



An Investigation to Design Course of English for Legal Purposes (ELP) from Viewpoint of CBI in Sindh Law College, Hyderabad



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Abstract: *The course of English for legal purposes has greatly received acceptance in Pakistan. The courses of ELP are not concerned to teach particular terms and phrases to translate texts with the teaching technique of the Grammar Translation method (GTM). Pakistan has been active in participating in International Relations. Therefore, it is significant to expect the attached course of ESP that could facilitate learners in preparation for their career in international outlook. Under this principle, the current theme of the paper is envisioned to give the layout of ELP courses that could tailor to the needs of law undergraduate students in Sindh Law College, Hyderabad. This course is proposed to design its foundation on content-based instruction. The issues are perceived through various angles in different ELP settings. The proposed plan for ELP courses is expected beneficial for teachers and students that are involved in the development of ELP courses in various renowned Universities in Pakistan.*

Key Words: CBI, Course, ELP, Hyderabad, Guideline, Law, Sindh

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Introduction

The field of ESP emerged in every other technical field with the globalization and intensification of the economy around the world. The ESP courses have gained increased attention in Pakistan. The renowned institutions have taken a variety of steps to introduce ESP courses in different technical fields. However, this course is not

specialized enough to teach lexical and sentence patterns. According to Gao (2007), the specific approach to typify the Grammar translation method does ignore students' educational pursuits and interests.

Problem Statement

The low motivated tendency to learn in

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students of law resulted in a low standard of action for future professional students led to the communication of English for their specific field of law. The renowned universities in Pakistan are facing difficulties to equip students for an extremely positive society that could help them in their particular domain. The proficiency of the professionals is their suitable communication in the field. Therefore, it is expected that English teachers need to design standard courses of English that could assist learners in their occupational communication in future.

Aim of the Study

The present paper is written in the form of a proposal to give a sample of ESP courses in law for the students in Sindh Law College, Hyderabad at the undergraduate level.

Research Question

What particular elements are required to design an ESP course of Law for the students at their undergraduate level in Sindh Law College, Hyderabad?

Importance of this Proposal of ESP Course in Law for Students in Pakistan

The significance of this paper lies in the fact that a sample of the proposal is forwarded to design future courses of law for the undergraduate students of Sindh Law College, Hyderabad. The paper can be used as a sample source for ESP practitioners and teachers to draw a roadmap for the course that could meet the academic and occupational needs of students in the specific English language of the law. The paper is not meant to suggest a work for the needs of students in Sindh, however, other provinces of Pakistan can be taken into confidence.

Before the discussion on the review of previous contributions by research scholars on the course of English for legal purposes, the brief introduction of content-based instructions has been done below.

Literature Review

Brief Review on Approach of Content-Based Instruction (CBI)

This approach is important from the pedagogic point of view. The approach of CBI is technically comprehended as the integration of four lingual skills with mastery of the content provided. Mohan (1986) claimed the significance of the CBI approach by paying emphasis on learning the content with language simultaneously. The framework of Mohan (1986) and the literature on ESP since the last decade have forwarded various kinds of interpretations and definitions of CBI. Brinton *et al.* (1989) defined content-based instruction as the integration of specific field content with the learning of language. The content is referred to as the routinized subject taken by the students of a specific field. The fields may be history, mathematics, biology, geography and etc. The main difference between language teaching and CBI approaches is defined as CBI deals with what to teach and not how to teach. The GTM approach emphasizes the importance of raising the consciousness of students towards rules of language in the teaching of English. On the other hand, communicative language teaching (CLT) tends to present the interaction as the means to find the goal. However, according to Du (2011), the supporters of CBI believe that the engagement of the subject does matter to motivate the students that actively participate in activities of language for the development of skills. The literature on the concept and scope of CBI is available with wide-ranging abstracts. However, the integrative nature of CBI is meaningful.

Williams (1995) claimed that it is the basis of language teaching that boosts the procedure of L2 success. Krashen (1987) sheltered the matter of subject with the teaching. It is the most efficient manner teaching of a second language. Therefore, according to Krashen (1987), the emergence of CBI in bilingual instructional programs had a great impact on foreign education. The support of CBI is towards contextual learning of a subject. Therefore, it can be said that the language is taught to students with embedding of discourse, other than, an isolated form of language learning. Therefore, the students need to get connections with language for the purpose they need to learn it. The significant factor underlies content-based instruction is to instigate motivation in students. The students in connection with the topics even elaborate learning materials to elaborate information even better. In sum, if the students are motivated, they tend to achieve more.

Background of Course of English Course in Universities of Pakistan

Boyle (2000) recognized the significance of English on international lines. The English language has been made the central part of the curriculum. It has been an essential subject in four years of University at the undergraduate level in Pakistan. However, the medium of instruction for law varies in different universities. It is not compulsory in English. The instruction is imparted in various native languages in the majority of renowned universities and law colleges in Pakistan. However, few elite universities in Pakistan do employ English as the medium of instruction in classroom settings. Therefore, the mastery of English proved as a line of demarcation between public and private sector students in Pakistan. It results in distortion of demand and supply for the job in markets. The profession needs a high proficiency in English in terms of foreign affairs and legal affairs. These are required

for international legal companies. On the other hand, students of law in Pakistan that had graduated and master's degrees in arts (B.A) and (M.A) fail to pass the legal aptitude test (LAT) organized by HEC for admission to law. Even, if they fail to comply with international standard tests of law. They are incapable to take responsibility with a lack of occupational pieces of training in law. The gap between the job-seeking person and employers requires different ESP courses in renowned universities and colleges of law in Pakistan. This does enhance the chances of a better job for law graduates in the difficult educational and societal environment of Pakistan.

Courses Offered in Sindh Law College of Hyderabad

The Sindh Law College in Hyderabad offers three years of courses for law students. The current course outline of three years has shown that the present situation to design a course is significant for students to work academically and professionally after their successful period of graduation. The courses of law that have been offered in Government Sindh Law College Hyderabad are Jurisprudence, Law of Contract, Law of Torts and Easements, Criminal Law and Constitutional Law-I in L.L.B Part I. The L.L.B Part II offers Constitutional Law-II, Equity, Mercantile Law, Law of Transfer of Property, Islamic Personal Law, International Law, and Special and Local Law. The L.L.B-III offers Civil Procedure, Criminal Procedure, Law of Evidence, Conveyancing and Pleadings, Constitutional Law-III, Minor Acts and Procedural Practice. The course of Remedial English is taught to the students of law in the first term. However, English for legal purposes as a subject is missing from the syllabus of college.

Introduction of Course for English of Legal Purposes

The aim of the proposed English legal course

is designed to develop skills in the English language in contexts of law. It helps to prepare students for their participation to communicate professionally in law. The first and second years of graduation in law are crucial. Therefore, specific English is required for students more than remedial English. The students need to have competency in the comprehension of law subjects. Proficiency in legal English is necessary to understand the other courses of law. Therefore, the students of law ESP courses must be tailored to their professional and educational needs.

Research Methodology

The present paper employs an observational design. The paper intends to suggest some units in Legal English courses for students of law. The exercises in units focus to develop four lingual skills of students for their occupational stage. The paper follows a qualitative method to analyze the interviews of students, a few important legal documents, the performance of students in assessments and assignments, discussions and analyses of mid and final result cards of students.

Instruments Employed in the Study

The instruments that have been utilized by the researcher to collect data and set for the interpretation are open-ended interviews and questionnaires of students, legal academic and professional documents, assignments and tests.

Site of the Research

The site that has been selected for this study is one of the renowned law colleges of Sindh, Pakistan. The name of the college is Government Sindh Law College, Hyderabad. It is one of the oldest colleges in Sindh. It was established in 1948. Currently, it is under the affiliation of the University of Sindh, Jamshoro.

Analysis of the Collected Data

Purpose of ELP Course in Sindh Law College, Hyderabad

Overview of the Course

The aim of English for legal purposes is designed for the students of law at the university level. It is specifically designed for students of law that had a basic knowledge of law. The course of legal English goes parallel with other major subjects of law taught at the university level. It is because the students of law can associate the knowledge of the law with the learning of specific English variety. The performance of students is evaluated at the end of the semester. According to Gao (2007), the ultimate focus of the ELP course is the improvement of four lingual skills and predict students to have particular skills for better jobs in future.

The Sindh Law College has its prescribed course outline and books. The legal practitioner and teacher are engaged with each of the courses. They have the freedom to use supplementary materials with students for proper comprehension. The extra material that is commonly used by the teachers in the classroom includes articles and original documents of law. They have been selected for the reading and writing comprehension purposes of students. Basically, the authenticity of materials for the ELP course is chosen by the legal teachers and course practitioners for the students of law. It is to check the competency of students in English for legal issues. Therefore, there is a need for legal English for the students of Sindh Law College, Hyderabad. The majority of the law students from Sindh law college fail to pass the required international standard of legal studies. The units of reading materials for the legal English course that has been selected to introduce in Sindh Law College are taken from legal courses, research-based articles on foreign relations and renowned legal documents. Therefore, the content can create interest and meaning

for the students to comprehend the relevancy as a matter of subject for learning a law course.

Analysis of Needs for the Law Undergraduates at Sindh Law College

Brindley (1989) explained the needs and stated that it is finally achieved as a matter of the agreement of the specific population. The particular needs are established with the outcomes of the project from the perspectives of the target population. Widdowson (1981) adopted to refer study of students as a target group that is assessed for their language as a requirement for their future. Therefore, to sustain the reliability in the analysis of the needs of students, the questionnaire based on the triangulation process, discussions with students, observation of lectures, and interviews with present and the ex-students have been taken into consideration. The performance in the English language of learners within courses during class and assignment write-ups has been assessed after the completion of the course. The amalgamation of three observatory behaviours of students and teachers in English language performance from pre to mid and post-courses have been analyzed. The collective feedback given by the students to the course instructor was an important phase in observation.

The Rationale behind the Employment of Research Tools

Questionnaires

The questionnaires are the common research source to find the needs of students. It is time economic and presents data in huge amounts within less time. Therefore, this study uses questionnaires to find the opinions of law students for English Legal Purposes. However, the questionnaire was administered to the present and pass-out students, instructors and legal practitioners. The interviews are sources to find English

proficiency in students, the weak issues in language, need for the improvement in language skills and requirements in the course is done.

Interviews

The interviews are taken individually and in groups. They are informal in manner. The informal discussion with participants provided an atmosphere for students to motivate themselves to discuss different ideas openly. The researcher even rephrased questions to allow freedom to interviewees and probe for more information. The interviews with the pass-out students were carefully structured to collect effective information from them. It is because their experiences in the field can probably be the best way in the development of ELP courses for students of law in Pakistan.

Assessments

The assessment of learners' assignments and performances in class during the course helped to know the actual problems and difficulties that have been faced while taking the course. The analysis of feedback assists to present a course of ELP for students of law at Sindh Law College. According to Hutchison and Waters (1987), mid and final-term exams are indispensable to measure the overall progress of students. It is mentioned earlier that the students did have a command of knowledge of particular subjects while taking the course of law. Academically, the students have passed the Legal entrance test (LAT) that is required to take an admission to college. Therefore, the majority of students have a background in law. The course of English for legal purposes can perform the function of the bridge for students between the content of courses and the development of foreign lingual skills. The expertise in English can prove authentic for professional communication in different legal contexts.

Course Guideline of (ELP) that is perceived to be introduced in Sindh Law College, Hyderabad

Perceived Objectives and Goals of Course

Zhang (2011) defined the goal of the course for English for Legal Purposes (ELP). This course is designed to develop subject learning of students with proficiency in a specific variety of English. This results in creativity in students with a positive effect on students for their future employment. The objectives of course are perceived to assist students in training them for their professional life. The command of subjects with expertise in the English language can provide students with a competitive place for jobs in their fields. The students do make a write-up of resumes for jobs and better opportunities in the recruitment of legal services. Therefore, the write-up of applications for jobs will be one of the indispensable parts of the course of English for legal purposes. A future career in law is affirmed with international and national companies. Therefore, success in English for students is significant for them to work and

communicate with colleagues and customers around the world.

Goals of the ELP Course

The students of law are expected to get familiar with the terminology and phrases of law. They skillfully need to make write-ups after the end of the entire course. The students of law must be able to write documents of law; they can use email effectively and process the resume of better qualities. The students in their professional stage can comprehend legal research-based articles, and documents, conduct legal proceedings easily and maintain mutual relationships with their colleagues on an international platform. They can be able to use modern mediums of communication. They can be Skype, WhatsApp, emails and etc.

Objectives Assigned for each of the lingual Skills in the ELP Course

Objectives assigned for each of the lingual skill is given below in Table (A).

Table 1

Objectives of Course based on Lingual Skills

Language Skills of Students	Perceived Objectives of Course to Develop Lingual Skills of Students
Listening	It is to comprehend legal conversations between the community of legal practitioners and students
Speaking	It is perceived to communicate successfully with native and non-native legal English users for interviews and jobs.
Reading	The course is perceived to develop different types of legal texts. They may be documents, monographs, research-based articles, reports and cases.
Writing	The course is perceived to develop skills in students to make write-ups for legal letters and emails.

Perceived Outline of ELP Course

After interviewing the participants (i.e., present and pass out students, teachers and practitioners), it was found that the first year of undergraduate lasts for 21 weeks, excluding the time of June, July and winter vacations. The strength in each class is around 150. The target population of this study is first-year undergraduate students. Along with the

students, the textbook content of course materials is selected to visualize this study. The two legal English teachers were made part of this study to find their views on the introduction of ELP courses in the syllabus of first-year legal undergraduate studies. The perceived outline of the ELP course to enhance the lingual skills of law students has been summarized in Table (B) below.

Table 2

Outline of Course to Develop the Lingual Skills of Students

Language Skills of Students	Outline of Course to Develop Lingual Skills of Students
Listening	The course will help to develop skills for the interaction of communication in court procedures, to proceed for conversations on law contracts, interviews of jobs, and international conversations based on legal settings.
Speaking	Speaking is developed to know the introduction of court proceedings, speak in interviews for jobs, to participate in valuable international conversations.
Reading	The exercise units in the ELP course will help students to read legal docs, research-based articles, reports, cases and monographs
Writing	The writing units in the ELP course will enhance the capability of students to write resumes, letters of legal proceedings, emails, memos and notes.

The proficiency of law students in English is comparable enough to comprehend the course of English for Legal Purposes (ELP). Therefore, it is suitable to use authentic materials in the design of ELP courses that could sufficiently help students to avoid typical vocabulary and phrases of law. Robinson (1991) defined the term authentic material as refers to material found in audio, pictorial or video form. It can be printed. This can be produced originally for many purposes in the teaching of foreign languages. The students did not find difficulty in the course content of the law. According to them and with the observance of their assessment grades, they have shown an adequate basic knowledge of the law which is taught to them.

Analysis of Students' Needs in the Field of Law

Hutchison & Waters (1987) have distinguished the concept of ESP from the GE. The course of ESP makes a general awareness for the identification of needs that belonged to the target group. However, the observations here in the study have shown that the implementation of the ELP course did account for the needs of law undergraduate students. Therefore, the analysis of students' needs was done in three stages. The initial stage started with an analysis of students' needs at the pre-course level then in the middle of the course and finally at the end of the law course. This gave them sufficient knowledge of students' actual

needs and lacks to improve for their future. The analysis of needs in three stages was

processed with the help of tools. They are given below in Table (C).

Table 3

Tools Employed to Analyze the Needs of Law Undergraduate Students

Stage to Analyze the Needs	Tools Employed
Pre-Course	Discussions with Students, Questionnaires (Close-ended) and Interviews with Students
Mid-Course	Reports of daily performance given by students in class, assignment projects and results of Mid-Term
Post-Course	Discussion with Students and Teachers, Interviews and results of Final-Term

Evaluation of ELP Course in Practice by Students of Sindh Law College, Hyderabad

The International ELP course named “International Legal English” by Amy Kraiss Linder (see appendix) was practised with the first-year students as a trial for five months. They were evaluated through the following main two evaluations, formative and summative. Robinson (1991) distinguished between these two basic types of evaluations. The process of evaluation was reflected through the given procedures below.

Observation

Robinson (1991) defined the observance of the present and past students in an evaluation process to be an effective way to check the efficiency of ELP courses in preparation. It can even measure the satisfaction of the needs of students at their working places. The observations can help to suggest teachers, legal practitioners and designers of courses to design a complete course that could assist students’ language needs based on legal contextual variations in Pakistan.

Evaluation of Students at the Mid and the End of Trail Period

Feez (1998) stated that the evaluation during mid of the course through questionnaires administered to the students can find the lacks in them and of the course before it is summed at the end of the session. However, the evaluation at the end of the course normally achieves analysis of students’ overall performance through results. Through the trial of this course for five months, it assisted to assess the objectives of the ELP course if it is introduced in Sindh Law College, Hyderabad. In other words, it even examined whether the Western contextual objectives can meet the Eastern objectives or not. The outcome was satisfactory. It showed a great range of success to meet the needs of students. The objectives were meant ambitious with the limited resources at the college.

Interviews, Checklists and the Close-Ended Questionnaires

The responses of present and pass-out law graduates and the legal teachers in the form of feedback were informative to introduce the ELP course that could meet the required contextual-based needs of students. Similarly, the checklist was prepared. It was a small-scale project than the questionnaire. It

focuses on aspects of course-specific programs. The checklist examined different components in one of the units of Legal English Book. Interviews were taken through face-to-face interaction. They were time-consuming. However, it provided a great opportunity for the interviewees to explore more visions in discussion than the closed-ended questionnaires and checklists.

Assessments

Brindley (1989) suggested the active involvement of students in the process of assessments. The assessments even helped to measure the expertise of students in four lingual skills. Orally, the produced words and the sounds were detected. The recorded tape of produced sounds by the students in class discussions was measured against their pronunciations and grammatical mistakes. The assessment of achievement was processed through a simple test in mid and at the end of the trial session from the Internal Legal English course. It was to examine the learning extent of students towards learning a foreign language with fun. It can prove positive for them in their professional lives.

Conclusion

The paper tried to review different concepts of content-based instructions with a discussion on some critical issues in the course of ESP. It is based on account of earlier studies. The first act to design an ESP course is the analysis of students' specific needs; the needs that are to be more particularized in aim, the account of learners' necessities also need to be narrowed, the distance between the current level of students' proficiency and the lacks. The teachers can determine the goals of the course through the assessment of students' proficiency levels and needs. The process of particular functions, the understanding of terminologies and the use of abilities that are required to communicate in a given working place are made possible after analyzing the lingual status of students. The assessment and overall evaluation constitute a major part of the design of the course. It assists teachers to design a course to an extent to meet the required objectives. The following paper is a proposal to design an ESP course for the students of law at Sindh Law College, Hyderabad, Pakistan. It is a better hope that the present paper is a heuristic effort to pave the path for the designer of courses for ESP courses in Law. This can assure its assistance as a substantive plan in research for future studies of Law in Pakistan.

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Appendix

Course Book Practiced for Five Months in Sindh Law College, Hyderabad.

