

## Designing a Course for the Teaching of Legal English with Implementing Mobile Applications

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### Abstract:

This study attempts to investigate the usefulness of technology-assisted instruction using legal English applications offered by Google play-store within the mobiles dotted with the Android operating system. It studies how much they provide law students with English-for-Law and to what extent the content therein is appropriate for their present academic and future professional needs. In this respect, ten legal English applications were downloaded randomly, analyzed in terms of content, and compared with the characteristics of legal English according to a set of criteria. Then, they were applied as an assisting technique to teach law students ELP. The results analysis revealed that law students were interested in using mobile applications to learn legal English. The applications focus more on lexical content in a form of sole words and some combinations. The mass of stored terminology, even though helpful, lacks the main linguistic features of legal English law students might need.

### Keywords:

Law Students' Needs; Course Design; Mobile Applications; Legal English; ESP

### Introduction:

The world witnessed a very fast and unconditional development in all sorts of technology that took over much of our daily life practices. Electronic devices dotted with advanced technology, like smartphones, tablets, and smart-watches have become more and more effective to replace traditional techniques in many areas. In a teaching context, for example, learning a language in general and a language for specific purposes, in particular, takes much time and effort. Thus, using the aforementioned devices with the presence of applications might facilitate the task thanks to the revolutionary development in the instruments, materials, and teaching and learning approaches. In fact, learning-centeredness, as the most powerful approach in ESP instruction, can be more successful when going in line with technology-assisted learning. As studies on teaching legal English through mobile applications in Algeria are scarce, if not more or less unavailable, the present paper, therefore, attempts to determine law students' needs in terms of digital learning. It also seeks to see whether the content of the selected legal English applications on Google play store may match the linguistic features of legal English that might respond

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to Algerian law students' needs. Such a study on the effectiveness of mobile applications as a helping technique might be of huge utility to both ELP learners and practitioners in the digital era.

## **1-Literature Review:**

### **1-1 Overview of Technology Integration in ESP/ELP Teaching:**

The benefits technology might have on classroom instruction cannot be denied. This is because "technology in the classroom can save time, enhance instruction and engage our students if used appropriately"<sup>1</sup>. This might be best manifested in an ESP context that seems to be time-consuming and needs more effort from ESP practitioners. It is worthy to mention that technology has appeared in the world of ESP as of 1981 with the introduction of posters, telexes, slides, and then computer-mediated-instruction<sup>2</sup>.

The various technological tools available like computers, smartphones, smart-watches, tablets, etc. cannot function without operating systems (Windows, Android, etc.). The latter supports other software programs, such as web browsers, platforms, applications, etc. Ergo, the varieties of the developing technological tools and services along with the multimodality of their use offer the ESP instructor many choices to integrate technology according to the situation in which teaching takes place, the extent of their availability, and the learners' needs. In an ELP setting, for example, there must be a shift towards the internet as a source to downloadable up-to-date authentic materials in legal contexts in that hard copies are no longer useful in an ESP context, nay time-honored<sup>3</sup>. Moreover, the constant development of technological tools offers a broad range of language learning materials for teachers and learners alike<sup>4</sup>. YouTube, as an example of audio-visual materials, might reflect real-world communication in the classroom, therefore, can be considered authentic material<sup>5</sup>. Such development might lead to using many devices, modes, and services in different approaches, such as electronic learning, digital learning, computer-based learning, mobile-assisted language learning, e-learning, online learning, web-based learning, blended learning, and distance learning, to mention just a few. It is impossible to dig into all of these concepts and define them all even though some of them have been used interchangeably in an incorrect way<sup>6</sup>. However, shedding light on some technology-based approaches and materials, and linking them to the ESP realm would be useful.

### **1-2 Mobile-assisted Language Learning:**

Mobile-Assisted Language Learning (MALL)<sup>7</sup> is an approach to language learning that offers indoor and outdoor opportunities for EFL students. In this regard, it was thought that the continuous development of hardware devices and the corresponding software programs led to ubiquitous mobility at any time. In other words, this development brought about a shift in the 'online learning' mode to be going from E-learning via computers to mobile learning (M-learning)<sup>8</sup>. One example of those software programs is the Android operating system with which smartphones and tablets are dotted, especially via software applications. The latter is defined by the ([www.techpedia.com](http://www.techpedia.com)) website as software programs designed to run on a mobile, a tablet, a smartwatch, or any other supporting device<sup>9</sup>.

In a didactic context, the results of one study about the EFL learners' usage of mobile learning applications showed that participants were highly motivated to learn via mobile technology<sup>10</sup>. Likewise, this goes in line with the results of the study on MALL's promotion of students' motivation in EFL classes<sup>11 12</sup> and ESP learning<sup>13 14</sup>. The success achieved by MALL may be due to the fact that smart-e-devices are dotted with small screens, integrated cameras, extremely powerful operational systems; and other features, such as being easily handheld, lightweight, ubiquitous, and access-assisted. Software applications might also constitute motivational and effective materials to be used in teaching and learning processes thanks to the top qualities they might be featured with. Such features may include a dynamic search function, sharing function, voice feature,

history feature, user-friendly feature, and other options pertaining to the overall capability of the smart-e-device itself.

It can therefore be argued that many methods of mobile-based instruction seem to be applicable and appropriate, nay motivational and beneficial in EFL and ESP contexts. This may encompass the offline and online software applications in different categories for different English courses. All of these options can be realized by sufficiently using smartphones with taking into account other matters, such as internet access affordance, paid applications, and premium services.

### **1-3 Legal English Features:**

The influence of the coexistence of alien languages along with English has had far-reaching consequences on legal English. Many authors discussed the redundancy of foreign terms in the form of synonymy and near synonymy that brought about a situation where there was either the choice of one word for each context regardless of what language it belongs to like in 'clause', 'provision', 'paragraph', and 'article'<sup>15</sup>. Another possibility is combining words from different languages into pairs like 'over and above' and 'legal and valid'<sup>16</sup> to avoid violating the principle of precision in legal writing<sup>17</sup>. The history-bound nature of legal English also appears in the use of pro-forms; conjunctions like 'hereto', 'hereinafter', 'thereof', 'therein', and 'whosoever' that function as cohesive devices<sup>18</sup>. Other lexical characteristics were discussed, such as the existence of phrasal verbs like 'enter into', 'proceed in', and 'sue for'. The lexical features mentioned above share features of foreignism, technicality, and archaism<sup>19</sup>.

The peculiar nature of legal English syntax has also been receiving constant attention. Many scholars discussed the presence of syntactic features within legal English discourse, especially the abnormal nesting of adverbial clauses within one sentence. In addition, advancing the case descriptions within hypotactic subordinate clauses while budging the main idea within the main clause at the end<sup>20 21</sup>. English for law is also characterized by nominal structures; post-modified with non-finite clauses; <sup>22</sup> such as "to give consideration" instead of "to consider"<sup>23</sup>, Whiz deletion, and the use of negatives and double negatives<sup>24</sup>.

## **2- Method:**

For the sake of designing a study program based on law students' needs for the teaching of legal English within the LMD system in the Algerian context, and implementing technology-assisted techniques, the process of the present research has undertaken three steps. The first is to determine the students' needs, opinions, and preferences on digital learning, as part of a larger questionnaire. Based on the results of the needs analysis, the second step is to examine the legal English applications in terms of features and content. The final step is to introduce the mobile applications technique to law students in the designed legal English course.

### **2-1 Data Gathering:**

#### **2-1-1 Participants and Tools:**

As per the first step, the accessible population of this study is 500 second-year master's students at the Department of Law at the University of Batna1 as only master's students have the English module in their curriculum. They are distributed in five specialties (Criminal Law, Environmental Law, Property Law, Business Law, and Administrative Law) with 100 students in each specialty. One hundred (100) individuals were selected randomly to participate in this study as a sample of the experiment, 20 students from each specialty.

Two (02) students were given a piloting questionnaire to make the necessary modifications based on their assumptions and reserves to ensure understanding before embarking on the study. The final version of the questionnaire was handed to the sample in an amphitheater explaining the aims and the questions. The latter was written in English

and Arabic to foster understanding.

The students' questionnaire included 37 questions distributed throughout six sections. They are related to personal information and background, lacks, experience, wants, opinions, and preferences via short-paragraph and paragraph open-ended questions and closed-ended questions, scale, and rating questions in written and tabulated (collected) forms. The closed-ended questions include the option 'other' to offer the participants the opportunity to say whatever they consider is the best answer. The Digital Learning section contains five yes-no questions, three of which are on experience and two on opinion and interest, and one scale closed-ended question.

### 2-1-2 Choice of Legal English Application:

The choice of the sample of applications downloaded from google play-store was based on the following six steps: First, writing keywords related to English for law, such as 'legal English', 'English for law', 'English for legal purposes', etc. Second, eliminating irrelevant applications (English name but foreign legal content). Third, eliminating similar ones (same applications description with a different name). Fourth, downloading the first ten relevant legal English applications. Then, skipping the already downloaded application appearing in the search results when changing the keyword then keeping the process of the download. Finally, choosing ten mobile applications randomly from the downloaded list. Afterward, considerable data were gathered on their domain, mass, category, and dotted features, the provided descriptions, what they share in common, and what knowledge they provide law students with.

It should be noted that the order of applications in the search result in Google-play store is determined by an intelligent net of algorithms. These include the number of downloads, the use of the applications (frequency of app opening), the processes of review and rating, the keywords relevance, and the provided updates. To this must also be added the retention and number of uninstalls, the performance of the application, visibility in search engines, etc.<sup>25</sup>.

N	Label	Developer	link
1	Law Dictionary Offline (st)	Lyric Tech	<a href="https://apkgk.com/fr/com.lyric.law_dictionary">https://apkgk.com/fr/com.lyric.law_dictionary</a>
2	Legal and Law Terms	IndieRevo	<a href="https://apksos.com/app/com.indierevo.legalaw">https://apksos.com/app/com.indierevo.legalaw</a>
3	Legal Dictionary (st)	Farlex	<a href="https://play.google.com/store/apps/details?id=com.farlex.dictionary.legal">https://play.google.com/store/apps/details?id=com.farlex.dictionary.legal</a>
4	Law Dictionary Offline (nd)	AyoDic	<a href="https://play.google.com/store/apps/details?id=com.ayodic.law.dictionary.offline">https://play.google.com/store/apps/details?id=com.ayodic.law.dictionary.offline</a>
5	Law Dictionary (st)	Apps Artist	<a href="https://play.google.com/store/apps/details?id=com.freeappartist.lawdictionary">https://play.google.com/store/apps/details?id=com.freeappartist.lawdictionary</a>
6	Legal Dictionary (nd)	Appdeveloper	<a href="https://play.google.com/store/apps/details?id=com">https://play.google.com/store/apps/details?id=com</a>
7	Law Dictionary (nd)	Agile Apps Solution	<a href="https://apkfab.com/easy-and-best-law-dictionary/com.agileapps.lawdictionary/amp">https://apkfab.com/easy-and-best-law-dictionary/com.agileapps.lawdictionary/amp</a>
8	Legal Terminology Offline	Anna Voronich	<a href="https://play.google.com/store/apps/details?id=com.soft24hours.dictionary.terms.legal.terminology.offline">https://play.google.com/store/apps/details?id=com.soft24hours.dictionary.terms.legal.terminology.offline</a>
9	Law Dictionary (rd)	Words	<a href="https://play.google.com/store/apps/details?id=com.free.law.dictionary.freelawdictionary">https://play.google.com/store/apps/details?id=com.free.law.dictionary.freelawdictionary</a>

			y.pro
10	Law Dictionary (rth)	Mantu Boro	<a href="https://play.google.com/store/apps/details?id=com.laaw.dictionary">https://play.google.com/store/apps/details?id=com.laaw.dictionary</a>

**Table 1. Names of Legal English Applications and Developers, and Links**

**Note1.** Some applications were temporarily moved to other sites in association with google play store.

**Note 2.** Many applications in the table above share the same name and are made differentiated by additional numbers.

**Note 3.** st: first, nd: second, rd: third, rth: fourth

### 2-1-3 Choice of Criteria:

The primary analysis of mobile applications' content revealed that they include lexical features only. Thus, the subsequent analysis focused on what vocabulary items they might offer. It should be recognized that a complete review of the whole content of the searched applications is impossible. In this regard, the compared linguistic features in table 2, were chosen, ten for each vocabulary category, according to a number of steps: the collection of the different examples provided in the literature, such as archaic, technical, and Latin words, phrasal verbs, and binomials. Next, the elimination of the repeated ones. Then choosing ten criteria randomly. Even though the total fifty criteria for each application are not exhaustive, they might offer insights into the nature of legal content in those applications.

Archaic words	Technical words	Foreign "Latin" words	Doublets **	Phrasal verbs ***	Nominal verbs ****
-Abutting to -Afore [...] * -anterior to -Darraign -Here [...] -Subsequent to -Surrejoinder -There [...] -Where [...] -Whereas	-Attachment -Bailment -Consideration -Construction -Execute -Liability -Party -Redemption -Tender -Tort	-Inter alia -Doli capax -Ejusdem generis -Functus officio -Propria persona -Habeas corpus -Locus in quo -Sine qua non -Stare decisis -Ultra vires	-Accord and satisfaction -Bargain and sale -Due and owing -Law and order -Manner and form -Master and servant -Null and void -Over and above -Ways and means -Work and labor	-Abide by -Deal with -Enter into -Provide for -Put down -Serve upon -Subject to -Sue for -Testify to -Yield up	/

**Table 2. List of the Compared Linguistic Features**

**Note.** Some strategies were followed in the present research to look up the vocabulary features of legal English as follows:

[...]\*: Just writing one part of the pronominal adverb, such as 'afore' or 'here', to detect the time-honored words like 'aforesaid' or 'hereto'.

\*\* : Using the conjunction "and" to detect the combinations (doublets).

\*\*\*Using particles 'by', 'with', 'into', 'for', 'down', 'upon', 'to', and 'up' to detect phrasal verbs.

\*\*\*\*Using the preposition "to" to detect nominal structures.

### 3- Data Analysis:

This part deals with the analysis of law students' needs in terms of digital learning of legal English. The data were analyzed via the Statistical Package for Social Sciences (SPSS) and the forms were adapted via Excel. Some questions were collected in one table to facilitate the readability of the results. This section also shows what the selected legal applications from the Google Play Store contain and share in common in terms of domain, nature of legal English content, the mass of legal English content, category, and most featured characteristics.

### 3-1 Law Students' Needs Analysis:

#### 3-1-1 Digital Devices, Internet Sources, and Applications Use:

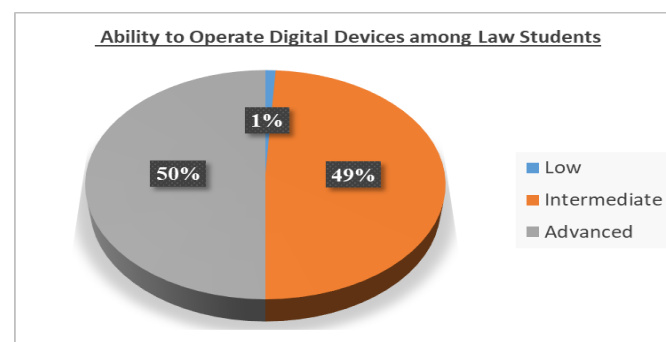
As shown in table three, 99% of the respondents declared that they have digital devices such as tablets and smartphones. While 17 % said that they do not have access to the internet or Wi-Fi, 83% confirmed the possibility to connect. Nonetheless, 60% of the respondents revealed that they afford neither paid applications nor premium services. As per using applications and websites, about half of the respondents do not usually rely on these techniques during learning legal English.

Questions	Yes	No
Devices availability.	99%	1%
Access affordance (the internet, Wi-Fi).	83%	17%
Paid applications and premium services affordance.	40%	60%
Using applications and websites.	49%	51%

**Table 3. Digital Devices, Internet Sources, and Applications Use**

#### 3-1-2 Ability to Operate Digital Devices among Law Students:

Law students' responses were different when asked how much they think they master the use of digital devices. One student only (1%) said he is more or less unable to run such sophisticated instruments. 49 % of the respondents said their level is intermediate. Half of the respondents declared that they were advanced at the use of electronic devices such as tablets and smartphones for learning matters.



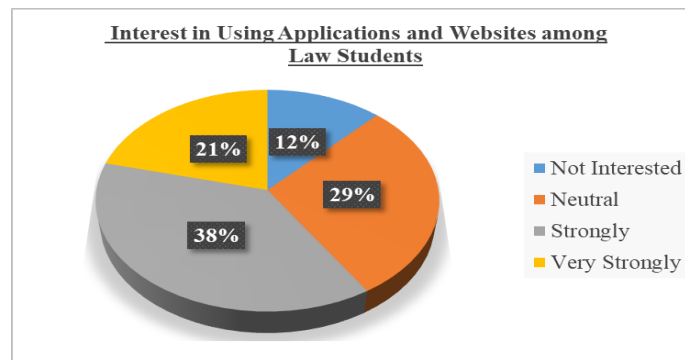
**Figure 1. Ability to Operate Digital Devices among Law Students**

Questions	Low	Intermediate	Advanced
Ability to operate digital devices	1%	49%	50%

**Table 4. Ability to Operate Digital Devices among Law Students**

#### 3-1-3 Interest in Using Applications and Websites among Law Students:

Concerning the motivation to use applications and websites during the course to design for the sample of law students, 12 %, according to figure2, asserted that they are not interested. Twenty-nine (29 %) of the respondents had neutral views. However, 38 % expressed their strong motivation to make use of legal English applications while 21 %, following the same inspiring opinion, consider such a technique very strongly appealing.



**Figure 2. Interest in Using Applications and Websites among Law Students**

Questions	Not Interested	Neutral	Strongly	Very Strongly
Interest in using Apps and websites	12%	29%	38%	21%

**Table 5. Interest in Using Applications and Websites among Law Students**

### 3-2 Classification of Legal English Applications on Google Play Store:

According to table 6 below, 80% of the applications provide general legal terms. They are not specialized in a narrow-based context related to any specific domain of law. The rest of the analyzed applications (20%) offer a combination of fields, such as business, property law, and civil law<sup>26</sup> content. Law Dictionary Offline (st), for example, is specialized in business and property law.

Most of the applications seem to be massive in terms of the provided abbreviations, legal terms, phrases, and definitions with being variant in the number of items. They offer from some hundreds up to 60,000 legal words and definitions. Some online applications, especially those that contain definitions have the option of providing a limited but considerable number of legal terms in an offline mode. Law Dictionary (st), for instance, has 60,000 legal terms in the online database, 10,000 of which can be found offline.

The table below indicates that there is a variety of categories of applications that law students and ELP teachers can download. Half (50%) of the searched applications are classified within the education category in the Google Play Store service. The other half of the applications are categorized within the label of 'reference and books'. As can be noticed, both categories provide a massive number of legal terms whether online or offline.

The features are deemed an important criterion to judge the efficacy of any application. As such, each of the applications in question has some top qualities. One of the most prominent features is the 'search option' that is available in 80% of the selected applications whereby the law learner can perform a set of simple and advanced searches. For instance, Legal Dictionary (st) application enables the user to look up any legal term by selecting one of these four choices 'Starts with', 'Ends with', 'Contains', and 'Wildcard'. Not only the latter contain this option, but also Law Dictionary (st), which provides a quick dynamic search function. Another feature that is similar to dynamic search is giving terms proposals while writing letters onwards is found in Law Dictionary (rd).

Sharing the content like words and definitions with other applications, especially the pre-installed ones, such as G-mail, is very encouraging like in the case of Law Dictionary Offline (st) and Legal Terminology Offline application. All learners who possess supporting devices have in common the built-up applications that allow them to share whatever content in any form they like ubiquitously, and at any time with online or offline modes.

One more additional important function available in Law Dictionary (nd) and Law Dictionary (rd) is the 'History feature'. The law learner can have each word he ever viewed stored in history. This feature is available in three out of ten reviewed applications. Further,

50% of the searched applications are user-friendly. Such a function undoubtedly can facilitate the usage of the software interface. It encompasses some conditions like ‘Simplicity’; ‘Cleanness’, which means ‘well organization’; ‘Intuition’, which entails containing a simple and short explanation of the way the application is used; and ‘Reliability’<sup>27</sup>

N	Label	Domain	Mass	Category	Features
1	Law Dictionary Offline (st)	-Business -Property law	Offline: 15,000	Reference and books	-Sharing
2	Legal and Law Terms	General legal terms	Hundreds	Reference and books	-Search
3	Legal Dictionary (st)	General legal terms	58,000	Reference and books	-Search -Sharing -Audio
4	Law Dictionary Offline (nd)	General legal terms	Online: 60,000 Offline: 4,300	Education	-Search
5	Law Dictionary (st)	General legal terms	Online : 60,000 Offline: 10,000	Education	-Search
6	Legal Dictionary (nd)	General legal terms	Online: 38,000	Reference and books	-Search -History
7	Law Dictionary (nd)	General legal terms	Offline: 13,999	Education	-Search -History
8	Legal Terminology Offline	-Property law -Civil law	Offline: 2,000	Education	-Voice Search -Sharing
9	Law Dictionary (rd)	General legal terms	Undeclared	Education	-Terms proposal -History
10	Law Dictionary (rth)	General legal terms	Online: 60,000	Reference and books	-Search

**Table 6. Classification of Legal English Applications on Google Play Store**

### 3-3 The Existence of Lexical Features in Legal Applications on Google Play-store:

Table 7 indicates different percentages of the amount of linguistic features contained in the legal English applications in question according to the criteria set before. Two applications do not contain archaic words at all. Legal Dictionary (st) is the highest among the rest containing the archaism. However, half of the applications scored (100%) on technical-words content. Most applications have a high percentage of Latin words. Legal and Law Terms application contains (100%) of Latin words within its limited database. Four applications do not provide doublets while three ones offer (100%) of which.



Although phrasal verbs are of huge importance in legal English usage, 70% of the searched applications seem to be minging regarding them. Finally, none of these applications provides nominal verbs as the table below displays.

In the comment section, public reviewers (users) had a say in determining the efficacy and availability of the needed legal terms. They, for instance, declared that the Legal and Law Terms application does not contain basic words like ‘crime’ and ‘offense’. One said that Legal Dictionary (st) contains a lot of technical terms while another one commented that the same application cannot even “define a simple legal term like *rem* in duties”. A commentator revealed that Law Dictionary Offline (nd) application is “good but some terms like *Mortgage* need further development”. One of the comments attributes Law Dictionary (st)’s vocabulary as not wide enough.

Label	Archaic words	Technical words	Foreign “Latin” words	Doublets	Phrasal verbs	Nominal verbs	A
Law Dictionary Offline (st)	50%	100 %	100%	100%	0%	0%	58%
Legal and Law Terms	0%	20%	100%	0%	0%	0%	20%
Legal Dictionary (st)	80%	100%	100%	100%	70%	0%	75%
Law Dictionary Offline (nd)	10%	90%	90%	0%	0%	0%	32%
Law Dictionary (st)	10%	50%	90%	0%	0%	0%	25%
Legal Dictionary (nd)	60%	60%	90%	70%	20%	0%	50%
Law Dictionary (st)	40%	100%	90%	90%	0%	0%	53%
Legal Terminology Offline	0%	30%	20%	0%	0%	0%	8%
Law Dictionary (rd)	70%	100%	80%	100%	20%	0%	62%
Law Dictionary (rth)	30%	100%	80%	50%	0%	0%	43%

**Table 7. The Existence of Lexical Features in Legal Applications on Google Play-store**

Note. A: Average

#### **4- The Introduction of Legal English Applications to Algerian Law Students:**

As including technology in the process of teaching provides some advantages such as collaboration and autonomy, the course was delivered online with PowerPoint presentations via the WebEx platform, during which students were pointed towards the use of especially applications of legal English content. Law students used computers, tablets,

and smartphones to join the online courses. The course was multidimensional and based on a linguo-cultural approach. Some courses were cross-major delivered to many or all specialties while others were major-based delivered to one specialty only. The courses included the needed language and intercultural traits within adapted texts and hypothetical in-house short stories consulted with legal experts to best account for legal English idiosyncrasies. It also made use of a variety of activities where applications, as a helping technique, were used to look up synonyms and antonyms, fill gaps, comparisons, etc. (See appendix 02)

The students, belonging to the different specialties, were asked to not only download and use the applications under research but also download and use other existing applications to create an interactive atmosphere and encourage independent learning. Law students were exchanging what they found in the different applications they download and the variety of content contained. As for the students that do not have smart devices, they were encouraged to work in pairs if possible.

During the course, a constant evaluation of legal English applications was implemented. The evaluation method included discussions with law students and recording the observations and challenges in the course evaluation journal (See appendix 03). This revealed that they were satisfied with the use of such tools as they had not been introduced to them before and that they allowed them to discover the relative usefulness of mobile applications in legal English context, especially for the explanation of sub-technical words, terms of art, and foreign lexis.

### **5- Results and Discussion:**

The needs analysis above revealed that most of the respondents are ready to use digital devices with possible access to internet sources, but without affording paid services. The respondents also showed a modest previous experience in using mobile applications for learning. However, they expressed enthusiasm for using them as an assisting technique in the English course to be designed.

The analysis of the legal applications on the Google play-store showed noticeable positive and negative results on the features level and the content level. Legal English applications are designed with interesting top features. These include the dynamic search option, the ability to share content with other applications, the history option, and the user-friendly interface.

The quick dynamic search feature might be relative to some conditions, such as the mass of content, the algorithm constructed by the application developer, the potency of the smartphone, and the internet flow rate. The process of sharing might be more attainable and effective with the presence of built-up applications and social networks whereby the user can share the content with other learners. Law learners in this case can create groups and small electronic communities to share any content with one another. The history feature might help law students retrieve and memorize what they consulted before as a perfect language learning strategy. Finally, extra functions, such as the 'User-friendly' might have an impact on the law learner's motivation; which seems to be critically important for EFL law learners.

Furthermore, they provide an enormous body of general and specific legal English terms in the form of sole words, some combinations, and definitions used in many sub-fields, such as criminal law, property law, international law, and business law. Legal and Law Terms application, for example, might be considered as a special dictionary of Latin words used in legal English that facilitate understanding, especially in legal documents that still include Latinism. However, they lack some still-in-use lexical features that law learners need, such as archaic words, phrasal verbs, and binomials.

The results above lead to the interpretation that legal English applications under research might not be directed to law learners and ELP teachers only, but also to legal professionals. The noticed drawbacks at the level of lexical features might be because the

applications' creators and developers are ignorant or not collaborative with legal experts. This is because of the idiosyncratic nature of ELP at its different levels.

The enormous advantages these legal English applications offer are of huge usefulness according to the provided analysis. ELP teachers might use them as a technique in technology-assisted teaching to create an interactive atmosphere and encourage independent learning. Legal English applications are also deemed motivating in the classroom as concluded through the evaluation of the English course.

### **Conclusion:**

In conclusion, the results revealed the paramount importance law students showed as to implementing mobile applications as an assisting technique in the process of legal English course design. The analysis of the content of the selected applications demonstrated their usability to cater to law students' needs at least for legal lexis. The selected applications in the present research contain similar content relatively due to their flexibility and the possibility to be updated out of other applications or former versions, which means that the obtained results might be generalizable to some extent. The course evaluation allowed confirm law students' satisfaction and enthusiasm for using MALL. Extra corpus research on the lexical-feature frequencies should be conducted by taking into consideration the different genres of legal documents to improve the criteria that future similar research might rely on. Equally important, decisive actions must be taken by the Algerian competent authorities to grant ELP learners the needed supporting smart devices, internet access charges, paid applications, and add-on-online subscriptions in that they might not be accessible for some of them. Further mechanisms must be taken into account to develop the content of legal applications. Developers need to adjust the content as to the inconvenient points such as the lack of especially the idiosyncratic syntactic and textual characteristics. They also need to respond to the learners' needs and professionals' requirements by including an additional pronunciation feature, for example, within the applications already dotted with audio features as they might be of huge importance for law learners to have command of two extra skills, listening and reading. This might be realized if University students of linguistics, didactics, law, and computing form partnership projects under the supervision of specialists and according to the law learners' needs at the different linguistic levels of legal English.

### **Footnotes:**

<sup>1</sup> Stroo, Sandra; Muñoz-Luna, Rosa & Jurado-Navas, Antonio, (2018), Using Technology in the Teaching of ESP: Some Reflections Based on Practice, In Muñoz-Luna, Rosa & Taillefer, Lidia (Eds.), Integrating Information and Communication Technologies in English for Specific Purposes (Vol. 10, pp. 27–36). Springer International Publishing, Switzerland, p. 36.

<sup>2</sup> Johns, Ann M, (2013), The History of English for Specific Purposes Research, In Paltridge, Brian & Starfield, Sue, (Eds.), The Handbook of English for Specific Purposes (pp. 5–30), John Wiley & Sons, Inc, UK, p. 10.

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## Appendices:

### Appendix 01: Section Six of the Questionnaire

**DIGITAL LEARNING**

- 01) - Do you have a smartphone/tablet? Yes ☐ No ☐ هل تمتلك هاتف أو لوحة ذكية؟
- 02) - Can you afford access to the internet (Mobile data or Wi-Fi)?  
Yes ☐ No ☐ هل ولوج الإنترنت وتحمل تكاليفها ممكن بالنسبة لك؟
- 03) - How much do you think you master the use of digital devices?  
ما مقدار تحكمك في هذه الأجهزة الرقمية؟  
Advanced متقدم ☐ Intermediate متوسط ☐ Low ضعيف ☐
- 04) - Do you use any applications, or websites to learn legal English?  
هل تستعمل تطبيقات الهاتف أو مواقع غير الإنترنت لتعلم اللغة الإنجليزية القانونية؟  
Yes ☐ No ☐
- 05) - Can you afford paid applications and premium services?  
هل بإمكانك تحمل تكاليف تطبيقات غير مجانية أو خدمات امتيازية؟  
Yes ☐ No ☐
- 06) - How much are you interested in using applications and websites to learn legal English?  
ما مقدار اهتمامك باستعمال التطبيقات والمواقع غير الإنترنت لتعلم اللغة الإنجليزية القانونية؟  
Very strongly ☐ Strongly ☐ Neutral ☐ Not interested ☐  
يشكل قوي جدا يقوة حيادي غير مهتم

## Appendix 02: Questions and activities related to the use of legal English applications in the different courses offered to law students.

In a legal dictionary or a downloaded legal application on your smartphone /tablet, look up with your classmate...

*Course: Environmental Pollution and Harms to Sustainable Development (cross-major)*

6- ...the synonyms and opposites of the following words.

Attorney. Indictment. Profit. Crime

10- ...the best equivalent term of art to the sentence below.

"Contracts may become unenforceable when the performance is not made properly"

Construction/Attachment/Tort/Failure of Consideration

*Course: Many Different Laws May Affect a Single Business Transaction (cross-major)*

4- ...the synonyms of the following words.

Dispute. Defective. Lawsuit. Enforceable contract. Creditor. Fund. Intent. Arbitration. Repudiation

6- ...the best equivalent technical term to the sentence below.

"An action that is wrong but which can be dealt with in a civil, rather than criminal, court"

Tender/Bailment/Liability/Tort

*Course: Algerian court convicts top officials of corruption (cross-major)*

6- ...the synonyms and opposites of the following words.

Crime. Defendant. Corruption.

8- ...the best equivalent technical term to the underlined clause.

"The Prosecutor ... demanded that the property and companies of the defendants be seized.

Consideration/Construction/Attachment.

*Course: A Contract Shall never be on a Harsh Track (cross-major)*

4- ...the synonyms to the following words.

Abide by/Statements of Facts/Acceptance/Representation/ Repudiation/ Arbitration/Null and Void

5- ...the best equivalent technical term to the sentence below.

A determination in mind to make contracts.

Offer

Promise

Intention

*Course: Can Amina Recover from her Lost Job?(Administrative Law)*

5- ...the synonyms of the following words.

Clerk/bailiff/writ of summons/jurisdiction/ severance damages/action

*Course: 45% for you and 55 % for me and equal partners we will be!?( Business Law)*

5- ...the synonyms of the following words.

Legal person/ invitation for tender (bid)/ Natural person/capital contribution/ income and expense statement. /jurisdiction/ratio/fund

*Course: A Background on the International Monetary Fund (IMF). (Business Law)*

**21- ...the synonyms and opposites of the following words.** (Words in *ITALICS* are exempted from opposites).

Cooperation-Stability- Rate-Corruption-Assembly-Issue-Assessment-Surveillance-Standard-Code-Transparency-Supervision-Allocation -Loss- Sustainable- Strong-Current-Macroeconomic-Reduce- To transact with- Lend- Import.

*Course: Convention for the Protection of the Mediterranean Sea against Pollution (Business Law)*

**3-1- ...the difference between the following verbs.**

to dump Vs. to discharge

**3-2- ... the difference between the following words.**

Ratification/Acceptance/Approval/Accession

*Course: A Time to Kill (Criminal Law)*

**4- ...the synonyms of the following words:**

Capital Murder-Sheriff-Street lawyer-Defense Insanity-Gown-Gavel-Deliberation-Jury

*Course: If I Were Ever Liable! (Environmental Law)*

**4- ...the synonyms for the following words.**

Outlaw/Ultra Vires/Sui Juris/Actus Reus/Magistrate/Attorney/Barrister/Misdemeanor

*Course: All is mine Own! (Property Law)*

**8- ...the synonyms to the following words.**

Chattel/Civil Doctor/Lord Chancellor/Probity.....

*Course: Sami's Last Will and Testament (Property Law)*

**13- ...the synonyms of the following words.**

Joint Tenancy/Title Deed/Mortgage/Will/Testament/Bequests/Charitable

Trust/Debt/Auction/Auction House/Buyout Price/Auctioneer/Bidder/Heir/Mortmain/Take by Descent/Inherit/Foreclose/Sue.

### Appendix 03: Course Evaluation Journal

Activity/ Question	Consumed time	Faced Challenges			Suggestions	Other
		Method/ technique etc.	Linguistic			
			General English	Legal English		