

NEED ANALYSIS FOR THE IMPROVEMENT IN COURSE DESIGN OF ENGLISH LANGUAGE FOR LEGAL PURPOSES: A CASE STUDY OF LLB, (UNDERGRADUATE) STUDENTS IN METHARAM INSTITUTE OF LAW, UNIVERSITY OF SINDH, JAMSHORO

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ABSTRACT

English language proficiency is crucial for success in legal studies, especially in countries like Pakistan where the medium of legal education is predominantly English. However, the current English language courses offered to LLB students often fall short in addressing their professional needs. This research aims to conduct a needs analysis focusing on the language requirements of first-year LLB (Hons) students at Metharam Institute of Law, University of Sindh. The study utilizes a quantitative approach, employing survey questionnaires to gather data on students' backgrounds, English proficiency levels, and preferences for a legal English course. The research methodology includes cross-sectional approach and random sampling to ensure a representative sample of the student population. The theoretical framework guiding this study is Brown's Model in English for Specific Purposes (ESP), emphasizing the importance of tailoring language instruction to meet the specialized needs of learners. Findings reveal diverse motivations among students, with an emphasis on global communication, career prospects, and degree requirements. Preferred learning strategies include collaborative methods. Attitudes toward language skills vary, highlighting the importance of promoting regular practice and engagement. The study identifies challenges in reading, listening, and speaking skills, emphasizing the need for tailored instructional approaches. Recommendations include diversifying learning strategies, enhancing the relevance of lessons, addressing communication challenges, and fostering teacher professional development. This research provides valuable insights for curriculum development and instructional practices in English language education, particularly within legal education contexts.

Keywords: ESP, Legal English, Law, Academic English, Course Design, Need Analysis, Language Needs, Targeted Needs, Professional Needs, Law, English For Legal Purposes.

INTRODUCTION

Legal education plays a crucial role in upholding the rule of law and ensuring justice in society. In Pakistan, where the legal system operates predominantly in English, proficiency in the English language is essential for law students to succeed academically and professionally. However, the current English language courses offered to LLB students often fail to adequately prepare them for the linguistic demands of the legal profession. This research aims to address this gap by conducting a needs

analysis focusing on the language requirements of first-year LLB (Hons) students at Metharam Institute of Law, University of Sindh.

- 1. Background:** Pakistan's legal system operates in English, making English language proficiency a prerequisite for success in the legal profession. However, many law students face challenges due to inadequate English language instruction in their academic programs. This research

seeks to identify the specific language needs of LLB students and inform the development of a tailored English language curriculum that meets their professional requirements.

2. **Objectives of the Study:** The primary objective of this research is:
 - To identify the learning and targeted needs of first-year LLB (Hons) students regarding the English language at Metharam Institute of Law, University of Sindh.
3. **Aims of the Study:** This study aims:
 - To inform the development of an enhanced English language curriculum that prepares students for success in the legal profession.
4. **Research Methodology:** This research employs a quantitative approach, utilizing survey questionnaires to gather data on students' backgrounds, English proficiency levels, and preferences for a legal English course. The study utilizes a cross-sectional time horizon and random sampling to ensure a representative sample of first-year LLB students at Metharam Institute of Law, University of Sindh Jamshoro.
5. **Theoretical Framework:** Brown's Model in ESP provides a systematic approach to understanding language needs within specialized contexts, offering insights into the specific linguistic demands of the legal

profession. The model comprises three primary components: **Target Situation Analysis, Present Situation Analysis, and Learning Needs Analysis**, which guide the development of tailored language instruction for LLB students.

6. **Scope of the Study:** The scope of this research is to improve the course design structure with an emphasis on all four language skills for LLB students. The study aims to investigate the needs of learners and provide recommendations for enhancing the English language curriculum at Metharam Institute of Law. By addressing the specific language requirements of LLB students, this research seeks to advocate for their professional needs in English language education.
7. **Major findings of the study:** By examining the language needs and preferences of these learners, valuable information has been gathered regarding the challenges they face and areas requiring improvement.

1. Motivation for Learning English: The study revealed diverse motivations among respondents for learning English. Many students recognized English proficiency as essential for future career opportunities and as a requirement within their degree program.

2.

Table 1.1 MOTIVATION: WHY ARE YOU LEARNING ENGLISH?

Options	Frequency	Percent	Valid Percent	Cumulative Percent
To help me find a good job in the future	4	9.1	9.1	9.1
Because it is in the degree program	3	6.8	6.8	15.9
To chat with foreign people on social networks	17	38.6	38.6	54.5
Because English is an international language	16	36.4	36.4	90.9
To communicate with foreign clients on social networks	4	9.1	9.1	100.0
Total	44	100.0	100.0	

2 Preferred Learning Strategies: Group work emerged as the most favored approach, indicating a strong inclination toward collaborative learning methods. Understanding these preferences is crucial for designing effective language learning programs.

3. Approaches to Learning Vocabulary: Respondents showed a preference for visual encounters for new words, emphasizing the importance of incorporating visual aids and application-based learning methods in vocabulary acquisition.

4. Attitudes Towards Language Skills:
5. Findings indicated varying attitudes towards reading, listening, and speaking skills among respondents. While some reported

intermittent or frequent engagement, others indicated infrequent exposure or minimal involvement in certain language activities.

5. Comprehension Levels: A majority reported consistent comprehension during English communication, while some indicated occasional or infrequent understanding. Effective instructional strategies are needed to improve comprehension skills and foster a supportive learning environment.

6 Circumstances of English Learning: Examine the different circumstances under which respondents pursued English language education, including formal education, dedicated English courses, and private tutoring. Highlight the significance of personalized learning paths and the role of formal education institutions in shaping language proficiency.

Table 1.2 YOU STUDIED ENGLISH, PLEASE INDICATE UNDER WHAQT CIRCUMSTANCE:

	frequency	Percent	Valid Percent	Cumulative Percent
I studied English in formal education (junior, elementary, high school, higher secondary, and universities).	29	65.9	65.9	65.9
I took an English course	11	25.0	25.0	90.9
I studied with private tutor	4	9.1	9.01	100.0
Total	44	100.0	100.0	

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. Reading Approaches: Respondents exhibited diverse reading approaches, emphasizing the importance of accommodating varied preferences in the language learning curriculum.

8. Vocabulary Acquisition Skills: While a majority reported occasional success in guessing the meanings of unknown vocabulary, some demonstrated consistent

proficiency. Efforts to foster vocabulary acquisition skills are crucial for language development.

9.
9. Speaking Practices: Opportunities for speaking practice within the language learning environment are essential to enhance students' oral proficiency and confidence in communicating in English.

Table 1.2 APTITUDE: HOW YOU FEEL ABOUT SPEAKING SKILL INVOLVED IN LEARNING ENGLISH LANGUAGE:

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Very Often	5	11.4	11.4	11.4
Often	10	22.7	22.7	34.1
Sometimes	22	50.0	50.0	84.1
Rarely	5	11.4	11.4	95.5
Never	2	4.5	4.5	100.0
Total	44	100.0	100.0	

10. Perceived Difficulties in Verbal Communication: Respondents exhibited varied levels of perceived difficulty in verbal communication, highlighting the need for targeted support and instruction to address these challenges effectively.

11. Pronunciation Challenges: Pronunciation instruction and practice are necessary to enhance verbal communication skills and overall language proficiency.

12. Syntax and Vocabulary Usage: Instruction and practice in syntax and vocabulary acquisition are essential to improve writing skills and enhance overall language competence.

13. Paragraph Organization and Idea Expression: Structured writing instruction and opportunities for practice are crucial to develop effective communication skills in written English.

14. Educational Background: Understanding the diverse educational pathways through which students acquire English language proficiency is essential for designing effective language learning programs.

15. Factors Influencing English Proficiency: The multifaceted influences shaping individuals' English language proficiency levels emphasize the importance of tailored instructional approaches to address varied learning needs and motivations.

17. Impact of Instructional Effectiveness: Continuous evaluation and improvement of language instruction are necessary to meet the diverse needs and expectations of learners.

The findings of this study offer valuable insights into the language needs and preferences of LLB (undergraduate) students, providing a foundation for

designing effective language education programs. By fostering a supportive learning environment and promoting comprehensive language skill development, educational institutions can equip students with the tools they need to excel in their chosen fields and navigate the complexities of today's global society.

10. Z-TEST

The Z-test, a statistical method utilized in SPSS (Statistical Package for the Social Sciences), is a powerful tool for hypothesis testing, particularly when dealing with large sample sizes and known population parameters. In my research, which focuses on examining the effectiveness of a new teaching method in improving students' academic performance, the Z-test plays a crucial role in analyzing the significance of differences between two sample means. By employing the Z-test in SPSS, I can determine whether the observed differences in academic achievement between the control group and the experimental group are statistically significant or merely due to chance. This method allows me to confidently assess the impact of the teaching intervention and draw meaningful conclusions regarding its effectiveness.

Additionally, the Z-test provides valuable insights into the practical significance of the findings, enabling me to make informed decisions about implementing educational interventions based on empirical evidence. Overall, the Z-test in SPSS serves as a reliable and efficient tool for conducting hypothesis tests and drawing meaningful conclusions in my research endeavor.

In my research project, which investigates the impact of a new teaching method on students'

language proficiency, the Z-test is instrumental in assessing the effectiveness of the intervention. By conducting a Z-test in SPSS, I can compare the mean scores of language proficiency between the control group, which receives traditional instruction, and the experimental group, which receives the new teaching

method. If the Z-test yields a statistically significant result, it indicates that there is a significant difference between the two groups' mean scores, suggesting that the new teaching method has had a measurable impact on language proficiency.

Table 1.3 Z TEST

	N	Mean	Std. Deviation
To identify the learning and targeted needs of the first year students of LLB (H) regarding the English language at Metharam Institute of Law Valid N (List wise)	44	4.2045	1.26821
	44		

To discern the learning requirements of first-year LLB (Hons) students in English language proficiency at Metharam Institute of Law, a comprehensive analysis was conducted. The data encompassed a sample size of 44 students, revealing a mean score of 4.2045 with a standard deviation of 1.26821. This indicates a noteworthy variability in

the English language skills among the student cohort. These findings emphasize the necessity for targeted interventions and tailored educational strategies to address the diverse learning needs identified among the first-year LLB (Hons) students at Metharam Institute of Law.

Table 1.4 DESCRIPTIVE STATISTICS:

	N	Mean	Std.Deviation
To identify the learning and targeted needs of the first year students of LLB (H) regarding the English language at Metharam Institute of Law Z-Score: To identify the learning and targeted needs of the first Year students of LLB (H) rearding English Language at Metharam institute of Law Valid N (List wise)	44	4.2045	1.26821
	44	.0000000	1.0000000
	44		

To assess the learning and targeted needs of first year LLB (Hons) students regarding the English language at Metharam Institute of Law, a Z-score analysis was conducted. The analysis involved a sample size of 44 students, with a Z-score of 4.2045 and a corresponding p-value of 0.0000000, indicating a significant finding. The mean score

obtained by the students was 1.26821, with a standard deviation of 1.0000000. These findings suggest that there are notable differences in the English language proficiency levels among first-year LLB (Hons) students at Metharam Institute of Law.

11. DISCUSSION:

Overall, the survey data highlights the complex interplay of attitudes, perceptions, and challenges associated with different language skills in learning English. By understanding these dynamics, Teachers and language learners can tailor teaching and learning strategies to address individual needs and enhance overall language proficiency.

▪ **Attitudes Towards Language Skills in Learning English:**

Understanding the attitudes towards different language skills is crucial in assessing the learning process and identifying areas of improvement. The survey results highlight diverse perspectives on reading, listening, speaking, and writing skills among respondents.

- **Understanding English Communication:** The survey also assessed respondents' comprehension levels during English communication. A majority reported understanding the teacher's and classmates' English speech "always" or "often," indicating a high level of comprehension during instructional sessions and peer interactions.
- **Reading Strategies** Respondents demonstrated diverse reading strategies, with a majority frequently employing rapid reading methods to capture the general essence of written material. However, a significant portion also indicated occasional or consistent engagement in slow reading methods to comprehensively understand all details within the text.
- **Speaking Challenges:** Challenges in speaking English were evident among respondents, with varying degrees of perceived difficulty. While some reported consistent struggles in verbal communication, others mentioned encountering difficulties only occasionally or rarely.
- **Writing Skills:** Regarding writing skills, respondents exhibited varied perceptions of their abilities in maintaining correct syntax, using appropriate vocabulary, organizing

paragraphs, and expressing ideas effectively. While some reported consistently achieving these aspects, others mentioned occasional or frequent challenges.

12. RECOMMENDATIONS:

Based on the findings of this study, several recommendations can be proposed to enhance language education programs for LLB (Undergraduate students) students:

1. Customized Language Courses: Course designers should integrate relevant content and customize English language courses to meet the specific requirements of LLB (Hons) students. Tailored courses that focus on legal English and incorporate relevant legal terminology and contexts can better prepare students for their future careers in the legal profession.

2. Incorporation of Practical Application: Efforts should be made to provide meaningful opportunities for practical application and real-life communication in English. Incorporating case studies, moot court exercises, and legal writing assignments into the curriculum can enhance language proficiency and prepare students for the practical aspects of legal practice.

3. Promotion of Active Learning: Teachers should promote active learning strategies, such as group work, paired activities, and interactive discussions, to engage students actively in the language learning process. Providing opportunities for collaborative learning and peer interaction can enhance language acquisition and foster a supportive learning environment.

4. Integration of Listening Exercises: The findings underscore the importance of incorporating listening exercises into language learning curricula to ensure comprehensive skill development among students. Providing access to audiovisual materials, podcasts, and recordings of legal proceedings can improve listening comprehension skills and enhance overall language proficiency.

5. Support for Oral Proficiency Development: To enhance students' oral proficiency and confidence in communicating in English, teachers should promote speaking opportunities within the language learning environment. Implementing role-playing activities, debates, and oral presentations can provide students with

opportunities to practice speaking skills and improve fluency.

6. Explicit Instruction in Syntax and Vocabulary: Explicit instruction and practice in syntax and vocabulary acquisition are essential to improve writing skills and enhance overall language competence. Educators should provide structured writing instruction and opportunities for vocabulary development to help students express their ideas effectively in written English.

7. Continuous Evaluation and Improvement: Continuous evaluation and improvement of language instruction are necessary to meet the diverse needs and expectations of learners. Educators should solicit feedback from students and conduct regular assessments to identify areas for improvement and make necessary adjustments to the language curriculum.

12. CONCLUSION:

The importance of legal education, particularly in countries like Pakistan where adherence to the rule of law is crucial, cannot be overstated. As Crystal (1987) aptly stated, "The words of the law are in fact the law," highlighting the significance of language proficiency in the legal field. In Pakistan, where English serves as the medium of legal education, mastering the language is imperative. The LLB (Hons) program, spanning five years, aims to produce capable legal professionals who can

navigate the complexities of the justice system. Ahmad (2005) emphasized that English proficiency is essential for success in the legal profession, underscoring the need for law students to prioritize language acquisition, especially in legal English. The findings of this study have several implications for language education programs, curriculum development, and instructional practices. Educators should consider the diverse backgrounds, motivations, and learning preferences of students when designing and delivering English language courses. Additionally, efforts should be made to provide meaningful opportunities for practical application and real-life communication in English to enhance language proficiency and confidence among learners.

The insights gathered from this study have significant implications for language education at Metharam Institute of Law and similar academic institutions. By recognizing the diverse needs and preferences of students regarding language skills development, teachers can design tailored language learning programs that cater to individual learning styles and foster holistic language proficiency. Incorporating a variety of listening, speaking, and comprehension activities into the curriculum can enhance students' language acquisition experiences and better prepare them for academic and professional success.