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| RESEARCH ARTICLE

Teaching English for Legal Purposes to Undergraduate Translation Majors

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| ABSTRACT

To enable students majoring in translation at the College of Languages and Translation to read, identify the lexical and syntactic features of legal documents and hence comprehend their content, this article proposes an instructional module for teaching English for Legal Purposes (ELP). The module should be based on the assessment of the students' proficiency level in English and analysis of their academic and professional need. It consists of the most common legal terms such as (alias, amicus, peosequi, res judicata, puisine, puis ne, estoppel fee, simple laches, quash); grammatical structures common in legal documents such as the use of long and complex sentences, conditional clauses, adverbial clusters, long complicated nominal groups, the modal auxiliary shall, and French word order (court martial, heir apparent, secretary general); reading legal documents such as insurance policies, wills, statutes, contracts and agreements between individuals, leases, petitions, investigations...etc. Global legal themes are integrated in the practice material. The students practice listening, speaking, reading, writing and translation. They learn the legal terms and grammatical structures in context (through the text). The instructor performs text analysis. Together with the students, she goes through a legal text, locates legal terms and syntactic structures, and explains and/or translates them. Then the students perform text analysis of new legal texts. Numerous technologies can be integrated into teaching and learning ELP. Assignments are posted on Blackboard LMS, a blog or a social media page. At the end of the instructional period, the students are tested, and the ELP module is evaluated by the students and legal translation instructors. The article recommends that ELP be student-centered. The students should have an active role in the learning process where they select legal topics to read, talk, write about and translate.

| KEYWORDS

English for legal purposes, ESP, ELP, legal terms, legal grammatical structures, legal texts, legal genres, legal resources, legal translation.

| ARTICLE INFORMATION

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1. Introduction

English for Specific Purposes[1] (ESP) refers to the teaching and learning of English language skills for specific academic or professional purposes. It aims to help students who are learning English as a second/foreign language develop the language skills that they need for communicating effectively in specific fields or professions, such as business management, engineering, or medicine. ESP students can be either in higher education and need English to study a particular subject area or they are professionals who need to use English in their work, such as doctors, lawyers, IT specialists or business executives. Students that need to study ESP may come from a variety of linguistic and cultural backgrounds and may have different English proficiency levels. ESP focuses on a specific subject area that the students want to improve their English in. ESP is different from general English in that it is reflected in the course content and instructional methods. Examples of English for Specific Purposes are

[1] https://www.dotefl.com/teaching-english-for-specific-purposes/

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English for aviation, banking, hospitality**,** tourism, medicine, engineering, computer science, economics, science and technology, law, Islamic studies, art education and others (Hyland, 2022; Ruslanovna, 2017; Hyland, 2022; Al-Jarf, 2021d; Al-Jarf, 2022g).

ESP is all about designing and delivering course material that is tailored to the specific needs of a particular group of students who need to learn English in a specialized field or profession. ESP lessons generally involve teaching learners the specialized terms and grammatical structures used in a specific specialized field. So, rather than focusing on teaching grammar and language structures, it concentrates more on language in the context of the specific area of study. General English learning is usually integrated within this. The goal of ESP is to help learners communicate in English in their specific field or profession effectively and accurately. ESP combines specialized subject matter and English language teaching. Such a combination is highly motivating for the students because they can apply what they learn in the classroom to their specialty while studying or working.

To teach ESP effectively, the instructor or course designer needs to set the objectives of learning English for the student. He/she has to conduct a needs analysis, i.e., identify the language skills that are most important for the students within their specific subject. For example, an ESP course may emphasize the development of communication skills in students who are planning to work in the legal field. In learning English for banking, the ESP course might promote the acquisition of specific technical terms. The instructor or course designer should check with the students and ask them about the components of the syllabus and whether they like the proposed syllabus (Al-Jarf, 2021; Al-Jarf, 2021; Grynyuk (2016; Al-Jarf, 1994).

Furthermore, ESP has been practiced in many subject areas and many countries for more than fifty years and has been the focus of a plethora of research studies that investigated many teaching and learning issues in ESP such as teaching English for specific purposes (Ruslanovna, 2017); what is ESP and where is it taking us (Hyland, 2022); basic aspects of foreign language teaching for specific purposes (Grynyuk, 2016); the value of language and content needs analysis in ELP courses in Croatia (Lukica & Kałdonek, 2011); a case of English for Academic Purposes and English for Professional Purposes (Makamani, 2012); cases in English for Academic Legal Purposes (Swales, 1982); English sources of law-specific difficulties for learners studying legal English (Northcott, 2012); a language policy approach for ELP across languages, cultures and societies (Barrault-Méthy, 2015); the importance of the four English language skills in teaching a new ELP (Hamid & Sultan, 2022); connecting language and disciplinary knowledge in ESP (Hartig, 2017); revisiting ELP in a self-learning environment *(*Isani, 2006); legal translator training as a partnership between teachers of ELP and legal specialists (Northcott & Brown, 2006); cross-cultural communication as a challenge to ELP (Aurelia, 2012); mainstream approaches and complementary advances in English for Specific Purposes in Europe (Van der Yeught,, 2016); remarks on international legal English as a lingua franca in Europe (Campos-Pardillos, Linde & Crespo, 2010); assessing English for Professional Purposes (Knoch & Macqueen, 2019); evaluation of an unaccredited English syllabus for legal purposes for M.A. students at Sétif University in Algeria (Kermouche, 2020); students' perspectives on teaching ELP during the Covid-19 pandemic (Sierocka, 2021); a SWOT analysis of English Communication courses at the Department of Communication (Makamani, 2012); contexts of and cases in teaching legal English (Northcott, J. (2009); the problem question in English for Academic Legal Purposes (Howe, 1990) and others.

Further studies in the literature focused on the difficulties that students have with legal English. For example, Hartig (2017) asserted that students face challenges in learning Enlgish for law, such as how to use language to express disciplinary concepts, how to deal with disciplinary and cultural specificity in disciplinary literacy development across languages and cultures and how to frame the required structure of a given genre. NGHI (2019) indicated that ESP students face many difficulties in translating English–Vietnamese legal terminology due to the wide divergence between English and Vietnamese in language, culture, and the legal systems. In another study, Northcott (2012) pointed out that English is the language of the common law that has often been perceived as the root of many of law-specific difficulties for Legal English learners, together with the difficulties inherent in working with common law contracts and cases that are a potential source of difficulty for students learning Legal English. Likewise, the Legal English practitioner in Romania faces the challenge of providing an accurate and comprehensible translation for a certain target reader whose expectancies relate to the law system he/she comes from (Aurelia, 2012). Candlin, Bhatia & Jensen, 2002) reviewed available legal writing books to assess their suitability for use in EALP writing contexts at the City University of Hong Kong and found that although certain aspects of available books can be useful, most are unsuitable for use in such contexts. They offered three approaches for developing legal writing materials that met the suitability criteria. They the customized the materials in various ways to meet the needs of learners studying law in English as a second language. They adopted a more language and discourse-based approach in the material. They made the material available as a computer-mediated resource bank rather than packaging the materials in book form.

In Saudi Arabia, students majoring in translation at the COLT have many difficulties with specialized terminology and specialized texts in the different disciplines such as identifying the lexical and syntactic features of news headlines, news stories and advertisements (Al-Jarf, 2021c; Al-Jarf, 2007a); the linguistic, translation and cultural features of Arabic and English dar (house) and bayt (home) expressions (Al-Jarf, 2022b); common names of chemical compounds (Al-Jarf, 2022e); color-based metaphorical

expressions (Al-Jarf, 2019); Arabic om- and abu-expressions (Al-Jarf, 2017); binomials (Al-Jarf, 2016); translating polysemes from English to Arabic and Arabic to English (Al-Jarf, 2022c); English word + preposition collocations (Al-Jarf, 2022h; Al-Jarf, 2009c); English neologisms (Al-Jarf, 2010); distinguishing word order in English-Arabic translation (Al-Jarf, 2007b); English plural formation (Al-Jarf, 2022d) and translating English and Arabic plurals (Al-Jarf, 2020); processing of cohesive ties (Al-Jarf, 2001) due to lexical, structural, discoursal and cultural difference between English and Arabic; and others.

Specifically, undergraduate students majoring in translation at the College of Languages and Translation, King Sudi University, Riyadh have difficulties with legal English and the translation of legal texts from Arabic to English and English to Arabic. Analysis of end-of-semester grades in 18 translation courses showed that the percentage of failing students in the Legal Translation course, which advanced translation students at COLT take in the 9th semester of the translation program, had the highest percentage of students (8% compared to other translation courses where the pass rate in 50% of the courses was 100% and the pass rate in 79% of the courses was between 98% and 100% (Al-Jarf, 2021a).

Results of a study with undergraduate translation students enrolled in a Stylistics course revealed that the students had numerous difficulties in identifying the syntactic and lexical features of legal texts. The features that were difficult for the students to identify were: Use of legal verbs (69%); prefixing and suffixing of prepositions (63%) prepositional/adverbial phrases (57%); long complex sentences (52%); doublets or coordination of synonyms (52%); statements (22%); no adjectives (10%); few pronouns (8%); use of emphatic auxiliaries and technical vocabulary (7% each); scarce use of pronoun reference, relative clauses and use of passive structures (5% each); use adverbs and putting adverbs in an unusual position (3% each); long nominal clauses, sentence with unusual order, long words, few adjectives, descriptive adjectives, and rare pronoun reference (1.6% each). These percentages reflect the difficulty level of the different lexical and syntactic features of the legal text and features with which the students have comprehension problems. The lower the percentage, the more difficult the feature is. Difficulties in processing the notarial text on the test reflect unfamiliarity with the different types of legal documents especially, unfamiliarity with the notarial text structure; inadequate linguistic competence, inadequate transferring and application skills; Insufficient practice. Inefficient study skills. Some students memorized the lexical and grammatical features and made a list of them on the test paper, in the order in which they were presented in class and in the handout, without giving examples (Al-Jarf, 2023).

To enhance students' ability to comprehend the content of legal documents, identify their lexical and syntactic features of legal documents and help them translate legal texts from English to Arabic and Arabic to English, the current study proposes and model for teaching ELP students at COLT whether as an independent module or as a supplement to the either in the Stylistics or Legal Translation course that that the students take. The study will show the component of the proposed model (specialized legal terms, grammatical structures common in legal documents, listening, speaking, mediation, reading, writing, translation, cross-cultural communication, awareness of global legal issues, technologies used and assessment.

This study will fill a gap in the ESP literature as there is lack of research studies in Saudi Arabia that focus on designing ELP courses or modules for undergraduate students majoring in translation. Legal translation, in particular, poses many problems to undergraduate translation student as it involves unfamiliar specialized technical terminologies and the variety of legal text types (genres) such as legal agreements, contract, identification cards, insurance policies, court forms, marriage, divorce, birth and death certificates, wills and testaments, powers of attorney, trust documents, sale documents, and legal settlements each of which having a discourse structure with which the students are not familiar.

Translation students must be aware of the lexical, syntactic features and pragmatic aspects of each legal genre in the source and target languages to be able to understand the content of the document, guarantee the overall communicative process, and avoid inconsistency and lack of precision in legal translation. They need to acquire advanced professional skills to perform their demanding tasks. Such tasks begin with English reading proficiency, discourse analysis of the legal text, awareness of the similarities and differences in the lexical, syntactic and pragmatic features of legal texts in English and Arabic. Mahdi (2016) added that legal translation is often more difficult than other types of technical translation because of the system-bound nature of legal terminology. In legal translation, a translator must have an extensive knowledge of law and must understand local cultures and the sociological nuances of those cultures in order to convey the message across accurately. Translation students need to recreate the content of the source text in the TL in such a way to render a comparable meaning, intent and effect the legal text because countries differ in their legal systems and legal terminology. Legal terminology in one country might also differ from that of another country speaking the same language.

2. The ELP Course

Based on numerous studies in the literature such as Hamid and Sultan (2022), Grynyuk (2016), Northcott (2009), Ruslanovna (2017), Hartig (2017), Hartig (2014), Lukica and Kałdonek (2011), Chovancová (2018), Kermouche (2020), Al-Jarf (2022g), Al-Jarf (2021b), Al-Jarf (2021d), Al-Jarf (2021f), Al-Jarf (2013), Kermouche (2018), Al-Jarf (2006b), Al-Jarf (1994), the current study

proposes an ELP module that can be used as an independent course or as supplementary remedial or enriching module in the Stylistics and/or Legal Translation courses taught at COLT. The supplementary practice material consists of short, easy texts and moves on to longer and more difficult texts for a couple of weeks before starting the actual legal translation or Stylistics course material. The instructors should teach legal terminology and grammatical structures in context. Listening, speaking and writing activities can be based on the topic of the reading texts under study. Focus should be on understanding and translating the overall meaning of the text, not on the literal meaning of every single text especially when reading narrative texts.

The ELP module should be designed by a team of subject- matter (legal specialists), curriculum design and native English language experts. The register, legal discourse structure, stylistic features, and specific terminology, grammatical structures, listening, speaking, reading and writing skills should be taken into consideration in the module design.

2.1Identifying Students' Needs

According to Jureckov (1998), Dudley-Evans (1998), Flowerdew (1995), Cruickshank (1983), needs analysis is the basis of ESP course design. Thus, on the first day of classes, undergraduate translation students' English language needs are identified by a needs assessment questionnaire which consist of the following questions: (i) For what purposes do you need ELP while studying? (ii) For what purposes do you need ELP after you graduate? Students' responses were tallied, and their language needs were identified. It was found that all the students needed to learn English to be able to listen to legal texts, speak about legal topics, read legal documents in English and write paragraphs about legal topics during the program and after graduation and to be able to translate/and interpret legal texts from English to Arabic and Arabic to English.

In addition, translation graduates who work as legal translators and interpreters may participate in identifying the skills that a legal translator/interpreter needs to acquire to be able to perform the translation/interpreting task efficiently. They can identify the types of legal genres that translation students need to be familiar with. Legal translation instructors can also identify the skills and knowledge that translation students should acquire to be able to perform the translation/interpreting tasks in their academic legal courses accurately and effectively.

2.2 Assessing Students' Proficiency Level

Before instruction, the students' proficiency level in ELP is assessed by a teacher-made test consisting of the following: listening and speaking, legal terminology, legal grammatical structures, reading comprehension, paragraph-writing and translation. The pretest consists of the following questions: (i) Listen to the following legal TED Talk and answer the legal questions orally; (ii) Read the passage and answer the questions that follow; (iii) Write the Arabic meaning of the following legal terms; (iv) Write the English meaning of the following legal terms; (v) Write a paragraph about privacy on social media; and (vi) Give a summary of the following legal text in Arabic.

2.3 The ELP Course/Module

On the basis of the students' language needs assessment survey, their proficiency level in legal English, translation graduate and legal translation instructors' survey results, the major skills that the students need to acquire are defined (listening, speaking, reading, writing, and/or legal terminology, legal grammatical structures, using technology and so on. Specific sub-skills should be identified. Legal terminology and grammatical structures that are typically found in legal texts should be integrated and learnt in context.

ESP courses usually concentrate more on language in context rather than on teaching grammar and language structures in isolation or from a general grammar textbook. In ELP English should be integrated into the subject matter of the legal translation, Stylistics or Reading courses that the students take. The course material should connect language and disciplinary knowledge in ELP.

First, the ELP instructor makes a list of sub-skills, and order them in terms of difficulty. She selects the sample of legal terms that students will study. She makes a list of grammatical structures that frequently occur in legal texts of different genres. She selects the reading resources and legal text genres, with varying difficulty levels and lengths. She selects familiar legal topics for speaking and writing practice online legal videos and legal TED Talks for listening practice. She selects online legal resources such as bilingual English-Arabic and Arabic-English legal dictionaries, assignments and quizzes. The ELP course/module should have the following components:

1) Specialized Legal Terms

The legal terms to be covered in the instructional modules can be selected from Bouharaoui (2008); Al-Jarf (1998); Glossary of Legal Terms[2]; The Legal Professional's Guide to English Vocabulary for Contracts, Court, Property and More. Retrieved from[3]; LEGAL LEXICON[4]; Legal Forms and Legal Documents[5]; Syntactical Structure of The Language of Law[6]. The students can learn legal terms as in the following:

- General lexical items: *deem, accept, require, agree, issue, state, specify, constitute, observe, exercise.*
- Legal terms: *decree (n); sub-letting; premises; mortgage (n); deem (v); tenant; landlord; lease (n); appeal; appellant; appellate; appellee; collateral; conviction; felony; Grand jury; Impeachment; petition; Jurisdiction; Jurisprudence; Lawsuit; Liquidation; assets; Panel; Plaintiff; offense; Plea; Probation; Prosecute; Redemption; Settlement; Statute; Subpoena; Testimony; Verdict; Witness; Capital punishment, Charge, Civil law, Criminal law, Defendant, Defense Attorney, Evidence, Fine, guilty, Misdemeanor, parole, Plea, Prosecutor, Sue, Testify, Testimony, Verdict, Fraud, Perjury,*
- Coordinated synonyms or near-synonyms (legal doublets) as in *terms and conditions, able and willing, altered and modified, any and all, by and between, covenants and obligations, will and testament, lying and situated, made and signed, breaking and entering, transformed and altered, have and hold, in good order and repair, fit and proper, null and void, lands and tenements, represents and warrants, aid and abet, assault and battery, breaking and entering, cease and desist, due and payable, free and clear, full and final, give and grant, goods and chattels, indemnify and hold harmless, keep and maintain, law and order.*
- legal triplets: *arbitrary, capricious and unreasonable; cancel, annul and set aside; convey, transfer and set over; give, devise and bequeath; grant, bargain and sell; name, constitute and appoint; null, void and of no effect; order, adjudged and decreed; peace and quiet enjoyment; rest, residue and remainder.*
- Prefixed and suffixed prepositions: *hereby, aforesaid, hereof, heretofore hereinafter, hereunder, whereby, herein, thereupon, whereabouts, hereinabove, hereinbefore, hereinbelow, hereby, here below.*
- Legal terms from French: *puisne judge, puis ne, estoppel fee, simple laches, en banc, voir dire.*
- Legal terms from Latin: *alias, amicus, peosequi, res judicata, curiae, nolle, de facto, de jure, de novo, pro se, pro tem, ab initio, actus reus, ad hoc, ad hominem, a fortiori, a mensa et thoro, a posteriori, a priori, a quo, ab extra, force majeure, guardian ad litem, habeas corpus, caveat emptor, lien, suo motu, inter alia,*
- Archaic words and phrases that are used by lawyers only as *witnesseth.*
- unusual feminine forms for common words like administrator or prosecutor: *Administratrix, executrix, prosecutrix, and testatrix.*

To help the students learn, relate, apply and retain legal terms, a multiple-associations instructional approach that focuses on connecting the printed form of a legal term with its pronunciation (the hidden sounds, double and silent letters, and homophones), with its part of speech, singular or plural form, English and Arabic meanings, usage, previously-encountered terms. Categorization, association, visualization skills and mnemonic approaches should be emphasized. Mind maps can be used to show how legal terms are related. Legal terms and new general lexical items should be taught in context, i.e., while reading a sample of legal texts of different genres. Out of class, extensive listening and reading activities are encouraged to consolidate the legal terms learnt. (Al-Jarf, 2022a; Al-Jarf, 2015; Al-Jarf, 2006a).

2) Grammatical structures Common in Legal Documents

The following grammatical structures that are common in legal documents are covered:

- Coordinated adverbial phrases. Adverbials usually cluster at the beginning of the sentence and are used to avoid ambiguity and clarify meaning:
  - *on the expiration … or on the previous death*
  - *subject to any authorized endorsement … and to the production…*
  - *on credit or without such payment*
- Adverbials placed in positions which seem unusual by normal sentence structure:
  - *a proposal to effect with the Society an assurance.*

[2] https://www.uscourts.gov/glossary#glossaryF

[3] https://www.fluentu.com/blog/business-english/legal-english-vocabulary/

[4] http://www.jiwaji.edu/pdf/ecourse/law/4.%20Legal%20Lexicon.pdf

[5] https://www.lawdepot.com/contracts/groups/?loc=US#.YMDu9rFR1RY

[6] https://www.ukessays.com/essays/linguistics/syntactical-structure-of-the-language-of-law-linguistics-essay.php

- Long and complex.
- Conditional clauses. Sentences that have an underlying structure which says: 'if X is … , then Z shall be Y'.
- Long complicated nominal groups.
- Modal auxiliary shall + be + past participle. Use of shall to express what is to be the obligatory consequence of a legal decision.
- Legal phrases with a French word-order as in *secretary general, court martial, malice aforethought, malice prepense, heir apparent*.
- Use of statements; no questions; occasional command.
- No pronoun reference.
- No intensifying adverbs like *very* and *rather*.
- No adjectives like *splendid, wise, disgusting, and happy*.

Legal syntactic structures should be taught in context, i.e., in a sample of legal texts of different genres. Long complex and embedded sentences can be broken down into clauses and clauses broken down into phrases by slash lines to help the students understand independent and dependent clauses and connecting the phrases that go together (Al-Jarf, 2023; Al-Jarf, 2009a; Al-Jarf, 2009b; Al-Jarf, 1998).

3) Listening and Speaking Skills

A variety of listening ad speaking skills can be practiced in legal contexts using different legal themes with which the students are familiar. The students may listen to legal online videos and TED Talks. To develop students' listening comprehension skills in legal contexts, the students may answer comprehension questions orally or in writing. They can discuss the content of the video or TED Talk. They can give an oral presentation about an assigned legal topic which the students can prepare at home. They can participate in debates about familiar legal topics and answer problem-solving legal questions (Al-Jarf, 2021e; Al-Jarf, 2021; Al-Jarf, 2012).

Moreover, the students need to practice mediation skills[7] as an emerging concept in language education (Chovancová, 2018). Mediation involves voluntary participation, face-to-face discussions between the parties in conflict, an unbiased mediator without any decision-making power who helps those involved to understand each other's point of view. The mediator helps them come to an agreement, gives equal opportunities for all participants to speak and explain their point of view, share all relevant information, and helps all parties to reach an agreement. A mediator needs the following skills: (i) Active listening skills; (ii) emotional intelligence to understand; and (iii) questioning and clarifying skills to grasp the facts and the areas of controversy; .

The mediation process goes through the following phases: (i) Preparation which involves setting basic rules of communication such as only one person talks at a time, no verbal abuse, all that happens remains confidential and mediators' role, helping the parties to reach their solution and protect the parties from each other, whether to have separate meetings with each party; (ii) reconstructing and understanding the conflict by listening to the participants' stories, together and/or separately, and clarifying what they want to achieve from the process, summarizing the main points of the conflict, proposing an agenda for the discussion such as the order in which issues should be discussed. It can also be helpful to identify the participants' feelings, and that their feelings have been understood.

4) Reading Skills

The students may practice reading a variety of specialized legal documents and genres such as insurance policies, wills, and codicils, statutes, petitions, investigations, courtroom documents, petitions, investigations, treaties, agreements between individuals, consulting agreements, loan agreements, purchase agreements, employment and independent contractor agreements, private and public contracts, leases, employment contracts, international contracts, commercial contracts, memoranda, articles of association**,** cases, briefs, rule and regulations, corporate bylaws, rusts, public legal documents like notices and instructions, opinion letters, complaints and answers, deeds and others.

The legal texts can be selected from different resources such as newspapers, and Internet websites. They should increase in length and difficulty. The students practice reading legal texts with different organizational structures.

The students practice the following reading skills: (a) Identifying main ideas and supporting details such as the types of rights, obligations, relationships, rules, purposes, parties involved, terms and conditions, outcomes, and consequences,

[7] http://www.skillsyouneed.com/ips/mediation-skills.html#Skills%20Mediators%20Need

and/or penalties contained in a legal document; (b) reading an understanding a legal opinion (the caption, the case citation, the case summary, the decision, the opinions; (c) understanding long, complex sentences and breaking them down into smaller units; (d) identifying the lexical features of the legal document, i.e., types of legal terms used, explaining and translating their meanings as used in the text; (e) identifying the organizational structure of the legal text under study; (f) comparing the organizational structure of different legal genres; (g) summarizing a legal document.

5) Writing Skills

Good legal writing communicates ideas clearly, accurately and concisely. The students need to practice writing legal arguments, to argue from precedent and principle, and to use facts effectively. They need to practice drafting a variety of basic legal documents such as a case brief, a complaint, an answer, an opinion letter, a legal memorandum, or a statute. The writing materials can be selected from contemporary social issues, problems or controversies about business, crime, environment, family, health, human rights, immigration, intellectual property, international relations, taxation and more. The students may practice writing about worldwide legal systems, legal developments in technology, elderly patients' rights, healthcare and legal issues, legal and ethical issues in it, is health insurance a necessity? divorce and custody cases, ethical and legal issues in employee selection methods, social media ethical issues, Covid-19 vaccine mandates, banking legal issues, legal issues in contracts, computer security, education, health services, fake products, public school settings, cybercrimes, copyright issues, intellectual property, legal rights of employee in employment, police brutality, immigration and refugees, penalties, discriminatory practices religious and non-profit organizations, and others.

6) Translation skills

Translation instruction should focus on rendering a translation of the overall meaning of a short legal text that was already read and discussed in class, rather than a full or a literal translation of each sentence in the text. The students translate the overall meaning of a legal text from Arabic to English and English to Arabic. The instructor gives some translation tips such as: (i) Arabic sentences begin with the verb, (ii) imagining an audience for whom the student is translating, and (iii) pointing out differences between English and Arabic legal discourse. Students' in-class translation practice should be monitored by the instructor, and feedback provided. The instructor gives group feedback in case of common problems. The students can post the students' re-written translations on an online discussion forum, online course, blog, or a social media page such as Facebook.

7) Awareness of global Legal issues

The students are introduced to legal systems in different countries, statues, UN resolutions, international treaties, international organizations related to human rights, the International Court of Justice, and global issues such as conflicts, immigration, refugee problems and others. They can read about global legal topics online or watch the news.

8) Integrating technology

The students receive training in Internet searching skills that include defining search terms, using search engines such as Google, downloading files, searching for legal websites, finding articles about specific topics in legal websites, and finding, searching, and writing in online translation forums**.** They practice using distance learning and web-conferencing technologies such as Zoom, Microsoft Teams, Google Meet, WebEx, Elluminate platforms. Online dictionaries can be used to look up the meanings of legal terms and their equivalents in English and/or Arabic. The students practice locating and selecting legal documents from internet resources. They can consult online translation and legal directories such as Proz.com. A smart board can be used in the classroom for displaying and discussing legal texts, legal terms and grammatical structures. Assignments can be posted on the Blackboard Learning Management System. The ELP instructor can use legal TED Talks and online videos for listening and speaking practice about court cases. Both students and instructors can use Artificial Intelligence (AI) to obtain legal terms, document translation, resources, legal texts of a specific genre, sample legal writing and any other information on legal topics of interest to them (Al-Jarf, 2022f; Al-Jarf, 2014; Al-Jarf, 2004; Al-Jarf, 2003).

9) Assessment

At the end of the module, the students are tested. They are asked to read a legal text and explain/translate the meanings of some legal terms, and grammatical structures in the text. They can be asked to identify the stylistic features of a legal text and give examples that illustrate each feature they give. They write a paragraph or give a presentation about a familiar legal topic. Quizzes should require the students to make the multiple associations among legal terms described above.

Moreover, students and instructors' feedback is significant for the continual improvement of the ELP courses. Students

may assess the ELP module to find out the strengths and weaknesses, whether it meets the students' academic needs. The module can be also evaluated by translation graduates who are currently working as legal translators and/or interpreters and by colleagues and instructors teaching legal translation at other universities.

In assessing the course, focus should be on identifying which vocabulary, grammar, listening, speaking, reading and writing skills have been acquired by the students and which ones have not. Assessment should provide feedback on the suitability of the reading material, activities, and assignments in terms of difficulty level and skills developed.

3. Conclusion

Effective ELP instruction depends on the instructor's competence. Therefore, ELP instructors should receive some orientation about ELP through training programs, as they might be specialized in teaching general English, but not ELP. They should be introduced to the different types of legal texts, legal terminology, listening, speaking, reading, writing, translation and electronic searching skills.

The instructor should encourage the students to be active in class and the learning environment should be secure for making mistakes. Focus should be on communication and not oncorrecting every single error made by the students. Students should receive feedback on their performance and areas of improvement.

ELP should be student-centered, not teacher-centered. The students should have an active role in the classroom. They may identify the difficult words and structures, speak, read, translate, bring texts of interest to them from paper and online resources, and correct their own errors as well as each other's. An online course, or an online discussion forum, blog or a social media page can be integrated in ELP instruction where texts and assignments can be posted, and discussions can be held.

Teaching of features of legal documents can proceed in a series of graded steps. The students are introduced to different types of legal documents. They proceed from short and easy to longer and more difficult texts. They are asked to read each silently and highlight lexical and grammatical features. They compare and contrast the lexical and grammatical features of different types of legal documents.

Finally, to enhance students' performance in legal interpreting and specialized translation courses, designing English for Legal Interpreting, Education, Sociology, Media, and/or Agriculture Purposes for translation students at COLT are still open for further research in the future.

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