

DEVELOPING ESP TEACHING MATERIALS FOR LAW STUDENTS THROUGH A NEEDS ANALYSIS

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Abstract

This study aims at finding out the actual needs of the law students of Universitas Sawerigading Makassar by analyzing their present situation, learning situation, and target situation and designing a syllabus based on a needs analysis. The research was conducted in Makassar among law students of *Universitas Sawerigading Makassar*, who had taken English for Law subject, as the source of primary data. As the source of supporting data, the researcher used graduates, English lecturers, and lawyers who had working experience in courts. The researcher conducted a field research by distributing questionnaires to collect the data, which were then tabulated and analysed by using descriptive method. The results reveal that it is absolutely necessary to conduct needs analysis as the basis in designing the syllabus, because the available syllabus has not completely met the needs of the law students of *Universitas Sawerigading Makassar*. The analysis of the target situation reveals that the main purpose of the students in learning English is to enable them to communicate in English. Another pupose of the students in learning English is to enable them to read and understand books related to their field which use many English terms. Based on this fact, the researcher tries to design a syllabus which prioritizes speaking and reading skill, and provides legal topics as required by the students.

Keywords: *ESP, Need analysis, Law, syllabus*

<http://ojs.unsamakassar.ac.id/jel>

INTRODUCTION

The teaching of ESP in Indonesia, especially at university level, is not only limited to the English department but also to non-English department such as economy department, law, health and nursery department. However, it seems that the position of English subject at those non-English departments is only as a basic subject for fresh students or Mata Kuliah Dasar Umum (MKDU) and the materials only provide general English. Ideally, the English materials in non-English departments should talk about more specific English according to its departments, for example, economic department teaches English for economy, and law department teaches English for law. This fact is contradictory with the reasons of the emergence of ESP as mentioned above.

At Faculty of Law *Universitas Sawerigading Makassar*, English is offered in semester 1 (English for Law). In this institution, English is a compulsory subject and it has two credit points. However, English in Faculty of Law *Universitas Sawerigading*

Makassar is still not in the context of law nor in the area of ESP. So far, based on the researcher's preliminary research, the teaching of English for Law was mostly in the grammatical context, and the design of the materials may not suit with the students' needs because needs analysis had never been conducted yet. The preliminary interview with the English lecturer of Faculty of Law Universitas Sawerigading Makassar showed that the students' syllabus and module was compiled from some syllabus and materials available on the market. The syllabus and materials available on the market are written based on the students' needs in general, which might not necessarily suit to the Law students of Faculty of Law Universitas Sawerigading Makassar. Therefore, the syllabus and materials used at Faculty of Law Universitas Sawerigading Makassar should be based on the needs its students, it is not based on the students' needs in general. The students' needs cannot be ignored because they play important role in achieving learning goal and the process of teaching and learning.

Faculty of Law Universitas Sawerigading Makassar has one department, namely *Ilmu-Ilmu Hukum*. The main purpose of teaching English at this faculty is to prepare the students to win tight competition in the work force and to become international lawyers and to enable them to get current information on science, technology, and their discipline, where their references were mostly written in English.

However, the mastery of foreign language such as English still becomes the main problem of these law students. Therefore, the teaching of English for law students (in the context of ESP) is very much needed. It also indicates that the teaching of English should be based on the students' target needs, that is, the situation in which the learners will use the language they are learning. Therefore, before designing a course, curriculum, syllabus and materials, the designer should pay attention to the students' needs, and one of the tools to get information about the students' needs is needs analysis.

Several experts such as Munby, Hutchinson and Waters, Richterich and Chancerel, Robinson, in Songhori (2007:2) said that needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors. Furthermore, according to Iwai et al. (1999) in Songhori (2007:2), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

The above argument shows that needs analysis is very important in planning or designing any kinds of program, especially language program, and it also show us that we cannot put the students' needs, wants, and interest aside in designing a language program. If it is ignored, the teaching and learning goal will not be achieved. For this reason, a study which is intended to analyze students' needs in designing syllabus for law students at Universitas Sawerigading Makassar is considered necessary. This study aims at exploring the students' needs to design

syllabus for law students of *Universitas Sawerigading Makassar* that are based on their needs.

Research Question

1. What do the law students of *Universitas Sawerigading* need for their English?
2. How should the syllabus be designed based on the students' needs?

Objective

- a. To find out the needs of the law students of *Universitas Sawerigading Makassar*
- b. To design a syllabus for the law students of *Universitas Sawerigading Makassar*

Significance

This study is to serve as the basis for constructing a syllabus that represents the students' needs of *Universitas Sawerigading Makassar*. Furthermore, this study hopefully can be useful for the lecturers if they necessarily feel want to revise their syllabi. Finally, the output of this study, i.e. the suggested syllabus, can hopefully be used as the current syllabus in the teaching and learning English for law in *Universitas Sawerigading Makassar*.

METHOD

Respondents

1. Population

The population of this research was all the law students of *Universitas Sawerigading Makassar* of entry year 2020/2021 who have learnt the English for Law which consisted of 335 students. While the sources of supporting data in this research were lecturer, graduates, and stake Holders/Employers.

2. Sample

The researcher limited the population by selecting the samples by using random sampling technique suggested by Arikunto, (2009:95). 84 students were chosen as sample or 25% of the students' total population. While the number of sample of the other sources were the lecturer (1 respondent), graduates (10 respondents), and stake holder (6 respondents)

Having decided the sample, the total number of sample that was involved in this research is as follows:

NO	Category	Number of Sample
1	Students	84
2	Graduates	10
3	Lecturer	1
4	Stake holders	6
Total		101

Instruments

1. Questionnaire

Schroder (1981) in Robinson (1991) said that the advantage of a questionnaire is that it can be sent fairly easy to a large number of people. By this instrument, the researcher collected data from the students about the students' present situation, learning situation, and target situation. The questionnaire used in this research

designed in Bahasa Indonesia in order to make the respondents easier to understand the idea of the questions.

2. Observations

(Dudley-Evans, John, and Merriam, 1998) stated that observations in English for Academic Purposes needs analysis can be in the form of sitting in on subject lectures or practical sessions. By this instrument, the researcher obtained data and assessed the real situation.

Procedures

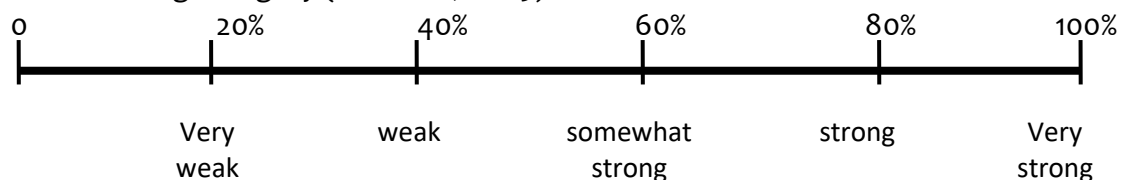
1. Questionnaires were used to explore and gather detailed information about the students' present situation, the students' learning situation, and the students' target situation.
2. The researcher collected the result of the questionnaire and analyzed the result of the findings.
3. Having processed the data and the findings are in hand, the researcher created a syllabus that is based on the *Universitas Sawerigading Makassar* law students' needs.

Data analysis

The researcher used percentage system and rating scale as a technique of data analysis in this research. Situmorang (2010:4) stated that this scale allows researchers to sort the respondents of the level of "the lowest" to the level of "the highest" according to certain attributes. The scale was applied to data that could be divided into various groups and we can make a ranking among the group. This scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena as shown below:

No. Item	Questionnaires	Interval Answer				
		Strongly agree	Agree	somewhat agree	Disagree	strongly disagree
		5	4	3	2	1
...	...	...	...	...	...	...

Further, to see the strong of the respondents' answers, the data processed in the following category (Riduwan, 2009).



FINDINGS AND DISCUSSION

The Needs of the Law Students for Their English

Present Situation Analysis

Robinson (1991: 8) said that Present Situation Analysis seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses". Dudley-Evans and St. John (1998: 124) state that PSA estimates strengths and weaknesses in language, skills and learning experiences. The findings in this part related to students' present situation are students' perception with ESP materials, students' perception on learning hours and credit point, students' perception on their weakness of English skills, and the students' perception on their level of English.

From the findings, it can be seen that most students were at basic level and a few of them were at intermediate level. Based on Richard's description of level of language (2001:75), the students of basic level knew a few or limited number of common words and expressions, cannot manage conversational exchanges, and have limited vocabulary, grammar, idioms and pronunciation. While the students of intermediate level are a little bit fluent on conversation, but the fluency is still restricted to a range of topics, and still have problems with words, idioms, grammar, and pronunciation.

Having known the students' English ability above, it can be predicted what kind of materials or method for them. For instance, from the above explanation, the materials should be more on vocabulary building and practical communication and the available resources that the researcher assumed suit to their needs and level are 1. English for Law by Virginia Evans, published by Express publishing 2011, 2. Cambridge English for Law pre-Intermediate by Virginia Alum, published by Cambridge University Press 2010, and 3. Cambridge English for Law Intermediate by Virginia Alum, published by Cambridge University Press 2008. These books are assumed suitable for English language learning course book for Law who are non-native speakers of English and whose levels are at basic and intermediate. In addition, EnglishClub.com suggests that the teachers should conduct needs assessments or needs analysis to determine the personal needs of the individual students or to determine what the students' objectives are (e.g. improving writing skills, learning conversational English, understanding of rules and grammar).

The suggested solution by English.com is in line with this study because one of the objectives of this study is doing needs analysis and finding out the law students' needs of *Universitas Sawerigading Makassar*. From the findings, it was found that most of the students needed English to support their future career as lawyers, most of the students felt that English for Law was very important, most of the students wanted their materials related law, most of the students wanted to use English at law services, most of the students prioritize speaking and reading skill in learning English. Having known the students' needs, it can make the lectures who are teaching in multi-level classroom easier because they have known the

characteristics of the students. Therefore, it is possible if multi-level classrooms are implicated in *Universitas Sawerigading Makassar*.

Another way can be used as solution for multi-level students is the students can be divided into some classes based on their level of English. This way can also slightly make the lecturer easier to control the students' progress in the process of teaching and learning.

Learning Situation Analysis

Hutchinson and Waters (1987) said that learning needs analysis will tell us what the learner needs to do in order to learn. Further, they proposed a framework for analysis of learning needs, for instance, why are the learners taking the course? what is their attitude towards the ESP course? do they want to improve their English or do they resent the time they have to spend on it?, and how do the learners learn?, which related to what methodology will appeal to them?

1) Needs for Learning ESP (English for Law)

Table 1. The Students' motivation to English for Law

NO	ANSWER	STUDENT		GRADUATE		STAKE HOLDER	
		F	%	F	%	F	%
a.	Very important	42	50%	7	70%	2	33.3%
b.	Important	40	47.6%	3	30%	4	66.7%
c.	Not very important	2	2.4%	-	-	-	-
d.	Not important	-	-	-	-	-	-
Total		84	100%	10	100%	6	100%

The table above indicated that the students were highly motivated to study ESP. Of the total sample, 42 or 50% expressed that ESP was very important to be learnt. This answer was strongly supported by other group of respondents; they are 7 out of 10 graduates (70%) and an English lecturer. Others, 16 (32%) out of 84 respondents said that ESP was an important subject to be learnt.

1. Students' Opinion on ESP (English for Law) Materials

Regarding to the students' opinion on ESP materials, there were two questions that were given to them. The first question, question no. 17, asked about the students' interest on ESP (English for law) topics. The second question, question no. 18, was regarding the students' opinion how ESP materials should be. The reason of asking the question was to get some valuable suggestion from the students that would give improvement to the ESP materials and reflect the suggested syllabus in this research.

The above suggestions from the students indicate their high expectation and motivation to learn English through ESP context. Their choice was also supported by graduates, lecturer, and stakeholders who gave the same answer as the students, where all of them agreed that the materials should be related to law.

The other suggestion which needs to be considered, even though it was only received less choice, was more explanation on grammar and giving more

translation. The answer was given by 5 (6%) students who need explanation more grammar and 8 (9.5%) who need more translation.

Therefore, it seems that the researcher considers their suggestions or their suggestions should reflect the suggested syllabus in this study or it simply said that the researcher would use more law related topics of the suggested syllabus of this study. By giving them legal related topics, the researcher tries to put the students in the course relevant to their needs and interest, because the law students of *Universitas Sawerigading Makassar* are future lawyers, the researcher should give English in legal context, and their needs also said that the materials should be related to law with 71.4% respond rate. This finding (i.e. students' suggestion on the contents of ESP materials) was in line with another finding in this research where the students' priority on topics were mostly related to law.

2. The Students' attitude toward ESP

The above findings also indicated that the students gave same positive attitude to ESP as English in general where the students also said that ESP was useful to learn. They gave positive attitude to ESP because they felt English had been used around world for a long time in many situations and ESP could help them for their future career as Lawyers.

On the contrary, one student said that it was not useful at all and one from stakeholders said it was not very useful.

3. Methodological Preference

The data showed that the students' answer to the question varied and the percentage of each answer is big enough. Therefore, it is suggested that the lecturer/s in doing his teaching-learning process should also vary his/her method in his/her class. Furthermore, the students' preference of the way they prefer to learn English in classroom (i.e. work in pairs and small group) will be considered in the syllabus.

Work in pairs and work in small group have many advantages for large students and multi-level classroom. The advantages of these method, for instance, the students have more opportunity to interact each other to practice their English with their friends, they can learn and hear the language used by other members of the group, their motivation increases, and they have chance to improve their fluency. Netten and Germain (n.d.) said that the use of group work and cooperative learning is encouraged the students to speak. The use of these types of strategies is helpful to the lower performing students.

Based on the data taken, the researcher suggests that the lecturer should use speaking and listening or there is feedback between the students and the lecturer in his teaching process. In terms of activity used in the class, Role play is the most favorite method for professional students like lawyers in order to make them accustomed to their jobs and role play tries to involve the students to study the real situation as it is happened in the target jobs.

Target Situation Analysis

Related to the target situation analysis, the researcher had distributed questionnaires to the law students of *Universitas Sawerigading Makassar*, the following is the result and discussion of the questionnaires.

1. Students' Priority on Law/Legal Topics

The question about the students' priority on topics aims to find out the topics which will be prioritized in order to suit the students' needs and area of interest. The students' preferences of the topics were supported by other respondents such as teacher and stakeholders who knew the situation and have experience working in courts.

The following table presents the average score of all groups of respondents that had been calculated before.

Table 2. List of Topics in Order of Categories

NO	TOPICS	TOTAL SCORE	PERCENTAGE	CATEGORIES
a	Basic Legal Terms	310	76.7	Strong
b	Basic Legal Concepts	343	84.9	Very Strong
c	Legal Resources	330	81.7	Very Strong
d	Sources of Law	333	82.4	Very Strong
e	Preliminary documents	347	85.9	Very Strong
f	Court structure	322	79.7	Strong
g	Juridication	350	86.6	Very Strong
h	In the court room	334	82.7	Very Strong
i	Court Process	334	82.7	Very Strong
j	Court Etiquette	334	82.7	Very Strong
k	Criminal Law	343	84.9	Very Strong
l	Civil Law	336	83.2	Very Strong
m	Administrative law	305	75.5	Strong
n	Initial client interview	332	82.2	Very Strong
o	Interviewing witnesses	332	82.2	Very Strong
p	Indonesian Legal System	233	57.7	Somewhat Strong
q	Legislation	235	58.2	Somewhat Strong
r	Forensic Science	305	75.5	Strong
s	Different Types Of Crimes	310	76.7	Strong
t	Lawyers And Judges	238	58.9	Somewhat Strong

u	Others Forms Of Law	312	77.2	Strong
v	International Trade Law	318	78.7	Strong
w	Police Officer Roles In Law	229	56.7	Somewhat Strong
x	The History Of Capital Punishment	321	79.5	Strong

The topics of the students' preference are considered in the suggested syllabus in order they are motivated in learning. Hutchinson and Waters (1987) consider learners as feeling being. When new knowledge is input with familiar language elements and in the familiar topics, the learners would feel easy to learn.

The design of the syllabus based on the students needs

The syllabus is designed based on *Universitas Sawerigading Makassar* law students' needs which provided specific language for law to help the students improving their listening, speaking, reading, and writing language abilities. The findings showed that the students wanted the content of the material should be related to legal context, their lack or weakness of English skill are speaking and listening, and their preference on English skills are speaking and reading, however, another skill like writing is also still prioritized in order they can achieve the four English skills. The main goal of this syllabus is that students will be able to understand language for law when they communicate, read, or write in English related to legal context.

Based on the above argument, the researcher constructed the course aim of the suggested syllabus that is "English for Law is aimed to develop the students' understanding to use a narrow range of English for law, which is adequate for basic legal communication" (see the appendix , in the suggested syllabus), and the objectives of the course of the suggested syllabus are to familiarize the students about the communication in English for law activities, to use basic functions and grammar that needed to communicate in a legal environment, to use basic legal vocabulary, to develop students' basic legal writing, and to build basic listening skills (see the appendix , in the suggested syllabus). The suggested syllabus is provided to the law students of *Universitas Sawerigading Makassar* whose level of English proficiency is basic and intermediate.

Based on the explanation above, the objectives of teaching the four skills are as follows.

- Listening
 1. Students will be able to get the List of topics in oral interactions in legal contexts.
 2. Students will be able to understand spoken language in the form of directions, instructions, and commands in legal contexts such as performing law procedures, and giving instruction to clients.

3. Students will be able to understand communication related to legal context for example conversation between lawyers/attorneys with other legal professionals or with clients.
 - Speaking
 1. Students will be able to express their opinions orally in English to interact with other lawyers or legal professionals and clients related to legal contexts.
 - Reading
 1. Students will be able to improve their vocabulary related to legal passage or lectures.
 2. Students will be able to scan legal-related documentation such as articles or legal text in order to get specific information.
 - Writing
 1. Students will be able to spell words related to law or legal contexts correctly.
 2. Students will be able to write records and note in legal-related contexts such as making memo, legal investigations and client interviews.

CONCLUSION

Based on the results and analysis in the previous chapter, the conclusions that can be drawn from this study are as follows.

1. The Students' Needs Analysis

- a. The Students' present situation

The students' current English level is basic (lower), basic (upper) and intermediate (lower). They gave positive response concerned on the ESP materials where most of them were satisfied with ESP materials. They also gave suggestion to add learning hour or extra credit points for English subject, which indicates that their demand on English is high. The last point of the conclusion of the students' present situation is the students lack or weakness. Most of the students argued that their weaknesses were on speaking and listening skills.
- b. The Students' learning situation

They had shown very positive attitude toward English in general and ESP in particular. Their motivation to study law at *Universitas Sawerigading Makassar* was also high because they chose law department derived from their desire. Because of the law students of *Universitas Sawerigading Makassar* are future lawyers therefore they hoped that the ESP materials should be related to law. While the students' preference of the way they prefer to learn English in classroom was work in pairs and in small groups. The students' also preferred discussion and role play activities, whereas these activities can develop their speaking skill. Furthermore, the students expected that the lecturer could bring them in the teaching learning process or they hoped that there is interactive process between the lecturers and the students.
- c. The Students' Target Situation

Most of the law students of *Universitas Sawerigading Makassar* hoped that English will be usefully used at their target work situation or at legal services.

The students' priority on English skills was speaking and reading skills because in order to enable them to communicate in English and read materials related to their field. Finally, they prioritized legal related topics to be considered in the syllabus or materials.

2. Syllabus

The suggested syllabus that proposed in this study was emphasized on speaking skill, however, others skills, i.e. reading, listening, and writing skills were still considered in order the syllabus can help the students in the ESP course to improve their English skills ability, which in turn will help to achieve the objective or goals that provided in this syllabus. This syllabus will enable the students to improve their ability to use English orally, as well as in writing, listening, and reading, and vocabulary related to law to prepare them to be able to successfully meet their needs.

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Appendix

SUGGESTED SYLLABUS

ENGLISH FOR LAW

Institution : Universitas Sawerigading Makassar

Study Program : S1 Ilmu-Ilmu Hukum

Course Name : English for Law

Credit Point : 2

Semester : 1st Semester

Course Description:

This course is designed for law students, who deals with legal services. This course combines English speaking, listening reading and writing skills, and includes language aspects such as grammar and vocabulary that related to law field. After completing the course, the students are expected to be able to communicate in English for law context. In classroom, the students are asked to do pair conversation, group discussion, role-play, as well as individual work. The classroom activities will encourage the students to be more active.

- To familiarize the students about the communication in English for law activities
- To use basic functions and grammar that needed to communicate in a law environment
- To use basic legal vocabulary,
- To develop students' basic legal writing.
- To build basic listening skills;

Week	Topics	Sub Topics	Students' Activities	Teacher's Activities	Time
1	Basic Legal Terms	• Jobs in the legal profession • Role or job	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in small group • Exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
2	Basic Legal Concepts	• Legal action • Starting a case • Associates	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in pairs • Exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes

3	Legal Resources	• Legal Information • Legal professionals • Letter of the Law	• Class preparation • Vocabulary study • Conversation practice • Work individual • Discussion in pair • Role play • Listening practice • Exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
4	Sources of Law	• State law • Statute • Court Rules	• Class preparation • Vocabulary study • Conversation practice • Work individual • Discussion in pair • Role play • Writing Exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
5	Preliminary Documents	• Medical Records • Correspondence • Police Report • Fee agreement	• Class preparation • Vocabulary study • Conversation practice • Work individual • Discussion in pair and small group • Role play • Listening practice • Exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
6	Court Structure	• District Courts	• Class preparation	• Communicative	90

		• Court of appeal • State Courts • The supreme court	• Reading with comprehension • Work individual • Role play • Conversation practice • Listening practice • Exercises	Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	minutes
7	Jurisdiction	• Personal Jurisdiction • Territorial Jurisdiction • Subject Jurisdiction	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in small group • Listening practice • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
8	Mid Test				
9	In the Courtroom	• Jury Duty • Rules and Expectation	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in pairs • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
10	Court Process	• Pre-trial hearing • Hung jury • Arraignment	• Class preparation • Vocabulary study • Work individual	• Communicative Language teaching • Explanation	90 minutes

		• Plea bargain	• Discussion in pairs • Conversation practice • Role play • Writing exercises	• Discussion between students and lecturer • Question comprehension • Problem solving • Task based	
11	Court Etiquette	• The rules and Language of the courtroom • Where people get Court Etiquette information • How to behave properly in the courtroom	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in small group • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • nurse Task based	90 minutes
12	Criminal Law	• Light punishment • Heavy punishment • Capital punishment	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Discussion in pairs • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
13	Civil Law	• Civil law attorney • Why someone takes legal action • Why courts award money to plaintiffs	• Class preparation • Reading with comprehension • Vocabulary study • Work individual	• Communicative Language teaching • Explanation • Discussion between students and lecturer	90 minutes

			• Discussion in pairs • Conversation practice • Role play • Writing exercises	• Question comprehension • Problem solving • Task based	
14	Administrative law	• Regulations • Negotiate • Discipline action • accreditation	• Class preparation • Reading with comprehension • Vocabulary study • Work individual • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
15	Initial Client Interview and Interviewing witnesses	• Documents • Termination • Elicit • Friendly Witness • Hostile witness	• Class preparation • Vocabulary study • Work individual • Discussion in pairs • Conversation practice • Role play • Writing exercises	• Communicative Language teaching • Explanation • Discussion between students and lecturer • Question comprehension • Problem solving • Task based	90 minutes
16	Final Test				

Source : 1. Alum, Virginia. 2018. *Cambridge English for Law Intermediate*. Cambridge University Press.
 2. Alum, Virginia. 2018. *Cambridge English for Law Pre-Intermediate*. Cambridge University Press.
 3. Evans, Doodley, and Smith. 2011. *English for Law*. Express Publishing.