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## DOCTORAL DISSERTATION TOPIC:

**“Designing and Teaching ESP courses at university level: Legal English for Law students in the Republic of Kosovo”**

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## CHAPTER 1. INTRODUCTION

### 1.1 Background of the problem

English is an internationally spoken language. Consequently, it has a significant role in all means of communication and it is used worldwide. It has dominated the field of academic studies for centuries now, and it is currently the language of preference in all disciplines. People need English for business, technology, engineering, science, medicine, education, law, et cetera. This is why; in the late 1960s, it became necessary to use English for Specific Purposes. In relation to this Nunan (2004, as cited in Basturkmen 2010) said that the basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning programs to reflect the different communicative needs of different groups of learners. No longer was it necessary to teach an item simply because it is 'there' in the language. A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research.

Furthermore, different names for ESP started to be used, such as: English for Business, English for Technology, English for Engineering, English for Science, English for Medicine, English for Education, English for Law, and many others. The broad field of law is not an exception in here, as everything related to it is written in English, such as international legal publications, together with materials and law books, which mean that this greater use of English in legal contexts poses challenges for students and professors at the same time. This was also stated by Badea (2017) - many years ago the role of English language and its importance in many different fields of academic level, especially in Law, was disregarded, but a change occurred and universities understood the importance and the role of English language in achievement and success in personal and professional growth. Because of that, universities are considering English language as an important subject and motivate students to learn it, especially in the field of law.

This study focuses specifically on English for Law or Legal English (LE). This kind of ESP is essential for those majoring in law, as it is a great asset during their studies and in real legal contexts afterward. This research specifically focused on creating a LE course. Firstly, it conducts needs analysis, followed by designing the course based on other LE courses regionally or globally. Lastly, it gathers and analyzes relevant literature in the field to identify best practices in teaching ESP, specifically LE.

This chapter introduces the study by discussing the background and context of the topic, followed by stating the problem, research aims, objectives, and questions, highlighting its importance, and outlining the limitations.

## **1.2 Statement of the problem**

In Kosovo schools, English has always been taught as a second language. Despite the fact that it is yet to be declared as official, it is the first foreign language in Kosovo. Rather, it is a lingua franca for young people primarily. Particularly in urban areas and for online communication, a large number of young people in Kosovo make use of English in everyday life.

English language has been present in the Kosovo`s higher educational system since the establishment of the first university in 1970s. English language is still being offered as a course in private and public colleges and universities in Kosovo. As there are many institutions of higher education that offer different fields of study one would assume that all of them offer English courses that meet their needs of respective fields of study.

However, regardless of the fact that those students' needs and reasons for learning English may differ from one another, only two ESP courses are offered in all institutions; one in the Faculty of Philology, and the other at the Faculty of Economy. Hence, even though that ESP is a very demandable and crucial English course worldwide, Kosovo lacks interest in the design and development of such a highly required subject as there are only General English (GE) courses offered at all higher education institutions. Undoubtedly, this course is very useful for the students to learn the four language skills and grammar, but it does not help those students that need English for specific purposes. Regarding this (Tiersma, 2009) talks about the field of language and law “relatively broken” and the lack of a common forum for all stakeholders. He

doubts that language and law seem to be "an underestimated discipline" (p. 9) with an emphasis on language, in US law schools, at least, usually limited to legal writing courses. That advocates view language as a tool rather than an object of study has not traditionally been seen as such a problem for ESP practitioners.

Furthermore, General English (GE) courses offered by higher education institutions frequently function as an overview of language skills acquired in earlier educational levels, such as primary and secondary school. This presents a major challenge for students of all disciplines, particularly law students, as it relates to their current academic pursuits and prospective professional careers. When faced with legal texts written in English, they might find it challenging to understand the language and the context in which it occurs. This problem arises from a lack of specialized English instruction targeted to the specific requirements of the legal profession during their studies. Harding (2007), on the other hand, claims that English for Specific Purposes (ESP) is fundamentally practical, prioritizing functional demands over structural language aspects (Richards & Rodgers, 2001).

Moreover, not much information has been published on the preferences of learners regarding a potential LE course at an educational institution to support them accomplish their academic and professional demands. Furthermore, specialists who design university academic programs did not incorporate an ESP course for law students.

Another significant issue in the legal system, particularly in Kosovo's English-language context, is the reliance on English for European legislation. Kosovar students closely link their studies with European laws because Kosovo's legal framework has its foundation on European Law. Notably, Kosovo served as the location of two European legal missions shortly after the 1999 war in Kosovo: UNMIK and EULEX, with EULEX still in action. EULEX, according to its website, plays a critical role in Kosovo as "the largest civilian mission under the Common Security and Defense Policy of the European Union." Their primary objective is to strengthen Kosovo's rule of law institutions by encouraging performance, reliability, multiethnicity, and accountability, while also adhering to international human rights standards and European best practices (EULEX, n.d.). This legal entity in Kosovo provides several career opportunities and internships to students and

graduates. As a result, fluency in English for legal contexts is required to effectively comprehend colleagues' advanced level language, communicating with native English speakers, drafting various reports, and participating in legal situations where Legal English, rather than generic English, is used.

### **1.3 Research aims, questions and hypotheses**

#### **1.3.1 Aim of the research**

The aim of the study was to design a specialized English course for law students in Kosovo and evaluate its value and success in comparison to a general English course. The purpose of this study was to determine which course helps students understand and learn more effectively, and to use the findings to enhance future legal English syllabus designs, taking into account the perspectives of both teachers and students. A significant component of this study was the needs analysis, which determined the English skills required by legal professionals in Kosovo to be effective in their community. By identifying these specific needs, the study is able to modify the curriculum to better prepare students for legal jobs. Finally, this study aims to contribute towards the improving the quality of legal education in Kosovo and abroad.

#### **1.3.2 Research questions and hypotheses**

Specifically, this study sought to answer the following questions:

1. What are the specific language needs and challenges faced by law students in Kosovo when it comes to legal English?
2. How can an ESP course be effectively designed to address these needs and enhance their legal language proficiency?
3. What pedagogical approaches and materials would be most suitable for teaching legal English to law students in Kosovo?

Subsequently, the author hypothesizes that:

**Hypothesis 1:** A well-structured ESP course focused on legal English will significantly improve law students' language skills, particularly in terms of legal vocabulary, reading comprehension, and writing.

**Hypothesis 2:** Integrating authentic legal texts (such as case law, statutes, and legal documents) into the course content will enhance students' understanding of legal concepts and terminology.

**Hypothesis 3:** Interactive and context-based activities (such as mock trials, legal debates, and drafting exercises) will foster practical language use and legal communication skills.

Additionally, to ensure the validity of this research the following questions were posed:

4. Do students prefer a LE course instead of a GE course?
5. What does the literature reveal about the correlation between GE and ESP?
6. What should a good LE course contain to stimulate and motivate students to learn?
7. What topics to include in the syllabus of LE course?
8. What strategies, methods or teaching techniques to use when teaching this LE course?
9. Who should be in charge of teaching a LE course? A language specialist or a law specialist?

Thus, the main objectives of the present study were to:

**Objective 1:** Conduct a thorough needs analysis among law students in Kosovo to identify their specific language requirements and motivation related to legal studies and LE.

**Objective 2:** Assess the impact of legal English proficiency on the professional practices of judges and lawyers in Kosovo by analyzing their perceptions and experiences, as well as those of law professors, regarding the necessity and effectiveness of legal English courses.

**Objective 3:** Develop a comprehensive syllabus for the legal English course, considering both linguistic and legal content.

**Objective 4:** Provide practical recommendations for ESP course designers and instructors in Kosovo and beyond.

## **1.4 Significance of the research**

The significance of the research lies in the fact that first the design and then the incorporation of a course that is designed specifically for law students will help them to fulfill their academic and professional needs in the legal context.

The design of such a Legal English with a combination of Legal English for academic purposes course that is created specifically for the Law BA and MA students in the Kosovar context can serve as a course model for the other universities with readjustments regarding students' backgrounds and other factors that should be looked at when designing a course.

In addition, there has not been enough research in Kosovo that involves students' point of view to determine their preferences when faced with planning syllabus regarding students' academic and professional needs.

The finding from the literature review about the design of other ESP courses and their significance is provided in this paper in order to give background on the research done in this field and to show how it can be developed further.

The importance of this study also lies in the fact that it will not only impact Law students learning process throughout Kosovo but also the researcher itself and ESP instructors who want to plan such courses in their future. Therefore, this interrelation between the law students and English is inseparable. For those reasons law students need a LE course that will be part of the syllabus urgently, and will meet their needs during their studies and after they start working as well. Thus, the findings of this thesis can be useful and contribute to creating more relevant learning opportunities for Legal students and their professors, as well as for current and prospective ESP teachers since the thesis is also based on review of literature from the field of ESP, the best practices in teaching it and other data from all stakeholders involved in this matter.

## **1.5 Limitations of the research**

There are some methodological limitations to this study. Firstly, as the sample comprises mainly of Kosovo law students, the level of representation is constrained. This specificity may

result challenging for the results to be applied in other educational settings. This could therefore affect the course design's relevance and application beyond of the demographic under study.

Moreover, it is undetermined if the findings of the research can be applied to countries with different legal and educational systems. The unique institutional, linguistic, and cultural backgrounds of the participants might influence their views and experiences with language learning, which could differ from equivalent in other countries. A further limitation is that the ESP course is unlikely to be implemented, instructed to students at the time of this study, or evaluated for the effectiveness at the university level considering undergoing that would have included navigating a variety of challenging processes, such as obtaining authorization from Kosovo's educational institutions to implement the course.

## **1.6 Thesis structure**

In Chapter One, the context of the study is introduced. The research objectives and questions have been identified, and the value of such research argued. The limitations of the study have also been discussed.

In Chapter Two, the existing literature is reviewed to identify the importance of the existence of such courses at the faculties and investigate previous practices of the design of ESP courses in order to adapt them and design a LE course based on prior similar courses.

In Chapter Three, the theoretical framework is presented. The use of mixed methods is justified alongside with the instruments and the broader research design are discussed including the limitations of this part.

In Chapter four the study's empirical findings are presented. This chapter provides a clear and comprehensive analysis by systematically organizing the data that has been collected. The findings are examined in accordance with the research questions, presenting evidence as the basis for the comments in the following chapter.

The results of the study are extensively examined in Chapter 5. It identifies similarities and differences by interpreting the results in relation to a variety of recent literature. The

implications of the findings are examined in this chapter, with special attention to how they relate to the larger area of study and how they might be used in course design.

The study's results are presented in the final chapter, which provides broad conclusions. Based on the study's findings, it makes realistic recommendations for further investigation and real-world implementations in learning environments. The limitations of the study are also reviewed in this chapter, and their implications for the validity and reliability of the research are addressed.

## **CHAPTER 2. LITERATURE REVIEW**

### **2.1. Introduction**

English for Specific Purposes (ESP) has become an increasingly important area of study in the rapidly changing field of language education, tailoring to the unique needs of students in a variety of academic and professional settings. Many different aspects of ESP are explored in this literature review, along with its definitions, history, and unique traits that differentiate it from General English (GE).

The review explores the various types of ESP and the differences between English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), with a particular focus on Legal English (LE) as the lingua franca of the global legal community. The main features of LE are examined, alongside methodologies for teaching English for Legal Purposes. In addition, the stages involved in the ESP process are discussed, commencing with the Needs Identification and Analysis (NIA) phase, proceeded by an examination of the types of needs that influence the design of the ESP curriculum. The syllabus design, ESP course material development, teaching strategies, and the various ways to evaluation and assessment—including learner and course evaluation—are also covered in the review. The objective of this in-depth analysis is to provide instructors and students with an adequate understanding of ESP so they may properly explore and contribute to this specialized subject.

### **2.2 Definitions and origin of English for Specific Purposes (ESP)**

English for Specific Purposes has grown in popularity over the last three decades. Its primary goal has been to meet the specific needs of learners either for professional or educational demands. In order to be able to understand the concept of ESP and its current trends it is of outmost importance to first learn about the origin of ESP and its development throughout the years. The first section of this literature review aims to provide an overview of the origins and history of ESP by examining its evolution and features in each decade from its inception in the 1960s.

ESP involves teaching and learning the specific language skills that specific students need for specific purposes. Its purpose is always professional and it includes a set of skills that students

need in their profession and professional career (Widdowson H. G., 2003). This broad definition often refers to practical skills in students' future or current work, e.g. English to look for a job or make different presentations, but many ESP teachers see their field very different even from that of Business English (BE). Preparing for an English language exam does not belong to the objectives of the ESP, although such exams exist and take place as e.g. TEA (Test of English for Aviation), MarTEL or TOMEK (Maritime Tests of English Language), BEC (Business English Certificates), etc. Unlike language exams that aim to measure the level of knowledge and acquisition of English, these exams aim more to measure the acquisition of language skills on the way to perform professional functions in the field of study or in their work.

The teaching and learning of foreign languages has undergone major changes, such as the orientation towards the interest of students in using the language for a specific purpose. In its early stages foreign language teaching was part of the objectives of education and as an outcome the reasons for learning English were not clearly defined at that time. Knowledge of a foreign language was considered an indicator of harmonized education, but few questioned why this was necessary.

ESP emerged as a term in the '60s, as a result of the awareness that GE courses or programs did not match the wishes and needs of students and employers. ESP refers to a spontaneous and powerful movement, which has spread and continues to expand with more force and influence throughout the world. It derives from the teaching of English as a foreign or second language, and has taken root and is developing as a new and independent division, significantly affecting the teaching and learning process of English as a whole (Dudley E. T., 1998).

According to Hutchinson & Waters (1987), there are three main reasons for the emergence of ESP: the demands of a brave new world, a revolution in linguistics and the focus on the learner. According to them, ESP was given life at two pivotal historical times. The first period marked the beginning of an age marked by significant advances in scientific, technological, and commercial activity on a global scale. The new postwar world was controlled by two forces: technology and business, and their rise quickly created a demand for an international language. Because of the US's economic supremacy at the time, English was assigned this responsibility.

The second stage was ascribed to the 1970s oil crisis, which resulted in a significant migration of capital and experience to oil-rich countries. As a result, English became a "big deal," and commercial forces began to exert significant effect on English language development. English became susceptible to the desires, wants, and expectations of individuals who had nothing in common with teaching. Because of the increased demand for English language courses to fulfill the individual requirements of persons concerned, new approaches to language teaching and learning emerged. The focus was on discovering how language was used in real communication and Hutchinson and Waters (1994) state that the concept was straightforward: if language changes depending on the context in which it is used, then it should be realistic to identify the characteristics of particular situations and use these as the foundation for the learners' curriculum. English for Science and Technology was the field of activity that served this aim in the late 1960s and early 1970s, defining the initial stage of ESP development.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking.

When discussing about the origins of ESP, (Robinson, 1991) claimed that it has emerged as a result of (a) worldwide demands, (b) a revolution in linguistics, and (c) focus on the learner. Whereas according to Hutchinson and Waters (1987), ESP emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing number of overseas students in English-speaking countries (pp. 6-7). Moreover, in the debate of the reasons of emergence of ESP according to Johns and Dudley Evans (1991), the international community recognized the importance of learning English not

only as a means to achieve the transmission of knowledge and communication but also as a neutral language to be used in international communication (pp. 301-302).

The different phases that contributed to the development of ESP were: 1. The register analysis phase (1965-1974); 2. The rhetorical or discourse analysis phase (1974-1980); 3. The target situation analysis (1980-1987); 4. The concept of authenticity – the skills and strategies approach; 5. Latest trend of ESP – A learning centered approach and genre analysis (1987- ).

#### 1. The register phase analysis (1965-1974)

The first stage, register analysis, concentrated on language at the sentence level. The goal of the investigation was to discover the lexical and grammatical properties of professional registers, such as engineering language. Because English for Science and Technology was the primary focus at the time, researchers began analyzing a large number of scientific materials and discovered that this approach prioritized specific forms, such as the extensive use of the present simple tense, passive voice, and noun or nominal compounds. These forms were then utilized to create tailored language programs. This approach used in the 1960s and 1970s, was commented in M.A.K by Halliday, A. McIntosh and P. Strevens (1964). They stated that language differs by people who use it and varies differently by the purposes they use the language. Authors mainly argued that because there is variety in language, there must be diverse and unique varieties of specific languages. These varieties are classified into two types: one is linked with diverse users and is called a dialect, while the latter is called a register and is related with diverse uses.

Later it was demonstrated that register analysis was not one of the most productive approaches since it did not indicate any lacks that English for General Purposes had. As this approached was pedagogic in nature and did not consider learners' needs as relevant, it did not fit well in the nature of ESP. However, the failure of this approach led researchers to develop a new approach that of rhetorical or discourse analysis which was the second stage of the ESP development.

#### 2. The rhetorical or discourse analysis phase (1974-1980)

This is the second phase of research procedure in ESP which comes after the register analysis. While in the first phase of development, ESP was focused on the sentence level of the language, the second phase of development redirected its focus above the sentence. This time research was directed towards identifying how sentences combine in speech to generate meaning as well as communicative qualities of discourse, instead of lexical and grammatical register characteristics. Therefore, the focus was on the sentence, and on the writer's purpose rather than on form (Robinson, 1991:24). During this time, the key issues were developing materials based on functions like as definitions, generalizations, inductive and deductive assertions, descriptions of processes, sequences of occurrences, and gadgets. This technique was quickly criticized as being too fragmented for combining various functions to create larger texts. Later, genre analysis arose to compensate for this deficiency. This technique also failed, since the rhetorical analysis discovered that the rhetorical models of text organization vary dramatically from one specialized sector to the next, i.e. the rhetorical structure of scientific writings was perceived differently from that of commercial texts. Because the ESP discourse analysis was focused solely with language, no emphasis was given to the development of study skills this approach didn't meet the needs of employers that needed English for specific purposes.

### 3. The target situation analysis (1980-1987)

Unsatisfied with the shortcomings of foreign language courses in fulfilling the demands of employers and trainees, English specialists have concentrated primarily this time on developing new courses to meet these market demands. As a result, the analysis of the target situation, which is the third stage of the development of the ESP movement, becomes the guiding focus in the design of specialized courses after the complete failure of register and discourse analyses. Because the goal of an ESP course is to prepare the learner to function properly in a target situation, i.e. the situation in which the learner will use the language he or she is learning, the process of designing this course should clearly identify the target situation, and then continue with a deep analysis of the linguistic characteristics of this situation. This is referred to as needs analysis. *Communicative Syllabus Design* is the book by John Munby that provides the most comprehensive description of target situation analysis (1978). Munby gives a fairly extensive set of procedures for determining the demands of a target situation. He refers to these procedures

as the Communication Needs Processor (CNP). This set included a variety of questions concerning the subject, participants, and medium that may be used to identify the target language needs of any group of learners. Hyland tries to explain that needs analysis is more complex than that “Needs analysis refers 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. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don’t know or want to know, and can be collected and analyzed in a variety of ways” (Hyland, 2006, p. 73). As a result, it is clear that this stage provided valuable insights into the many varieties of ESP as well as understanding of the various communicative demands of people involved. Everything done in the previous stages was now consolidated, and NA was put in the center of ESP course design.

#### 4. The skills and strategies approach

The fourth stage focuses on the methods and techniques that learners employ to learn the language they desire. Learners have varied learning techniques, are driven by distinct needs and interests, and have different talents; hence, the manner in which they acquire language have piqued the interest of specialists. It is more a question of psycholinguistics than linguistics. This level, on the other hand, concentrates on fundamental interpretive skills that can assist learners in comprehending the content from exterior forms, such as schemes, tables, pictures, neoclassical words, guessing the meaning of words from context, reading the layout, and so on. This method is useful for improving reading and listening abilities. In terms of resources, this strategy often focuses on reading and listening abilities. The distinctive tasks encourage students to consider and understand how meaning is formed and recovered from written and spoken speech. Language learners are considered as thinking creatures who may be asked to examine and express the interpretative processes they utilize in language usage, drawing on cognitive learning theories.

## 5. Latest trend of ESP – A learning centered approach and genre analysis (1987- )

The latest stage of ESP is the approach that focuses more on the learning a language as a process. According to (Hutchinson & Waters, 1987, p. 8) “New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitudes to learning”. Hutchinson and Waters were the first to suggest that needs analysis should involve identifying and assessing learners' level of knowledge, their interest in the content provided, how learners store and retrieve information, and how ready they are to participate in curriculum design.

Another stage that contributed to ESP development is Content Language Integrated Learning (CLIL) which is focused on both the content and the language. This approach emphasizes the importance of developing competency in language knowledge and abilities and strives to integrate content and language in domain-specific courses.

For around 40 years, ESP has functioned as a distinct discipline of language education. It began by focusing on the specialized vocabulary of technical and scientific literature, but it quickly shifted its focus to the rhetorical uses of language in precise discourses. Following that, the four skills that had been overlooked by all prior techniques were analyzed and addressed through the use of needs analysis studies. Finally, Hutchinson and Waters (1987) refined the notion of ESP and proved the significance of teaching the skills and language required to attain desirable language performance. It has undoubtedly been a shifting but profitable journey for ESP, and while some argue that the progress of this field of language study has been primarily driven by teaching practices and material development, its principles and theory have been more clearly stated and formed as time has passed.

### **2.3 Characteristics of ESP**

According to Strevens (1977) students want to learn a foreign language according to the projections of language needs or uses in their private and professional lives both in the present and in the future, e.g. some students choose to learn Russian to be able to read articles related to the aerodynamics of supersonic flights; some others choose and want to learn German because they see themselves as employees of home appliance companies; others learn English

because their goal is to study the textile industry at the renowned University of Leeds. Such similar examples of specialized content can be endless. This trend of learning a foreign language is quite familiar and common; furthermore, it attracts numerous students that can be divided into different categories: students seeking to reach a certain academic level within the general education system and others who want to focus on a professional field and have a certain career (Hutchinson & Waters, English for specific purposes: A learning centered approach., 1987).

By identifying, the characteristics of ESP (Strevens P., 1998, pp. 1-13) differentiated between four absolute and two variable characteristics:

I. “Absolute Characteristics:

ESP consists of English language teaching which is:

- designed to meet specific needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English

II. Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners”

## 2.4 Difference between GE and ESP

ESP is different from GE as it is learner-centered where learners' needs are taken into account, whereas GE focuses on language and its forms. Most researchers agree with the main characteristics that (Carter, 1983, pp. 131-137) proposed. He identified the subsequent “three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction”. Other authors proposed some more features that characterize ESP.

(Widdowson H. , 1983) establishes distinctive features of ESP and EGP.

The most important EGP features are:

1. the focus is often on education;
2. as the learners' future needs are impossible to predict, the course content is more difficult to select;
3. due to the above point it is important for the content in the syllabus to have a high surrender value.

The most relevant ESP features are:

1. the focus is on training;
2. as English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;
3. it is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;
4. the aim may be to create a restricted English competence.

ESP, or English for Specific Purposes, differs from GE (General English) in that it is designed for a specific group of learners' language needs in mind. In response to a question concerning the distinction between ESP and GE, Hutchinson et al. (1987, p. 53) responded, “In theory, nothing; in practice, a great deal.” This was noted in their book release emphasizing that GE instructors had not conducted a needs analysis to identify the particular needs of their students.

According to Widdowson (1983, p. 6), when differentiating between ESP (English for Specific Purposes) and GPE (General English) noted that ESP is essentially a training operation

which seeks to provide learners with a restricted competence to enable them to cope with certain clearly-defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course therefore, makes direct reference to eventual aims. GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future. Here, since there are no definite aims which can determine course-design, there has to be resources to intervening objectives formulated by pedagogic theory. These objectives represent the potential for later realization and are, so to speak, the abstract projection of aims.

Regarding their differences, it can also be mentioned that they differ from each other regarding teacher training. This has been underlined by (Pham & Ta , 2016) in their study where they explained these differences in a figure taken from their study as shown below.

The table below summarizes the most critical points of distinctions between the General English (GE) teacher training and ESP teacher training. Generally, the teachers are trained to teach English at a conversational level. They emphasize mastery of the English grammar system and teach the English language at varying degrees to be able to communicate in social settings. More often than not, they use prescribed course outlines or textbooks and are required to possess adequate English language and teaching skills, and general auxiliary pedagogical techniques of English language teaching.

In comparison, the set of skills required of ESP teachers is more advanced. They are required to enable learners to communicate in English in both professional and academic contexts. This goes beyond having a basic understanding of language structures; ESP teachers need to assess learners' language, develop appropriate instructional materials, and construct and assess the syllabi of specialized branches of the field. They also need to have some knowledge about the materials, and the contexts that learners will be working on. For this reason, the training of ESP teachers focuses on pedagogy of ESP, the linguistics of the specific fields, and a working knowledge of the discipline or field of study.

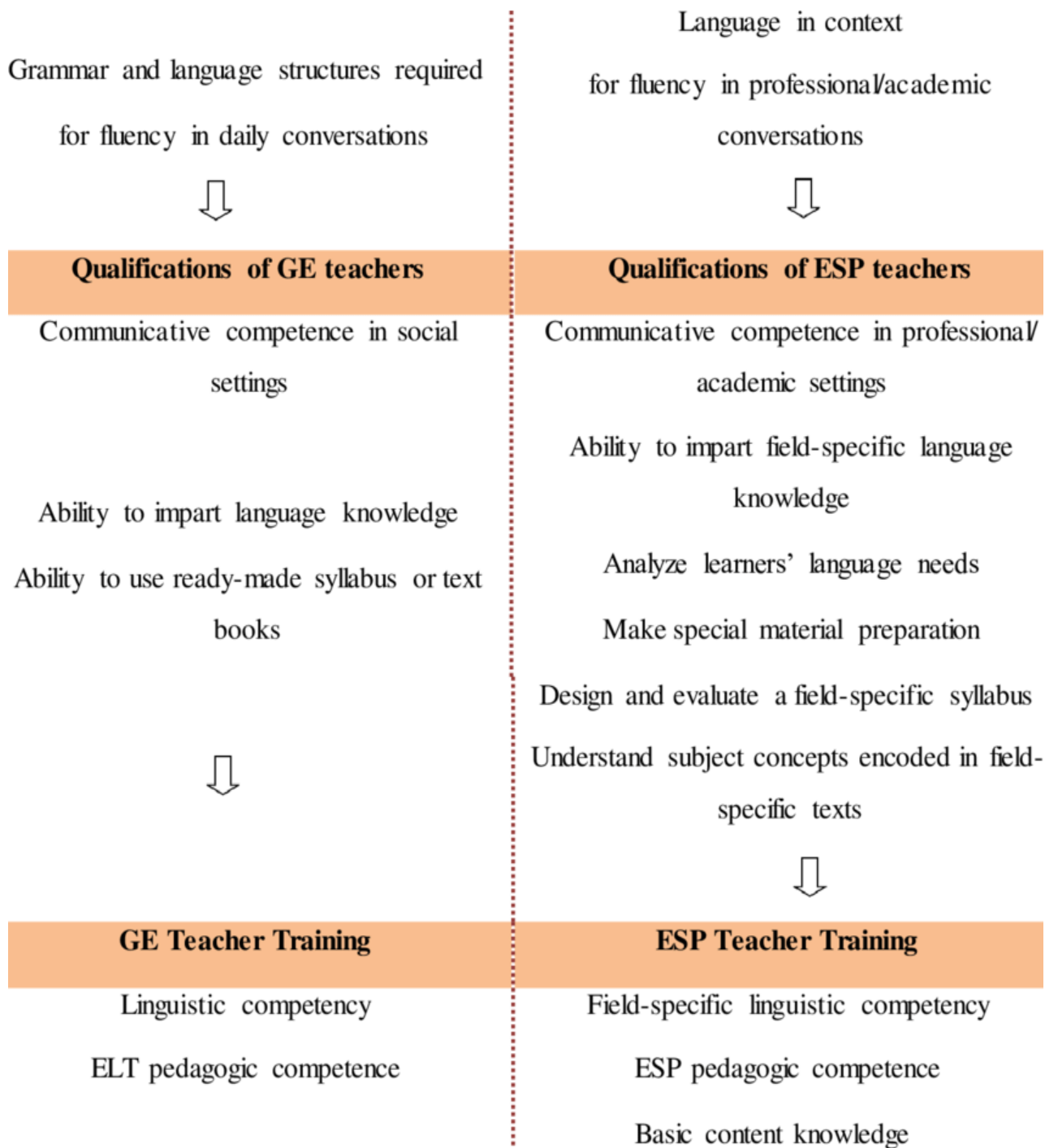


Figure 1 GE teacher training and ESP teacher training (Pham & Ta , 2016)

ESP also differs from GE although it is intended and pursued by people for professional reasons, but coming from different professions or students with training in different fields, because it deals with and prepares skills of general needs needed for work by these students with

different academic profiles. The skills that GE aims to develop its students are, for example: to be able to write an email, present a paper or attend a meeting. On the other hand, these same students can attend an ESP course in their academic or professional field because there they will be able to acquire and develop the skills, terminology of their profession and meet the language needs of their profession (Wesche & Paribakht, 2000). To conclude, it can be said that there are major differences between these two as they each serve for different purposes regarding students' needs.

## **2.5 Types of ESP**

The development of ESP led researchers to classify ESP in its subdivisions. Thus, they suggested different types of classifications. However, this research relies on the Hutchinson and Water's theory as in 1987 they presented a "Tree of ELT" which can be seen in the figure below (p.17).

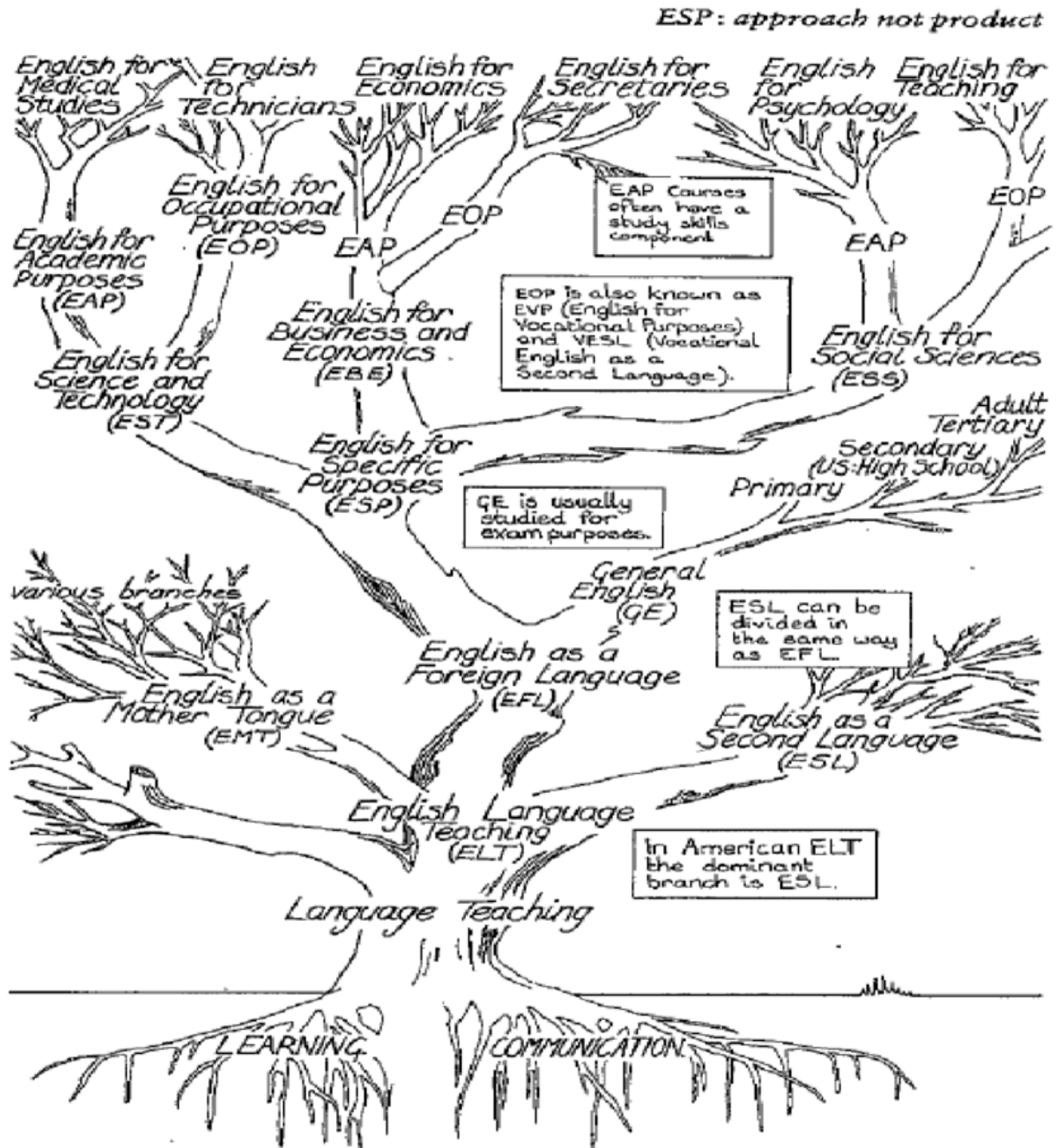


Figure 2 "The tree of ELT" Hutchinson and Waters, 1987:17

In their classification of ELT, they also divided ESP in three types:

1. English for Science and Technology (EST),
2. English for Business and Economics (EBE), and

### 3. English for Social Studies (ESS).

Each kind focuses with a certain area of scientific knowledge, such as technology, business and economy or the social fields in general; each of these is further subdivided into two sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (EOP). 'English for Psychology' is an example of EOP for the ESS branch, whereas 'English for Teaching' is an example of EAP for the ESS branch.

Different classifications of ESP have been summarized in a comparative table (Alousque, 2016) which can be seen in the figure below.

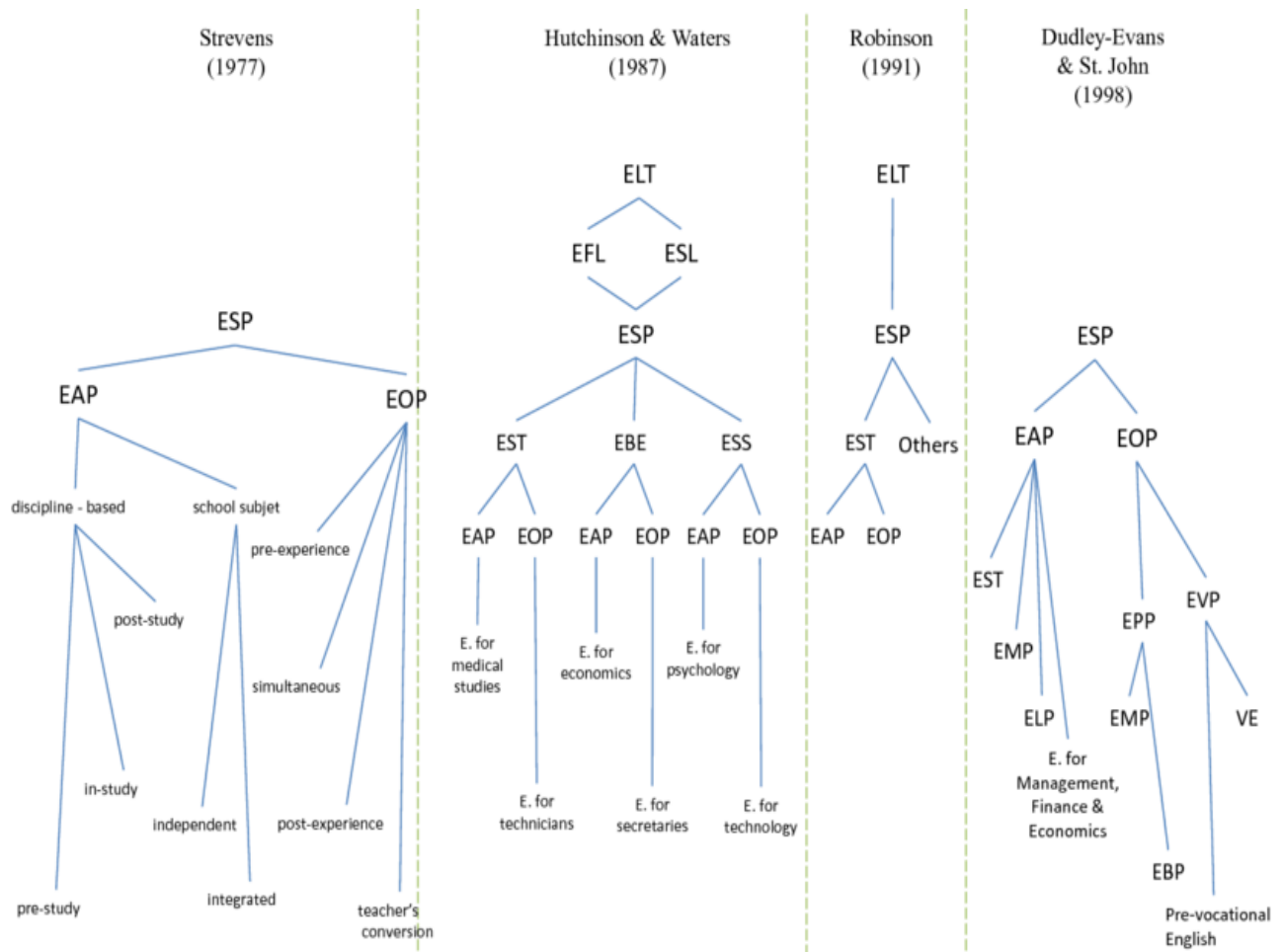


Figure 3 Classifications of ESP

## **2.6 EAP versus EOP**

Hutchinson and Waters when trying to explain the distinction between EAP and EOP stated that: “People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job”. (Hutchinson & Waters, 1987, p. 16).

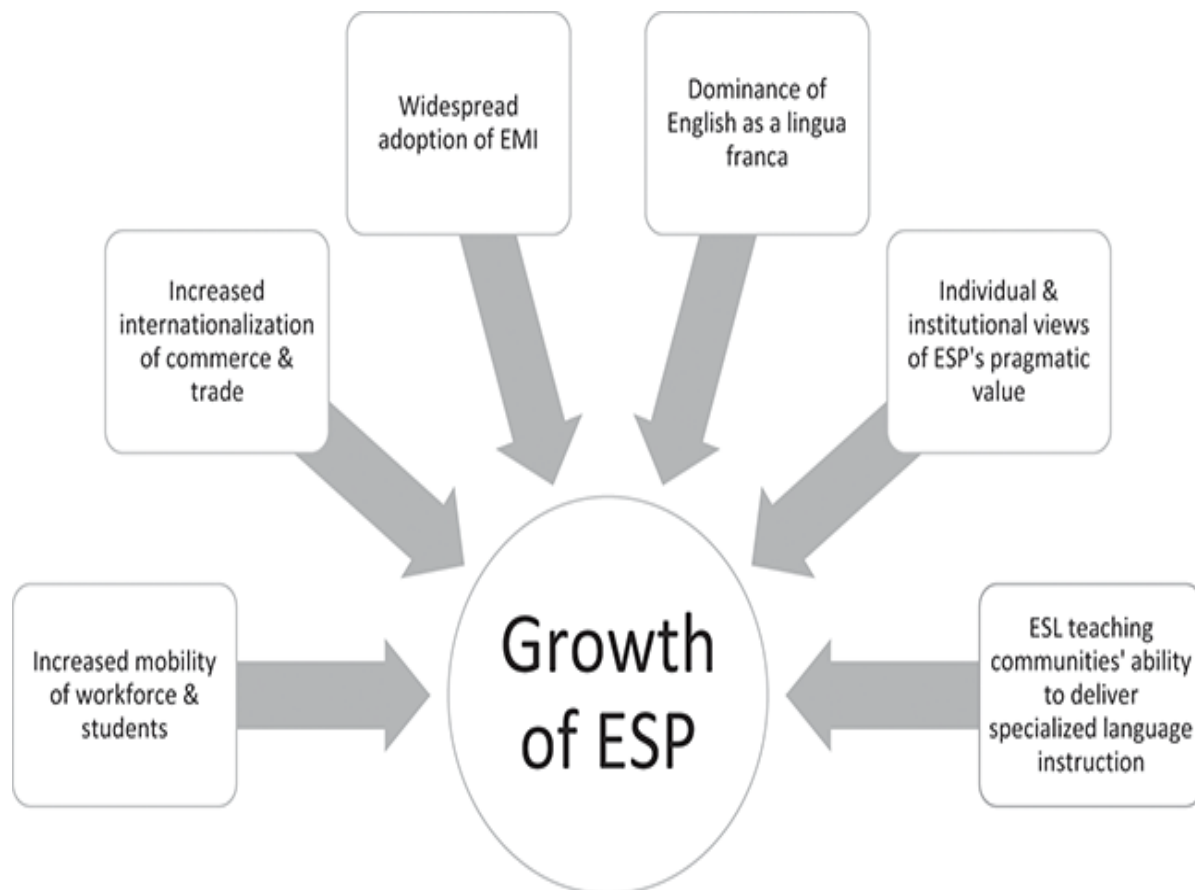
Nevertheless, these two can differ based on their use by learners. For instance, those who are already working and want to use English to communicate would attend an English for Occupational Purpose (EOP). This sort of course would be excellent for educating attorneys and administrative leaders who want to improve their skills at an advanced level. Whereas, English for Academic Purposes (EAP) is attended by those who want to advance their study skills such as to write academic texts, take notes and observe, participate in academic contexts and make presentations. Although the overall objective of both EAP and EOP is to provide students with the English language proficiency required for success in academic or professional settings, their focus areas and target audiences are distinct. While EOP mostly assists working people aiming to improve their language skills in professional contexts, EAP mostly serves students and academics attempting to meet the demands of academic discourse. Nevertheless, as they attempt to interact and connect with people in their particular academic or professional domains, both categories of learners benefit from ESP (English for Specific Purposes) in their everyday interactions with others.

## **2.7 Legal English as the global legal language**

English has evolved into among the most widely used languages in the legal field on a global scale (Drolshammer & Vogt, 2003). Language specialists are now acknowledging that a universal legal English is required (Mattila, 2006). As a result, it is becoming increasingly vital to understand how English is used in legal education and training, especially when negotiating the relationships between many legal systems, each of which has its own legal language (Sellers, 2008). The difficulties that are involved can be briefly described as follows:

The use of legal jargon is extensive. Application of common law frameworks in contexts where common law principles are not followed (Goddard, 2009). Unfamiliarity with English legal

jargon causes problems in translating and may result in misunderstandings. Differences in legal language and systems resulting from cultural and other factors influencing legal frameworks (Goddard, Kremer, & Socanac, 2009). The figure below is taken from Basturkmen (2025), where she highlights the main factors contributing to the growth of ESP.



*Figure 4 Factors contributing to the growth of ESP (Basturkmen, 2025)*

For every instructor of English for Specific Purposes (ESP), there are issues related to translation and differences in legal terminology and methods. Despite their seeming simplicity, managing the widespread usage of legal vocabulary and the application of common law concepts in non-common law environments can sometimes provide serious challenges (Moss, 2007).

To summarize, the attempt of a universal legal English highlights the necessity for legal practitioners to adjust to the reality of a world that is becoming more interconnected by the day. Although language competency is undoubtedly essential developing cultural competence and contextual awareness is just as critical for legal practitioners to successfully negotiate the

challenges of cross-border legal communication. Legal practitioners may only participate in cross-border transactions and support the growth of a truly global legal community by overcoming linguistic and cultural barriers.

## **2.8 The main characteristics of Legal English (LE)**

English is the predominant language of international business, and features a significant role as a legal language. LE is now an international phenomenon. There is a style of English language that is used by legal professionals and lawyers in the course of their work. Legal language contains a variety of bizarre features which are associated with terminology, linguistic structure, linguistic conventions, and punctuation.

There are some main characteristics of LE that are presented as follows: Sentences in many cases have peculiar structures, for example, the provisions for termination hereinafter appearing or will at the cost of the borrower forthwith comply with the same (Mykhailova, 2019).

1. Sentences frequently include structures that appear odd, such the termination provisions that follow or the borrower's prompt compliance to them. This is a result of the impact of French grammatical structures.
2. Inadequate use of punctuation is common, especially in formal documents such as deeds and conveyances. In the past, attorneys often believed that the words and their context alone determined the interpretation of legal writings. Nonetheless, punctuation is used in contemporary legal writing to clarify their meaning.
3. Sometimes, foreign expressions are used in place of their English counterparts (e.g., *inter alia* instead of among others).
4. The majority of the time, legal English uses archaic phrases like *hereof*, *thereof*, and *whereof* (as well as its derivatives, such as *-at*, *-in*, *-after*, *-before*, *-with*, *-by*, *-above*, *-on*, and *-upon*) are used primarily to avoid repetition in terminology or phrasing. As an example, use "the parties hereto" rather than "the parties to this contract."

5. Modifiers like "the same," "the said," "the aforementioned," etc. are frequently used as adjectives to describe nouns rather than as a substitute for them, which makes their usage in legal writings remarkable. As an illustration, "the said John Smith."

6. Legal English has terms and titles like "employer" and "employee," "lessor" and "lessee," where the use of the alternate endings -er, -or, and -ee indicates the reciprocal or opposed character of the relationship in question.

7. Phrasal verbs are often used in legal language in a quasi-technical sense. As an example, parties may "write off" debts, "enter into" contracts, "put down" deposits, "serve [documents] upon" other parties, and so on. (Mykhailova, 2019).

The figure below by (Bhatia, 1987) demonstrates language in practice in the law profession. It provides how both the written and spoken language are performed within the practice of law. Spoken language occurs in dialogues, for example, an attorney to a client, witness examination, in academic professorial, and in moot court settings. For instance, written language takes place in contracts, laws, rules, regulations, judgement, and textbooks. The figure indicates that language in the law context is one that is also used in various contexts such as academic, professional, and pedagogical (or educational), or even lectures, jury instructions, between colleagues, in legal journals, and in case reports. In a sentence - it demonstrates that the legal language is extensive and specialized.

### **2.8.1 Legal English as Discourse and the “Historical A Priori” in Legal Education in Kosovo**

Legal English is not merely a tool of communication but a form of production of both the legal order and the professional subject. According to Foucault, this should be approached analytically, not as a critical project. In the context of the legal aspect in Kosovo, Legal English is usually treated as a functional tool for acquiring terminology and engaging in international professional communication. However, beyond its instrumental dimension, it can also be seen as a discursive practice that contributes to the formation of the legal subject and the structuring of normative authority. According to Foucault, discourses are not merely ways of speaking about reality, but mechanisms through which objects of knowledge and forms of subjectivity are

produced. This follows Foucault's archaeological method, particularly as developed in *The Archaeology of Knowledge*. The archaeological approach does not seek a foundational origin of a discipline, nor does it appeal to a transcendental subject that guarantees unity. Rather, it attempts to identify the historical conditions of possibility for a discourse. "Discourses are composed of signs; but what they do is more than use these signs to designate things. It is this more that renders them irreducible to the language (langue) and to speech. It is this 'more' that we must reveal and describe" (Foucault, 1972). In this sense, Legal English is not simply a terminological system, nor a legal theory, nor merely English. For Foucault, discourse consists in the difference between what can be said according to the rules of language and what is actually said at a given historical moment. The discursive field is the law of this difference.

From this, we can draw parallels:

- Speech and writing are not simply governed by higher-order rules that fully determine what can be said or written; that is, discourse is not constituted as a fixed set of possible statements.
- Rather, speech and writing are governed by rules understood as regularities, but what is actually said or written also contributes to these regularities and, consequently, may reinforce, weaken, or modify them.
- Therefore, discourse is neither the total field of what can be said according to a set of higher-order rules, nor merely the sum of what has actually been said. It exists between the two, as a variation from the rules—understood as regularities—presented by what is in fact said and written. It is almost as if discourse is identified with its own modification.

In Kosovo, this operates within a network of practices:

- University syllabus
- Simulated trials
- International documents

These do not constitute a closed system but a distributed space in which rules are gradually formed.

### 2.8.2. SAVOIR AND CONNAISSANCE IN LEGAL FORMATION

Foucault distinguishes between *connaissance* and *savoir* (both terms for “knowledge”). *Connaissance* is knowledge understood as what the subject knows—or possesses. By contrast, *savoir* is closer to what Foucault calls discourse. It does not belong to a particular subject; rather, the subject is formed precisely by occupying a defined position within *savoir* (as someone who can speak about certain things, in a certain way, with a certain authority, etc.). Instead of exploring the consciousness/knowledge (*connaissance*)/science axis—which cannot escape subjectivity—archaeology explores the discursive practice/knowledge (*savoir*)/science axis (Foucault, 1972).

In our case, the student does not become a legal subject simply by learning terms (*connaissance*). They become a legal subject by occupying a position within a discursive order (*savoir*), where:

- Certain forms of speech carry authority,
- Certain structures (e.g., *shall*, *must*) produce normativity,
- Certain patterns are considered standard.

Thus, Legal English functions as a *savoir* structure that determines who can speak and with what authority. *Savoir* constitutes the entirety of conditions that make the articulation of specific forms of knowledge (*connaissance*) possible, yet it is neither “beyond” nor “prior to” that knowledge. It is tied to rules understood as regularities established in the ways knowledge is articulated (through concepts, problems, links, associations, etc.). These regularities are not always embedded in the history of a particular discipline; rather, patterns, dependencies, and rules that emerge gradually may be dispersed across different forms of knowledge, and developments in one field can open possibilities for a new form in another. Consequently, the history of a particular way of speaking, thinking, and acting—especially when it comes to a

specific discipline—is rarely the result of a linear series of positions and internal developments specific only to that discipline.

### 2.8.3. HISTORICAL A PRIORI AND THE CONTEXT OF KOSOVO

Foucault aims to identify the conditions of discourse that are neither transcendental (universal, prior to discourse itself) nor empirical (historical in the usual sense—cultural or economic). The conditions that determine what can be articulated at a given moment are neither transcendental and universal nor merely empirical. They are historical but do not present themselves as direct objects of experience. In Kosovo, Legal English has been shaped by:

- The presence of international missions,
- English-language legal literature,
- European integration.

These elements do not constitute a linear cause but a network of dependencies. From this network emerge regularities—not formally declared norms—that structure the ways contracts, liability, and legal authority are discussed. In this sense, Legal English in Kosovo can be analyzed as a discursive formation with rules that are not imposed externally as formal law but are gathered through pedagogical and institutional practice. But are they not, in a sense, empirical? One might think so, insofar as these conditions are rules formed by actual events and statements, which come together to create a coherent (although different) pattern. Present articulations are compelled to follow this pattern, yet they can also deviate or combine in unexpected ways.

This situation resembles the idea of jurisprudence in terms of “case law,” where the law is grounded on precedents established by previous cases. Yet, there is a crucial difference. In case law, we usually refer to a single decisive case that determines the correct interpretation of the law for a particular, perhaps unforeseen, situation when the law was formulated—or a precedent may emerge from a series of similar cases. It is essential to emphasize that Foucault does not seek universal rules for constructing discourse. He identifies regularities—repetitions that gain force through usage.

In the context of Legal English:

- The use of passive constructions to depersonalize the norm,
- The priority of precedent from common law,
- The way contracts are structured;

create a model of legal thinking that is repeated and consolidated. This model is not declared as a transcendental principle; it appears as an operative regularity. Precisely because these conditions are multiple, distributed across phenomena and historical periods, they cannot be made directly objects of experience. In this sense, they are not empirical—though they are material, acting through practices, institutions, and concrete techniques. Thus, the history of Legal English in Kosovo is not merely the history of importing a subject but the history of forming a discursive order that structured how students could think, speak, and project themselves as legal professionals.

The archaeological approach, as conceptualized by Michel Foucault in *The Archaeology of Knowledge*, does not aim to provide a normative theory on how teaching should be organized. It is primarily descriptive: it identifies the regularities that structure a discursive field at a given historical moment.

However, when considering these regularities in the context of Legal English in Kosovo, the analysis opens up possibilities for pedagogical reflection. If the rules structuring the legal discourse in English become visible to students, teaching can move from the mechanical acquisition of terminology toward an awareness of the normative structure of legal language.

This would imply a pedagogy that:

- Explores how grammatical forms function in the production of authority,
- Treats legal texts as institutional practices,
- Encourages comparison between local legal discourse and international models.

Foucault begins with the question of the unity of disciplines, in our case, language and law. This question carries a scientific status for the disciplines themselves, as being a science is generally assumed to require systematicity and foundational principles, which point toward some kind of unity. According to Foucault, there are two traditional approaches. The first seeks an origin (related to but not identical with language, raising its own questions). The second traces backward from the present to a founding event or identifiable purpose (the legal aspect). Foucault notes that in both cases, the unity of a discipline is established by reference to something outside the discipline itself. In contrast, he aims to identify and systematize the discipline's own characteristics—seeking an immanent condition for disciplinary unity.

Yet Foucault quickly moves toward a new explanation that problematizes that unity. He shows how these disciplines take the form we recognize. What matters is that these are treated as criteria for what Foucault calls the '*episteme*.' Generally, an episteme is a formally coherent way in which knowledge is organized in a specific historical period.

In Kosovo, the legal system belongs to the civil law tradition, whereas most Legal English materials are based on common law models and practices. This intermediary creates a discursive space where:

- Students are exposed to the concept of precedent,
- Contractual structures follow Anglo-Saxon models,
- Legal reasoning takes forms not always identical to the continental tradition.

This should not be understood as replacing one system with another, but as creating a comparative competence reflecting Kosovo's position within a global legal order.

Foucault finds that this coherence does not equal rigid unity but constitutes a "distributed space" and "an open field of relations." Therefore, one should not start with a predetermined idea of what history is, what drives change, or what principles should guide that change. Rather, specific transformations in the organization of discourse suffice to provide insight into how to approach the problem.

## DISCURSIVE DEPENDENCIES AND THE INSTITUTIONAL NETWORK

Foucault emphasizes that discourses are characterized by various dependencies: intradiscursive, interdiscursive, and extradiscursive. Applied to Legal English in Kosovo, this means:

- The content of syllabus depends on international models (interdiscursive),
- Pedagogical practices relate to labor market demands (extradiscursive),
- Legal terminology establishes internal coherence within the subject itself (intradiscursive).

The history of Legal English, therefore, is not the result of a single institutional decision but the product of a network of dependencies that gradually formed its regularities.

One of the most significant aspects of the archaeological analysis is how discourses produce subjectivity. The legal subject is not merely an individual who possesses knowledge but one who occupies a position within a discursive field.

In Legal English in Kosovo, the student:

- Learns to articulate arguments in a standardized form,
- Internalizes specific ways of referring to authority,
- Develops a self-perception as a professional capable of operating in international contexts.

Here, the distinction between *connaissance* and *savoir* becomes crucial: terminological knowledge is only one dimension; more important is the positioning of the subject within the discursive order that makes that knowledge meaningful.

Foucault's focus on rules does not concern "general" or "formal" rules of discourse creation; that is, he does not aim to prescribe how every discourse should be structured. His analysis is descriptive in that it identifies patterns of dependency that solidify into rules, which govern not

all discourses, but a specific discourse at a specific historical moment. It can be said that Foucault already approaches a genealogical form of critique.

#### APPLYING THE ARCHAEOLOGICAL APPROACH TO LEGAL ENGLISH IN KOSOVO

To understand how Legal English functions as a discourse and as a “historical a priori” in legal education in Kosovo, Foucault’s archaeological method should be employed. Key objectives include:

1. **Analysis of syllabus and teaching materials** – identifying operative rules, standard terminology, and pedagogical practices that structure the way legal English is spoken and written.
2. **Observation of classes and simulated trials** – examining how students use the language in controlled practices, evaluating which elements of discourse help establish professional authority.
3. **Interviews with faculty and students** – collecting perceptions on the importance of Legal English, the impact of international practices, and challenges in mastering this discourse.
4. **Discursive analysis of content and practices** – identifying intradiscursive, interdiscursive, and extradiscursive dependencies, and how they contribute to structuring rules and forming the professional subject.

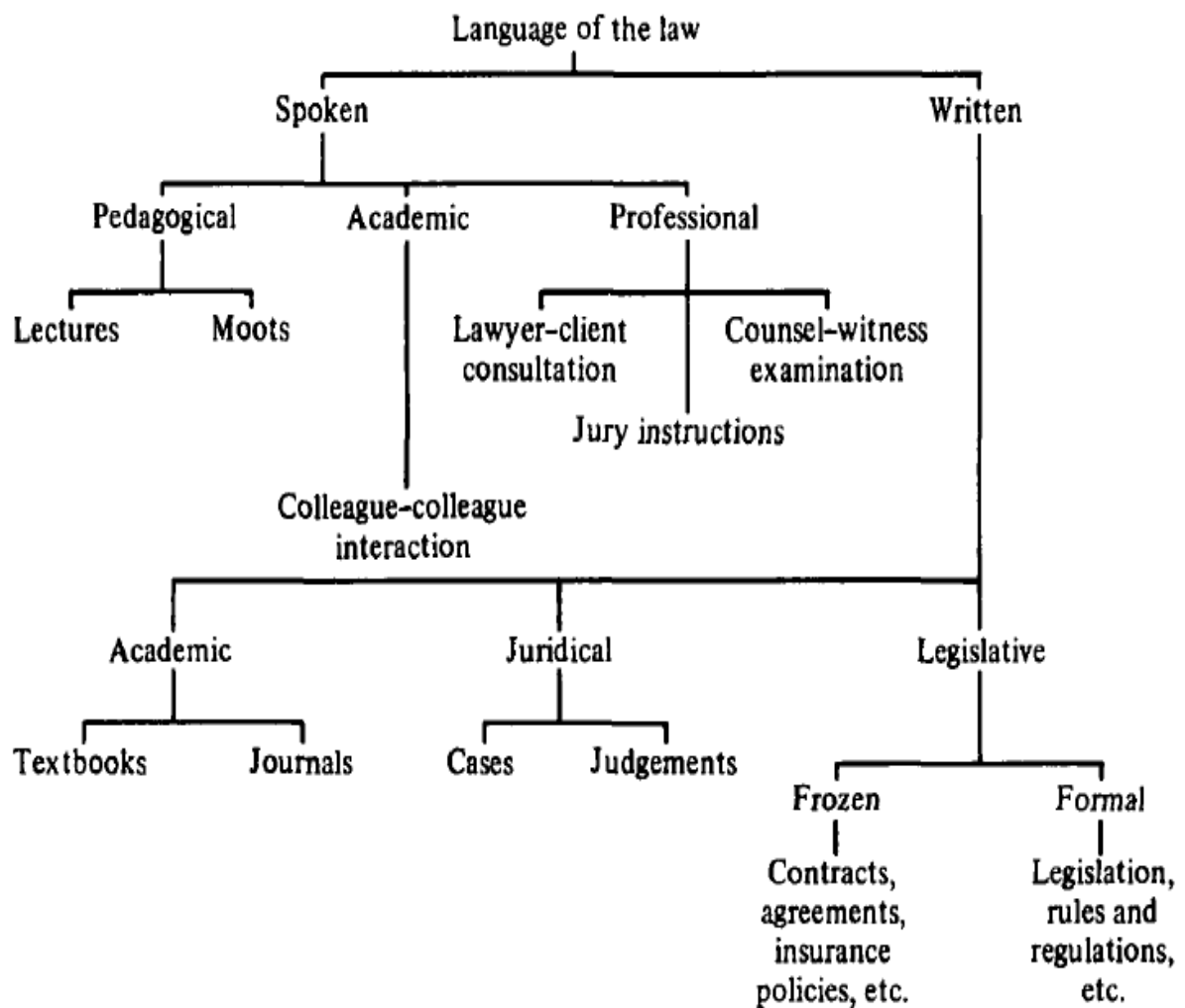
This method does not aim to produce a normative teaching model or universal standard but to uncover the operative regularities that exist within the Kosovo context. In doing so, the study demonstrates that Legal English is not merely a functional instrument but a discursive formation that produces knowledge, authority, and professional subjectivity.

Legal English in Kosovo legal education can be understood as a historically conditioned discursive formation, characterized by operative regularities and a network of institutional dependencies. It is neither a neutral communication tool nor a universal transcendental structure but a historical configuration that organizes how legal authority is articulated and how the professional subject is formed.

Thus, the archaeological analysis provides a theoretical framework to understand not only what is taught in Legal English but also how this teaching contributes to structuring the very experience of legal practice in an internationalized context such as Kosovo.

## 2.9 Teaching English for Legal Purposes

Teaching English for Legal Purposes is quite different from teaching GE since the “linguistic aspects of the law raise many issues and difficulties” (Gibbons, 2004, p. 285). So, ELP with its special features has placed the need for the ESP researchers to design specific syllabi and plan courses for professionals of Law and those who are studying Law, so as to meet their language needs that correspond with legal contexts in which they are in. Teaching methodologies



that are used in ESP certainly differ from the ones that are used in GE courses. According to Strevens the strategies used to teach English for Specific Purposes (ESP) correspond with the wider framework of language instruction, as they have in common characteristics with other approaches to teaching languages. These core teaching tasks involve planning learning strategies, motivating learners to learn, altering the input, and encouraging practice as well as implementation (Strevens, 1988).

Some fundamental components must be considered when teaching ESP, the most significant of which are the learner's requirements, objectives, and motivation. In addition, learners' attitudes toward learning and learning practices are stressed and seen as critical to the ESP process.

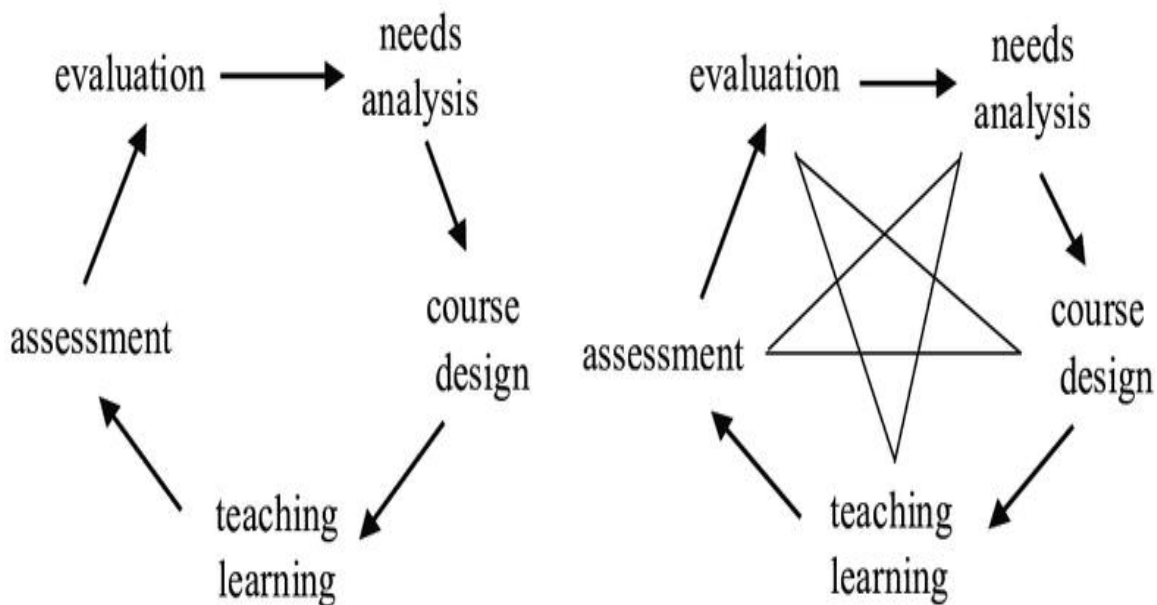
The teacher of ESP or the instructor of the course plays a role as well. As (Kashani, 2007, p. 85) said that the ESP instructor is “a knowledge provider and a facilitator of students’ learning and no more as a resourceful authority.” Yet, the ESP teacher has many responsibilities that are crucial for the course such as to design an appropriate syllabus and plan the course based on the learners and their needs.

In her significant research (Ratniece, 2024) identified ways in which professors can apply text mining tools to increase learning success in legal English. Legal English consists of numerous words and phrases, which may change in meaning or use depending on the context. The research shows how teachers, using the analysis of certain important court decisions, can determine the most frequently used legal words and how they are used. This enables students to learn the legal vocabulary more easily and effectively and grasp the relevant legal concepts. The particular approach fits with the characteristics of legal English, a language that is specialized, frequently redundant and dependent on certain contexts. Through the analysis of court documents, students learn the most frequently used legal words and the corresponding meanings in diverse contexts. Employing a text mining approach simplifies the critical words to be taught, thereby enhancing the ability to communicate precisely and effectively in English.



## 2.10 Stages in the ESP process

According to (Dudley & St Johns, 1998, p. 121) “The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”. They also illustrate the ESP stages in these figures below (p.121).



*Figure 6 Stages in the ESP process (Dudley-Evans and St. John 1998: 121)*

As it can be seen in, the figures above they are not that different with each other but Figure 1 is better demonstrated in the second one as that is the projection of the stages in reality. Therefore, the most successful courses are those where the syllabus is planned according to learners' needs.

Before designing a course, there are a number of things to consider, as Miliani (1994) pointed out in his analysis of the Algerian context. These phases consist of:

- a. Situation analysis: This involves evaluating the overall needs of students as well as educational institutions, including their characteristics, attitudes, and resources that are available.
- b. Setting goals and objectives: After determining and assessing the requirements of the students, broad statements describing the desired results of the courses are formulated.
- c. Development of syllabus content: According to Benyelles (2009, p. 58), the structuring of syllabus content includes arranging topics in a way that guarantees a coherent progression.
- d. Evaluation: Information on the syllabus can be gathered before to or during course implementation, allowing for content revisions.

To conclude the explanations about ESP process it can be said that instructors have to analyze learners' needs and their preferences regarding the design of the course. This way a syllabus that is in line with students' needs and wants with appropriate course materials is the outcome that is expected in such scenario.

These stages of course design will be presented below:

### **2.11 Needs identification and Analysis (NIA)**

One of ESP's greatest contributions to foreign language teaching is the emphasis it has placed on careful and extensive needs analysis for the purposes of designing and planning the language program and its implementation. On the reasons as to why Needs analysis is important (Johns A., 1991) stated that "The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers".

ESP is defined as an approach that starts the design of its program with the question: Why do students need to learn English? The ESP subject program envisages that students' acquire acquisition and perceptual skills are in parallel with the development of learning strategies

and study skills. As the objectives of such a course are diverse and complex, there is a need to conduct an in-depth needs analysis before planning and implementing ESP curriculum and materials (Johns A. M., 1981). Educators can start planning the program as well as teaching materials once they know the language-related needs that students have. The best and most reliable way to recognize these needs is for educators or teachers to ask the students themselves what their needs, desires and expectations are for the language and subject they will be attending.

The first step to be taken in the process of designing and developing an ESP program is to identify the needs of students and, subsequently, the results of such an analysis to be the foundation on which to build this whole process. The language program is always based on the perceived needs of each type. The needs of a GE student, for example, are less identifiable than those of an ESP student. However, both types of programs are based on the needs of the respective students. The ESP course, often superficial, can be distinguished from the GE course by the content of the teaching materials, but in fact at the core of this program lay the needs of its students based on the question of why they need it. Consequently, the ESP course program should be launched and built on the analysis of the needs of its students. If the teachers and drafters of the ESP program as well as the students of such subjects know the needs for the English language, this will affect the content of the language curriculum and such knowledge can be used for its well-being. On the other hand, the ESP curriculum creates the impression that it differs as such only in content or topics, but recognizing the needs of the respective students is not a secondary issue because its main purpose is to meet the language needs of students in a particular academic or professional setting. For the needs of recognizing the interests, academic and professional goals as well as the needs for improving the language competencies, there is a need to conduct an analysis of the needs of the respective students who will be attending the ESP course (Robinson, 1991).

## **2.12 Types of needs**

In the debate of classifying students' needs researchers agree that generally these needs are divided into "Target needs" and "Learning needs".

According to Hutchinson and Waters (1993), there are two primary categories that academics typically identify when discussing the classification of students' needs: "Learning needs" and "Target needs.". The three main ideas of target needs—necessities, lacks, and wants—involve what students need to accomplish in the target situation. The necessities of the target situation dictate what is necessary, meaning what students must know in order to function. The differences between students' present competency and the proficiency needed for the targeted situation are referred to as lacks and they can only be found once instructors or course designers have a thorough understanding of the needs of their students. Wants are related to students' understanding of the demands unique to the ESP setting, which might differ depending on personal viewpoints. The necessities and lacks that students see, however, do not necessarily match those of other stakeholders, such instructors, course creators, or sponsors. As a result, ideal desires must take into account the viewpoints of all stakeholders with an interest in ESP implementation. On the other hand, learning needs relate to the knowledge and skills that students will need in the target situation. In ESP, learning needs describe the path from the beginning point to the destination, where "lacks" represent its starting point and necessities and wants represent the outcome that is desired.

A needs assessment is commonly performed before or at the start of a course. The first step when conducting a need assessment is figuring out what information needs to be gathered, when it should be collected, who should be in charge of collecting it, what tools and techniques to use, and what the assessment's objectives are. Two types of data are collected on the needs of learners: official data, including personal biographical information, and more individualized informal data, like deficiencies and preferences. As a result, methods for gathering data might be formal or informal. While self-reporting measures and classroom observations are examples of informal procedures, formal techniques include methods like interviews and proficiency assessments.

When selecting the components to include in data collection techniques, Yalden (1987) lists these crucial components that must be included in questionnaires and interviews when deciding which features to include in data gathering techniques:

- The outcomes that students hope to achieve in learning a target language.
- The situations in which students intend to use the language of instruction.
- The roles of students and the people they interact with.
- The scenarios in which students will engage in communication.
- The necessary language functions, or the tasks that students must be able to complete in the target language.
- The topics covered, or what students must be able to talk about.
- The abilities required to plan and organize speech and communicate effectively.
- The particular forms of the language that must be learned, as well as the level of proficiency that students must meet in written as well as spoken language.

Furthermore, the needs analysis approach developed by Dudley and St. Johns (1998) to evaluate attitudes, views, and preferences about an ESP course is as follows:

- a) Information on the motivations underlying learners' acquisition of the English language, their perspectives on the language, their past experiences with learning, and their cultural background.
- b) Information on the preferred techniques of learning used by students.
- c) Details on the importance of particular skills to learners and how they would like to develop those abilities.

Similarly, (Richards, 1996, p. 80) developed a questionnaire for students of non- English department at the University of Auckland and it contains eleven parts:

1. overview difficulties encountered;
2. general statement;
3. speaking and listening skills;
4. speaking skills;

5. listening skills
6. writing skills;
7. reading skills;
8. skills the students would like to improve;
9. assistance availability;
10. catering for ESL students; and
11. additional comments.

After the learners' needs have been identified and analyzed, the following phase is to develop a curriculum and after that design an ESP syllabus.

### **2.13 Designing the ESP curriculum**

Curriculum development is essential for all subjects, in general the process of planning and implementing a particular curriculum. In the same way, language curriculum is thought of as a model that combines different tasks and materials, in other words, it has to do with how students and faculty interact during the teaching and learning process (Richards, 2001). Whereas, regarding the ESP curriculum, it is of a special nature and requires following a series of steps to be designed such as: analysis of the needs of the respective students, compilation of original materials, finding the appropriate lecturer for the respective field, determining the language activities and tasks to be used, reviewing the curriculum model and piloting, and then evaluating the materials. Its concrete implementation can lead to further reassessment of students' needs as well as review and modification of teaching materials and activities.

Another aspect that is worth emphasizing is that the design of the curriculum takes into account only the needs of students for GE, whereas in the curriculum of ESP courses specific needs are considered and placed at the center of this process so that students can act with full competence in their field of study and then in their profession. One must remember that the needs of ESP students are significantly influenced by their direction of study, therefore needs analysis should be carefully oriented towards a student-centered methodology (West, 1984). ESP

teaching as it is built by focusing on the student, the design of the curriculum becomes oriented towards the goals and interests built on the basis of recognizing the needs of students.

The ESP curriculum should be socio-culturally sensitive Hutchinson & Waters (1987) which means that the design of a program for Albanian ESP students differs from that of students of the same branch in Italy, Spain or Greece because these, the latter are more familiar with terms that are of Latin or Greek origin and thus, some strategies related to specific vocabulary or emphasis on certain lexical items, or syntactic structures will be different.

### **2.14 Syllabus design**

The first step in syllabus design is to define what a syllabus is. According to Breen (1984), a syllabus reflects "the convergence of a viewpoint on language itself, on language use, and on teaching and learning, which embodies a contemporary and widely accepted interpretation of the coherent connections between theory, research, and classroom practice" (p. 83). As defined by Allen (1984), the syllabus is "that component of the curriculum concerned with specifying which units will be taught" (p. 61). As a result, the syllabus plays a crucial role in the ESP process by providing crucial information on the selection of course materials, teaching strategies, assessment techniques, and course concepts.

After defining the term "syllabi," several kinds of syllabi will be discussed. For example, Krahnke (1987) suggested the following six categories of syllabi:

a) A structural syllabus encompasses forms and structures (usually grammatical components like verbs, nouns, and past tenses) that are taught in language classes.

b) A notional/functional curriculum concentrates on language content, which includes ideas represented by language and functions to be conducted out in language usage, such as agreeing, requesting, promising, apologizing, and informing.

c) A situational syllabus has information for teaching languages that is drawn from actual or hypothetical situations where language applies, such going to the dentist, seeking directions in a new town, or purchasing a book in a bookshop.

d) A skill-based syllabus covers language learning material that focuses on certain skills necessary for language use.

e) In a content-based syllabus, language acquisition happens incidentally to the study of content, with the primary goal being the instruction of material or knowledge in the target language. For example, instructing a scientific lesson in the language that the students are learning.

f) A task-based syllabus consists of lessons that emphasize a number of difficult and meaningful activities that students must or prefer undertake while using the language they are learning.

It might be claimed that a content-based syllabus is the most appropriate for an ESP course, especially the one the researcher plans to construct, after recognizing the different types of syllabi. Nonetheless, a syllabus must have the following four main elements: materials, evaluation, methods, and objectives. As stated by Ur (1996), the typical syllabus consists of:

- 1) An extensive list of process items (tasks, procedures) and content items (words, structures, subjects).
- 2) items are arranged in an organized sequence, starting with the simpler and more basic items.
- 3) Clearly stated goals that are usually mentioned in the introduction.
- 4) Document availability to the public.
- 5) A potential timetable indicator.
- 6) Possible reference to a preferred strategy or approach.
- 7) Materials suggested.

Designing a syllabus often entails a number of processes. According to Taba (1962), there are three main steps in the design and development of a syllabus:

- 1) Analysis of needs.
- 2) Content guidelines.

3) The syllabus structure.

The following categories and formalizations apply to these stages:

1) Analysis of needs.

2) Establishing goals.

3) Material selection.

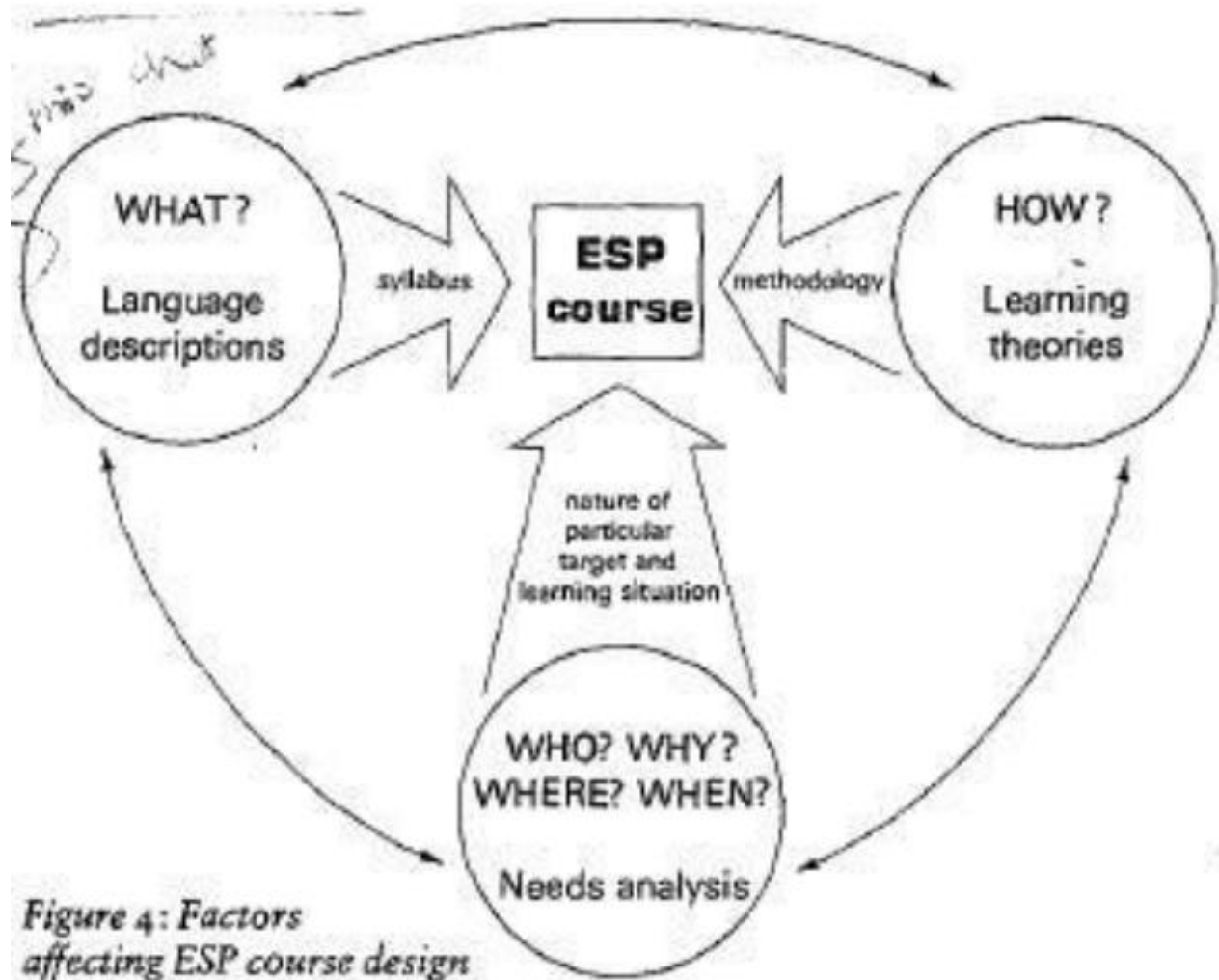
4) Content organization

5) Selection of learning activities

6) Organization of learning activities.

7) Decision-making regarding assessment and evaluation.

When discussing about factors which contribute to the design of an ESP course, this is explained by (Hutchinson & Waters, 1987) in the table below, where they argued that designing an ESP course is not just about creating a syllabus but about being able to balance these elements and answer the questions of these elements: (What, How, Who? Why? Where? When?).



*Figure 7 Factors affecting ESP course design (Hutchinson and Waters 1987, p. 22)*

## 2.15 Material development for ESP course

Material is regarded as an essential component of any educational program, particularly ESP classes. All items meant for use as a learning resource by learners and their teachers to assist learners gain information, skills, or views, or to develop cognitive processes, are considered instructional materials. Textbooks, technology-based resources, other educational materials, and assessments are examples of instructional materials that can be printed or non-printed. Web-based and electronic textbooks are also included.

However, the question raised about materials is whether there are any ESP textbooks that can be included by ESP teachers in their syllabus design. In answer to this question (Jones, 1990, p. 91) stated that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time".

Appropriate ready materials for ESP courses are hard to be found and rarely do they match the course specificity and the learners' needs. Nevertheless, the use of authentic materials is not easy for the ESP teacher as well as he/she is neither a materials designer nor a subject specialist. Moreover, "few teachers have had any training in the skills and techniques of materials writing". (Hutchinson & Waters, 1987, p. 106).

In order to assist and guide ESP teachers in producing adequate materials, Hutchinson & Waters (1987, p. 106-108) identify some defining principles that should be stated as purposeful objectives in designing pedagogical materials:

a- good materials give a stimulus to learning; in other words, they do not teach but, encourage learners to learn, they will, therefore, contain:

- Interesting texts;
- Enjoyable activities which stimulate the learners' thinking capacities;
- Opportunities for learners to use their existing knowledge and skills;
- A content which both learner and teacher can cope with.

b- Adequate materials provide a comprehensible and rational unit structure which will conduct both the teacher and the learner through a range of activities in such a way as to maximize the chances of learning. Accordingly, "a materials model must be clear and systematic, but flexible enough to allow for creativity and variety".

c-Materials should represent a vision of the nature of language and learning, and reflect the teacher considerations and feelings about the learning process.

d-Materials should reveal the nature of learning tasks and should “create a outlook which both reflects the complexity of the task, yet makes it appear manageable.”

e-Materials should introduce the teachers to the use of new and updated teaching techniques.

f-Materials should supply appropriate and correct representation of language use.

Figure below illustrates the interconnected components of material design and teaching methods within the ESP classroom. The author emphasizes that the design of ESP courses necessitates collaboration among language teachers, subject matter experts, and professionals from relevant industries. This cooperation ensures that the course content accurately aligns with the specific needs of learners and the functional requirements of their target disciplines. Such collaboration helps create teaching materials that are closely related to the language tasks learners will encounter in their professional environments, thereby enhancing the relevance and effectiveness of instruction.

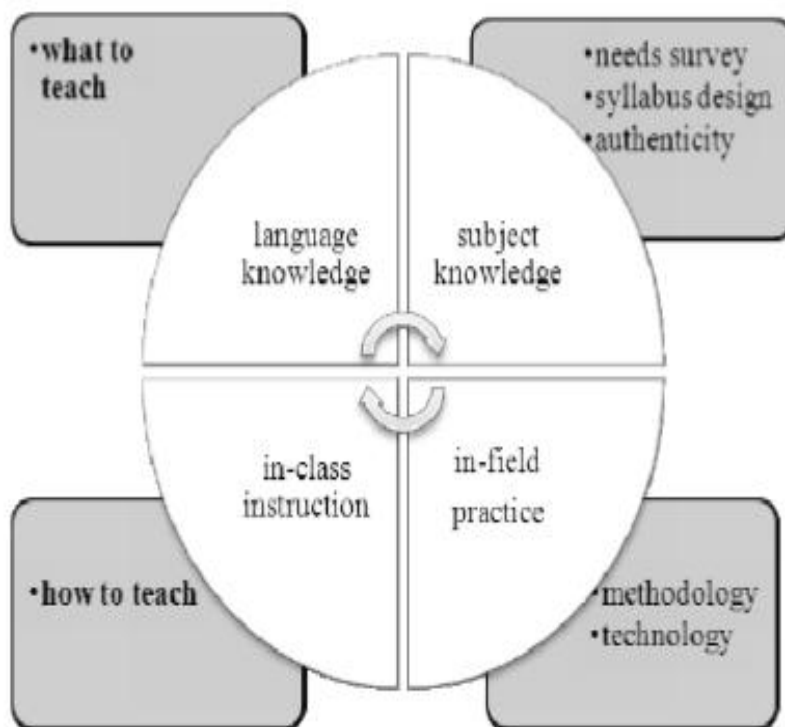
Furthermore, the author discusses the importance of pragmatic approaches to teaching in the ESP context. This involves not only classroom instruction but also fieldwork, where both teachers and learners engage directly with the professional settings and experts they are preparing for. This hands-on experience is integral to deepening learners' understanding and improving their ability to use English effectively in real-world situations.

The figure also highlights the significance of integrating modern methodologies and technologies in ESP teaching. The author notes that since the early predictions made over thirty years ago, technological advances such as computer-assisted language learning have become pivotal in reshaping how language is taught and learned. Current developments, including big data, internet-based software, and artificial intelligence, provide expansive resources that can enhance learning experiences. Nevertheless, while technology offers many benefits, the author cautions about potential drawbacks, such as overreliance on translation apps, which might reduce the cognitive engagement necessary for language acquisition.

In addition, the article recognizes geographic and demographic shifts in ESP education. Instruction is increasingly provided by non-native English speakers in countries where English is

not the primary language, involving younger undergraduate students compared to the past when postgraduate learners in English-speaking countries predominated. As a result, collaboration between native and non-native English teachers is becoming a common and necessary practice, marking a new phase in the global development of ESP and EAP instruction.

Overall, this figure and the accompanying discussion underscore the idea that effective ESP teaching is multifaceted, requiring collaboration across disciplines, active engagement with professional contexts, and thoughtful integration of evolving technologies to meet the diverse and changing needs of learners worldwide (Shi, 2018).



To conclude, it is the job of ESP teachers to create and deliver language material and course activities in a variety of methods in order to assist and inspire students to acquire the target language required to enhance their academic or professional competence.

## 2.16 Teaching

The ultimate goal of creating materials is task performance; so, with the assistance of the teacher, the students must be assigned tasks to attain this goal. This can take place through teaching the content. In this regard, (Strevens, 1988, p. 41) characterizes the ESP teacher as "...a general English instructor who has suddenly found himself/herself needed to educate pupils with special needs."

Therefore, the ESP practitioner finds himself in a difficult position because it has to deal with special language. Regarding this matter, (Hutchinson & Waters, 1987, p. 163) clarified that the "ESP teachers do not need to learn specialist knowledge. They require three things only: a positive attitude towards the ESP content; knowledge of fundamental principles of the subject area; an awareness of how much they probably already know." Simply saying, teachers should have the "ability to ask intelligent questions".

As a result, Robinson (1991) asserts that flexibility is a critical attribute required by the ESP teacher in order to transition from a general language teacher to a special purpose teacher, cope with diverse groups of learners, and execute various activities. He further adds that the common instructional tasks in ESP course are role-play, simulation, case study, project work, and oral presentation by which the instruction effectively promotes communication and professional skill as well as language skills of students.

Lastly, ESP teachers should use a variety of instructional approaches, strategies, and resources to help students achieve the necessary levels of competence.

The role of an ESP teacher has been explained by Dudley-Evans and St. John (1998), later reproduced by Ahmed (2014), the role of an ESP teacher goes far beyond classroom teaching. An ESP practitioner is also responsible for needs analysis, syllabus design, materials development, evaluation, research, and collaboration with colleagues and institutions. These diverse roles are summarized in Figure 5 below taken from Ahmed (2014, p.15).

### 3. The roles of an ESP teacher



Figure 8 The roles of an ESP teacher (Ahmed, 2014, p. 15, based on Dudley-Evans & St. John, 1998).

#### 2.17 Evaluation or assessment

Generally, every course has its own objectives that have to be reached by the end of the course and ESP course is not an exception to this. The ESP teachers measure whether students have reached the course objectives and assess the scale of their achievement. In order to help ESP teachers to achieve course objectives regarding students' success and evaluation of the course itself (Hutchinson & Waters, 1987) recommended a procedure with two levels: learner assessment and course evaluation.

### **2.17.1 Learner assessment:**

The primary purpose of this procedure is to assess the learners' performance and the level of their proficiency, or what they truly know in terms of language knowledge at this level of course. Assessment also displays learners' language challenges and difficulties, and establishes alternative points of view for educational solutions in future courses.

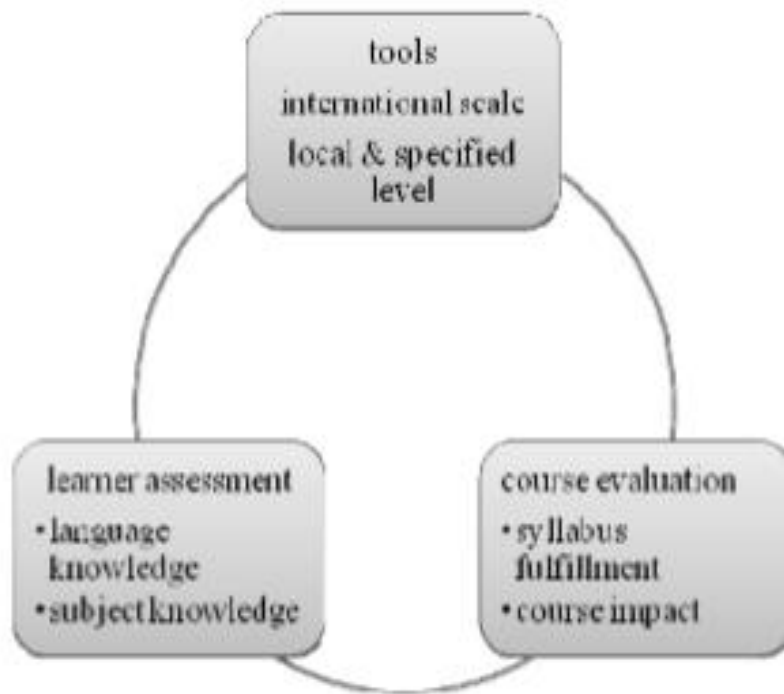
### **2.17.2 Course evaluation:**

Student evaluation demonstrates not just the academic performance of the students but to some extent the effectiveness of the course as well. Therefore, together these evaluations can provide the teacher with valuable feedback on the efficacy of the course, teaching methodology and selected materials. Hence, they serve as a measuring scale whether the ESP course syllabus needs a future redesign or not.

Figure shows how assessment and evaluation work in the ESP classroom, involving both students and the course itself (Shi, 2018).

When assessing students, there are international tests like IELTS and TOEFL that are widely used and reliable (Shi, 2018). However, the article highlights the importance of creating local tests that balance language skills with subject-specific knowledge, because current tests don't always include this (Shi, 2018).

For evaluating the course, local tools are used to see if the syllabus has been properly covered and to assess the course's impact. This is often done through surveys at the end of the course to understand how students' behavior and motivation have changed, which helps measure how effective the course has been (Shi, 2018).



### 2.17.3 Different ESP courses worldwide

The first ESP course that is reviewed in this article comes from the research of Xia Yu and Yunshu Xiao (2013), which is about teaching legal English in the context of Chinese tertiary education. Their article, *A Course Design Guideline for Legal English Teaching in Chinese Tertiary Education: From the Perspective of Content-based Instruction*, outlines a comprehensive framework for the creation of legal English courses by using both content-based instruction and integrated language skill development. A major emphasis of the study is the need for course content to align students' academic and professional needs, which combines explicit learning of legal terminology, the use of authentic materials, case studies, and communicative tasks. This course can be a helpful example for understanding how legal English teaching can be embodied in a non-native English context.

The author provides a description of a specialized Legal English course that was developed for law students at Southwest University of Political Science and Law (SWUPL), a law school in China.

The course is supposed to improve students' English for legal contexts and prepare them for professional communication environments in the field of law. Additionally, it aims to accommodate the specific needs of future practitioners of law by linking language skills with legal subject content through a Content-Based Instruction (CBI) framework.

The course was taught in conjunction with other law courses, enabling students to link their knowledge of law with the language in authentic legal environments. The activities or assessments incorporated in the course were based around the four main language skills of listening, reading, speaking, and writing, and used authentic legal content such as legal documents, journal articles, and case reports, among other primary and secondary legal materials. The objectives of the course were to assist students with understanding legal texts, communicating in professional contexts, and drafting legal texts including other documents such as resumes and correspondence.

The course development was informed by a needs analysis which encompassed pre-course, ongoing, and post-course assessments, which allowed the curriculum to evolve and adapt in relation to the students' development. The course also highlighted an emphasis on authentic materials and was designed to address the intersection of legal expertise with English proficiency, in line with the present need for legal practitioners who possess English proficiency. In summary, this course was designed to link legal subject area content with language proficiency to effectively enhance employability and readiness for collaboration in international legal contexts.

Another ESP course designed is the one of Badea's study (2017) which refers to Master of Laws (LLM) human rights students at the University of Craiova, in Romania. Specifically, the students in his course were part of a relatively new French-speaking master's human rights degree. Students in this program are research-based, in that they are studying at a level where they are now also conducting scholarly primary legal research, and supervising doctoral theses. It is valuable, according to the University, to develop legal English in students' studies because they are preparing students for the international legal space, where English and legal terminology are important for scholarly research and practice, to communicate effectively, and to practice human rights in the world. Badea's way of developing a legal English course for LLM students who are

concentrating on human rights demonstrated important discussion of a systematic and comprehensive process, which starts with a formal needs analysis, which, he argues, is both useful and necessary in determining how to develop a legal English course with an audiences' professional and academic contexts in mind, and looked at where the students will use any English they learn, and what their legal texts were likely to be, like legislation, treaties, case law, in making the study and learning plan for the course. The needs analysis also used B1/B2 as the students' language level, and determined what could be drawn out and added to their own language capacities and pathways, especially vocabulary and grammar in law for each topic (authentic professional contexts).

After this needs analysis, he sets clear goals and objectives for the course. The goals are as follows: legal reading and listening skills, in order for them to read complex legal material on human rights issues, and, to develop legal writing skills for reports, summaries, and dissertations, as well as speaking skills for interaction in seminars, debates, and conferences. A significant goal is to develop legal vocabulary around human rights topics (jurisdiction, enforcement, protection mechanisms, etc.) then introduce legal research methods, to find legal texts online and in libraries, and be able to find and read treaties and case law. The overwhelming aim is to foster independent research skills and critical thinking while conducting applied research as a doctoral candidate.

The course was designed around clearly defined knowledge categories or themes, with modules that reflect the needs of students and expectations of graduate education. The modules cover the international and regional, and domestic human rights frame of reference, institutions such as the European Court of Human Rights, and specific rights issues such as children's rights and women's rights. The main modules focus on developing legal vocabulary, genre in legal texts, and grammatical structures and forms in legal language, including passive voice. The practical contribution of the course was that the students also developed an understanding of the cultural and contextual aspects of legal communication in international and multicultural contexts.

The course content is structured around themed modules that reflect the needs for and expectations of students and graduates. The modules encompass the international, the regional

and national legal frameworks underpinning human rights values, the role of institutions, such as the European Court of Human Rights, rights issues relating to women, children, etc. It is within such broad themes that students will work towards developing a core legal lexicon, recognizing the distinctions between genres of text, and learning how to use grammatical forms typically found in legal language, e.g., the passive voice, modal verbs, conditionals, etc. It further acknowledges the cultural and contextual dimensions of legal communicating in international and multicultural environments.

Badea suggests we draw from authentic materials of good quality which exemplify real legal practice, e.g., judicial decisions, legislative texts, treaties, law and legal academic articles, and official reports, produced by European and international institutions. There are a range of student activities that promote comprehension and production. Students use reading strategies to identify specific legal information, building their own vocabulary, using listening exercises of court proceedings or speeches. Students engage fully with course materials through class debates and presentations which simulate professional tasks that encourage active language use and critical thinking relevant to real legal worlds.

A key issue in course design is the integration of language skills within substantive legal issues. Activities replicate practical experiences, such as: reading and interpreting case law; drafting legal texts and summaries; and negotiating so students become familiar with legal terminology and how to direct their own practice as lawyers across multi-lingual, international contexts. Feedback and assessment forms, both formative and summative, are designed to provide regular feedback based on monitoring learner progress, reinforcing skills, and recognizing and addressing error, as the learning process involves moving forward in terms of legal reasoning, language skills and research capabilities.

Badea's examples stress and conceptualise a whole approach to student learning in which we combine levels of language learning to knowledge of issues, to practical skills. The whole approach aims to prepare students to be able to comprehend and interpret complex legal texts as well as take part in relevant conversations in professional contexts related to human rights law. The use of differentiated authentic material, themed modules, composite skills development

makes the course, at each level of student engagement, relevant and meaningful to the students' experience of advanced level study of law, and also of relevance to their seeking of professional practice of law.

Another Legal English course can be found in Dana Amirbayeva's study (2021) which investigates the effects that role play can have on law students learning legal English vocabulary. The study was conducted with twenty-five (25) second-year students studying legal English at Caspian University in Kazakhstan, in the "Dream Team" group at the Higher School of Law "Adilet." Students participated by answering several open-ended questions set up online and through written interviews asking how they perceived role play in their learning.

The results indicated that pupils perceive advantages to role play and games advancing their learning of legal vocabulary. The role play element of the course work to students was noted to lead to more active and authentic ways of learning about legal terminology while studying law. Memorizing vocabulary and drills have lots of disadvantages to them because in students' view these learning options are intact and do not provide students opportunities to practice using words under authentic circumstances. Students recognized too that there were very few opportunities outside the classroom in which meanings could be instilled into the pupils' minds through speaking.

The study indicates clearly that active learning activities such as role play are advantageous to students and instill a perfect and ingrained memory of vocabulary but also provide better understandings of the study of law and the use of legal language at a practical level. It was noted, for example, that by practicing courtroom scenes or other legal discussions, pupils felt more confident, and enjoyed learning, better participating in class when examined by other studies of the work they engaged in. Role playing generally allowed pupils to think critically in action and they learned better. Other positive outcomes were teamwork and collaboration arising out of role play games as well that had little suspicion in the general research approach.

In the global ESP (English for Specific Purposes) context, this research indicates there appears to be a current trend directing around exploring more stage methods of teaching principles such as role play. This preferred simulation of -ending practice, therefore, begins to tie to each specific

stage of learning more closely to real life professional tasks, and learning about events and putting legal vocabulary to language leads to more enjoyment of language studies, greater motivation and readiness for transferring learning into the real-life work stage in which students will enter their profession, be it legal, medical, business or some testimonial/technical capacity.

Generally speaking, the study shows that role play and simulation are good ways of developing students' known legal English vocabulary. The study provides more useful general legal vocabulary training to law students that takes the students in a world they see as a relevant.

This offers a more effective method of language learning that may be implemented wherever applicable in ESP courses. Better training methods for adult learners across the globe include active learning methods in a more engaging environment.

Other examples of Legal English courses in the US is that of Indiana University Bloomington. (Indiana University Bloomington, n.d). This university offers a Legal English course as the faculty is closely related to law. Because of this, the program emphasizes language learning with legal content. The primary audience for the course is international lawyers and law students who want to improve their English for professional or academic purposes in the area of law, while also preparing to succeed in American law schools.

The course has a very specific audience. Acceptable participants must be already admitted to Indiana University's Maurer School of Law or some other U.S. law school. They are also expected to demonstrate minimum English language requirements: a TOEFL iBT score of 80 or TOEFL PBT score of 550. By restricting the audience, the course can focus entirely on legal English and professional skills, and not English language proficiency.

The course is a six-week intensive program. It is taught by faculty members who have extensive experience teaching English as a second language, and some training in legal studies. The juxtaposition of these two things allows them to provide specific assistance to international law students in a way another colleague who only teaches English as a second language could not. Additional guest lectures are provided by professors from the Maurer School of Law, where the students will hear from actual legal experts on legal topics.

The course content is intentionally targeted to develop both language ability and understanding of U.S. law. The students learn about the foundations of the American legal system, i.e., the Constitution, and landmark legal decisions. They learn how to read legal materials, analyze cases in a legal manner, and write plainly in a legal context with a special emphasis on structure, clarity, and vocabulary. Grammar is introduced in ways that are particularly relevant to legal use. A major component is preparing students for the Socratic Method, a method for instructing law students in U.S. law schools that relies heavily on critical thinking and active participation; international students usually find this method challenging. Students learn critical study skills and listening skills and cross-cultural awareness to help them navigate the transition to both a classroom and professional legal environment.

One of the greatest strengths of the program is its practical aspect. Students will go on field trips to actual legal environments – Monroe County Court, the historic county courthouse, Indiana Legal Services (legal aid), and the U.S. District Court in Indianapolis. Seeing how the legal system in practice can be invaluable to students. Other elements of the session incorporated around legal experience include lectures from law professors, organized social events on campus and off, and opportunities for students to practice their English skills and even network.

In conclusion, Indiana University's Legal English program provides international students with a rigorously intensive yet simultaneously multi-faceted means of preparation for the study of law in the U.S. During the program, students engage in classroom learning and legal experiences that support and develop their language skills, cultural knowledge, and self-confidence – fundamental components of success in American law school.

The Legal English Module at Justus-Liebig-Universität Gießen (JLU) is aimed at law students who wish to refine skills in English for study and employment in international legal contexts. The module tackles the vocabulary, style, and modes of communication of law which are distinct from standard English instruction. The module is offered by the ZfbK – Sprachen & Kulturen in cooperation with the JLU's Law Faculty, merging language learning with applied knowledge relating to legal contexts (Gießen, n.d).

The course runs for three semesters with three compulsory courses. First course, Legal English Fundamentals is taught in summer semester with two 90-minute sessions weekly, with assessment through presentation and end-semester test. Remaining two courses, Advanced Written and Oral Skills I and II, are taught in next winter and summer semester respectively. Portfolio and UNICert® Legal English test is included in assessment.

In this course, students learn to read and understand legal documents, participate in discussions and presentations, write legal writing such as case briefs or letters, and summarize legal issues to clients in a concise manner. The course further helps students prepare applications for jobs or internships in English. Students acquire a rich legal terminology for issues of contract law, crime law, international law, and human rights law, among others. They also understand common law and professional customs of English-speaking lawyers.

The course is actually for JLU law students in their second or third semester of study, with a maximum of 25 students. Attendance of the course is with a minimum English level of B2, demonstrated with an online entrance exam. Students who finish all their courses and pass the UNICert® Legal English exam get a certificate with their English level and exam result indicated, to be used to justify internship, employment, or study abroad applications. While free to participate, the UNICert exam comes with a small fee to it. In total, JLU's Legal English Module offers law students long-term, formal studies in legal English. It gives them linguistic competence, professional communicative ability, and foreign law system knowledge to endow them with academic or professional prospects in English-speaking law systems (Justus-Liebig-Universität Gießen, n.d.).

## 2.18 Conclusion

This chapter provides a review of ESP and the different approaches used in course design. Some crucial principles in the ESP teaching method have also been highlighted in order to distinguish ESP from General English. It has been demonstrated that in ESP, the demands of the learners are of primary importance. By recognizing and analyzing the needs of the learners, the teacher may adopt and develop the right way of teaching and prepare the appropriate syllabus to assist the learners in performing specific language tasks.

The methodological framework used in scientific research is of utmost importance to conduct the research. In the next chapter, the applied methodology of this research will be presented in details.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Aim of the research**

The goal of this study is to design a specialized English course for law students in Kosovo and evaluate its value and success in comparison to a general English course. The purpose is to determine which course helps students understand and learn more effectively, and to use the findings to enhance future legal English syllabus designs, taking into account the perspectives of both teachers and students. A significant component of this study is the needs analysis, which determines the English skills required by legal professionals in Kosovo to be effective in their community. By identifying these specific needs, the study is able to modify the curriculum to better prepare students for legal jobs. Finally, this research aims to contribute towards the improving the quality of legal education in Kosovo and abroad.

#### **3.2 Research questions and hypotheses**

Specifically, this study sought to answer the following questions:

1. What are the specific language needs and challenges faced by law students in Kosovo when it comes to legal English?
2. How can an ESP course be effectively designed to address these needs and enhance their legal language proficiency?
3. What pedagogical approaches and materials would be most suitable for teaching legal English to law students in Kosovo?

Subsequently, the author hypothesizes that:

1. **Hypothesis 1:** A well-structured ESP course focused on legal English will significantly improve law students' language skills, particularly in terms of legal vocabulary, reading comprehension, and writing.
2. **Hypothesis 2:** Integrating authentic legal texts (such as case law, statutes, and legal documents) into the course content will enhance students' understanding of legal concepts and terminology.
3. **Hypothesis 3:** Interactive and context-based activities (such as mock trials, legal debates, and drafting exercises) will foster practical language use and legal communication skills.

Additionally, to ensure the validity of this research the following questions were asked:

4. Do students prefer a LE course instead of a GE course?
5. What does the literature reveal about the correlation between GE and ESP?
6. What should a good LE course contain to stimulate and motivate students to learn?
7. What topics to include in the syllabus of LE course?
8. What strategies, methods or teaching techniques to use when teaching this LE course?
9. Who should be in charge of teaching a LE course? A language specialist or a law specialist?

Accordingly, the objectives of the research are presented.

### **3.3 Objectives of the research**

Thus, the main objectives of the study were to:

**Objective 1:** Conduct a thorough needs analysis among law students in Kosovo to identify their specific language requirements and motivation related to legal studies and LE.

**Objective 2:** Assess the impact of legal English proficiency on the professional practices of judges and lawyers in Kosovo by analyzing their perceptions and experiences, as well as those of law professors, regarding the necessity and effectiveness of legal English courses.

**Objective 3:** Develop a comprehensive syllabus for the legal English course, considering both linguistic and legal content.

**Objective 4:** Provide practical recommendations for ESP course designers and instructors in Kosovo and beyond.

### 3.4 Research design

A wide and appropriate methodology is required in order to conduct research. When discussing about methods (Nunan, 1992) mentions nine types of research that can be used in applied linguistics which are: experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and program evaluation. Each of these methods differs in terms of purposes, applications and key characteristics.

In order to answer the research questions and dispute or prove its hypotheses, in this study the mixed methodology was used, including, quantitative and qualitative methods. As Patton (2002) suggests, sample size depends on what we want to find out, what will be helpful, what will have credibility and reliability and what we can do with the available resources. In addition, Patton also points out that the validity of the qualitative data we collect and the understanding we gain will rely more on our data collection (for example observation or interviewing) skills than on the size of our sample, still a vital concern is, the number of observations or interviews that will be enough.

Using qualitative methodology Law professors, English lecturers, lawyers and judges have participated in the survey by answering questions of interviews that aim to understand their thoughts and ideas about LE, which means that the data collected are analyzed and presented in this paper.

Using quantitative methodology Law students of university level in Kosovo are part of this study as well, by answering questions of the questionnaire in order to understand what they think about ESP, particularly for LE and to present their needs and preferences regarding the course design. Moreover, a needs analysis is conducted in order to identify their current proficiency of

the language, their language needs, and the language aspects relevant to LE course that need to be developed for the successful design of this course. The data of the study is presented in tables and graphs.

### **3.5 Instruments**

The study used two primary research instruments: questionnaires and interviews. The first questionnaire was distributed to 100 law students from the following universities: University of Prishtina "Hasan Prishtina", University of Prizren "Ukshin Hoti", University of Peja "Haxhi Zeka", University of Gjakova "Fehmi Agani", and University of Gjilan "Kadri Zeka."

A second questionnaire was administered to 50 judges, lawyers, and other legal professionals working in courts and various private law firms in Kosovo.

The interviews were conducted with legal experts, including 10 judges and 10 lawyers from courts and private law firms, as well as 10 law professors and 10 English language lecturers from the same universities.

The goals of the study and its hypotheses are addressed in both the questionnaires and the interviews. They include questions about demographics and other matters regarding the use of Legal English (LE) and English for Specific Purposes (ESP). While interview questions are open-ended, giving participants the ability to express their opinions, questionnaires have multiple-choice options that require participants to choose among the available alternatives.

#### **Students' questionnaire**

For the Students' Questionnaire (Appendix 1), administered to 100 law students, participants were first asked about their educational background. They were then asked to indicate the particular language skills that they considered are necessary for practicing law in the future. The purpose of the questions was to determine the linguistic barriers that students have, such as having trouble understanding complicated legal terms and legal concepts. Along with their interest in certain legal English topics, participants were also questioned about how much they thought taking a specialized legal English course could benefit them better comprehend legal concepts and improve their communication skills in the legal field. Questions additionally

explored at the students' willingness to learn legal English, their level of English proficiency, and to determine whether they prefer interactive sessions with legal professionals.

### **Questionnaire for Judges, Lawyers, and other legal Experts**

Fifty legal experts were asked to respond to the Questionnaire for Judges, Lawyers, and other legal experts (Appendix 2) in order to get their opinions on legal English and its applicability to their field. Participants were asked questions on the difficulties they encountered comprehending legal English, how frequently they used it in their day-to-day duties, and how beneficial they thought it was for law students and their ability when applying for jobs. Furthermore, questions explored at the reasons behind law students' interest in legal English studies and their preference towards participating in interaction with legal professionals.

### **Interviews with Judges, Lawyers and other legal experts**

The present knowledge and usage of general and legal English, as well as the factors affecting their decision to participate in a legal English course, were evaluated through interviews with judges, lawyers, and other legal experts (Appendix 3). For this part of the study, ten legal professionals were interviewed.

### **Interviews with law professors**

Interviews with Law Professors (Appendix 4) aimed to gather perspectives into the potential benefits and challenges of introducing legal English, instructor qualifications, and suggested course modules. Ten law professors were interviewed for this purpose.

### **Interviews with English professors**

Interviews with English professors (Appendix 5) provided insightful information about the possible advantages and difficulties of making legal English a required subject, along with suggestions for the development and implementation of it. Interviews were conducted with ten English professors to get their opinions.

### 3.6 Study participants

The study's inclusion of a variety of groups of respondents offers a thorough understanding of the dynamics and requirements of developing and delivering ESP (English for Specific Purposes) courses, with a focus on legal English for university-level law students. Every group offers various points of view, preferences, and viewpoints which enable to develop and implement out courses in a comprehensive manner.

Considering that students are the course's main target audience, their feedback is essential to ensuring that the curriculum meets their preferences and matches the objectives of an ESP course. Through the participation of students, the study is able to evaluate their levels of confidence in the English language, as well as their opinions on the practicality and importance of legal English courses and their preferences for instructional methods, course materials, and content. The questionnaire consisting of eight questions was sent online to one hundred law students across multiple faculties in Kosovo using Google forms. Seventy-eight bachelor's students in all participated, twenty Master's students and two PhD students from state and private universities and colleges participated in the questionnaire.

The second questionnaire of the study was distributed to fifty judges, lawyers, and other legal professionals working in the legal field, with ten questions overall. This group can offer valuable insights into the particular language and communication requirements found in the practice of law since they have actual experience in legal environments. They can assist to clarify the practical uses of legal English, the significance of language competence in legal contexts, and the possible effects of these courses on professional growth and career prospects. By incorporating them into the study, the course material is made more real and relevant by ensuring that it meets the terms of legal professionals' linguistic standards.

Ten law professors were interviewed for their expertise in pedagogy, curriculum design, and evaluation techniques within the field of law. Their opinions can be used to improve the course's goals, highlight key legal terminologies and ideas, and successfully incorporate legal English course in the curriculum. The same interview questions were also asked to judges and lawyers.

Ten English professors were also interviewed as they are experts in language acquisition theories, instructional methods, and assessment procedures. They specialize in language teaching and learning approaches. Their feedback is crucial to ensuring that students' language abilities in speaking, writing, listening, and reading within a legal context are developed in an efficient manner throughout the course. For the purpose of designing this course they can collaborate with law instructors to create an effective and remarkable course for law students.

Participants in the research remained anonymous since their identities were assumed to be unnecessary for accomplishing the study's goals and addressing its hypotheses. The study's findings have been shown to be valid since anonymity created an ideal setting for participants to express their sincere opinions. Participants in the study were informed that their answers would only be used for research prior to their consent to participate.

### **3.7 Procedure**

There were various steps in the research. First, the study defined goals and hypotheses to guide the study. Each chapter focused on a different part of the goals. To create a solid foundation, the researcher systematically gathered and examined material from a variety of sources. This review attempts to identify gaps in existing knowledge and fill them with new viewpoints.

To collect data, the researcher employed a variety of strategies. The findings were organized and examined in a systematic way. The researcher will reach conclusions and describe their consequences after combining literature review findings with research data.

To optimize both accessibility and ease for participants and the researcher, a structured strategy was adopted in the distribution of questionnaires and interviewing, both of which were completed online via the Google Forms platform.

In order to take into consideration, the unique needs and viewpoints of the two groups, two distinct questionnaires were created: one for law students and the other for practicing professionals. The study's goals were outlined to participants by phone and email, along with information on how to access the questionnaire using the Google Forms platform. Participants

received the surveys electronically, along with explicit instructions on how to fill them out and submit them in by the deadline. Participants were thanked for their contribution in the study.

Interviewing English professors, law professors, judges, and attorneys:

The selection criteria involved assigning participants to separate groups depending on their area of expertise and relevance to the study's goals. These groups included law and English professors as well as judges and lawyers. Interview candidates received an email directly or through professional networks, inviting them to participate in an online interview conducted through Google Meet. The scheduling of the interviews took into account the participants' availability to guarantee enough time for in-depth conversations.

Interview Procedure: Semi-structured interview questions were created in a similar way for law and English professors, and separately for lawyers, judges, and other legal professionals. These questions addressed issues unique to their roles and backgrounds. Participants were informed of the purpose, confidentiality, and optional nature of their participation. Participants did not consent to be recorded during the interviews. Detailed notes were taken during the interviews to capture participant responses accurately. Participants were thanked for their contributions, and any additional clarifications or follow-up questions were addressed as needed. By following this modified method, participants' preferences about recording are respected and the questionnaire and interview components of the study are customized to the unique needs and viewpoints of each participant group.

### **3.8 Analysis of the data**

For data analysis, the results gathered from the questionnaires are presented in tables and charts. Firstly, the researcher presents the data of the students them in tables and graphs and give opinions about these answers to understand what students do really think about ESP. After presenting these data, the researcher analyzes the difference between these students regarding their confidence in English, their lacks and wants about the course design. Graphs are used to present a comparison of their answers. For interviews analysis, the researcher uses qualitative methodology by writing each question of the interview in the chapter of results and then presents the answers of the professors by giving an extra analysis of these answers.

## CHAPTER 4

### DATA ANALYSES

#### 4.1 Introduction

This chapter analyzes and presents the results from the research instruments, which include: Two different questionnaires for students, lawyers, and judges, and interviews with selected participants. The results are displayed and discussed in detail using figures.

#### 4.2 Results from the students 'questionnaire

The questionnaire aims to understand students' views on English for Learning (ESP) and their preferences for course design. It also assesses their confidence in English language usage, language needs, and relevant language aspects for the LE course. The data is presented in charts for analysis.

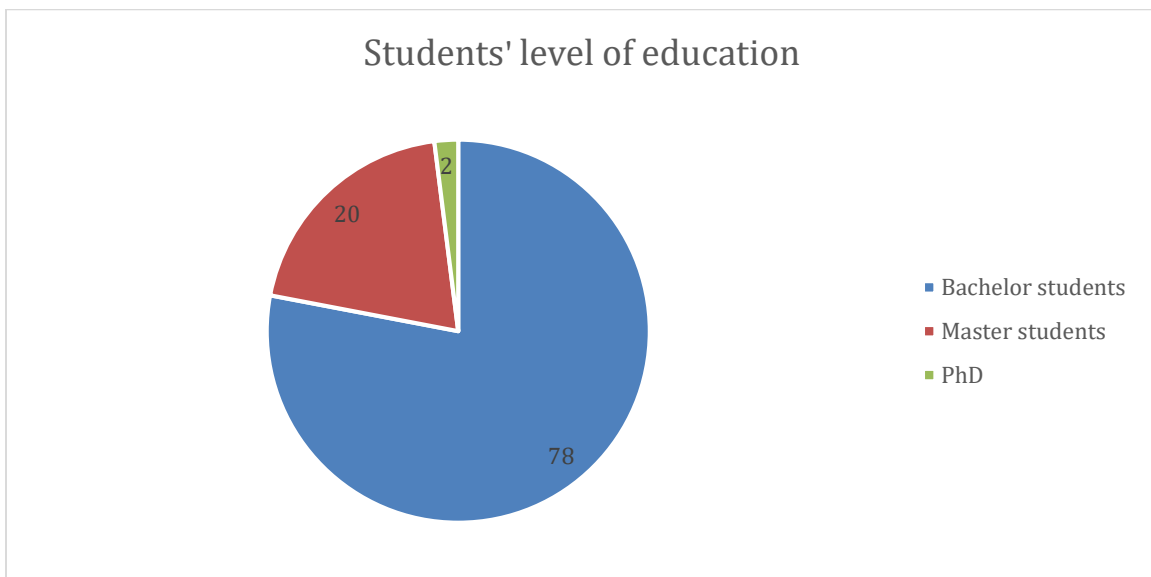


Figure 9 Student`s level of education

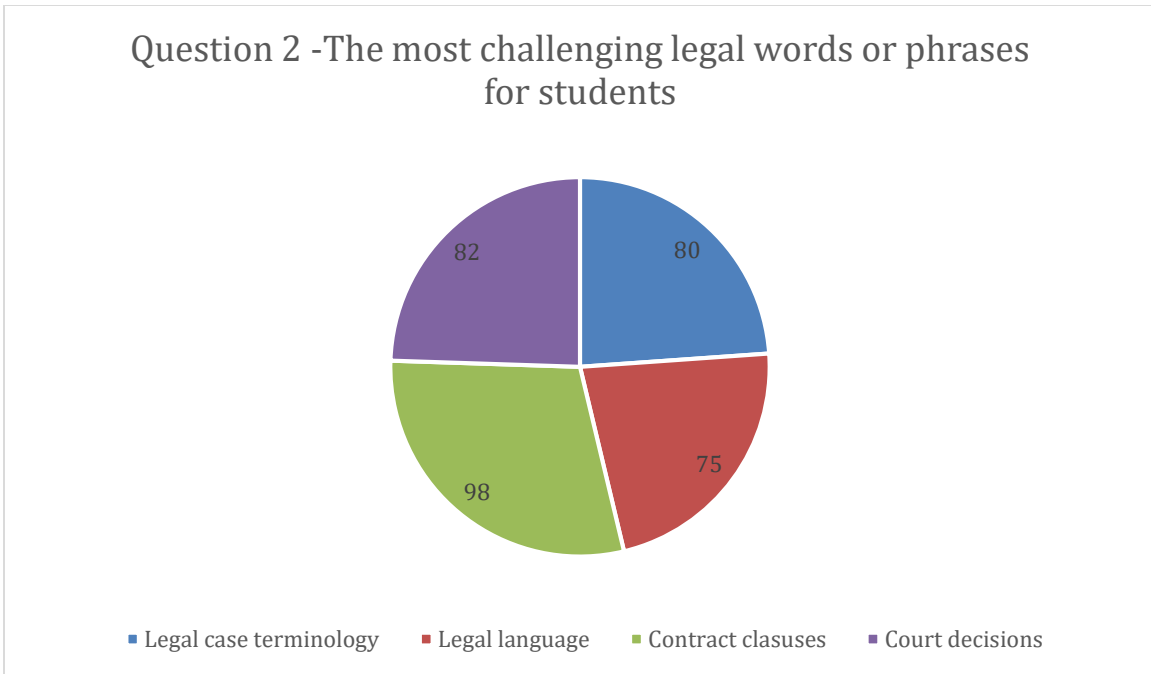
Out of the 100 students who participated in the questionnaire, their level of education is as follows: Bachelor students: 78 (%) students, Master students 20 (%) and 2 (%) PhD students. This

number indicates that the majority of participants were bachelor students, followed by master students, and a small percentage were pursuing a PhD.



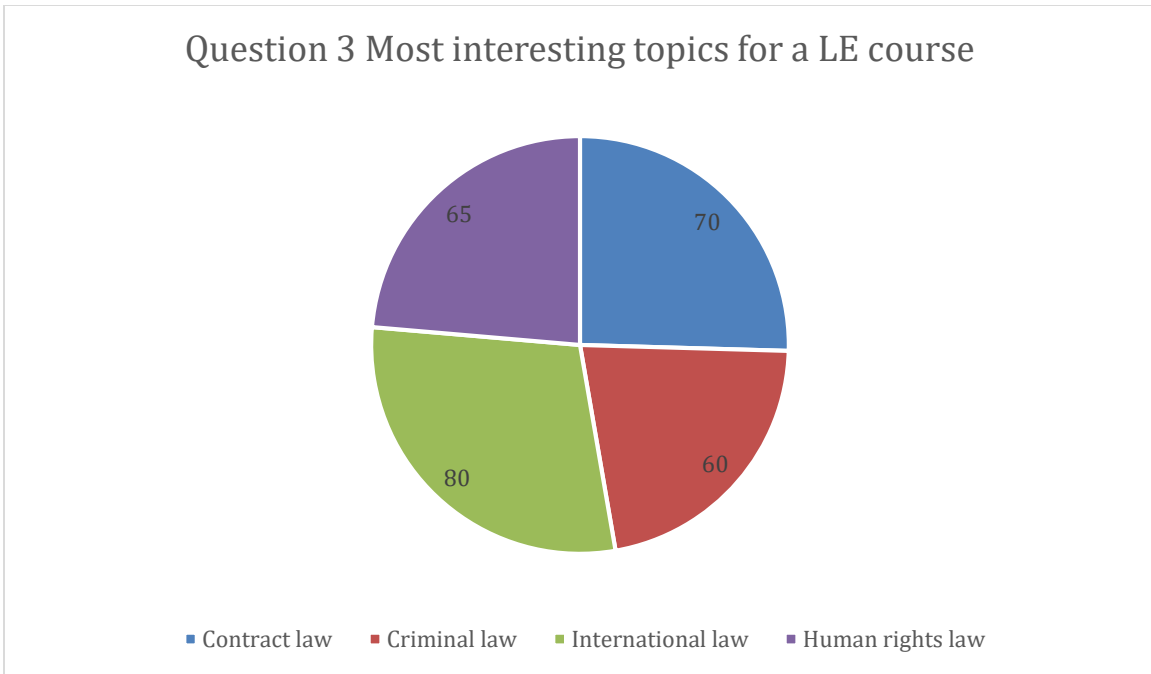
Figure 10 Important language skills in future legal career

Reading legal books/texts gathered interest from 86% of students. Writing legal documents attracted 90% interest. Speaking in legal contexts captured universal interest, with 100% involvement and finally, listening to legal discussions intrigued 71% of students.



*Figure 11 The most challenging legal words or phrases for students*

The second question aimed to identify the most difficult legal terms or phrases for students in LE. Almost all found contract clauses difficult (98 students), followed by legal case terminology (80 students) and court decisions (82 students). Legal language was also challenging for 75 students. This shows that legal language can be hard to understand for many students.



*Figure 12 Most interesting topics for a LE course*

In the survey of 100 students in the third question regarding most interesting topics for a legal English course, the results showed varying interest levels. Contract law was chosen by 70 students (70%), criminal law 60 students (60%), international law 80 students (80%), and human rights law 65 students (65%). These results reflect diverse preferences among students, with international law being the most popular choice.

Question 4 To what extent would a specialized legal English course contribute to your understanding of legal concepts in comparison to GE?

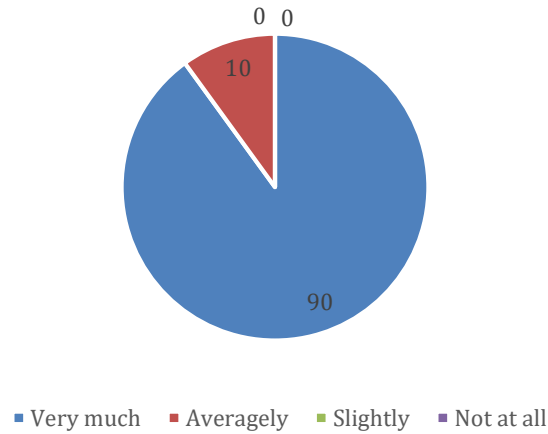


Figure 13 To what extent would a specialized LE course contribute to your understanding of legal concepts

The vast majority of students (90%) believe that a specialized legal English course would contribute "very much" to their understanding of legal concepts. Only a small percentage (10%) indicated they believed it would contribute "averagely." No students selected "slightly" or "not at all." This shows a strong positive opinion among students regarding the potential benefits of such a course in enhancing their understanding of legal concepts.

Question 5 How do you think a legal English course can improve your communication skills within the legal profession in comparison to GE?

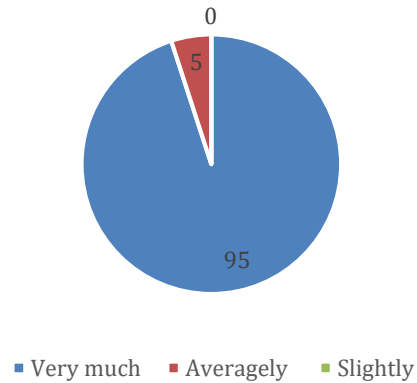


Figure 14 How do you think a LE course can improve your communication skills within the legal profession

In question five all 100 students surveyed expressed positive views on the potential of a legal English course to enhance their communication skills within the legal profession in comparison to GE course. A vast majority, constituting 95% of respondents, believed that such a course would improve their skills "very much." The remaining 5% thought it would contribute "averagely." None of the students selected "slightly" or "not at all."

Question 6 Students' level in English language

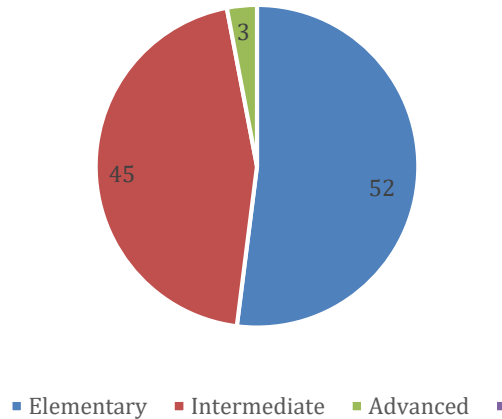


Figure 15 Students' language level

In question 6, 52% of respondents, stated having elementary level in English. While the other 45% of participants, expressed having intermediate level in their English proficiency. On the other hand, the remaining 3% indicated advanced level in their English abilities.

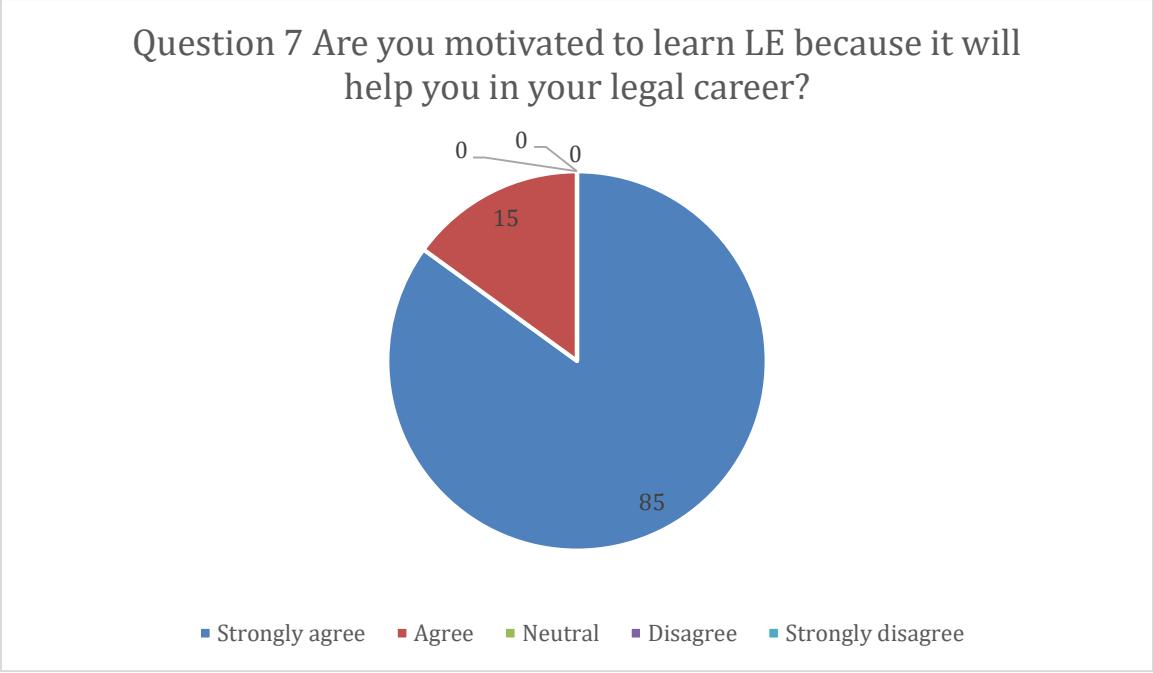
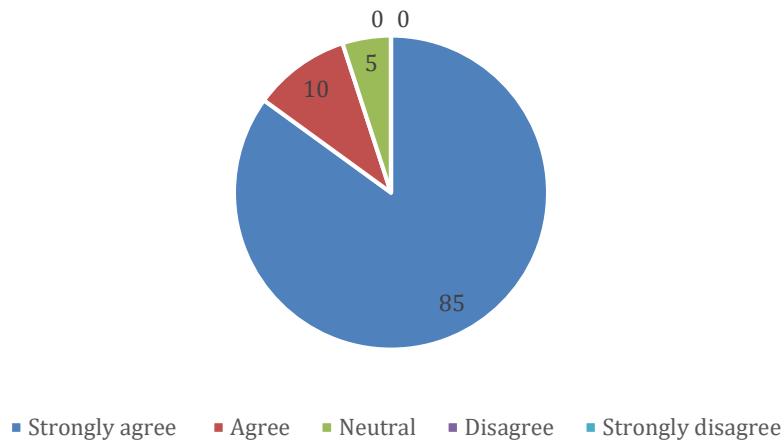


Figure 16 Are you motivated to learn LE because it will help you in your legal career?

In question 7, the majority of respondents, representing 85% of the 100 surveyed students, indicated a positive motivation to learn Legal English (LE) due to its perceived benefit to their legal careers. Specifically, 85% strongly agreed with the statement, while 15% agreed. None of the participants selected neutral, disagree, or strongly disagree.

### Question 8 Interactive sessions with legal experts would make the course more appealing

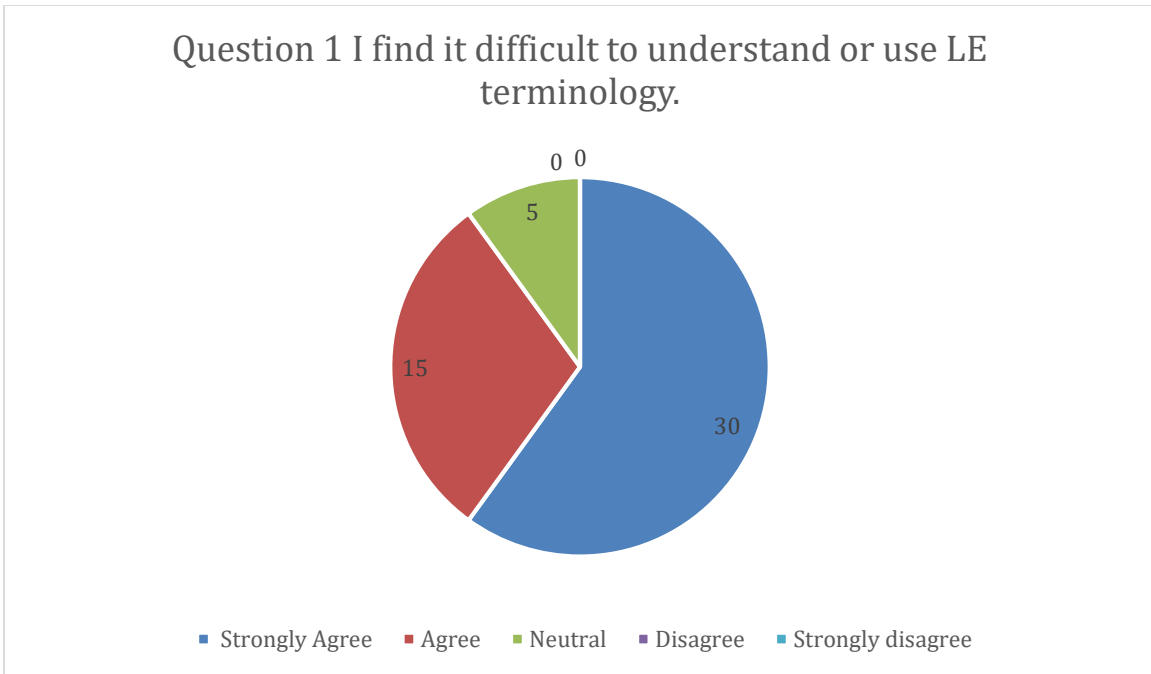


*Figure 17 Interactive sessions with legal experts would make the course more appealing*

The results for Question 8 reveal a highly positive attitude towards interactive sessions with legal experts. An overwhelming majority of 85% of respondents strongly agree that such sessions would enhance the appeal of the course. Additionally, 10% of participants expressed agreement, while 5% remained neutral.

#### **4.3 Results from the Lawyers, Judges and other legal experts' questionnaire**

The purpose of this questionnaire is to collect opinions from legal professionals on their initial thoughts of legal English (LE) language and its significance. It consists of five questions designed to evaluate the viewpoints of the perspectives, and expectations on the use and benefits of LE knowledge in everyday tasks, legal studies, careers, and job competitiveness.



*Figure 18 I find it difficult to understand or use LE*

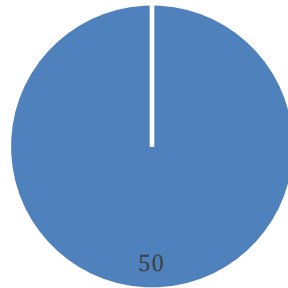
In the first question, out of the 50 lawyers, judges and legal professionals surveyed, the majority expressed their views on understanding and using Legal English (LE) terminology. Specifically, 30 individuals, accounting for 60% of the respondents, strongly agreed that they find LE difficult. On the other hand, 15 respondents, making up 30% of the sample, disagreed. Additionally, 5 individuals, constituting 10% of those surveyed, remained neutral on the issue.



*Figure 19 LE knowledge would help me in my daily tasks*

The responses to Question 2 reveal a significant agreement among legal professionals surveyed regarding the usefulness of Legal English (LE) knowledge in their daily tasks. Specifically, 43 individuals (86% of respondents) strongly agree that LE knowledge would aid them in their daily tasks, while 7 individuals (14%) remain neutral on the matter. No respondents selected the "Agree," "Disagree," or "Strongly Disagree" options. These results suggest a widespread perception among legal professionals that LE knowledge is valuable for their day-to-day responsibilities.

Question 3 LE will benefit law students during their studies and in their law careers.

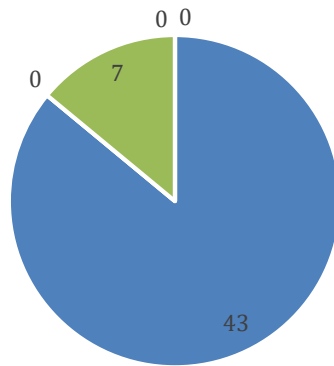


■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

*Figure 20 LE benefits law students during their studies and in their law careers*

The responses to Question 3 show complete agreement among legal professionals about the benefits of Legal English (LE) for law students during their studies and in their law careers. All 50 individuals surveyed (100% of respondents) strongly agree that LE will be advantageous for law students. No respondents selected any other response options. These results clearly indicate a widespread belief among legal professionals in the positive impact of LE on the educational and professional paths of law students.

### Question 4 LE will increase job competitiveness



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

*Figure 21 LE will increase job competitiveness*

In response to Question 4, which explores the perception of legal professionals regarding the impact of Legal English (LE) on job competitiveness, the results indicate a strong consensus. Specifically, 43 individuals (86% of respondents) selected "Strongly Agree," expressing a strong certainty that LE will increase job competitiveness. Additionally, 7 individuals (14% of the sample) chose the "Neutral" option, suggesting a reserved stance on the matter. Notably, no respondents selected the "Agree," "Disagree," or "Strongly Disagree" options.

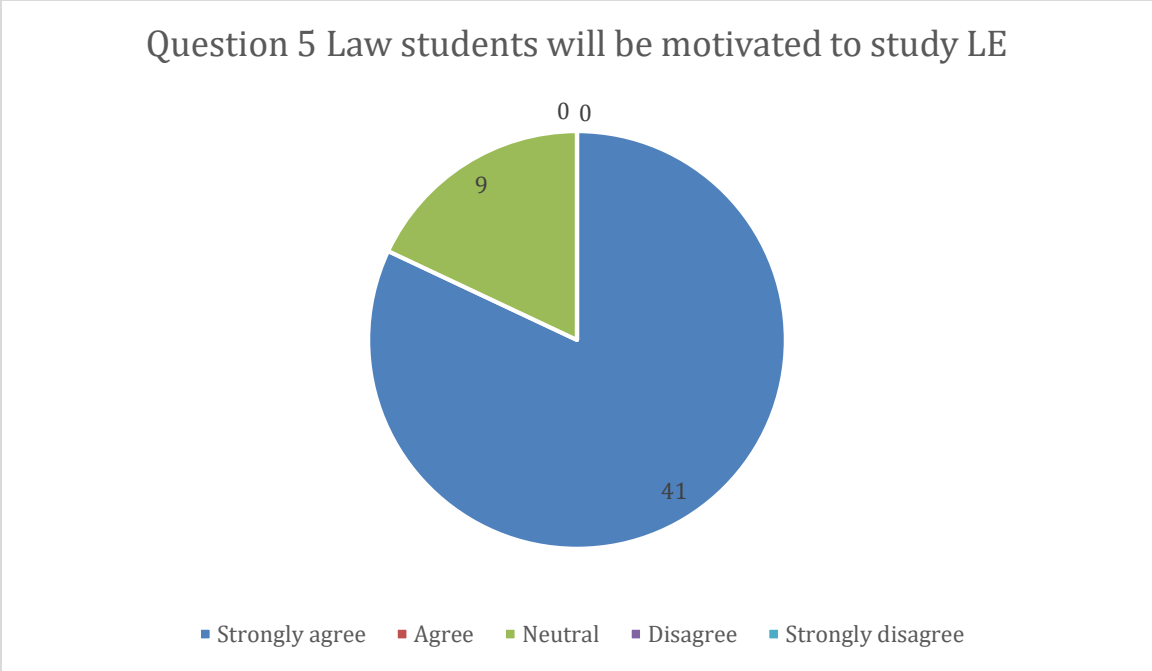


Figure 22 Law students will be motivated to study LE

In response to Question 5, the results show that 41 individuals (82% of respondents) strongly agree that law students will be motivated to study LE. Additionally, 9 individuals (18% of the sample) were neutral. No respondents selected the "Agree," "Disagree," or "Strongly Disagree" options. These findings indicate a common belief among legal professionals in the motivation of law students to engage with LE studies.

**4.4 Result from the interviews with Judges, Lawyers and other legal experts**

The next instrument used in this study was interviews

R - Researcher

P – Participant

- **Q1: What is your current knowledge of general English? And those of English for legal purposes? Basic, intermediate or advanced knowledge?**

P1: I have very good knowledge of the English language since I work with an American organization in Kosovo and there, I had the opportunity to develop my language skills where we use both general and legal English at an advanced level.

P2: I have advanced knowledge of the English language because I studied in England. I can also say that I have knowledge of legal terminology because I read many legal books.

P3: In general English, my knowledge is basic, while in legal English I have no specialized knowledge.

P4: I have basic knowledge of general English and no knowledge of English for legal purposes.

P5: My knowledge of general English is advanced, and legal English is at an intermediate level. I had experience working with the EU Mission in Kosovo, where legal English was an important part of everyday life.

P6: My knowledge of general English is average, while English for legal purposes is also average. I try to maintain an appropriate level of knowledge in this field to understand legal documentation and to communicate with foreign colleagues.

P7: My knowledge of general English is advanced, while my knowledge of legal English is basic. I plan to move to the US and work as a judge there. I may be required to take additional exams to expedite my integration into the US legal system.

P8: My knowledge of both general and legal English is average.

P9: My knowledge of general English is good, but English for legal purposes is limited and needs improvement.

P 10: I have average knowledge of general English and basic knowledge of legal English.

- **Q2: What is your current GE/LE usage? Can you give examples of situations or contexts where you often use general and legal English in your professional activities?**

P1: I used English in my daily work in an international non-governmental monitoring organization to write various reports and to read the latest articles in the field of law.

P2: I used general English in everyday life when I needed to, but I have difficulty understanding legal terminology when I read books in English because I analyze international literature, that is, books that have to do with law.

P3: My current use of general English includes communicating with international colleagues and writing official reports. Legal English is used to understand and analyze international legal documents and to communicate with foreign parties in legal relationships.

P4: We rarely use English at work, only when we have parties who do not speak Albanian, then we need legal English to communicate with other colleagues and to consult them and then prepare legal documents.

P5: My current use of general English involves communicating with foreign clients on matters of property law and international contracts. Legal English is used to write and negotiate business contracts with foreign clients.

P6: We rarely use English at work, only when we have parties who do not speak Albanian, then we need legal English to communicate with other colleagues and to consult them and then prepare legal documents.

P7: I didn't use English because I don't have knowledge, but we often need it to communicate with people who don't speak Albanian

P8: I didn't use English that much because I have limited knowledge and I also work with a company where we only have clients who speak Albanian and the documents are in Albanian.

P9: I use general English to communicate with the parties, but I have no knowledge of legal English.

P10: I do not have good knowledge of general or legal English

- **Q3: If your organization or institution offered a course focused on improving legal English skills, what factors would influence your decision to participate? Please elaborate on your reason.**

P1: If a course was offered to improve legal English, I would be willing to attend, seeing it as an opportunity to prepare for my relocation and to reach professional standards in the new workplace.

P2: If a course was offered to improve legal English, I would be interested in deepening my knowledge and being more effective in international cooperation in the legal field.

P3: If a course was offered to improve legal English, I would be interested in deepening my knowledge and achieving a higher level of competence in this area, thus improving international cooperation in the judiciary.

P4: If a course was offered to improve legal English, I would be willing to attend, to add to my existing knowledge and achieve an even higher level of competence in this area

P5: I would be willing to participate, as this would be a good opportunity to achieve my goals and develop my competences in the field of legal English. Also, such a course would be an important step towards my career as a judge in the future.

P6: Yes, I would participate to have knowledge of the English language and to understand legal terms.

P7: Yes of course, I would participate because that way I would get knowledge and maybe that would help me to progress in my career.

P8: Yes, I will participate in that type of course to further advance my knowledge that can help me in my career.

P9: The factors that would influence are the possibility to advance knowledge even further to achieve a higher professionalism in my profession.

P10: I would be willing to participate to accelerate my career as a court judge and increase my competence in the field of justice as I plan to live abroad.

#### 4.5 Results from the interviews with law professors

In order to explore the perspectives of legal educators on the integration of Legal English into the law curriculum, interviews were conducted with law professors from the participating universities. The discussions focused on three key areas: the potential benefits and challenges of making Legal English a compulsory course, the qualifications and expertise required for teaching it effectively, and the specific modules or content that would be most beneficial for law students. The following subsection presents the main insights and recommendations shared by the professors.

R - Researcher

P – Participant

- **Q1: As Law professors, what do you think about including Legal English as an obligatory course for the Law students? Can you please elaborate on how you perceive the potential benefits and challenges of integrating Legal English into the law curriculum?**

P1: I consider this course to be of benefit to law students because they can learn legal English vocabulary that they can afterwards use with international clients or in international legal contexts as in the past they didn't have such a course. A challenge will be until they understand the importance of legal English course because it will directly affect their motivation therefore their success in the course.

P2: Proficiency in English and in this case in Legal English that students can achieve by participating in this course means that they will have the opportunity to strengthen their legal research skills and it makes it easier for students to have access to legal databases around the world. A challenge might be the level of English students already have as different students may have different level of English language.

P3: This course is an opportunity for law students to really understand and learn how to use legal language and especially in cross-borders. For example, we had students going abroad for a semester but they were not familiar with this style of the language and it was a surprise for them at first. Challenge - The transition from the ordinary English to LE might be challenging at first until they familiarize with it.

P4: English especially Legal English inclusion at the law faculty curriculum would be very useful for students during their studies and afterwards as well, as this way they get to relate legal theory with practice. Legal English can also help them access more research papers and books throughout their studies and when they practice legal profession as well. A challenge can be that students may struggle with complex legal terminology.

P5: This course could make students more competent in their professional field and enable them to communicate with other colleagues from different backgrounds in the legal language. It can be difficult in the beginning when this course is introduced as some students may not understand the importance of legal English and their motivation may lack.

P7: I think that including such a course is a very creative idea because it helps students explore legal field from language perspective. But not as an obligatory course rather as an elective one as students should be free to choose it. As a challenge I think it will be to design this course and teach it for the first time because it has to be a comprehensive syllabus for the students.

P8: I think in today's global world English language has become increasingly essential not only for commerce and communication but it is also the leading language of science, technology and education. So, I think a good knowledge of legal English would only add to the employability skills of law students and young professionals.

P9: Legal English is especially valuable for students planning to pursue a master's degree abroad as proficiency in English is mandatory in English-speaking countries, and knowledge in LE would benefit them in their research, and successful academic endeavors.

P10: Legal English knowledge makes it easier to do international research. Students can learn about legal systems, precedents, and case law from many countries, expanding their legal knowledge.

- **Q2: If that course is introduced, who do you think is more qualified to teach it: a professor of Law, a language professor or both in team teaching? Explain why! Could you delve deeper into the specific qualities or qualifications that you believe are vital for an effective instructor in a Legal English course?**

P1: I think law professors and language professors have different approaches and use different methodologies of teaching, so I don't think law professors are qualified or even interested in teaching languages. However, maybe team teaching would be a good solution.

P2: A language professor that has very good knowledge of law terminology that is an expert in this field.

P3: Both a professor of law and an English professor but if this is not possible then an English professor that regularly consults his/ her law colleagues as they are experts in law and they can combine their knowledge.

P4: I think that English language professors should teach this course as law professors aren't really willing to do that because it is difficult to find such professors in Kosovo who possess all of the skills required.

P5: Teaching together would be ideal but if that is not possible then an English language professor can teach it but has to prepare quite a lot first.

P6: An English professor who is really motivated to teach such a course and is also willing to research on this type of English on the best practices of teaching it.

P7: An English professor that is qualified to teach English, has experience and is also very interested in the field of law but from a language perspective.

P8: English professors with the insights of law professors because the course instructor must possess pedagogical skills but also legal knowledge of the specific style that is used in legal world.

P9: A Law professor with high English proficiency.

P10: Law professors together with English professors should teach this course together, as they complement each other's field of study.

- **Q3: If that course is introduced, which modules it should contain? From your perspective, what content would be most beneficial for law students?**

P1: Legal vocabulary, contract writing, jurisdictions worldwide, court simulations, constitution analysis etc.

P2: The course could contain modules regarding the legal profession in general; introduction to civil procedure; introduction to criminal procedure; introduction to international law, job applications interviews and networking for lawyers; foundations of law; courts and tribunals; alternative dispute resolution; contract drafting and negotiations etc.

P3: An introduction to legal English that covers the history and development of legal English, legal systems around the world and comparison with Kosovo's law Strategies on how to understand legal English in court and to effectively use it.

P4: Basic Legal terminology first should be explained to students, then different laws of the constitution, common law, civil law, international law etc.

P5: International basic legal terms, discussing with their peers in legal English in real life scenarios etc.

P6: At first students need to learn basic legal terms in English and then use them in reading and speaking. They also need to understand different legal principles around the world in order to make comparisons.

P7: Legal vocabulary, writing legal documents, court exercises, comparing jurisdictions etc.

P8: Modules to be included in my opinion are: Judicial law, Comparative law, international law, Criminal law etc.

P9: Essential legal terminology, legal writing and research, mock trials etc.

P10: Modules that I find most important are: Writing court decisions, communicating with international clients, legal writing etc.

#### 4.6 Results of the interviews with English professors

To examine the perspectives of language educators on the potential integration of Legal English into the law curriculum, interviews were conducted with English professors from the participating universities. The discussions focused on four main areas: the anticipated benefits and challenges of introducing Legal English as a compulsory course, the qualifications most suitable for teaching it, the specific modules or subjects the course should include, and recommendations for course design, including material selection and teaching methodology. The following subsection presents the key insights and suggestions offered by the English professors.

- **Q1: Could you provide insights into the potential benefits and challenges you envision with introducing Legal English as a compulsory course?**

P1: As a teacher who taught Legal English in private classes, I definitely think that Legal English should be included as an obligatory course for the Law students because: students learn the basic concepts of law, learn specific vocabulary related to criminal and civil law as well as distinguish between the use of these terms. Moreover, the case studies help student practice the vocabulary related to law, and the teacher tries to engage students through interactive activities like play roles as well as court stimulation.

P2: Introducing legal English as a compulsory subject may have several benefits. First, it provides law students with the language skills they need to effectively work the legal field, thus this way they navigate towards career success. Also, when students study legal texts and their context this promotes their critical thinking skills. However, it is challenging to create a curriculum that balances their language proficiency with their current legal knowledge.

P3: Introducing this course will be very helpful for law students. By learning the language, they can prepare for a career in law. It can be a struggle for those who lack confidence in their English language skills. Therefore, it may be beneficial to assess their language proficiency by performing a needs analysis or completing specialized courses in English first.

P4: Including legal English as a compulsory subject can present both advantages and disadvantages for law students. Specifically, it provides fundamental language abilities that can be tailored for future occupations, enhancing the skill of speaking and writing in a legal setting. But, adapting to the terminology and structure of legal language can be challenging for students who lack familiarity with legal concepts or English so they may need extra work in the beginning of the course.

P5: I think there are several advantages to introducing legal English as a compulsory subject. First, it improves students' communication skills by teaching them legal terminology. Second, it opens doors to legal careers and international law firms. Third, students will be able to understand legal documents effectively. On the other hand, introduction of legal English comes with challenges. Complex legal terminology can be difficult for students. Furthermore, it is important to consider the cultural diversity of legal systems across different countries and their cultures when instructing students.

P6: Students would potentially benefit from such a course as it provides opportunities for those law students who desire to specialize in a particular field of study, such as earning specialized degrees especially outside Kosovo. Whereas, one of the challenges it is that it can be difficult for students to adapt to different styles and conventions of legal writing and speaking, such as the use of passive voice, nominalization, quotation, and hedging.

P7: Introducing Legal English a required course for law students would give them the fundamental knowledge and abilities to communicate in a variety of legal contexts, expose them to a wide range of genres and registers, familiarize them with common legal jargon, get them ready for the global legal profession, and improve their ability to analyze and solve problems. Challenges, however, include motivating learners who might not see the value of learning English as a second language, customizing instruction to meet a variety of needs, working with other

instructors, generating engaging materials, and assessing the impact of the course on the students' understanding and competence in legal English.

P8: Legal English is essential for students in international legal contexts. It provides them with legal knowledge in English, such as statutes, rules, court decisions, and journals. It equips them to communicate their legal thoughts and opinions effectively in English. Whereas, the challenges of introducing such a course may include maintaining student's interest and motivation throughout the course because of their lack of legal terminology knowledge. Materials and a book course should be selected to meet their needs and level of difficulty based on their language level. Also, the course instructor may need to constantly communicate with other teachers as well as legal faculty colleagues.

P9: Legal field requires precision in language use. Students in this course can learn to express legal concepts with clarity and accuracy. This skill is crucial for drafting contracts, legal opinions, and court documents. Moreover, it enhances students' employability in law firms and international organizations. However, legal English can be intimidating for non-native speakers. Thus, professors must ensure to balance practical exercises (such as mock trials) with theoretical knowledge.

P10: By using LE students get to explore legal issues from historical, cultural, and comparative perspectives. Assessing legal writing can be time-consuming for the course instructor because this course requires evaluating both legal content and language proficiency.

- **Q2: If that course is introduced, who do you think is more qualified to teach it: a professor of Law, a language professor or both in team teaching? Explain why!**

P1: First of all, I must point out that teachers might teach together, however English teacher with good knowledge of the legal terms can teach by its own. The only thing that is applicable is that the English teacher needs to design the curriculum according to the students' needs. I would propose a needs analysis.

P2: Team teaching would be an ideal solution.

P3: Ideally both of the teachers. But that rarely works, so I would say a language professor who is more language-wise competent.

P4: In terms of who is better suited to teach legal English, I think that a joint effort between law and language professors would be the most effective way to teach Legal English. While law professors are specialized in legal concepts and terminology, language professors also offer valuable knowledge of language acquisition and communication methods. Through team teaching, students are provided with a complete understanding of legal concepts and language skills, which are also reinforced through extensive training in legal English. Team teaching ensures a comprehensive understanding of both legal principles and language skills, providing students with comprehensive training in legal English.

P5: I think if this course is introduced, I would expect that it will be taught by a language professor but with the support of a law professor as well. Also, they can conduct some lectures together as Law professors are well-versed in law, and language professors also possess language teaching skills. Consequently, it enables them to teach students all the essential subjects in one go.

P6: If this course is introduced, I think it should be taught by an English professor but a law professor can also give their suggestions. Because co-teaching is not practiced in Kosovo that is why I think that it would be better for an English professor to teach it.

P7: I think the course should be led by a language professor who expertise in language teaching and focuses on clarity, fluency, and cultural nuance. But the course should also be backed up by a Law Professor whose deep understanding of legal concepts ensures accurate legal content delivery.

P8: It is my belief that both a law professor and a language professor could teach this course together as they both have unique skills that are needed for the design and the effective teaching of this course.

P9: I think that Legal English can be taught by both language and law professors, with different roles and responsibilities. A law professor provides legal concepts, rules, and cases, while a

language professor focuses on pedagogical components like grammar and vocabulary. A team approach is recommended in this case.

P10: An English language instructor because they possess both the pedagogical and language expertise in order to successfully deliver this course. However, law professors can also bring their expertise or be invited as guests in lectures.

- **Q3: Should a Legal English course be introduced; which specific modules or subjects do you think it should encompass?**

P1: It should contain: basic legal studies vocabulary, civil and criminal law, employment law, family law, human rights, freedom of speech and expression, diplomacy, international law, constitutional law, criminal law.

P2: Mock trials, examples of legal procedures.

P3: It should include the most important legal aspects in the country - the judicial system, different types of law, legal translation, etc.

P4: When teaching a legal English course, it is recommended to have specific modules that are tailored to the needs of law students. Significant subjects comprise of legal drafting, oral argument preparation, contract drafted, and legal research abilities. Moreover, modules designed to introduce students to legal terminology, case analysis and the art of negotiation will also help prepare them for careers in law.

P5: I believe it is important to cover these in a legal English course: including the preparation of legal documents, speaking in court, and comprehending legal terminology. The acquisition of these skills is essential for law students.

P6: To ensure a thorough understanding of legal communication, it is essential to incorporate multiple modules into an English course for legal professionals. Modules include: legal drafting, oral argument, contract writing, the ability to negotiate, and various other skills. The inclusion of legal terminology, analysis of case law and interpreting legal texts in modules will also be beneficial for students who are planning to practice law.

P7: Basic legal terminology, legal documents, constitution, statutes and case law. Also, mock trials.

P8: I think it should include the module on Law and Legal Systems which aims to provide an introduction to law, its nature, and origins, as well as the functions and types of law. Additionally, a legal speaking, reading, listening and writing module to help develop those skills and use them in the future.

P9: These modules should be included in a legal English course: Legal English Skills, which focuses on improving speaking, listening, writing, and reading skills; and Legal English Basic concepts, which teaches students the basics of the language. Grammar rules, legal terminology, and the relationship between legal English and cultures are just a few topics taught in this course. It promotes conversation and language comprehension by exposing students to various legal systems and cultural norms. The goal of the course is to give students the tools they need to handle different legal situations.

P10: A legal English course should include firstly an Introduction to Legal English module, which provides an overview of its history, evolution, genres, and primary traits. It also teaches fundamental terms and vocabulary, distinguishing between law and general English. Secondly, a module called The Writing in Legal English which focuses on writing agreements, contracts, memoranda, letters, and opinions. Legal English Reading- This module aims to enhance students' proficiency in reading legal texts in English, teaching critical thinking, analytical reasoning, and understanding key legal issues. Legal Listening and speaking- It also focuses on improving English-language legal listening and speaking abilities through participation in court proceedings where Legal English is used.

- **Q4: If you were tasked with teaching Legal English to students of the Law Faculty, where would you begin? Please share your insights on material selection, methodology, and course design.**

P1: Needs analysis, course design, materials and methodology (should be applied communicative approach, case studies, role plays, simulation and clinical teaching).

P2: Defining the needs of the students, deciding on the objectives, selecting a textbook.

P3: I don't know since Legal English is very far from what I actually teach. But I would start by comparing different course books and adapt materials. I would check what the colleagues did before me and I would have a short needs analysis with the students.

P4: To teach legal English to university students, I would first ensure that they comprehend the basic terminology and grammar of the language.

I would also include authentic legal documents (statutory documents, case law and other relevant materials) in addition to practical exercises and simulations. It is important to include mock negotiations, role plays, and writing tasks in this methodology to enhance the understanding and execution of legal language through interactive activities. The design of courses should be student-centered and incorporate active learning, peer collaboration, and feedback to enhance legal English proficiency.

P5: My approach to legal English teaching would be centered on simplifying basic legal vocabulary and usage for law students. They I would progress on to more complicated work, such as drafting legal papers and arguing cases. Moreover, using real-life legal documents and examples to students is essential. And finally, I would try to make the course fun and interactive so that everyone stays interested and learns a lot.

P6: I would begin the course by establishing a solid foundation in basic legal terminology and language structures. The content of teaching would be based on real-life scenarios and legal documents, along with interactive activities between the students. Methods involve a mix of lectures, discussions, writing assignments, and role-playing activities to cater to different learning styles and enhance student participation. The focus while designing the course would be on enhancing language proficiency as well as legal communication skills, with practical application.

P7: Material selection: authentic legal documents such as court decisions and contracts. A legal dictionary, Role playing and debates would be beneficial, Inviting guest speakers. Furthermore, continuous evaluation and feedback is crucial.

P8: I would first begin by conducting a needs analysis and a diagnostic test to determine their English level, their prior knowledge of law topics and their preferred learning style. After that, based on the results of the analysis and the test I would design the course syllabus including the topics, materials to be used. The course would include lectures, discussions, group work, presentations to adapt to their diverse needs and interests. Formative and summative feedback such as tests, homework, projects and exams would be included in order to monitor their progress. Eventually, feedback from students would reflect on the flexibility of the approaches and methods I use in order to make improve the course.

P9: I would create a course that is practical, relevant, and fits the needs and interests of both the instructors and the students based on the input. Additionally, I would select and modify sources and materials that cover various aspects and themes of Legal English that are current and legitimate, such as actual legal papers and cases. Additionally, I would employ a task-based, group-based approach that entails the students in worthwhile and useful legal tasks and assignments, including case studies, negotiations, and other activities to improve their language skills. I would also use a wide range of evaluation methods and resources, such as tests, quizzes, assignments, presentations, etc., and give them feedback. In order to make the necessary improvements, I would also ask the professors and students for input on the satisfaction and quality of the course.

P10: Materials should be authentic, also the instructor should use online materials and quizzes. Methodology- students should cooperate together and present together and the instructor may evaluate their presentations. First the basics of this type of language must be taught and then continue with more difficult modules.

## CHAPTER 5

### DISCUSSION OF THE RESULTS

#### 5.1 Introduction

In this chapter, the main findings of the study are discussed, which aimed to design an ESP course for law students and investigate how students and professors view its significance and effectiveness in comparison with a GE course. To achieve this aim, the study was motivated by the need to improve the area of legal education and the design of ESP courses in Kosovo as they are usually offered general English courses. Furthermore, the study aimed to understand the specific needs and preferences of law students regarding the LE course and to design a course that would meet those needs and requirements. For this purpose, the study used a mixed-methods approach, combining qualitative and quantitative data from interviews and questionnaires.

#### 5.2 Discussion of the results from Students' questionnaire

The majority of participants in the questionnaire were bachelor students (78%), followed by master's students (20%), and a small proportion were pursuing a PhD (2%). This distribution highlights the predominance of undergraduate students in the sample group, with limited representation from master's and doctoral students. The results provide valuable insights into the educational composition of the sample, though researchers should consider potential limitations in generalizing findings beyond the undergraduate level.

In the first question the results demonstrate the types of language skills essential for success in the legal field. Students understand the value of both receptive skills (reading and listening) and productive skills (writing and speaking) in effectively working in legal environments. These findings emphasize the importance of a complete approach to language training in Legal English courses, which includes all four language skills, in order to appropriately prepare students for the demands of their future legal jobs. Furthermore, the high degree of interest in all language skills

demonstrates that students are strongly motivated to gain fluency in Legal English, underlining the relevance and usefulness of such courses in legal education.

In the second question, the findings point out certain areas where students struggle and emphasize the complexity of legal English. Comprehending these obstacles is essential for instructors creating Legal English courses, since it allows them to customize the learning process to meet the individual needs of each student and improve their understanding and competency with legal terminology and ideas. Furthermore, the fact that most students have trouble comprehending legal language emphasizes how crucial it is to offer them a wide range of resources and personalized assistance in order to help them learn and become proficient in Legal English.

In the third question the wide range of topics that students find most interesting for a Legal English course highlights the broad nature of legal studies as well as the diversity of interests among students. Although there was a lot of interest in contract law, criminal law, international law, and human rights law, students were most interested in international law. This could be a result of people being more conscious of international legal concerns and realizing how crucial international law is to solving today's problems. Course instructors in Legal English courses must have a thorough understanding of students' preferences for particular legal themes in order to create courses that suit students' interests and professional goals.

In the fourth question 90% of the students expressed that a LE course would significantly contribute to their understanding of legal concepts compared to a general English course. This strong support from students emphasizes the need of including legal English into the law faculty curriculum. These results demonstrate the capacity of a specialized LE course to enhance their legal learning and equip them with the necessary skills in the legal profession. By taking this into consideration, course instructors can create effective teaching strategies that meet the needs and preferences of their students to promote deeper understanding and concepts among students.

In the fifth question unanimous positive response from students regarding the potential of a Legal English (LE) course to enhance their communication skills within the legal profession has significant implications for the design of the course:

Given the clear endorsement from students, the course should prioritize the development of communication skills relevant to legal contexts. Instructional materials and activities should emphasize speaking, writing, listening, and reading skills tailored specifically to legal scenarios and interactions. To effectively enhance communication skills within the legal profession, the course should incorporate authentic legal texts, case studies, and simulated legal scenarios. Exposure to real-world legal language and contexts will better prepare students for communication in professional settings. The course design should incorporate interactive learning opportunities, such as group discussions, role-plays, and moot court exercises. These activities will allow students to practice and refine their communication skills in a supportive and immersive environment.

In the sixth question the level of English proficiency levels among respondents, as revealed in question 6, provides insights into the potential challenges and opportunities for learning Legal English: A majority of students reported elementary-level proficiency, suggesting a need for basic language instruction before understanding difficult legal concepts. Tailored materials and resources can help in building a solid language foundation. Students that declared to have intermediate proficiency at this level are better prepared to engage with Legal English materials but may still encounter challenges with complex legal terminology. Legal English courses can refine language skills and deepen understanding through interactive practice and exposure to authentic legal texts. Learners at the advanced level possess a strong language foundation and may quickly grasp Legal English concepts. Advanced Legal English courses can provide opportunities for in-depth exploration and analysis of legal concepts to further refine linguistic and analytical skills. In summary, Legal English instruction should be tailored to accommodate learners' diverse proficiency levels. By providing targeted support and opportunities for progression, Legal English courses can empower participants to navigate legal language with confidence and proficiency, regardless of their initial language proficiency level.

The overall agreement among respondents to question 7 highlights a strong motivation among students to learn Legal English (LE) due to its perceived benefits for their legal careers. This high level of motivation is evident in the overwhelming majority of participants, with 85% expressing strong agreement and an additional 15% indicating agreement. This positive motivation likely stems from the recognition among students that proficiency in Legal English is a valuable asset in the legal profession. Students recognize that proficiency in Legal English not only facilitates communication with clients, colleagues, and other legal professionals but also enhances their ability to navigate complex legal documents and terminology. Furthermore, the absence of responses indicating neutrality or disagreement underscores the widespread acknowledgment among students of the relevance and value of Legal English in their legal careers. In summary, the high level of motivation expressed by students to learn Legal English emphasizes its perceived importance and relevance to their legal careers.

The results from Question 8 highlight a strong preference among respondents for interactive sessions with legal experts as a means to enhance the appeal of the Legal English course. The overwhelming majority, constituting 85% of participants, expressed strong agreement with this sentiment, indicating a high level of enthusiasm for engaging with legal professionals in the learning process. This positive attitude towards interactive sessions with legal experts suggests that students recognize the practical value of engaging with legal experts to gain insights into real-world legal practices, procedures, and challenges. Interactive sessions offer opportunities for students to interact directly with professionals working in the field, thereby bridging the gap between theoretical knowledge and practical application. Overall, the positive attitude towards interactive sessions with legal experts highlights their potential to enhance the appeal and effectiveness of the Legal English course, enriching students' learning experiences and preparing them for success in the legal profession.

### **5.3 Discussion of results from Judges, lawyers and other legal experts' questionnaire**

Difficulty Understanding or Using LE Terminology: A significant percentage of legal professionals (60%) who participated in the questionnaire strongly agreed that they had trouble understanding or using legal English (LE). This emphasizes how difficult it is to understand legal terminology and how specialized instruction in LE courses is necessary to meet these difficulties. Creating LE

courses that include clear explanations, real-world examples, and useful applications will help close the knowledge gap and improve the ability of legal professionals to use Legal English effectively.

**LE Knowledge in Daily tasks:** When it comes to the practical use of LE knowledge in everyday duties, legal professionals are largely in accord (86%) on this point. This highlights how applicable LE skills are in the real world of law practice and how crucial it is to include real-world tasks and scenarios in LE course designs. By combining the course material with everyday tasks of legal professionals LE courses can improve students' practical skills and effectiveness in legal environments.

**Benefits of LE for Law Students:** The fact that legal experts are all in agreement (100%) on the advantages of LE for law students emphasizes how valuable LE education is thought to be for those pursuing legal education. This highlights how crucial it is to incorporate LE courses into law school curricula in order to effectively educate students for their future legal jobs. To ensure comprehensive preparation for the legal profession, course designs should prioritize the development of students' LE skills in combination with their legal knowledge.

**LE and Job Competitiveness:** Legal professionals strongly agree (86%) that LE will make jobs more competitive, which highlights the significance of LE knowledge in the legal job market. Research, communication, and legal writing are examples of skills that should be prioritized in LE courses as they improve the job prospects of students. LE courses can improve students' chances for career advancement and success in the legal field by equipping them with competitive LE skills.

**Law Students' Motivation to Study LE:** The legal profession as a whole widely believes (82%) that law students are motivated to study LE, which emphasizes the apparent significance and value of LE education in legal training. Engaging and interactive learning activities that promote student interest and involvement are a great way for course designers to capitalize on this innate motivation. LE courses can improve learning outcomes and student engagement by adapting course objectives to students' motivations and career aspirations.

Overall, the results of the questionnaire highlight how important learning Legal English is for both legal practice and instruction. The results highlight the significance of specifically designed LE course designs that focus on students' motivations and goals for legal careers while also addressing the difficulties experienced by legal practitioners and students. LE courses can effectively prepare legal professionals and students for success in an evolving and competitive legal environment by matching course content, activities, and objectives with the requirements and preferences of learners.

#### **5.4 Discussion of the results from Judges, lawyers' interviews**

Current knowledge of GE and LE: Interviews with legal professionals demonstrate that a notable number of participants have a significant lack of knowledge in LE which further emphasizes the critical need for the development and implementation of LE courses for law students. Legal professionals must be able to comprehend legal documents, communicate efficiently with international colleagues and participate in international interactions, and all of these demand a high level of proficiency in LE. However, interviews show that many professionals lack the language abilities to do so. Legal professionals may find it difficult to comprehend and interpret legal documents and communicate with international partners if they lack knowledge in legal English.

Current usage of GE and LE: Legal professionals listed different contexts where they use both GE and LE in their professional activities such as communicating with international colleagues, writing official legal documents and negotiating business contracts. These instances highlight the usefulness and importance of LE in the legal profession in preparing professionals to handle different linguistic situations. LE courses should make use of authentic materials and tasks that reflect legal real-life situations, encouraging students to develop language proficiency that is applicable to their respective legal field.

Factors influencing LE course participation: Participants indicated that they would be interested in taking LE courses in order to enhance their language proficiency and further develop their professional expertise. Other factors that contributed to their willingness to participate included the opportunity to move abroad for better job prospects, improve their LE knowledge, and for

more career opportunities. These reasons demonstrate the importance of LE for promoting collaboration, advancements in career, and professional growth. By considering this course designer should provide relevant and engaging content that corresponds with participants' professional goals. Overall, these outcomes provide useful information about the participants' current proficiency, language use, and motivations related to LE course as this information is valuable in the design and implementation of LE courses that are to be developed in the future.

### **5.5 Discussion of the results of Law professors' interviews**

Interviews with law professors provided insight on the benefits and challenges of integrating legal English into the law curriculum, alongside the various factors to consider when designing a highly effective course.

Alongside the benefits of this course law professor mentioned that LE course gives them the chance to acquire specific legal vocabulary and the language proficiency required for navigating legal contexts. Students' proficiency in English enables them to access legal databases and improves their ability to conduct research in the field of law and thus further their academic goals. Students' exposure to LE enhances their ability to succeed in the legal market by preparing them for legal practice and international interaction.

Challenges: Students' different levels of English proficiency and legal terminology understanding may present initial obstacles. Encouraging students to understand the value of Legal English and how it relates to their future legal jobs is likely to be challenging. Careful planning and coordination are necessary to create an extensive syllabus and efficient teaching strategies suitable to the requirements of law students.

Course instructor: According to the responses of the respondents' team teaching or collaboration between language and law professors may be the most effective approach. The most appropriate instructors for this course would have pedagogical skills and are knowledgeable about both language and law. International legal systems, comparative law, contract drafting, court simulations and legal terminology are examples of course content. The emphasis should be on practical skills such as preparing legal documents, conducting mock trials and communicating

with clients internationally. This course is more efficient when it gives students the opportunity to apply legal English in real world contexts relevant to their future legal jobs.

Overall, the interviews demonstrate the importance of including legal English into the legal curriculum to provide students with the professional knowledge and language skills required to succeed in the legal market. Educational institutions can design and implement legal English courses by carefully assessing the needs of future legal professionals through careful assessment of the benefits, challenges and content appropriate for law students.

### **5.6 Discussion of English professors' interviews**

The interviews with English professors provide beneficial perspectives into the potential benefits and obstacles of implementing Legal English as a compulsory course, as well as recommendations for its design:

Perceived benefits of legal English course: Legal English courses provide law students with vital language abilities for navigating the legal industry and advancing their careers. Exposure to legal texts and situations encourages critical thinking and prepares students for professions in law. Legal English proficiency empowers learners to effectively communicate in a variety of legal contexts, examine legal documents, and comprehend complicated legal terminology.

Challenges of designing LE: Designing a course that balances proficiency in the language and legal knowledge is challenging, especially for students with limited confidence in their English skills. Transitioning to the terminology and structure of legal language can be difficult for students who are not acquainted with legal concepts or English, requiring additional support and materials. Motivating students and maintaining their dedication in the course can be challenging, especially if they do not understand the importance of learning Legal English.

Instructors of LE course: to teach this course effectively it is recommended by English professors that legal and language professors should collaborate. English professors with a good command of legal concept and law professors with their pedagogical skills can work together to deliver an effective course.

Course content: course content should cover topics such as legal terminology, civil and criminal law, contract drafting, oral argument preparation and legal research skills. Practical tasks such as mock trials, role plays, and case studies help students comprehend and apply legal English in real-world scenarios. Balancing theoretical knowledge and practical skills ensures that students gain both linguistic proficiency and legal communication abilities.

Course design and methodology:

Course Design and Methodology: After determining the language proficiency and legal knowledge of the students, a needs analysis should be conducted to aid in the design of the course. Next, suitable materials and teaching strategies should be established. Interactive learning methods, such as group projects, discussions, and interactive exercises, should be used to engage students and accommodate different learning styles. In order to track students' progress and improve the course content and delivery, it is important to implement ongoing evaluation and feedback methods, such as tests, projects, and peer review.

Finally, the perspectives from English professors emphasize the necessity of including Legal English into the law curriculum and offer helpful advice for structuring a course that effectively fulfills the needs of law students. Institutions can develop comprehensive Legal English by taking into account the advantages, difficulties, and factors that have been acknowledged.

The findings from the instruments answer the following research questions:

**Research Question 1: What are the specific language needs and challenges faced by law students in Kosovo when it comes to legal English?**

Law students' questionnaire indicates their difficulties understanding legal terminology and the complexities of legal English. They expressed a need for tailored instruction and a variety of resources to increase their comprehension and ability in Legal English. Law and English professors both underlined the difficulties students might have when transitioning to legal language and structures, highlighting the necessity for tailored assistance and resources.

**Research Question 2: How can an ESP course be effectively designed to address these needs and enhance their legal language proficiency?**

Law students underlined the need of taking a comprehensive strategy to language training in Legal English classes, which encompasses all four language skills (reading, listening, writing, and speaking). They also reported a high preference for interactive and context-based activities to improve practical usage of language and communication abilities. Law and English professors highlighted the benefits of collaborative teaching methods and the significance of balancing language proficiency with legal understanding in designing a course.

**Research Question 3: What pedagogical approaches and materials would be most suitable for teaching legal English to law students in Kosovo?**

Law students expressed a preference for authentic legal texts and materials, such as case law and legislation, to support them comprehend legal concepts and language. They also expressed interest in a variety of themes for the Legal English course, with a focus on international law. The response from law and English professors emphasized the importance of including practical assignments and interactive learning approaches into the course syllabus.

**In addition, the following questions were answered in order to ensure the validity of the research:**

**Research question 4: Do students prefer a LE course instead of a GE course?**

Students prefer a LE course in comparison to a GE course due to the expected benefits related to their legal language skills and the course's relevance to their future legal professions. Students' motivation for a Legal English course stems from their high importance placed on the real-world application of legal English.

**Research question 5: What does the literature reveal about the correlation between GE and ESP?**

Literature indicates a close correlation between GE and ESP, with ESP emphasizing language skills and concepts specific to a particular industry or profession, such as legal English. While GE

provides students a foundational knowledge of English language competency, ESP builds upon this foundation by focusing on language proficiency and information relevant to certain disciplines or professions.

**Research question 6: What should a good LE course contain to stimulate and motivate students to learn?**

To motivate and interest students and emphasize the importance of legal English to their future jobs, an effective LE course should include practical assignments, real-world scenarios, and interactive learning techniques.

**Research question 7: What topics to include in the syllabus of LE course?**

The syllabus should address legal terminology, criminal and civil law, contract writing, preparing for oral arguments, legal research techniques, and other relevant subjects unique to the practice of law. The syllabus should be comprehensive and customized to the particular needs and interests of law students.

**Research question 8: What strategies, methods or teaching techniques to use when teaching this LE course?**

In order to engage students and accommodate a variety of learning styles, teaching strategies should incorporate interactive learning techniques including group projects, discussions, and role plays. Monitoring progress and improving course delivery need ongoing assessment and feedback mechanisms.

**Research question 9: Who should be in charge of teaching a LE course? A language specialist or a law specialist?**

Collaboration between language and law specialists is recommended for teaching a LE course to effectively address the language and legal needs of students. For a LE course to be effective and meet the demands of law students, instructors must have an extensive knowledge of legal topics in addition to pedagogical abilities.

**Hypothesis 1: A well-structured ESP course focused on legal English will significantly improve law students' language skills, particularly in terms of legal vocabulary, reading comprehension, and writing.**

This idea is supported by the input of law students, as well as insights from law and English professors. Students indicated optimism in the potential of a Legal English course to strengthen their language abilities for legal practice, emphasizing the importance of specialized education and extensive language training.

**Hypothesis 2: Integrating authentic legal texts into the course content will enhance students' understanding of legal concepts and terminology.**

This hypothesis is supported by the preference of law students for authentic materials, as well as opinions of law and English professors. Students and professors underlined the need of familiarizing with real world legal language and contexts to prepare for professional communication.

**Hypothesis 3: Interactive and context-based activities will foster practical language use and legal communication skills.**

This hypothesis is supported by law students' high interest in interactive learning possibilities, as well as insights from law and English professors on the benefits of practical assignments and collaborative teaching approaches. Students underlined the necessity of interacting with legal experts and taking part in simulated legal scenarios to improve their communication skills in a supportive setting.

By carefully analyzing the discussion chapter and relating the findings to the research questions and hypotheses, we are able to observe how the results provide valuable insights into the specific language needs of law students in Kosovo, effective course design approaches, and a reasonable selection of pedagogical methods and materials for teaching Legal English.

## CHAPTER 6

### CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

#### 6.1 CONCLUSIONS

In summary, this study provided substantial understanding on the specific linguistic requirements and challenges encountered by Kosovo's legal students as well as the efficiency of Legal English (LE) courses in meeting those demands. This study in consideration to the research questions and hypotheses offers implications for both legal education and language instruction by providing information regarding the integration of LE education into the legal curriculum.

The results highlight the significance of Legal English proficiency in the legal field, as demonstrated by the limited proficiency in the language among legal professionals. This demonstrates the vital importance of providing thorough LE education to students throughout their academic careers in order to close the proficiency gap and have them prepared to manage the language demands of the legal profession. The study also shows that students are motivated to attend LE classes because they recognize the advantages for their future legal jobs.

#### **The following conclusions can be brought from the first students' questionnaire**

Students understand that success in the legal industry depends on developing receptive and productive language skills (reading, writing, speaking, and listening). This highlights the necessity for a comprehensive approach in Legal English classes in order to effectively prepare students.

Students struggle to comprehend legal terminology, which is indicative of how complicated legal English is. Customized learning strategies are essential for addressing individual requirements and improving comprehension of legal terms and concepts.

Students show a wide range of interests in legal matters, with international law being of particular interest. Instructors should modify the course material to reflect the interests and professional goals of their students.

Students supported a recommendation for a Legal English course over a normal English course, emphasizing its importance for assisting them comprehend legal concepts. This draws attention to how important it is that Legal English be included in the curriculum of law schools.

The ability of a Legal English course to improve communication skills in the legal field is acknowledged by all students. Prioritizing communication skills that are essential to legal scenarios in course design should be accomplished by the use of real materials and interactive exercises.

Students' different levels of proficiency indicate toward various educational needs. In order to meet these various needs and promote development in Legal English competence, materials and education that are specifically tailored are necessary.

Students have strong motivation to study legal English as they believe it will help their legal careers. Legal English's status as a valued asset highlights its applicability and significance to the legal profession.

A strong preference for interactive workshops facilitated by legal professionals suggests an intense curiosity in practical learning experiences. By bridging the gap between theory and practice, interactive sessions improve the course's attractiveness and efficacy in Legal English.

**The following conclusions are brought from the questionnaire with judges, lawyers and other legal experts:**

Legal practitioners indicate that they have a great deal of difficulties comprehending and utilizing LE terminology. To overcome these challenges in LE courses, specialized instruction is required. The knowledge gap can be filled through incorporating clear explanations, real-world examples, and useful applications.

There is a widespread agreement among legal experts about the beneficial use of LE knowledge in daily tasks. LE skills are particularly useful in situations involving real legal practice. Students' practical skills and efficacy in legal situations can be improved by incorporating real-world assignments and scenarios into LE courses.

The benefits of LE for law students are generally acknowledged by legal professionals. Legal profession is seen to benefit greatly from LE education. Law school curricula must include LE courses in order to provide students with an adequate foundation for the legal profession.

Legal experts generally agree that LE improves employment competitiveness. LE expertise has an important impact on opportunities for employment in the legal profession. In LE classes, prioritizing research, communication, and legal writing abilities might assist students get better employment opportunities.

The motivation of law students to study LE is a topic that is commonly perceived by legal practitioners. In legal education, LE education is clearly important and valuable. Interactive and engaging learning activities can improve students' participation and learning results.

These conclusions emphasize the importance of learning Legal English for both legal practice and instruction. Course designers should focus on addressing the difficulties experienced by legal practitioners and students while aligning with students' motivations and career goals. By incorporating relevant content, activities, and objectives, LE courses can effectively prepare legal professionals and students for success in a competitive legal environment.

**The following conclusions are brought from the interviews with judges, lawyers and other legal professionals:**

Participants display a variety of levels of English language proficiency, from basic to advanced, in both legal and general contexts. Their language competence is greatly influenced by their exposure to foreign environments and job experiences.

In everyday interactions and work-related endeavors, general English is frequently used, particularly in international environments. The use of legal English differs among participants based on their professional activities; some use it mostly for reading legal literature or communicating with abroad partners.

Opportunities for international collaboration, relocation preparation, and career advancement are the main reasons professionals are interested in improving their legal English language

abilities. Participants view legal English classes as chances to learn more, become more proficient, and increase the standards for professionalism in the legal field.

Overall, the interviews show how significant it is for members of the legal profession to be able to comprehend English well, as well as how willing they are to continue their education in order to grow as professionals. Proficient legal English courses ought to accommodate the different needs and motivating factors of their students, offering opportunities to advance their careers.

**The conclusions that follow can be proposed in considering the results of the law professor interviews:**

Students who enroll in legal English classes receive the specialized legal terminology and language skills needed to navigate legal situations.

Enhanced English language skills help students reach their academic goals by providing them with access to legal resources and legal research opportunities.

Students who are exposed to legal English are more equipped to succeed in the legal market as they become more prepared for both legal practice and international communication.

Challenges are differences in students' proficiency in English and legal terminology knowledge.

Effective teaching strategies and an in-depth syllabus that accommodates to the needs of law students need careful planning and organization.

The most effective approach has been considered to be team teaching or collaboration between language and legal teachers.

International legal frameworks, comparative law, contract writing, court simulations, and legal terminology should all be included in the course curriculum.

Practical abilities including preparing documents, simulated court conduct, and international client contact should be prioritized.

The efficiency of the course is increased when students get the chance to use legal English in situations that are relevant to their future legal jobs.

In order to provide students with the professional knowledge and language skills required for a successful career in the legal market, legal English must be incorporated into the legal curriculum.

Legal English courses ought to be carefully designed to meet the demands of future legal professionals, taking into consideration the advantages, difficulties, and suitable content for law students.

These findings emphasize the value of include legal English in the legal curriculum and emphasize the need of carefully planning courses and providing competent instruction to students in order to effectively prepare them for legal professions in the future.

## 6.2 Recommendations

This study has significant implications for Kosovo's legal educational system and beyond:

**Integration of LE Courses:** To ensure that students develop the language skills required for success in the legal profession, educational institutions must set a high priority on integrating thorough LE courses into the legal curriculum. Legal English proficiency is an essential skill for success in the legal profession. Statutes, case law, and contracts are all examples of legal texts that use specialist vocabulary, grammar, and rules that differ from normal English. Legal English proficiency allows professionals to communicate properly, analyze legal documents accurately, and advocate efficiently in legal procedures. Integrating comprehensive Legal English courses into the legal curriculum indicates that students are provided with consistent education in the language abilities required for legal practice. These courses ought to address a wide range of issues, including legal terminology, grammar, syntax, and dialogue standards. Furthermore, they should include practical exercises, such as drafting legal documents, evaluating case law, and engaging in mock trials, to strengthen students' understanding and application of LE. Furthermore, integration of LE course should be established at all levels of studies to ensure that students enhance their Legal English proficiency throughout their education.

**Collaborative Teaching Model:** Effective Legal English courses require collaboration between language and law specialists due to their specialized nature. To efficiently deliver LE courses and

fulfill the different requirements of students, interdisciplinary collaboration between language and law specialists is recommended. This collaboration combines the experience of both disciplines. Educators can use collaborative efforts between disciplines to develop courses that find a balance between language proficiency and legal applicability. Language experts specialize in linguistic analysis, communicative strategies, and language instruction, whereas law specialists have expertise about legal concepts, case analysis, and professional practice. Language specialists, for example, can create materials that teach legal vocabulary, grammar, and discourse markers, whereas law professionals can situate these linguistic aspects within specific legal contexts, such as contract law, criminal law, or international law.

**Innovative Teaching Strategies:** To improve the efficacy of LE education, encourage student participation, and enable a greater understanding of legal concepts and language, institutions should investigate new teaching strategies and approaches. Furthermore, an enhanced understanding of legal concepts and grammatical structures is made possible by active learning strategies including group discussions, case studies, and peer feedback assignments. These strategies promote student participation, critical thinking, and cooperative problem-solving. In summary, educational institutions may increase the quality and applicability of legal education, provide students with the language skills necessary for legal practice, and more effectively prepare them to successfully negotiate the complex nature of the legal profession by embracing the integration of Legal English courses, adopting collaborative teaching models, and implementing creative teaching strategies.

### **6.3 Limitations**

This study has certain limitations that should be acknowledged.

**Sample Representation:** Considering undergraduate law students comprised the majority of the study's sample, it's possible that the results may not apply similarly to graduate-level studies or professional legal training courses. The results' relevance may also be hindered by the sample's potential underrepresentation of the diversity of law students with regard to age, educational background, and language competency. Future studies could try to include a more varied sample

in order to give a broader understanding of the requirements and difficulties associated with language learning across different demographic groups.

**Contextual Specificity:** Considering the study was conducted out in the particular setting of Kosovo's legal education system, it's possible that the results cannot be applied to other countries with distinct legal and educational systems. It is difficult to immediately adapt the findings to situations with different socio-cultural backgrounds because of the possibility that the participants' experiences and views of language learning were shaped by institutional, linguistic, and cultural elements particular to Kosovo. Further study on these kinds of topics in various institutional and cultural contexts could lead to a deeper understanding of the variables affecting legal English instruction across worldwide.

**Methodological Limitations:** Certain methodological limitations such as biased feedback and interviewee subjectivity, may have influenced the results of the study. The study might have been impacted by various methodological issues, like participant bias in the form of feedback or subjectivity in interviewee answers. The reliability and accuracy of the study's conclusions could have been impacted by biases in the survey's design, participant selection, or data analysis. Variability in the data may also have been contributed by interviewees' subjective evaluations of their preferences and language learning experiences. To improve the validity and dependability of findings, future research could make use of various data sources, standardized evaluation instruments, and more rigorous sampling approaches. To reduce their influence on study outcomes, researchers should also identify and deal with potential sources of bias in data collection and analysis.

#### **6.4 Future Research Directions**

**Comparative Studies:** Studies conducted across different educational contexts could investigate differences in the effectiveness of various pedagogical approaches and resources for teaching legal English. Through the comparison of legal English course outcomes across various contexts, researchers can identify the most effective procedures and determine which approaches work best for particular student groups. These studies could investigate factors including demographic

data, institutional contexts and cultural differences to offer perspectives on the complex nature of legal language instruction in various educational settings. Through comparative studies different effective teaching methodologies can be identified that may be modified and applied in different legal education systems. Institutions can make well informed decisions about curriculum design and instructional methods by analyzing the results of various educational approaches. This will eventually enhance the quality of legal language instruction to law students. In conclusion, this study highlights the necessity of including thorough Legal English instruction within the legal curriculum to provide students with the language skills as well as knowledge they need to succeed in the legal profession. Institutions can improve the quality of legal education and better prepare students for the linguistic demands of the profession by addressing their individual language needs and challenges.

## **CHAPTER 7**

### **PROPOSAL FOR A LEGAL ENGLISH COURSE**

#### **7.1 Introduction**

This chapter outlines a Legal English course for undergraduate law students, in the Republic of Kosovo. This chapter attempts to transfer the theoretical understanding and empirical findings of Chapters 3-5 into course design. The course aims to prepare students for the linguistic, communicative, and academic skills necessary in the practice of law in the private and public sector, both in Kosovo and internationally. Hutchinson and Waters (1987) describe English for Specific Purposes (ESP) as an approach whereby "the content and method are determined by the learner's reasons for learning." The course design description presented here reflects the two main principles of relevance and authenticity, as well as functionality. This course design attempts to assist students in developing their legal language proficiency and use of terminology, reading and analysing cases in both a practical manner, drafting, and speaking in the courtroom. These

various proficiencies and skills will assist law students make the transition from their English language competence level to what is expected in their eventual role as a professional.

## **7.2 Rationale**

The development of a Legal English course for law students and at the university level, is validated by a compelling and documented need. Kosovo's period of multi-lingual jurisdiction, with the draw of influence of the EU legislative agenda, international treaties, and jurisdictions in precedent is an interesting one. Much of the law and legal practice is in English, the language of comparison in law; as society has not accepted one where the legal profession 'is at home with the language.' There is a large number of legal texts or documents, agreements, and even reference documents, in English. Practitioners may also be engaging in communicative exchange with international organisations or foreign courts and legal practitioners, all interacting in English. Assessing the results of the needs analysis (Chapter 5) leaves little doubt that law students in Kosovo have little educational experience and training in a particularised, specialised legal discourse, which they can communicate in professionally and effectively. Their 'training' has only been in general English and not met the demands of a legal setting which must adhere to specialised correctness in all communication.

The study, informed by existing research on ESP methodology, as authors described it is vitally important to situate the design of a specific course on the analysis of a target situation (Dudley-Evans & St John, 1998). Firstly, it was indicated there is a need for training in the use of legal terminology, reading legal texts, interpreting legal texts, writing legal documents, and skills in oral advocacy. The course design addresses training demands from a micro level perspective which is from the learning needs of the students to also address training demands at a macro level as legal obligations in law formations which are national in nature, but complying with international standards.

## **7.3 Target Groups and Entry Requirements**

The course targets one target audience: undergraduate law students registered in the Faculty of Law at universities in Kosovo, commonly in the second or third year of undergraduate study, and who have sufficient general knowledge in Albanian and other languages to begin seeking and

recognising that there are comparative legal issues which their studies use. From their study motivation is the hope of future careers as lawyers, judges, advisors, notaries, or work in their home NGOs or international institutions. It is important for the legal course design to include entry requirements based on the purpose of English and their potential case for its use in the future. As discussed above, it can be assumed that English for Specific Purposes (ESP), has a foundation based on whether the students have a prior level on which to base learning (Robinson, 1991) and an overall general language competency. From a baseline perspective of the students' prior language, the students have to be at a B1, from a general level of English language proficiency, and in dealing with (complex) legal texts, while the teacher guides them. A B1 level of general English proficiency is suitable enough for students to use time in class to acquire specialised legal language skills rather than general English instruction. Students are also expected to have completed core introductory law subjects (e.g., Constitutional Law, Civil Law, Criminal Law), thus providing the necessary background in concepts that enable and support legal contexts and application of language learning to professional tasks.

#### **7.4 Objectives**

The overall aim of this course is to provide law students with the linguistic and communicative competencies needed to participate in professional legal practice in English. More specifically, the course aims to:

- Develop students' ability to accurately understand and successfully execute legal language and terminology in written and oral formats.
- Develop reading skills for understanding and critically engaging with legal documents, statutes, case law, and international agreements.
- Develop writing skills for drafting contracts, legal opinions, memos and court documents using clear and precise English.
- Develop oral communication skills necessary for effective participation in legal negotiations, interviews with clients, and courtroom communication.

- Develop the ability to conduct legal research via English Language research resources and record and analyze findings in written and oral outputs.

These course objectives are congruent with the communicative approach to ESP. In a communicative ESP course, the ultimate objective is the learners' ability to conduct professional tasks using the target language (Basturkmen, 2010). Therefore, the course balances fluency (e.g., effective courtroom discourse) with accuracy (e.g., correct legal terminology) and prepares students for written and spoken communication in legal contexts.

## **7.5 Structure of the Course**

### Course structure

There are two 90-minute sessions per week for 15 weeks in this course. Each session combines lectures, practice, and task-based learning. Topics selected for this course range from basic legal language skills to advanced professional skills: the first several weeks include what would be considered the basic legal vocabulary or legal language skills, statutes and terminology, and how to interpret statutory language, legal systems in English-speaking jurisdictions etc. Following these early weeks, the sequencing introduces some of the more professional skills such as the drafting of contracts, case analysis, oral pleadings and negotiation skills.

A central feature of the course structure is the use of authentic materials such as excerpts from actual contracts, judgments, legislations and case studies relevant to both Kosovo and other international jurisdictions. Further, the course structure includes simulated professional tasks or dramatizations such as moot court or mock negotiation exercises and simulated drafting to maximize the applicability of learning to a workplace practice. The assessment in this course is continuous and consists of formative assessment of weekly tasks along with a summative assessment of an oral assessment of an English legal case, preparation and defence.

This course structure represents best practice in ESP (English for Specific Purpose) as it combines an explicit structure to language instruction with an integrated, content-based element, being mindful of Hyland's (2006) perspective of content-based language learning/instruction., which

successfully develops both language skills and pragmatic skills - communication skills in the professional context of law.

## **7.6 Weekly Plan and Topics**

### **Week 1: Introduction to Legal English and Course Orientation**

This week introduces students to Legal English for Kosovar law students, who may have had little exposure to the genre of Legal English. The content for the first week was developed from student feedback that indicated they were uncertain of both the scope of Legal English and its relevance to functionality in a Legal English context. This introductory week has two principal objectives: to ensure that the students understand the aims of the course; and to inspire the students using a motivational framework. It was noted by judges and professors that motivation was a significant factor in retention and success in a course, so the week contains a video interview of a Kosovar legal practitioner who provides practical examples of the use of English in the legal profession, and contextually gives students the opportunity to contemplate the significance of the practical skills they will work on.

In addition, the objectives of the week were multiple - so it provides students with an introduction to the nature of Legal English, it allows students to demonstrate, through a diagnostic test, their pre-existing skills, and to provide students with a sense of ownership of their learning journey by prompting them to establish their goals through a group learning contract. The students receive the course syllabus, and a glossary of basic legal terms (to begin with) in order to get the students accustomed to the core vocabulary as early as possible. The delivery of the course combines meta-cognition with interactive diagnostic assessments and group discussions to allow for effective use of time while also allowing for the necessary level of student work and professionalism in their learning.

Formative assessment of student understanding begins here with a vocabulary quiz and reflection on their previous educational experiences. Students are provided with an opportunity to "mapping" their experiences to their learning in the week's activities. This carefully scaffolded

week provides students immediate support through motivation, diagnosis, and goal setting - fundamentally subsequent to students' needs to be made clear at the beginning, and made evident that they were being supported.

## **Week 2: The Legal System of Kosovo and Legal Traditions**

Building on the initial orientation, week 2 is focused on situating Legal English in a Kosovar legal context, which was a repeated theme expressed by judges and professors when conducting the needs analysis. Students might have trouble understanding institutional vocabulary and the basic structure of their own legal system which directly interferes with their understanding of legal texts and conversations in English. Furthermore, students having no previous knowledge of legal English might have a remarkable lack of awareness of the differences between civil law (the predominant tradition in Kosovo) and common law traditions, even though this knowledge is necessary for understanding international legal materials.

Consequently, this class will provide students with the opportunity to summarize the important Kosovar judicial institutions and express simple definitions for the legal traditions. Materials include simplified versions of the constitution, charts explaining the hierarchy of Kosovar Court System, and an explainer video on the concept of comparative legal systems.

The lesson plan involves guided reading, vocabulary clarification, and some role-play or simulating a case through the courts using the specific vocabulary, because students emphasized, that they were interested in practical, collaborative learning. Students will use the new vocabulary and simulate a case's progression through the courts. This way they are using the terms in a meaningful way. These multimodal approach address students' clearly articulating their expressed needs for receptive (reading/listening) and productive (speaking/writing) practices.

### **Week 3: Legal Professions and Roles**

Students will need to use English to discuss the roles and responsibilities of legal professionals. Legal practitioners confirmed that this form of linguistic competence is key in all aspects of their job: internship performance and support to clients, professional communication, etc. Therefore, Week 3 has vocabulary and discourse relating to the vocations of legal professionals.

Students will be able to discuss the roles of judges, lawyers, and clerks, using appropriate collocations and lexical chunks (e.g. "preside over a hearing"). The materials for two-hour lessons will be job descriptions and biographical sketches of real people, adjusted to the language level of a beginning learner.

With a focus on lexical chunking and scaffolding learning in production with controlled tasks and role-play interviews using authentic workplace conversations, students will still be prepared for the workplace any time they enter a new professional context with new language and/or skills, thus keeping the target of this applied learning related to the need analysis gaps.

### **Week 4: Reading Legal Texts — Statutes and Regulations**

Students will also get the ability to process language in statutes as it is a necessary skill in practice. Week 4 covers how students can read statutes and regulations, which are complex and difficult to read because of their density and language.

Students are going to have to learn how to read for structural information, the operative clauses, and the modal verbs for obligation and prohibition. The materials conclude a sample of statutory extracts that have been simplified and annotated with glossaries so that students could paraphrase a legal obligation into a more accessible English format for communicating with clients, e.g., Reading Act 1996 Extract 1.

There are a series of activities, including guided annotating, skimming and scanning activities, forming sentences as a class, and informal paraphrasing, which give students opportunities to engage with the texts actively, and aimed at tackling some of the difficulties that were raised by

students. The homework translations promote translanguaging between Albanian and English, and were designed to cascade comprehension and vocabulary learning processes as well.

### **Week 5: Civil Law Vocabulary - Contracts, Property, Family Law**

This week introduces vocabulary in three of the most important topics in civil law - contracts, property law and family law. Each of these topics comes up while students are working in their placements, where often there are important gaps in student knowledge, or uncertainty about the combination of legal words. The objective was to help students build their vocabulary with some essential terminology and common colligates that are important for drafting, interpreting and discussing legal documents.

Students have the opportunity to work with shortened, well presentable extracts from real contracts, and supporting visuals to show meaning. Students are taught and practiced to use expressions like, "to enter into a contract" and "transfer of title" through various activities such as vocabulary recycling, co-operative jigsaw reading and cooperative structured writing. The essential element of these planned activities is to encourage students to use the language correctly, and gain confidence using the new vocabulary.

Learning focused on realistic practice, through a small set of directly taken examples from actual legal documents, which have become a "mini-corpus" for students. This method of vocabulary presentation enables learners to see a language in context. Students are set homework that is differentiated for their level so that all students are able to work at their level and develop the language learned for the week. The vocabulary presentations and learner's accountability to continuous respectful presentation of the key terms provide students reliable reinforcement and knowledge.

## **Week 6: Criminal Law Terminology and Procedures**

In Week 6, students develop their understanding and awareness of critical terminology in criminal law, and the language that is used to pass descriptions of legal procedures. This is a critical area for all learners in law, as evidenced by comments and feedback from legal practitioners and law students alike. Three components are considered: different types of offences, the various stages in criminal procedures, and the common words associated with evidence.

The learning materials include short, straight-forward summaries of trials and also adapted police summaries prepared specifically for learners of legal English as a second language. The materials selected illustrate the way vocabulary is used in the kinds of situations learners could find themselves in. The activities include listening practice, vocabulary learning in context, reading and pronunciation practice, especially for legal vocabulary that is typically hard to pronounce correctly.

The learners have timelines that are simplified and demonstrate the main stages of a criminal case. The learners must place the stages in order and verbally describe each step and provide a connection to the language and legal process. There may be mixed oral and written work, so students can see the different ways professionals in law must communicate when they work. The learners are not only learning to recognize the vocabulary, but they can practice the vocabulary in speech and writing, and communicate with clarity and confidence.

## **Week 7: Legal Writing Foundations — Sentence and Paragraph Structure**

Week 7 is designed to build the basic building blocks of legal writing. Professors often report that unclear sentences and poor paragraph structure are obstacles for students to succeed in the academic component, and also in professional performance. This week is focused on building clarity, cohesion and precision in writing. Some of the activities contained in the week are designed for a legal context.

Students are asked to read and analyse short, well-structured paragraphs from actual legal memos, and see how the ideas are logically structured. Guided discovery will allow students to unpack common order or structure in legal writing: topic sentence, supporting detail, and linking

phrase. There is a little short, focused lesson in grammar about nominalisation (the turning of verbs into nouns) and the passive voice, which are common characteristics of formal legal documents.

The majority of the in-class activities consist of structured writing practice, independent of peer review, where students can give each other feedback, find their errors and edit their writing. The activities are designed for different levels of proficiency, so every student can improve his or her writing skills. Following a week of daily activities, it is anticipated that students should have a better understanding of how to construct clear sentences and cohesive paragraphs, and lay the groundwork for more robust legal writing in the upcoming weeks.

### **Week 8: Writing Case Summaries and Writings Basic Legal Opinions**

In this week, the instructors will teach the students how to write clear and structured case summaries using a basic legal reasoning model. Assuming many students lack familiarity with frameworks like IRAC - a methodology that structures a legal analysis into 4 parts: Issue, Rule, Application and Conclusion will be taught. The current week teaches IRAC in a step-by-step and novice-friendly format so that students can develop summaries and short legal opinions that are concise and logically-structured.

Students will use detailed templates and annotated examples that expand the IRAC process in to stages. They will learn to identify the legal issue, state the applicable rule, apply it in to the facts, and form a reasoned conclusion. Students will practice in pairs with the teacher's instant feedback to achieve accuracy and fluency in their writing. Ultimately students will produce IRAC-based written summaries that will be uploaded to their course portfolio. The exercise not only develops their analytical thinking, but also provides writing experience that is reflective of how professionals write in legal environments. In teaching the elements of clarity, structure, and precision in legal summaries, students will better contextualize their learning in more sophisticated legal drafting pursuits later in the course.

### **Week 9: Oral Courtroom Language — Opening Statements and Objections**

Week 9 emphasizes improving the communication skills of students in the oral courtroom context. Legal professionals continue to inform me that oral language skills are one of the most important skills a lawyer needs, yet they receive little emphasis in the law curricula, especially in Kosovo. This week, students will practice the types of language used in a real trial, as well as functional phrases used in opening statements, making and responding to objections, and other typical short procedural language.

Students will be introduced to some authentic examples that feature short video clips of court proceedings and annotated transcripts by the teacher that highlight important phrases and structure. In one of the learning objectives for this week, it is intended to increase discussion of context and the distinction between the content of the language and the tone and formality of the language. Practice activities will include short phrase drills, guided role-play, and rehearsal activities where students can improve their fluency, pronunciation, and the prosody of their speech, for example.

This week will also include a few micro-performances (big expectation of students) where students will deliver short opening statements or respond to objections in front of their peers. Students will be able to provide constructive, structured feedback to each other and, the instructor can also provide feedback, but essential, too, for students to then refine their delivery and possibly change their language somewhat for increased clarity and/or effectiveness. Students will have completed an entire week of observing, repeating or mimicking, and performing live. Through the described activities, and micro-performances, students will have some valuable experience in legal discourse, an area of study they have identified as a skill they had little chance to develop before this course.

### **Week 10: Interviewing and Counselling Skills**

Week 10 focuses on one of the most important aspects of legal work - communicating with clients. From comments made in studies about improving legal education from judges and lawyers, it seems that graduates from law school do not have the practical skills of interviewing

clients. Interviewing clients involves establishing trust and rapport, obtaining correct understanding of a client's situation, and communicating clear legal advice. Week 10 seeks to bridge that gap and use both language skills and interpersonal skills to enable students to communicate well with clients.

The instruction covers four practice areas in communicating appropriately with clients. These areas are using a polite and professional register; asking clear and purposeful questions; using confidentiality language in explaining the client-advisor relationship; and showing empathy during emotionally charged discussions. Students actively discuss closed, open, and follow-up questioning types of questions as a means of guiding an interview and developing rapport with clients, and the practice of key phrases to explain the concepts of confidentiality and manage the expectations of the client.

Learning is purposefully practical during week 10. Each individual activity for students is only focused on interviewing client in a real-world approach suitable for their legal practice. Role-play interviewing clients in realistic case scenarios provide students with the opportunity to apply and demonstrate their interview skills, in a safe and supportive environment using video recorded replays where that is reasonable. At the end of each role play, students express what they observed and what they might do differently if they were to do the interview again. Some interviews are similarly video recorded so the students can view their movement, words, character use, tone, emphatic reactions and responses essentially to establish their self-reflective ability on their interviewing practice to perfection in the future.

By simulating real world client meetings, Week 10 is also important for the link between experiential learning in the classroom and the student's understanding of professional practice. They leave the week with a stronger ability to communicate with clients respectfully, with a purpose to obtain information in a useful manner, and have shown empathy during the meetings. All of which are important skills when undertaking a placement, and in their future legal career.

## **Week 11: Reading & Interpreting Case Law**

In Week 11, students develop skills to read, interpret and explain judicial decisions. Professors have stressed the fact that understanding Case law and legal precedent is not only a necessary skill for legal practice, but the most challenging skill for law students to develop. This week introduces a framework for breaking down the opinions of the court into understandable and clear components; focussing on identifying the facts, the holding (decision of the court) and, ideally, the reason for the holding.

The learning begins with modelling by the instructor. Instructors will read the case and highlight in a step-by-step manner the process for engaging in a case law interpretation, what sections to identify and, for legal language that may be difficult, interpret in common language in order to clarify its meaning. Students will then work in small groups, performing a close reading of pre-determined simplified judicial opinions. They will complete the close reading directed by guiding questions that will help locate pertinent information and create understanding of the chain of reasoning. The use of visual tools such as flow charts help scaffold students map the legal argument and to see how judges move from facts to final decisions.

Class discussions continue to be informative, including concepts like precedent (how past decisions would be influenced by current decisions) and the connection between legal doctrine, and the statements that describe that legal doctrine. Students will then practice interpreting and explaining the ramifications of a case, in their own words, both orally and in writing. The week will end with a summative task, where students will have to summarise a court decision in a clear, accurate and concise manner.

The week concludes with a summative task that requires students to summarise a court decision, clearly, accurately and concisely. This task demonstrates the student's ability to read legal documents with confidence, narrowing the breadth of information in order to extract the most salient pieces of useful information and presenting it in the form required for academic and professional activity.

## **Week 12: Language and Negotiation as an Advocacy Process**

Week 12 will concentrate on developing the language and skills necessary for effective legal negotiation. Legal negotiation was highlighted as a high priority in interviews with lawyers and judges, and many indicated that law graduates do not come away from school with either the confidence or the practical tools necessary for effective persuasive advocacy. During this week we will close that gap by introducing students to key negotiation strategies and language, as well as professional negotiation etiquette.

The Lessons will begin to shine a light on the way negotiations are structured, starting with preparation and opening statements and moving through bargaining to agreement. Students will learn specific terminology and language to formulate proposals, indicate agreement or disagreement, clarify terms, and manage concessions. Students will be able to see how strategy and the language connect to achieve the desired outcome through realistic case studies adapted from real legal contexts. Vocabulary lists and phrase banks will provide essential legal vocabulary for both formal and informal potential negotiation settings.

The focus of the week will be on practical learning and students will observe and practice role-playing in teams to demonstrate realistic bargaining scenarios such as settlement discussions or a contracts negotiation through the role-play situations. Students will have engaged in a role-play scenario, received background information in the case, built out their own legal arguments and made tactical decisions prior to any negotiation. At the conclusion of the activity, students will reflect upon the legal negotiation process, will have some specific structured feedback from peers and the instructor identifying what went well and what could be improved.

When students conclude the long learning experience, they will not only have learned new vocabulary associated with legal negotiation they will have also practiced using this vocabulary in a realistic simulated legal negotiation scenario and will have received well-constructed feedback. Their experiential learning will enhance their language acquisition, develop professional competencies and prepare them to engage in ethical and effective negotiations in the legal profession.

### **Week 13: Ethics and Professional Responsibility in Law**

Legal ethics and professional responsibility, are areas of legal training that deserve a lot more recognition in law school. Since students are new to their profession, they may enter internships or their first job with little understanding of the basic ethical obligations they must follow. This week was precisely designed to enhance that base understanding by introducing key concepts including confidentiality, conflicts of interest, and duty to the court.

Students will read selected sections of the Kosovan legal ethics codes, written in concise and understandable language, with definitions provided for key terms and concepts. They will also be looking at short case examples that provide realistic scenarios where attorneys encounter ethical dilemmas. Working in small groups, students then engage in discussions as they apply the principles to the scenario, examine the alternative actions lawyers could take, and consider the ethical issues. The focus is to connect legal rules to real life in order to increase the practical skill of ethical decision making.

Language support is provided throughout the learning process. Students are encouraged to use language frames and language structures to agree, disagree, provide reasoning, and express cautions to allow them to articulate their decision making in English when discussing ethics. This also helps them develop the professional language they will need to respectfully articulate their ethical concerns persuasively when discussing sensitive issues.

By integrating moral reasoning with language development, this week equips students to identify and consider ethical dilemmas in their careers and situations. When students conclude this week, they will have a well-developed understanding of professional conduct, consolidated understanding of legal ethics and the linguistic tools to understand and articulate these ideas at home and across jurisdictions.

### **Week 14: Review and Exam Preparation**

Week 14 will be about synthesizing everything that students will have learned throughout the course. As for both students and professors at times it can feel as if the skills were taken to be standalone. Therefore, this week will allow students to integrate their vocabulary and writing and

speaking skills into a complete set of legal communication skills. The intent of this week is to refresh memories, strengthen weaknesses, and build confidence before final assessments take place.

The week will be structured into revision stations focusing on the different skills, and in a methodical manner we will visit each station. In the vocabulary station, students will revisit their key legal terms and collocations using cumulative glossaries and games. In the writing station, students will complete shorter writing tasks that are time controlled and reflective of exam conditions, this will be done using exemplar answers to represent strong responses. In the speaking station, students will have the opportunity to rehearse their oral skills ranging from organized presentations to courtroom simulations.

Peer tutoring will be strongly encouraged with students supporting each other's knowledge review, study tips, and confidence. Practice exams, both written and oral, will be attempted under timed conditions to offer students an understanding of the pace and pressures of their final assessment. By the end of the final week, learners will have been able to consider everything they have learnt, how to prepare effectively as well as be considering methods they may adopt to be successful in the final assessments.

### ***Week 15: Assessing Learning, Portfolio Submission course feedback***

The final week of the course will be dedicated to assessing learner achievement, and reflecting on their development. Students will complete a summative assessment representing all the skills that were taught in the course. The students will complete a written exam testing their knowledge and understanding of vocabulary, reading for comprehension, as well as writing tasks. Students will also deliver their oral presentation or moderation simulation, which will be formatively assessed using detailed rubrics to standardize responses and ensure students understand what is being assessed and how.

Students will also submit their course portfolio which will consist of selected written assignments, case summaries, and other work completed over the semester. This will give students the opportunity to see the development of their skills and reflect on their learning journey process.

Following the assessments, there will be a dedicated time for students to provide feedback on the course. At this time, students will have to opportunity to provide their feedback on their learning processes, what went well, what could be improved, and possibly impact how the course is designed in the future — aligning with the learner-centred philosophy identified in the needs analysis. After feedback, each student will receive individual feedback from the instructor outlining strengths, areas for further development, and possible personalized advice regarding continued professional learning development beyond the course.

### **7.7 Methods of Teaching**

The teaching methods employed in the Legal English course are intentionally diverse, interactive, and taken straight from the needs analysis we undertook prior to developing the course. Student feedback and stakeholder input from judges, lawyers, and law professors have suggested that one of the most important features of a Legal English course should include engaging and practical activities and moving away from rote learning. This methodology proposes activities or tasks to students who have scaffolded communicative approaches where the classroom learning is generally aligned with contextualised professional legal environments. By utilising structured guidance as well as active, real-world, professional tasks, the learning of vocabulary and grammar of Legal English along with cultivating the communication and critical thinking skills required of legal practitioners it is being facilitated.

One of the pillars of the course is Task-Based Learning (TBL) which locates actual legal tasks at the centre of the learning enterprise. Students are regularly provided with opportunities to complete activities such as writing legal memos, preparing case summaries, and interviewing clients, all situated in realistic contexts. This "learning-by-doing" methodology came from the interviews with judges, lawyers, and law professors in which they pointed out that we need to move from thinking to doing in a reasonably effective manner so that they can accomplish more than just completing the tasks. The relevance and purpose of the tasks allow students to internalise the legal language applied in their profession while developing the procedural and rhetorical skills in their professional settings.

Group discussion and debate used in the course are important components of collective knowledge-building and critical thinking. They provide students with iterative chances to observe, consider, reason, and apply each other's opinions, particularly in relation to law ethics, negotiation, and argumentation when there are many opinions and reasoned analysis needed. Discussing, group work and whole class discussion provides students with opportunities to effectively articulate ideas and rationale of complex ideas, question another's thinking, and clarify their understanding – just as they would in a team strategy meeting to court hearing. In terms of preferences, student surveys showed a preference for formats that provided peer support as well as safe space to test and evolve their ideas.

The other core method used are role-plays and mock trials which simulate the self-regulation of legal contexts. These representational scenarios give students opportunities to work with legal vocabulary, procedural phrases, and discursive patterns "in situ" regardless of which role they played; counsel, witness or judge. Such representations are particularly effective in their development of oral advocacy, questioning, and client advice, which judges and lawyers identified as the most useful and employable skills for potentially entering into the profession. The immersive study of role-plays has community of action for language acquisition by building linguistic competency, but they also encompass confidence, adaptability, and professionalism.

To further develop reading skills and expose learners to authentic discourse, authentic legal texts reading books and materials contact with statutes, judges' decisions, and/or terms and clauses in contract detail prepared in a way of accessibility but still legal texts. This authentic exposure to legal documents exposes students to the language structures, terminology, and conventions of professional language. Professors recognised the limited opportunities for students to have any interaction with the texts authentic to their professional domain prior to the Legal English course and that it was still a major barrier for the students to control or access language for their professional practice. Certainly, the students have now been exposed to appropriation by professionals, who can overcome barriers that prevented them from getting needed documents to use professionally.

Finally, as noted above, the course embraces portfolio writing to serve as an ongoing assessment, but also, as a valuable reflection tool in practice. Throughout the semester, students develop a portfolio as they write (i.e., case analyses, legal opinions, reflective commentaries, etc.). Not only does this ongoing measure allow for continuous learning, iteration and improvement, but it is a space where students get formative feedback from the instructor and where improvement can be easily tracked over the course of the term. As students noted in their surveyed responses, having a concrete example of their writing in one case helped them to stay motivated, gave them perspective on their learning goals, and prepared them for the future act of doing legal work.

Overall, these mailing and active learning e-learning strategies provided the structured framework that the course needed to include all four (4) skills, while using meaningful legal contexts, engage in the scaffolding necessary for the various forms of learning, maintain engagement and motivation, while also addressing the fractured nature of skills noted in the first needs analysis. In this way, the course methodology creates not just the optimal environment for learning in the short term, but sets in motion the foundation for professional competence in legal English in the longer term.

## **7.8 Assessment Criteria**

The assessment model is specifically structured to fit the goals of the course, while providing ongoing opportunities to respond to feedback. The assessment model focuses on the progressive nature of skill development, as well as the weaving together of knowledge across course activities; allowing learners to grow in terms of confidence and competence.

Each assessment type has specific assessment weights: Class participation comprises 10% of the final grade, and vocabulary quizzes comprise another 10%. Written assignments (case summaries and memorandums) will comprise 30%; speaking assignments including mock trials and discussions will comprise 20%; and the final 30% will come from the student portfolio (edited writing and self-assessment work).

Class participation is an assessment of the participation/students' engagement in discussions, group learning and inputs into a group learning environment. This aspect of the assessment

acknowledges the significance of participation and team group work in developing professional skills. The vocabulary quizzes are designed to develop familiarity of necessary vocabulary, as any gaps related to word choices were identified through the original needs analysis. The purpose of the vocabulary quizzes is two-fold; to develop retention of necessary vocabulary, enabling students to write about and say important terms correctly.

The written assignments are about developing structured writing legal writing skills. Students produced case briefs, memos and other legal writing, acknowledging that instructors commented on their writing. It enabled students to practice clear, organizing, and accuracy of written assignments, which is vital for legal writing. Likewise, speaking assignments, especially when completing a moot court or debating, were assessing student's oral advocacy as well as client communication ability. In this assessment aspect, oral expression, whether orally or written, is represented in the expectations of legal professionals, such as judges or practicing lawyers.

The final portfolio is the capstone project; the final portfolio is not a final assessment, biblically; it combines all the skills learned throughout the course. By including revise writing and reflection writing into the portfolio, self-assessment, critical reflection and learner autonomy are valued. Following the written prompt was how students created formative feedback through the entire course, for the purpose of development areas of what to improve and reinforce strengths to build confidences in writing and speaking.

The overall assessment design is intended to not only assess learning outcome, but also to provide a development portfolio. Based on opportunities for development to reflect about a future profession, and to assess learning of opportunities to facilitate their own continuing education and future professional development.

<b>Component</b>	<b>Weight</b>
<b>Class participation</b>	10%
<b>Vocabulary quizzes</b>	10%
<b>Written assignments (case summaries and memorandums)</b>	30%
<b>Speaking tasks (moot trials, debates)</b>	20%
<b>Final portfolio (revised writings and reflections)</b>	30%

## LEGAL ENGLISH COURSE SYLLABI

### Week 1 – Introduction to Legal English and Course Orientation

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Introduce students to Legal English and the aims of the course.</li> <li>- Motivate students through real-life examples.</li> <li>- Run diagnostic test and set learning goals.</li> <li>- Start with basic legal vocabulary.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Introduction to Legal English.</li> <li>- The relevance in Kosovo and how it relates to international practice.</li> <li>- A motivational practitioner video.</li> <li>- Overview of course syllabus.</li> <li>- Glossary of basic legal terms.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Orientation discussion.</li> <li>- Video viewing and reflection.</li> <li>- Diagnostic test.</li> <li>- Group discussion to create learning contract.</li> <li>- Vocabulary introduction and quiz.</li> <li>- Reflection and experience mapping.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Diagnostic test (baseline).</li> <li>- Vocabulary quiz (formative).</li> <li>- Reflection task.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Course syllabus handout.</li> <li>- Glossary of terms.</li> <li>- Motivational video.</li> <li>- Diagnostic test handout.</li> </ul>

## Week 2 – The Legal System of Kosovo and Legal Traditions

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Understand Kosovo’s jurisdictional institutions.</li> <li>- Compare civil law and common law traditions.</li> <li>- Build institutional vocabulary.</li> <li>- Practice terms through simulation.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Structure of the Kosovar Court System.</li> <li>- Civil law vs. common law traditions.</li> <li>- Institutional vocabulary.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Guided reading of simplified constitution extracts.</li> <li>- Vocabulary explanation.</li> <li>- Court hierarchy charts.</li> <li>- Comparative legal systems video.</li> <li>- Role-play: simulate a case’s progression through the courts.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Participation in role-play.</li> <li>- Vocabulary practice activities.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Simplified constitution excerpts.</li> <li>- Court hierarchy chart.</li> <li>- Comparative systems video.</li> </ul>

## Week 3 – Legal Professions and Roles

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Identify and discuss roles of judges, lawyers, clerks, etc.</li> <li>- Use appropriate collocations and lexical chunks.</li> <li>- Build workplace communication vocabulary.</li> </ul>

Focus	Details
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Job descriptions and biographies of legal professionals.</li> <li>- Lexical chunks (e.g., “preside over a hearing”).</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Guided reading of biographical sketches.</li> <li>- Vocabulary building.</li> <li>- Controlled tasks on collocations.</li> <li>- Role-play: workplace conversations/interviews.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Role-play performance.</li> <li>- Vocabulary activities.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Simplified job descriptions.</li> <li>- Biographical sketches.</li> </ul>

#### Week 4 – Reading Legal Texts: Statutes and Regulations

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Read and interpret statutory language.</li> <li>- Identify operative clauses, structural features, and modal verbs.</li> <li>- Paraphrase obligations for clarity.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Statutory extracts (simplified/annotated).</li> <li>- Focus on obligation/prohibition.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Guided annotation.</li> <li>- Skimming &amp; scanning.</li> <li>- Paraphrasing obligations into plain English.</li> <li>- Homework: translation and comparison (Albanian–English).</li> </ul>

Focus	Details
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Class paraphrasing activities.</li> <li>- Homework translation.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Annotated statute extracts.</li> <li>- Glossaries.</li> </ul>

### Week 5 – Civil Law Vocabulary: Contracts, Property, Family Law

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Build vocabulary in civil law areas.</li> <li>- Practice contract and property law terminology.</li> <li>- Gain confidence using terms in context.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Contracts, property law, family law vocabulary.</li> <li>- Expressions like “enter into a contract,” “transfer of title.”</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Reading extracts from contracts.</li> <li>- Jigsaw reading &amp; vocabulary recycling.</li> <li>- Cooperative writing tasks.</li> <li>- Differentiated homework.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Vocabulary presentation.</li> <li>- Homework assignments.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Extracts from real contracts.</li> <li>- Supporting visuals.</li> </ul>

## Week 6 – Criminal Law Terminology and Procedures

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Learn vocabulary related to offences, evidence, and criminal procedure.</li> <li>- Sequence stages of criminal cases.</li> <li>- Practice clarity in speech/writing.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Criminal law terminology.</li> <li>- Trial stages.</li> <li>- Police summaries.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Reading trial summaries.</li> <li>- Listening &amp; pronunciation practice.</li> <li>- Timeline sequencing.</li> <li>- Oral and written exercises.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Vocabulary tasks.</li> <li>- Oral descriptions of procedures.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Trial summaries.</li> <li>- Police reports.</li> <li>- Simplified timelines.</li> </ul>

## Week 7 – Legal Writing Foundations

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Develop sentence and paragraph clarity.</li> <li>- Learn legal writing structure.</li> <li>- Practice nominalization and passive voice.</li> </ul>

<b>Focus</b>	<b>Details</b>
<b>Content/Topics</b>	- Legal memos (sample paragraphs). - Writing structure: topic sentence, detail, linking.
<b>Activities &amp; Methods</b>	- Guided analysis of memos. - Grammar mini-lesson. - Peer editing & structured writing practice.
<b>Assessment</b>	- Writing tasks with peer feedback.
<b>Materials/Resources</b>	- Legal memo samples.

### Week 8 – Writing Case Summaries & Basic Legal Opinions

<b>Focus</b>	<b>Details</b>
<b>Objectives</b>	- Learn IRAC structure (Issue, Rule, Application, Conclusion). - Write concise case summaries. - Develop logical legal opinions.
<b>Content/Topics</b>	- IRAC methodology. - Case summary templates.
<b>Activities &amp; Methods</b>	- Step-by-step IRAC practice. - Annotated examples. - Pair work with teacher feedback. - Upload summaries to portfolios.
<b>Assessment</b>	- IRAC-based written summaries.
<b>Materials/Resources</b>	- Templates & annotated examples.

## Week 9 – Oral Courtroom Language

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Practice courtroom phrases.</li> <li>- Deliver opening statements.</li> <li>- Make/respond to objections.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Functional courtroom language.</li> <li>- Tone &amp; formality distinctions.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Video clips of proceedings.</li> <li>- Phrase drills.</li> <li>- Role-play &amp; micro-performances.</li> <li>- Peer feedback.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Performance of opening statements/objections.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Annotated transcripts.</li> <li>- Courtroom videos.</li> </ul>

## Week 10 – Interviewing and Counselling Skills

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Develop client interview skills.</li> <li>- Practice questioning techniques.</li> <li>- Use confidentiality and empathy language.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Closed, open, follow-up questions.</li> <li>- Confidentiality phrases.</li> <li>- Client communication.</li> </ul>

Focus	Details
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Role-play client interviews.</li> <li>- Video replays &amp; reflection.</li> <li>- Peer observation and feedback.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Interview role-play performance.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Interview case scenarios.</li> <li>- Recording tools.</li> </ul>

### Week 11 – Reading & Interpreting Case Law

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Read and interpret judicial decisions.</li> <li>- Identify facts, holdings, reasoning.</li> <li>- Understand precedent.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Simplified judicial opinions.</li> <li>- Visual flowcharts of reasoning.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Instructor modelling.</li> <li>- Group close reading.</li> <li>- Flowchart mapping.</li> <li>- Oral/written summaries.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Summative case summary task.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Simplified case texts.</li> <li>- Flowchart templates.</li> </ul>

## Week 12 – Negotiation as Advocacy

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Learn negotiation strategies.</li> <li>- Use legal negotiation vocabulary.</li> <li>- Practice bargaining scenarios.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Preparation, opening, bargaining, agreement.</li> <li>- Vocabulary &amp; phrase banks.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Case study role-play negotiations.</li> <li>- Team strategy building.</li> <li>- Feedback and reflection.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Negotiation role-play performance.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>- Negotiation case studies.</li> <li>- Vocabulary lists.</li> </ul>

## Week 13 – Ethics and Professional Responsibility

Focus	Details
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Understand legal ethics concepts.</li> <li>- Apply ethical principles in scenarios.</li> <li>- Use respectful professional language.</li> </ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"> <li>- Kosovan legal ethics codes.</li> <li>- Case examples of dilemmas.</li> </ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"> <li>- Reading ethics code sections.</li> <li>- Group discussions.</li> <li>- Scenario analysis and debate.</li> </ul>

<b>Focus</b>	<b>Details</b>
<b>Assessment</b>	- Group analysis presentations.
<b>Materials/Resources</b>	- Ethics code excerpts. - Case scenarios.

### Week 14 – Review and Exam Preparation

<b>Focus</b>	<b>Details</b>
<b>Objectives</b>	- Combine course knowledge. - Prepare for assessments. - Build confidence in legal communication.
<b>Content/Topics</b>	- Vocabulary review. - Writing and speaking practice. - Exam strategies.
<b>Activities &amp; Methods</b>	- Revision classes (vocabulary, writing, speaking). - Peer tutoring. - Practice exams under timed conditions.
<b>Assessment</b>	- Mock written & oral exams.
<b>Materials/Resources</b>	- Cumulative glossary. - Exemplar answers. - Practice exam papers.

## Week 15 – Final Assessment & Reflection

<b>Focus</b>	<b>Details</b>
<b>Objectives</b>	<ul style="list-style-type: none"><li>- Demonstrate skills in final assessments.</li><li>- Reflect on learning progress.</li><li>- Provide feedback for course improvement.</li></ul>
<b>Content/Topics</b>	<ul style="list-style-type: none"><li>- Written exam (vocabulary, comprehension, writing).</li><li>- Oral presentation/moot trial simulation.</li><li>- Portfolio submission.</li></ul>
<b>Activities &amp; Methods</b>	<ul style="list-style-type: none"><li>- Summative assessment tasks.</li><li>- Portfolio review.</li><li>- Course feedback session.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>- Written exam (30%).</li><li>- Oral tasks (20%).</li><li>- Portfolio (30%).</li><li>- Participation &amp; quizzes (20%).</li></ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"><li>- Exam papers.</li><li>- Assessment rubrics.</li><li>- Student portfolios.</li></ul>

## 7.9 Materials and Resources

The course employs a carefully chosen selection of materials that support learning from beginning levels of legal English to advanced, professional or academic-level language competencies. The core textbook is *Introduction to International Legal English* from Cambridge University Press. The book was chosen because it was easy enough for beginning learners to navigate while also being complete enough to provide a foundation of legal English concepts for students to build.

In addition to the course book, the program includes additional materials, such as Kosovo and European Union legal articles that have been modified for learners. The articles represent the bilingual and international legal landscape that was identified as significant in the needs analysis. This enables students to use real legal texts at the appropriate level when interacting with the law, and this can aid in their ability to connect their experiences in the classroom to real-life legal practice.

The course also makes use of authentic legal documents that have been simplified for educational purposes. These documents also include contracts, court forms, and case judgments which again, are useful representations of the kinds of documents learners will likely encounter in professional practice. The use of practical examples in conjunction with the course materials allows the students to engage with the tasks of understanding and analysing legal documents and texts in a reflective way, making the connection between theory and practice.

Digital resources also play a valuable role to support the classroom and independent learning. The instructor of the course can create a virtual classroom with tools and materials, including quizzes, glossaries of key terms, links to recorded lessons and materials, and other useful materials (recordings, resources linked for reproducibility). This represents potential involvement into a wholly new digital class, with blended learning opportunities for students to revisit materials and reinforce learning after class takes place.

These materials are also carefully curated so that student preferences for other modes of learning are accounted for and each material has relevance to their practice. The combination of a textbook, adapted articles, authentic documents and digital resources has created multiple ways

for my students to learn and will ensure they can develop their legal English skills gradually while keeping them interested and engaged in the subject.

### **7.10 Instructor Background and Required Qualifications**

Legal English is highly specialized. It goes without saying, the instructor will need to show a mix of legal knowledge, language knowledge, and teaching experience. Ideally, an instructor would have, at a minimum, a degree in Law and English Language Teaching or a related field. Having degrees in both areas allows the instructor not only to have thorough legal knowledge but also to be able to communicate the knowledge in English, giving the students both the content and language learning experiences.

It is essential that the instructor holds a relatively high level of language proficiency. The instructor should be C1 or C2 in English language proficiency so that they can model the accurate, idiomatic and professional use of the language to the students. This gives credibility to the instructor, helps manage difficult legal terms and phrases during practice, and supports students to develop their written and spoken language as they would practise in the workplace.

Another essential qualification to have is experience in teaching English for Specific Purposes (ESP), and preferably Legal English. The instructor should be aware of ESP principles and have experience in scaffolding difficult legal content for learners. This means the instructor will be able to design ESP lessons that scaffold and sequence the students' learning, while assessing what parts may be difficult or challenging with regard to content and terminology, and how they will introduce these learning challenges in an organized, step by step sequence so the students develop confidence and competence.

Knowledge of the law of Kosovo is also key for this instructor. The law of Kosovo provides a pertinent context to teaching and learning. The instructor needs to understand the law of Kosovo to give context to the students and to ensure they start to work with the teaching materials as appropriate and relevant to the needs of the students, based on the needs analysis conducted prior to the course. Knowing the local context means that the instructor is able to assist students in making sense of and applying what they learn to contextual scenarios both locally and to other international contexts.

An instructor with this combination of experience and knowledge brings these together to integrate both the language and legal aspects of this course naturally. For an instructor to combine the academic knowledge, practical experience, high level of language knowledge, and background in legal language, and create a rich and stimulating learning environment for his or her students, one which prepares students for the real world of practicing the law while also enhancing their language skills in English, is an achievement all instructors should seek and strive for.

The knowledge and experience of the instructor foster a learning environment that is important to students, so they become confident and competent members of society who use Legal English effectively.

### **7.11 Justification of Course Design**

This course has been designed considering the specific needs and issues for Kosovar law students and practicing lawyers. Needs analysis identified some commonalities: law students uniformly noted difficulties with legal vocabulary, decoding complex legal texts, writing clearly and accurately in legal writing, and verbalizing legal concepts in oral legal settings. Similar difficulties were noted by judicial judges and lawyers among other practitioners. They highlighted that they perceived such issues as detrimental to graduates' readiness for professional legal work. One recurring issue that these practitioners noted was the gap between theoretical legal education and the practical vocabulary, writing skills, and professional communicative structures needed in a legal setting. As Kosovo persists in adopting and embracing international and European Union law, the need for hearing professional communicative skills in Legal English is not a bonus, but rather a necessity for law students.

The course responds directly to these issues in its scaffolded, task-based and integrated-skills content. Every aspect of the curriculum is carefully scaffolded to encourage progressive skill exposure, with less demanding skills provided first, followed by progressively complex tasks. This is particularly appropriate for beginner learners, especially in building students' confidence while simultaneously developing their skills. The laws being read and analysed are authentic legal documents, and the referral to authentic legal documents is intended to prepare students to work

with this type of language in real life. Interactive learning opportunities, like moot court or debates, provide more opportunities to practice learning about professional communication in the legal setting. Further, reflective practice is embedded into the course so that learners can monitor their skill development progress, identify items for improvement, and regard themselves as participating in their own language development. Thus, the course content not only addresses linguistic competence, but also situates students in the professional communication world required for successful legal careers in Kosovo's developing legal sector.

### **7.12 Sustainability and Future Expansion**

The course was developed with future sustainability and potential for expansion in mind, to ensure that the benefits of the course can be sustained and enjoyed long after the course is delivered. In support of sustainability, the course can be a program from which other more advanced versions can be created. The intermediate and advanced versions of the course will build on the skills developed in this course while introducing increasingly complex levels of legal discourse and degrees of specificity in legal lexicon in conjunction with willingness to address more complex legal texts to better prepare learners for their future degrees of professional sophistication. This staged development satisfies attempts to create a coherent and additive learning pathway moving from basic competence for practice to fluency in advanced professional expectations.

Institutional support is a significant indicator of sustainability. The planned combination of the course with the Language Learning Center that are usually within universities could provide institutional permanence, shared resources, and coordination and collaboration with an existing language-learning facilitation community, which can be linked to the legal English community. Doing so can not only enhance institutional attributes make permanent the course but perhaps facilitate a more collaborative and supportive dynamic developed between both instructors, students, and other external entities. The program has planned workshops and guest lectures with foreign legal professionals and educators to provide students with exposure to other legal systems, different styles of legal communication, and what is emerging in global legal practice.

A large piece of the sustainability framework is the course's incorporation of transcripts that count toward the continuing legal education of the lawyers, judges, or legal professionals who may already have activity, responsibilities, or duties in the legal field. The course could issue industry-recognized documents to allow for opportunities for life-long learning and to support a professional development opportunity that is consistent with broader objectives of Kosovo's legal agents. These pathways for future development respond both to needs created by legal work and legal agents' programs during the needs analysis and some of the institutional aspirations for competent legal programs that are relevant and also informed of international developments. Moving forward, if implemented cohesively, integrated, and sustainable, the program could be a model for legal English educational programs in Kosovo, and positively contribute to its learners' professional activation of learning for educational purposes.

This Legal English course has a clear pedagogical philosophy that guides how this course was developed and implemented. This course is intended to be student-centered, promote active learning, and engage students in experiential learning activities. The foundation of this pedagogical philosophy is the premise that students learn best by constructing their own knowledge through active involvement in the learning process rather than passively receiving information.

As such, the focus of this Legal English course is on providing students with opportunities to interact with their peers through collaboration on projects and solving problems together while using authentic legal scenarios.

Core components of the experiential learning process include participating in simulation-based activities that mimic real-world scenarios often found in a practicing-lawyer's daily work (mock trials, interviewing clients, negotiating).

Not only do these simulations assist students in developing language and legal skills, but they also provide students with opportunities to practice how to behave professionally, make decisions, and communicate in a safe and structured way. By integrating English language learning into real-life scenarios within the legal profession, this course positions the English language as an essential tool for working within the professional environment of the legal profession; therefore, the

student develops the competence and self-confidence to work within the professional environment and builds a bridge between what they have learned in theory and how they will use that theory in a practical setting.

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## **Appendices**

Students' questionnaire

I. Demographic Questions

Please indicate your level of education.
<ul style="list-style-type: none"> <li>• Bachelor</li> </ul>
<ul style="list-style-type: none"> <li>• Master</li> </ul>
<ul style="list-style-type: none"> <li>• Doctorate</li> </ul>
1. Which specific language skills (e.g., reading, writing, speaking, listening) do you consider most important in your future legal career? Please select all that apply.
<ul style="list-style-type: none"> <li>• Reading legal texts</li> </ul>
<ul style="list-style-type: none"> <li>• Writing legal documents</li> </ul>
<ul style="list-style-type: none"> <li>• Speaking in legal contexts</li> </ul>
<ul style="list-style-type: none"> <li>• Listening to legal discussions</li> </ul>
2. Is there any legal term or phrase in English that you find particularly challenging to understand or use? Please select all that apply.
<ul style="list-style-type: none"> <li>• Legal case terminology</li> </ul>
<ul style="list-style-type: none"> <li>• Legal language</li> </ul>
<ul style="list-style-type: none"> <li>• Contract clauses</li> </ul>
<ul style="list-style-type: none"> <li>• Court decisions</li> </ul>
3. Which of the following topics would interest you the most to study as part of a legal English course? (Select all that apply)
<ul style="list-style-type: none"> <li>• Contract law</li> </ul>
<ul style="list-style-type: none"> <li>• Criminal law</li> </ul>
<ul style="list-style-type: none"> <li>• International law</li> </ul>
<ul style="list-style-type: none"> <li>• Human rights law</li> </ul>
<ul style="list-style-type: none"> <li>• Other:</li> </ul>
4. To what extent do you think a specialized Legal English course would contribute to your understanding of legal concepts?
<ul style="list-style-type: none"> <li>• Significantly</li> </ul>
<ul style="list-style-type: none"> <li>• Moderately</li> </ul>
<ul style="list-style-type: none"> <li>• Slightly</li> </ul>

<ul style="list-style-type: none"> <li>• Not at all</li> </ul>
5. How do you think a Legal English course could improve your communication skills within the legal profession?
<ul style="list-style-type: none"> <li>• Significantly</li> </ul>
<ul style="list-style-type: none"> <li>• Moderately</li> </ul>
<ul style="list-style-type: none"> <li>• Slightly</li> </ul>
<ul style="list-style-type: none"> <li>• Not at all</li> </ul>
6. What do you consider your English language level to be?
<ul style="list-style-type: none"> <li>• Elementary</li> </ul>
<ul style="list-style-type: none"> <li>• Intermediate</li> </ul>
<ul style="list-style-type: none"> <li>• Advanced</li> </ul>
7. Are you motivated to learn Legal English during your studies because it will help you in your legal career?
<ul style="list-style-type: none"> <li>• Very motivated</li> </ul>
<ul style="list-style-type: none"> <li>• Somewhat motivated</li> </ul>
<ul style="list-style-type: none"> <li>• Neutral</li> </ul>
<ul style="list-style-type: none"> <li>• Slightly motivated</li> </ul>
<ul style="list-style-type: none"> <li>• Not motivated at all</li> </ul>
8. Interactive sessions with legal experts would make the course more appealing
<ul style="list-style-type: none"> <li>• Strongly agree</li> </ul>
<ul style="list-style-type: none"> <li>• Agree</li> </ul>
<ul style="list-style-type: none"> <li>• Neutral</li> </ul>
<ul style="list-style-type: none"> <li>• Disagree</li> </ul>
<ul style="list-style-type: none"> <li>• Strongly disagree</li> </ul>

Questionnaire for Judges, Lawyers, and Other Legal Experts

This questionnaire will be used to collect data from legal experts to help determine the key factors for the successful development of the "English for Legal Purposes" course at the University, as distinct from general English taught in higher education. In accordance with data protection laws, personal information will not be processed.

I. Use of General English:

Please indicate your agreement with the following statements:

1. I find it difficult to understand or use LE terminology

- Completely agree
- Agree
- Neutral
- Disagree
- Completely disagree

2. LE knowledge would help me in my daily tasks

- Completely agree
- Agree
- Neutral
- Disagree
- Completely disagree

3. LE will benefit law students during their studies and in their legal careers

- Completely agree
- Agree
- Neutral
- Disagree
- Completely disagree

4. Legal English will increase competitive advantage in the job market.

- Completely agree
- Agree
- Neutral

<ul style="list-style-type: none"> <li>• Disagree</li> </ul>
<ul style="list-style-type: none"> <li>• Completely disagree</li> </ul>
5. Law students will be motivated to study LE
<ul style="list-style-type: none"> <li>• Completely agree</li> </ul>
<ul style="list-style-type: none"> <li>• Agree</li> </ul>
<ul style="list-style-type: none"> <li>• Neutral</li> </ul>
<ul style="list-style-type: none"> <li>• Disagree</li> </ul>
<ul style="list-style-type: none"> <li>• Completely disagree</li> </ul>

#### Interviews with Judges, Lawyers and other legal experts

1. What is your current knowledge of general English? And those of English for legal purposes? Basic, intermediate or advanced knowledge?
2. What is your current GE/LE usage? Can you give examples of situations or contexts where you often use general and legal English in your professional activities?
3. If your organization or institution offered a course focused on improving legal English skills, what factors would influence your decision to participate? Please elaborate your motive.

#### Interview with law professors

1. As a law professor, could you provide insights into the potential benefits and challenges you envision with introducing Legal English as a compulsory course?
2. If that course is introduced, who do you think is more qualified to teach it: a professor of Law, a language professor or both in team teaching? Explain why!
3. Should a Legal English course be introduced; which specific modules or subjects do you think it should encompass?

#### Interview with English professors

1. Could you provide insights into the potential benefits and challenges you envision with introducing Legal English as a compulsory course?

2. If that course is introduced, who do you think is more qualified to teach it: a professor of Law, a language professor or both in team teaching? Explain why!

3. Should a Legal English course be introduced; which specific modules or subjects do you think it should encompass?

4. If you were tasked with teaching Legal English to students of the Law Faculty, where would you begin? Please share your insights on material selection, methodology, and course design.