Digital Multimedia Resource for Legal English: An interdisciplinary project

Preliminary Report on Needs Analysis (December 2015)

Summary

This report summarizes the initial findings of a needs analysis, conducted as part of a UGC-funded, collaborative language-related grant ('Digital Multimedia Resource for Legal English') involving all three law schools in Hong Kong and the Department of English, City University of Hong Kong. The needs analysis targeted language and communication skills related to common tasks in the law degree. It adopted a survey and focus group interview method. We surveyed both teachers and students at the three Hong Kong law schools, with 46 teachers and 670 students providing reliable responses. We conducted follow-up interviews with 14 teachers and 24 students.

An initial point to note is that the students have fairly diverse linguistic backgrounds. The most common first language reported by students is Cantonese (76.1%), followed by Mandarin (11.8%) and English (9.6%). Judging by their performances on local and international examinations, students are generally proficient in English. Nevertheless, students do not necessarily perceive their English proficiency positively. In fact, some students rated their English writing proficiency (20.1%) and spoken proficiency (22.8%) as either 'fair' or 'poor'. This suggests that for some students there is a need in this area.

Teachers and students rated five tasks according to their perceived difficulty in terms of language: hypothetical problem questions, discursive essays, case notes, dissertations/independent research essays, and oral advocacy/mooting. Teachers and students agreed that the three most difficult genres were, in descending order: dissertations, discursive essays and moots. For specialist genres like the hypothetical problem question and moots there is evidence that students at higher levels perceive these to be easier than students at lower levels. It may be that students receive more training and practice in these two genres and therefore find them easier as they progress.

Teachers and students also rated skills relevant to each task, indicating whether or not a particular skill was found to be difficult to master. Teachers were more aware of language and skills issues than were students, reporting student difficulties more frequently. In spite of this difference, both teachers and students appeared more concerned with high-level skills such as *organizing writing* and *linking ideas coherently*. At the same time though, there is some concern about students' proficiency in relation to low-level skills like grammatical accuracy and sentence structure, or appropriate use of legal vocabulary. For the genre of legal problem question, 67.4% of teachers reported that their students have difficulty mastering the skill of *using accurate grammar and sentence structure*. However, this perception was not shared by a majority of students.

The findings suggest that:

1. With this population of second language writers, there is some need for focused language and skills input. However, students are less aware of this need than teachers and both groups are more concerned with higher-level skills. In order to address language needs, a possible approach would therefore be to integrate higher-level skills like organization with lower-level skills like appropriate use of grammar and vocabulary.

2. Additional research is necessary to establish, in precise linguistic terms, conventions of genres of dissertation and discursive essay. Collecting good examples of student work and subjecting these to corpus-based, linguistic analysis would allow us to identify the organizational structures and linguistic forms characteristic of good student work in these genres.

Aims

The aim of the survey and interviews reported here is to provide a thorough analysis of Hong Kong law students' English language needs, taking into account the perspectives of both teachers and students. The second phase of this project will target the needs identified, developing a digital multimedia resource consisting of interviews with legal experts as well as language-focused materials that could be used in both legal skills and language training courses.

Methods

In order to identify student needs, a needs analysis survey was designed for use with teachers and students at the three Hong Kong law schools (Chinese University of Hong Kong, City University of Hong Kong, and University of Hong Kong). The survey targeted five different types of coursework identified by the investigators as important sites of inquiry in terms of legal language skills: 1) hypothetical problem question answer; 2) discursive essay; 3) case note; 4) dissertation/independent research essay; and 5) mooting. Teachers and students rated the perceived difficulty of these five tasks on a number of dimensions, including categories like *organizing the answer*, *using accurate grammar and sentence structures*, *using appropriate legal vocabulary*, *adopting an appropriate style for the target audience*. The full survey is provided in Appendices I and II.

Table 1 shows the number of participants in the survey and interviews, broken down by participating institution. Data was collected by visiting compulsory law classes and inviting responses. Participating students filled out the survey using pen and paper and the data generated was then entered into an excel spreadsheet in order to generate descriptive statistics. A total of 47 teachers and 741 students from all three Hong Kong law schools agreed to participate in the survey. However, a number of surveys appeared to have been incorrectly filled out, i.e. responses in Q10 contradicted responses in Q11-Q15. These responses were excluded from the analysis. The final number of student responses was 670. As shown in Table 2, this included students from years one through five of the LLB and those of the JD degree.

Table 1. Number of participants in the survey and interviews

| Institution | Survey | | Interview | |
	Teachers	Students	Teachers	Students
CUHK	13	214	5	8
CityU	12	228	5	8
HKU	21	228	4	8
Total	**46**	**670**	**14**	**24**

Table 2. Distribution of students

LLB					JD			No response	Total
Y1	Y2	Y3	Y4	Y5	Y1	Y2	other		
129	124	138	71	19	111	64	13	1	**670**

In addition to the survey, 24 students and 14 teachers participated in focus group interviews. These focus group interviews were designed to provide explanations for survey findings. At this preliminary stage, there has not been any systematic analysis of the interview findings and this report therefore focuses on the survey findings.

Informants' Background

Students

Of the 670 students who completed the survey, 62.1% (416) of them are female and 37.9% (254) male. In terms of age, while the majority are aged 18–25, 8.1% (54) of the respondents are aged 26 or above, nearly all of whom are studying the JD program.

Respondents have diverse linguistic backgrounds. Even though 76.1% (510) of the respondents reported that Cantonese is their first language, it should be acknowledged that a considerable number of respondents reported using Mandarin (11.8%, 79) and English (9.6%, 64) as their first language. A number of other languages were reported by respondents as their first language, including Korean and Burmese, for example. The diverse linguistic backgrounds are indicative of the fact that law faculties welcome both local and international students.

Respondents are generally proficient in English, judging from their performance in previous local or international examinations. For instance, 31.3% (210) of the respondents have taken the HKDSE and all of them obtained at least Level 5. Approximately 13.3% (89) of these respondents even obtained the highest level, i.e. Level 5**. However, respondents do not necessarily perceive their English proficiency positively. In fact, some respondents rated their English writing proficiency (20.1%, 135) and spoken proficiency (22.8%, 153) as either 'fair' or 'poor'; these included those who performed satisfactorily in the public examinations.

Lecturers

On the whole, respondents have extensive law teaching experience; they have taught on a wide range of programs, i.e. LLB, JD, PCLL and LLM. 39.1% (18) of them have been teaching for 10 years or above and 21.7% (10) 6–9 years.

Findings

Genre Difficulty

The survey focused on the most common tasks and genres for law students at a range of levels, e.g. problem questions, essays, case notes, dissertations and moots. Table 3 shows students' and teachers' rating of the difficulty of different types of coursework (1=least difficult, 5=most difficult). Despite the overall higher ratings of task difficulty from the teachers' side, dissertations, discursive essays and moots are rated as the top three most challenging tasks by both students and teachers from the law schools.

The table also shows the percentage of teachers and students who rated tasks as 'N/A' or 'not applicable'. From these responses, it is apparent that the hypothetical problem question is the most commonly assigned task out of the tasks surveyed, with only 0.6% (4) of students reporting that they have not been assigned such coursework before. A much higher proportion of participants (30.1%, 202) reported that they have not written any dissertations/independent research essays, probably because this type of task is mostly given to final year students. Interestingly, more than half of the teachers stated that the case note is not among tasks that they assign to students, whereas only 9.6% (64) of students reported having no experience with this genre. In focus group interviews, students clarified that case notes are more often used by them as supplementary reading materials for independent study purposes, rather than being assigned as written homework.

Table 3. Students' and teachers' ratings of the difficulties of coursework

Type of coursework	Students			Teachers		
	Mean[1]	SD	Pct. of N/A[2]	Mean	SD	Pct. of N/A
Hypothetical Problem Question	2.90	0.99	0.6%	3.37	0.93	6.5%
Discursive Essay	3.35	1.00	6.7%	3.85	1.04	15.2%
Case Note	2.76	1.08	9.6%	2.95	0.86	54.3%
Dissertation/Independent Research Essay	3.49	1.08	30.1%	3.92	1.04	19.6%
Oral Advocacy/Moot	3.34	1.05	26.1%	3.44	1.04	45.7%

[1] 1=least difficult, 5=most difficult
[2] N/A means the respondent has not done this type of coursework before or s/he has not assigned students to do it.

Difference between Student Groups

Table 4 contains a breakdown of ratings by students from different year groups. As shown in the table, dissertations, discursive essays and moots are evaluated as the three most difficult types of assignments by all year groups.

The ratings present a general descending trend for problem questions, case notes and oral advocacy tasks, though no such pattern is discerned for discursive essays and dissertations/independent research essays. For the relevant genres, this inclination appears to be consistent with the idea that as students accumulate more experience they gain more confidence in the tasks.

Table 4. Students from different year groups' ratings of the difficulties of coursework

Task type Student level	LLB1	LLB2	LLB3	LLB4	LLB5	JD
Hypothetical Problem Question	3.19	3.05	2.74	2.79	2.71	2.73
Discursive Essay	3.58	3.56	3.17	3.26	3.41	3.23
Case Note	2.92	2.98	2.62	2.84	3.18	2.48
Dissertation/Independent Research Essay	3.52	3.69	3.42	3.61	3.27	3.29
Oral Advocacy/Moot	3.58	3.48	3.20	3.21	3.18	3.16

Main Needs Identified

With respect to each genre, teachers and students were asked whether they had difficulties in mastering particular skills related to language use (see Appendices I and II). Note that while some skills are general and cut across genres (e.g. *linking ideas coherently*), others are specific to particular genres (e.g. *stating opinions and giving advice* is unique to hypothetical problem questions). Key findings from each genre are summarized below. The full set of results is provided in Appendix III. Note that participants were not required to provide answers about genres that they had no experience of. Thus, in this analysis, the percentages provided represent the number of participants selecting a particular response out of the total number who responded to the relevant question.

- Hypothetical Problem Question
  67.4% (29) of the participating teachers report that their students have difficulty mastering the skill of *using accurate grammar and sentence structure* when they write legal problem questions while only 20.5% (129) of the students believe that is challenging for them. More than half (65.1%, 28) the teachers and 45.0% (283) of the students agree that *linking ideas coherently* is challenging. 58.1% of teachers (25) and 44.8% of students (282) report that *organizing the answer* poses a difficulty. Apart from that, 32.3% (203) of the students consider *using appropriate legal vocabulary* as another skill that is difficult to master.

- Discursive Essay
  86.5% (32) of the teachers believe their students have encountered difficulty in *linking the ideas coherently* when writing essays. In comparison to that, 42.1% (244) of the students agree that this is a problem for them. How to *create logical arguments* is another major hindrance in writing discursive essays, as reported by 70.3% (26) of the teachers and 50.9% (295) of the students as well. Apart from that, *organization of the essay* is also an issue. Once again, over half (59.5%, 22) the teachers assert that the students encounter difficulty with grammar and sentence structure while very few (17.1%, 99) students mention it.

- Case Note
  As for case notes, almost one third of the teachers report that *understanding the reasoning* (61.9%, 13) as well as *identifying the ratio* (66.7%, 14) are difficulties that students encounter. Similarly, 49.6% (270) of the students consider *identifying the ratio* to be a difficult skill to master. In addition, 44.1% (240) of students report that *identifying the obiter dicta* is challenging. Another 42.9% (9) of the teachers also noticed their students have trouble in *taking account of dissenting judgments*.

- Dissertation/Independent Research Essay
  Regarding this genre, the teachers and the students participating in the survey are unanimous in their view that *creating logical arguments* (Teachers: 71.4%, 25, Students: 50.1%, 209)*, linking ideas coherently* (Teachers: 71.4%, 25, Students: 36.7%, 153) and *formulating research questions* (Teachers: 65.7%, 23, Students: 55.4%, 231) are the most common challenges when writing dissertations or research essays. In the subsequent open-ended questions, the respondents add some

other aspects of academic writing as necessary language skills, e.g. developing a thesis statement, structuring and organizing the essay.

- Moot
  As for mooting, both the teachers and the students report that dealing with the questions posed by judge(s) is one of the biggest challenges in oral advocacy, despite some differences in the percentages of respondents. *Anticipating the questions to be asked* is identified as difficult for students by 50.0% (11) of the teachers. 44.4% (199) of the students also believe that this is an issue. Similarly, 68.2% (15) of the teachers and 51.3% (230) of the students regard *responding to the questions thoughtfully* as problematic. Apart from that, 54.5% (12) of the teachers maintain that the students need to work on their *fluency* whereas 45.8% (205) of the students report lack of *confidence* as a major obstacle. Several teachers, responding to open-ended questions, also pointed out that students should avoid rigidly sticking to a prepared script.

Implications

The overall perceived difficulty of the genres surveyed is consistent between teachers and students. The overall scores show that some challenges are perceived with respect to all of the genres surveyed. The three most challenging, in descending order, were dissertation, discursive essay, oral advocacy (mooting). It may be necessary to provide students with further support, especially with respect to dissertations and discursive essays. For some genres, i.e. hypothetical problem question and moot, there is a general decreasing trend in terms of students' perceptions of difficulty. That is, students at a higher level perceive problem questions and moots as less challenging than their year one counterparts. For other genres, this pattern is not evident. It is possible that students receive more training and practice in these specialized legal genres than in the other genres surveyed. Consequently, it may be advisable to provide students with further support, especially with respect to dissertations and discursive essays.

Teachers generally perceived greater difficulties on these tasks than did students. Across the different genres, both teachers and students seem to be more concerned with higher level skills, such as *organizing the answer*, *creating logical arguments* and *linking ideas coherently*. An exception is the problem question, where 67.4% (29) of teachers identified accurate grammar and sentence structure as a concern and 32.3% (203) of students identified using appropriate legal vocabulary as challenging.

Our interviews with teachers suggest that some students need assistance with such lower level concerns. In order to address such concerns, an approach which integrates such language issues with the legal skills that students identify as challenging may be the most profitable. For example, when students learn how to organize their writing (a higher level skill), they could at the same time be provided with input on appropriate grammar and lexis (a lower level skill). Those students who have been identified as in need of further assistance could be given additional support in the form of self-access exercises targeting common linguistic structures. In legal writing courses, it is common to teach students the 'IRAC' structure as a way of answering legal problem questions. However, students are not usually provided with input on the lexical and grammatical resources that are used in different stages of IRAC. For example, they could be systematically taught that raising the issue frequently involves the use of indirect questions as in 'the first issue *is whether*...' For students who use English as a second

language ('L2 students'), having such resources explained to them would seem to be helpful. Thus, embedding instruction on grammar and vocabulary within higher level activities, such as the rhetorical organization of genres, would appear to be one way to engage students who otherwise may not perceive a need at this level. This kind of approach is likely to work best if lawyers and applied linguists work together to identify common problems as well as the linguistic resources that are needed to resolve those problems.

The findings point to some areas that need to be investigated in more detail. These include organization, linking ideas coherently and creating logical arguments. In particular, linking ideas coherently is identified as a difficult skill for all three major written genres, i.e. legal problem question, discursive essay, dissertation. However, the applied linguistics research up to this point has mainly focused on legal problem questions. It would therefore be useful to examine good examples of discursive essays and dissertations with a view to determining their generic features. A possible approach is to collect a corpus of highly-rated student assignments and subject this corpus to linguistic analysis. Combined with feedback from expert informants, this would provide information about experts' expectations of students and how linguistically such expectations are fulfilled. Instructional materials could then be designed based on this information. These materials would be particularly beneficial to L2 students, as they would target particular forms of language and the technical and rhetorical aspects of how those forms are used. Such a corpus analysis, bringing together contributions of experts in both language and law, is planned for the next phase of this project.

Appendix I

Digital Multimedia Resource for Legal English: An Interdisciplinary Project

Questionnaire for Law Students

We would like to ask you to help us by taking part in a questionnaire survey to provide your views about the English language needs of Hong Kong law students. Participation in the survey is voluntary, your responses are anonymous, and if you decide not to take part this will in no way affect your grade. The results of the survey may be reported in summary form as part of an academic presentation or article. Note that this is not a test so there are no "right" or "wrong" answers. Please give your answers sincerely as this will guarantee the success of the investigation. Thank you very much for your help.

Note:
This survey is part of a UGC collaborative language-related project, 'Digital Multimedia Resource for Legal English: An Interdisciplinary Project' (Principal Investigator Dr. Christoph Hafner, Co-Investigators: Prof. Katherine Lynch, Prof. Anne Scully-Hill and Dr. Rajesh Sharma).

Part one: Background

Put a tick for each question below.

Q1. What is your gender? ☐ Male ☐ Female

Q2. What is your first language? ☐ Cantonese ☐ Putonghua ☐ English
☐ Other (please specify): _____

Q3. What is your age? ☐ Below 18 ☐ 18 - 25 ☐ 26 - 40
☐ 41 - 60 ☐ Above 60

Q4. What English language qualification(s) and result(s) do you have?
(Please tick as appropriate and provide the result(s))

☐ HKDSE Result: _____
☐ HKALE Result: _____
☐ IB Result: _____
☐ IELTS Result: _____
☐ TOEFL Result: _____
☐ Other (please specify):
_____ Result: _____

Q5. What is your affiliation? ☐ CityU ☐ CUHK ☐ HKU

Q6. What is your programme of study? ☐ LLB ☐ JD
☐ Other (please specify): _____

Q7. What year of study are you in? ☐ Year 1 ☐ Year 2 ☐ Year 3
☐ Year 4 ☐ Year 5

Q8. How would you rate your English <u>writing</u> proficiency? ☐ Excellent ☐ Good
☐ Fair ☐ Poor

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Q9. How would you rate your English <u>speaking</u> proficiency? ☐ Excellent ☐ Good
☐ Fair ☐ Poor

Part two: Task Difficulty

Q10. Based on your learning experience, indicate the level of difficulty of using English to complete the following types of coursework. Circle the response that is correct for you. **If you have not done a particular type of coursework before, circle N/A.**

Types of Coursework	*Least Difficult*				*Most Difficult*	
Hypothetical problem question answer (A problem question answer requires students to show legal reasoning skills and the ability to apply law as well as to advise clients.)	1	2	3	4	5	N/A *(Please skip Q11)*
Discursive essay (A discursive essay refers to a balanced investigation of a controversial legal issue.)	1	2	3	4	5	N/A *(Please skip Q12)*
Case note (A case note, also known as a case brief, is a summary of case judgements or opinions.)	1	2	3	4	5	N/A *(Please skip Q13)*
Dissertation/ Independent research essay	1	2	3	4	5	N/A *(Please skip Q14)*
Oral advocacy (moots)	1	2	3	4	5	N/A *(Please skip Q15)*

Hypothetical Problem Question Answers

Q11.1 Have you had any difficulties in mastering the following skills when writing **problem question answers**? (You can choose more than one option)

☐ stating the law
☐ integrating legal authorities into the answer
☐ organising the answer
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ stating opinions and giving advice
☐ citing legal sources appropriately
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):
_____
_____

Q11.2 Which English knowledge/ skills do you think you need to write a better answer to a problem question?[#]

_____

_____

Optional

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Discursive Essays

Q12.1 Have you had any difficulties in mastering the following skills when writing **discursive essays**?
(You can choose more than one option)

☐ defining legal concepts
☐ integrating legal authorities into the essay
☐ organising the essay
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ creating logical arguments
☐ citing legal sources appropriately
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____
_____

Q12.2 Which English knowledge/ skills do you think you need to write a better discursive essay?[#]

_____

_____

Optional

Case Notes

Q13.1 Have you had any difficulties in mastering the following skills when writing **case notes**?
(You can choose more than one option)

☐ identifying material facts
☐ understanding the reasoning
☐ identifying the ratio
☐ organising the case note
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ identifying the outcome
☐ identifying obiter dicta
☐ taking account of dissenting judgements
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____
_____

Q13.2 Which English knowledge/ skills do you think you need to write a better case note?[#]

_____

_____

Optional

Dissertations/ Independent Research Papers

Q14.1 Have you had any difficulties in mastering the following skills when writing **dissertations/ independent research papers**? (You can choose more than one option)

☐ formulating research questions
☐ integrating legal authorities into the dissertation
☐ organising the dissertation into chapters
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ creating logical arguments
☐ citing legal sources appropriately
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____
_____

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Q14.2 Which English knowledge/ skills do you think you need to write a better dissertation/ independent research paper?#

_____

_____

\# Optional

Oral Advocacy (Moots)

Q15.1 Have you had any difficulties in mastering the following skills when doing **oral advocacy (moots)**?
(You can choose more than one option)

☐ presenting arguments confidently   ☐ presenting arguments fluently
☐ responding to questions thoughtfully   ☐ anticipating questions to be asked
☐ organising the speech   ☐ linking ideas coherently
☐ using appropriate legal vocabulary   ☐ using accurate grammar and sentence structures
☐ adopting an appropriate style for the target audience   ☐ other (please specify):

                               _____

                               _____

Q15.2 Which English knowledge/ skills do you think you need to perform better in oral advocacy (moots)?#

_____

_____

\# Optional

Part three: Others

Q16. As a result of this project, we hope to develop a multimedia resource for legal English. What kind of materials do you think should be included? What skills should we focus on when building the resource?#

_____

_____

\# Optional

Q17. Are you a smartphone user?   ☐ Yes   ☐ No
                                                         (skip Q18)

Q18. What type of smartphone do you use?   ☐ iPhone   ☐ Android   ☐ Windows
                                                ☐ Other (please specify)：

                                                 _____

End

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Appendix II

Digital Multimedia Resource for Legal English: An Interdisciplinary Project

Questionnaire for Law Teachers

We would like to ask you to help us by taking part in a questionnaire survey to provide your views about the English language needs of Hong Kong law students. Participation in the survey is voluntary and your responses are anonymous. The results of the survey may be reported in summary form as part of an academic presentation or article. Thank you very much for your help.

Note:
This survey is part of a UGC collaborative language-related project, 'Digital Multimedia Resource for Legal English: An Interdisciplinary Project' (Principal Investigator: Dr. Christoph Hafner, Co-Investigators: Prof. Katherine Lynch, Prof. Anne Scully-Hill and Dr. Rajesh Sharma).

Part one: Background Information

Q1. What is your affiliation?　　　□ CityU　　□ CUHK　　□ HKU

Q2. How many years of law teaching experience do you have?
□ Less than two years
□ 2 – 5 years　□ 6 – 9 years
□ 10 years or above

Q3. On which programmes do you teach primarily?　□ LLB　　□ JD　　□ PCLL
(You can choose more than one option)　□ LLM

Part two: Task Difficulty

Q4. Based on your teaching experience, indicate the level of difficulty of using English to complete the following types of coursework. Circle the response that is correct for you. **If you have not assigned students to do a particular type of coursework before, circle N/A.**

Types of Coursework	Least Difficult				Most Difficult	
Hypothetical problem question answer (A problem question answer requires students to show legal reasoning skills and the ability to apply law as well as to advise clients.)	1	2	3	4	5	N/A *(Please skip Q5)*
Discursive essay (A discursive essay refers to a balanced investigation of a controversial legal issue.)	1	2	3	4	5	N/A *(Please skip Q6)*
Case note (A case note, also known as a case brief, is a summary of case judgements or opinions.)	1	2	3	4	5	N/A *(Please skip Q7)*
Dissertation/ Independent research essay	1	2	3	4	5	N/A *(Please skip Q8)*
Oral advocacy (moots)	1	2	3	4	5	N/A *(Please skip Q9)*

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Hypothetical Problem Question Answers

Q5.1 Which of the following difficulties do you think your students have encountered when writing **problem question answers**? (You can choose more than one option)

☐ stating the law
☐ integrating legal authorities into the answer
☐ organising the answer
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ stating opinions and giving advice
☐ citing legal sources appropriately
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____
_____

Q5.2 Which English knowledge/ skills do you think students need to write a better answer to a problem question?[#]

_____

_____

Optional

Discursive Essays

Q6.1 Which of the following difficulties do you think your students have encountered when writing **discursive essays**?
(You can choose more than one option)

☐ defining legal concepts
☐ integrating legal authorities into the essay
☐ organising the essay
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ creating logical arguments
☐ citing legal sources appropriately
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____
_____

Q6.2 Which English knowledge/ skills do you think students need to write a better discursive essay?[#]

_____

_____

Optional

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Case Notes

Q7.1 Which of the following difficulties do you think your students have encountered when writing **case notes**?

(You can choose more than one option)

☐ identifying material facts   ☐ identifying the outcome
☐ understanding the reasoning   ☐ identifying obiter dicta
☐ identifying the ratio   ☐ taking account of dissenting judgements
☐ organising the case note   ☐ linking ideas coherently
☐ using appropriate legal vocabulary   ☐ using accurate grammar and sentence structures
☐ adopting an appropriate style for the target audience   ☐ other (please specify):

_____

_____

Q7.2 Which English knowledge/ skills do you think students need to write a better case note?[#]

_____

_____

Optional

Dissertations/ Independent Research Papers

Q8.1 Which of the following difficulties do you think your students have encountered when writing **dissertations/ independent research papers**? (You can choose more than one option)

☐ formulating research questions   ☐ creating logical arguments
☐ integrating legal authorities into the dissertation   ☐ citing legal sources appropriately
☐ organising the dissertation into chapters   ☐ linking ideas coherently
☐ using appropriate legal vocabulary   ☐ using accurate grammar and sentence structures
☐ adopting an appropriate style for the target audience   ☐ other (please specify):

_____

_____

Q8.2 Which English knowledge/ skills do you think students need to write a better dissertation/ independent research paper?[#]

_____

_____

Optional

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Oral Advocacy (Moots)

Q9.1 Which of the following difficulties do you think your students have encountered when doing **oral advocacy (moots)**?
(You can choose more than one option)

☐ presenting arguments confidently
☐ responding to questions thoughtfully
☐ organising the speech
☐ using appropriate legal vocabulary
☐ adopting an appropriate style for the target audience

☐ presenting arguments fluently
☐ anticipating questions to be asked
☐ linking ideas coherently
☐ using accurate grammar and sentence structures
☐ other (please specify):

_____

_____

Q9.2 Which English knowledge/ skills do you think students need to perform better in oral advocacy (moots)?[#]

_____

_____

Optional

Part three: Others

Q10. As a result of this project, we hope to develop a multimedia resource for legal English. What kind of materials do you think should be included? What skills should we focus on when building the resource?[#]

_____

_____

Optional

Q11. The project aims to create language-focused teaching materials which could be integrated in law classes. What kind of materials would you be most likely to use and in what form (e.g. handout, online exercises, PowerPoint)?[#]

_____

_____

Optional

Q12. How much time per semester could you spend on aspects of legal writing and legal English as part of a typical one-semester law course?

☐ less than 15 minutes ☐ 15 – 30 minutes
☐ 31 – 60 minutes ☐ more than 60 minutes

End

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Appendix III

		Teachers	Students
Hypothetical Problem Question **(43 teachers, 629 students)**	a. stating the law	18.6% (8)	12.9% (81)
	b. integrating legal authorities into the answer	30.2% (13)	28.8% (181)
	c. organising the answer	58.1% (25)	44.8% (282)
	d. using appropriate legal vocabulary	30.2% (13)	32.3% (203)
	e. adopting an appropriate style for the target audience	44.2% (19)	32.1% (202)
	f. stating opinions and giving advice	55.8% (24)	30.8% (194)
	g. citing legal sources appropriately	14.0% (6)	18.4% (115)
	h. linking ideas coherently	65.1% (28)	45.0% (283)
	i. using accurate grammar and sentence structures	67.4% (29)	20.5% (129)
Discursive Essay **(37 teachers, 580 students)**	a. defining legal concepts	24.3% (9)	23.6% (137)
	b. integrating legal authorities into the answer	27.0% (10)	24.8% (144)
	c. organising the essay	59.5% (22)	40.9% (237)
	d. using appropriate legal vocabulary	18.9% (7)	25.5% (148)
	e. adopting an appropriate style for the target audience	32.4% (12)	22.9% (133)
	f. creating logical arguments	70.3% (26)	50.9% (295)
	g. citing legal sources appropriately	29.7% (11)	15.2% (88)
	h. linking ideas coherently	86.5% (32)	42.1% (244)
	i. using accurate grammar and sentence structures	59.5% (22)	17.1% (99)
Case Note **(21 teachers, 544 students)**	a. identifying material facts	28.6% (6)	21.7% (118)
	b. understanding the reasoning	61.9% (13)	34.0% (185)
	c. identifying the ratio	66.7% (14)	49.6% (270)
	d. organising the case note	33.3% (7)	24.8% (135)
	e. using appropriate legal vocabulary	19.0% (4)	18.6% (101)
	f. adopting an appropriate style for the target audience	23.8% (5)	13.1% (71)
	g. identifying the outcome	23.8% (5)	12.3% (67)
	h. identifying obiter dicta	38.1% (8)	44.1% (240)
	i. taking account of dissenting judgments	42.9% (9)	28.7% (156)
	j. linking ideas coherently	38.1% (8)	23.3% (127)
	k. using accurate grammar and sentence structures	38.1% (8)	9.6% (52)
Dissertation/Independent Research Essay **(35 teachers, 417 students)**	a. formulating research questions	65.7% (23)	55.4% (231)
	b. integrating legal authorities into the dissertation	17.1% (6)	28.1% (117)
	c. organising the dissertation into chapters	25.7% (9)	30.7% (128)
	d. using appropriate legal vocabulary	17.1% (6)	20.6% (86)
	e. adopting an appropriate style for the target audience	34.3% (12)	19.7% (82)
	f. creating logical arguments	71.4% (25)	50.1% (209)
	g. citing legal sources appropriately	17.1% (6)	17.0% (71)
	h. linking ideas coherently	71.4% (25)	36.7% (153)
	i. using accurate grammar and sentence structures	60.0% (21)	14.9% (62)
Oral Advocacy/Moot **(22 teachers, 448 students)**	a. presenting arguments confidently	45.5% (10)	45.8% (205)
	b. responding to questions thoughtfully	68.2% (15)	51.3% (230)
	c. organising the speech	36.4% (8)	37.7% (169)
	d. using appropriate legal vocabulary	13.6% (3)	22.8% (102)
	e. adopting an appropriate style for the target audience	18.2% (4)	17.4% (78)
	f. presenting arguments fluently	54.5% (12)	43.3% (194)
	g. anticipating questions to be asked	50.0% (11)	44.4% (199)
	h. linking ideas coherently	27.3% (6)	24.3% (109)
	i. using accurate grammar and sentence structures	22.7% (5)	15.6% (70)

NB. Percentages reported are a percentage of the total respondents answering the relevant question.