penalty, lawsuit, litigant, ratification, contravention, capacity, etc.
Environmental Law	
Technical terms	the civil liability, penalty, criminal act, damage, ecological torts, etc.
Property Law	
General	Threefold
Technical terms	crowd-funding, public service delegation contract regulations, legislator, etc.
Intercultural	<i>wakf</i> (mortmain) (Religious-based term)

The translated abstract entitled ‘The Impact of Jurisdictional Assiduousness on a Sustainable and Revocable Administrative Law’ is addressed to administrative law students. The central theme of the abstract is the intercultural aspect of duality, jurisdictional assiduousness, and administrative law. It presents several technical words, such as ‘dual legal system’ and ‘public law’; confusing terms, such as ‘judicial’, ‘justice’, and ‘jurisprudence’; and collocations, such as ‘to settle a dispute’.

The text entitled ‘The Forms of Insurance Enforcement under the Act 03/09 pertaining to the Consumer Protection and Fraud Suppression’, was designed for business law students and consists of a translated abstract regarding some national laws governing consumer protection and fraud suppression. It carries a range of technical terms, such as ‘legislative body’, ‘under the act’, ‘pertaining to’, etc. in addition to a sub-technical one such as ‘in-kind’. It also offers collocations, potentially confusing words, such as ‘consumer’ and ‘customer’, and phrasal verbs, such as ‘provide for’ and ‘comply with’.

The following abstract is translated for criminal law students. As the title indicates, ‘Criminal Mediation and its Role in Realizing a Consent between Litigants under the Criminal Justice System’, discusses a central aspect of criminal justice according to the Algerian code of penal procedures, act 02-15 thereof, which is mediation. It introduces a set of technical words, such as ‘in accordance with’, ‘the defendant’, and ‘the plaintiff’, in addition to criminal mediation.

The abstract entitled ‘Civil Law versus Environmental Protection Laws to Rehabilitate the Environmental Tort’ was retrieved from the *Scientific Research on Environmental Legislations Journal*. It was translated into English and addressed to environmental law students. It discusses the environmental damages in light of the Algerian civil and environmental law. Several technical words, such as ‘tort’ and ‘civil liability’, and other technical and general words related to the environment can be found.

The translated abstract ‘The Investment of Real Estate *Waqf* through the Crowd-funding Process in the Algerian Law’ is addressed to property law students on using the crowd-funding approach for the investment in mortmains within two similar but not identical legal systems. Such

a culture-specific notion was discussed through a comparative approach between Algeria and Malaysia. The text, therefore, will show the students some move-structure concerning the approach used. Regardless of academic literacy, the abstract presents legal knowledge displayed through technical terms, such as ‘crowd-funding’, ‘public service delegation’, and culture-based ones, such as ‘*Wakf*’. All law students from the five specialities will share various activities, as presented in Table 4.31.

Table 4. 31

Activities, Skills, and Method for the Course: All Specialities

Activities, Skills, and Method	Detail
Detecting the move-structure	introductory, methodological, results, and concluding parts.
En-Ar terminology translation	The different technical words.
Retranslating	By suggesting a better version.
Other exercises	Looking up the missing word classes.

The shared activities include detecting the move-structure of the introduced abstracts according to law students’ specialities after explaining the techniques. They will have mainly translational activities, such as the legal terminology related to each speciality to be rendered into Arabic and improving the offered translation. Further activities will also be introduced for administrative law students, such as looking up the missing word classes of confusing words, such as ‘jurisdiction’, ‘judicatory’, ‘justice’, etc.

4.8 Conclusion

The present chapter has demonstrated how the study program for teaching legal English within the LMD system has been constructed. It shows how the interpretation of the law students’ and English teachers’ perceptions was used to understand the quality of needs better. The comparison of the

proclaimed views through the cross-checking process with the justified decision of the course designer let the objectives show well, thereby sketching the broad axes of the syllabus in terms of content and method while eliminating what might be unfeasible or unreachable (See Chapter Six). The process was completed by evaluating and preparing the materials, whether authentic for their availability, adapted according to the perceived needs, or written from scratch to cover the unavailability of good ones or to fit the needs well. As such, the program was outlined, containing a combination of 18 courses addressed to one speciality only, to many, or all specialities. The chapter has described all those courses, including materials and activities in terms of linguistic features at all levels, details of exercises, and the methods according to the determined needs. The following chapter provides the complete picture, so to speak, of the designed program.

Chapter Five

Study Program

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Chapter V

Study Program

5.1 Introduction

Chapter Four has shown the essential steps in designing the study program regarding syllabus outline, materials writing, and activities focus and methodological aspects. Chapter Five shows the study program courses as a whole representation of law students' needs. It reveals how the courses appeared to the treatment group, the organization of activities, and the target major (s). The chapter writing style deviates from that used in the rest of the research. The texts, for example, include some formatting options, such as underlining or putting words and sentences in italics or bold to help law students notice, remember, and guess the importance of some lexical and syntactic linguistic features. The texts vary between authentic, widely adapted, shortly adapted, hypothetical short stories written from scratch, etc. They also differ regarding legal genre: journalistic, literary, professional, descriptive, legislative, mixed, and academic, to cite but a few. The program contains various individual and collaborative activities in language, communication, creative writing, games, etc. The courses consider the dichotomies: linguistic vs . cultural approach, specialized vs. common legal English, legalese vs. plain English movement, in-house and adapted vs. authentic materials, motivation, and technology. The study program contains 18 courses: five academic courses, one professional course (common to all specialties), seven specialized courses, five cross-major courses, four literary courses, etc. Several features can be found in one course, i.e., one specialized/major-based literary course. They are distributed in such a way that each speciality has at least one specialized course, one wide-angled course, one legal literary course, one academic course, and one professional course.

A Test Course for Teaching Legal English to a Sample of Master's Law Students at the University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2020).

Major (s): Criminal Law/Property Law/Administrative Law/Environmental Law

5.2 Environmental Pollution and Harms to Sustainable Development

David **has taken by descent** from his father a large land surrounded by a wild, rich region with natural resources. Following the government's new policy toward environmental planning in Norfolk, he decided to transform his **real property** into a sanitary landfill. Abraham is a firm manager specializing in manufacturing dangerous chemicals that cause long-term environmental pollution when exposed directly to the air. The waste from these matters might also bring about environmental harm.

Abraham **signed a convention** with David to discharge the waste into the sanitary landfill and to respect the **terms hereto** that **provide for** environmental protection. After three years of using that land, Abraham and David **agreed to annul the deal** for a **failure of consideration** between the **parties**.

Not so much later, an environment rights association *Greenviron* **made a complaint** against the **parties to the contract** for the dangerous substances on the sanitary landfill escaped and caused deaths and abnormal effects to some children's health, biodiversity damage, and air and water pollution. **The police investigators** and the officers associated with the local environmental law enforcement administration proved the association's **allegations**. The **CPS prosecuted** them and then presented the case at the **crown court wherein** the jury determined that the defendants were truly **liable** for a **felony** and **thereby indicted** them, but David claimed that Abraham shall be the perpetrator of the serious crime because he was involved in a hazardous activity for profits.

They were **convicted** and got **heavy sentences** after the **judge** reminded them that they didn't **abide by the laws** which state that *natural areas, resources and habitats, sites and landscapes, air quality, water resources, animal and plant species, and the biological diversity shall, in addition to the balance to which they contribute, be part of the common heritage of the nation.* More to the point, *their protection, enhancement, restoration, rehabilitation, and management are of general interest and contribute to the objective of sustainable development which shall, without compromising the ability of future generations to meet their own needs, aim to satisfy the development needs and protect the health of current generations*²⁶.

Activities

- 1- **Read the text silently.**
- 2- **Listen to the text carefully.**
- 3- **Read the text orally.**
- 4- **Find in the text the closest English meanings to the following words.**

land, region, contract, law, company, matter, felony, to bring about, to conclude, dangerous

- 5- **'heavy sentence' is a collocation; retrieve from the text other collocations.**
- 6- **Find in the text English opposites to the following words.** to annul- to disobey a law.
- 7- **In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up the synonyms and opposites of the following words with your classmate.**

²⁶ Parts in italics were taken from Article L110-1 of the French Environmental Code. Retrieved from <https://www.légifrance.fr>.

Attorney, indictment, profit, Crime

8- Match the appropriate meaning: Biodiversity =

geographical diversity biological diversity biochemical products diversity

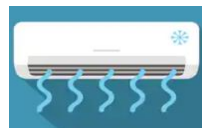
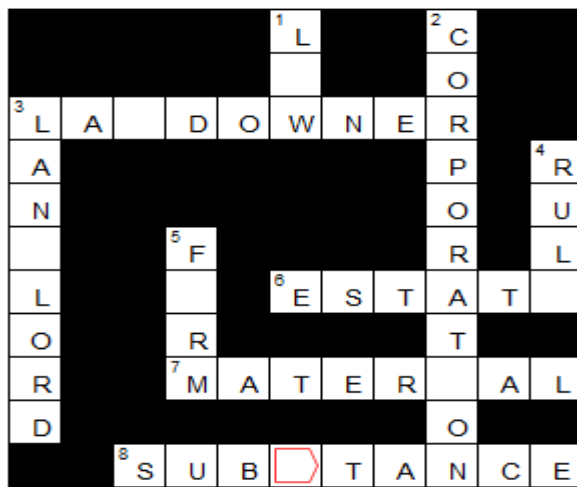
9- Retrieve from the text the words you think are foreign (French or Latin).

10- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose with your classmate the best equivalent term of art to the sentence hereunder.

“Contracts may become unenforceable when the performance is not made properly”
construction/attachment/tort/failure of consideration

11- Fill in the blanks, and then match each word with its synonym²⁷.

12- Classify these items into movable and immovable properties.



Air-conditioner



House



Land



Money

²⁷ Crossword compiler [Desktop app]

13- In group work, translate the following excerpt into the Arabic language.

“The police investigators, alongside the officers associated with the local administration of environmental law enforcement, proved the association’s allegations. The CPS prosecuted them and then presented the case at the crown court wherein the jury determined that the defendants were truly liable for a felony and thereby indicted them.”

14- Guess what the underlined pronominal adverb refers to in the sentence below.

“Abraham signed a convention with David to discharge the waste into the sanitary landfill and respect the terms hereto that provide for environmental protection.”

15- Rewrite in plainer (more straightforward) English one of the passages written in italics at the end of the above text (by changing the order of the clauses, replacing modal verbs...etc.).

16- Discuss with your classmates what has been learned today in the messenger group. Also, try to exchange information and the problems faced in learning legal English.

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Major (s): Criminal Law & Business Law

5.3 Algerian Court Convicts Top Officials of Corruption

Many top officials were convicted of corruption-related charges and sentenced to lengthy prison terms in an unusual televised trial that was the first of its kind after sweeping investigations into fraud allegations. The defendants were accused of abusing authority in a car manufacturing embezzlement scandal. The state Prosecutor requested 20-year prison sentences for each and demanded that the property and companies of the defendants be seized.

The court pronounced the verdicts against Mourad and Farid in praesentia, handing 15 years in prison and AD 300,000,000.00 in fines for Mourad. Farid was sentenced to 12 years in jail and given AD 150,000,000.00 in fines. The Judge also handed 10-year prison terms to other executives and sentences ranging from three to seven years to five prominent businessmen while many former senior officials have been in detention.

Among the businessmen jailed was Aissa, a former Chief of Algeria's largest business association, who was imprisoned for seven years. In the same vein, the court also issued a 20-year prison sentence in absentia and an international arrest warrant to a former Secretary-General to the Minister of Justice who was abroad.

In all, all the defendants but one, who was acquitted, face charges ranging from money laundering, abuse of office, and granting undue privileges to illegal funding, hidden financing of suspicious activities, and corruption in the car assembly business that, according to the Prosecutor, is a crime which had caused a substantial loss to the public treasury estimated at billions of Dinars.

The convicted men and main defendants denied the accusations against them, and the Judge reminded them that they would have ten (10) days to appeal against the sentences.

The verdicts and sentences were announced at a very late hour while police surrounded the courthouse because the people gathered outside trying to get into the building to see the trial in person²⁸.

Questions:

- 1- Read the text silently.**
- 2- Listen to the text carefully.**
- 3- Read the text orally.**
- 4- Find in the text English closest meanings to the following words.**

to convict, sentence, company, court, pronounce, prison, charge, hand

- 5- Find in the text English opposites to the following words:** detention, in praesentia, accuse

²⁸ (Collected and adapted by the course designer from press agencies)

<https://www.voanews.com/africa/former-top-algerian-officials-given-prison-terms-amid-scramble-hold-presidential-election>

<https://www.aljazeera.com/news/2019/12/algerian-court-convicts-2-prime-ministers-corruption-191210100704598.html>

<https://aawsat.com/english/home/article/2029516/algerian-court-jails-2-ex-prime-ministers-over-corruption>

<https://aawsat.com/english/home/article/2027516/algeria-prosecutor-seeks-heavy-sentences-against-ex-premiers>

<https://www.france24.com/en/20191210-two-algeria-ex-pms-get-heavy-jail-terms-in-graft-trial>

<https://www.france24.com/en/20190925-algerian-court-sentences-former-president-bouteflikas-brother-15-years-prison>

<https://www.bbc.com/news/world-africa-50728562>

- 6- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up the synonyms and opposites of the following words with your classmate.

Crime, defendant, corruption.

- 7- Retrieve from the text the words you think are foreign (French or Latin) and not English.

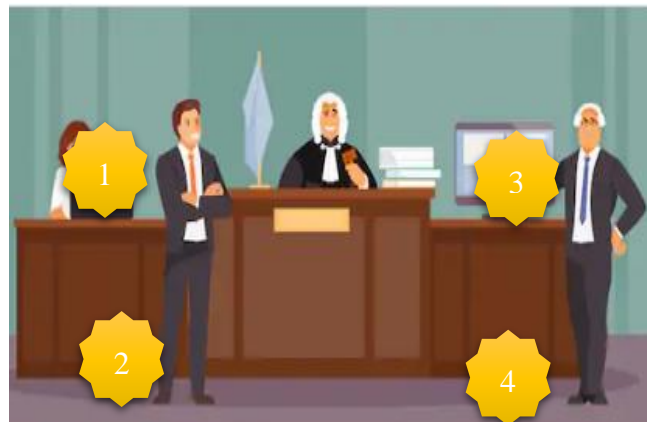
- 8- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose the best equivalent technical term to the underlined clause with your classmate.

“The Prosecutor demanded that the property and companies of the defendants be seized.”

Consideration, construction, attachment.

- 9- Fill in the blanks, then match each word with its synonym²⁹.

- 10- Guess who and where these legal professionals are?



²⁹ Crossword compiler [Desktop app]

10- In group work, translate the following excerpt into the Arabic language.

“The court also issued a 20-year prison sentence in absentia and an international arrest warrant to a former Secretary-General to the Minister of Justice who was abroad.”

11- Which word does the relative pronoun “who” refer to?

12- What do you notice while translating the phrase “Minister of Justice”?

13- Look at these two phrases and discuss the adjective order.

“The State Prosecutor” Vs “The Secretary-General”

14- Do you think that “Jail” and “Prison” should be used interchangeably?

In the Algerian legal system, how do we differentiate between "الحبس والسجن"?

15- Visit the website www.joradp.dz, download the Arabic version of the Criminal Code, and read the first paragraph of article 389 bis.

Article 389 bis: In the sake of concealing or disguising the illegal income of it, any real property, whose income originated in a felony or misdemeanor, converted by an informed perpetrator, shall constitute a kind of money laundering. It must also offer assistance to the said perpetrator to evade the legal consequences of their crime³⁰.

16- Which words do the pronouns “it” and “their” refer to?

17- Contrast the Arabic version with the English version and state the differences in linguistic features.

Discuss with your classmates what has been learned today in the messenger group.

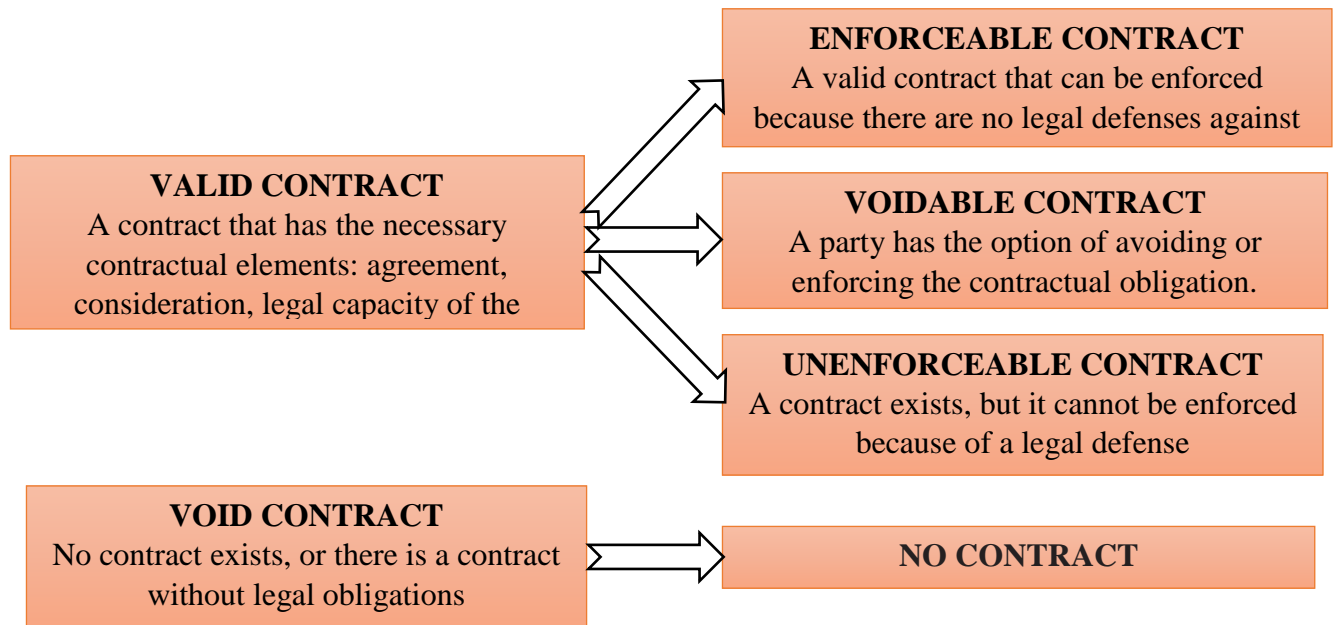
Also, exchange information and the problems faced while learning legal English.

³⁰ Course designer’s translation

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University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).**

Major (s): Business Law/Administrative Law

5.4 A Contract Shall never be on a Harsh Track



Contract Types³¹

Here is a poem for a potential contract cycle formation.

We shall **abide** by the **laws** and **terms**
Do we ever **form companies** or **firms**, or
Draft contracts and **statements of facts**

³¹ Miller, R. (2014). *Business Law Today, Comprehensive: Text and Cases: Diverse, Ethical, Online, and Global Environment* (10th ed.). p. 246. Cengage Learning.

For fruitful thenceforth **acceptance**, so
We shall afford legal **representation**,
To fulfil valuable, nay full **consideration**
Lest the deal be threatened to **repudiation**
Neither **dispute settlement** nor **arbitration**
Null and void, then what shall be the solution?³²

Activities

- 1- Read the poem silently.
- 2- Listen to the poem carefully.
- 3- Read the poem orally.
- 4- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up with your classmate the synonyms of the following words.

abide by, statements of facts, acceptance, representation, repudiation, arbitration, null and void

- 5- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose the best equivalent technical term to the sentence hereunder with your classmate.

A determination in mind to make contracts.

offer/promise/intention

³² Written by: M.C. MANSOURI (The course designer)

6- According to the text, state the different steps to conclude a contract.

7- “Form a company” is a collocation; try to find other collocations in the poem above.

8- Put the appropriate word into blanks:

legal relations/consideration/ terms and conditions /counter offer

There can be no acceptance and, therefore, no agreement unless there is an offer in the first place. An offer exists whenever the offeror’s words or conduct indicate that he intends to create.....and to commit himself to the..... he is proposing to the offeree.

9- Redesign the above plan into Arabic.

10- In group work, translate the following excerpt into Arabic.

Draft contracts and statements of facts	.....
For fruitful thenceforth acceptance, so	.....
We shall afford legal representation,	.....
To fulfill valuable, nay full consideration	.....
Lest the deal be threatened to repudiation	.....
Neither dispute settlement nor arbitration	.....

11- State the difference between legal translation and literary, legal translation.

12- In a pair work, perform the hereinabove poem into a play, “Two parties to the contract”.

Creative writing!

13- Choose 12 legal words you have learned/others and compose a poem of a set of lines.

14- In the messenger group, discuss the new challenge you have seen in learning legal English through literature with your classmates.

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Major (s): Criminal Law & Business Law

5.5 Many Different Laws May Affect a Single Business Transaction

Suppose that Omar is the president of 'NetSys'; a company that creates and maintains computer network systems for other **business firms**. 'NetSys' also **markets** software for internal computer networks. One day, Ali, an **operations officer** for Southwest Distribution **Corporation** (SDC), contacts Omar by e-mail about a possible contract involving SDC's computer network. In deciding whether to **enter into a contract with** SDC, Omar, while having an **intent**, needs to consider, among other things, the **legal requirements for** an **enforceable contract**. Are the requirements different for **a contract for services** and **a contract for products**? What are Omar's options if SDC **breaches** (**breaks**, or **fails to perform**) **the contract**? The answers to these questions are part of **contract law** and **sales law**.

Other questions might concern **payment under the contract**. How can Omar guarantee that NetSys will be paid? For example, if SDC **pays with a check** that is returned for **insufficient funds**, what are Omar's options? Answers to these questions can be found in the laws that relate to **negotiable instruments** (such as checks) and **creditors' rights**. Also, **a dispute** may arise over the rights to NetSys's software, shall the contract then be threatened and led to **repudiation**? Or, there may be a question of **liability** if the software is **defective**. There may even be an issue as to whether Omar and Ali had the **authority** to **make the deal** in the first place. Resolutions to these questions may be found in the laws that relate to **intellectual property**, **e-commerce**, **torts**, **product liability**, **business organizations**, or **professional liability**.

Finally, if any dispute cannot be **resolved amicably** through **arbitration**, then the laws and the rules concerning **courts** and **court procedures** spell out the steps of a **lawsuit**³³.

Activities

Part one: Text reading and comprehension

1- Listen, then read the text carefully and answer the following questions.

- a- What is the text about?
- b- What are the potential problems tackled in the text?
- c- What are the possible solutions proposed for each problem?

Part two: Terminology

1- Translate all the bold underlined words into Arabic.

Find in the text the closest English meanings to the following words: Law, firm, check

2- Find in the text English opposites to the following words.

Dispute, enter into a contract

3- In a legal dictionary or a downloaded legal application on your smartphone/tablet,

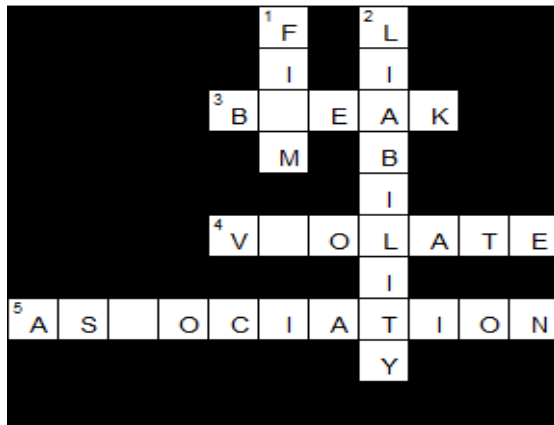
look up with your classmate the synonyms of the following words

dispute, defective, lawsuit, enforceable contract, creditor, fund, intent, arbitration, repudiation

4- Fill in the gaps then match each word with its synonym³⁴.

³³ Miller, R. (2014). *Business Law Today, Comprehensive: Text and Cases: Diverse, Ethical, Online, and Global Environment* (10th ed.). p. 4. Cengage Learning.

³⁴ **Crossword compiler [Desktop app]**



In a legal dictionary or a downloaded legal application on your smartphone /tablet, look up and choose the best equivalent technical term to the sentence below with your classmate.

“An action that is wrong but which can be dealt with in a civil, rather than criminal, court”

tender/bailment/liability/tort

Part three: Translation

1- In group work, translate the following excerpt into Arabic.

“Answers to these questions can be found in the laws that relate to **negotiable instruments** (such as checks) and **creditors’ rights**.”

2- What do you notice while translating the phrase “Negotiable Instruments”?

What is its best equivalent in the Algerian legal system?

Visit the website www.joradp.dz, download the Arabic version of the commercial code, and read articles 544 (Amended), 564 (Amended), 576, and 592 (Amended)³⁵. Then, fill in the blanks with the appropriate company type.

-Limited Liability Company

-Single Member and Limited Liability Company

-Joint Stock Company

-Joint Liability Company

³⁵ Commercial Code of Algeria, translated by the course designer.

“-Art: ...When the company consists of one person only, as stated in the aforementioned paragraph, this person shall be referred to as the.....

-Art: is a company whose capital is divided into shares and which is formed among members who shall bear any losses only up to the amount of their contributions. The number of its members shall not be less than seven.

-Art:.... The commercial nature of a company shall be determined by its form or by its object., Partnerships,, and are trading companies by virtue of their form, irrespective of their objects.

-Art:.... The shall be managed by one or more natural persons. The managers may be chosen from outside the members”

- 3- Contrast the Arabic version with the English version and state the differences in linguistic features.**
- 4- Choose a business transaction and try to write an e-mail to another party for a possible deal.**
- 5- Discuss with your classmates what has been learned today in the messenger group. Also, try to exchange information and the problems faced in learning legal English.**

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Major (s): All Majors

5.6 Call for Tenders

**PEOPLE’S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF BATNA 1
VICE-CHANCELLORSHIP OF DEVELOPMENT, PROSPECT, AND ORIENTATION
Fiscal Identification Number (FIN): 012345678910111
OPEN NATIONAL CALL FOR TENDERS WITH MINIMAL QUALIFICATIONS
REQUIREMENTS**

N° : .../...../...../20..

THE UNIVERSITY OF BATNA-1- intends to launch an **Open National Call for Tenders with Minimal Qualifications Requirements** concerning the operation:

The interested **natural persons** and **corporate bodies** to the present **call for tenders** complying with the requested **conditions** are invited to pay a non-refundable sum of AD 3,000.00 in return for the **specifications record** at the Chancellorship of the University of Batna 1 (**Public Contracts Office**) located on the second (2nd) floor.

The **tenders** shall be placed independently in three inner closed and sealed envelopes, all in an anonymous outer envelope.

THE FIRST ENVELOPE: (E1) shall contain **the Application File** and the documentation mentioned in the specifications record, namely:

- 1- **An application statement**: informed, signed, and sealed.
- 2- **A probity statement**: informed, signed, and sealed.
- 3- **A statute** for corporate bodies.
- 4- **Delegation of signature**, if available.
- 5- The Human resources list concerning the aforementioned project, supported by justifying documents, namely:
 - (*CNAS* of the last three months, *CASNOS*, and *CACOBATH*), for the set of the affiliated employees.
 - Any document justifying an actual link between the employer and the employee (Diplomas and affiliation to *CNAS* for the last three months for **executive employees** only)
- 6- The material resources list concerning the said project, supported by justifying documents, namely: (copies of **car registration document** + **insurance coverage** for the rolling stock and a report written by an authorized **Bailiff** for non-rolling stock, the date of the bailiff's report shall not exceed one year; otherwise it will not be considered).
- 7- *C20*, which shall be **stamped by tax services** provided that the sum of the **financial statements** for the last three years shall not be less than AD 10,000,000.00
- 8- The **corporate's** experience in the field supported by justifying certificates of **good performance** for the last five years. The sum of each certificate shall be equal to or over **AD 8,000,000.00**. The certificates shall be stamped by **the promisee or an authorized officer**, containing the date, the sum, and the exact nature of the performance. If the presented certificate does not contain the performance sum, a copy of the **performed contract** shall be attached.
- 9- Performance execution planning.

10- A copy of the professional qualification and classification certificate in a (Requested qualification) as of/of category.....

This envelope (E1) shall be closed, sealed, and have the project title, the full name, and the bidder's address written on it, in addition to the mention “**Application File.**”

THE SECOND ENVELOPE (E2): shall contain **the Technical Offer** and the documentation mentioned in the specifications record, namely:

- 1- The present specifications record, initialed by the **bidder**, must have the mention “Read and Accepted” written at the bottom of the last page.
- 2- The **underwriting statement**: informed, signed, and sealed.
- 3- The **technical memorandum**: informed, signed, and sealed.

This envelope, **E2**, shall be closed, sealed, and have the project title, the full name, and address of the bidder written on it in addition to the mention **Technical Offer**

THE THIRD ENVELOPE **E3**: shall contain the **Financial Offer** and the documentation mentioned in the specifications record, namely:

- 1- The **bid note**: informed, signed, and sealed.
- 2- The **unitary prices schedule**: informed, signed, and sealed.
- 3- **The quantity and estimate schedule**: informed, signed, and sealed.
- 4- **Global and inclusive prices analysis**.

This envelope, **E3**, shall be closed, sealed, and have the project title, the full name, and the address of the bidder written on it in addition to the mention “**Financial Offer**”

THE FOURTH OUTER ENVELOPE **E4**: it shall contain the three inner envelopes, **E1**, **E2**, and **E3**. It shall be anonymous, sealed, and have the following single mention:

To Mister: The Chancellor of the University of Batna 1

**OPEN NATIONAL CALL FOR TENDERS WITH MINIMAL QUALIFICATIONS
REQUIREMENT**

N°:/VCDPO/UB1/20..

.....
Not to be open except by the Committee of Envelopes Opening and Offers Evaluation

The offers shall be addressed to:

**UNIVERSITY OF BATNA 1
GENERAL SECRETARIAT 3RD FLOOR
CHANCELLORSHIP
WAY TO BISKRA
DZ -05000- BATNA (ALGERIA)**

The bidders are given 15 days to prepare their offers as of the first published announcement of the ONCTMQR in the national press.

Interested bidders can participate in one or many lots; the university has the right to assign one or many lots.

The offers shall be deposited on the 15th day of the first published announcement of the ONCTMQR. That is, the day of the envelopes opening before 10:30. Should this day fall on a public holiday, the offer **preparation duration** would be extended up until the next working day at the same hour. No other document shall be enclosed herewith.

The bidders are invited to assist in the session of envelopes opening that will be held publicly at 11h: 00

The bidders shall be committed to their offers for 105 days as of the first published announcement of the ONCTMCR in the national press³⁶.

Activities

- 1- Retrieve what you think is a legal term from the announcement, then translate it into Arabic.**
- 2- In accordance with articles 61, 62, 63, 66, and 67 of the presidential decree N°15-247 of 16 September 2015 on public procurement code and public service delegation, and in particular, article 65 thereof that provides for the use of at least Arabic language and at least one foreign language to announce tenders, adapt and suggest an international call for tenders according to your specialty.**

Administrative Law: Urban management.

Business Law: Procurement of products or services.

Criminal Law: A training for legal professionals on special investigation techniques.

Real estate law: An auction to grant concession on lands that belong to the state's real property for future investments.

Environmental Law: waste management or packaging and transporting some waste for exportation.

N.B: Students can work individually, in pairs, or in groups. They can use legal dictionaries, applications, websites, or any other document.

³⁶ Designed by the course Designer according to the procurement code of Algeria

A Test Course for Teaching Legal English to a Sample of Master's Law Students at the University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).

Major (s): Administrative Law

5.7 Can Amina Recover from her Lost Job?

The University of Annaba in Algeria organized a professional competition to upgrade some **administrative officials (public servants)** to principal ones. The personnel department in charge of recruitment worked to insure a **transparent** competition that **meets all the legal requirements**. They officially called employees with diplomas in Economics and reached five years of service to participate in the contest.

Amina, as a graduate law student, chaotically claimed that if a **diploma in law** is not required, and if it would not be accepted, then the administration's criterion shall **entirely and completely** be **illegal**. The administration, as Amina did not respect the administrative hierarchy, decided to pass her to the **board of disciplines** that downgraded her. She **nursed** an **official grievance** at the **appellate committee** against the **personnel department's decision** for not being allowed to participate in the organized contest and another one to the **competent authority** for being downgraded. The **special committee** charged with appeals responded that her **complaint** is **deemed and considered** to be **founded** while the **Public Employment Department** affirmed the **punishment**. Amina received the **administrative decision** that has been published later in an **official journal**. **Thereupon**, she decided to **initiate a case** before the **administrative tribunal**. Her **lawyer** wrote a detailed **petition** for her, signed and deposited it at the **tribunal clerk** in the **legal time** lest her **suit be rejected**.

The **bailiff** informed the University through a **writ of summons** that, as it is a **public service** subjecting to **administrative litigations**, they are involved in legal **action** and must **appear before**

the administrative court, which has **jurisdiction over cases** of this kind. In the **hearing session** at the **law court** after **scheduling the case**, the judge stated the **non-legality** of the administrative decision and so judged that it shall be annulled and **hereby sentenced** the administration to **compensate the plaintiff under the existing law**. Nevertheless, the latter **appealed against the sentence, in favor of the appellee, to *Majlis Eddaoula***³⁷.

Questions

- 1- Read the text silently.
- 2- Listen to the text carefully.
- 3- Read the text orally.
- 4- Suggest a title for the text
- 5- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose with your classmate the synonyms of the following words.

Clerk, bailiff, writ of summons, jurisdiction, action

“She decided to initiate a case before the administrative **tribunal**”

- 6- According to you, can we replace the word « tribunal » with « court »?

“The judge hereby sentenced the administration to compensate the plaintiff under the severance damages law. Nevertheless, the latter appealed against the sentence, **in favor of the appellee, to *Majlis Eddaoula***.”

- 7- According to you, what is the best English equivalent for *Majlis Eddaoula*?

³⁷ Course Designer’s Text.

8- Translate the excerpt above into Arabic.

9- *Initiate a case* is a collocation, and find other collocations in the text.

10- Find Arabic equivalents to the following words.

illegal, board of disciplines, Nursed official grievance, appellate committee, personnel department, competent authority, founded, Public Employment Department, administrative decision, official journal, tribunal clerk, legal time, suit be rejected, bailiff, writ of summons, public service, administrative litigations, appear before the *administrative court*, jurisdiction over cases, hearing session, scheduling the case, non-legality

The doublet “**deem and consider**” contains two verbs.

11- Compare and contrast them.

12- Find other pairs in the text.

13- The text contains derivatives of the verb to appeal, such as *appellee*. Extract them.

14- What language does the suffix “ee” originate in? Can you think of similar cases?

Amina received the administrative decision... **Thereupon**, she decided to initiate a case before the administrative tribunal.

15- Try to replace the pronominal adverb “thereupon” with the best equivalent.

“Amina, as a graduate law student, chaotically claimed that if a diploma in law is not required, and if it would not be accepted, then the administration’s criterion shall entirely and completely be illegal”.

16- Rewrite the sentence above considering the plain English campaign (modal verbs, order of clauses, insertions...etc.).

17- A Test Course for Teaching Legal English to a Sample of Master's Law Students at the University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).

Major (s): Business Law

5.8 45% for you and 55% for me and Equal Partners we Will Be!?

As a legal person, the prefecture of Oran intended to launch an **invitation for tender/bid** to form a **partnership** with a **natural person** or a **legal entity**. The **co-partnership** subject was to **grant a concession** to construct a huge mall for **public utility in accordance with the laws of public service delegation**. The site **whereon** the mall shall be built was designated to be in the middle of town according to the architectural design plans. The **administrative contract** comprised an **article stating** that the **capital contribution** of the **best bidder** shall be 45% of the project **appraisal**, whereas the **offeree's contribution** shall be 55%, corresponding to **AD 90,529,857.72**. However, **the contract of concession** was **silent** as to how the **parties hereto** shall, when the annual **income and expense statement** shall be **issued**, share in detail the **profits and losses** except for a **provision** that **provides for** the equality of **profit sharing**. After the mall was built and open to service, the **offeror made massive annual net profits**. The prefecture of Oran claimed they must take 55% of the net profits, whereas the **contracting partner** shall take 45 %. The latter did not agree and claimed that 50% goes to their **bank account** for sharing profits, and losses must be equal according to the contract. The **contracting party's lawyer brought a lawsuit** against the offeree at the **administrative tribunal** that **rejected the case** because it was not **under their jurisdiction** and forwarded it to *Majlis Eddaoula* that is only **competent in interpreting** ambiguous laws. As he has the authority to a jurisdictional assiduousness, the administrative judge construed the article's statement and concluded that the administration had entirely and completely

misused and then misunderstood the word 'equal'. They declared that since the contract did not state that sharing profits and losses would be in the same **ratio** as **funds** contribution, then 50% shall go to each **party**³⁸. (

Activities

- 1- Read the text silently.
- 2- Listen to the text carefully.
- 3- Read the text orally.

“The **offeree**’s **contribution** shall be 55% corresponding to **AD 90,529,857.72**”

- 4- Transform the number in the sentence into written words.
- 5- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose the synonyms of the following words with your classmate.

legal person, invitation for tender (bid), natural person, capital contribution, income and expense statement, jurisdiction, ratio, fund

- 6- Find in the text synonyms for the following words.

offeree, offeror, legal entity, provide for

- 7- Translate the following phrases into Arabic.

legal person, natural person, best bidder, massive annual net profits, jurisdiction, jurisdictional assiduousness

“The contract of concession was silent as to how the parties **hereto** shall,

³⁸ Some expression were taken from: Miller, R. (2014). *Business Law Today, Comprehensive: Text and Cases: Diverse, Ethical, Online, and Global Environment* (10th ed.). Cengage Learning.

8- Rewrite the sentence above by replacing the pronominal adverb hereto with another equivalent.

9- “To grant a concession” is a collocation; find other collocations in the text.

10- Translate the following passage into Arabic.

“...rejected the case because it was not **under their jurisdiction** and forwarded it to *Majlis Eddaoula* that is only **competent in interpreting** ambiguous law.”

11- According to you, what is the best English equivalent for *Majlis Eddaoula*?

12- Rewrite the sentence below considering the plain English movement.

“However, **the contract of concession** was **silent** as to how the **parties hereto** shall, when the annual **income and expense statement shall be issued**, **share** in detail the **profits and losses.**”

“The word ‘equal’ had entirely and completely been misused and then misunderstood by the administration.”

13- Transform the sentence above written in the passive form to the active form.

14- According to you, why does the sentence above contain the doublet ‘entirely and completely’?

15- In the messenger group, discuss with your classmates what was learned today. Also, try to exchange information and the problems faced while learning legal English.

Homework

As a future Business law manager, imagine you are required to draft a business contract. Draft two articles that provide for profit sharing between the two parties.

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Major (s): Business Law

5.9 A Background on the International Monetary Fund (IMF)

The International Monetary Fund (IMF) is an organization of 189 countries working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.

The IMF's primary purpose is to ensure the stability of the international monetary system. That is the system of exchange rates and international payments that enables countries (and their citizens) to transact with each other. It does so by keeping track of the global economy and the economies of member countries and lending to countries with balance of payments difficulties.

The Fund's mandate was updated in 2012 to include all macroeconomic and financial sector issues that bear on global stability. Concerning economic surveillance, the IMF oversees the international monetary system and monitors the economic and financial policies that take place both at the global level and among individual members. It highlights possible risks to stability and advises on needed policy adjustments.

The IMF also provides loans to member countries experiencing actual or potential balance of payments problems to help them rebuild their international reserves, stabilize their currencies, continue paying for imports, and restore conditions for strong economic growth while correcting underlying problems.

The IMF proactively engages with Members of Parliament (MPs) through already established “umbrella” parliamentary organizations, such as the Parliamentary Network on the World Bank and International Monetary Fund, the Commonwealth Parliamentary Association (CPA),

the Global Organization of Parliamentarians Against Corruption (GOPAC), and the NATO Parliamentary Assembly. At the country level, the IMF also reaches out to parliamentarians on the committees that have oversight of economic issues.

An IMF's Report on Algeria, May 17, 2004.

Algeria's Financial System Stability Assessment highlights the Observance of Standards and Codes on monetary and financial policy transparency and banking supervision. Financial intermediation in Algeria will be bank-based in the future, and only politically difficult decisions to gradually sell state banks will eliminate the drag that current banking practices have on resource allocation. No system dominated by state banks has avoided large loan losses or contributed effectively to economic development³⁹.

Activities-Part one: Text reading and comprehension

- a- Read the text carefully, then answer the following questions.
- b- What is IMF? And what are the most fundamental tasks and duties of the IMF?
- c- What are the notices highlighted by the IMF about Algeria's financial system?
- d- What are the other international financial institutions that you know?

Part Two: Terminology

18- Translate all that is underlined into Arabic.

19- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up the synonyms and opposites of the following words with your classmate.

³⁹ <https://www.imf.org>

(Words in *ITALICS* are excepted from opposites)

cooperation-stability- rate-corruption-assembly-issue-assessment-surveillance-standard-code-
transparency-supervision-allocation -loss- sustainable- strong-current-macroeconomic-reduce- to
transact with- lend- import.

20- In group work, discuss the differences between:

- a- international/intranational/transnational/multinational/world
- b- money/currency/finance/capital/portfolio/fund

Part Three: Writing and Translation

1- Based on the following excerpt: “At the country level, the IMF also reaches out to parliamentarians on the committees that have oversight of economic issues.” **from the text, translate Article 24 of the organic law that shall determine the organization of the People’s National Assembly and the Senate.**

المادة 24: تختص لجنة الشؤون الاقتصادية والتنمية والصناعة والتجارة والتخطيط بالمسائل المتعلقة بالنظام والاصلاح الاقتصادي، وبمنظمة الأسعار والمنافسة والإنتاج، وبالمبادلات التجارية، والتنمية، والتخطيط، والصناعة والميكلة، وبالطاقة والمناجم، وبالشراكة والاستثمار

Open the channel and watch the video entitled “The International Monetary Fund (IMF) and the World Bank Explained in One Minute” or follow this link:

<https://www.youtube.com/watch?v=WG72yk60tbA>, or <https://rb.gy/5tl4q>

- 2- Write a small paragraph about the differences between the IMF and the World Bank in a pair work.**
- 3- Discuss with your classmates what has been learned today in the messenger group. Also, try to exchange information and the problems faced while learning legal English.**

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Major (s): Environmental Law

5.10 Convention for the Protection of the Mediterranean Sea Against Pollution

Article 3. GENERAL PROVISIONS

1. The **Contracting Parties** may enter into **bilateral** or **multilateral** agreements, including **regional** or **subregional** agreements, for the **protection** of the **marine environment** of the Mediterranean Sea **against** pollution, **provided that** such agreements are consistent with this Convention and conform to **international law**. Copies of such agreements between Contracting Parties **to this Convention shall** be communicated to the Organization.

Articles 5-8

The Contracting Parties **shall** take all measures in conformity with international law to **prevent, abate, and combat pollution** of the Mediterranean Sea Area caused by **dumping from ships** and aircraft, **discharges from ships, exploration, and exploitation of the continental shelf and the seabed and its subsoil**, and **discharges from rivers, coastal establishments or outfalls**, or emanating from any other land-based sources within their territories. (*adapted by the course designer*)

Article 22. SETTLEMENT OF DISPUTES

1. In case of a **dispute** between Contracting Parties as to the interpretation or application of this Convention or the protocols, they shall **seek a settlement** of the dispute through negotiation or any other peaceful means of their own choice.

2. The dispute shall, if the Parties concerned cannot **settle** their **dispute** through the means mentioned in **the preceding paragraph**, be submitted, upon common agreement, to **arbitration** under the **conditions laid down** in Annex A to this Convention. (*adapted by the course designer*)
3. Nevertheless, the Contracting Parties may at any time declare that they recognize as compulsory *ipsofacto* and without special agreement, in relation to any other Party accepting the same obligation, the application of the arbitration procedure in conformity with the provisions of annex A...

Article 24. SIGNATURE

This Convention, the Protocol for the prevention of pollution of the Mediterranean Sea by dumping from ships and aircraft, and the Protocol concerning cooperation in combating pollution of the Mediterranean Sea by oil and other harmful substances in cases of emergency shall be open for signature in Barcelona on 16 February 1976 and in Madrid from 17 February 1976 to 16 February 1977 by any State invited as a participant in the Conference of Plenipotentiaries of the Coastal States of the Mediterranean Region on the Protection of the Mediterranean Sea, held in Barcelona from 2 to 16 February 1976, and by any State entitled to sign any protocol in accordance with the provisions of such protocol...

Article 25. RATIFICATION, ACCEPTANCE, OR APPROVAL

This Convention and any protocol **thereto** shall be subject to **ratification, acceptance, or approval**. Instruments of ratification, acceptance or approval shall

Article 26. ACCESSION

1. As from 17 February 1977, the present Convention, the Protocol for ... substances in cases of emergency shall be open for accession by ...⁴⁰

Questions

- 1- What are the types of agreements mentioned in the articles above?
- 2- What linguistic elements are used in the articles above to denote permission and obligation?
- 3- Cite the different sources of marine pollution mentioned in the articles above.
- 4- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up, with your classmate,
 - 4-1- the difference between the following verbs. to dump vs. to discharge
 - 4-2- the difference between the following words.
ratification/acceptance/approval/accession
- 5- Choose the best equivalent of the word ‘subsoil’ in articles 5-8.

باطن الأرض طبقات التربة الجوفية في قاع البحر طبقات الجرف القاري (امتداد اليابسة في قاع البحر)

- 6- Find Arabic equivalents to the following.

abate /aircraft/ continental shelf/ seabed/ outfall

“Copies of such agreements between Contracting Parties **to this Convention** shall be communicated to the Organization”

⁴⁰ <https://www.un.org> (Some parts were adapted)

- 7- Replace the phrase “to this convention” with the appropriate pronominal adverb.
hereto/hereby/hereinafter/thereto
- 8- Replace the pronominal adverb thereto in “This Convention and any protocol thereto” with the appropriate equivalent in Article 25.
- 9- State the nature of adverbial insertions in the second paragraph of Article 22.
- 10- Simplify the drafting of the second paragraph of article 22 in such a way that it corresponds to the formula: *if X, then Z shall be Y*
- 11- Compare and contrast the English version and the Arabic version of the 3rd paragraph

وعلى الرغم من ذلك، يجوز للأطراف المتعاقدة أن تصرح في أي وقت، بأنها، بذات تصريحها هذا، وبدون حاجة إلى اتفاق خاص، بالنسبة لأي

طرف آخر يقبل الإلتزام ذاته، تقبل الإلتزام الجبري بتطبيق اجراء التحكيم وذلك تماشياً مع نصوص الملحق "أ" ⁴¹

- 12- What did you notice?
- 13- Suggest a better translation.
- 14- Read article 24, and rewrite it in a simpler version, suggesting punctuation to improve its understanding.
- 15- What would you say if given a chance to defend marine protection from pollution? (speaking).

In the messenger group, discuss with your classmates what has been learned today.

Also, try to exchange information and the problems faced while learning legal English.

⁴¹ <https://www.un.org>

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Major (s): Criminal Law

5.11 A Time to Kill

In the fictional town of Clanton, Ford County, Mississippi, where everyone shall be done justice, two drunken young white men, in sweltering summer, violently **raped** and **attempted to kill** ten-year-old African American girl Tonya Hailey, her father Carl Lee **shot and murdered** the two men before they could even **face trial**, accidentally also shooting, though not killing, the **deputy sheriff**. Carl Lee who was **charged with capital murder**, which shall **carry the death penalty**, and called in the help of a family friend and young *street lawyer* Jake Brigance, who decided to **take on the case** in the hopes of receiving good publicity. As the news of a black man killing two white men traveled, the press set camp in Clanton, and the town turned into a media circus. While Jake was **preparing for the trial**, working on his **insanity defense**, racial tension grew in the town of Clanton, Mississippi, and even nationwide. The National Association for the Advancement of Colored People (NAACP) took an **interest in the case**, and the Ku Klux Klan (KKK) appeared through a **racial discrimination crime**. Developments slowly turned the town into a battlefield, with Jake even **surviving two assassination attempts**. The National Guard was eventually called in to protect the town. After a **hard and tiring trial** that made the public see the **Judge's gown** look **violet** like in summer after being **green**, and the **gavel** hitting the wooden block like a gunpowder explosion, Jake successfully discredited the **state's psychiatrist** and delivered an

incredible closing statement. After **long deliberation**, the white jury returned the **verdict: not guilty**⁴².

Questions

- 1- **Read the story silently.**
- 2- **Listen to the story carefully; then read it orally.**
- 3- **In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up with your classmate the synonyms of the following words: capital murder-sheriff-street lawyer-defense insanity-gown-gavel-deliberation-jury**
- 4- **What are the crime types mentioned in the story?**
- 5- **Cite other crimes you have learned about?**
- 6- ***Do justice* is a collocation. Extract other collocations from the story.**
- 7- **Compare, fill in the blank, then match each expression with its equivalent**⁴³.

Took on the case

تولى الدفاع عن القضية

Took an interest in the case

أختم مرافعتي

The case before the

هناك دوافع تحمله على رفض توقيع العقد

Win one's case

أولت اهتماما للقضية/الحالة

Have a strong case

لديه حجج قاطعة

There is a case for refusing to sign the

ربح الدعوى

I rest my case

القضية المحالة على المحكمة/المجلس القضائي

- 8- **In group work, translate the following excerpt into the Arabic language.**

⁴² Grisham 1989, as cited in Geenen, N. M. (2017). Translating Legal Crime Fiction: John Grisham's A Time to Kill [Master's]. Utrecht University. Adapted by M.C MANSOURI (Course Designer)

⁴³ Terminologie Juridique: Anglais, Français, Arabe, 2013

“...accidentally also shooting, though not killing, the deputy sheriff. Carl Lee was charged with capital murder, which shall carry the death penalty...”.....

‘...the primarily white jury returns the verdict: not guilty.’

9- Does the Algerian legal system comprise a white jury?.....

“...that made the public see the **Judge’s gown** look **violet** like in summer after being **green**”.

10- What do Judges wear in Algeria?.....

11- Complete the translation into English.

المادة 21 (معدلة): الحجز القضائي في مؤسسة إستشفائية للأمراض العقلية هو وضع الشخص بناء على أمر أو حكم أو قرار قضائي في مؤسسة مهيأة لهذا الغرض بسبب خلل في قواه العقلية قائم وقت ارتكابه الجريمة أو اعتراه بعد ارتكابها. (قانون العقوبات)⁴⁴
 detention is the procedure whereby (by which) the person shall be put in an appropriate hospital following a judicial because the person, when or after the crime ...committed, he was suffering from psychiatric disease. (.....)

12- Contrast the Arabic version with that of English.

13- Imagine and draw the scene of the shooting or the trial in the courthouse and write down every potential relevant legal term.

14- In the messenger group, discuss the new challenge you have seen in learning legal English through literature with your classmates.

Homework!

Since the Algerian authorities have been working on a bill to criminalize any act of racism, you are required to draft three articles suggesting the mechanisms to deter this anti-social behavior.

⁴⁴ Penal Code of Algeria.

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University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).**

Major (s): Environmental Law

5.12 If I Were Ever Liable!

**Here is a poem about what could happen in a courtroom because of an environmental
harm accusation.**

Were we ever **outlaws** or **law-breakers!**

In the wilds of Paris or Buenos Aires

Nay over skies of the land of wonders

Indeed! No such **case** shall be **ultra vires**

Were we ever **outlaws** or **law-breakers!**

A **suit brought to the court** by claimers

Judges and **Magistrates** shall be courtmates

Hereby sentence, shall all have powers

Sinful! **Guilty! Liable!** Thou be **Sui Juris**

Environnement pollution?! A serious **Actus Reus**

Were we ever **outlaws** or **law-breakers!**

We shall not lose hope. Oh, come on, brothers!

Solicitors, Attorneys, or Barristers are all **Lawyers**

For **plaintiffs, defendants,** and seekers

Of defenses, advice, or for-speakers

For **crimes, breaches, or misdemeanors**

Were we ever **outlaws** or **law-breakers!**

We **shall be at liberty** to be **appealers**

To the **hereinabove verdict** by masters⁴⁵

Activities

- 1- Read the poem silently.
- 2- Listen to the poem carefully.
- 3- Read the poem orally.
- 4- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up the synonyms for the following words with your classmate.

outlaw/ultra vires/sui juris/actus reus/magistrate/attorney/barrister/misdemeanor

- 5- Classify these items in light of what you have learned and the text above.

Homicide /suer/ offense/ complainant/ plaintiff/ murder/ defendant/ attorney/ contravention/
respondent/ barrister/ judge/ petitioner/ magistrate/ suspect/ verdict/ felony/ sentence/ crime/
prosecutor/ misdemeanor/attorney/assault and battery

Category One	Category Two	Category Three	Category Four	Category Five

⁴⁵ Written by: M.C. MANSOURI (the course designer).

6- Complete the sentence with the appropriate phrase.

in absentia/in praesentia/in camera

The case was heard..... and no members of the public were allowed to be present.

7- In group work, translate the following excerpt into Arabic.

- Attorneys or Barristers are all lawyers
- For plaintiffs, defendants, and seekers
- Of defenses, advice, or for-speakers
- For crimes, breaches or misdemeanors
- Judges and Magistrates are courtmates

8- State the difference between legal translation and literary, legal translation.

9- What does the modal verb “shall” express in these locutions?

10- “...shall all have powers.” “we shall be at liberty.” obligation/permission/prediction

Creative writing

11- Choose 12 legal words you have learned/others and compose a poem of a set of lines.

12- In the messenger group, discuss the new challenge you have seen in learning legal English through literature with your classmates.

Homework!

In light of the poem above and what you have learned, write a short paragraph about the differences between the Attorney and Barrister, then compare and contrast them to the lawyers in the Romano-Germanic legal system (Civil Law).

**A Test Course for Teaching Legal English to a Sample of Master's Law Students at the
University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).**

Major: Property Law

Text 1⁴⁶

Property Law is the general term used to describe law relating to the different forms of ownership in **real property** such as **land**, as distinct from **personal property** or **moveable property** within the **common-law legal system**. **In the civil law system**. There is a division between **moveable and immoveable property**. Moveable property equates to personal property, while immoveable property is the same as **real estate** or real property and the associated rights and obligations attaching to the land. The main distinction in common-law system is between real property (land and what is sited on it) and personal property (**chattels**)

5.13 All is mine Own!

Look at this literary masterpiece pronounced by Shakespeare, then answer the questions.

I shall be **master and lord** of what is mine own.

All my **goods**, my **chattels**, my **coins**, my **treasure**

My **house**, my **lands**, my **field**, my **barn**, my **cottage**

My **horse**, my **ox**, my **chicken**, my anything,

⁴⁶ Callanan, H., & Edwards, L. (2010). *Absolute Legal English*. Delta Publishing.

Here I stand, share not, touch me whoever dare.
 I shall then **take the case** to church and **court**.
 I shall go to the **Civil Doctor**, nay **Lord Chancellor**
 Offer me a gift! I bring the soldiers out of the fort.
 No! I said. **Probity** is my faith, but here is my **ring**.
 He let me down! "Offer me more if thou be a man!"⁴⁷.

Activities

- 1- Read the poem silently.
- 2- Listen to the poem carefully.
- 3- Read the poem orally.
- 4- What different properties does Shakespeare possess?
- 5- Classify them into real and personal properties.

Real Property	Personal Property

- 6- What did the Lord Chancellor ask Shakespeare for?.....
- 7- Find in the text an opposite to this act?.....

⁴⁷ Adapted by the course designer from: Sokol, B. J., & Sokol, M. (2004). Shakespeare’s Legal Language. THE ATHLONE PRESS.

8- Match each clause with its equivalent.

“Offer me a gift!”	Bribery
“Offer me more if thou be a man”.	Lawsuit
“I take the case to court.”	Probity
I never bribe for whatever privilege.	Corruption

9- Compare and contrast these legal professions regarding legal systems and word order.

1. Lord Chancellor VS Attorney General
2. Attorney General VS Minister of Justice
3. Minister of Justice VS Lord Chancellor.....
4. *حافظ العدل وزير العدل* VS Attorney General.....
5. *حافظ العدل وزير العدل* VS Lord Chancellor

10- Find in the first text opposites to the following: real estate/moveable property/chattel**11- In a legal dictionary or a downloaded legal application on your smartphone/tablet,**

look up the synonyms of the following words with your classmate.

chattel/Civil Doctor/Lord Chancellor/probity.....

12- In group work, translate the following excerpt into Arabic.

I shall then take the case to church and court	.....
I shall go to the Civil Doctor , nay Lord Chancellor	.....
Offer me a gift. I bring the soldiers out of the fort	.....
No! I said. Probity is my faith but here is my ring.	.....
He let me down! “Offer me more if thou be a man”.	.....

13- State the difference between legal translation and literary legal translation**14- In a pair work, perform the hereinabove poem into a play “Shakespeare and the Lord Chancellor”.***Creative Writing***15- Choose 12 legal words you have learned/others and compose a poem of a set of lines.****16- In the messenger group, discuss the new challenge you have seen in learning legal English through literature with your classmates.**

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Major: Property Law

5.14 Sami's Last Will and Testament

Sami owns two large lands, one of which is of a **joint tenancy** form with his brother, and the other is **notarized** with a **title deed**. He also owns a **vehicle** estimated at **AD 1,000,000.00**. In addition to that, Sami decided to **take out AD 6,590,000.80** from the local Bank to buy an **apartment** for a future monthly **mortgage** payment.

Some years later, and before he died, he wrote his last **will and testament**, including the distribution of his **bequests**. It stated that his only son **shall take by descent** his own land and **inherit** his vehicle, his **lot** of the Joint tenancy shall be **endowed** as a **Waqf** to a **charitable trust whereon a mosque and orphanage** shall be built, and his building shall be doled to Abdelkader, a person in need.

After his death, Abdelkader must complete the **debts** to own the apartment legally. However, he could not **pay off** his debts. The bank manager refused to **write off** his **credits** and consequently decided to **foreclose** the property by **putting it up for auction**. The apartment reached the buyout price in the auction house, and the **auctioneer** granted it to the best **bidder**.

On the other hand, his brother sued the charitable foundation, claiming that his brother's property is not **determined** and no **Waqf** shall be valid in such cases. More to the point, he shall be an **heir** of his brother's part. The Judge declared that **in accordance with the Family law**, in particular, the **provisions** related to **mortmain under Article 216** that **states** that any property subjected to **Waqf** shall be possessed by the **donator**, determined and undisputed even if it is a

joint tenancy. In addition to Article **218** that **provides for** the validity of the execution of the donator's stipulations unless they do not violate the Charâ (Islamic legislative body). If so, the stipulations shall be annulled, and the *Waqf* shall be preserved⁴⁸.

Text 2⁴⁹

In correct legal usage, **wills and testaments do not have similar meanings**. Testament is distinguished from a will; a testament is a bequest of **chattels**, or personalty, while a will is a **devise of lands**, or real property. Aside from personal and real property, a third, hybrid, form of property was the **lease**, known as a **chattel real**. A chattel real was bequeathed by testament.

Questions:

- 1- **Read the text silently.**
- 2- **Listen to the text carefully.**
- 3- **Read the text orally.**
- 4- **Suggest a title for the text.**

“Sami decided to **take out AD 6,590,000.80** from the local Bank.”

- 5- **Transform the number in the sentence into written words.**
- 6- **Take out is a phrasal verb. Retrieve from the text other phrasal verbs.**

⁴⁸ Course Designer's Text

Articles 216 and 218 of Family Code of Algeria were translated by the course designer (Researcher)

⁴⁹ Sokol, B. J., & Sokol, M. (2004). Shakespeare's Legal Language. THE ATHLONE PRESS.

7- Replace the phrasal verbs with other regular verbs.

“...his lot ... as a *Waqf* to ... **whereon** a mosque ... shall be built.”

8- Rewrite this sentence by changing the adverb “Whereon”

9- Fill in the gaps, then translate each word into Arabic⁵⁰.



“His **brother**, on the other hand, sued the charitable foundation claiming that his **brother**’s property is not determined.”

10- What does the word ‘brother’ refer to in each position?

“Sami owns two large lands, one of which is of a **joint tenancy** form with his brother.”

11- What are the other forms mentioned in the text?

12- Suggest other forms you know?

⁵⁰ Crossword Compiler [Desktop app].

13- In a legal dictionary or a downloaded legal application on your smartphone/tablet, look up and choose the synonyms of the following words with your classmate.

joint tenancy/title deed/mortgage/will/testament/bequests/charitable trust/debt/auction/auction house/buyout price/auctioneer/bidder/heir/mortmain/take by descent/inherit/foreclose/sue.

14- According to the text and what you found, in what context do these words differ?

Take by descent/inherit/heir

15- Find in the text the closest meanings to the following

trust/state/*waqf*/apartment

16- Visit the website www.joradp.dz, download the Arabic version of the Family Code, and read article 218. Then, contrast the Arabic version with the English version (see in the text) and state the differences in the translation method and linguistic features.

In the messenger group, discuss with your classmates what was learned today. Also, try to exchange information and the problems faced while learning legal English.

Homework!

As a future legal professional, you are charged to monitor the process of the auction sale of seized land. Write a small paragraph describing the event.

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Major: Administrative Law

5.15 The Impact of Jurisdictional Assiduousness on a Sustainable and Revocable Administrative Law

Administrative law is one of the most essential branches of **domestic public law**, for it impacts the **administrative organization** of countries and **regulates the actions** between the different **administrative bodies** and other **persons**. Administrative law also **settles** the different **disputes brought to the competent judicial authorities** in countries with a **dual legal system**, especially in France, wherein new **law theories** and **rules** had been created thanks to **jurisprudence**. As administrative law developed under especially **jurisdictional assiduousness**, critical views emerged calling for reviewing the basics of the administrative law and questioning the usefulness of its persistence, nay **annulling** the administrative **judiciary**, if not the whole administrative law. This paper contrasts the ideas of a sustainable administrative law against its **revoking**. It introduces the Algerian experience originating in France and reconsiders the traditional question of the impact of jurisdictional assiduousness on administrative law. In order to answer the research problem, the paper is divided into two chapters, one of which studies the possibility of a sustainable administrative law, whereas the other one studies its revoking, including the administrative

jurisdiction. It has been concluded that revoking the administrative law must be unjustifiable and **must breach** the most essential principle of **justice**, which is **jurisdiction**⁵¹.

Questions

1- Find Arabic equivalents to the following.

domestic public law/ administrative organization/ persons/ dispute/competent judicial authorities/
dual legal system/ law theories/ rule/ jurisprudence/ jurisdictional assiduousness/ annul/
judiciary/ revoking

2- Complete the following table.

Noun	Adjective	Adverb	Verb
Judiciary	Judicial	Judicially	-
	Jurisprudential		
Justice		-	Justice
Jurisdiction			

3- Detect the moves-structure in the abstract above.

4- Suggest a better abstract.

⁵¹ Djaber, S., & Mekhloufi, A. (2019). The Impact of Jurisdictional Assiduousness over the Administrative Law between Abolition and Sustainability. *Journal of Legal and Political Sciences*, 10(3), 604–623.

(Adapted and translated by: Mohamed Charif MANSOURI, the course designer)

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Major (s): Business Law

5.16 The Forms of Insurance Enforcement under the Act 03/09 Pertaining to the Consumer Protection and Fraud Suppression

The **consumer** in Algeria has been granted special **protection**, or rights, by the new tendency of the **legislative body** in Algeria. Indeed, these rights shall be appropriately realized according to the consumer's **legitimate wants** to have good **products** for him and the **persons** under his **care**. As for determining the executive methods for the **insurance enforcement under the act 03/09 pertaining to the protection of the consumer and the suppression of fraud**, the Algerian **legislator** takes on obliging the **dealer** to **comply with** the insurance **standards** via repairing the product or giving a new one in that these two methods are deemed the most appropriate to the consumer's interest to have a perfect product. Sometimes, however, enforcement **in kind** might be impossible, especially if there is no way to product repair. In order to answer the research problem, this paper is divided into two units. The first unit has been devoted to the origins and principles of insurance enforcement in the form of the physical **implementation**, and the second unit has been devoted to the mechanisms of return once the insurance enforcement in-kind may be impossible. The researcher concluded that the legislative acts **provide for**, via the insurance

enforcement, the possibility for the consumer to return the **defective product** and retrieve a part of, if not the total, **paid money**⁵².

Questions

1- Find Arabic equivalents to the following.

consumer/protection/rights/legislative body/legitimate wants/products/ care/insurance

enforcement/ pertaining/ consumer protection/ fraud suppression/ legislator/ dealer/ comply with/
standards/ in kind

implementation/ provide for/ defective product/ paid money

2- Detect the moves-structure in the abstract above.

3- Suggest a better abstract.

⁵² Berrabeh, M., & Bouchenafa, D. (2018). The Forms of Insurance Enforcement under the Act 03/09 Pertaining to the Consumer Protection and Fraud Suppression. *Elmanar for Legal and Political Research and Studies*, 2(3), 78–96. (Adapted and translated by: Mohamed Charif MANSOURI, the course designer)

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Major (s): Criminal Law

5.17 Criminal Mediation and its Role in Realizing Consent between Litigants under the Criminal Justice System

Under the famous principle of the Algerian **jurisdiction, there is 'No *penalty unless there is a criminal lawsuit***'. The level of **crimes** has increased until **cases** against them have become of little value because of the new trends in **criminal policy**. This augmentation happened when the **plaintiff**'s role became more influential, and on whom the contemporary criminal policy is based, to weed the accumulated **cases** out and to make the **court procedures** more delicate for an **effective justice**. Consequently, there was a switch to a **criminal mediation system**. The latter must realize negotiations in justice between the **petitioner** and the **defendant**, as initiated by the **Algerian penal procedures code in accordance with act 02-15 of 23 July 2015**. Such a shift led to the question: To what extent the new procedure might create **consent** between the **litigants?** and what are the advantages following its application? In order to answer the research problem, this paper was divided into two chapters. The first chapter deals with the criminal mediation system, and the second chapter deals with the importance of its **ratification**. The results showed that criminal mediation is an optional system that helps offenders retrieve their **capacity**. The

Algerian authority also benefits from the **compensation** in return for letting some **contraventions** go. In addition, it gives the **complainant** a chance to end the suit⁵³.

Questions

1- Find Arabic equivalents to the following.

jurisdiction/ criminal lawsuit/ criminal policy/ court procedures/ effective justice/ criminal mediation system/ petitioner/Algerian penal procedures code/ consent/ litigant/ ratification/ offender/ capacity/ compensation/contravention.

2- Detect the moves-structure in the abstract above.

3- Suggest a better abstract.

⁵³ Mansour, N. (2018). Criminal Mediation and its Role in Realizing Consent between Litigants under the Criminal Justice System. *Shariâa and Economy*, 7(2), 314–342.
(Adapted and translated by the course designer)

A Test Course for Teaching Legal English to a Sample of Master's Law Students at the University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).

Major (s): Environmental Law

5.18 Civil Law versus Environmental Protection Laws to Rehabilitate the Environmental Tort

The **civil liability** system is based on determining the **penalty** for any **criminal act** that causes **damage** to other persons, whereas the **civil penalty** is primarily based on **environmental tort rehabilitation**. The specificity of characteristics of such a tort makes it different from other kinds of tort stated in the **common rules**, which makes the **judicial** work difficult regarding how to apply these rules of civil liability to environmental tort. To this end, questions were raised about what the environmental tort accounts for and its features, and how to realize **economic growth** in the presence of environmental torts without rehabilitation for legal reasons. In order to answer the research questions, the study is divided into two parts. The first chapter in the first part defines the environmental tort and lists its characteristics. The second chapter deals with the difficulties of determining it. The first chapter, in the second part, defines environmental tort rehabilitation and its difficulties, and the second chapter deals with the **monetary compensation** for **ecological torts** and the difficulties found in their **assessment**. The researcher concluded that civil liability has been perfect but has not been adapted to the new challenges, such as the environmental tort, whose

damages might be indirect, probable, or aggravated per se. He also shed light on economic and technical issues pertaining to environmental tort rehabilitation⁵⁴.

Questions

1- Find Arabic equivalents to the following.

civil liability/ penalty/ criminal act/ damage/ civil penalty/ environmental tort/ rehabilitation/
common rules/ judicial/ecological torts/ assessment.

2- Detect the moves-structure in the abstract above.

3- Suggest a better abstract.

⁵⁴ Bekhaled, A., & Taleb, Kh. (2016). Civil Law versus Environmental Protection Laws to Rehabilitate the Environmental Tort. *Scientific Research of Environmental Legislation*, 6(2), 36–49. (Adapted and translated by: Mohamed Charif MANSOURI, the course designer)

A Test Course for Teaching Legal English to a Sample of Master's Law Students at the University of Batna 1: Mohamed Charif MANSOURI (Course Designer 2021).

Major: Real Estate Law

5.19 The Investment of Real Estate *Waqf* through the Crowd-funding Process in the Algerian Law

Crowd-funding is a modern tool used in various fields to make the citizens' role more effective in **managing public utilities**. The present article discusses the **real estate *Waqf* investment** through crowd-funding in Algerian **law**. It also summarizes the **legal organization** of the crowd-funding process compared to other **legal systems** as it focuses on Malaysian **corporations'** experience. The research reveals the mechanisms for managing the crowd-funding platforms and recommends their adoption in Algerian law as a kind of **public service delegation contract**. The present research combines threefold parameters to understand the newest and best methods to promote the *Waqf* in Algeria, namely *Waqf*, investment, and crowd-funding. In order to look at how crowd-funding might be applied within the Algerian Law, the research combines corpus-based and comparative methods in three chapters. The first chapter defines the crowd-funding process; following reveals the role of crowd-funding in **implementing** a real estate *Waqf* investment (the example of the Malaysian experience) while the third chapter deals with the **harmonization** of the Algerian **regulations** for the implementation of the real estate *Waqf* investment through the crowd-funding process. The findings revealed that this new process might be considered as an existing, though the unnamed, contract of public service delegation whose

effectiveness is only feasible if the **legislator** creates the appropriate **regulations** to organize crowd-funding mechanisms⁵⁵.

Questions

1- Find Arabic equivalents to the following.

crowd-funding/ public utilities/ *waqf*/ investment/ legal organization/ legal systems/ corporations

public service delegation contracts/ implement/ harmonization/ regulations/ legislator

2- Detect the moves-structure in the abstract above.

3- Suggest a better abstract.

⁵⁵ Berahliya, B. (2019). The investment of Waqf Land through Crowdfunding in Algerian Law. *Legal and Political Sciences Journal*, 10(2), 116–131. (Adapted and translated by: Mohamed Charif MANSOURI, the course designer)

5.20 Conclusion

This chapter has displayed the study program courses' appearance and content regarding texts and activities. It has shown the various types, specificities, extents and genres of texts in addition to different exercises the experimental law students will deal with. As a whole, 18 courses with different aims were addressed to various target students according to specialty and permeability between other majors, but most importantly, according to the whole process of needs analysis, syllabus design and materials selection and evaluation. One professional course, 'call for tenders,' is designed for all specialties; some specialties share a literary legal course, and others have a specialized course for each., i.e., one specialized/major-based literary course. They are distributed in such a way that each speciality has at least one specialized course, one wide-angled course, one legal literary course, one academic course, and one professional course. The following chapter provides more details on putting the study program into practice under the experimental method. It will explain the delivery and the continuous evaluation processes by observation method and pre, mid and post tests comparison.

Chapter Six
Study Program
Delivery and
Evaluation

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Chapter VI

Study Program Delivery and Evaluation

6.1 Introduction

Undoubtedly, the courses' delivery and evaluation processes are as important as the previous steps. The Fourth Chapter dealt with designing a study program for the experimental sample of law students according to their perceived needs, whereas the Fifth Chapter showed its complete representation. The sixth one, however, reflects what was built before and constitutes the experimental and final step of teaching the designed 16 courses to the treatment group during the academic year 2020-2021. It also deals with evaluating those courses and assessing the Master's law students' achievement. The experiment is composed of comparison and treatment groups whose achievement is compared according to the results obtained in the pre and post tests in addition to the original setting. The study program for the experimental group considers a number of parameters, such as time load and implementing technology. It further considers procedures, such as online software, registration, notifications, security measures, the Cisco Webex platform, and courses introduced through managed PowerPoint presentations. Whereas this work evaluates the course regarding the posed challenges of reading the texts and dealing with the activities using an observation method, it also reveals the procedures taken to react to those challenges and mentions the resulting progress. The law learners' assessment, however, comprises analyzing and interpreting the results of mid and post tests under the experiment and the official exam in the original setting. The analysis includes both descriptive and inferential statistical methods to test the fourth hypothesis using the Student *t*-test. The chapter concludes with making pedagogical implications, recommendations on several areas to solve what is deemed challenging in the present research, and further research implications for future ELP course design practices.

6.2 Readability Difficulty

As revealed in the data analysis of the Master's Law students' questionnaires and English teachers' interviews in Chapter Three, the experimental group expressed the need for reading skills, as it was classified the second. Therefore, the texts in the study program used as materials need to be measured in terms of their readability difficulty to ensure that they fit the students' needs without posing irrelevant challenges. To proactively evaluate the materials in terms of potential reading difficulties, the Flesch Reading Ease Formula (FREF) and Flesch-Kincaid grade level were applied for the measurement. It is worth noting that the Microsoft Word Office processing software also provides readability statistics. However, once employed, the results differed slightly from those provided by the FREF website. It was preferred to use FREF for reliability as it was used in previous studies.

The teacher of English and supporter of the Plain English Movement (PEM) 'Rudolf Flesch' developed this formula in 1948 to be used in several situations, but its main aim was to select appropriate reading-based materials and to teach writing to adults. It was mentioned on the readability formulas website (see Figure 6.1 note) that Rudolf Flesch is a law graduate with a Ph.D. in English. What comes to one's mind is the intersection of law and English in Rudolf's career. He might have had an awareness of legal English idiosyncrasies, especially lengthy sentences, which led him to establish this rule to help not only the different writers in different contexts but also to help legal drafters make their writing readable. Figure 6.1 dissects the FREF in detail.

Figure 6. 1*Flesch Reading Ease Readability Formula*

The Flesch Reading Ease Readability Formula

The specific mathematical formula is:

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE = Readability Ease

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words)

The output, i.e., RE is a number ranging from 0 to 100. The higher the number, the easier the text is to read.

- Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader.
- Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders.
- Scores between 0.0 and 30.0 are considered easily understood by college graduates.

(<https://readabilityformulas.com/flesch-reading-ease-readability-formula.php>)

As mentioned in Figure 6.1, the top-down mathematical formula provides the extent of easiness and comprehensibility of the tested text. It uses fixed values, textual, syntactic, morpho-lexical, and syllabic inputs. At the textual level, it counts the average number of words divided by the number of sentences the text includes. At the syntactic level, it moves to calculate the average number of syllables divided by the number of words per sentence. The results generated out of FREF are values that determine the reading ease, grade level, statements about the difficulty, and the probable corresponding reader's age. Table 6.1 shows all the information on the courses delivered to law students.

Table 6. 1*Flesch Reading Formula Results*

Course Title	Flesch reading ease	Flesch-Kincaid Grade Level	Difficulty to Read	Reader's Age
	100	100		A
Environmental Pollution and Harms to Sustainable Development	20.9	18.1	Very difficult	Graduate college
Many Different Laws May Affect a Single Business Transaction	49.6	10.8	fairly difficult	15-17 Y.O
Algerian Court Convicts Top Officials of Corruption	44.5	13.1	difficult	18-19 Y.O College level
A Contract Shall never be on a Harsh Track	23	7.8	Very difficult	College Graduate
Call for Tenders	42.1	13	Difficult	18-19 Y.O College level
Can Amina Recover from her Lost Job?	30.2	16	Difficult	College Graduate
45% for you and 55% for me and Equal Partners we will Be!?	40.7	14.3	Difficult	21-22 Y.O College level
A Background on the International Monetary Fund (IMF)	8.1	18.2	Very difficult	College Graduate
Convention for the Protection of the Mediterranean Sea against Pollution	26.7	15	Very Difficult	College Graduate
A Time to Kill	38.7	15.4	Difficult	College Graduate
If I Were Ever Liable!	63.5	7	Standard/Average	12-14 Y.O 7 th /8 th grades
All is mine Own!	70.4	6.6	Fairly easy	11-13 Y.O 6 th /7 th grades
Sami's Last Will and Testament	59.2	9.9	fairly difficult	14-15 Y.O 9 th /10 th grades
The Impact of Jurisdictional Assiduousness on a Sustainable and Revocable Administrative Law	7.2	19.6	very difficult	College Graduate
The Forms of Insurance Enforcement under the Act 03/09 Pertaining to the Consumer Protection and Fraud Suppression	27.2	17.6	very difficult	College Graduate
Criminal Mediation and its Role in Realizing a Consent between Litigants under the Criminal Justice System.	38.7	14.1	difficult	21-22 Y.O (college level)

Civil Law versus Environmental Protection Laws to Rehabilitate the Environmental Tort	25.4	16.9	very difficult	College Graduate
The Investment of Real Estate <i>Waqf</i> through the Crowd-funding Process in the Algerian Law	29.4	16.6	very difficult	College Graduate

Table 6.1 displays the reading ease, grade level, statements about the difficulty, and the probable corresponding reader's age. The eight texts considered very difficult included four academic abstracts, especially the one addressed to administrative law students, of which the Flesch read ease was estimated at 7.2 and supposed to be addressed to college graduates. In addition, two cross-major courses and two major-based ones scored a value of Flesch reading ease of the 20s (20.9/23/26.7) except the one on the IMF, whose value was 8.1. Fairly difficult courses included the specialized ones for business and property law students, scored 49.6 and 59.2, respectively. Difficult texts to read included two cross-major courses, namely the professional legal English course on the calls for tenders (42.1) and the one entitled 'Algerian Court Convicts Top Officials of Corruption' (44.5) in addition to four specialized ones for business (40.7), administrative (30.2) and criminal (38.7) courses. Two out of four literary, legal texts were considered easy, with scores of 36.5 and 70.4, successively.

In fact, even though the FREF formula was deemed helpful, it was assumed that it had some serious drawbacks. First, the formula provides a unified standard no matter what the nature of the text's content is. In other words, specialized and professional texts, in general, and legal texts, in particular, are treated like any other type of text of general content. Second, it is true that it gives insights into some aspects that might complicate the texts, providing information on the cognitive side of difficult reading; however, such a dichotomy of 'difficult/easy' is mainly based on superficial, so to speak, averages and mathematical calculations, i.e., FREF is silent on the effect

of the word complexity, for example, on the cognitive side of law readers, such as the existence of pro-forms, Latin words, and archaism, especially in legal texts. More to the point, it does not consider the different syntactic characteristics, such as the irregular order of syntactic boundaries, because of the nesting of prepositional and adverbial clauses in between. It also does not consider the text's dissimilar cultural aspects, such as the divergent English and Algerian legal cultures. In the same regard, FREF output of the reader's age equivalent is considered for native speakers only, where its application in a non-native context is questionable.

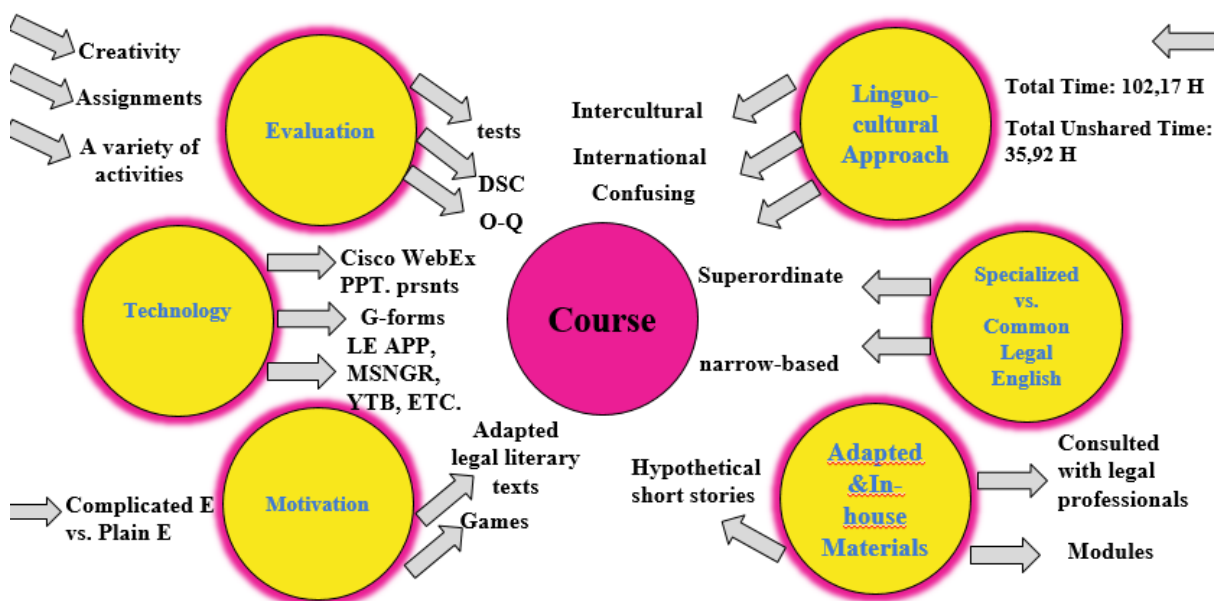
As mentioned in Chapter Two, the legal language in general and legal English in particular are deemed challenging to read and understand because of the different linguistic features, especially the syntactic complexities. The results above, showing that the different texts were difficult to read, were expected because of the deliberate abnormal incorporation of adverbials while preparing materials. The course designer used such procedure to create long sentences for didactic reasons, such as in the course 'Environmental Pollution and Harms to Sustainable Development' and 'Convention for the Protection of the Mediterranean Sea against Pollution'. The fact that the text for the course 'Algerian Court Convicts Top Officials of Corruption' was considered just difficult might be because of the journalistic tone employed therein without further complexities. As mentioned in Chapter Four, its aim was to show the law students a range of possible expressions and synonymous words. Likewise, the course 'the call for tenders' was principally based on listing documents and procedures without complicated long sentences. For example, the courses based on literary, legal English were estimated 'easy' because of the inexistence of syntactic features even though they included idiosyncratic lexical characteristics.

6.3 Course Introduction

This work started by eliminating several limitations (see section 6.5.2) so that the complete view of the designed study program delivery for Master's Law students becomes apparent. Several parameters and elements were considered across both the design and delivery of the present study program. If some considerations, such as the linguocultural elements and materials evaluation and preparation, were taken during the needs analysis for the construction of the course, other parameters, such as technology and evaluation, were considered for the successful delivery of the study program. Figure 6.2 reveals the interaction of those parameters.

Figure 6. 2

Parameters for Course Design and Course Delivery



Note. En: English, PPT prsnts. = Power-point presentations, G-forms. = Google forms, LE APP.= Legal English Applications, MSNGR. = Messenger, YTB. = YouTube, DSC. = Discussion, ON-Q. = Online questions, H. = Hours

According to Figure 6.2, the delivery process of the different courses was based on matching and combining different parameters. The whole components were the results of the students'

analyzed needs. The elements were considered during both the design and delivery of the course. These primarily include the dichotomies: linguocultural approach, specialized vs. common legal English, legalese vs. plain English movement, in-house and adapted vs. authentic materials, motivation, and technology. Some elements, such as time load, technology, and evaluation, which are to be focused on more in the delivery step, are to be discussed in a bit of detail.

6.3.1 Time Load

Based on the complexity, nature, number of activities, and platform limitations, some courses were delivered through one session only, whereas others were delivered through two or three sessions. Most sessions lasted 50 minutes according to the platform's requirements; the courses were delivered herewith. The courses were offered in due time after consulting the concerned law students. Table 6.2 details the number of courses, the shared time in cross-major courses, and utterly unshared time, including and without revision sessions, and the different tests.

Table 6. 2

Time

Speciality	Courses	Time		Time (+R+T)	
		n	min	h	min	h
Business Law	05	660	11.00	1200	20.00
Environmental Law	05	655	10.92	1195	19.92
Criminal Law	05	745	12.42	1285	21.42
Property Law	05	685	11.42	1225	20.42
Administrative Law	05	685	11.42	1225	20.42
Revision (R)	02	180	3.00		
Tests (T)	03	360	6.00		
Total Time		3430	57.17	6130	102.17
Total unshared time				2155	35.92

Note. R: Revisions / T: Tests.

Note. Technical problems that took more than five minutes were not calculated.

Each speciality had a different but approximate amount of teaching and learning time during five courses. The courses the 'IMF' and 'Many Different Laws May Affect a Single Business

Transaction' addressed for Business law learners were eliminated to strike some balance between the different specialities. The time spent was according to the complexity and lengthiness of the course and the availability of materials, as mentioned in Chapter Four. The time load was counted, including the revision sessions and the three tests. For example, criminal law students had the most extended amount of time, estimated at 21.42 hours. Environmental law students, however, had the shortest amount of time, estimated at 19.92 hours, whereas property and administrative law students had the same time load (20.42 hours). The total time for the study program in the same condition was 102.17 hours, whereas the total unshared time was 35.92 hours.

6.3.2 Technology

According to Figure 6.2, the technology included the implementation of an online platform with PowerPoint presentations and Google Forms for registration and tests, thereby using relevant equipment, such as computers, tablets, smartphones, etc. In the same vein, mobile applications were used as an assisting instruction technique in the study program⁵⁶. Law students were given keywords that might help them have a list of relevant applications. They were also asked to independently use legal English-themed applications through the different courses and activities. The procedure section below will further explain the online platform, PowerPoint presentations, and Google Forms.

⁵⁶ For more details: see Mansouri, M.C. (2022) Designing a Course for the Teaching of Legal English with Implementing Mobile Applications.

6.3.3 Procedure

The procedure followed in delivering this study program went through several steps. The latter included preparing the ground for bridging the contact between the researcher (teacher of English and course designer) and law students. The procedure comprised online software, such as Google Forms and the Cisco WebEx platform, confirming the registration, notification of embarking on the teaching of the study program and each of its courses, security measures to ensure reliability, and exciting slide presentations to ensure attractive and interactive learning.

6.3.3.1 Online Software, Confirming Registration, and Notification

The course designer created a Google Forms platform so that the law students assigned to the experimental group could confirm their registration. The announcement was published in the relevant Facebook groups and pages. Law students were solicited to provide some information, namely their full name for later comparison, email, phone number (optional), university card number, and speciality to ensure their identity and the possibility to print texts at home when asked to. The answers were collected to make slight changes, such as the replacement of non-confirming law students assigned to the experimental group, as mentioned in Chapter Three by other ones, thereby making slight modifications in the set of courses prepared in the study program accordingly.

The treatment group was informed about the schedule of each course and the targeted speciality (ies) via email and announcement on the Facebook pages and mobile phones before the official start of the first course. Furthermore, they received only texts in their emails without reference to the activities. The latter was dealt with in the online session. They also received links to join the online courses in the Cisco WebEx space. They were sent guidelines on how to use Cisco WebEx

with enclosed illustrating images for each step. Those indications included the possible and relevant devices (intelligent mobile phones with auto-rotate screens, tablets, or computers), the method of downloading the Cisco WebEx platform application, the manner of creating accounts, signing up and signing in, or simply using the website and navigator and providing the necessary information to join the space.

6.3.3.2 Security Measures

Several security measures and ethical considerations were considered in response to the twofold challenge of using online methods. First, it might be possible that the law students belonging to the experimental group share the documents or what they learned in whatever way with classmates from the comparison group. Hence, law students were sent the texts in encrypted PDF formats protected by a password. The restrictions included but were not limited to the inability to copy the document or make any modifications. Only their emails provided in the registration process were uploaded to the Cisco WebEx.

The second measure was mainly concerned with cheating in tests. The law students assigned to the experimental group could use a messenger group, for example, to share answers for the mid and post tests. They could also share the answers to the post-test with the comparison group. As such, the course designer raised their awareness that such practices are unethical and that the courses were only part of academic research.

6.3.3.3 Cisco WebEx Platform

So far, several procedures have been finished, such as the process of enrollment by fixing the law students belonging to the experimental group thanks to the confirmation of registration, determining the teaching and learning platform and the methods of notifications, and designing

security measures. However, further details should be presented about the management of the courses and the features this platform provides. Figure 6.3 shows Cisco WebEx in terms of delivery and user-friendly aspects.

Figure 6. 3

Scheduling Process in Cisco WebEx

Thanks to the flexibility of the WebEx Meetings desktop application, the teacher could schedule the meeting with multiple choices at hand, such as the meeting agenda, the time, security procedures, determining the exclusive list of attendees' emails, etc. The latter could be saved as a template to facilitate the process of sending attendance invitations. The students can join meetings quickly and easily from a desktop, mobile application, or web page. The process was simple; in addition to the procedures mentioned above, they could receive reminder emails before the start of the meeting. Thanks to the available features, they could also have an additional event reminder

email of the session in their Google Calendar. Figures 6.4 and 6.5 display other options and features of the Cisco WebEx platform.

Figure 6. 4

Calendar in Cisco WebEx

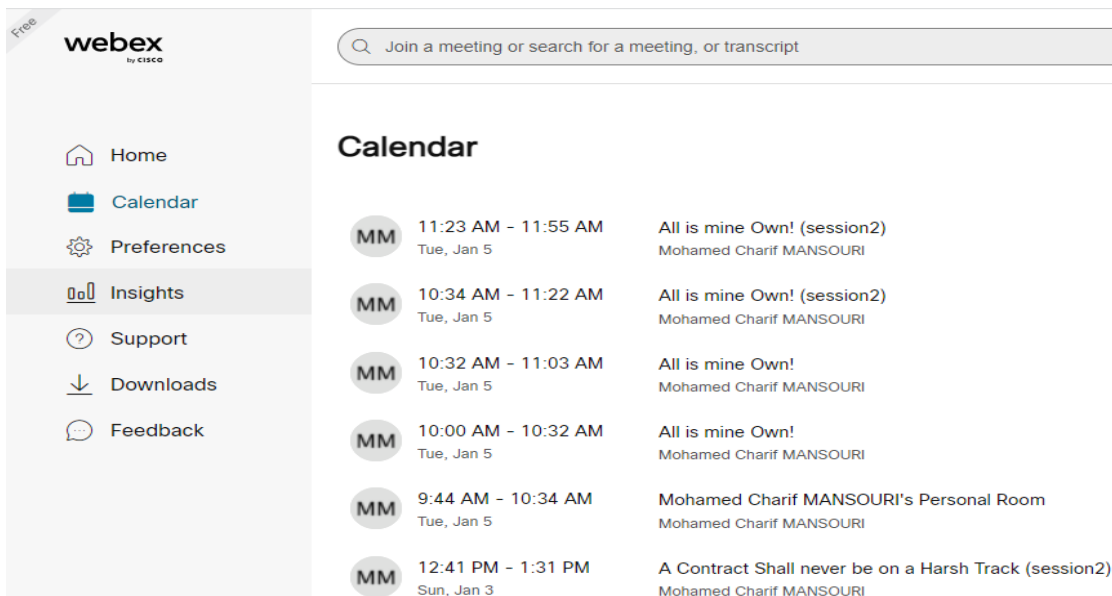


Figure 6. 5

Reports in Cisco WebEx

Meeting Name	Meeting Start Time	Meeting End Time	Name	Attendee Email	Join Time	Leave Time	Attendance Duration	Connection Type
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:41:18	2020-12-27 13:39:26	119 mins	Mobile app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:42:40	2020-12-27 13:39:43	118 mins	Desktop app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:43:10	2020-12-27 13:39:43	117 mins	Web app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:44:48	2020-12-27 13:39:28	115 mins	Mobile app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:46:43	2020-12-27 13:39:43	113 mins	Web app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:50:23	2020-12-27 13:39:32	110 mins	Mobile app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:51:06	2020-12-27 13:39:30	109 mins	Desktop app
Algerian court convicts top officials of corruption (session2)	2020-12-27 11:45:00	2020-12-27 13:30:00		@gmail.com	2020-12-27 11:59:23	2020-12-27 13:39:28	101 mins	Mobile app

The Cisco WebEx application allows delivering unlimited meetings of up to 50 minutes for no more than 100 participants with possible offers to give courses with unlimited time. Then, it provides the teacher with an attendance report in HTML or downloadable Office Excel files containing the history of all completed sessions with detailed profiles about each attendee in terms of full name, joining and leaving time, attendance duration, connection time, etc. The teacher can also organize tests using the WebEx Meetings desktop application with a premium option.

6.3.3.4 Pre-course PowerPoint Presentations Management

The PDF texts contained visual aids, such as underlining or putting words in italics or bold to help the law students notice. Those visual aids comprised the different lexical features that characterize legal English. They also included the references and sources of text, whether authentic, partially authentic, adapted, or written from scratch. The sources added made them aware of the genre of the text, whether legal, journalistic, legislative, academic, or professional.

At the beginning of each one of the 16 courses, the law learners were warmed up for at least ten minutes. The teacher of English introduced the subject and discussed some broad lines with the law students. After that, they briefly revised what had been done in the last session. Likewise, the law learners had an additional revision before the start of each activity and a general one at the end of the course. Law students were also solicited to report technical problems via the chat bar.

According to law students' perceptions, reading and listening gained an important vital place. They were, therefore, given considerable time in that most texts had difficult readability, according to FREF above. In the first place, reading and listening were practiced alternately. Reading per se was practiced silently and loudly in purpose. In addition to the fact that law students were asked to read the texts at home, they were asked to read again, at the beginning of the online session, the

text silently during a given time. This allows them to guess what the text is about and predict the pronunciation of words and intonation.

Following that, they listened to the text read by the teacher loudly thrice. The first reading's speed was slow, focusing on phonological aspects and repeating words assumed to be challenging to read. This procedure was to allow law learners to correct their presumptions. Then, three students read aloud the whole text if it is short or each with one part if it is long. The teacher concentrated on students who were weak at reading and gave a chance to the good ones to create competitiveness. At this phase, the teacher observed and recorded the mistakes in the evaluation journal without interrupting them and without them knowing.

Afterward, the teacher presented the text orally at a moderate, then at a speed pace, focusing on the words mispronounced. Such a technique might have helped law students get used to listening to natural instances of legal English, thereby constituting a pre-communication phase. When the course was split through inconsecutive sessions, reading was practiced again at the beginning of each session.

The second step is intended to further law students' abilities in legal English. For the sake of testing students' text understanding, the teacher of English posed a couple of questions. The latter ranged from simple to complex and detail-demanding. Reading comprehension questions depended on the extent of the content grasp and were open to further discussion. This technique was applied because many texts hold problematic cases where law learners should be thinking critically and also carry the abnormal nesting of adverbial and prepositional clauses where students should be psycho-linguistically ready.

6.3.3.5 PowerPoint Presentations

Fourteen PowerPoint presentations, including two for the revision sessions before the mid and post tests, were delivered for sixteen courses in this study program. The online courses were designed thanks to the PowerPoint slides containing some parts of the texts, the different activities, animations, key colors, and forms. Those presentations permitted facilitating information organization and saving an essential amount of time. Furthermore, they did not only allow for attractiveness but also interactiveness. They were also recorded and saved during the delivery but not shared thereafter, as part of the aforementioned security measures.

The activities were smoothly given in systematic order, coherently, and with selected timing that allows for developing learning legal English, taking into account the determined needs in terms of linguistic and cultural idiosyncrasies and the prevailing preferred order of the four skills. The activities started with reading and listening, as aforementioned to writing and speaking, from lexical to pragmatic, and from the simplest to the most complicated ones. They were introduced as described in Chapter Four. However, other activities appeared during the course according to the situation and challenges. The chat bar was used for individual writing activities and pair-work to avoid sharing answers like transforming numbers into written words.

Before embarking on the activities, the law students were explained theoretical underpinnings, historical origins, or areas that need prior simplification. For example, in addition to elucidating the syntactic idiosyncrasies and professional and academic legal Englishes, they were shown the different strategies and subcategories of translation according to Vinay and Darbelnet's theory. Furthermore, they were given clarifications on the complicated form of pronominal adverbs, binomials, and the difference between technical words and terms of art, as shown in Figure 6.6.

Figure 6. 6

Theoretical Content on Proforms, Binomial, Terms of Art, and Technical Terms

Whereon= where+on → on where → where=which → on which

Hereby=Here+by → by here → here=this/which → by (with) this/these words/with this action/as a result...etc

Herefrom=from this place Hereinabove=previously in this document Thereupon=immediately after that

Whereabouts=the place where the thing is wherefore=thereby=as a result of this

Hereunder=thereinfter= later referred to

Binomials are also called doublets/pairs, idioms ...etc

Binomials are combinations of two words (Fr-Lt/En-Fr/En-Lt/Fr-Fr...etc) like: **save and except/deem and consider/made and provide/entirely and completely wills and testament...etc.**

Draftpersons were not sure which word to use → They used them both to ensure inclusiveness and avoid violating the principle of precision in legal writing.

Lots of these doublets turned into technical expressions and changed their meanings.

Technical terms are words that have common meanings but acquired context-based meanings in legal English .

Terms of art are words that are purely legal. i.e. not used in general English (only understood by legal professionals)

For example, the pronominal adverbs (pro-forms) were broken into parts, and then the law students were shown the nature of the inversed structure in some cases and how they can be transformed into simpler alternatives. Law students also had an explanation of binomials with a brief historical background in addition to the degree of technicality of terms used in legal discourse. Concerning the techniques of translation based on the theory of Vinay and Darbelnet, they were chosen for their applicability in the legal discourse, as shown in the work of El-Farahaty on Arabic-English-Arabic legal translation, as reviewed in Chapter Two. Figure 6.7 reveals one example of legal translation activity.

Figure 6. 7

Example of Translation Activity

<p>... It is provided that the execution of the donator's stipulations shall, unless they do not violate the <i>Charâ</i> (Islamic legislative body), be valid. If so, the stipulations shall be annulled and the <i>Waqf</i> shall be preserved"</p> <p>... It is provided that the donator's stipulations shall, unless they do not violate the <i>Charâ</i> (Islamic legislative body), be executed. If so, the stipulations shall be annulled and the <i>Waqf</i> shall be preserved"</p> <p>...It is provided that, in the <i>Waqf</i> process, the execution of the donator's stipulations shall not violate the <i>Charâ</i> (Islamic legislative body) in order to be valid. If violated, only the stipulations shall be annulled. (No stipulations shall be preserved)</p> <p>...It is provided that, in the <i>Waqf</i> process, if the donator's stipulations violate the <i>Charâ</i> (Islamic legislative body), they would (shall) not be executed but the <i>Waqf</i> shall be preserved"</p> <p>المادة 218: ينفذ شرط الواقف ما لم يتناف ومقتضيات الوقف شرعا، وإلا بطل الشرط وبقي الوقف</p>	
English version	Arabic version
<p>→incorporating an adverbial clause between the auxiliary (Modal verb shall) and the main verb</p> <p>→The use of the construction shall+bare infinitive in passive forms.</p> <p>→ No shall to express prohibition</p> <p>Translation method: Literal translation+borrowing (transliteration) due to the difficulty of rendering culture and religious-based words.</p> <p>Nominalization in the « execution »</p>	<p>فعل مبني للمجهول: ينفذ مفعول لأجله: شرعا التكرار في كلمة الوقف الواقف: اسم الفاعل ينفذ شرط الواقف ما لم يتناف ومقتضيات الوقف في الشرع، وإلا بطل الشرط وبقي الوقف.</p>

Figure 6.7 shows that law students practiced some translation techniques advocated by the theory above, but most importantly, the transposition, adaptation, and borrowing methods. In the translation activity designed for the property law speciality, law students were asked to compare and contrast article 218 of the family code. They equally learned aspects and features of legal Arabic, such as *Elmafôul Liadjlih*, *Ism Elfaîl*, *Elmafôul Elmutlaq*, where transposition procedure was demanded. In addition, they were suggested beforehand various possible English translations of the same article, including different syntactic idiosyncrasies of legal English. In the same vein, the course of professional legal English also contained assisting presentations, as shown in Figure 6.8.

Figure 6. 8*A Part of the Calls for Tenders Course*

Using animated slides of PowerPoint, law students were explained, through translation, the process of calls for tenders, especially in terms of procedures, as displayed in Figure 6.8. They were reminded of the field application of the calls for tenders and their prospects for their specialities in the state institutes and private entities. Their attention was also attracted to the ambiguous use of the word ‘sealed’ in French and Arabic versions according to the public procurement code. More to be said on the explanation of legal English aspects is found in Figures 6.9 and 6.10.

Figure 6. 9

A Part of the Course United Nations Convention for the Protection of the Mediterranean Sea against Pollution

- the difference between the following words. **ratification/acceptance/approval/accession**
- All of them have the same legal effect,
- Ratification = تصديق Acceptance = القبول Approval = الموافقة Accession = الانضمام
- Ratification of bilateral agreements = Via exchanging the requisite instruments.
- Ratification of multilateral agreements = Via the depository process.

***Glossary of terms relating to treaty actions**

- The instruments of "acceptance" or "approval" of a treaty express the consent of a state to be bound by a treaty
- have the same legal effect as ratification
- "Accession" is the act whereby a state accepts the offer or the opportunity to become a party to a treaty **already negotiated and signed by other states**
- Accession usually occurs after the treaty has **entered into force**.

As mentioned in Chapter Four, confusing words constituted an example of English for the law and were considered during the preparation of the materials. Whereas the two words grouped in one binomial also had the law students confused because of the similarity of their semantic scope, the confusing words in this context included terms whose similarity is more complicated, such as 'ratification', 'acceptance', 'approval', and 'accession' as mentioned in figure 6.9. They were included in the presentations with key colors and definitions. In the same context, Figure 6.10 displays confusion at the syntactic level.

Figure 6. 10

Example of Syntactic Idiosyncrasies (If X, then Z shall be Y)

- Simplify the drafting of the second paragraph of article 22 in such a way that it corresponds to the formula:
if X, then Z shall be Y
- If the Parties concerned cannot settle their dispute through the means mentioned in the preceding paragraph, **the dispute shall** upon common agreement **be submitted to arbitration under the conditions laid down in annex A to this Convention.**
- In a plainer way
- If the Parties concerned cannot settle their dispute through the means mentioned in the preceding paragraph, **the dispute shall be** ~~is~~ submitted to arbitration upon common agreement **under the conditions laid down in annex A to this Convention.**

Figure 6.10 shows the explanation of complicated legal English at the sentence level and the fact that they should be approached with caution. In this regard, law students were explained with key colors how to apply the famous formula if X, then Z shall be Y, in addition to the principles of the plain language movement. In the context of academic legal English, Figure 6.11 reveals the components of the course.

Figure 6. 11

A Part of the Legal English for Academic Purposes

Terms Related to Legal Research					
Arabic	English	Arabic	English	Arabic	English
منهجية	Methodology	المنهج الفقهي	Doctrinal Approach/Black Letter	أدوات البحث	Research tools
منهج	Approach Method paradigm	المنهج المختلط	Mixed Method	استبيان مقابلة	Questionnaire Interview
المنهج المقارن	Comparative Method	المنهج الكمي	Quantitative Research/Paradigm	مجلة	Journal
المنهج التاريخي	Historical Method	المنهج النوعي	Qualitative Research/Paradigm	جمع البيانات	Data Collection
المنهج التحليلي	Analytical Method	عينة الدراسة	Research Sample	تحليل البيانات	Data Analysis
المنهج الوصفي	Descriptive Method	مذكرة التخرج	Dissertation	خطة البحث	Research Plan/Design
المنهج التجريبي	Experimental/ Empirical Method	ملخص	Abstract	قسم باب فصل- مبحث مطلب	Part-Section-Chapter

Moves

1. INTRODUCING PURPOSE

This move gives a precise indication of the author's intention, thesis or hypothesis which forms the basis of the research being reported. It may also include the goals or objectives of research or the problem that the author wishes to tackle.

2. DESCRIBING METHODOLOGY

In this move the author gives a good indication of the research design, including information on the data, procedures or method(s) used and, if necessary, the scope of the research being reported.

3. SUMMARIZING RESULTS

This is an important aspect of abstracts where the author mentions his observations and findings and also suggests solutions to the problem, if any, posed in the first move.

4. PRESENTING CONCLUSIONS

This move is meant to interpret results and draw inferences. It typically includes some indication of the implications and applications of the present findings.

1. INTRODUCING PURPOSE

This /The present study aims at

This paper outlines / proposes / describes / presents a new approach to

2. RESEARCH STRUCTURE

This paper is organized as follows / divided into five sections.

In the third section a case study is presented / analyzed ...

A new methodology is described / outlined in the fourth section ...

3. METHOD CHOICE

In order to identify / understand / investigate / study / analyze X ...

It was decided that the best procedure / method / equipment for this investigation / study was to ...

4. STATING RESULTS

The most striking / remarkable result to emerge from the data is that

The evidence from this study suggests / implies / points towards the idea / intimates that ...

Since Master's law students are always asked to provide English translations for their abstracts in their dissertations for graduation, all of the specialities had different terms related to research methodology, in general, and legal research, in particular, translated. They were then explained the different move-structure according to Bhatia's work and given some valuable expressions to construct a good abstract, as shown in Figure 6.11. Those expressions would then fulfill their needs and even allow them to be able to write a mixed-genre text, academic and legal.

Further explanations were provided before and during the activities. They included legal and general English areas. For example, law students were shown that some past participles collocate with different prepositions in the legal discourse, such as 'accused with' or 'charged of'. Through translation activities, cataphoric, anaphoric, and neutral pronouns in Arabic and English, nominal phrases, gender-biased lexis, etc., were explained to law students. General English activities comprised plurals, adjectives, English numbers, currencies, confusing words, and the difference between American and British pronunciations.

6.4 Evaluation and Assessment

In general, the persistent evaluation permitted covering the needs that were not determined in the primary analysis process. As mentioned above, the courses across the present study program were not designed simultaneously. The subsequent courses were based on evaluating the challenges faced in the previous ones. As mentioned in Chapter Three, the observation design was used as an evaluative component in the study program for the reading skill problems and the different challenges presented during the activities. Law students were always asked to exchange information, discuss the different challenges, suggest corrections in the special messenger group, and then report the problems during the next course to the teachers of English. Those areas of

weakness were taken into consideration for the coming courses. In addition to that, law students had taken mid and post tests to measure their improvements. Further, another comparison between the experiment and the normal situation was drawn.

6.4.1 Challenges

Many challenges were faced during the delivery of the study program in the different skills. Reading skills, for example, included pronunciation, stress, and intonation. Law students also met several challenges in the activities. They included but were not limited to numbers, vocabulary teaching, En-Ar-En legal translation, literary English, the use of mobile applications, the balance between legalese and plain language movement, interculturality, etc.

6.4.1.1 Pronunciation

As mentioned above, the delivered online courses via WebEx were recorded. The output was mp3 and mp4 audio and videos. The overall recordings were not influenced by noise as the course designer unmuted the participants except the selected one for reading. It would be worth mentioning that this is not the focus of the present investigation, but it only constitutes one aspect of evaluating the students' reading and the potential cross-linguistic transfer of the law students' English pronunciation.

The analysis of the learners' deviations in pronunciation will not be profound, but it will concentrate on some vowel letters and syllables. The pronunciation is compared according to the transcriptions offered by the electronic version of *Cambridge Learner's Dictionary*. Table 6.3 displays a variety of the different detected deviations. They were classified according to six categories: vowel letters 'a', 'i', and 'u' and their corresponding phonemes; diphthongs; the sounds /ʃ/ and /k/; and other types.

Table 6.3*Areas of Pronunciation Deviations*

Transcribed Pronunciation					
a	i	u	Diphthongs	/ʃ/ /tʃ/ /k/	Other
-abroad	-wild [wɪld]	-substance	-abroad	-specialized	-heavy [hɪvi]
[abrəʊd]	-environ-	[sɪbstəns]	[abrəʊd]	[spɪʃlɪzɪzd]	-of [ɒf]
-ranging	mental	-accused	-seized	-chemicals	-acquitted
[rangɪn]	[ɒnvɪrən	[əkjʊd]	[saɪzɪd]	[ʃemɪkəlz]	[əskjuːtɪd]
-law	mɒntəl]	-nul	-testament	-charge	[əkɪtɪd]
[ləʊ] [laʊ]	-provide	[nʊl]	[teɪstəmənt]	[tʃɑːʒ]	-building
-adminis	[prəʊvɪd]	-university	[teɪstəɪmənt]	-official	[bɪwɪldɪŋ]
trtaɪve	-televised	[uːnɪvɜːsɪti]	-joint	[ɒfɪʃəl]	-verdict
[adɪnɪs	[tɪləvɪzɪd]	-natural	[dʒɔɪnt]	-architec	[vɜːdɪkt]
trɛɪtɪv]	-fine [fɪn]	[nætʃərəl]	-outlaw	tural	-rejected
-magistrate	-hidden	-judge	[aʊtləʊ]	[ɑːrʃɪtektɪrəl]	[rɪdʒektɪd]
[mæɡɪstrə:t]	[haɪdɪn]	[ʒʊdʒ] /ʒuːʒ]	-over	-breaches	-hereto [hɜːtə]
[mædʒɪs	-trial [traɪəl]	-moveable	[əʊvə]	[brɪːʃes]	-KKK [kɪkɪkɪ]
trə:t]	-denied	[muːvəbl]	-employees	-which	-development
-moveable	[deniəd]	-immovable	[ɒmplɔɪzɪz]	[wɪtʃ]	[dɪvələpmənt]
[muːvəbl]	-principal	[ɪmuːvəbl]	sɒlɪtɔːs	-psychiatrist	-closed
-immovable	[prɪnsɪpəl]	-tribunal	/sɒlɪsɪtɔːs]	[psɪkiətrɪst]	[kləʊzɪd]
[ɪmuːvəbl]	-criterion	[trɪbɪnəl]	-denied		-ever [iːvə]
-tribunal	[krɪtəriən]		[deniəd]		-misdemeanor
[trɪbɪnəl]	-tribunal		-psychiatrist		[mɪsdɪməˈnɔː]
-principal	[trɪbɪnəl]		[psɪkiətrɪst]		-solicitors
[prɪnsɪpəl]	-hereby		-trial [traɪəl]		[sɒlɪsɪtɔːs]
-testament	[hɪrbi]				-complete
[testəɪmənt]	-fifty				[kəmpleɪt]
	[faɪvti]				-abuse
	-design				[əbjuːz]
	[dezaɪn]				-concession
	-comprised				[kɒnsɪʃən]
	[kɒmpriːzɪd]				
	-psychiatrist				
	[psɪkiətrɪst]				
	-advice				
	[ədvaɪs]				
	-gift [ɡɪft]				
	-title [tɪtl]				

Note. Recurring deviations were mentioned once per category.

6.4.1.1.1 Pronunciation of the Letter ‘a’

According to Table 6.3, the experimental group of law students suffered from the letter ‘a’ and its corresponding phonemes according to the letter's position in the word. For example, when ‘a’ should be pronounced as schwa /ə/, law students pronounced it as the French phoneme /a/, such as at the beginning of the word ‘abroad’ and in the last syllable, such as in ‘tribunal’ whereas they used the diphthong /ei/ in a middle syllable like ‘administrative’ and ‘testament’. Contrarily, however, when it should be pronounced as the diphthong /ei/ in the first syllable, such as in ‘ranging’, or the last syllable, such as ‘magistrate’, they used the French phoneme /a/.

6.4.1.1.2 Pronunciation of the Letter ‘i’

Likewise, the letter ‘i’ constitutes the most problematic point, according to Table 6.3. Instead of pronouncing it as the diphthong /ai/, law students tended to pronounce it as short /ɪ/ or light allophone [i], similar to the French one. Such mispronunciation was found in most detected words, such as ‘fine’, ‘trial’, and ‘provide’. Again, law students inversed the situation with the word ‘hidden’, using /ai/ instead of /ɪ/. What is worthy of mentioning is the fact that law students pronounced plenty of words with light [i], such as the words ‘gift’ and ‘title’.

6.4.1.1.3 Pronunciation of the Letter ‘u’

As mentioned in Table 6.3, the third letter whose different corresponding phonemes could not be mastered by law students is ‘u’. The latter implies various sounds, such as /u:/, /ʌ/, /ju/, /ju:/, etc. For instance, law students pronounced the word ‘judge’ as [ʒu:ʒ] and used the phoneme /u/ for the words ‘university’ and ‘null’ or again employed the light allophone [i] for the letter ‘u’ in the word ‘tribunal’ [tribina:l].

6.4.1.1.4 Realisation of Closing Diphthongs

It was noticed that law students had a weak mastery of closing diphthongs. They opted for diphthongs in the wrong place in multiple words, such as /əʊ/ in ‘abroad’ [abrəʊd], /ai/ in ‘seized’ [saɪzd], and /ei/ in ‘testament’ [teɪstəmənt]. They also did not use diphthongs when necessary, using allophones for the words ‘over’ [ɒvə] and ‘solicitor’ [səˈlɪsɪtə], and different phonemes for ‘joint’ [dʒɔɪnt], ‘outlaw’ [aʊtlə] and ‘employees’ [ɛmˈplɔɪz].

6.4.1.1.5 Realization of the Voiceless Alveo-palatal /ʃ/, /tʃ/ and the Voiceless Velar /k/

Another area of errors that law students made is the voiceless Alveo-palatal /ʃ/, /tʃ/, and the voiceless Velar /k/ phonemes from the one hand and the ‘ch’ combination and ‘c’ letter from the other hand. For example, the word ‘specialized’ was pronounced as [spɪʃəlɪzd], and the word ‘official’ as [ɒfɪʃəl]. As far as the /ʃ/ /tʃ/ phonemes, law students who read the texts tended to pronounce the /ch/ combination as /ʃ/ instead of /tʃ/ regardless of the position of the syllable, such as in words ‘charge’ and ‘breach’. Similarly, the same combination /ch/ could be read in some cases as /k/ sound, which was perceived by law students as /ʃ/ sound similar to the French pronunciation, such as in the words ‘architectural’ and ‘chemicals’.

6.4.1.1.6 Realization of Other Phonemes

Other deviations comprised various uncategorized types, such as the combination ‘ui’ pronounced as /wi/ instead of /ɪ/ like in the word ‘building’, contrary to the word ‘acquit’ pronounced as [akɪt]. Pronouncing the /z/ without the accompanying /d/ was also noticed, such as in ‘rejected’, and the pronunciation of /s/ as /z/, such as in ‘abuse’ [abuz] and ‘closed’ [klɔzɪd]. Furthermore, the rolled /r/ in ‘verdict’, ‘solicitors’, and ‘misdemeanor’ and the confusion about whether the letter ‘e’ is to be pronounced as /ɪ/, /ɪ:/ or /e/ was apparent, such as in ‘hereto’ [hɛrtu], ‘ever’ [i:ver], ‘complete’ [kəmˌplɛt], and ‘concession’ [kɒnsɪʃən].

Additional difficulties were seen in skipping the plural form in words, such as ‘defendants’, ‘accusations’, and ‘sentences’. Other problems included the steady intonation, the unstressed reading, the low pitch, the non-respect of punctuation, and the rolled /r/. One may question the influence of French pronunciation over English reading; is it because of the existence of French words in legal English that law students have had such deviations? If so, could we suppose then a cross-linguistic influence?

6.4.1.1.7 Light Pronunciation

Aspects of light pronunciation mentioned above in some instances of deviations are worth attention. They were more found explicitly in [psikietrist] for ‘psychiatrist’, [ləu] for ‘law’, and [deniəd] for ‘denied’. This kind of pronunciation is similar to speakers whose L1 is *Shawiya* when they speak Arabic or French in the Aures zone, as it was generally noticed in Batna. Thus, the question is: Does this cross-phonological transfer of *Shawiya* also go for English⁵⁷?

In conclusion, several words were repeated through the different categories, implying that some of them were mispronounced entirely. These included but were not limited to ‘abroad’ [abrəud], ‘tribunal’ [tribinal], ‘testament’ [teistament], and ‘immoveable’ [emuvabl]. The steady intonation, the unstressed reading, the low pitch, the non-respect of punctuation, the rolled /r/, skipping the /s/ in the plural forms, and the unintentional mistakes while reading the different texts are also included.

⁵⁷ Further details on the Algerian pronunciation of English could be found in: Ghlamallah, N.R., (2017), *Standard English, Culture, and Identity: Crosslinguistic Influence in the English Pronunciation of Algerian Students at the University of Oran* (Doctoral Thesis), University of Oran2 Mohamed Ben Ahmed

6.4.1.2 Mistakes

There were many mistakes noticed in the students' readings, which were believed to be caused by inattention or sudden tongue slips at least in one syllable. They included words such as 'convict' [kɒnvɪnt], 'property' [prɒpreɪti], 'seized' [setɪzɪd], 'people' [pju:pl] (pupil), 'issued' [ɪʃudɪd], and 'imprisoned' [ɪmprɔːzɪd] in addition to the difficulty in pronouncing the word 'suspicious'. Stuttering and stammering were also detected across the readings of all law students.

6.4.1.3 Reading Difficulties

Law students proclaimed several reading difficulties. For example, the texts that included the abnormal order of adverbials were conceived as complex for comprehension by law students. This conception was expected because such writings create psycho-linguistic dilemmas for law learners, as revealed in Chapter Two. Similarly, property law students said the text in the course 'Sami's Last Will and Testament' seems difficult to read. However, the teacher noticed that the students had pronunciation difficulties, even for simple words.

6.4.1.4 Interpretation

The findings above showed that law students seemed influenced by aspects of French and *Shawiya*. For the first case, for example, the tendency to conceive all the corresponding phonemes to the letters 'a' as French /a/, 'i' as /i/, and 'u' as /u/, etc., and the unstressed reading could be seen as an indication of the French influence. More exactly, insisting on pronouncing the word 'law' as /laʊ/ for a long time, even though the course designer repeated the right pronunciation, led to the interpretation that the wrong pronunciation had been imprinted. However, since law students declared before that they had not been acquainted with legal English, they might have been using similar words. Hence, when discussing with them, law students recognized that they thought the word 'law' is pronounced like the word 'saw', the title of a famous series they had watched before.

Whereas this is true, the problem was that they thought the word ‘saw’ was pronounced as /sau/, which was a common mistake among the audience. Law students could have given up or been lazy, and there was no way but to read in French.

In the same regard as cross-pronunciation transfer, the light pronunciation of various words might be considered part of the impact of *Shawiya* on English reading. The present research was conducted in Batna, where most law students live or reside. Residents were likely to have come from the different regions of the Aures zone where *Shawiya* constitutes the mother tongue or the second language. Such errors were expected in a multilinguistic area like Aures.

6.4.1.5 Study Program’s Activities

In addition to the reading problems mentioned above, law students had additional challenges while having activities. They could not read numbers in English or transform them into written words. They also faced issues with some vocabulary aspects of legal English. In the same context, there were some problems in translating legal English words and culture-specific appellations. The implementation of technology in the form of mobile applications as assisting techniques for teaching terminology revealed some of the shortcomings of those applications. Above the word level, the unusual order of adverbials in sentences posed problems to law students. On the intercultural side, the continental paradox partially influenced the law students’ perceptions.

6.4.1.5.1 Numbers Reading and Transformation

Numbers-related activities constituted an essential aspect of the legal English program delivered to the treatment group. Several courses included challenges related to numbers in terms of reading and transformation into written words. For example, the enrolled participants in the study program found difficulties in reading the numerals 13 and 15 in the fines contained in the text of the course

‘Algerian Court Convicts Top Officials of Corruption’, the different numerals mentioned in the course ‘45% for you and 55% for me and Equal partners we will Be!’, and in the course ‘Sami’s Last Will and Testament’. The big problem was that they could hardly place the value of the units, tens, hundreds, thousands, etc., even in Arabic, as will be seen later.

One question that arose while transforming numbers into English written words is the translation of the word سنتيم (*centime*) into English, which equals the hundredth of the Dinar, the official currency of Algeria. Whereas English dictionaries provide definitions of the Dinar as the official currency of some Arabic countries, including Algeria, they do not contain any reference to the *centime* even though they offer several values with the suffix ‘cent’, such as centiliter, centimeter, and centigram. The word *centime* per se is a French one transliterated and borrowed from France and used in Algeria before and after independence from the French colonization. Thus, the translation process does not entail the use of the cent, the hundredth of the dollar, as perceived by some students because the value of which is different from the *centime*, especially in the Algerian context.

6.4.1.5.2 Vocabulary Teaching Challenges

Another area of difficulty was found in the activities of vocabulary in general. Law students at the Department of Law could not understand some terms of art, confusing words, and the notion of pro-forms. The difference between the verbs ‘to convict’ and ‘to accuse’ posed a challenge to criminal and business law students. The latter also had difficulty grasping the meaning of ‘statement of facts’, whereas criminal law students faced a challenge with the appellation ‘street lawyer’. Administrative law students, however, met a challenge in delineating the subtle difference

in the semantic scope between the pair ‘deem and consider’. In a similar manner, collocations and pro-forms presented another difficulty for business law students.

6.4.1.5.3 Legal Translation

Further, many translation activities constituted a challenge that confronted law students at several levels. For example, law students used unneeded techniques of transliteration in English-Arabic translation for the secretary general, such as *السكرتير العام* instead of *الأمين العام*. In the same vein, they were not aware of the second part of the minister of justice appellation in the Algerian context, which is *حافظ الأختام*. In addition, they did not think in legal Arabic while translating from the text in the course ‘Can Amina Recover from its Lost Job? They employed unnecessary literal translation for ‘to appear before a court/judge’ as *الظهور أمام المحكمة/القاضي* instead of *الامتنال أمام المحكمة/القاضي*, or *الوقت القانوني* instead of *الميعاد القانوني* in the translation of ‘legal time’. Property law students found the whole activity of Arabic-English legal translation challenging, mainly because the exercise contained a comparison of the two versions and the legal features in both source and target languages.

6.4.1.5.4 Teaching English for Law Through Literature

Concerning legal English through literature, law students could not write an equivalent poem in Arabic in the course of ‘If I were Ever Liable’ addressed to environmental law students. However, in the course entitled ‘All is mine Own’, one law student, among others, could at least attempt to provide an exciting translation for an excerpt from the given poem into literary, legal Arabic. In addition to that, all the activities asking law students to be creative by drawing and recalling legal terms and drafting a short poem were so challenging. Even though the latter was turned into additional homework, law students said it might be time-consuming for them.

6.4.1.5.5 Mobile Applications

Mobile applications were implemented to motivate law students and assist in learning. Notwithstanding, they created several problems. For example, it was noticed not only the inexistence of some types of vocabulary, such as phrasal verbs but also the offering of inexact definitions. This problem was mainly found in what was provided for the definition of ‘capital murder’ as assassination, whereas it constitutes just one example of capital murder.

Other history-bound legal words, such as ‘street lawyer’, clerk’, and ‘civil doctor’, were not found in the existing, or at least in the used mobile applications. Moreover, mobile applications provided dissimilar meanings or limited context, such as the words ‘attorney’ and ‘sheriff’, without clarifying whether this applies in the USA, the UK, or Scotland. This might be considered a positive point, but it could also be seen as confusing. In general, most activities where mobile applications were used took more time than was thought of.

6.4.1.5.6 Legalese and Plain Language Movement

The textual complexities of legalese and the transformation into plain language engendered some difficulties. The course ‘Environmental Pollution and Harms to Sustainable Development’ contained aspects of legalese as part of the text where adverbial clauses were nested abnormally. The same part was used as an activity wherein law students were asked to change the order of adverbials so that the excerpt becomes more uncomplicated and exempted from possible psycholinguistic dilemmas. However, law students expressed their views negatively, considering this activity challenging.

6.4.1.5.7 Intercultural Continental Paradox

A related study revealed that law students were partially suffering from the continental paradox, which made their perceptions deviate from the norms of their source legal culture components in favor of the target ones. The areas included thinking that aspects of American legal culture were similar to Algeria's. Law students, for example, thought that the swearing method in Algerian courts is applied like the locution in USA's courts. Further, they had false perceptions as to the fact that the Algerian legal system is an adversarial and not an inquisitorial one⁵⁸.

6.4.1.5.8 Additional Challenges

Other dilemmas included the literary and pragmatic devices and professional legal English. Law students thought various literary aspects, such as the middle English words and pronouns, created difficulties for them, especially mixing contract types and procedures with literary tone. The latter engendered heated debate among law students and some reservations and reconsideration by the course designer. Similarly, it was felt that the pragmatic constructions 'shall be at liberty' and 'shall have power' were seen as weird by the English for Legal Purposes (ELP) learners. Regarding calls for tenders, the complicated procedures were challenging for law students as most of them were EFL pre-service ones. Whereas language and content were believed to support each other, the complex procedures in the courses 'call for tenders' and 'a contract shall never be on a harsh track', are likely to have prevented that.

⁵⁸ Further details are found in: Mansouri, M. C. (2022). Intercultural Continental Paradox: ELP Course Design in Algeria. *Ichkalat*, 11(02), 748–761.

As mentioned above, some activities appeared as a result of some challenges, creative ideas, and reconsidering needs. It was thought to introduce mock trials as a fostering activity based on CLIL to enhance those EFL law students' speaking skills. Notwithstanding, they had reservations, for they considered those mock trials very challenging. In fact, one should recognize that it is true that mock trials need intensive efforts and preparation with careful selection of content and language elements but would lead to remarkable performance and impressive speaking skills for law students.

6.4.2 Procedure

The teacher of English (course designer) has dealt with the different challenges and difficulties. When noticing, especially the French-like reading, the teacher explained the phenomenon of the cross-linguistic influence to the law students, asking them to get rid of this negative transfer and focus more on words. The teacher gave them some rules, especially the received pronunciation and the different vowels. The teacher also extended the time devoted to reading and the number of readers.

Concerning reading and transforming the numbers into English written words, the teacher used a strategy that was believed to have borne fruit. The learners were taught how to place the values of the different units in Arabic. They were then asked to read the numbers in Arabic and French to build confidence. Afterward, they were taught the basic numbers in English (units, tens, hundreds, thousands, millions, etc.).

In addition to the historical background and the principles of the plain language movement offered to the law students, they had an additional explanation of the types of sentences and clauses, especially the adverbial ones. Such explanations were given in the same session or

considered in the design of the next course. Law learners were also informed about the prospects of such a movement in their future, especially at the international level.

Law students were advised to use a list of mobile applications in addition to those they chose and compare the provided definitions. They were also reminded that potential new mobile applications might be incorporated into the databases of the different play stores, whereas the existing ones might offer regular updates. As an alternative, law students were shown some websites that provide PDF formats of legal English dictionaries, glossaries, or even printed ones.

The persistent raising of the law learners' awareness of the intercultural dimension in the different activities was also promoted. Law students were especially offered explanations on the dissimilar aspects of the inquisitorial and adversarial legal systems. Additionally, the teacher of English employed translation activities to avoid the effect of the continental paradox, especially for culture-based appellations and vocabulary. For example, the translation of *Majlis Eddaoula* into English was offered to remind them that duality is a feature of the Algerian legal system, not the American one.

For the rest of the difficulties, several procedures were followed. In the challenging vocabulary, literary, legal English, and translation, law students had extra explanations, examples, and presentations (in the subsequent courses). The translation was also devoted extra time where students were asked to think in legal Arabic before rendering texts or vocabulary to it and paying attention to the intercultural dimension. Regarding English for professional purposes, law students were made aware of the benefits of learning how to design the call for tenders. Two revision

sessions were offered to law students to foster their understanding and ensure the reduction of challenges.

6.4.3 Progress

Listening to the teacher's reading, feedback, and corrections has borne fruits but some improvements were considered in the category of errors by analogy. For example, there was some change in the sound /ʒ/ to /dʒ/, such as from [magistrat] to [madʒistra:t] for 'magistrate' from [ʒuʒ] to [ʒu:dʒ] for 'judge' and realizing part of the different phonemes for the letter 'u', such as [abjuʒ] for 'abuse'. The most challenging but basic word was 'law'. Law students kept saying [ləu] or [laʊ], and it took an unexpectedly long time to learn either British or American versions. It had been noticed before that students were hesitating with a low pitch while reading, but after addressing their problems listed above and motivating them, they were reading out loud with a relatively moderate pitch.

After dealing with the challenges related to activities by adopting the abovementioned procedures, the law students developed, at least to an acceptable degree, their understanding of the plain English movement principles and prospects. In addition to that, they realized awareness of legalese and the need to decipher it, especially at the syntactic level. Law students also learned how to apply the mechanisms to simplify complicated excerpts. Regarding numbers, the learners started reading them correctly and providing acceptable transformations into English.

6.4.4 Discussion and Students' Feedback

The teacher adopted a direct and indirect constant discussion with the law students concerning their satisfaction with the given courses. Law students were told to present any private difficulty in the chat bar, and the teacher explained it implicitly in addition to the possibility of reporting any

ambiguous area or questions to an email at their service. The course designer posted several questions about satisfaction in the different Facebook groups. The answers collected from the comments were supposed not to be statistically analyzed, but the overall impression was positive.

Regardless of the challenges mentioned above, law students declared they were delighted with the PowerPoint presentations and the colors used therein. The gamification of learning was more motivating than was thought of and took less time than planned. Law learners said they had never used mobile applications for learning legal English and that it was their first experience. They thought that using mobile applications was such a positive assisting technique. Law students were satisfied with the interactive learning and started to discuss elements they considered necessary, such as the difference between Arabic words used in civil or criminal law, such as *atraf nizaâ*, *mutakadin*, *moudaâa âaalayhi*.

6.4.5 Mid and Post Tests

Whereas the diagnostic test was taken by comparison and experimental groups, only the latter was concerned with the mid-test. The law students were informed beforehand during the delivery of courses in the Cisco WebEx platform about the organization of the mid-test via Google Forms. In addition, an announcement designed via Adobe Illustrator Graphic Software was published and shared with the different relevant Facebook pages and groups that law students of the Department of Law at the University of Batna 1 were following to ensure wide dissemination. The announcement contained a reference to the mid-test and timing after consulting the law students about the appropriate time for all.

The law students received the link to the mid-test in their emails provided in the first process of confirming registration only. The course designer used some settings available in Google Forms,

namely releasing scores and response editing after submission was not allowed, limiting the size and types of the uploaded files, and the necessity that law students sign in with their Google accounts. They were also given some alternatives for any potential problem, such as sending the recorded audio or video files via email.

The two-hour online mid-test, aimed at measuring the experimental group's progress. It was similar to the diagnostic test with some modifications, especially regarding the questioning method in some questions. The changes were made to reduce, at least partially, the possible effect of the pretest interaction threat to internal validity. However, the general English part was eliminated in that law students' marks in the diagnostic test, even though modest, were due to the relatively acceptable mastery of the general use of language and the fact that students were more likely to need legal English.

Again, the experimental and comparison groups who took the diagnostic test were invited to have the post-test. The latter was taken with the same objective of minimizing the testing threat. Equally, it was administered in the same conditions as the mid-test regarding the method of announcement and delivery, the allotted time, Google Forms settings, and alternative solutions for possible technical troubles. However, the content of the text, the nature and type of questions, areas of focus, and scoring scheme were different in that law students already showed a considerable advancement in the mid-test, as will be shown.

The post-test contained an excerpt from a previously offered course that included especially intercultural aspects of legal culture-based institutions. It was formed of four different sections. The first section about text understanding comprised recording while reading aloud the text, then uploading, looking up synonyms from a suggested list, legal translation, and discussing

intercultural items. The second part involved listening to ten selected passages from Cambridge International Legal English⁵⁹ and choosing the best answer. The chosen passages deal with legal professionals across legal cultures, technical words, confusing legalese versus plain language movement, negotiations before concluding contracts, and critical concepts in business, such as ‘horse trading’, ‘best number’, and ‘merger clause’. The third part is professional legal English, mainly concerned with the different linguistic features and procedures followed in the process of the call for tenders. The last section is on academic legal English in terms of common academic expressions that help detect the move-structure of the abstract in addition to the main methods used in legal research. It would be worth mentioning that the three tests did not include unreasonable number of essay questions, except where this was deemed necessary, such as in translation activities, or in those related to simplifying excerpts written in legalese according to plain English standards, and where the marking scheme was carefully considered.

The scores constitute a continuous variable, which means that having the same score could probably be far to achieve, especially that the marking schemes in the present research’s tests were detailed. The dissimilar scores are observed in Table 6. 5. It was, therefore, thought to group data into categories to provide frequency distribution. The class interval was decided to be two points for each. The number of groups was ten from the high to the low. Table 6.4 presents the ten categories for scores obtained in the diagnostic, mid, and post tests.

⁵⁹ <https://www.youtube.com/watch?v=jdwQzkaBYRo> (short link: shorturl.at/kpGIL)

Table 6. 4*The Experimental Group's Frequented Scores in the Three Tests*

Experimental Group	Diagnostic Test		Mid Test		Post Test	
	Categorized raw score	Frequency	Categorized raw score	Frequency	Categorized raw score	Frequency
01	18-20	00	18-20	00	18-20	00
02	16-17.99	00	16-17.99	00	16-17.99	00
03	14-15.99	00	14-15.99	03	14-15.99	03
04	12-13.99	00	12-13.99	04	12-13.99	02
05	10-11.99	02	10-11.99	03	10-11.99	02
06	8-9.99	00	8-9.99	03	8-9.99	06
07	6-7.99	00	6-7.99	03	6-7.99	02
08	4-5.99	04	4-5.99	00	4-5.99	01
09	2-3.99	04	2-3.99	00	2-3.99	00
10	0-1.99	06	0-1.99	00	0-1.99	00

Table 6.4 reveals that in the diagnostic test, two students obtained marks falling in the group (10-11.99), four students scored in the category (4-5.99), and the same for (2-3.99). The most frequented marks, however, were in the class (0-1.99). Unlikely in the mid-test, there were similar frequencies where three law students had the same score intervals in (14-15.99), (10-11.99), (8-9.99), and (6-7.99). Four students, however, had marks between 12 and 13.99. Things were different in the post-test, where three students obtained marks in the category (14-15.99) whereas two students obtained marks in each of the categories (12-13.99), (10-11.99), and (6-7.99). Table 6.4 also reveals that the enormous frequency formed of six students was in the group (8-9.99), whereas the least one (one student) was in the category (4-5.99). What could also be observed is that the experimental students' scores start from the category (0-1.99) in the diagnostic test, (6-7.99) in the mid test and (4-5.99) in the post-test. However, the highest marks start from the category (10-11.99) in the diagnostic test and (14-15.99) in the mid and post tests.

Whereas Table 6.4 above offers insights into marks' upward and downward movement, it does not show many vital details. The marks were classified from the highest to the lowest into categories independently from the tests and regardless of individual track. Table 6.5 provides more precise details on each student's track through the different tests. In addition to that, it provides the mean of each of the three tests. The differences and their squared values, and their totals and means between each two compared tests also offer valuable information on the variance of the compared tests.

Table 6.5

The Experimental Group's Raw Scores in the Three Tests

N	Student's card number	DT	MT	PT	DT→MT		MT→PT		DT→PT	
					D	D ²	D	D ²	D	D ²
01	197535047530	0,75	14,64	10,88	13,89	192,93	-3,76	14,14	10,13	102,62
02	191535004743	3,00	7,67	8,45	4,67	21,81	0,78	0,61	5,45	29,70
03	151535007785	11,00	15,31	14,88	4,31	18,58	-0,43	0,18	3,88	15,05
04	191535000165	4,25	9,98	15,38	5,73	32,83	5,40	29,16	11,13	123,88
05	161635004318	0,00	11,89	12,38	11,89	141,37	0,49	0,24	12,38	153,26
06	15095019497	1,75	9,31	5,63	7,56	57,15	-3,68	13,54	3,88	15,05
07	161635030260	1,75	12,63	8,63	10,88	118,37	-4,00	16,00	6,88	47,33
08	161635002324	3,00	12,23	9,00	9,23	85,19	-3,23	10,43	6,00	36,00
09	161635017487	1,75	7,50	7,75	5,75	33,06	0,25	0,06	6,00	36,00
10	161635001982	10,5	15,75	12,38	5,25	27,56	-3,37	11,36	1,88	3,53
11	161635002292	4,25	13,57	14,13	9,32	86,86	0,56	0,31	9,88	97,61
12	161635017075	2,5 0	10,52	9,00	8,02	64,32	-1,52	2,31	6,50	42,25
13	161635014670	1,00	9,55	9,25	8,55	73,10	-0,30	0,09	8,25	68,06
14	161635003585	5,75	12,46	10,38	6,71	45,02	-2,08	4,33	4,63	21,44
15	161635008391	4,50	10,62	8,00	6,12	37,45	-2,62	6,86	3,50	12,25
16	161635026214	3,50	6,77	6,63	3,27	10,69	-0,14	0,02	3,13	9,80
Σ Values					121,15	1046,32	-17,65	109,65	103,50	813,85
D Bar = Σ D values /n*		n=16			7,57	/	1,10	/	6,47	/

According to Table 6.5, all students had higher marks in the diagnostic and post tests than in the diagnostic test. However, most students had lower marks in the post-test than the mid-test but

with different proportions. The second part on the right of the table is put deliberately to facilitate understanding some statistical calculations later. It provides the differences in the values obtained between each of the two compared tests. They were collected, averaged, and squared to have the D Bar, which intends to calculate the mean of the scores' differences and could give hints about the variability of values between the compared tests. This could pave the way to express such variability in a single number, which is the standard deviation, as seen in Table 6.9.

Again, raw data does not show further needed information, especially on the central measurement tendencies for each test. To this end, Table 6.6 completes the previous one and offers additional details on descriptive statistics for the three tests taken. The central measurement tendencies include notably the mean and the median. Whereas the first is meant to provide the average of the values, the second is the point at which 50% of marks fall below and above as some high scores inflate the mean abnormally. It also helps determine the range of the lowest and highest marks' extremities. In the same context, raw data are deemed valid but difficult to interpret, as the distribution of scores is not dealt with in terms of dispersion or spreading from the mean, which is revealed through the variance. Furthermore, it is by the standard deviation that real insights into the spread of the students' scores will be gained, i.e., to what extent do the obtained marks cluster around or spread out from the mean?

Table 6. 6*Descriptive Statistical Data for the Three Tests*

Descriptives		Statistics		
Data		D Test	M Test	P Test
Mean		3,7031	11,2750	10,1719
Std. Error		,78668	,69066	,73015
95% Confidence	Lower Bound	2,0264	9,8029	8,6156
Interval for Mean	Upper Bound	5,3799	12,7471	11,7282
Median		3,0000	11,2550	9,1250
Variance		9,902	7,632	8,530
Std. Deviation		3,14672	2,76263	2,92060
Range		11,00	8,98	9,75

Note. The means of the tests were calculated according to the raw data, not the interval classes.

As can be noticed in Table 6.6, the mean obtained in the diagnostic test is 3.70, whereas it increased in the mid-test with 11.28. However, the post-test's mean scores decreased slightly to 10.17. The standard deviation of the diagnostic test is 3.17, in the mid-test 2.76, and in the post-test 2.92. These values mean that scores of the diagnostic test are most spread out, and those of the mid-test are the closest to the mean, expressing less variability. The range of values decreased in the mid-test (08,98) and post-test (9,75) as compared to the diagnostic test (11,00). Another comparison in terms of means is displayed in Table 6.7. The latter contains the different mean scores obtained in the tests by the different specialities in a modest attempt to partially build the variable of specialty regarding subject characteristics threat to internal validity.

Table 6. 7*Comparison of the Mean Scores in the Post Test, Mid-Test, and Diagnostic Test*

Experimental and Comparison Groups	Diagnostic Test		Mid Test		Post Test	
	All	D	All	D	All	D
Criminal Law	2,19	3,80	11,38	11,90	11,75	12,39
Environmental Law	3,00	1,75	9,28	9,31	7,57	5,63
Business Law	3,07	2,17	10,23	10,79	8,46	8,46
Property Law	2,26	4,56	12,35	12,35	11,19	11,19
Administrative Law	2,30	4,58	9,95	9,95	8,47	8,34
Mean of specialities means	2,57	3,37	10,64	10,86	9,49	9,20
Mean	2,55	3,70	10,79	11,28	10,07	10,17
Control Group		2,07	/		4,25	

Note. D: Students taking all tests only.

Table 6.7 displays detailed mean scores gained by the students assigned to all specialities in experimental and comparison groups. In addition, only the mean scores for those who had taken all the tests in both diagnostic and mid-tests are to be compared. As mentioned in Table 6.7, property law students obtained a high mean score of 12,35 out of 20 compared to 4.56 on the diagnostic test. In the second order, they were followed by criminal law students with a mean score of 11.90 as compared to their mark of 3.80 obtained in the pretest. Then, business law students scored 10.79 compared to 3.11 on the first test. The lowest obtained marks were those of environmental law students, with 9,31 only, and then administrative law students, with 9,95.

There was considerable advancement in the mid-test for all specialities. The average calculated out of the means of the five specialities is 10.86 in the mid-test instead of 3.37 in the pretest. The mean, however, is 11.28 instead of 3.70 in the diagnostic test. It could also be observed that

Business Law students realized the best progress in the mid-test, whereas property law students obtained the best average mark.

According to Table 6.7, the post-test results were different compared to the mid-test. While it was expected that law students would realize some progress, at least at a similar pace as achieved previously in the mid-test, law students showed regress except criminal law ones. The latter gained the highest mean score with 12,39/20, whereas environmental law students had the lowest marks with 5,63. Property law students gained the second position with 11.19/20. The question that should arise is why business law students did not progress even though the test contained various business aspects.

The mean of specialities' means declined from 10.86 in the mid-test to 9.20, and so was the case for the mean that descended from 11.28 to 10.17. Importantly, however, the law students realized progress compared to the diagnostic test. In the same vein, the comparison group progressed from 2.07/20 in the diagnostic test to 4.25 in the post-test. In general, it seems that the experimental group showed advancement as compared to the comparison group in terms of means.

As such, several descriptive statistics were dealt with, offering valuable information on the analysis of the score at the individual and group levels regarding central measurement tendencies, spreads, and extremities. Still, there is a need to have additional data analysis aspects that aim at testing the hypothesis. The descriptive statistics undoubtedly offered vital information on the students' achievement, especially regarding the spread of law students' scores, i.e., the variances. However, the number of students participating in the mid and post tests decreased for several reasons. Crosschecking and selecting only the students participating in the three tests provided a

shortened size of the sample. One could wonder whether or not that set of data is normally distributed. In other words, to what extent do the students' scores cluster around the mean all in a seemingly natural manner? The answer would help see whether the statistical significance could be calculated later, thereby generalizing the results. Then, testing the normal distribution employing the Kolmogorov-Smirnov formula is necessary, providing that the needed SIG must be above 0.0500.

Table 6. 8*Normal Distribution Test*

Tests of Normality			
Kolmogorov-Smirnov ^{a60}			
	Statistic	df	Sig.
D_test	,213	16	,0520
M_test	,094	16	,2000*
P_test	,186	16	,1400

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Using SPSS, all the scores obtained in the three tests were tested thanks to the Kolmogorov-Smirnov formula. Table 6.8 shows that the diagnostic test values were low but normally distributed where the SIG is 0.0520. The same formula also showed that the mid-test scores were normally distributed in that SIG is found to be 0.2000, which is far above 0.0500. Kolmogorov-Smirnov test also revealed that data obtained out of the post-test were normally distributed where the

⁶⁰ There are many other tests like Shapiro-Wilk's test.

significance is 0.1400. Thus, the significance of the differences can be calculated using the 'Student' *t*-test'.⁶¹

As mentioned above, there is a need to have further statistical operations to see to what extent the sample and population are to be crossed. The following Table 6.9 offers more details on the statistical formulas of significant differences between the different tests. It will show, for example, the mean, the standard deviation, the Standard Error Mean (SEM), and the Student's *t*-test of the differences between the experimental group's scores of the diagnostic and post-tests within a confidence interval estimated at 95%. As such, the latter offers us primary insights into the generalizability of our research. That being said, the Student's *t*-test needs to be applied to have the *t* value, which will confirm or reject the hypothesis.

First, it is worth mentioning that there is a difference between the mean and standard deviation stated in Table 6.6 and those contained in Table 6.9. The first is related to the set of scores of each test, whereas the second offers the mean and standard deviation of the difference between the tests. Table 6.9 introduces paired differences in terms of mean, standard deviation, standard error mean, lower and upper differences, *t*-values, etc.

⁶¹ There are many tests used according to the type of hypothesis whether it is a hypothesis of significant differences, a hypothesis of correlation or a causal one, and the type of independent and dependent variables whether quantitative or qualitative. For example: student's *t*-test is used in quantitative variables in a hypothesis of statistical difference whereas Cronbach test is used in causal hypothesis.

Table 6.9*Paired Samples Test*

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Difference									
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair D_test -P_test	6,47	3,10	,78	8,12	4,82	8,34	15	,000	
Pair D_test -M_test	7,57	2,93	,73	9,13	6,01	10,33	15	,000	
Pair M_test -P_test	1,10	2,46	,61	,20	2,41	1,80	15	,092	

According to Table 6.9, the mean difference of the diagnostic and post tests scores is 6,47. Calculating the Standard Error of Difference (SED)⁶² gives the value of 1,10. This means that 95.4% of the differences in probable sample means fall within plus-minus two SEDs from the mean that is ((6,47±1,10*2 = 8.67 to 4.27)). The standard error mean expresses the dispersion of the probable samples mean around the population mean. The same is to be applied to the diagnostic test and the post-test. What is essential is the Student's *t*-test which was calculated to measure the statistical significance of the possible difference between the tests. Table 6.9 above shows that the Student's *t*-test between the diagnostic and mid tests is 10,33, whereas that between the diagnostic and post-tests is 8.34. Nonetheless, what could be done with this value?

In order to confirm the hypothesis set before, the Student's *t*-test value should be compared now to a set of standard values contained in the critical values table, then considering, especially, the Degree of Freedom (DF), which is the sample size minus one. Table 6.10 includes comparative

⁶² Standard Error of Difference (SED) does not appear in SPSS. It was calculated independently.

values according to the significance level, the type of hypothesis, whether one-tailed or two-tailed, and the degree of freedom. The result of the Student's *t*-test should be more extensive than that mentioned in Table 6.10 according to the parameters cited above.

Table 6. 10

Comparison to Critical Values Table

one-tailed α	0.10	0.05	0.025	0.01	0.005	0.0005
two-tailed α	0.20	0.10	0.05	0.02	0.01	0.001
df						
	...-...					
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
	...-...					
1000	1.282	1.646	1.962	2.330	2.581	3.300
z	1.282	1.645	1.960	2.326	2.576	3.291

As said before, the hypothesis is stated in such a way that there might be statistical differences in favor of the post-test, which means that it is right-sided. In addition, the DF is 15, and the confidence interval is 95%, which means that the comparison should be at 0.05. What is mentioned in the critical value table according to these parameters is 1.753, and the Student's *t*-test is 8.34. The Student's *t*-test value is more significant than the standard value of 1.753, which means that there is a statistical significance in favor of the post-test, thereby accepting the alternative hypothesis.

Whereas all students from the comparison and experimental samples participated in the diagnostic test, they did not participate in the rest of the tests as was expected for some reasons. In addition, whereas the normality test could be used with the experimental group, the minimal

number of students of the comparison group participating in the post-test made it evident that the comparison with the experimental group might be useless.

6.4.6 Experimental Group vs. Comparison Group in the Original Setting

For the sake of offering an additional evaluation of the law students' progress, another comparison was drawn in the original setting. It was made between the scores obtained by the experimental and comparison groups in the official English exam of the third semester at the Department of Law that the interviewed teachers of English offered. Those scores belong to the last study semester before embarking on writing master's dissertations. Table 6.11 displays the different mean scores for the different specialities.

Table 6. 11

Comparison of the Obtained Scores of the Experimental and Comparison Groups in the Original Setting

List of students constituting the sample	Original Teaching Setting Mark	
	Comparison Group	Experimental Group
Criminal Law	13,03	14,34
Environmental Law	11,38	11,95
Business Law	Eliminated for Administrative Purposes	
Property Law	9,83	8,45
Administrative Law	12,00	12,53
Mean of specialities means	11,56	11,82
mean	11,52	11,80
Control Group	whole	

As shown in Table 6.11, the experimental group had higher scores than the comparison group in all specialities except property law students, even though the difference was slight; for example, criminal law (13.03/14.34), environmental law (11.38/11.95), and administrative law (12.00/12.53). The mean score for all specialities after categorization is 11.56 for the comparison

group and 11.82 for the experimental group. In addition, the total average without categorization is 11.52 for the comparison group and 11.80 for the experimental group. The difference in scores obtained by the environmental law students in the experiment (5.63) in Table 6.5 and the original set (11.95) is worth attention.

6.4.7 Comparison and Interpretation

The main results of the mid-test showed that the best mean score per speciality was obtained by property and criminal law students, whereas environmental law students obtained the lowest mean score. Moreover, the standard deviation and the range were more significant in the diagnostic test than in the mid-test. Such results might be interpreted, at least partially, in terms of the allotted time for each speciality in that the specialities offered the longest time had approximately the best scores and vice versa.

As far as the post-test is concerned, most law students unexpectedly gained lower mean scores. Only criminal law students realized progress according to what was obtained in the mid-test. However, property law students had the lowest regressive score, and environmental law students had the most significant negative difference among the rest of the specialities. The standard deviation and the range were smaller than the diagnostic test but slightly more significant than the mid-test. The obtained scores could lead to a similar interpretation of the mid-test regarding the allotted time.

In addition, the Student's *t*-test revealed that the differences between the diagnostic and mid tests were statistically more significant than those between the diagnostic and post tests. Such overall regression might be caused by the dissimilarity of the post-test's content. The latter focused on listening, international, professional, and academic areas of legal English, constituting a

challenging test, as law students were not used to. Several factors should be considered, such as the mixed ability groups, the EFL context, the legal English per se, the presence of students, etc., to explain the variance between students. The grading scale of tests also might have influenced the scores.

However, in the original set, where both groups attended courses and took official exams together, the experimental group realized slight progress compared to the comparison group. This was expected as the experimental group had additional courses. What was not expected was the low rate of progress achieved in the official exam. The divergent achievement rate as compared to the experiment means that the provided courses in the experiment, even though similar to the spirit of activities in the original set, might have been intense, more complicated, and varied.

6.5 Limitations

Undoubtedly, any research has some difficulties that hinder some parts of the process. Likewise, many limitations were encountered during the present study's steps. The researcher attempted to find appropriate solutions whenever a limitation appeared. This section lists the limitations of each phase and the reactions and alternatives taken. It includes the obstacles encountered while preparing materials, the study program delivery, and mortality.

6.5.1 Limitations while Preparing Materials

The process of preparing materials is undoubtedly critical in the study program construction for teaching legal English to Master's law students. However, this process had some limitations. The data collection from the students' questionnaires and teachers' interviews yielded a massive amount of results. The interpretation and crosschecking, with the last objective decision of the course designer, to determine the broad axes crushed on a shield, as it were, in some areas. Table

6.12 introduces the most obstacles the course designer faced regarding methodology, activities, and administrative matters.

Table 6. 12

Limitations

Items	Motif and Action
Textbooks on law	Limited availability Irrelevant for EFL Context
Journals on law	Substitution with abstracts
Writing Reports on law	Irrelevant for EFL Context
Speaking to legal professionals	Irrelevant for EFL Context
Participating in conferences	
English courtroom legal Judgments via videoconferences	Limited availability of audio- visual equipment

The first obstacle was the lack of authentic materials in the form of textbooks on the law that are addressed to EFL learners. Although the course outliner sought to find any free-access and paid relevant materials across the internet and expositions in Algeria, their availability was limited. In addition, what made it worse was the minimal public events, especially expositions for books because of the pandemic of Corona Virus19.

The EFL context, where there is an incomprehensive legal English speech community, makes writing reports on law and speaking to legal professionals a non-urgent priority. Such a situation made way to reconsider including these materials and activities in the study program. Moreover, the short time available makes it unnecessary to work on journals on law. Thus, the abstracts were considered relevant materials to work on, as they transmit the communicative purpose of academia.

Other obstacles displayed in Table 6.12 included the legal judgments pronounced by the English courtroom via videoconferences, live, or participating in conferences. In fact, the unavailability of

the necessary audio-visual equipment, the mighty internet access, and the complex administrative and organizational procedures to contact the target English courtroom made it impossible to use those materials.

6.5.2 Limitations during Course Delivery

After analyzing the law students' needs and designing the first set of courses, many limitations appeared in different periods, hindering the delivery of courses. They included professional difficulties, organizational choices, administrative procedures, legal requirements, technology mastery, legal English and methodological background knowledge, familiarity issues, and technical problems. The course designer attempted to resolve each limitation with the most feasible and appropriate solution.

The teachers of English at the Department of Law hesitated to deliver the designed courses for they considered them challenging. They, therefore, asked for extra time to be prepared well even though the course designer offered them additional documents containing methodological hints on how to conduct each activity, explanations, and guidelines on managing the English instructions in the classroom.

Several administrative problems arose in terms of the availability of time and classrooms. The department administration revealed the impossibility of assigning those teachers extra working time to deliver the study program for the experimental group and the regular working hours for all law students. In addition to that, the students' associations go on strikes continuously, which would hinder expected delivery. The course designer attempted to fix this problem by planning to offer the courses himself in the Intensive Courses Department. The head of that department declared

that there were legal requirements and necessary dues, the value of which was unbearable for the course designer.

Meanwhile, COVID-19 was spreading, leading to some changes in teaching approaches. The researcher attempted to take advantage of the new procedures for teaching online through the Moodle platform during the pandemic. Nonetheless, the head of the *Centre des Réseaux Informatiques et de Communication et de Visio-Conférence et Télé-Communication (CRI)* (Center for Computer and Communication Networks and Visio-Conference and Tele-Communication) said that the Moodle account is only granted to the official teachers at the university⁶³.

After consulting experienced teachers, the course designer chose to deliver the study program via the platform Cisco WebEx. Again, teaching the English courses through Cisco WebEx and organizing tests through Google Forms run into some technical problems. For example, some law students had absences from the courses due to the inability to access the said platform and the internet unavailability, especially in the suburbs. Many law students also lacked experience and had limited mastery of online platforms and Google Forms.

6.5.3 Limitations in Testing the Hypotheses

Unexpectedly, the law students affected the experimental and comparison groups' sample sizes due to absences and registration confirmation (loss of subjects/mortality). Some law students participating in this study irregularly attended the courses, and several of them did not take at least

⁶³ It was until November 2022 that a ministerial instruction obliged the teaching of the modules under the transversal unit through Moodle platform with an enclosed model.

one test. They declared that there had been a shortage of the internet since a lot of them live in the suburbs. Some of them had weak arguments, as conceived by the researcher. However, some students left the university, according to the department's administration, for unknown reasons. Table 6.13 displays the prominent cases and the alternatives that were come up with.

Table 6. 13*Demonstrating the Different Limitations while Running the Diagnostic, Mid, and Post Tests*

Problem faced	Solution adopted
Students were assigned to the experimental group but did not confirm their participation.	Exclusion and Replacement
Students assigned to the experimental group, confirmed, but did not attend a few or all lectures.	Kept in touch
Students assigned to the experimental group, confirmed, attended the lectures, and took the mid-test but did not take the post-test.	Kept with 0.00/20 in the mid-test
Students assigned to the experimental group, confirmed, attended the lectures, and did not take the mid-test and the post-test.	Kept with 0.00/20 in both tests
Students assigned to the comparison group (have taken the diagnostic test), but did not take the post-test.	0.00 /20 in the post-test
Students assigned to the comparison group (have taken the diagnostic test) but did not complete their studies for many reasons. (source: administration)	0.00/20 in both tests

Table 6.13 shows various decisions made by the researcher to overcome the faced obstacles, especially while conducting the tests. For example, those in the experimental group were given 0.00 out of 20 when confirming their participation and skipping one or both the mid-test and post-test. Similarly, the comparison group participants were given 0.00 out of 20 when taking the diagnostic test and skipping the post-test. For statistical validity, the number of individuals within

dependent samples should be the same, i.e., students who took two tests should be the same quantitatively and qualitatively (physically). Since the comparison would be made between pre vs. mid tests, mid vs. post tests, and pre vs. post tests, only the students who took the three tests were selected for comparison and as the evaluated sample for testing the hypothesis. The cross-checking shortened the experimental sample to 16. Fortunately, the sample was normally distributed according to the Kolmogorov-Smirnov formula, as mentioned in the section of Mid and Post Tests, thereby testing the fourth hypothesis was possible. However, things were different for the law students in the comparison group. Most of them did not attend the post test, probably because of negative subjects' attitudes, as they did not receive any special treatment, like the experimental group did, leading to a shrunk sample. Even though the two groups were considered independent samples where the conformity of the number of individuals is not necessary, the sample was not distributed, and normalizing it using special statistical formulas was impossible. Thus, one hypothesis stating that the average score of the experimental group on the post-test is better than the average of the comparison group on the same test was eliminated.

6.6 Pedagogical Implications and Recommendations

One should be optimistic concerning the strategies pursued by the Algerian authorities represented by the Ministry of Higher Education and Scientific Research (*MESRS*), especially as part of the recent higher education language policy. One should, however, also be ambitious for more rigorous steps to be undertaken to improve the teaching of English within the context of the law. To this end, several pedagogical implications and recommendations are advocated for enhancing legal English teaching. They are addressed to teachers of English, subject specialists, ESP/ELP students, course designers, university administrations, and the *MESRS*. They include areas in terms of resources, needs analysis, processes, materials, activities, methods, evaluation, teachers' roles,

etc. Whereas part of the following pedagogical implications and recommendations apply to a general context of ESP, all apply to the legal English realm.

6.6.1 English Status and Resources

As mentioned in Chapter Two, the English module has not been offered much importance compared to other modules. Regardless of the recent and persistent policies directed towards placing inestimable value on using English, especially in the university context, additional efforts and procedures by the *MSRS* are still recommended. They can start this by raising the coefficient of the English module at all departments other than English ones as the simplest step to widen the use of English progressively until it becomes the medium of instruction. Law, for example, is as critically important as other disciplines, and English nowadays is recognized as the *lingua franca* for legal practices. To this end, principles of Content and Language Integrated Learning (CLIL) should be promoted considering the EFL context.

The lack, nay absence, of legal English books at the university libraries is questionable. The central university libraries and departmental ones should be equipped with relevant English books and dictionaries within the context of the law. In so doing, rigorous criteria should be set by the university administrations when publishing calls for tenders, consultations, and descriptions in the specification records for the furniture of books and selecting suitable titles. As such, authentic texts would be available and would be used as reinforcing resources for law students and authentic materials for content and language teachers.

In the same regard, taking advantage of electronic libraries and databases is recommended. This aim could be realized if the *MESRS* would work on providing free and paid electronic legal-English-themed books or online access, such as in the platform of *Système National de*

Documentation en Ligne (SNDL) (National System for Online Documentation). The recommended books on English for Legal Purposes (ELP) might not only be intended for law learners but also for teaching, research, professional, and academic purposes.

6.6.2 Needs Analysis Process

ELP course designers should enlighten law students about the career prospects of their speciality with concrete examples before conducting the needs analysis to eliminate unnecessary areas of controversy. The controversial points could have severe repercussions while determining objective needs. In addition, it would be better to consider the subjectivity of the teacher of English, especially if they have considerable experience in the subject matter. They are likely to conduct needs analysis, unlike subject matter teachers. Such privilege for language teachers might improve the quality of the given courses.

The teacher of English should do their best to strike a balance between students' lacks, preferences, wants, mixed ability, availability of materials, relevant topics and activities, and studied modules, to name but a few, to design what might fulfill the students' needs. ELP practitioners could employ their reliable experience, trusted relationship network, and careful attention to the collected data. Most importantly, they need to be ready for the coming challenges and duties and shoulder full responsibility.

6.6.3 Materials Preparation

ELP teachers had better employ adapted or authentic materials when available and suitable, otherwise in-house materials with caution and cooperation. To explain more, when adapting or writing materials from scratch, ELP teachers should approach them cautiously, considering linguistic and cultural elements. The linguistic considerations include especially the reduction of

psycholinguistic problems by eliminating abnormal syntactic insertions unless for didactic purposes, whereas legal cultures considerations include minimizing the potential contradictions that might lead to the continental paradox effect.

6.6.4 Cross-scale and Inter-disciplinarity

Even though the course designer attempted to offer a rich study program for teaching legal English within the LMD system, it might not be exhaustive. It contains large-scale courses that are likely applicable in any context, but it also comprises specialized ones intended for narrow-based situations. Ergo, course designers should at least adapt it according to the law students' needs, in general, and other situations, in particular.

The adaptation could be according to the specialities. For example, other universities offer different majors, as Chapter Two mentioned. The adaptation might be based on geographical reasons, such as in coastal provinces where the law departments offer maritime law specialities. Undoubtedly, the law is as vital as it is dry and incomprehensible. It is characterized by multidimensionality, as it is essential for various disciplines and areas. Hence, coherently promoting the interdisciplinary approach of law specialities, on the one hand, and with other specialities, on the other hand, should be implemented by all related interveners.

6.6.5 Update

In the same vein of adaptation, some existing laws are abrogated, whereas other situations become law. Amending or completing laws and creating new codes at the domestic and international levels is not only persistent but also inevitable. This continuous shift is to cope with the surrounding changes, needs, circumstances, and requirements. The course designers, therefore, should consider this while preparing primarily in-house materials.

6.6.6 Reading

As mentioned above, FREF has several drawbacks in its analysis of the readability of texts. Specialists in language, mathematics, and computing might develop the same formula or create others, suitable for legal texts only. They should be beyond simple mathematical calculations of the legal input and the idiosyncrasies therein, especially the cultural ones. Course designers then should use those new methods, when available, to test the extent of reading difficulty to evaluate authentic, adapted, or in-house materials.

The needs expressed by law students, the recommendations of teachers about pronunciation, and the evaluation revealed how reading activities should be developed. They should be intensified to make students familiar with the terminology. They could be varied between simple and complicated ones to build confidence, especially in legal discourse, where abnormal syntactic characteristics contribute mainly to the difficulty of reading. They could also contain critical thinking and problem-solving elements in that the law is already based on problematic cases.

More focus should be devoted to pronunciation activities and the reduction of cross-pronunciation influence. With this aim, the Algerian ELP practitioner should consider the context of teaching as Algeria constitutes an EFL multilinguistic area. The ELP practitioner might focus on the influence of French, Tamazight in general, Arabic, etc., on the law students' perceptions of how words are pronounced, especially the legal ones.

6.6.7 Activities

Equal importance should be given to the other activities, especially those mentioned above as challenging. The ELP practitioners should devote additional focus on activities that develop the law students' abilities of both reading and turning numbers into written words. As such, those

activities could be more relevant for specialities related to contracts, such as business and property law. Extra recommendations in the same regard might include referring law students to software programs or plug-ins that help them do the transformation successfully.

The recurrence of terminology activities should be augmented in that the linguistic features of legal English at the word level are assumed to be idiosyncratic, especially terms of art and technical words. The ELP practitioners are recommended to provide extra explanations on the proforms in terms of structure and function. Based on the drawbacks of mobile applications in terms of vocabulary, teachers of English could use other alternatives, such as online dictionaries or devote more time to searching for good ones so that law students master them well.

In the same regard, technology should be implemented in the process of teaching English, in general, and ELP, in particular. Teachers of English should take advantage of what mobile applications could provide them with. They should keep track of the recent updates as they might cover the deficiencies in previous editions. Law students and ELP teachers could even provide feedback on evaluating those applications in the available sections.

ELP practitioners should design a variety of translation activities. The latter could fulfill several needs at different levels. Those activities render terminology in the target language and deal with syntactic, cultural, and pragmatic elements contained in the source text or needed in the target text. Law learners could have an amalgam of literary, legal, Arabic-English-Arabic, comparative, etc. translation activities.

No less critical, teachers of English should work on reducing the erroneous techniques of legal translation that law students might opt for. These include but are not limited to the unexpressive

literal translation and the incorrect adaptation technique, especially in the cultural dimension. The ELP teachers should help law students develop the proper procedures for the English-Arabic-English legal translation and conduct persistent research for the most relevant translation theories that fit such demand.

Promoting communicative activities and events, such as ‘mock trials’ or ‘the future lawyer’ by course designers and English activities should be necessary. They are organized in Algeria, for example, in Arabic, as part of pedagogical and entertainment activities. Should they be organized in English, they would positively impact the law learners’ extrinsic and intrinsic motivation and progression of their communicative competencies. They are equally considered as good activity under the CLIL approach.

6.6.8 Intercultural Issues

Regarding the divergence and convergence of legal systems across the world, course designers should be aware of the dynamism of the concept of legal culture. In other words, with the demands of globalization and international legal English, there has continuously been more convergence than divergence. As such, courses and study programs should be adapted accordingly by course designers and teachers of English. Nonetheless, the latter should be aware of the difference between the American and British legal systems in terms of culture-based institutions, legal lexis, procedures, etc.

From a different perspective, globalization promoted convergence and brought about contradictions, such as the continental paradox. Teachers of English should be aware of the effects of those contradictory perceptions on law students regarding psycho-pedagogical and didactic dimensions. These include but are not limited to their feedback as part of the collaborative work,

which the teachers of English should be committed to, their achievement in the four skills, and even motivation.

6.6.9 ELP Practitioner Role

ESP learners, in general, might have false perceptions of what it means to be a non-native teacher of English. They always think the language teacher has a ‘super powerful’ knowledge of their theories and specialities, as if it is a ‘machine’ that tells every enquired word, structure, and discourse. As such, the teacher of English should realize that extra effort, research, and intelligence are to be assured. Law learners should also understand the role of the ESP teacher. The latter should also be made aware that they should not cover everything, and they should not be disappointed. In addition to the roles assigned to the ESP teacher, it is suggested that they might also have the role of coordinator, who receives knowledge from well-informed interveners and converts it to the less informed students.

6.6.10 Cooperation

The present study revealed the peculiarity of English within the law context. Teachers of English might be more suitable for this task as they are likely to conduct needs analysis, the central element in ESP. They also tend to focus on linguocultural and methodological components. However, in addition to the needed command of background and training, they also need to promote cooperation with the interveners of the internal environment, such as reliable law students, and the external interveners, such as subject specialists, legal professionals, and experts. To this end, the teacher of English could analyze and evaluate cooperation feasibility to see the possibility and extent of coordination; the integrated content and language in higher education demands no less.

6.6.11 English Teacher and Subject-specialist Training

As previously mentioned, the contradiction that subject specialists, regardless of their legal backgrounds, teach English for the law is questionable. However, what makes it worse is the administration assigning English teaching to the subject specialist whose area of experience is different from the speciality of law students. Equally, it is deemed problematic that teachers whose background is literary are assigned English courses at the Department of Law. The administration needs to consider these points and cautiously select language or subject matter teachers capable of coping with the demands of legal English in terms of content, language, and method.

To this end, subject and language specialists should be trained in the ESP approach, in general, and ELP, in particular. The secrets, so to speak, of teaching legal English, linguistically, culturally, legally, and methodologically, should be attained by the teacher of English, no matter their background. They could enroll in such training of their own free will or register for potential offers by the university they work for. However, one should admit, as mentioned before, that language teachers would be more suitable for teaching legal English if they are given the chance to do so in that ELP is mainly based on needs analysis theory, which is what content teachers lack.

In the same context, there could be pre-training if the English departments offer additional specialized syllabi. This procedure could be realized in any cycle in the LMD system. There has been continuous habilitation of universities by the *MESRS* to offer doctoral research projects on ESP, in general, and ELP, in particular, like at the University of Oran² and similarly at Eloued University. Such interdisciplinary orientations are what Algerian universities should continue to do, at least as a provisional alternative to realize English-mediated higher education.

Likewise, the recent importance given to ESP in different scientific events is encouraging. The university teachers who organize national and international conferences, study days, and symposiums in Algeria should focus more on ESP varieties. More similar activities need to be organized by the different universities for ELP issues and experiences in terms of civilization, culture, anthropology, translation, and didactics, forensic linguistics, to name but a few.

Another possibility is that the *MESRS* would provide subject and language specialists with the opposite specialized knowledge. In other words, teachers of English are exclusively offered the possibility to enroll at the Department of Law, whereas legal teachers are also given the chance to have courses in English classes. The teachers, however, should be conferred the proper training, at least for the License cycle. Teachers of English will be allowed to grasp the areas of law, predict the different genres, the complicated legal procedures and compare legal systems and cultures. The law teacher will also be allowed to learn theoretical and applied knowledge on methodological aspects of teaching and learning, phonological principles, intercultural issues, needs analysis, etc.

6.6.12 Content and Language Integrated Learning Application in Algeria

The application of Content and Language Integrated Learning (CLIL) in Algerian higher education should consider two perspectives. The question is whether CLIL should be applied in the English module or across the different modules with English-mediated instruction. The *MESRS* should make its policy straightforward. If CLIL is to be implemented in English module, language teachers will be more suitable for teaching ELP as it is based on needs analysis theory, which is what content teachers might not be acquainted with even though they are aware of the complexities in legal knowledge and processes. This is substantiated by the English specialities offered in Master's and Doctorate cycles as mentioned above. However, if CLIL is to be applied across the

different subject matter modules, then the task should be considered a long-term objective. Content teachers need extensive training in English, methodology and ESP/ELP. This claim is substantiated by the *MESRS* implicit and explicit policy with the intention to promote English-mediated education. That being said, the *MESRS* recent procedures to train, especially content teachers by language teachers, are encouraging but insufficient. In between, the attempt made by the course designer, who is also acquainted with limited legal knowledge, in this research to include some notions from the broad philosophy of CLIL has revealed that the task turned out to be challenging.

Conducting a bottom-up approach is suggested, starting from the idiosyncratic linguistic features as the building blocks to content specifications, especially in legal English discourse. The latter carries not only linguistic incomprehensibility but also procedures complexities that hinder the communicative aspect in an EFL context and where language and content teachers and law students are non-native speakers. The role of the law student varies between either language or content teachers' instruction. Fortunately, they can use their schemata to build at least partial understanding regarding incomprehensible segments of the content teacher's linguistic and methodological flaws and the English language teacher's lack of legal procedures and processes.

6.6.13 Technology

The need to cope with technology in the form of platforms instead of traditional teaching methods should be considered an urgent need. Moodle platform is an example that the *MESRS* is working on. The platform contains additional features compared to other platforms, such as Cisco Webex, that facilitate the work of the teacher of English. To this end, Moodle spaces should even be assigned to interested ESP/ELP community researchers.

In the legal context, for example, teachers of English and the administration should take advantage of the fact that the UK and the USA allow the live streaming and recording of trials in specialized channels and social media. Similarly, legal drama movies contain as many relevant scenes and specific language elements. Those digital materials could be used for didactic and legal culture-awareness purposes.

Consequently, audio-visual equipment needs to be made available to teachers of English. Language laboratories at university, for example, might be used to enhance students' listening skills, thereby improving communicative competencies. Socioeconomically, most law students are jobless, and providing them with relevant devices should be recognized. In addition, it is required to ensure paid applications and premium services that offer additional features and access to more effective input and skills. Assisting students with this would realize effective teaching and learning of English for law.

6.6.14 Time

The evaluation above showed that the more time is allocated, the more the outcomes are satisfying. This view confirms, at least partially, that time is a crucial element in the process of teaching legal English. Consequently, the allotted time should be longer to fulfill the learners' needs and make them progress reasonably. To this end, the competent authorities should devote extra time so that law learners specifically have command of the needed linguistic, cultural, and communicative competencies. The short time during which the study program was delivered revealed acceptable progress, but starting teaching English from the License cycle might fit the learners' needs well.

6.6.15 Evaluation

One might underestimate evaluation, but in fact, it is crucial to the process of teaching and learning. Its contribution to the teaching process is remarkable not only for ESP in general but also for ELP, in particular, as the latter still has challenges to overcome. Therefore, ESP and ELP practitioners and researchers should develop strategies and techniques of evaluation and assessment and get updated with the latest issues and suggested solutions. In addition, providing normalized (standard) tests by unifying criteria considering the students' needs, especially for EFL contexts and diverged legal systems, becomes an urgent need.

6.6.16 Other Recommendations

- a- Facilitating joining the department of intensive courses and lowering subscription costs for students might be of tremendous help as those departments are offering ESP courses, especially if English becomes a medium of instruction. This adjunct model, however, should consider the EFL context.
- b- Taking advantage of the LMD system's primary feature of international mobility to offer law students theoretical and practical training abroad.
- c- Algerian authorities should take advantage of European and Canadian experience regarding the CLIL approach as they previously implemented it.
- d- Law students in the License cycle should be taught plain legal English, whereas Master's students should learn the concept of legalese.
- e- The use of games in the process of teaching legal English should be promoted, considering the selection of games with caution and according to the adults' age, as some of them might seem silly.

- f- The work of researchers should be facilitated while attempting to design or evaluate the courses.

6.7 Further Research Areas

In order to improve the quality of the present study program, to offer enhanced versions, and to provide the ESP/ELP community in Algeria with relevant courses, several further research areas are suggested. An additional inquiry may include the extent of specificity, the legal translation process, the intercultural side, globalization, motivation, and professional legal English, to cite just a few. The suggestions also include the possible research methods and paradigms that could be adopted.

6.7.1 Specificity

Whereas the present study program tackled a detailed subject, teaching legal English in the Algerian context, it also offered general insights into its application. Extra experimental research, however, might offer more focus on specific areas. Designing specialized courses for maritime law for the universities located in coastal provinces might be relevant to the law students' needs and professional requirements. In addition, comparative approaches could be used to determine what type of legal English might influence law students more; is it narrow-based or wide-based?

6.7.2 International Legal English

Future descriptive investigation might discuss the intersection between international law and plain English. It might be conducted qualitatively to determine how they are related and quantitatively to measure to what extent the principles of the plain language movement characterize international legal English. Experimental research could even be conducted about the effect of teaching plain legal English on law students' progress.

The effect of the persistent convergence of legal cultures under globalization on the teaching of legal English should also be subjected to scrutiny. Such studies could be applied in the target culture context or the source one. Inquiries might include research questions, such as: to what extent intercultural approaches are applicable? To what extent could globalization decrease the effect of continental paradox? etc., and themes, such as investigating the impact of legal cultures convergence on decreasing legal translation pitfalls.

6.7.3 Professional Needs

In the same context of international law, inquiry into professional needs might be of help, especially with the continuous open policy of Algeria to international unions, organizations, etc. Professional needs may encompass national and international purposes. These may include but are not limited to investigating the speaking skills and negotiations in international contracts and communication in multilinguistic workplaces (English-French-Arabic), especially with the recent policy of encouraging the creation of startups and partnerships.

6.7.4 Terminology

More focus should be placed on the contextual meaning that is supposed to have a close semantic connotation, the relevance of using polysemic words in legal English, and confusing words. Research devoted to those areas might help delimit the semantic scopes and suggest ameliorated methods to teach specialized lexis. To this end, additional research could be conducted to measure the effect of the word contextualization on law learners' achievement.

6.7.5 Islamic Aspect

Not only the religious-based lexis should be paid special attention, for it constitutes an essential aspect of legal culture, but also the syntactic and textual levels. These components are mainly found in *ahkam* verses of the Qur'an. Those verses, unlike the *ikhbar* ones, carry the legal tone

and style of the holy book of Islam. The suggested area of research does not entail the usual Qur'an translation into English but the sociolinguistic effect of incorporating some of those translated verses in legal documents, thereby creating a diglossic situation.

6.7.6 Translation

In the national context, additional computational and corpus-based research on the features of legal Algerian Arabic is preferable. Such studies will help support legal Arabic-English-Arabic translation as part of the didactic process, especially in the Algerian situation. As mentioned in Chapter Four, legal Arabic in international use still contains lexical and syntactic complexities. In the same regard, the didactics of legal translation and the relevance of other translation theories should be revised in the law context.

6.7.7 English Teacher's Eligibility

English teachers' eligibility has been a matter of quarreling debate. From a CLIL perspective, it is suggested to carry out comparative and experimental studies in the Algerian EFL context on the teaching of the same course by a subject specialist with an English background and a teacher of English with a legal background. In such an experiment, the progress of the law students should be measured via a mixed-method approach. Following the recent procedures by the *MESRS*, correlational research might be conducted to investigate the effect of adopting English as the medium of instruction on law students' progress.

6.7.8 Motivation

Motivation is also to be an area of research in the context of teaching legal English. As seen in the courses of literary and legal English in the present study program, the intersection of law and literature gained the law learners' interest and motivation. They, therefore, should be placed more attention on the related studies. The case is similar to the gamification of learning legal English.

The researcher could, for example, measure the impact of those games on increasing EFL law learners' motivation or decreasing their anxiety.

6.7.9 Cross-linguistic Influence

Several research papers might investigate cross-linguistic transfer in the realm of ELP in the EFL context of Algeria. For example, the researcher could study the relationship between the presence of French words in legal English and the potential cross-linguistic deviation at the phonetic level. At the local level, further studies could tackle the influence of *Shawiya* in the multilinguistic Aures (or other language varieties in Algeria) on the pronunciation of English, in general, and legal English, in particular.

6.7.10 General Areas

ELP teachers and researchers should contribute to research all aspects that might have direct and indirect relations with ELP. These include but are not limited to civilization, anthropology, culture, didactics, philology, and forensic linguistics. For example, doublets, proforms, and foreign words were created across history. Legal institutions also developed throughout the different civilizations, shaping legal culture's divergent nature. Both areas then had implications and repercussions on didactic and anthropological perspectives at local and intercultural levels.

ELP researchers should align themselves with the recent tendencies of investigation in automatic translation, quantum research, and artificial intelligence. Adhering to such kinds of investigations could improve the quality of the presented activities. Such technological areas mean that the journey of research in the legal field is still a long path of dynamism, flexibility, and adaptation to the present requirement.

6.8 Conclusion

Throughout the present chapter, the complete view of the designed study program for teaching legal English within the LMD system for Master's law students has become apparent. It contained various parameters to take into account and entailed a number of considerations. The study program, as the treatment the experimental group has received, was composed of 16 courses. Each course contained a text, various activities, and homework. There were several challenges to overcome. They include deviations due to cross-linguistic influence, different linguistic and cultural areas of legal English, and implementing technology in instruction. Accordingly, there were also practical solutions, such as allotting extra time for challenging activities, amending parts of the courses, offering additional explanations for students, and strategies, to cite a few. Afterward, the reaction bore fruits, and the course designer noticed improvement and motivation among law learners. The present experiment was deemed valuable and participated in improving the experimental law learners' achievement according to the results obtained in the post-test, where the Student's *t* test value was 8.34. The latter also serves statistical validity for the experiment. Nonetheless, this investigation comprised several procedural and methodological limitations at different phases. In addition, it requires persistent updates to fit the coming law learners' needs and characteristics across Algeria. This research also called for several pedagogical implications and recommendations to teachers of English, subject specialists, ESP/ELP students, course designers, university administrations, and the Ministry of Higher Education and Scientific Research (*MESRS*) to realize such an aim. It also suggests various uncovered areas to be investigated in the future.

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At the beginning of the present research, it was revealed that several factors and parameters played a role in building a problematic situation of legal English teaching in Algeria. English was less considered in Algeria for sociolinguistic and geopolitical reasons, even though the worldwide status of English in the era of globalization. The recent market and university-level procedures should also be added to this situation. It is a deflection from a normal context, marking a perplexing demarcation, thereby calling for promoting its position. Algeria adopted the LMD system with academic and professional objectives, making the university a ground to achieve those goals.

Thus, English for Legal Purposes (ELP) was considered most suitable to realize the connection to the business realm and international partnerships as the law is multidimensional. ELP is likely to be needed in both academic and workplace settings. However, the literature at hand shows a shortage of research about legal English in the EFL context of Algeria. In addition, surveys conducted by the researcher and the Ministry of Higher Education and Scientific Research (*MESRS*) revealed the inadequacy and deficiency of English teaching, especially in the departments of law in Algeria. Then, an urgent requirement is to design a study program for teaching legal English within the LMD system while considering the law students' needs.

The LMD system seeks several objectives. First, to increase the employability of Algerian diplomas at the international level for better opportunities. It also aims at understanding the globalization strategies, thereby making all Algerian academic and scientific activities visible around the globe. In the same vein, it seeks to adapt the study programs to the socio-economic sector and research field's requirements and to boost innovation outside the university. Finally,

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the LMD system implies developing teaching and learning processes by technology within higher education institutions.

The first research question raised includes whether teachers of English and law students at the Department of Law at Batna 1 University think that a study program should be designed to teach legal English. The second research question is about what the students' needs might be. The third research question posed was on what appropriate materials, syllabi, and linguocultural and methodological elements to be included in that study program, which might fit the learners' needs and conform to the LMD system. The fourth research question raised is whether law students would realize achievement vis-à-vis the designed study program.

These four research questions put forward the following hypotheses. For the first research question, it was hypothesized that a study program should be designed to teach legal English within the LMD system. For the second research question, it was supposed that if the learners' interests, lacks, preferences, and necessities, and the teachers' and course designer's views were crosschecked objectively, the law students' needs would be identified. Then, the third hypothesis predicts that if those needs were compared with the available materials and study program objectives, appropriate materials may be developed, and the study program' syllabi and elements may be defined. The fourth null hypothesis, however, predicts that there is no difference between the mean score of the experimental group on the pre and post tests. Alternatively, the mean score of the experimental group on the post-test is higher than the average of the same group on the pretest.

The above hypotheses should be confirmed or refuted. As such, the present investigation contained six chapters and eight appendixes. Two chapters provided theoretical background through a continuum from foreign language teaching to legal English teaching. The Third Chapter

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was the principal portal to determining law students' needs. The latter used a descriptive method and a mixed-method paradigm as an elementary phase to determine the law students' needs. The instruments used for students were the diagnostic test to uncover their areas of lack and a questionnaire to be aware of their interests, preferences, desires, etc. The structured interview was used as a research tool for eliciting four English teacher's opinions and recommendations. The data collected from the questionnaires and interviews was tested regarding reliability, applying Cronbach's Alpha formula. Once reliable, the investigation made use of qualitative and quantitative analyses to identify the law learners' needs primarily.

The Fourth Chapter finalized the building blocks of the study program. The interpretation, comparison, and cross-checking of the contradictory perceptions of the course designer vs. the law students, the course designer vs. teachers of English, and law students vs. course designer via triangulation allowed to strike a balance, thereby defining the law students' needs. After that, the study program was designed based on those needs while considering the qualitatively prepared materials, some study modules, the LMD system, and course objectives. The Fifth Chapter introduced the whole study program as appeared to the law students. Chapter Six, however, showed the evaluation, thereby refinement of the study program. The evaluation and assessment were realized qualitatively and quantitatively using the mid and post tests scores and discussions. The main result was a statistically significant difference in favor of the experimental group in the post test compared to the pre test, where the t test was 8.34. The appendixes included additional information on the research instruments, the evaluation records, and the different announcements.

The yielded results offered valuable insights into the present investigation. Enormous information was gathered on the Master's law students and English teachers' backgrounds and experience. The results showed that the demographical background of law students was

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heterogeneous, especially at the gender level. They were also homogeneous in terms of career aspirations and linguistic background. Furthermore, considerable data was gathered on their previous and present experience. These results helped frame and interpret the needs regarding their areas of lack, preferences, interests, and necessities. In addition, rival views expressed by the teachers of English and the course designer were also considered. During the experiment, additional data was gathered on the challenges faced and scores obtained by the experimental and comparison groups.

Regarding the first research question on whether teachers of English and law students at the Department of Law at Batna University 1 think that a study program should be designed to teach legal English, the explicit answers collected from the students' questionnaires and teachers' structured interviews revealed that they believed that law students need to learn English for law. Law students also shared the view that legal English was likely to be a new variety for them and that their level before entering the university and the achieved progress since then was not sufficient. Moreover, the qualitative and quantitative results obtained from the diagnostic test revealed that law students suffered from considerable deficiencies, notably in legal English. All these results seem to confirm the first hypothesis.

Concerning the second research question about what the students' needs might be. Again, considerable data on law students' lacks, interests, and preferences was gathered from the students' questionnaires. The results showed that there was consent among those law students to study all areas of legal English through all suggested materials. In addition, they expressed their need for professional legal English, aspiring to adhere to international organizations. Equally important, the results of the teachers' interviews showed that they recommended teaching plain English and all

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the suggested elements within the four legal English skills and areas despite considering them difficult. English and teachers, along with the course designer's views, held differing perceptions regarding the order of skills, teaching legal English through literature, *Shariâa* aspects, language-based methods, writing emails to legal professionals, etc. Those contradictory conceptions of law students and teachers of English were submitted for comparison, interpretation, and cross-checking to realize a balanced view of the law learners' needs. Cross-checking included shreds of evidence from the literature and the course designer's justified views based on facts and experience. The order of skills: listening, reading, writing, and speaking implied that law students and teachers of English were aware of the EFL context and the absence of a comprehensive speech community of legal English. It was also thought that there was a lack of awareness of the potential intersection between literature and law among law students and teachers of English. They further had some commentaries on the weak grammar and pronunciation mastery among law students, which entails teaching general English with a focus on reading. Simultaneously recommending legalese and plain English indicated the need for striking a balance between the two categories. These results seem to have answered the second research question on identifying their needs.

Concerning the third research question on what appropriate materials, syllabi, and linguocultural and methodological elements to be included in that study program, which might fit the learners' needs and conform to the LMD system, identifying the needs permitted delimiting the broad lines of the course that conform to the law students' needs. For example, integrating *Shariâa* aspects due to its nature as part of legal culture, whereas implementing literature was evidenced by previous studies. Abstracts were considered the best example of academic legal English, whereas calls for tenders were conceived as the most appropriate for professional use of legal English. Both could realize LMD system objectives academically and professionally.

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Language-based methods were promoted by cautiously implementing linguistic features and grammatical structures in the adapted and in-house materials through simple short stories to raise the law students' motivation, critical thinking, problem-solving, motivation, etc. Furthermore, the methodological aspects included the teaching method, the English teacher's role, the collaborative work policy, the focus on and order of skills, the relevant allotted time, switching to the mother tongue when necessary, implementing mobile applications, and various activities. The latter comprised motivating games for adults, pictures and comments, role-plays, etc. As such, the third research question above is answered.

Regarding the fourth research question on whether law students would realize achievement vis-à-vis the designed study program, the latter contained sixteen courses with evaluation and assessment procedures. Each speciality had five content types: academic, professional, wide-angled, narrow-angled, and literary. The courses were designed progressively and delivered with the Cisco Webex platform with exciting features, especially sharing PowerPoint presentations. The persistent evaluation and assessment procedures allowed responding to many challenges and comparing the achievement of experimental and comparison groups in experimental and original settings. The main result is testing the fourth hypothesis where there was a statistically significant differences ($t=8,34$) between the mean scores of diagnostic and post tests in favor of the latter for the experimental group. Consequently, the null hypothesis predicting no difference between the average score of the experimental group on the pre and post tests was rejected, and the research hypothesis predicting that the average score of the experimental group on the post-test is greater than the average of the same group on the pretest was confirmed.

The four hypotheses set above were confirmed. However, some limitations were believed to have hindered the normal process of the present research throughout its different phases. Some of

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those limitations were caused by the unavailability of relevant authentic materials, whereas the delivery of courses faced professional, organizational, administrative, legal, technical, background, and familiarity problems. The course designer attempted to react relevantly according to each limitation. Other obstacles included the experimental group not confirming their course participation and non-commitment to take the entire tests. The latter applies also to the comparison group causing severe level of subjects' mortality.

This investigation dealt with the Master's law students' needs at the Department of Law at Batna University 1 for designing a study program for teaching legal English within the LMD system. Thus, at the end of the study program, law students should be able to comprehend legal English documents, whether read or listened to. They should also be able to distinguish between the Algerian and Anglo-American legal cultures and the resulting pitfalls of English-Arabic-English legal translation. Law students should have the skills to balance the complexities of legalese and the plain English movement. Moreover, they should be ready to join international companies and organizations by applying a maximum of professional legal English knowledge and should be independent legal English learners (legal translation, working in litigations departments, contracts departments, etc.). Whereas this study program proved helpful and was deemed generalizable thanks to the external statistical validity, it still calls for continuous updates to fit the coming law learners' needs across Algeria. It also considered reliability and controlling extraneous variables to minimize the threats to internal validity. Several pedagogical implications and recommendations ensued, including the English language status, the course design process, and the ELP teacher's role, duties, and rights. The study also provided further research implications felt uncovered and valuable for the continuous development of ELP course design in Algeria. Those areas included the law students' needs, the teacher's eligibility, motivation, the cross-linguistic transfer, etc.

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Appendices

Appendix 1: Diagnostic Test

.....الاسم واللقب.....الاختصاص.....الفوج.....

Part A: General English

Please choose the best option to complete the sentence or conversation.

1- What color will you paint the children's bedroom?

I hope it was right. We can't decide. It wasn't very difficult.

2- His eyes were bad that he couldn't read the number plate of the car in front.

Such too so very

3- The company needs to decide.....and for all what its position is on this point.

Here once first finally

4- Would you mindthese plates a wipe before putting them in the cupboard?

Making doing getting giving

5- I was looking forward at the new restaurant, but it was closed.

To eat to have eaten to eating eating

6- tired Melissa is when she gets home from work, she always makes time to say
goodnight to the children.

Whatever No matter how However much Although

7- It was only ten days ago.....she started her new job.

Then since after that

8- Have you got time to discuss your work now or are you to leave?

Thinking round planned about

It wasn't a bad crash and damage was done to my car.

Little small light mere

9- I'd rather you to her why we can't go.

would explain explained to explain will explain

Part B: Legal English

Mohamed and Omar established a partnership in the form of a drug-waste disposal association whose trade name, as the commercial law requires, is *YESNOMEDICS*, which aims at entering into enforceable contracts with different pharmaceutical companies and public hospitals. According to the corporation's statute, Mohamed shall be nominated as the Manager. *YESNOMEDICS* concluded a convention with the district public hospital, one article providing for the collection and transportation of the waste by the firm to the district sanitary landfill, otherwise, in an outside site.

Samir, a real estate owner, caught the corporation's agents red-handed, discharging the waste on his land. Samir filed a lawsuit before the tribunal against the said medication-waste disposal firm. In parallel, the said company was already in a real-estate dispute with a neighbor who claims his property of the land whereon the headquarters was built; he even called for indemnities in accordance with the Civil Law before the Real Estate Department.

The affair of discharging has not been adapted as a felony but a misdemeanor. The magistrate hereby handed the firm, under criminal law, **AD 1.000.000, 36** in fines. The corporation, being a defendant, appealed against the verdict at the level of the district court. Their lawyer also claimed that the convention allowed discharging to an outside site. The judge upheld the sentence in favor of the plaintiff, revealing that if the company's liability in violating the environmental law and the agreement's terms that provide for the refraining from pollution has not been proved, the firm might not be judged guilty. The public hospital consequently decided to annul the deal. Moreover, *YESNOMEDICS* Company failed to pay the fine, and it has been decided to put it into attachment.

Concerning the second claim, the judge stated that the allegation of being allowed discharging in another place is not **under the court's jurisdiction** and forwarded it to *Majlis Eddaoula* that is only **competent** in **interpreting** ambiguous laws. The administrative judge, as he has the **authority to a jurisdictional assiduousness, construed** the article's statement and concluded that the phrase 'another place' had entirely and completely been misused regardless of the fact that the company did not respect the environmental legislation.

Questions: Read the text carefully and answer the following:

1- Give at least one synonym (=) to each of the following words.

association tribunal verdict law judge contract
.....

2- Give at least one antonym (≠) to each of the following words.

plaintiff enter into..... felony.....

3- Cite the different law areas that have been discussed in this text.

.....

4- Translate the following passage into Arabic.

“The corporation, being a defendant, appealed against the verdict at the level of the district court...
The Judge upheld the sentence in favor of the plaintiff.”

.....

5- Transform the following number into written words.

AD 1.000.000, 36 =

6- Retrieve from the text the words you feel are not English but foreign (Latin, French...etc.).....

7- Remove one word so that the sentence’s meaning does not change.

Samir filed a lawsuit before the tribunal against the said medication-waste disposal firm.

.....

8- Rewrite the sentence below by modifying the adverb “whereon” with another equivalent.

“In parallel, the said company was already in real estate dispute with a neighbor that claims his property of the land **whereon** the headquarters was built.”

.....

9- Transform the following sentence into passive form.

Mohamed and Omar established a partnership in the form of a drug-waste disposal association.

.....

10- A: Explain the legal process of “attachment” in the following sentence.

“YESNOMEDICS Company failed to pay the fine, and it has been decided to put it into **attachment**.”

Attachment is.....

B: Determine which word the pronoun “it” refers to in the above sentence.

it=.....

11- What do you think the word *shall* in the example below expresses?

Future Order

“According to the corporation’s statute, Mohamed shall be nominated as the Manager.”

12- A: Determine the qualifying/additional information that created syntactic discontinuity and interruption in the underlined subordinate clause within the passage below.

.....

[...if the company’s tort liability in violating the environmental law and the agreement’s terms that provide for the refraining from pollution has not been proved, the firm might not be judged guilty.]

B: Rewrite the same passage so that the sentence becomes less complicated.

.....

Good luck!

Appendix 2: Mid Test
(Legal English Program at Batna University 1, FLPS)

Dear students, please answer this test carefully. Thank you in advance!

Email

Full Name

Specialty

Text:

Mohamed and Omar established a partnership in the form of a drug-waste disposal association whose trade name, as the commercial law requires, is YESNOMEDICS, which aims at entering into enforceable contracts with different pharmaceutical companies and public hospitals. According to the corporation's statute, Mohamed shall be nominated as the Manager. YESNOMEDICS concluded a convention with the district public hospital, one article providing for the collection and transportation of the waste by the firm to the district sanitary landfill, otherwise, in an outside site.

Samir, a real estate owner, caught the corporation's agents red-handed, discharging the waste on his land. Samir filed a lawsuit before the tribunal against the said medication-waste disposal firm. In parallel, the said company was already in a real estate dispute with a neighbor who claims his property of the land whereon the headquarters was built; he even called for indemnities in accordance with the Civil Law before the Real Estate Department.

The affair of discharging has not been adapted as a felony but a misdemeanor. The magistrate hereby handed the firm, under criminal law, AD 1.000.000, 36 in fines. The corporation, being a defendant, appealed against the verdict at the level of the district court. Their lawyer also claimed that the convention allowed for discharging on an outside site. The judge upheld the sentence in favor of the plaintiff, revealing that if the company's liability in violating the environmental law and the agreement's terms that provide for the refraining from pollution has not been proved, the firm might not be judged guilty. The public hospital decided to annul the deal. Moreover, YESNOMEDICS Company failed to pay the fine, and it has been decided to put it into an attachment.

Concerning the second claim, the judge stated that the allegation of being allowed discharging in another place is not under court jurisdiction and forwarded it to *Majlis Eddaoula* that is only competent in interpreting ambiguous laws. The administrative judge, as he has the authority to a jurisdictional assiduousness, construed the article's statement and concluded that the phrase 'another place' had entirely and completely been misused regardless of the fact that the company did not respect the environmental law.

Questions

Read the text carefully.

Record your voice loudly enough while reading one paragraph from the text, and then upload it. (Paragraphs are separated with extended spaces).

Give a synonym to each of the following words (According to the provided list).

sentence/ magistrate/ deal/ court/ corporation/ legislation/ not a serious crime/ a serious crime
tribunal/ verdict/ contract/ judge/ association/ law/ felony/ misdemeanor

Give an antonym to each of the following words (According to the provided list).

A defendant	to annul	a misdemeanour
A plaintiff	a felony	to enter into

3- Cite the different law areas discussed in this text.

Criminal Law	Real Estate Law	Family Law	Business Law
Administrative Law	Constitutional Law	Environmental Law	

Retrieve from the text one doublet.

Transform the following number into written words. AD 1.000.000, 36

.....

Retrieve from the text the words you feel are not English but foreign (Latin, French...etc.)

.....

Remove one word so that the sentence's meaning does not change. (Write below the word to delete).

"Samir filed a lawsuit before the tribunal against the said medication-waste disposal firm".

.....

15. Which of the following best corresponds to the pronominal adverb "whereon" in:

"In parallel, the said company was already in real estate dispute with a neighbor that claims his property of the land whereon the headquarters was built."

on that	on which	to this	by that
---------	----------	---------	---------

What does the technical word "attachment" mean in the following sentence?

“YESNOMEDICS Company failed to pay the fine, and it has been decided to put it into attachment.”

Payment for service.

To understand the meaning of especially statements.

Taking or seizing one’s property for failing to pay money they owe to a court, plaintiff...etc.

What do you think the word "shall" in the example below expresses?

According to the corporation’s statute, Mohamed shall be nominated as the Manager".

SHALL expresses the future

SHALL expresses an obligation/order

Translate the following passage into Arabic.

"The judge stated that the allegation of being allowed to discharge in another place is not under the court jurisdiction and forwarded it to *Majlis Eddaoula* that is only competent in interpreting ambiguous laws".

.....

Suggest, if possible, another equivalent for "*Majlis Eddaoula*" and justify your choice.

.....

Determine the qualifying information that might create you syntactic discontinuity and interruption in this passage.

[...if the company’s liability in violating the environmental law and the agreement’s terms that provide for the refraining from pollution has not been proved, the firm might not be judged guilty.]

.....

Rewrite the same passage so that the sentence becomes less complicated.

.....

Appendix 3: Post Test
(Legal English Program at Batna University 1, FLPS)

Email

Full Name

Specialty

Administrative Law Criminal Law Property Law Law Business Law Environmental Law

Student Card Number

Text Understanding

An environment rights association, "Greenviron's" made a complaint against the parties to the contract for the dangerous substances on the sanitary landfill escaped and caused deaths and abnormal effects to some children's health, biodiversity damage, and air and water pollution. The police investigators and the officers associated with the local environmental law enforcement administration proved the association's allegations. The Crown Prosecution Service (CPS) prosecuted them and then presented the case to the crown court wherein the jury determined that the defendants are truly liable for a felony, thereby indicting them.

- 1- Read the passage carefully.
- 2- Record your voice loudly enough while reading this passage, then upload it.
- 3- Give a synonym to each of the following words.

organization/ accuse officially at a court/ a serious crime/ courthouse/ suspect

crown court/ association/ felony/ indict/ defendant

- 4- Translate this excerpt into Arabic.

"The Crown Prosecution Service (CPS) prosecuted them and then presented the case at the crown court wherein the jury determined that the defendants are truly liable for a felony, thereby indicting them."

- 5- Discuss and compare the following legal culture components from the excerpt above (in question 4) with the Algerian legal system ("Crown Prosecution Service", "Crown court", and "Jury")

قم بمقارنة هذه العناصر المحتويات في المقتطف السابق والمتعلقة بالثقافة القانونية الإنجليزية مع نظيراتها في النظام القانوني الجزائري

Listening (Part1)

Download the video, or listen online to the selected sequences:

<http://youtube.com/watch?v=jdwQzkaBYRo>

6- Listen to passage 1 (1:53==>2:38), then choose the best answer (s)

A barrister provides legal advice.

A solicitor pleads cases in court.

A solicitor offers advice on legal affairs.

A barrister argues cases in court.

7- Listen to passage 2 (7:02==> 8:11) and choose the best answer (s)

The Attorney represents the plaintiffs and defendants in court.

The Attorney does not represent the plaintiffs and defendants in court.

Listen to passage 5 (23:30==>25:52), then choose the best answer (s):**8- According to the lawyer, “to consider” means:**

Payment?

To think about something?

Something you promise to give or to do when making a contract?

All of the above

9- (passage 5) Is legalese

The special style of language used in legal documents?

A simplified style of language used in legal documents?

10- (Passage 5) Plain Language Movement:

Intends to help understand legal documents when read for the first time.

Intends to get rid of old habits of conservatism.

None of the above.

11- Listen to passage 6 (33:36 ==>38:45) and choose the best answer (s).**Negotiating with the contract template means:**

Consulting with a senior lawyer about what is missing and should be added.

Record all notes and discussions.

Listening (Part2, Negotiation Techniques)**12- (Passage 6) Is Horse Trading**

Making trades with the other side of one item for another?

Changing a provision to what the other side wants if they agree to add a provision that I want?

All of the above

13- (Passage 6) Is the best number:

The high number that the seller thinks they can have?

The average of the starting number and the responding number?

Averaging the two numbers out?

The least number that I can afford to pay?

14- (Passage 6) If the other party tells you to let a clause that you disagree on for a later discussion:

Would you insist that the unwanted clause be taken out?

Would you accept delaying the discussion as to the unwanted clause?

Would you insist that the unwanted clause be amended?

15- (Passage 6) “Merger clause” is anything that was said or written before the agreement was signed and does not matter unless it is implicitly written in the agreement.

False True

16- Punctuate and rewrite this passage more straightforwardly (plainer language) in Sequence Seven (Passage7) (38:52==>42:19)

“In the event, the franchise is terminated through the defaults or a breach of this agreement by one of the parties the franchisee and the principles here and after named shall not for a period of three years have any direct or indirect interest in any sandwich restaurant business located or operating within five miles of the franchise business if the franchise business is located in a metropolitan area.”

.....

Professional Legal English

17- ONCTMQR is

Open National Call for Tenders with Minimal Qualifications Requirement

Open National Court for Tort and Minimal Quantified Recurring/Repeated Crimes

Open Comparative and Technology-based Methods for Qualitative Research

None of the above

18- Which (extra) word in this excerpt can we remove so the meaning will not change?

.....

THE FIRST ENVELOPE: (E1) shall contain the Application File and the documentation mentioned in the specifications record: The material resources list concerning the said project.

THE SECOND (INNER) ENVELOPE (E2)” (in the present call for tenders) shall contain **the Technical Offer**, namely:

- 4- The present specifications record, initialed by the **bidder**, must have the mention “Read and Accepted” written at the bottom of the last page.
- 5- The **underwriting statement**: informed, signed, and sealed.
- 6- The **technical memorandum**: informed, signed, and sealed.

19- The word “tender” also means:

Bid

Bidder

Offer

20- The inner envelope:

Is found in the outer envelope.

Covers the outer envelope.

21- Rewrite this sentence using one principle of plain (simple) English movement

22- Find foreign words in the excerpt above.

“No other document shall be enclosed herewith”.

23- Does the pronominal adverb "herewith" mean

Within the offers

With the offers

All the above

The interested **natural persons** and **corporate bodies** to the present **call for tenders** complying with the requested **conditions** are invited to pay a non-refundable sum of AD 2,900.00 in return for the **specifications record** at the....

24- Write the sum (number) AD 2,900.00 in written words.

.....

25- Suggest equivalents (Synonyms) to “natural persons” and “corporate bodies”.

.....

Academic Legal English

26- “This study aims at” expresses

The objective.

The problem statement.

The hypothesis statement.

27- “The present research is divided into three chapters” expresses

The adopted method.

The research structure.

An introductory sentence.

28- ”It was found that” expresses

The hypothesis statement.

The obtained results.

29- What, from these, are the most used methods in legal research

Black letter research.

Doctrinal research.

Experimental research.

Descriptive research.

30- Doctrinal research is also called a black letter; does it intend to study

The letter of the law.

The law in action.

Appendix 4: Students' Questionnaire

Dear Student;

This questionnaire is part of a modest research work that aims at gathering data, which might be useful to designing a study program for teaching legal English at the Department of Law at the University of Batna1. You are kindly requested to read carefully and answer attentively and correctly the questions below.

Full name/Specialty/Group:.....الاسم الكامل/التخصص/الفوج

The researcher will only use the name to compare the answers to the questionnaire with the answers to the diagnostic test in the data analysis process.

Please, in case you do not understand a question, contact the researcher via
manmoh1989@gmail.com



- Present academic needs احتياجات أكاديمية حالية Other: specify حدد شيء آخر،
- Future professional needs احتياجات مهنية مستقبلية

04) –According to you, who is more eligible to teach you legal English?

من تظن أنه الأجدر بتدريس اللغة الإنجليزية القانونية؟

- Teacher of English أستاذ لغة الإنجليزية Subject-specialist أستاذ التخصص

05) - Do you think the teacher of English must cooperate with subject specialists, students, and professionals? (Collaboration with one another)?

هل تظن أنه يتوجب أن تكون استشارة بين أستاذ اللغة الإنجليزية وأهل الاختصاص من أساتذة وطلبة ومهنيين؟

- Yes No

06) – How do you want the role of the teacher of English? كيف تود أن يكون دور أستاذ اللغة الإنجليزية

- Controller مراقب Prompter محفز Facilitator مبسط Tutor قائد
- Organizer منظم Resource مرجع Participant مشارك

Other, specify..... حدد دور آخر،

07) - How do you prefer the legal English activities to be in the classroom?

كيف تفضل ان تكون أنشطة اللغة الإنجليزية في القسم؟

- a)*Games ألعاب Role-play لعب أدوار MCQ أسئلة عديدة الاختيارات
- Skills-based مهارات واستراتيجيات Picture and comment صورة وتعليق
- Other أخرى

- b)* Individually فرديا Pair-work ثنائيا Group-Work جماعيا
- Other أخرى

- c)* Purely linguistic مبني فقط على اللغة Functional and Communicative وظيفي واتصالي

- Skills-based مبني على الاستراتيجيات Learning-based مبني على المتعلم eclectic انتقائي

Other أخرى ○

08) - According to you, how much time per week should be allocated to the teaching of legal English..... بالنسبة لك, ما هو الحجم الساعي الأسبوعي المناسب لتعلم اللغة الإنجليزية القانونية.....

09) - Preferred Skills by order: (1.2.3.4) المهارات المفضلة بالترتيب:

Reading القراءة ○ Speaking التحدث ○ Listening الاستماع ○ Writing الكتابة ○

10) – To what extent do you want to focus on these areas? إلى أي مدى تود التركيز على هذه المجالات؟

Reading القراءة				
Area	Very Strongly بشكل قوي جدا	Strongly بقوة	Neutral حيادي	Not interested غير مهتم
Textbooks on law نصوص قانونية				
Journals on law مجلات قانونية				
Legal reports on associations and countries تقارير قانونية عن الشركات والبلدان				
Court judgments on plaintiffs and defendants أحكام قضائية عن المشتكي والمدعى عليهم				
articles, codes, decrees مواد وقوانين ومراسيم				
Other شيء آخر				
Speaking التحدث				
Speaking to legal professionals التحدث إلى أصحاب الاختصاص				
Participating in conferences المشاركة في مؤتمرات باللغة الإنجليزية				
Other شيء آخر				
Listening الاستماع				
English courtroom legal judgments via videoconferences أحكام قضائية مرئية في المحاكم الإنجليزية				

Online lectures on legal English الأنترنت حول اللغة الإنجليزية القانونية				
Other شيء آخر				
Writing الكتابة				
Reports on law تقارير قانونية				
Articles in contracts مواد وعقود				
E-mails to legal professionals أصحاب الاختصاص بريد الكتروني إلى				
Other شيء آخر				

LINGUISTIC FEATURES/GENRES

01) - Did you use to read documents or listen to recordings on Legal English?

Yes No هل أنت معتاد على قراءة وثائق أو الاستماع إلى تسجيلات تحتوي لغة انجليزية قانونية؟

02) – If yes, have you been aware of the high specificity of legal English?

Yes No في حالة الإجابة بنعم، هل أنت مدرك للخصائص اللغوية للإنجليزية القانونية؟

03) - If yes, what legal English features could you determine before?

إذا كانت الإجابة بنعم، ماهي هذه الخصائص التي استطعت ان تتعرف عليها من قبل؟

04) - What legal English genre (s) do you prefer to learn in writing skills?

ما هو أسلوب اللغة الانجليزية القانونية الذي تود تعلمه في مهارة الكتابة؟

Academic (legal journals, textbooks...etc) "أكاديمي" مجلات في التخصص ونصوص"

Juridical (court judgments, law reports ...etc) "قضائي" أحكام قضائية ومرافعات"

Legislative (acts, treaties...etc) "تشريعي" مواد قانونية واتفاقيات"

05) - How much are you interested in learning:

ما مقدار اهتمامك بتعلم:

Wished area of study	Very Strongly	Strongly بقوة	Neutral حيادي	I am not interested غير مهتم
----------------------	---------------	------------------	------------------	---------------------------------

	بشكل قوي جدا			
General English	الإنجليزية عامة			
General legal terms (All legal fields)	مفردات قانونية عامة (المشتركة بين جميع التخصصات)			
Specific legal terms (only the specialty)	مفردات قانونية خاصة (الخاصة بالتخصص المدروس)			
Grammatical legal structures	بنى لغوية بالإنجليزية القانونية			
Linguistic features of Legal English (Morpho-lexical, Syntactic, and Discursive)	خصائص اللغة الإنجليزية القانونية على مستوى المفردات والجمل والنصوص			
Legal English Functions (permission, ordering, and prohibition by the use of modal verbs).	وظائف اللغة الإنجليزية القانونية كالجواز واسداء الأوامر والمنع.			
Contracts (Linguistic features of contracts, transforming numbers into written words...etc.)	العقود (الخصائص اللغوية للعقود، كتابة الأرقام بالحروف...الخ)			
Islamic Shariâa law in English(Especially Family law : marriage, divorce, children custody, heritage, Wakf...etc	قوانين الشريعة الإسلامية باللغة الإنجليزية (خاصة قانون الأسرة: زواج، طلاق، حضانة الأطفال، الميراث، الأوقاف)			
Legal English by literary genres: Poems, short stories...etc	الإنجليزية القانونية عن طريق توظيف الفنون والأساليب الأدبية قصائد، قصص قصيرة...الخ			
Litigations	المنازعات			
Legal Translation	ترجمة قانونية			
Other	أخرى			

06) - Do you prefer the English for law courses to be:

هل تفضل أن تكون دروس اللغة الإنجليزية القانونية:

Cross-major جامعة لكل التخصصات القانونية

Major-based دروس حسب تخصصك فقط

LEGAL TRANSLATION AND LEGAL FAMILIES DIVERGENCE

01) - Do you have any idea of the difference between Algerian and English legal systems?

هل أنت مدرك للاختلاف الحاصل بين النظام القانوني الجزائري والنظام القانوني للدول المتحدثة باللغة الإنجليزية؟

Yes No

02) - Are you aware of the impacts of that difference on Arabic-English-Arabic legal translation?

هل أنت مدرك للتأثير الناجم عن الاختلاف في الأنظمة القانونية على الترجمة العربية-الإنجليزية-العربية؟

Yes

No

03) - How much are you interested in grasping the pitfalls of Arabic-English-Arabic legal translation?

في ضوء هذا الاختلاف، ما هو مقدار اهتمامك بفهم المشاكل التي يمكن أن تنجم عن الترجمة القانونية للعربية-الإنجليزية-عربية؟

Very strongly Strongly Neutral Not interested

بشكل قوي جدا

بقوة

حيادي

غير مهتم

INTERNATIONAL LEGAL ENGLISH AND CONVERGENCE

01) - Are you interested to work in international organizations/companies?

Yes No

هل لديك نية في العمل على مستوى منظمات أو مؤسسات ذات طابع دولي أو عالمي؟

02) - Are you interested in learning neutralized international legal English?

Yes No

هل أنت مهتم بتعلم لغة الإنجليزية القانونية محايدة ذات استعمال دولي؟

DIGITAL LEARNING

01) - Do you have a smartphone/tablet? Yes No

هل تمتلك هاتف أو لوحة ذكية؟

02) - Can you afford access to the internet (Mobile data or Wi-Fi)?

Yes

No

هل ولوج الأنترنت وتحمل تكاليفها ممكن بالنسبة لك؟

03) - How much do you think you have mastered the use of digital devices?

ما مقدار تحكّمك في هذه الأجهزة الرقمية؟

Advanced متقدم

Intermediate متوسط

Low ضعيف

04) - Do you use any applications or websites to learn legal English?

Yes No هل تستعمل تطبيقات الهاتف أو مواقع عبر الأنترنت لتعلم اللغة الإنجليزية القانونية؟

05) –Can you afford paid applications and premium services?

Yes No هل بإمكانك تحمل تكاليف تطبيقات غير مجانية أو خدمات امتيازية؟

06) - How much are you interested in using applications and websites to learn legal English?

ما مقدار اهتمامك باستعمال التطبيقات والمواقع عبر الأنترنت لتعلم اللغة الإنجليزية القانونية؟

Very strongly Strongly Neutral Not interested

بشكل قوي جدا

بقوة

حيادي

غير مهتم

Appendix 5: Teachers' Interview

Dear Teacher;

This interview is part of a modest research work that aims at gathering data, which might be useful to design a study program for teaching legal English at the Department of Law at the University of Batna1. You are kindly requested to answer attentively the questions below.

Please, in case you do not understand a question, contact me via **manmoh1989@gmail.com**



1- Gender Male Female

2- Please select your status and qualification.

*Full-time teacher Official part-time teacher unofficial part-time teacher

*License Magister Master Doctorate Other.....

3- What was your specialty? In:

License.....

Magister/Master.....

Doctorate.....

Other.....

4 -Did you teach elsewhere other than the Department of Law? Yes No

5- When have you been introduced to legal English?.....

6 -How long have you been teaching at the Department of Law?

7 - Do you have any background in legal knowledge? Yes No

- If yes, please select what areas of law you think you are acquainted with.

.....

8 -Have you ever been to any English for Specific Purposes training? Yes No

9 –If I were your student, what would you teach me?

General English Legal English Both

10- According to your previous experience, what were the students' lacking of English?

.....

11 -Who do you think is more eligible to teach English at the Department of Law?

Teacher of English Subject specialist

Why?.....

12 -Do you use the mother tongue while teaching? Yes No

13 -If yes, what used to be the students' reactions?
.....

14 - Did you participate with subject specialists, other teachers of English, Students, or Professionals in a quality control circle technique? (Collaboration with one another)?

Yes No

Why?.....

15- How would you rate the students' motivation in your previous classes?

Highly Motivated Motivated Not Motivated

16 - To raise learners' motivation, do you think legal English can be taught through literature (Poems, Short stories...etc)? Yes No

17 -As many Arabic and Muslim countries have pluralistic legal systems; do you think legal English can comprise courses from Islamic Shariâa law?

Yes No

18 – How do you think the role of the teacher of English should be?

Controller Prompter Facilitator Tutor
Organizer Resource Participant

19 –If I were your student, what skill would you focus on, by order? (1.2.3.4)

Reading Writing Listening Speaking

20-To what extent do you consider the usefulness of these areas in the four skills?

Area	Recommended	Useful	Neutral	Not useful
Reading				
Textbooks on law				

Journals on law				
Legal reports on associations and countries				
Court judgments on plaintiffs and defendants				
Articles, codes, decrees				
Other				
Speaking				
Speaking to legal professionals				
Participating in conferences				
Other				
Listening				
English courtroom legal judgments via videoconferences.				
Online lessons on legal English.				
Other				
Writing				
Reports on law				
Articles in contracts				
E-mails to legal professionals				
Other				

21-If I were your student, what would your course be?

Purely Linguistic Functional and communicative Skills-based

Learning-centered Eclectic

Other.....

22-To what extent do you think learning legal English can be difficult? in

Linguistic aspects	Very difficult	Difficult	Just Feasible	Not difficult
--------------------	-------------------	-----------	------------------	------------------

Lexis				
Foreign words (Latin and French)				
Technical words (consideration, tort, construction...etc.)				
Phrasal verbs (abide by, proceed against, write off...etc.)				
Binomials & triplets (law and order, null and void...etc.)				
Archaism & pro-forms (Hereto, thereof, hereinabove, the said...etc.)				
Other.....				
Syntax				
Long, complex sentences.				
Qualifying conditions in the subordinate clause before stating the legal action.				
Irregular position of adverbial clauses. (between auxiliaries and main verbs, between modals and verbs...etc.).				
Syntactic interruptions in legal discourse.				
Reducing subordinate clauses via the process of nominalization.				
Using noun phrases as post-modifiers.				
Impersonal sentences via the process of passivization. (passive forms).				
Other.....				
Grammar				
The use of "shall" instead of the present tense in conditional clauses, definitions...etc.).				
The use of modal verbs to express imperatives, prohibitions, and permissions (shall, may...etc.).				
Other.....				

23 - Do you think the English for law courses should be:

Cross-major

Major-based

24-What areas do you recommend for teaching legal English to law students?

Wished area of study	Very Strongly	Strongly	Neutral	I am not interested
General English				
General legal terms (All legal fields)				
Specific legal terms (only the specialty)				
Grammatical legal structures				
Linguistic features of Legal English (Morpho-lexical, Syntactic, Discursive, Metadiscourse...etc.).				
Legal English Functions (permission, ordering, and prohibition by the use of modal verbs).				
Contracts (Linguistic features of contracts, transforming numbers into written words...etc.).				
Litigations				
Legal Translation				
Other				

25- How many hours should be allocated per week to teach legal English to law students?....

26- In this respect, do you think that legal English should be taught

In one lesson per week?

Divided into short lessons? How many?.....

27-Do you think that the space of the classroom is sufficient to teach legal English (Lessons, activities...etc.). Yes No

28-What is the best seating arrangement in the classroom to teach legal English?

Theatre Horseshoe shape U-shape V-shape Circle-Shape

Tables are already fixed on the ground Other

.....

29-Do you agree with the tendency to use and teach plain (simple) legal English?

Yes No

30- Do you think that digital learning could be useful for law students? (Mobile-learning, E-learning, Blended learning...etc.). Yes No

- Why?

.....

31- Would you please offer any suggestions for teaching legal English?

.....

Thank you!

Appendix 6: Excerpts from Algerian Procurement Code

Art. 42. — L'appel d'offres peut-être national et/ou international, il peut se faire sous l'une des formes suivantes :

- l'appel d'offres ouvert ;
- l'appel d'offres ouvert avec exigence de capacités minimales ;
- l'appel d'offres restreint ;
- le concours.

Art. 65. — L'avis d'appel d'offres est rédigé en langue arabe et, au moins, dans une langue étrangère. Il est publié obligatoirement dans le bulletin officiel des marchés de l'opérateur public (BOMOP) et, au moins, dans deux quotidiens nationaux, diffusés au niveau national.

Appendix 7: Course Evaluation Diary

Activity/ Question	Consumed time	Faced Challenges			Suggestions	Other
		Method, technique, etc.	Linguistic			
			General English	Legal English		

Appendix 8: Announcements

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University of Batna1
Department of Law

In collaboration with:
Department of English
University of Oran2

DIAGNOSTIC TEST ON LEGAL ENGLISH
إمتحان تشخيصي في اللغة الإنجليزية القانونية

يسر قسم الحقوق دعوة جميع طلبة السنة الأولى ماستر في الحقوق إلى اجتياز إمتحان تشخيصي في اللغة الإنجليزية القانونية لتحديد مواطن ضعف الطلبة واحتياجاتهم لتصميم برنامج خاص في هذا الصدد .
ليكن في علم الطلبة الأعضاء أن اجتياز الإمتحان التشخيصي إجباري ويندرج ضمن التقييم .

Dear 1st year Master law students;
You are all kindly invited to have a diagnostic test on legal English to determine students' lacks and needs to design a study program for the teaching of English as a legal language.
Sitting the test is obligatory and will be taken into consideration in the upcoming evaluations.

We would be so glad to see you on:
November 25th,
2019 at 10:00h
A.M



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Batna1
Department of Law

إمتحان تشخيصي في اللغة الإنجليزية القانونية

سنكون سعداء
لرؤيتكم في:
28 نوفمبر 2019
الساعة 10:00
صباحاً

يسر قسم الحقوق دعوة جميع طلبة السنة الأولى ماستر في الحقوق إلى اجتناب إمتحان تشخيصي في اللغة الإنجليزية القانونية لتحديد مواطن ضعف الطلبة واحتياجاتهم لتصميم برنامج خاص في هذا الصدد ليكن في علم الطلبة الأجراء أن اجتناب الإمتحان التشخيصي إجباري ويندرج ضمن التقييم



DIAGNOSTIC TEST ON LEGAL ENGLISH

Dear 1st year Master law students;
You are all kindly invited to have a diagnostic test on legal English to determine students' lacks and needs to design a study program for the teaching of English as a legal language.

Sitting the test is obligatory and will be taken into consideration in the upcoming evaluations.

We would be so glad to see you on:
November 28th, 2019 at 10:00h a.m.



-يرجى الآن تحميل النص PDF المرفق وطبعه وقراءته بعناية.
 -يمنع منعاً باتاً مشاركة النص المرسل اليكم بأي حال من الأحوال.
 -الحصة ستكون على المباشر وخاصة بطلبة ماستر 2 قانون
 -تستقبلون غدا ان شاء الله مساء رسالة في بريدكم الإلكتروني تحتوي رابطاً مباشراً الى فضاء/غرفة التعليم عن بعد عبر الموقع webex. أنقروا على الرابط وتتبعوا المرحلة التالية. (لاحظ الصورة 1)
 - حضور الدروس عن طريق جهاز كمبيوتر أو لوحة الكترونية سيكون أفضل، يمكن أيضاً استعمال هاتف ذكي واستعماله أفقياً. في حالة استعمال هاتف ذكي، يجب تحميل تطبيق webex. لا يتطلب منكم الأمر في هذه الحالة فتح حساب. فقط كتابة الإسم واللقب كاملاً والبريد الإلكتروني الذي زودتموني به من قبل (أثناء عملية التسجيل) ثم سيتم نقلكم مباشرة الى الغرفة التعليمية. (لاحظ الصور 0-2-3-8-9-10) أما في حالة استعمال جهاز كمبيوتر أو متصفح على الهاتف زوروا موقع www.webex.com لا يتطلب منكم الأمر في هذه الحالة فتح حساب فقط كتابة رقم الدخول وكلمة السر. (لاحظ الصور 4-5-6-7-8-9-10)
 -لعرض جميع النوافذ (لاحظ الصور 11-12)
 -خاصية الشات ورفع الأيدي (لاحظ الصورة 13)
 -للخروج (لاحظ الصورة 14)
 يرجى اعلام زملائكم المعنيين (بعض الطلبة لا يفتحون بريدكم الإلكتروني بشكل متواتر)

السلام عليكم

يرجى من طلبة ماستر 2 قانون عقاري وقانون جنائي المعنيين
 بالدروس في اللغة الإنجليزية القانونية عن بعد المقدمة من
 طرف الأستاذ منصور محمد تصفح بريدكم الإلكتروني. (يوم
 الثلاثاء 05 جانفي 2021 حصة خاصة بطلبة قانون عقاري على
 الساعة 16:00 مساءً ويوم الأربعاء 06 جانفي 2021 حصة
 خاصة بطلبة قانون جنائي على الساعة 17:00 مساءً)



ONLINE LEGAL ENGLISH COURSES FOR MASTER2 STUDENTS ONLY

Teacher: Mohamed
Charif MANSOURI



- إلى طلبة الحقوق ماستر 2 بجامعة باتنة -1-، المعنيين بالدروس المجانية في اللغة الإنجليزية القانونية عن بعد المقدمة من طرف الأستاذ م شريف منصورى.
- 1- حصة خاصة بطلبة قانون البيئة يوم الإثنين 29 مارس 2021 على الساعة الثالثة مساء (سيتم ارسال الرابط في البريد الإلكتروني).
- 2- حصة مراجعة لجميع التخصصات يوم الثلاثاء 30 مارس 2021 على الساعة الثالثة مساء (سيتم ارسال الرابط في البريد الإلكتروني).
- 3- امتحان تقييمي يوم الخميس 01 أبريل 2021 على الساعة الواحدة ظهرا للمرور إلى المرحلة الثانية (سيتم ارسال الرابط في البريد الإلكتروني).

Mid Test

Design: Mohamed Charif MANSOURI



تصميم برنامج دراسي لتعليم اللغة الإنجليزية القانونية ضمن نظام ل-م-د لفائدة طلبة الماستر بقسم الحقوق بجامعة باتنة 1

ملخص

يهدف هذا البحث إلى تصميم برنامج دراسي لتعليم الإنجليزية القانونية ضمن نظام ل.م.د. لفائدة طلبة الماستر بقسم الحقوق بجامعة باتنة 1. تشكل هذا الهدف بناء على إشكالية ذات عوامل وعناصر متشعبة. تتأخر هذه الأخيرة من مكانة اللغة الإنجليزية في الجزائر بالإضافة إلى التدابير الجديدة لتعزيز المرئية الأكاديمية الإنجليزية كعزز للنشاط الاقتصادي في إطار نظام ل.م.د خاصة بوجود اللغة الإنجليزية القانونية. علاوة على ذلك، فإن النقص الملحوظ في دروس الإنجليزية القانونية المتاحة في الأدبيات التي من شأنها أن تتناسب واحتياجات الطلبة تبين الحاجة إلى برنامج مستعجل. وتحقيقاً لهذا الهدف، استخدم البحث الحالي مجموعة متنوعة من طرق ومناهج البحث والتحليل بالإضافة إلى عملية 'التثليث' لتصميم البرنامج الدراسي المنتظر. كشف التقييم أن البرنامج الدراسي قد تضمن بعض التحديات التي تم الامام بها ثم التعامل معها، لاسيما المتعلقة بالثقافة القانونية. لاشك أن هذه الأطروحة ستساهم في تبيان وضعية تدريس الإنجليزية القانونية لطلاب الحقوق في الجزائر باعتبارها لغة أجنبية كما تقدم نظرة استشرافية لاحتياجاتهم وما قد يتوافق مع أهداف نظام ل.م.د. تتمثل بنية هذا البحث في ستة فصول وثمانيه ملاحق. يقدم الفصلان الأول والثاني الإطار النظري، أما بقية الفصول فتمثلت في جمع وتحليل الاحتياجات ثم تصميم الدروس فتدريسها وتقييمها.

الكلمات المفتاحية: الإنجليزية القانونية، البرنامج الدراسي، تحليل الاحتياجات، الثقافة القانونية، نظام ل.م.د.

Designing a Study Program for the Teaching of Legal English within the LMD System: Master's Students at the Department of Law at Batna 1 University

Summary

This research aims to design a study program for teaching legal English within the LMD system for the Master's law students at the Law Department at Batna University 1. The problem originated in English status in Algeria and the recent procedures to promote English academic visibility in relation to the economic activity through the LMD system thanks to ELP. Notwithstanding, the shortage of available adequate ELP courses makes it clear that an urgent course is required. This research used various paradigms and designs to design the needed course based on students' needs analysis. The evaluation showed that the study program comprised some challenges addressed and then overcome, notably legal culture aspects. This thesis is believed to contribute to understanding the English teaching situation for law students in the EFL context of Algeria. It also offers insights into the law students' needs and what might conform to the objectives of the LMD system.

Keywords: Legal Culture, Legal English, LMD System, Needs Analysis, Study Program.

Conception d'un Programme d'Enseignement de l'Anglais Juridique à Travers le Système LMD pour les Etudiants de Master au Département du Droit à l'Université de Batna 1

Résumé

Cette recherche vise à la conception d'un programme d'enseignement d'Anglais juridique dans le système LMD au profit des étudiants de Master au département du droit à l'université Batna 1. Son objectif provient d'une situation problématique compliqué découlant du statut de l'Anglais en Algérie ainsi que les nouvelles procédures pour la promotion de sa visibilité académique comme un soutien pour l'activité économique à travers le système LMD notamment en se basant sur l'Anglais juridique. Néanmoins, le manque des cours adéquats en ladite langue mène à la conclusion de la nécessité urgente d'un programme d'enseignement. A cet égard, ce travail a employé une variété de paradigmes, des modes d'analyse, et le processus de triangulation pour concevoir ledit cours axé sur l'analyse des besoins. L'évaluation a révélé que le programme conçu comportait des défis relevés puis surmontés, notamment en matière de culture juridique. En effet, la thèse contribuera à la mise en évidence de la situation de l'enseignement de l'Anglais pour les étudiants en droit dans le contexte *EFL*. Elle offre également un aperçu des besoins des étudiants en droit et de ce qui pourrait être conforme aux objectifs du système LMD.

Mots-clés : Analyse des Besoins, Anglais Juridique, Culture Juridique, Programme d'Etudes, Système LMD