

A Need Analysis of Law Students' English Literacy for Occupational Purposes (EOP)

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Abstract

Language is considered as a way of transmitting ideas and feelings from one person to another. There is a need for a common language which can be best understood all over the world. English language serves this purpose very well. The major purpose of this study was to investigate the theoretical bases of needs analysis of law graduates' English literacy for their occupational purposes. A sample of four (02 from district Rawalpindi and 02 from Islamabad) was randomly selected to collect the data. As in some institutions the degree program is of three years and in some of five years that is why the data was collected from the final year students. By using convenient sampling design, a sample of 100 law graduates of final year students of LLB was selected; that is 50 students from district Rawalpindi and 50 from Islamabad. There are more than 1000 lawyers practicing in the districts of Islamabad and Rawalpindi. Out of these, a sample of 100 was selected to collect the data to achieve the objectives of this research study. The finding indicated that most of the students need learn English language in their field as a subject English as Occupational Purpose (EOP). It helps law students in different ways e.g. speaking, reading difficult terms and texts, proceeding, negotiating etc. The major recommendation for future researcher is that to conduct research on need analysis of lawyers from all over Pakistan.

Keywords: *Need Analysis, English as Occupational Purpose (EOP), English as specific purpose (ESP), Law Studies*

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Introduction

In the twenty-first century, English is the language of international business, and its importance is more when it comes under different business aspects. This is also important legal language which is spoken and officially used for written purposes in many occupations including law. Case (2003) states that “it is estimated that by 2025 there will be more speakers of English as a second language than the speakers of English as a first language. The increasing need for English has caused changes in English language teaching especially in the last few decades. This requires a new look at one aspect of English language teaching which is English for specific purposes”. There are two main branches of English for specific purposes: English for occupational purposes (EOP), and English for academic. The need for English for specific purpose was felt during the post Second World War period when a great scientific, technical, and economic activity took place". This period was starting point for the need of a “lingua-franca” to ensure smooth interaction among people of various countries and areas. The foundation of English for specific purposes; including English for occupational purposes are the specific need of its learners. Need analysis is necessary so that all information can be collected and analyzed to define the ‘language’ required by the students. There is no doubt about it that English has become the universal language used by the people all over the world. In the professions like medicine, science and technology, commerce, computer science, and law and many more, English is used by the professionals at global scale. Most of the law, statutes, rules and regulation, in other countries have been written in English and expert legal professionals use the same as mode of communication (reading, writing, listening, and speaking) in the courts. A wide variety of law colleges, universities and institutions need the learning of English to comprehend the rules, principles and original connotation of different laws. The mastery of the English aids lawyers to understand and apply the law in better way. This improves their efficiency in output in terms of their performance to deal with technical cases and understand strategies of law. Studying legal terminology is very necessary for lawyers to have command over language and deal with court matters accordingly.

Statement of the Problem

The official language of courts in Pakistan is English. The lawyers must prepare the cases in English language to plead. They have also to deal with foreigners as well. But the problem is that the English language is

not taught to law graduates in the Law colleges during their study period. Hence, this study is an effort to investigate the needs analysis of law graduates' learning English for their occupational purposes in a real practice. The present study is to investigate the language needs of prospective lawyers with the aim of providing suggestions for the design of English for legal occupational purpose.

Objectives

1. To investigate the needs of law graduates 'English language literacy for their occupational purposes.
2. To highlight the needs of future lawyers about English language literacy during their study period.

Delimitation of the Study

The study was delimited to:

- Law colleges of Rawalpindi and Islamabad district only
- The lawyers doing practice in Rawalpindi and Islamabad district only (mixed group)

Population of The Study

There were 15 Universities and Colleges offering LLB degrees in Islamabad and Rawalpindi. All the students studying in these institutions are the population for this study. The institutes included: Jinnah Muslim Law College , Punjab Law College, Rawalpindi Law College, The Best Law College, East and West Law College, Islamabad School of Law, Islamabad Law College, City Law College, Al-Mizan Law College ,University College of Islamabad ,The Institute of Legal Studies(TILS), Roots Ivy University College ,Roots International School ,The Leads College ,Capital Law College

Sample of the Study

Out of above mentioned fifteen institutions, a sample of six (02 from district Rawalpindi and 02 from Islamabad) were randomly selected to collect the data. As in some institutions the degree program is of four years and in some of five years that is why the data was collected from the final year students.

By using convenient sampling design, a sample of 100 law graduates of final year students of LLB was selected; that is 50 students from district Rawalpindi and 50 from Islamabad.

There are more than **1000** lawyers practicing in the districts of Islamabad and Rawalpindi. Out of these, a sample of 100 lawyers (50 from Islamabad and 50 from district Rawalpindi) was selected to collect the data to achieve the objectives of this research study.

The summary of the sample is presented below.

Participant	District	No. of participant
Final year students	Islamabad Rawalpindi	& 50 + 50 = 100
Practicing lawyers	Islamabad Rawalpindi	& 50 + 50 = 100

Research Design

It was a quantitative survey study. The purpose of this study was to investigate the needs analysis of English literacy from the viewpoints of prospective and practicing lawyers for occupational purpose. To obtain quick information directly from the primary source the researcher used a questionnaire and distributed it to respondents who gave answers on three points scale ranging from agree to disagree against each statement.

Tool (construction and validation) A questionnaire with a 3-point scale (They are agreed, neutral, and disagree alternatives, having numbered from 3, 2, 1 for a positive statement and process is reverse for negative statements) was developed to explore the participants' needs analysis for occupational purposes. The questionnaire comprised of two sections A and B. In the first section respondents were asked about their demographic details leading towards their English proficiency levels. The second section was comprised of items on objectives of study. After designing the survey instrument, the researchers delivered the questionnaire to the sample (prospective lawyers of final year and the practicing lawyers). The instrument was validated from the two experts of English language, and psychology who assessed the statements of the questionnaire, their language and content validity. Their opinions were acknowledged, and some items were revised and then these experts confirmed that statements were correct, relevant and correlated.

Finalization of the Tools (Construction, Validation, Improvement, administration)

Questionnaire was developed in two phases: (1) Planning and Preparation Phase (2) Administration Phase.

Planning and Preparation: The questionnaire was planned in terms of psychometric properties of the tool where expert opinions were sought and then objectives of study were kept in mind for developing the items, the length of tool and items, creation of statements etc. Then the statements (questionnaire) were developed. After the preparation of statements, it was discussed with the experts in the field of English linguistic and psychology, to know their opinion about the validity of the test, format, language and their consistency. Based on their opinion and suggestions, nine test statements were revised, as they were somewhat vague in nature.

Administration phase After the improvement of the tool, it was administered to the whole sample. The researcher evaluated the questionnaire, and the marks achieved by the students were kept in the record file of each student for further statistical procedures.

Validity: The instrument was validated from the two experts who had been serving in English language/profession, and psychology. They examined the tool and checked the relevance of each item with objectives of the study. Then some items were revised before the final tool.

Reliability: it was estimated by using formula “KR-21 and was found to be 0.71*. The formula for KR21 for scale score X is $K / (K-1) * (1 - M*(K-M)/(K*V))$, where K is the number of items / statements, M is the mean of X and V is the variance of X”.

Results

Table 4.1

Learners' opinion regarding the importance of English

Statement	Agree	undecided	Disagree	Mean
English language is important for my future career.	100	0	0	3.0

The above table presented that all the prospective lawyers are in favor that English language is important for their future career. 100 % of prospective lawyers agree with the statement. The mean value is high and showed the importance of English language for future lawyers.

Table 4.2*Learners' opinion regarding taking English classes in relevant field.*

Statement	Agree	undecided	disagree	Mean
I am interested in taking more English classes related to law field	90	10	0	2.9

The above table presented that 90% of the prospective lawyers are in favor to take English classes which are relevant to their law field whereas 10 % were confused to decide whether they are interested in taking classes or not. The overall mean score is 2.9.

Table 4.3*Learners' opinion about importance of speaking activities in EOP*

Statement	Agree	undecided	disagree	Mean
Dialogue-based speaking are activities important for law students in EOP	80	10	10	2.6

The above table presented that 80% of learners agree to include dialogue base activities in in EOP course and 10% earners are undecided regarding this statement. The overall mean score is 2.6.

Table 4.4*Learners' opinion regarding ESP courses for better communication.*

Statement	Agree	undecided	disagree	Mean
I will communicate better if I take an ESP course	95	05	00	2.95

The above table presented that 95% of learners are in the favor that ESP can make their communication better whereas 5% are undecided. The overall mean score is 2.95.

Table 4.5*Prospective lawyers' opinion about need of English for reading books.*

Statement	Agree	undecided	disagree	Mean
I need English to read law books for my study	100	00	00	3.0

According to the statement presented in table 4.5, the result shows that 100 % of prospective lawyers agree that English helps them to read books related to their field. The mean score is 3.0.

Table 4.6

Learners' opinion about better communication skills through English

Statement	Agree	undecided	disagree	Mean
I think that an ESP course can improve my communication skill in English.	80	20	0	2.8

Table represent the results that 80% of learners are in favor that English can help in better communication but 20 % are undecided. The total mean score is 2.8.

Table 4.7

Learners' opinion about exclusion of grammar in ESP syllabus.

Statement	Agree	undecided	disagree	Mean
I think grammar should not be included in an ESP syllabus.	05	25	70	2.65

The result shows in the table that 5 % of learners agree that grammar should not be part of ESP syllabus whereas 25 % of learners are confused to decide it and 70 % of learners clearly disagree with the statement. Total mean score is 2.65.

Table 4.8

Learners' opinion regarding studying ESP and general English together

Statement	Agree	undecided	disagree	Mean
I think that an ESP course should run parallel with a General English course.	50	30	20	2.3

Results show that 50 % of learners agree with the statement and 30% were undecided. 20% of learners disagree. The total mean score is 2.3 Out of 3.0.

Table 4.9*Learners' opinion regarding the need of specific vocabulary in course.*

Statement	Agree	undecided	disagree	Mean
I think that an ESP course should be focused on specific vocabulary.	80	10	10	2.70
A total 80% of learners agreed with the statement presented in table whereas 10% were not clearly decided and 10 % of learners disagreed. Total mean score is 2.70.				

Table 4.10*Learners' opinion regarding taking lectures from international professors.*

Statement	Agree	undecided	disagree	Mean
I need English to attend lectures given by international professors	60	25	15	2.45
Table presents the results that 60 % of learners agree with the statement, 25% were undecided and 15% disagreed. The total score is 2.45.				

Table 4.11*learners' opinion regarding denying the benefit of ESP course.*

Statement	Agree	undecided	disagree	Mean
There is no benefit of ESP course in my law practices	00	05	95	2.75
The table presented that 95% of learners disagree that ESP has no benefits for them whereas 9% of learners were not sure about it. Total mean score is 2.75.				

Table 4.12*Learners' opinion about routine work and ESP*

Statement	Agree	undecided	disagree	Mean
ESP is helpful in my daily routine work activities (argumentation, drafting, judgment.)	90	10	0	2.9

Table presented the results that 90% of learners agree with the statement and 10% were undecided. The total mean score is 2.9.

Table 4.13

Learners' opinion regarding the need for law students for ESP while writing legal reports.

Statement	Agree	undecided	disagree	Mean
Law students need to learn English to write law reports and legal issues at official level.	100	00	00	3.0

Table presented that 100 % learners agree that law students need ESP while writing reports etc. Total mean score is 3.0.

Table 4.14

Learners' opinion regarding feeling difficulty in speaking English.

Statement	Agree	undecided	disagree	Mean
I often feel difficulty to speak English while pronouncing difficult terms.	70	25	05	2.65

The table presented that 70 % of learners agree with the statement and 25% were not decided. 5% of learners disagree with it. Total mean score is 2.65.

Table 4.15

Learners' opinion regarding necessity of English to handle foreign clients.

Statement	Agree	undecided	disagree	Mean
English language is necessary for law students to brief and ask questions especially when the clients are foreigners	90	10	00	2.9

Results show in the above table that 90% learners agree that English language is necessary when dealing with foreign clients whereas 10% learners were undecided. The total mean score is 2.9.

Table 4.16

Practicing lawyers' opinion regarding the importance of English

Statement	Agree	undecided	disagree	Mean
English language is important for my future career.	100	0	0	3.0

The above table and presented that all the practicing lawyers are in favor that English language is important for their future career. 100 % of prospective lawyers agree with the statement.

Table 4.17

Practicing lawyers' opinion regarding taking English classes in relevant field.

Statement	Agree	undecided	disagree	Mean
I am interested in taking more English classes related to law field	95	05	0	2.95

The above table presented that 95% of the practicing lawyers are in favor to take English classes which are relevant to their law field whereas 05 % were confused to decide whether they are interested in taking classes or not. The overall mean score is 2.95.

Table 4.18

Practicing lawyers' opinion about importance of speaking activities in EOP

Statement	Agree	undecided	disagree	Mean
Dialogue based speaking activities are important for law students in EOP	90	10	0	2.9

The above table presents that 90% of practicing lawyers agree to include dialogue base activities in EOP course and 10% lawyers are undecided regarding this statement. The overall mean score is 2.9.

Table 4.19

Lawyers' opinion regarding ESP course for better communication.

Statement	Agree	undecided	disagree	Mean
I will communicate better if I take an ESP course	95	05	00	2.95

The above table presented that 95% of lawyers are in the favor that ESP can make their communication better whereas 5% are undecided. The overall mean score is 2.95.

Table 4.20*Lawyers' opinion about need of English for reading books.*

Statement	Agree	undecided	disagree	Mean
I need English to read law books for my study	100	00	00	3.0

According to the statement presented in table 4.5, the result shows that 100 % of practicing lawyers agree that English helps them to read books related to their field. Mean score in 3.0.

Table 4.21*Lawyers' opinion about better communication skills through English*

Statement	Agree	undecided	disagree	Mean
I think that an ESP course can improve my communication skill in English.	95	05	0	2.95

Table represent the results that 95% of lawyers are in favor that English can help in better communication but 05 % are undecided. Total mean score is 2.95.

Table 4.22*Lawyers' opinion about exclusion of grammar in ESP syllabus.*

Statement	Agree	undecided	disagree	Mean
I think grammar should not be included in an ESP syllabus.	00	10	85	2.75

The result show that lawyers do not agree that grammar should not be a part of ESP syllabus whereas 10 % of learners are confused about it and 85 % of lawyers clearly disagree with the statement. Total mean score is 2.75.

Table 4.23*Practicing lawyers' opinion regarding studying ESP and general English together*

Statement	Agree	undecided	disagree	Mean
I think that an ESP course should run parallel with a General English course.	70	20	10	2.6

Results show that 70 % of lawyers agree with the statement and 20% were undecided. 10% of lawyers disagree. Total mean score is 2.6 Out of 3.0.

Table 4.24

Lawyers' opinion regarding the need of specific vocabulary in course.

Statement	Agree	undecided	disagree	Mean
I think that an ESP course should be focused on specific vocabulary.	90	10	00	2.9
90% of lawyers agreed with the statement presented in table whereas 10% were not clearly decided. A total mean score is 2.9.				

Table 4.25

Lawyers' opinion regarding taking lectures from international professors.

Statement	Agree	undecided	disagree	Mean
I need English to attend lectures given by international professors	70	25	05	2.65
The table presents the results that 70 % of lawyers agree with the statement, 25% were undecided and 05% disagreed. Total mean score is 2.65.				

Table 4.26

Practicing lawyers' opinion regarding denying the benefit of ESP course.

Statement	Agree	undecided	disagree	Mean
There is no benefit of ESP course in my law practices	00	05	95	2.75
Table presented that 95% of lawyers disagreed that ESP has no benefits for them whereas 9% lawyers were not sure about it. Total mean score is 2.75				

Table 4.27

Lawyers' opinion about routine work and ESP

Statement	Agree	undecided	disagree	Mean
ESP is helpful in my daily routine work activities (argumentation, drafting, judgment.)	100	0	0	3.0

Table presented the results that 100% of lawyers agree with the statement. Total mean score is 3.0.

Table 4.28

Lawyers' opinion regarding the need of law students for ESP while writing legal reports.

Statement	Agree	undecided	disagree	Mean
Law students need to learn English to write law reports and legal issues at official level.	100	00	00	3.0

Table presented that 100 % of lawyers agree that law students need ESP while writing reports etc. Total mean score is 3.0

Table 4.29

Learners' opinion regarding feeling difficulty in speaking English.

Statement	Agree	undecided	disagree	Mean
I often feel difficulty to speak English while pronouncing difficult terms.	80	10	0	2.95

Table presented that 80 % of lawyers agree with the statement and 10% were not decided. Total mean score is 2.95.

Table 4.30

Practicing lawyers' opinion regarding necessity of English to handle foreign clients.

Statement	Agree	undecided	disagree	Mean
English language is necessary for law students to brief and ask questions especially when the clients are foreigners	100	00	00	3.0

Results show in the above table that 100% practicing lawyers agree that English language is necessary when dealing with foreign clients. Total mean score is 3.0.

Findings

According to the objectives of the study, the following findings were obtained from the analysis of data.

- 100% of the prospective lawyers agree with the statement that English is important for future career of lawyers (Table 4.1).
- 90% prospective lawyers are in favor to take English classes which are relevant to their law field whereas very few were confused to decide whether they are interested in taking classes or not. The overall mean score is 2.9. (Table 4.2).
- 80% of learners agree to include dialogue base activities in EOP course and very few learners are undecided regarding this statement that speaking activities are important in ESP. The overall mean score is 2.6. (Table 4.3)
- 95% of learners are in the favor that ESP can make their communication better whereas 5% are undecided. The overall mean score is 2.95. (Table 4.4).
- 100% prospective lawyers agree that English helps them to read books related to their field. A total mean score is 3.0. (Table 4.5)
- 80% learners are in favor that English can help in better communication, but few are undecided. The total mean score is 2.8. (Table 4.6)
- The result shown in table 4.7 reflects that only 5% of learners agree that grammar should not be part of ESP syllabus whereas few learners are confused to decide it and more than 95% of learners clearly disagree with the statement. Total mean score is 2.65. (Table 4.7)
- 50% of the learners agree with the statement that ESP should run parallel with general English and some learners were undecided. A very few learners disagree. The total mean score is 2.3 Out of 3.0. (Table 4.8).
- 80% of learners agreed with the statement regarding the need for specific vocabulary in the course presented in table whereas 10% were not clearly decided and 10 % of learners disagreed. Total mean score is 2.70. (Table 4.9)
- 60 % of learners agree with the statement regarding taking lectures from international professors, 25% were undecided and 15% disagreed. The total score is 2.45. (4.10)

- 100% of the respondents disagree that ESP has no benefits for them whereas very few learners were not sure about it. Total mean score is 2.75 (Table 4.11)
- 90% of learners agree with the statement about ESP is helpful in routine work and 10% were undecided. Total mean score is 2.9 (4.12)
- 100% of learners agree that law students need ESP while writing reports etc. Total mean score is 3.0 (Table 4.13)
- 70% learners agree with the statement regarding feeling difficulty in speaking English, but some were not decided. 5% of learners disagree with it. Total mean score is 2.65. (Table 4.14)
- 90% learners agree that English language is necessary when dealing with foreign clients whereas 10% learners were undecided. A total mean score is 2.9. (Table 4.15)
- 100% practicing lawyers are in favor that English language is important for their future career. (Table 4.16)
- 95% of the practicing lawyers are in favor to take English classes which are relevant to their law field whereas 05 % were confused to decide whether they are interested in taking classes or not. The overall mean score is 2.95. (Table 4.17)
- 90% of practicing lawyers agree to include dialogue base activities in EOP course, and 10% lawyers are undecided regarding this statement. The overall mean score is 2.9. (Table 4.18)
- 95% of lawyers are in the favor that ESP can make their communication better whereas 5% are undecided. The overall mean score is 2.95. Table 4.19)
- 100% practicing lawyers agree that English helps them to read books related to their field. Mean score in 3.0. (Table 4.20)
- 95% lawyers are in favor that English can help in better communication but 05 % are undecided. Total mean score is 2.95. (Table 4.21)
- 100% of lawyers are not agreeing that grammar should not be a part of ESP syllabus. Total mean score is 2.75. (Table 4.22)
- 70% lawyers agree with the statement regarding studying ESP and general English together and few were undecided. 10% of lawyers disagree. Total mean score is 2.6 Out of 3.0 (Table 4.23).

- 90% of lawyers agree with the statement regarding the need of specific vocabulary on the course presented in table whereas 10% were not clearly decided. The total mean score is 2.9. (Table 4.24).
- 70% of the lawyers agree with the statement regarding taking lectures from international professors, some were undecided and 05% disagreed. Total mean score is 2.65. (Table 4.25).
- 95% of lawyers disagree that ESP has no benefits for them whereas 9% of lawyers were not sure about it. Total mean score is 2.75. (Table 4.26)
- 100% of the lawyers agree with the statement that ESP is helpful in daily routine work Total mean score is 3.0. (Table 4.27).
- 100% of the lawyers agree that law students need ESP while writing reports etc. Total mean score is 3.0 (Table 4.28).
- More than 80 % lawyers agree with the statement regarding feeling difficulty in speaking English and 10% were not decided. Total mean score is 2.95. (Table 4.29).
- 100% of the practicing lawyers agree that English language is necessary when dealing with foreign clients. Total mean score is 3.0. (Table 4.30).

Conclusions

In conclusion, the results indicate that “students do not always learn the skills that employers need. Therefore, students and teachers should seek to understand the skills that employers expect for the workplace”. EOP is a basic need in any professional field. It also can help lawyers with all the language learning skills. It is beneficial for lawyers in communication, writing reports, translating texts, proceedings, presenting, speaking and in briefing cases at different levels. English for occupational purposes trains individuals to perform well in courts using English to communicate. This type of course would be useful for the training of lawyers. There is a need to adopt ESP in all professions along with general English.

Recommendations

- This brief and limited study may be of worth important for those who are interested in developing law textbooks and curriculum for learners in Pakistani context for other grades.
- As this study was delimited to the participants from Rawalpindi and Islamabad district only. Hence, it is recommended that the future studies should be conducted by using many participants from all over Pakistan.
- It is also recommended that future researchers, who want to work on need analysis, use all level students for studies (that is 1st year to 5th year).
- The adoption of ESP is necessary for students related to any field so there is a need to design ESP syllabus for lawyers.
- After the close analysis, researcher suggested that there is a need to focus on providing equal emphasis on all skills that are reading, writing, listening and speaking.

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