

**ENGLISH FOR SPECIFIC PURPOSES - READING SKILLS IN
LEGAL ENGLISH**

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Fulfillment of the
Degree of Master of Philosophy (M.Phil.)

By

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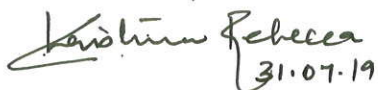
DECLARATION

I declare that the dissertation entitled “**ENGLISH FOR SPECIFIC PURPOSES- READING SKILLS IN LEGAL ENGLISH**” submitted by me for the degree of **Master of Philosophy (M.Phil.)** is the record of work carried out by me during the period from **August 2018 to July 2019** under the guidance of **Dr. S. Jayalakshmi**, Assistant Professor, Department of English, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, and has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship, Titles in this University or any other University or other similar Institutions of Higher Learning.

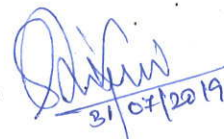
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This is to certify that the dissertation entitled "**ENGLISH FOR SPECIFIC PURPOSES - READING SKILLS IN LEGAL ENGLISH**" submitted for the degree of **Master of Philosophy (M.Phil.)** by **K. Sarathi** is the record of research work carried out by her during the period from **August 2018** to **July 2019** under my guidance and supervision, and that this work has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship, or other titles in this University or any other University or Institutions of Higher Learning.


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Signature of the
Head of the Department


31/07/2019

Signature of the Supervisor

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Chapter 1

Introduction

Language is the most powerful tool for communication between human beings. Man is clearly distinguished from other species by his capacity to use language as the expression of human personality in words. It is the universal medium alike for conveying the common facts and feelings of everyday life. Language has two fundamental features – productivity and structural complexity. Language is not a sequence of signals, where each stands for a particular meaning. Language clearly relies as much on its structure as on its semantic properties to convey meaning. Language is necessary not only for the formulation of thought, but it is part of the thinking process itself. Language is related to reality and thought by the intricate relationship called meaning. As Jannedy et al. (1991), in *Language Files: Materials for an Introduction to Language & Linguistics*, would put it “language fills every part of our lives; it gives words to our thoughts, voice to our ideas and expression to our feelings. It is a rich and varied human ability-one we can use without a thought that children seem to acquire automatically, and that linguists have discovered to be complex yet describable”.(1)

The functions of language thus include the following:

- **Communication of ideas:** This is also known as referential, propositional and ideational function. It involves communication as a kind of exchange between language users about ideas, opinions, facts and information.
- **Social interactions:** The use of some phrases such as, nice meeting you, how are you, other routine exchanges about or health do not communicate ideas. But language is use to maintain a comfortable relationship among people who belong to one language community.

- Emotional expressions: Sometimes, language is also used as an outlet for one's emotions and attitudes.
- Recording the facts: With the eternal need to store information for future use, language is used to preserve all kinds of records such as laws (acts), Legal judgments, historical facts, geographical surveys, scientific research, public data banks, examination results etc.

Of all the languages that have ever existed and been used, it is a remarkable phenomenon that English has become the preferred medium of communication throughout the world. One half of mankind has chosen English to communicate with the rest of the world. An outstanding characteristic of English is its inflectional simplicity, which is far better than any other European language. English keeps receiving new varieties of intonation to express shades of meaning. Also English language is characterized by briefness, consciousness and terseness.

The complexity of the structure of any language is realized only when one starts learning a foreign language. As such, the language is structured by a certain set of elements viz. phonology, morphology and syntax, and the content includes semantics and pragmatics. Semantics is the study of meanings. The units of vocabulary are sometimes referred to as words, however they are accurately remarked as lexemes or lexical things – a notion that takes into account grammatical variants (eg. go, goes, going, gone, went are word-variants of the language unit 'GO') and lexical units consisting of more than one word (e.g. are available, sit down). Words do not exist in isolation; however, they show sense relationships like synonymy and antonymy. These, together with many different sense relationships, provide vocabulary its organization.

English language teaching in India has a rich history. English is used for official communication and is used in trade and industry in India. English is used in various contexts such as government, judiciary, and the media of the educational system and it has been accepted as a second language in India. English in India is domain-specific and register-based: for bureaucratic, administrative, academic, legal, technical and scientific purposes, for creative writing, journalism and other limited social purposes. English has fairly often been termed as a window on the fast progress of technology and scientific knowledge that is perpetually happening across the globe.

During the Second World War, enormous expansion was happening in scientific, technical and economic activities. This expansion created a singular world, one unified and dominated by two forces viz. technology and commerce. English became the language of technology and commerce and it has come to be accepted as international language. New developments in educational psychology also contributed to the rise of English for Specific Purposes (ESP), emphasizing the central importance of the learners and their attitudes to learning. This also created new generation of learners of English. Most of the work at this time was in the area of English for Science and Technology (EST), and for some time ESP and EST were regarded as almost synonymous.

English for Specific Purposes has become closely involved with the emerging field of rhetorical analysis. An understanding of ESP can be based on an understanding of the processes of language learning itself. It should be especially understood against the broader background of teaching and learning of English as a second or foreign language where the goal of the learners to use English in a particular domain. ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. It

incorporates elements from Communicative Language Teaching, Task Based Language Teaching, Project Based Learning and many other teaching approaches, but also has its own unique features, including a commitment to learner-centeredness, a close connection with specialist subjects, and a focus on collaboration in both planning and teaching.

English for Specific Purposes is an approach to language teaching that targets the current and/or future academic or occupational needs of learners; it focuses on the necessary language features, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. The major branches of ESP can be divided into English for general purposes, and English for specific academic purposes, English for Professional Purposes and English for Vocational Purposes. The sub-branches include EST (English for science and technology), EBE (English for business and economics) and ESS (English for social and sciences) English for Business Purposes, English for Medical Purposes, Nursing English and Aviation English. Since 1960 s ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. It is the learners' needs of English that play an important role in developing and designing the learning materials to fulfill their specific needs.

In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” Basturkmen (2006: 18). Among the factors that could explain its vitality and its expansion is, as previously mentioned, the emergence of English as a world language, for this reason the necessity to communicate with the world. Such necessity implies an understanding of its development, types and the different teaching concepts of ESP.

However, it is of great importance to start with the main definitions stated by the linguists concerning ESP.

English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. Teaching of ESP incorporates elements from Communicative Language Teaching, Task Based Language Teaching, Project Based Learning and many other teaching approaches; it has its own unique features, including a commitment to learner-centeredness, a close connection with specialist subjects, and a focus on collaboration in both planning and teaching.

Since 1960 s ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular. The learners' needs of English play an important role in developing and designing the learning materials to fulfill their specific needs. "ESP is not a monolithic universal phenomenon" (Hutchinson and Waters, 1987:9); it has developed at different speeds in different countries. In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. Among the factors that could explain its vitality and its expansion is the emergence of English as a world language and the necessity to communicate with the world. Such necessity implies an understanding of its development, types and the different teaching concepts of ESP.

Some people describe ESP as teaching English for any purpose that can be considered as specified. Others, however, are more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. (Anthony, 1997: 9-10). As such, the prominent function of English for Specific Purposes is to investigate the requirements of learners, the cause behind learning a specific course they are included in, and

the target situation they are getting to meet after the completion of the course. Thus the material instructed to them completely depends on their interests and their requirements. This variety in instructing distinctive subjects, themes and target bunches puts a weight on ESP to be categorized into various subdivisions.

English for Specific Purposes has a learner-centered approach. This important point was highlighted by Hutchinson and Waters (1987) in their seminal work on the subject. ESP has consistently provided grounded insights into the structures and meanings of texts, the demands placed by academic or workplace contexts on communicative behaviors, and the pedagogic practices by which these behaviors can be developed. ESP teaching places additional demands on teachers and course-developers in terms of investigating the needs to designing courses that may only run for the time. It seems to make it legitimate to ask whether teaching ESP is effective.

Empirical investigation into the effectiveness of teaching ESP has been limited owing to its variable and constant features. Its variability stems from the range of areas for which ESP courses are developed. These range from the relatively general to the highly specific. English for Specific Purposes almost invariably involves discussion of learners, needs and in viewing learners primarily in work and study-related rules. The course is basically a narrowing down of language skills that are required to be taught. ESP curricula generally focus strongly on the description and illustration of communication and language use in the specialized field. The language focused on the language content of ESP courses is pivotal in ESP course design. ESP endeavors to teach the language that the learners need to communicate effectively in their work or study areas.

ESP should not be seen as any particular language product, but as an approach to language teaching which is directed by specific and apparent reason for learning. Its emphasis is on describing the performance needed for communication in the target situation and it seems to pay little attention to the competence underlying it. English for specific purpose identified three focuses, which might be characteristic as need, new ideas about language and new ideas about learning. ESP development the learning centered approach, it made between language use and language learning. It is very nature of process that is intended to enable people to achieve a purpose. The process of learning situation and the target situation will both influence the nature of the syllabus, materials, methodology, and evaluation procedures.

Notably, there are three reasons common to the emergence of ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987). They note that the two key historical periods breathed life into parapsychology. First, the end of the Second World War brought with it an " ... age of enormous and unexampled enlargement in scientific, technical and economic activity on an international scale for varied reasons, most notably the economic power of the United States within the post-world war, the role [of international language] fell to English" (p. 6). The language through which that data was communicated became English. The general effect of all this development was to exert pressure on the pedagogy profession to deliver the required product. Whereas English had previously determined its own destiny, it now became subject to the desires, needs and demands of folks apart from language academics (Hutchinson and Waters, 1987, 7). The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to explain the options of language, revolutionary pioneers in

linguistics began to focus on the ways within which language is employed in real communication.

Hutchinson and Waters (1987) reiterate the fact that one important discovery was within the ways spoken and written English vary. In other words, given the particular context within which English is used, the variant of English will modify. This idea was taken one step farther. If language in different fields varies, then tailoring language instruction to meet the wants of learners in specific contexts is also potentially demanding. Hence, in the late 1960s and also the early 1970s there have been attempts to describe English for Science and Technology (EST). They have influenced the emergence of parapsychology and has had less to try and do with linguistics and everything to do with psychology. Rather than simply specialize in the method of language delivery, more attention was given to the ways in which learners acquire language and the differences within the ways in which language is non-heritable. Learners were seen to employ completely different learning strategies, use different skills, enter with different learning schemata, and be motivated by completely different needs and interests. Therefore, focus on the learners' needs became equally preponderant because the ways employed to distribute linguistic data. Designing specific courses to meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered. Since the late 1980s, English for Specific Purposes (ESP) has established itself not solely as an associate degree that is an important and distinctive branch of English Language Teaching (ELT), but has conjointly incorporated most of the work on discourse and genre analysis as well.

Dudley-Evans and St. John (1998) claim that the teaching of ESP has typically been seen as a separate activity among ELT, partly as a result of its having developed its own methodology,

and partly as a result of its resting on disciplines other than applied linguistics, particularly second language teaching.

Those acquainted with parapsychology because it is frequently practised these days, or as several would love to determine the practice, would agree that it has plenty to do with ESP practices. Of course, ESP was, arguably, learner-centered long before the period of time became standard in ELT, because of the four-decades-old approach known as parapsychology. Parapsychology is thus a necessary element of ELT, retaining its stress on sensible outcomes stemming from needs analysis, genre analysis and preparing learners to communicate effectively. These are characteristic options of parapsychology, which in the course of time have come to possess an impression on ELT. Until the advent of parapsychology, learning English was to a large extent a matter of cultural prestige and instructional demand, but it lacked the sense of purpose which is sometimes attributed to ESP.

In contrast to totally different education approaches, which can in addition be less specific-needs-based and a lot of theory-driven, parapsychology pedagogy places serious desires on its practitioners to accumulate empirical needs-assessment information, to form or adapt substances to satisfy the precise needs known, and to deal with frequently foreign scenario rely and even language use; what is more, they need to try and do all of the on top of except permitting the goals of a funding agency, associate leader, associate up on tutorial theory, or associate instructor s terribly own individual expertise of what s fine for language learners to own an impression on makes an attempt to handle specific learners' contemporary and future desires.

ESL and ESP diverge not solely in the nature of the learner, but additionally in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP a needs-analysis determines what language skills are most needed by the students, and the syllabus is intended consequently. A second sight program, might, for example, emphasize the development of reading skills in students who are making ready for graduate work in business administration; or it might promote the event of spoken skills in students who are studying English in order to become holidaymaker guides. As such, ESP combines subject and English language coaching. This combination is relatively motivating because students are able to practice what they study in their English instructions to their essential area of examination, whether it is accounting, commercial enterprise management, economics, computer technological know-how or tourism. Being able to use the vocabulary and systems that they study in a meaningful context reinforces what is taught and will increase their motivation.

The conditions in India are completely different from those in America or other Western countries, and selections created on the premise of their experiences can have very little relevance here. Underneath the circumstances, unless the western ESP is customized to the educational and future skilled language wants of Indian students of Science and Engineering, and unless the objectives and processes of English language teaching in our country is realistically re-defined, teaching of English can still degenerate to be unproductive.

The adoption or execution of any teaching/learning technique or syllabus should go hand in hand with education reforms, ESP teaching methodology as additionally the course of study designing should take into consideration the complications of the medium of instruction in primary/secondary education in various states and also the position of English at the national

level. Other local factors include the government's language policy, this instructional system, the socio-economic condition and also the skill level of the individuals; the pre-professional background and also the future role of the students have additionally to be thought of for any positive result.

Looking in Indian context, English for Specific Purposes' is at its infancy. Learners feel that the items they need to learn in their instructional establishments or coaching centers do not seem to be proving useful after they enter the geographical point once they have completed their education. The matter does not limit solely to those students who have studied in Hindi medium; it conjointly includes many that have gotten their education from sensible English medium schools. Typically the learners complain that the prescribed textbooks do not satisfy their desires. They feel high deficiency of applicable words whereas at work place. Wanting into the matter there's a necessity for instructors to know what learners truly wish. It has to be probed and found as to what kind of a reasonable language acquisition is really needed by the learner. It is at this time the importance of ESP emerges. However before plunging into it we want to understand what truly English for Specific functions means that and the way is it totally different from General English courses. English for specific functions is not any doubt standard internationally. Most folks are conscious of a well-established international journal dedicated to ESP discussion. However, in India ESP still requires a very long time to mature. There is abundant confusion concerning the means of ESP not only in India but in numerous Asian countries. As there is a tendency to see ESP as a new construct in India the role of ESP lecturers also will come back as a challenge. The ESP instructor's role as a tutor can therefore expand from teaching to a course designer, researcher, evaluator, etc. They will need to aim at giving a language that may be learnt for immediate use. They ought to aim at developing programs that might facilitate them

nurturing the learners into the skilled community. While drafting instruction plans for the learners the ESP teacher ought to intend at creating work in teams. In the context of science, the teacher should manufacture original and separate teaching material for separate fields. It is for this very vivid role that second sight lecturers would play Swales (1985) prefers to use the term “ESP Practitioners” rather than “ESP Teachers”.

Traditional ESP teaching and learning processes focus on the differences between ESP and EFL/ESL. English for Specific Purposes has been considered a special kind of English in which grammar, reading and translation practice are presented for ESP students. Following this conception, nowadays, ESP teachers at the tertiary/university level present students with texts from which grammar, translation and reading exercises are developed.

Herbert (1965) viewed English for Specific Purposes as a general English structural syllabus. Some linguistic and scientific notions, he said, can be found in different structural forms with the same kind of structural patterns in EFL texts. Reading and thinking in English and skills for learning are based on the functions that ESP learners need and also the communicative skills to be included in ESP learning. The distinction between ESP and General English is well known; ESP is the kind of language that has the specific technical vocabulary and the structures.

Teaching English as a second language is a high-demand subject of instruction that continues to experience growth in schools and also across the country many schools have English language learners programs, for example, English for Speakers of other languages (ESOL), English as a second language (ESL or TESL) is a traditional term for the use or study of the English language by non- native speakers in an English speaking environment. English as a

second language also refers to specialized approaches to language teaching designed for those whose primary language is not English. Similarly, we divide the countries according to whether they have English as native language, English as a second language, or English as a foreign language. The teaching of English as a second language started during the 1940s.

English as a Second Language is learning or teaching English within a country, where English is dominantly spoken or where English is the official language. For example, students from non-native English-speaking countries come to the U.S. and Canada for learning English as a second language. They acquire English as a means to communicate in the dominant language spoken in the community where they reside. Though the instruction of language skills, i.e. reading, writing, speaking, and listening, ESL required for communication skills to help non-native speakers enroll in school, obtain employment, and function effectively in the host country. Common instructional methods used for the Silent Way technique, Total Physical Response, Scaffolding, the Direct Approach, the Whole Language Approach, and the Interactive Student Centered Approach. Among the unresolved issues in the ESL community are inclusion, mainstreaming and separation. However, ESL is a multifaceted term associated with several aspects of English language teaching and learning, predominantly speaking, it refers to the use of English by speakers of other languages who are permanently or temporarily most English-dominant countries, specifically, Australia, Canada, England, New Zealand, and the United States. In a tapered sense, it refers to the particular field of study in applied linguistics that brings together aspects from theoretical linguistics, language acquisition, and teacher education; discipline with its own theories, methodologies, and approaches for teaching and learning. ESL is one of the possible ways of learning and teaching of English to native speakers of other languages. Due to the scope of the meanings subsumed under ESL, many other terms and

acronyms have been coined over time, including English as a Second or Other Language (ESOL), Teaching of English to Speakers of Other Languages (TESOL), Teaching of English as a Second Language (TESL), and English Language Teaching (ELT). English for Specific Purposes (ESP) includes, who are learning English in context of a certain field or profession. For example, in the teaching of Legal English in China, it was teaching English in the context of Law, where the students were learning English in preparation for studying law through an American university where the professors were all native English speakers.

English for Specific Purposes concentrates more on language in context than teaching grammar and language structures. The focal point of English for Specific Purposes is that English is not taught as a subject separated from the students; instead, it is integrated into a subject matter area important to the learners. However, English as a Second Language and English for Specific Purposes diverge not only in the nature of the learners, but also in the aim of instruction. While in English as a second language all four language skills; listening, reading, speaking and writing are stressed equally, in English for Specific Purposes it is a need for learning. English for Specific Purposes is thus a combination of the subject matter and the language skills. This combination is highly motivated because it involves the students' interest.

Most second language learners are aware that the acquisition of vocabulary could be elementary and a necessary part within the course of their learning. A decent level of mastery of vocabulary is crucial for ESL/ EFL learners, especially for those that are advanced learners of English for Specific Purposes. Paul Nation, while describing how the learners ought to cope with specific vocabulary, states, "it is sensible to direct vocabulary learning to a lot of specialized areas once learners have down the 2000-3000 words of general quality in English (Nation, 2001:187)." Therefore, to beat the challenges of specialized usage of vocabulary, learners have

to be instructed and/or find out about the various varieties of vocabulary, its usage, and specific strategies which will facilitate them acquire vocabulary.

In teaching and learning vocabulary, there are many different types of vocabulary because varying types of vocabulary need different focus and treatment.

Spoken and Written Vocabulary - In vocabulary in English for Specific Purposes, it takes main skills; Written and Spoken vocabulary have enabled us to comparatively study spoken and written vocabulary in actual use. They reveal the difference between the vocabulary of written texts and the vocabulary of everyday spoken language. Spoken texts tend to be vague and general words are more frequently used in everyday speech than in written texts. These differences are significant when we consider what kinds of vocabulary items are important to teach in both writing and speech.

Core and Non-core vocabulary - In ESP teaching, subject-specific vocabulary, which is non-core as far as the language as a whole is concerned, learners with specific or academic purposes may need to acquire them in medical texts and lessons may need to learn subject-specific core vocabulary.

Discourse Structuring Vocabulary and Procedural Vocabulary - Their main function is to structure discourse, that is, to summarize or encapsulate previously mentioned ideas and link one sentence to the next. These abstract nouns are also called '*anaphoric*' nouns and belong to discourse structuring vocabulary. Procedural vocabulary is characteristically used to explain and make sense of more complicated words, paraphrase them, define them and organize them during communication.

Technical, Semi-Technical and General Vocabulary - In terms of teaching vocabulary in ESP contexts, it is important to make a distinction between two categories of vocabulary: technical

and semi-technical because they are of great importance to learners studying English for specific and academic purposes.

Grammar in English for Specific Purposes - Grammar typically takes under consideration the meanings and functions sentences have in Learning. Tony Dudley Evans and St John (1998) list five key people involved in ESP as Teacher, Collaborator, Course designer and materials provider, Researcher and Evaluator.

The ESP teachers are different from the teacher of General English; indeed, Swales (1985) prefers with some justification using the term 'ESP trainer' to 'ESP teacher'. It is likely that in addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation. Another way in which ESP teaching differs from general English teaching is that the great majority of ESP teachers have not been trained as such. English for Specific Purposes, teachers not only writing materials they have to work as skillfully for the needs of students. They have to shape the input, encouraging the learner's intention to learn, managing the learning strategies and promoting practice and use. ESP is thus expanded to English for Academic Purposes [EAP], English for Occupational Purposes [EOP], English for Vocational Purposes [EVP], and English for Medical Purposes [EMP], English for Business Purposes [EBP], English for Legal Purposes [ELP], and English for Socio Cultural Purposes [ESCP].

English for Academic Purposes - English for academic purposes has evolved from its modest roots in the 1960s to become an emerging global phenomenon. English for academic purposes are a part of a larger area of applied linguistics called English for Specific Purposes. This purpose is the English need to be able to carry out activities in academic contexts. English for academic purposes is now accepted as a broad term that covers many types of academic

communicative practices in pre-tertiary, undergraduate and postgraduate and postgraduate teaching; EAP is concerned with those communication skills in English which are required for study purposes in formal education systems. The term English for academic purposes covers language research and instruction that focuses on the communicative needs and practices of individuals working in academic contexts.

English for Occupational Purposes - English for occupational purposes is meant for learners of English to carry out their intended profession or occupation or perform job related tasks. English for occupational purposes learners whose primary purpose of learning. It is particularly concerned with adult language acquisition as well as general training for adult learners. It enhances workplace performance with special attention to how adult learning language to communicate better in job related contexts. Under English for occupational purposes, we have English for Professional Purposes, English for Vocational Purposes, English for Medical Purposes, and English for Business Purposes.

English for Vocational Purposes (EVP)

English for vocational purposes, under the umbrella term ‘English for Specific Purposes’ (ESP), has gained its prominence because more and more English language programs are geared for those who would like to learn English, which is relevant to their vocations. The overarching goal of ESP instruction is to help specialist learners function well in workplaces or vocational higher education setting where English serves as a medium of communication. There has also been a burgeoning issue whether ESP teachers should teach content or language or both content and language. The central goal is provide ESP practitioners with both theoretical and practical

guides to designing and implementing EVP instruction in the context where English is learned as an additional language.

English for Legal Purposes - English for Specific Purposes classified by professional area shows that English for Legal purposes is one of the branches of English for academic purposes, which consists of English for Science and Technology. English for Legal Purposes is part of English for Academic Purposes and English for Occupational Purposes that includes professional purposes in administration, medicine, law and business. More specialist branch of English for Specific Purposes such as Legal English, difference should be made between the needs of law students or practicing lawyers. English for Legal Purposes is divided into three main areas, Academic Legal Writing, consisting of Legal textbooks and research journals, juridical writing, consisting of court judgment, case books and law reports, which is using in the purpose is to report the proceedings of court and the decision of the judge and legislation writing, consisting acts of parliament, documents used in the legislature.

English for Legal Purposes is a special language, for which there is no single definition in clear. Legal English is concerned, most of the features of Legal English can be regarded as historical relics but they serve to create and solidify group cohesion within the profession. The use of short sentences is not characteristic of Legal English and studies show that sentences are quite a bit longer, with more embedding which make them more complex often separating the subject from the predicate.

The history of Legal English begins in ancient Britain and develops as successive waves of invaders, Anglo-Saxon, Scandinavians, Norman French left their marks not on the English language in general, but on Legal English in particular. Legal English reflects the mixture of

languages which has produced the English language generally, modern Legal English owes particularly to French and Latin. English language contains elements from many different European languages and has also borrowed words from a wide variety of other languages. Legal English reflects the mixture of languages which has produced the English language generally. However, modern Legal English owes a particular debt to French and Latin.

Following the Norman invasion of England in 1066, French became the official language of England, although most ordinary people still spoke English. The French was the language of Legal proceedings, with the result that many words in current Legal use have their roots in this period. These include property, estate, chattel, lease, executor and tenant. Legal English is important because law is important; it provides the means by which law, when written in English, is communicated and enforced. Law can be divided into two types- national and international. National law provides the means by which countries govern the relationships between the state and its subjects and between the subjects themselves. International law provides the means by which international relations between countries and between individuals and organizations based in different countries are regulated.

The purpose of Legal English is not so much to communicate but to regulate. This is very clearly the case where legislation is concerned, but is also true of private arrangements between parties which are intended to have Legal contract. It is necessary here to make the distinction between Legal English and legalese clear for the better understanding of Legal register. Legal English is formal academic English with some technical law jargon. It is used in Legal literature, Legal textbooks, and correspondence: office memoranda, judicial opinions, and client letters. Although Legal English is the style of English used by lawyers and other Legal professionals in the course of their work, yet every text of Legal genre is not written in the same manner. The

correspondence on Legal matters between companies is not done using legalese. These correspondences are done in formal Standard English with some technical Legal terms. Undoubtedly, Legal written English is formal but as far as its nearness to Standard English is concerned it deviates from norms at several syntactical spots. In Legal English in India is widespread using English in law. The Language of the Law has covered the historical development of the Legal English.

Legal English is currently a worldwide development. It is the fashion of English employed by lawyers and alternative Legal professionals. Legal language contains variety of surprising options that are associated with language, linguistic structure, linguistic conventions and punctuation. The event of Legal English is closely connected with the history of nice Britain the Legal tradition of that is predicated on common law. For many centuries following the Norman invasion, English remained the auditory communication of the bulk of the population, whereas the majority writing was done in French or Latin.

The characteristics of Legal English are as follows:

- Sentences typically have apparently peculiar structures, as an example, ‘the provisions for termination hereafter showing or can at the value of the recipient right away adjust to the identical’.
- Punctuation is employed insufficiently. Significantly in conveyances and deeds we are able to observe the conspicuous absence of punctuation. Traditionally there was a widespread plan among lawyers that the means of Legal documents was contained solely within the words used and their context.

- Older words like, hereof, thereof, and whereof are utilized in Legal primarily to avoid continuation of names and phrases.
- Legal English contains some words and titles, like leader and employee; leasegiver and leaseholder, within which the reciprocal opposite nature of the connection is indicated by the utilization of other endings.
- Legal language is troublesome to grasp, due to the usage of problem words and phrases.

General English words are English words used in daily lives for everyday functions.

Archangel West who printed *A General Service List of English Words* (West. M, 1953) selected 2060 English words for English language teaching and learning. to search out the minimum range of words that would operate along in constructions capable of stepping into the best kind of contexts has thus been the chief aim of these making an attempt to change English for the learners varied criteria are utilized in selecting the words, however the dominant activity throughout the amount among of these involved with systematic teaching of English has been vocabulary choice. General English words also can be mentioned from another purpose of read, specifically from the attitude of English for special functions.

Legal English words are the words used primarily in Legal discourse for teaching technical purposes. A technical word is one that is recognizably specific to a particular topic, field or discipline.

Category 1- The word form appears rarely if at all outside this particular field.

Law: justification, per Curiam, cloture.

Applied Linguistics: Morpheme, Hapax Legomen a lema.

Category 2 - The word form is used both inside and outside this particular field. But it is not same meaning.

Law: cute (to appear), caution (vb)

Applied linguistics: sense, reference, type, taken.

Category 3- The word form is used both inside and outside this particular field. But the majority of its uses with a particular meaning though not all are in this field. The specialized meaning it has in this field is readily accessible through its meaning outside the field.

Law: judge, mortgage, trespass

Applied Linguistics: Word, Meaning.

Category 4 - the word form is more common outside this particular field. It is difficult even for someone knowledgeable in the field to recognized meaning if it is presented separately.

Law: action, enter

One amongst the most reasons why Legal language is typically tough to know is that it is usually terribly completely different from Standard English.

The writing conventions are different:

Sentences usually have apparently peculiar structures, punctuation is employed insufficiently, foreign phrases are typically used rather than English phrases uncommon pronouns are utilized, and strange set phrases are to be found.

Legal terms of art

Legal terms of art are technical words and phrases that have precise and stuck Legal meanings and that cannot typically get replaced by others words. a number of these are going to be acquainted to the lay person (patent, share, royalty). Others are usually solely better-known to lawyers (e.g. bailment, abatement).

Terms of art ought to be differentiated from Legal jargon. Legal jargon includes words utilized by lawyers, that are tough for non- lawyers to know. Jargon words vary from near- slang to virtually technically precise words. Well-known samples of jargon embody boilerplate clause and company veil. Legal which means might dissent from the final meaning there is conjointly little cluster of words that have one which means as Legal term of act and another meaning in standard English. One example is that the word distress that could be a Legal term of act refers to the seizure of products as security for the performance of associate obligation. In Standard English it suggests that anxiety, pain or exhaustion.

Union Law Minister Sadananda Gowda that currently there are around 1,200 Law schools in India and 19 BCI (Bar Council of India) members for their inspection. Legal education in India is regulated by the Bar Council of India. Currently, there are two models of Legal education in India namely, three-year Bachelor of Law degree and five-year integrated Law degree. The parliament of India passed 'The Advocate Act' in 1961, according to which the 'Bar Council of India' has the empowerment to set minimum eligibility criteria and standards of Legal education in consultation with universities at a national level. BCI has the responsibility to oversee all the matters related to admissions, ethics, privileges, curriculum, practices, regulations, discipline and improvement of the Legal profession. BCI also has the

responsibility to visit and inspect various universities and to recognize the standards of providing quality learning in the University for the Enrolments as an advocate. In 2010, BCI established a Directorate of Legal Education, the aim is to organize, conduct, hold and administer all the perspectives of Legal education to provide seminar and workshop, Legal education, teachers training, specialized professional courses, Legal research, and to provide education programs for Indian students after obtaining law degree from foreign university.

The Role of University Grants Commission (UGC) is to report and suggest the improvements and extensions about the issues related to social welfare and standards of higher level of Legal education. UGC is responsible for providing funds and to coordinate, determine, maintain and promote the teaching and research standards in institutions and law universities to provide quality education at higher levels.

Law studies include various degree level courses. These can be categorized as follows:

- After completing senior secondary exams, one can opt for the 5 years integrated course in Legal education. These courses include B.A. LL.B., B.Sc. LL.B., BBA. LLB., B.Com. LL.B. These courses offer 36 subjects which include 18 compulsory papers, 4 clinical subjects, 6 optional papers and 8 subjects in the specialized course.
- The other option is to get Bachelor's degree in Legal education. It's a 3 years' degree program offers 28 subjects, including 18 compulsory subjects, 4 clinical subjects, and 6 optional subjects. This is the most common degree of Law which is offered by various law universities.

- After graduation, one can pursue Master's degree in Legal education. This is a one or two years' post-degree program basically known as The LLM (Master of law).
- One can also opt for the Master of Business Law and Doctorate study in Legal education. This 3 years' double degree courses include MBL-LLM, Ph.D. -LLM degrees having specialization in Business law.
- Some universities also provide specialized certification courses such as civil law includes all the issues related to Consumer, Agriculture, Employers, animals, Entertainment, Business, Family, sports and international disputes. Some other specialized courses are corporate law, International Trade law, Administrative law, Cyber law, patent Law, Labor Law, Crime and criminology, International law, and Intellectual Property law.
- Along with all the graduation and post-graduation degrees, one should complete an internship of 12 weeks for the 3-year degree course and 20 weeks for the 5 years integrated course in order to complete the Legal qualification.

This research study has taken up the Law College in Coimbatore. The city of Coimbatore, known as the Manchester of south India, had numerous educational institutions except a law college till the year 1979. For the entire state of Tamilnadu, there was only one Law College in Madras (now Chennai) to impart Legal education to the students. In 1974 another law college was started in the temple city (Madurai) to cater the people of the southern districts of Tamilnadu. As the demand for admission to the law course was increasing and the existing two law colleges were already over crowded, the government felt the need for opening more number of law colleges in different Centres of the state. The government law college located at Maruthamalai, adjacent to the Bharathiar University. The college offers five years course for

higher secondary students, three year regular course for graduate students and also two year M.L.course in the branch of “contracts include mercantile law” since in the academic year 1999-2000. The title of the M.L. course has now been changed to “business law”. In 2015, the title of M.L. has been changed L.L.M.

Objectives of this Study

This study primarily aims at analyzing the Legal English that is being taught in the law colleges in Tamilnadu. Considering the relative complexity of the language and its specialized vocabulary, this study tries to reiterate the need to think about refreshing the method and techniques to teaching Legal English. Of the four communicative skills, the researcher focuses on the Reading skill to evaluate how the text helps the students to develop their reading skills. For this purpose, the researcher has taken up the Part II English text prescribed for the First Year Law students of the Coimbatore Law College. The objectives of this study can be summarized as follows:

- To evaluate the reading skills of the law students
- To locate the difficulties in reading and retaining the specialized vocabulary and structure of Legal English
- To explore their Legal English text to assess the scope it gives to improve the reading skills of the learner
- To assess the reading skills of the graduate students of Law and
- To suggest some techniques to improve the reading skills.

Scope and Limitations of the Study

As stated above, this study aims at considering reading skill as crucial to a specialized course like Legal English, to retain and use the language in specific situations. This study will probe into not only the level of reading ability of the graduate students of Law but also the extent of scope given by their prescribed text book to improve their reading skills. This study aims to address their difficulties as well with a view to suggesting remedies for the same.

To talk about the limitations, this study takes up only the reading skill and does not extend to other skills, although they are equally important and crucial for an overall development of one's communicative ability. Since Reading can help the graduate Law students retain the specialized vocabulary and structures of Legal English, the study focuses on addressing the difficulties and suggesting means to improve the skill.

The scope for further investigations is vast wherein the other skills viz. Listening, Speaking and Writing can be tested and assessed. The same study can be conducted with other specialized language courses in ESP, EAP, EOP and the like.

Structure of the Study

This study has been divided into five chapters. Chapter one talks about English in India over years. It gives a detailed account of the different English courses coming up now based on the specific needs of the learners and it also elaborates on the characteristics of ESP and Legal English in particular to fulfill the purposes of this research study. Chapter Two gives a review of the related literature. Chapter Three presents the Reading Skill and its subskills in detail. Chapter Four describes the process of this research including the questionnaire responses of the

students of Legal English and an analysis of their Legal English syllabus and prescribed textbook. It also presents the assessment of the reading skills among the students. Chapter Five presents the conclusion of the study with suggestions.

This chapter introduced the concept of Legal English and its characteristics. The following chapter presents a review of related literature.

Chapter II

Review of Related Literature

For any topic of research to be justified, it is necessary to have a fair knowledge of the research work done previously in that discipline. This chapter presents a review of reports of studies conducted in ESP with special reference to Legal English and Reading.

James M. Hedegord, in his article titled “The impact of Legal Education: An In-depth Examination of Career- relevant Interests, Attitudes, and Personality Traits among First-Year Law Students”, (ERIC - EJ225722) deals with changing career relevant interests, attitudes, and personality characteristics among the first year students in law school. It presents data about the students entering law school that can be viewed as a varied group in terms of career plans and different behavioral styles. The methods of analysis used in this study suggest alternative interpretations of some aspects of such changes. The author believes these methods can improve the law school to greater light on the overall process of professional development. The researcher could find the students who study law developing along with similar paths but who attend different schools. This paper is a precursor to such longitudinal studies of different changes in law students.

Ian Gallacher in his article titled, “Who are those guys the result of a survey studying the information literacy of incoming law students”, reflects the result of a survey designed to generate data about incoming law students and their perceptions of the information literacy skills they bring with them to law school. The article concludes that the Law students need help to improve their information literacy. Incoming law students read substantially more than the national average; Law schools must take students’ writing and research deficits to account to develop their language skills.

Nijole] Burkaitiene and Margarita Tereseviciene in their article titled “Integrating alternative learning and assessment in a course of English for law students”, (Assessment & Evaluation in Higher Education - 2008), give a detailed image of the process of learning English language by law students and enhancing process of student proficiency in this target language enabling them to enter the knowledge community of law at Mykolas Romeris University. The setting for the study was a course tagged as ‘English for Specific Purposes (ESP) - English for Law’, for which students received course credits and it is a mandatory three-semester course. The course was presented to students in a format integrating two components of alternative learning and assessment and a component of traditional learning and assessment aimed at developing both receptive and productive language skills as follows:

- (1) the project component—assessment was based on performance criteria (alternative component);
- (2) the academic writing portfolio—assessment was based on specific criteria (alternative component);
- (3) the contents-based component—assessment was based on objectively scored tests (traditional component).

This study shows that integrating alternative meaning of learning and assessment in more comprehensive learning and assessment system. The study is useful in teaching English for Specific Purposes at the tertiary level learners.

In the article “English for specific purpose: Teaching Legal English to Law Students via e-Learning”, Supardi says that Internet, since its advent to the present time, has contributed to English language teaching and learning. In English for Specific Purposes (ESP), for example, Internet does not only provide materials that are helpful for teaching/learning of English but it

also offers such a facility as e-learning into which the teachers of English can insert or upload their teaching materials and from which the students can learn. Pedagogical uses and the student responses to using web- based language learning activities, in the ESL classroom. Concerned with ESP teaching, this paper addresses the context of teaching Legal English (LE) for law students through e-learning provided by Information Technology Centre at the University of Jember in the program of Integrated Information System. For this discussion, this paper then explores the Internet and English Language Teaching LD, importance of LE mastery for law Students, e-learning at the University of Jember, and teaching LE to law Students via e-learning. With these points of discussion, this paper gives a hopeful consideration for teachers of English to develop their materials for teaching via e-learning. These uploaded teaching materials via e-learning help the teachers of English to teach their students in the classrooms easily, actively, and interactively. On the other hand, students can learn more enthusiastically. Last but not least, this brief paper can hopefully contribute to other teachers in developing their teaching activities.

Jacob A, in his article, “Designing an English for Specific Purposes (ESP) Writing Course for Engineering Students”, delineates the ESP writing route for the engineering college students to enhance their writing skills. Many college students are from regional language medium schools who cannot deal with English medium training in Engineering for their graduation and their writing capabilities are so poor that even after the completion of the engineering degree there are no ample number of employable candidates with good communicative competence. It also gives an account of the following aspects – tutorial writing skills, workplace writing skills, four foremost types of writing styles, want for the study, targets of the study, and methodology of the research. This article also gives a review of some seven sub-categories of subjects viz. a) ESP Context, b) Writing Skills in General, c) Writing Skills:

Needs of the Students, d) Teaching Writing Skills, e) Feedback on Student Writing f) Testing Writing Skills and g) Course on Writing Skills.

Jaya Verma's study entitled "*A Stylistic Study of Legal English Used in India*", it is a study based on stylistic features of English used in India. It investigates stylistic features of Legal English with special concentration on syntactic features. The importance of the features of Legal English used in India has been examined with reference to the features explored from many countries in previous studies. This paper confirms the presence of those features in Indian data. A study of the fashion of acts and judgments reveals systematically used linguistic forms that contribute to characterizing the Legal register. This study was conducted on the acts and judgements of Indian law with the aim to seek out options of Legal English utilized in India. Sentences from acts and Supreme Court and judiciary judgments were analyzed syntactically and therefore the findings of syntactic analysis were classified in several teams of characteristics that outline Legal English. The linguistic options came out of this study are long, complex sentences with multiple embedding of clauses and phrases, formal and archaic vocabulary, English syntactical structure, binominal expressions, significant number of adverbial clauses, and high frequency of infinitive verb forms, syntactic discontinuity, etc. All the linguistic devices or vogue markers discovered within this study classified underneath four attributes that outline Legal English: advanced, all-encompassing, formal and impersonal. These attributes outline Legal English fully. These four attributes are not complete; any study will add more attributes.

Jill Northcott suggests, in his "*Teaching Legal English: Contexts and Cases*", that Legal English teaching for speakers of English as a second language should adopt a primarily pedagogical perspective. This article discusses English language provision for L2 speakers; the preceding anecdote serves to make the point that even for L1 speakers of English the language of

Law is still viewed as esoteric and foreign, requiring translation into comprehensible English. This study intends to provide an overview of this area, addressing some of the key questions related to English language provision for law professionals: Lawyers, Law Students; Judges, Law Lecturers, Legal Translators and Interpreters. The perspective is primarily pedagogical with a focus on teaching and learning. This has important implications for the knowledge base needed by teachers of Legal English. It has its focus mainly on the current state of language education for L2 law professionals. The complexity of the field requires those involved in language education to have an awareness of the specific needs and contexts of use in which their learners operate as well as an awareness of different Legal genres.

Bilova Stepanka has written an article entitled, “Case Briefs In Legal English Classes”. This article intends to teach students to focus on the essential parts of the Legal case and to obtain a thorough understanding of the case and the reasoning, which means the students need to employ their consolidation, recalling presentation skills, for example, case briefing: an individual task leading to teamwork, these activities help to give them an understanding of the case and to write down their notes to facilitate the case in brief structure. Based on this idea, they followed preparing team mini-presentations of the case briefs, presenting the case briefs, Vocabulary reinforcement, out-of-class follow-up and peer reviewed audio presentations. The students are asked to prepare an individual case brief presentation, upload it as an audio file (or as a commented slide show) and review (orally or in a written form) two brief case presentations of their classmates. Some students had difficulties in keeping their presentation short and some students are shy to present a case they prepared. The aim of the activity is to introduce students to case briefing in a related language, which means that the task cannot be compared to the real case briefing in English law studies where the focus is mainly on Legal understanding of the

case. Still, the ESP students comprehend the principles and process of case briefing and by presenting a case they need to show quite a high level of Legal language and understanding.

Yelena Vyacheslavovna et al., in their article titled “The Necessity of English for Specific Purposes at the Law Universities of the Republic of Kazakhstan”, focus on the teaching of Legal English in law universities of the Republic of Kazakhstan. They used the materials on Legal English classes, and students themselves. And this article deals with the level of the skills in need for Legal English classes. But they had not received any results from their students. International Legal English is discussed here in terms of the subject and material used in International Legal English classes. The case study reveals International Legal English learners’ needs and capacities while studying International Legal English. The main difficulty of international Legal English subject lies in the specific language repertoire. International Legal English at Kazhlu in the place where undergraduate university students have studied the students get enrolled in non-formal or non-credit bearing professional educational programs. Some of the other ways of improving one’s knowledge of International Legal English include reading Legal publications such as, for example, ELSA (The European Law Students’. The needs analysis revealed that in terms of linguistic skills, i.e. speaking, reading, listening, vocabulary, grammar and pronunciation, students mostly prefer to master and enrich their vocabulary. Some students want to be able to use international Legal English terms. Students need to answer to the self-evaluative questions about their general English skills and professional skills prior to attending the Legal English course. The observation showed that Legal English is of interest to students from a variety of faculties, not just law, and that good results can be successfully achieved irrespective of the major.

Adlina.Ariffin presented, in the article “The Reading of Legal cases by Law undergraduates: Some problems and suggestions,” that one of the most essential skills for law students to be successful in their discipline is their ability to read Legal cases. The specific focuses were to develop some understanding about the reading of this rhetorical genre and simultaneously to uncover the problems related to the learning process. This study design was adopted and data was obtained through interview sessions with twelve law students. The importance of developing case reading skills, this study aims to identify some of the problems that law students face in carrying out this academic activity. The reading of Legal cases is deemed to be of utmost importance due to the linguistic complexity of the Legal language and the inherent intricacy in the process of Legal reading, particularly in the reading of Legal cases which requires strategic reading by the learners. Reading Legal texts proves to be an arduous task to most law students. The reading of Legal cases is deemed to be of utmost importance due to the linguistic complexity of the Legal language and the inherent intricacy in the process of Legal reading, particularly in the reading of Legal cases which requires strategic reading by the learners. This research was done in an L2 context; the participants were allowed to provide their feedback in their mother tongue so as to remove any forms of language barrier which may have affected the essence of the information.

Wendy Larcombe and Ian Malkin presented an article entitled “Identifying students likely to benefit from language support in first-year Law” based on the measures developed in the Law School at the University of Melbourne to identify and refer the student’s levels of writing skill. In-class exercises developed and used in compulsory first semester subjects to determine those students who require language support. An analysis of the learners’ first semester results shows that relatively standard law-style class exercises are an effective way to

identify students with writing and comprehension difficulties. The class exercises developed in the two foundational subjects were taught to reviewing students' 'writing and language skills' and the short-hand term of 'language-referred' is used in the paper to describe those students referred to the language and learning programs. It is emphasized that the exercises do not constitute a general 'language test', nor a test of language for specific purposes. English language testing of international students is not sufficient to identify all students likely to need or benefit from support programs.

This chapter presented a brief account of the literature related to the topic of the research study. The following chapter presents a justification of Reading as a communicative skill, delineating the characteristics of the skill and suggesting some ideas to improve the skill.

Chapter III

Reading as a Communicative Skill

Reading is one of the most effective skills in learning a language. It improves the learner's proficiency in the usage of the language. It involves two processes, namely, word recognition and comprehension which helps the learners to improve vocabulary, spelling, grammar and writing. It also helps in grasping content and to draw conclusions. Reading involves in decoding the text and constructing the meaning that enables to get message, to recognizing written words and to get meaning. Speaking and writing have reading as their source. The most used activity in any language class is reading which the source of joy is. It also consolidates and extends the knowledge of a language. Reading should be a pleasurable activity to expand an individual's knowledge and experience. Thus, reading is an interactive process.

Reading is viewed as a foundational skill for academic learning. Sometimes it is made between 'learning to read' and 'reading to learn'. It involves mastery of both bottom-up and top-down skills which in turn are also called as 'code breaker' and 'text participant'. Reading in cognition has three main ideas. They are:

1. The recognition of the graphic marks
2. The co relation of these with structure and vocabulary
3. The correlation of these with meaning, (151).

Whalon says that reading is a process of "recognizing and manipulating spoken words in language" (whalon et al. 2009). We live in a multilingual country that is becoming more interred connected with media and economy. Reading can be defined in many ways; it is the amalgamation of visual and non-visual experience or behavior. It is an understanding,

interpreting or making sense of a given text. The receptive skill called reading skill mean different meaning in different contents. Reading for understanding is not just a mechanical skill rather it is a decoding process used to communicate.

Reading is the amalgamation of visual and non-visual experience. It is total understanding of a message or a message in a text. It is also the following:

- An active and receptive skill
- Decoding a message
- Extracting information from the text
- Getting specific questions answered
- Making sense of the text
- An interactive process
- Constant making and remaking of hypothesis
- Predicting and interpreting
- A constant process of guessing

Mechanics of reading

Eyes play a prominent role in reading a material. Effective reading includes not only the language but also the ability to comprehend the subject read. Reading can be compared to bicycle riding. It is impossible to maintain balance on a bicycle until it attains certain minimum speed. Likewise, reading should have a balance with subject. There are three steps needed to read contents. They are,

- visual orthographic stage,

- letter identification
- letter position and association

By reading, a learner can master his cultural knowledge. He can also learn English by absorbing the advanced foreign technology to learn language. For this reading helps him a lot in saving time and contributes more development. In this case, reading becomes more necessary because reading helps to absorb knowledge. Reading English books, magazines, etc. will improve reading ability step by step. They also cultivate sensible reading habits. By reading plenty, one will advance their English information and broaden their vision, inspire their thoughts, build their values, train their artistic performance and develop their intelligence. In cognitive psychology, 'Read's Goals of Pedagogy', (252), is to coach students to develop an inclination for a reading activity, to encourage students to require risks in guesswork, in ignoring the very fact that they ought to always be correct, and to coach students to use the minimum range of syntactic and linguistics clues to get the most quantity of information. Approaches of teaching reading skill include Pedagogical approach and Communicative approach.

The pedagogical approach is organized around a reading passage accompanied by comprehension questions. The pedagogical approach is simple and it emphasis on simplification of language structures. The communicative approach to language teaching has given instructors a special understanding of the role of reading within the language room and therefore the kinds of texts which will be utilized in instruction. Once the goal of instruction is communicative competency, everyday materials like train schedules, newspaper articles, and travel become applicable room materials; as a result, the communicative competency is developed.

As such, SQ3R is a well-known strategy for reading. SQ3R can be applied to reading purposes as it is flexible and takes into account the need to change reading speeds. SQ3R is an acronym that stands for Survey, Question, Read, Recall and Review.

Survey relates to speed-reading, scanning and skimming the text. At the initial stage you will be attempting to gain the general gist of the material in question.

Question emphasizes that, before you begin to read, you have a question or set of questions that will guide you - why am I reading this? When you have a purpose to your reading you want to learn and retain certain information. The reading passage gives questions changing reading from a passive to an active pursuit. Examples of possible questions include:

- What do I already know about this subject?
- How does this chapter relate to the assignment question?
- How can I relate what I read to my own experiences?

Read - Now you will be ready for the main activity of reading. This involves careful consideration of the meaning of what the author is trying to convey and involves being critical as well as active.

Recall - Unless you make a concerted effort to recall what you have read; you will not find how interesting an article or a chapter is. Recalling from time to time allows you to focus upon the main point – which in turn aids concentration. Recalling gives you the chance to think about and assimilate what you have just read, keeping you active. A significant element in being active is to write down, in your own words, the key points.

Review - The final step is to review the material that you have recalled in your notes. Do not take for granted that you have recalled everything you need correctly – review the text again to make sure and clarify. Some of the examples are,

- Did you understand the main principles of the argument?
- Did you identify all the main points?
- Are there any gaps?

Reading is thus an important process for acquiring the information. Some view reading as a complex process integrating all aspects of human behavior and demanding varied and continued instructional guidance to read accurately, to appraise what is read and to relate what is read in a significant way to other areas of life. A good reading habit is important for a healthy intellectual development. Children normally use sensory perceptions to know their immediate surroundings and widen their vision, through reading.

Reading is a habit, which is not a onetime experience. It is accepted that a good reading habit has to be cultivated and nurtured in the early years of life. The reading habit, therefore, plays a very crucial role in enabling a person to achieve practical efficiency. Nowadays the power to browse is very valued and really vital for social and economic advancement. Reading skills are essential to achieve society. Those that are sensible readers tend to exhibit progressive social skills. Reading broadens the vision. Having confidence in reading solely comes from the daily basis of reading. A decent reader will act with others in a very much better means as a result of reading has widened his vision and purpose of read. So a widely-read man may become a good speaker and secure a position to work in any atmosphere.

Educational researchers have found that there's a powerful correlation between reading and education. A student in United Nations agency may be a sensible reader than a student who is a weak reader. Sensible reader will perceive the individual sentences and structure of the writing. They will comprehend concepts, follow arguments and notice implications. Sensible readers will extract from the writing. Instructional researchers have conjointly found a powerful correlation between reading and vocabulary data. Students in United Nations agency have an outsized vocabulary. This is often terribly stunning, since the simplest 'thanks' requires massive vocabulary.

Reading thus develops the mind, helps one discover new things, develops imagination, improves concentration and focus, builds self-esteem, improves memory, improves creativity, improves our reasoning skills and reduces stress.

Reading is always a purposeful activity. It means that reading has a reason. Normally reading is used as an entertainment, pleasure, or for gathering information. If we read a Legal document, examination question paper or any other important papers, the concentration is more and the purpose is serious. Whether it is a casual reading or focused reading, it has definitely got a purpose. Without purpose reading is not possible.

Text- based reading can give us better comprehension. Reading is basically two types, loud- reading and silent reading. It is invariably a complex set of cognitive skills. Effective reading also involves chunking of information that the well- developed scheme makes possible. Reading associates degree complex method. Once reading performance is laid low it is tough to elucidate with comprehension. Reading is an energetic method, a thinking process where the reader sometimes reacts physically, showing emotion, or intellectually with what he reads.

Effective reading is possibly captivated with the reader's previous information or expertise. Michaelis has listed some development phases of reading as follows:

- Pre-reading phase, wherever the people are engaged in a program of experiences meant to reinforce their oral language development to A level.
- Initial Reading Phase, makes the individual begin to use image, context and guide to acknowledge words and goes on to start instruction in phonetic and structural analysis techniques and
- Speedy Progress Phase, where the reader expands his vocabulary and comprehension skills

Extended reading skill is increasing reading potency, enhancing individual recognition techniques habitually. Improvement in reading efficiency, attitudes and tastes implies that the reader has earned independence in establishing and utilizing variety of materials. In case of posters, banners, tarp ads and others one has a tendency to scan from left to right, front to back and top to bottom. Likewise, words are written in different styles and structures with various marks. For instance, a quotation mark indicates that somebody is speaking. Punctuation marks separate notions or concepts from one another. Thus written communication has different rules and conventions from oral language.

Readers usually have a deliberate involvement inside the text. They focus on linguistic features on their reading. Focusing on external structure details and grammar shows the readers interest on key vocabulary while reading. Characteristics of the reading process are,

- reading is a multiplex process

- there are two ways in this skill
- it can be mainly used visual process, also called active process.
- effective reading is depending reader's prior knowledge of particular texts.

There is a purpose for every reading. In general terms, one reads either for pleasure or to collect information. The purpose in reading a recipe is obviously different from reading an article. But there is nothing like totally purposeless reading, even when they read during travel.

Legal English is the form of English that is used in Law. It is also used for technical language specifically originated for Legal professionals such as judges, Lawyers, Legal assistants and attorneys. Legal English is not a native language for these professionals, but it is a necessity to learn the Legal English language from a technical context in order to perform well in the field of Law.

Ur-Nammu, an ancient Sumerian ruler, formulated the first extant Law code, consisting of casuistic statements, which by the end of 22nd century BC formed the base for Legal English. Later, under the stewardship of Thomas Babington Macaulay, the Indian Penal Code was drafted and brought into force in 1862 which formed the basics of Law.

English language plays a crucial role as the language of Law and Legal profession. India has inherited the present Legal system from the British. The Indian High Courts and the Supreme Court exclusively use English as its communication language. In order to understand the objectives, rationality and history of most of the Legal practices, one needs to look at English speaking countries.

Generally speaking, a Lawyer's success in profession depends upon the ability to convince others on the point and the same without local, Hindi and English depending upon the court. The percentage of English speaking persons is increasing in country as Lawyers, without the mastery on the same will meet to unsuccessfulness. The most Legal literature is available in English; other such reasons make English as indispensable for Legal profession.

Most of the Law, rules and regulations in many countries have been written in English. Most Law universities require the learning of this language in order to understand the precepts, principles and underlying meaning of the Laws. In addition, mastery of the language helps more in the application of the Laws and provides excellent performance in the technicalities, methods and strategies of Law, studying the Legal jargons and words are very important for one's Legal career irrespective of the country where the Law students is studying.

The essence for this is the growth in globalization where people from different countries communicate with each other. Developments and improvements in science and technology also have made a huge impact in the field of Law. The people engaged in the Law profession are tasked with a heavy responsibility of improving one self and to be updated with the latest news and events all over the world. The knowledge of the Law does not end because the process of interpretation and communication of the Laws help to bring out solutions and save lives. Legal procedures and Laws originated in the British and American jurisdiction was later copied and followed by other European and Asian countries. Thus this language has come to be used as a model for communication and writing in English.

English is the predominant language of international business, and it plays a significant role in the Legal profession. It has gained a unique style of English used by Lawyers and other

Legal professionals. Legal English is having different features, unusual in terms of its terminology, linguistic structure, linguistic conventions and punctuation. The development of Legal English is connected with the history of Britain Legal tradition is based on common Law.

For many centuries, English remained the spoken language of the majority of the people population. During the history, Legal English was influenced by Latin and French. It was the language proceedings. Many words used in the modern Legal English are derived from Anglo-Norman. Legal English is one of the most important languages of Law of England. Language is the medium of communication, and Laws are expressed by language. The language features the morphological, lexical, syntactic and textual features.

The syntactic features of Legal English have adverbial elements. It is highly nominal that the insertion of pre-modifying elements and verbal groups used in Legal language are notable for the high proportion of non-finites. There are many different long sentence, repetition of lexical items, complete major sentences, and complex sentences are other syntactic features that can be met in a Legal text. There are also many textual features of Legal English. There are some general features specific for written Legal English. The complexity of these general features of written Legal English gave rise to the demands for change. They are: vocabulary which comprises archaic, technical and foreign words and phrases and binomials. The avoidance of complex, technical, foreign, redundant, rare, jargon words and expressions is considered desirable and also Legal prose namely fancy words, vague words, euphemisms, timid phrases, empty dogmatisms and neologisms.

Legal English is characterized by the ways of density and obscurity. The specific features are most of the Legal texts make it impossible for ordinary people to understand the content of

contracts, testaments and sentences in the present scenario. That is the recent movement called “Plain English Campaign” which defends the view that Legal texts should be made understandable to everybody.

There are the many types of reading. They are Intensive reading, Extensive reading, Skimming, Scanning, Oral reading, Silent reading. Content reading and loud reading.

Silent reading - Silent reading is a very important skill in the teaching and learning of English. These types of reading skill increases the vocabulary and comprehension level of the learners. Silent reading is practiced to acquire a lot of information and it develops the attention of learners towards the subject matter and the learners learn naturally. Silent reading is a very important skill in teaching of English. It is done to acquire a lot of information and it is the most important aspects of reading.

Skimming - Skimming is used to quickly gather the most important information. It is the ability to get a broad overview of what a text is about as quickly as possible. It is used quickly to identify the main ideas of a text. This is to skim over the surface of writing, or glancing rapidly through a text, to find out its general content, central idea or gist. This can be related to speed-reading. It improves the eye-span of the students and also trains them to comprehend the written material more efficiently in less time.

When we read the newspaper we are not reading it word-by-word, instead we skim. There are many strategies that can be used for skimming. In this some learners give prior importance to headings and summary of the newsfeed. Skimming refers to reading enough of something, including headlines, pictures, to understand the gist and the major details.

Skimming is a speed-reading technique which enables the reader to cover a vast amount of material very rapidly. It is a process of reading over text with the purpose of getting only the main ideas or the over-all impression of the content. Readers skim to get the information they need quickly without wasting time. They do not need to read everything which is what increases their speed-reading range. One's skimming skill lies in knowing what specific information to read. There are many steps in skimming. They are:

1. Read the title.
2. Read the first paragraph or the introduction.
3. Read the first sentence of each paragraph.
4. Read headings and sub-headings.
5. Notice any pictures, graphs or charts.
6. Notice any italicized or boldface phrases or words.
7. Look for important pieces of information, such as names, dates, or events.
8. Read the summary of last paragraph carefully.

It is useful to pay attention to the organization of the text. Main ideas are found in the first sentence of each paragraph and in the first and last paragraphs. In skimming, to get an over-all impression, ignore the details and look for the main ideas. Be active all the time when you're reading. One has to work at constructing the meaning of the text in what one is reading. In most academic writing, the paragraphs are organized internally.

It is a coherent unit, which must connect to the previous and next paragraphs. Skimming a text using first lines of paragraphs is an effective way to find general information of your reading material. Always remember that reading is an interactive process. You may also find that

in some reading materials, the text is organized through the use of headings and sub-headings. This should help you get a feeling for the organization of the text and its content. You will find that familiar texts are easier to read when you are skimming a text using section headings.

Scanning - Scanning is a skill that requires a quick read, focusing on locating specific information. It involves quick eye movements, when a specific piece of information is required, such as a name, date, symbol and phrase required. By scanning to look for relevant key words the learners can quickly decide whether the text is useful to the learners or not. This technique use when the learners search the key words and ideas. Scanning is also used for finding the resources to determine whether it will answer the questions.

While scanning one wants to look for the author's use of organizers such as members, steps, words, first, second and next. Sometimes author will put in the key words of the margin. In this technique, pupils get only particular bit of information from the reading. This we do with the help of inferences, references manuals, study skills and library skills from the major part of scanning. Scanning is used to find specific information, such as a name, date, statistic or key word.

Critical reading - The reader needs to make judgments after reading the written materials. This type of reading can assess the author's style. Comments should be made on the view expressed in the paragraph to value the effectiveness of ideas presented by the writer. Critical reading is analyzing about the accuracy, validity or worth reading materials based on correct criteria or standards. Critical reading is an active mind and the questioner is important for correct judging.

This way of reading requires the use of four techniques: Questioning, making inferences, linking and to evaluate through questioning. Through the reading knowledge, reader deals to

discover the assumptions, conclusions, implications of author in writing. The content of writing achieves relationship between its content, other works and their experiences.

The important goal of critical reading is that the reader can achieve reasonable judgments and deeper engagement with content through the analysis of meaning. The usages of Critical reading include:

- A deeper understanding of content and engage with the content as a result analysis of their importance
- Lengthen of contents maintenance term in the memory by identifying the relationships between different topics and relationships between topics and other texts to read and personal experiences
- Gain confidence about the submit feedback critical of the reasonable ideas.

Critical reading helps the learners to apply certain processes, models, questions, and theories that result in enhancing clarity and comprehension. A critical reading had a "deep structure" which has a logical consistency, tone, organization, and a number of other very important sounding terms. Critical reading involves logical and rhetorical skills. More often than not an author will make a claim and support it in the body of the text. A critical reading will uncover the lapses in the text that show it to be unsound. The critical reading techniques involve,

- Previewing one's reading
- Annotating the text
- Critical reading
- Composing summary and reaction
- Forming critical response
- Using supplements and additional resources

Study reading adopts the learner-centered approach suitable for classroom as well as self-study use. It is clearly labeled and allows users to select and focus on the skills area, most appropriate to their needs. It also includes authentic text from text books, journals, reference works and study guides. However, it encourages the learners refine their reading strategies through a variety of task-based and problem solving activities.

Intensive reading - Intensive reading is text reading or passage reading, done to carry out the specific information. Learners read a book to acquire the knowledge and it is a kind of intensive reading. Intensive reading is related to further progress in language learning under the teacher's guidance. It provides a basic knowledge of vocabulary and idioms. Intensive reading material will be the basic for classroom activity. It is not only read and discussed with the target language but also known as text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this intensive reading is not read in the shorter form. This reading is carried out to get specific information. When learners read the book to acquire knowledge is the kind of intensive reading. It has various arenas like,

- The study of phrases and sentence structure
- Getting information to grasp the sense
- Interpreting the information
- It develops the find of vocabulary
- It helps the learners to learning grammar
- It helps understanding the meaning.

Intensive reading is to read the text very carefully and closely with the intension of gaining information and understanding. This means that the learners focus on the language more than the

text. The readers read in the text, it means focusing on the vocabulary, grammatical forms, the purpose of the writer and the basic problems of the text. So, this type reading helps the learners to focus on accuracy. It is also help the learners to enhance their reading comprehension, understanding sentence structure and developing critical thinking. Similarly, intensive reading focuses on closely following a shorter text doing with exercise, learning it in detail method. According to intensive reading, it helps the learners to understand the language, grammar and syntax. However, it opens the doors to full understanding of the text. Some of them are,

- Usually classroom based
- reader is intensely involved in looking inside the text
- Students focus on linguistic or semantic details of a reading
- It focuses on surface structure details such as grammar and discourse markers
- Identify key vocabulary
- Texts are read carefully and thoroughly, again and again
- Aim is to build more language knowledge rather than simply practice the skill of reading
- Seen more commonly than extensive reading in classrooms

Extensive reading - Extensive reading will train the learners to read directly and fluently in the target language without aid of the teacher. It made the oral reports and class discussion. The extensive reading is the reading for pleasure where the learners do not care about specific information after reading. It includes,

- silent and quick reading
- it also called as a rapid reading and independent reading
- it helps in assimilation of ideas

- it increases vocabulary
- it prepares the students for library reading

Extensive reading with the peculiar characteristics:

1. Reading large quantities of material such as short stories, novel, newspaper, magazine articles and professional reading
2. Reading for general meaning, essentially when we read for pleasure, curiosity and professional interest.
3. reading longer texts (more than a few paragraphs in length)

Extensive reading is a long run approach. It is also called time- consuming approach based on this it gains vocabulary, writing, spelling, and positive attitude toward reading.

Extensive reading approach provides an opportunity for learners to acquire cultural awareness.

With this the benefits of reading skills include,

- Mental stimulation
- Stress reduction
- Knowledge
- Vocabulary expansion
- Memory improvement
- Stronger analytical thinking skills
- Improved focus and concentration
- Better writing skill
- Tranquility
- Free entertainment

Mental stimulation helps the readers to be active. Compared to other body parts, brain requires exercise to keep strong and active. Readers have to play games like puzzles; chess and other mental mind related task have helped the readers brain to cognitive stimulation. Stress reduction is one of the best ways to reduce our stress levels we have at work and life. The best example is to read or listen to music.

When it comes to Legal English, learning Legal terms is very important for one's career in Law. When one enters the market as a certified Lawyer, one may come upon varied purchasers within the country one has got shifted to. Similarly, maybe one ought to use all the Legal terminologies that different Lawyers use in this region. For example, if one has studied Law from Brazil and wishes to follow within the Americas, one may presumably act with American attorneys. So as to speak to them relating to Legal matters, one needs to adapt their Legal language, i.e. English employed in Law that is specific to their region.

Legal terms are very important in Legal profession irrespective of the country. The native English speakers and non-native English speakers need it, because of the multifold increase in globalization and international business. In performance of successful careers, people are moving from one country to another country. They are involving their academic knowledge acquired in their native, to the respective country of their employment. In this context it becomes most necessary in Legal English profession to be very important in Legal terminologies which are universally applicable, while entering the qualified Lawyer and interacting with clients in the different regions. It emphasizes the need for actual training program in Legal language. Learning Legal terms is the only way to succeeding the Lawyers in Legal professions. Based on the challenges for Lawyers, it is a necessity for all Lawyers.

Generally, the role of the teacher can be summarized as follows:

- The role of the teacher in literature-based instruction is one of decision maker, mentor, and coach.
- The teacher as information provider or plays the role of a facilitator; and also acts as a resource by helping the students
- The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning. It has reflected in the constructivist approach to learning,
- This role includes planning themes, helping students activate the appropriate prior knowledge, and supporting students in reading and responding to the literature in appropriate ways,
- The instructor, who imparts information to students

On the other hand, the case of the ESP teaching/learning involves the following:

- ESP holds an important position in English language teaching all over the world. Therefore, the process of teaching ESP is restricted to the findings in linguistic research in the target subject.
- The ESP teacher is no exception since one of his/her roles is to cooperate with the subject specialist.
- The teacher is often involved in different types of evaluation.
- Some knowledge about his/her learners' subject and that is by participating in training courses
- ESP teacher requires more than being only a language provider
- The teacher shapes the input and encourages the learner's intention to learn

- The ESP teacher manages the learning strategies and promotes practice and use

Talking about the role of the ESP learner, he or she moves from the role of a note-taker to an active participant in the learning process, takes control over their learning and, therefore forces oneself to take more responsibility in the classroom. Some of the learner's roles are as follows:

- ESP student contributes to the overall design of the course content and learning procedure
- ESP student contributes to the language learning activities
- ESP students are encouraged to take learning responsibilities
- Methodology will lead the control of the learning process and the ESP learners will communicate in their target language
- ESP learners frequently interact in the classroom with a close-ended teacher questioning

In teaching Legal English, the Legal vocabulary is usually found in texts which seem to be the greatest lexical source. Legal textbooks provide texts which are frequently written specially for learners and can be defined as Legalized texts. They can be concise, based on certain topics. Texts are usually supplemented by a glossary, comprehension questions, various tasks, comments, notes, etc., which considerably facilitate understanding of the message, ideas and language of the text.

Learning about an area such as Law is hard work; the issues are complicated, the evidence is not always clear cut and the statutes are frequently ambiguous. For this reason, the authors of the Legal English textbook present general knowledge statutes and Legal English and Adapted Legal Texts diction.

There are many reasons why it is relevant to study how Law students read Legal texts. Words are very important for a Lawyer's profession. Therefore, it is obligatory that Law students who wish to do more like a Lawyer during their course, should learn to "read and write like a Lawyer". It is quite discernible that Law students will learn case reading quickly. James Stratman, in "*Seattle university law review*", experienced reading researcher, in his research study, refers to this attitude as the "skills deployment assumption." (pg. 605-606) He suggests that Legal educators incorrectly assume that Law students enter Law school with "intact literacy skills." For example, the students who volunteered for his research study hoped that their participation in the study would help them uncover secrets about Legal reading. An insight of how Law students read the Law books is relevant because Law school the grades are very critical stages to a Law student's future career. Therefore, the question of how reading strategies correlate to Law school grades is particularly important. In her 1995 study, Dorothy Deegan, in "*Seattle university law review*", says, one of the pioneers of Legal reading research, put forth many questions related to Law and Legal texts. (pg.606 Vol. 30:603)

Legal texts are unique in both their form and structure; they have their own special genre. A Law student's success with the Legal text is based upon both general reading skills and an understanding of the Law. In order to understand how the Law students, read Legal text, they need to understand the reading process more generally. Professor Peter Dewitz in "*Legal Reading: An Empirical Study*" explains that reading skill is the product of both recognition and comprehension of the words one reads. (pg. 606) (Vol. 30:603) Firstly, word recognition is one bunch of strategies used to identify words. The beginner level Law students encounter many new terms and they usually can identify these words using basic phonics principles. However, just because a reader recognizes a word does not mean that the reader comprehends its meaning.

Apparently, Legal cases are full of new terms for beginning readers which represent new and sometimes abstract concepts. As Dewitz in “*Legal Reading: An Empirical Study*” explains, “Reading comprehension is essentially the process of building a mental representation of the ideas expressed by the author.” (pg. 607). In addition, the factor is most affecting reading comprehension is the “real world” knowledge that the reader brings to the Legal text. The typical Law student usually lacks a background knowledge about the Law. Yet, without this background knowledge, a new reader has a hard time making sense of all the new information in a Legal text. In addition to word recognition and text structure, the beginning Legal reader needs a third type of knowledge called “grammatical knowledge” which “helps the reader understand the relationship among concepts within a sentence, and the grammar and syntax can become so complex that the reader has to work hard to make sense of how the paragraphs fits together. This presents a significant challenge to the novice of the Legal reader.

This chapter provided a general view of Reading as a communicative skill and also the different types of reading. It also elaborated on how reading a Legal text is different from reading other texts. This research study aims at exploring the Legal Text reading practices prevalent among the First and Second Year Graduate students of Law and to identify the difficulties faced by them. The following chapter describes the methodology used by the researcher to study the reading practices of the students of the Coimbatore Law College. The chapter also presents an analysis of the responses received from the students and teachers of Legal English and also the inferences made from the said analysis.

Chapter IV

Reading Skill in Legal English

As stated in the previous chapters this study aims at analyzing the extent of reading skill in the Legal English classroom, with the view to locating the discrepancies prevailing in the reading skill practices. The study also aims at taking an evaluative look at the textbook prescribed for the students of Legal English. The study has thus been conducted with the second year graduate Law students, who have completed one year (two semesters) of Legal English, during the academic year 2019- 2020 at the Government Law College, Coimbatore.

Participants

The study has been conducted with 300 student respondents, out of which 120 students are from the 5-year Integrated Law course and 180 students are from the 3-year Law course. The students of the 5-year Integrated Law Course are straight from school (Higher Secondary) whereas the students of the 3-year course are graduates of some discipline. The students' age level ranges between 20 and 30. Out of the 300 respondents, 147 students are males and 153 are females. They have different proficiency levels ranging from excellent to moderate and poor, owing to different factors.

Methodology

A major part of the study has been done through questionnaires, for both the students and the teachers. The students' questionnaires included items pertaining to their reading skill and sub-skills along with the general data. The questionnaires contained both open and closed questions. There was no right or wrong answers for the questions. The participants were

explained about the purpose of the study and were requested to respond to the questions as much honestly.

The existence and importance of ESP courses and the differences between the Legal English texts and General English texts were explained. The questionnaires also included items like the importance of language skills in general and reading skill in particular, the difficulties involved in getting familiar with and using Legal English, and the like. The students were insisted to understand the importance of developing their reading skill, especially in Legal English. In the Legal English texts, they need to practice the vocabulary, because it is very difficult to understand. The data collected were analyzed and the results were qualitatively and quantitatively.

The questionnaires were designed primarily to elicit data pertaining to the level of reading skill existing among the Graduate students of Law. However, in addition to knowing the same there were also questions related to the educational background of the learners and their inclination towards learning Part II English. The question that asks for the number of years the students have studied English as Part-II Language aims to have an idea of the amount of language instruction that could have been given to them until they joined their course for graduation.

The question on the medium of instruction aimed at the learners' acquaintance with the language. It does matter as to how many years the learners had got to use English not only as a part II language but also as a language of communication. The students are also asked about their average score in English in their school to have a fair idea of the degree of interest they

would have shown in learning this language. Also, this explains how much effort they would have put in to learn the language.

A question on what language skills the learners are good at aims at knowing their awareness of the skills in the first place, and to judge themselves as to what of the four skills they are good at. This makes it easier for them to realize the need to enhance the skills they think they are lacking in. The question on the number of hours they attend in a week in their current course of study (Law) aims to assess if it is sufficient for the learner to pick up a familiarity with the kind of language learning it is.

The students are asked about subjects, other than Part-II Language, that are taught in English. This again aims at finding out the extent of the usage of English in the classroom. They are also asked whether they are able to follow classes taught in English. The question on whether the learners find any differences between Legal English syllabus and the General English syllabus that they have learned in their schooling clearly aimed at eliciting the learners' views on what they think is different in their Legal English. These differences may be largely intuitive but that there are definite differences between the contents and structure of the two forms of English is what both students and teachers of Legal English ought to be aware of.

Generally, students who are attentive in learning English as a part-II language do show interest in using the language in all situations. Same is the case when they try to understand other subjects that are taught in English. Some time students who are interested in learning General English classes tend to find it easier to learn other subjects. Therefore, the questionnaire asks them if their English syllabus helps them learn the other subjects easily. They are also asked if they read other books in English apart from their prescribed textbook. It is obvious that if the

students have a reading habit they get to build for themselves a stronger vocabulary and they are also comfortable when it comes to reading textbooks. This is followed by the question as to how many hours the students spend reading anything in English. They are also asked to specify what and how they read.

It is quite normal that part II English textbooks are not read unless the learners are asked to read. But a complete knowledge of the prescribed textbook is what can help a student to not only follow but also internalize the contents. On the same lines the students are also asked if they write anything in English other than their exams. This question tries to guess if they are really interested in learning and using the language.

Considering the classroom participation of the students they are asked how their Legal English syllabus is taught. This question intends to measure the different modes of instruction like classroom lectures or group activities to teach the language. This becomes more important because a Legal English class is not to teach them to just communicate but master the jargon and tone of delivery. This can be possible only with practice given through activities. Following this they are also asked if they have any specific activities to enhance the reading skill.

The students are asked as to how they get clarified of their doubts in Legal English. They are also asked if they actively participate in the classroom activities. And if they actively participate in the activities what activity they are most interested in. In specialized courses like Law, the graduate students do get chances to listen to live arguments in the court. The students are asked about the same to have an idea of how much of listening to Legal English happens in their course.

In the questionnaire meant for the teachers there are questions pertaining to the syllabus and the teaching methods practiced in the Legal English classroom. The question on the years of experience in Legal English teaching actually explains the fact that without sufficient experience a subject like Legal English cannot be taught. They are also asked if they have attended any seminars, conferences, workshops or training pertaining to Legal English. A training or orientation of some kind is very essential for the teachers to acquaint themselves with and implement in class the feasible modes of teaching Legal English.

The teachers are asked if they give additional tasks to supplement the ones that have already been prescribed in the textbook. This shows the teacher's inclination towards learning Legal English and to communicate the same to the students. They are also asked as to what language skills they focus on. An appropriate choice of skills is necessary in language education. In addition to the language skills, it is also necessary for both the teachers and the students to be aware and conscious of the objectives specified in the textbook. This is underscored here because many a time this is what navigates the participants of a course to serve any purpose.

The teachers are enquired about the relevance of the textbook and its contents in attaining the objectives. They are asked about the kind and frequency of tests conducted in the classroom. In tests especially, the teachers are asked as to how they evaluate the test responses. As a matter of fact, the test and evaluation component in language teaching is by itself so big a topic that it sometimes decides how the teaching methodology should be modified. The very evaluation procedure followed by the teacher can enhance or discourage the reading skills of the students since the feedback is what serves as the fuel for performance.

The questionnaire also enquires the teacher's opinion about the students' interest in Legal English. With that knowledge the teachers should be able to decide upon the teaching techniques that can help them better in attaining the objectives of the course. In asking about the teacher's knowledge of the reading skills in general the study aims at establishing the fact that it is obligatory for the teachers to be aware of the language skills they teach. They are expected to explain in what ways the text book contributes to developing the reading skills of the students in particular.

There is an open question on what can be added to develop the students reading skills in Legal English. This question aims at eliciting the specific features of Legal English that should be considered while attempting to structure a classroom activity or technique. The teachers are also asked to explain the specific practices to teach or practice reading skills in Legal English. The questionnaire invites suggestions from the teachers for any components to be added to the syllabus to enhance the reading skills of the learners.

Though in due course of time the teachers get acquainted to teaching Legal English, they should be having their own difficulties in handling the subject, in terms of its own uniqueness and peculiarities. Expecting this there is a question on the kind of difficulties they face in teaching Legal English. There is also a question on the teacher's ideas about the ways through which the paper Law and Language contributes to developing the language skills of the students.

It is understandable that in teaching a specialized subject like Legal English, the teachers may develop their own mode of teaching. Therefore, they are asked if they have any specific methodology to teaching Legal English. Also they are enquired about the students' attitude

towards learning Legal English. This question becomes all the more important because without the students' inclination towards learning, it is very difficult to ensure their participation.

There is also an open question on the suggestions from the teachers to make the Legal English reading practice more participatory and interesting. As a matter of fact, there is no 'the technique that will work out in language teaching, owing to the heterogeneity of the class. Every teacher knows what works best in their own class. Therefore, this questionnaire meant for the teachers is more significant and useful in making inferences regarding the teaching/learning of Legal English at the graduate level.

Consolidation of Questionnaire Responses

Based on the textbook prescribed for Legal English the questionnaires have been designed to elicit responses from both the teachers and the students. The questionnaire only focuses on the reading skill and the students have been given enough liberty to express their views about their textbook, classroom practices and difficulties in getting to terms with the type of English they ought to learn. Assuming that much of the difficulty lies with Legal English vocabulary, its syntactic structure and grammar, the questionnaire has been designed accordingly.

The students have actively participated in the questionnaire survey. The researcher explained to them the purpose and objectives of the survey, thus ensuring the belief and involvement of the students. Though most of the student respondents are not very confident about their communicative English they have come forward to respond to the questions. In addition to the written responses the students have also interacted with the researcher regarding the difficulties in Legal English.

Two sets of questionnaires have been prepared; one for the teachers and one for the students. The details of the respondents are as follows:

| | | |
|------------------------------------------|---|-----------|
| Total No. of male students | - | 147 (49%) |
| Total No. of female students | - | 153 (51%) |
| Five-year Integrated Law course students | - | 120 (40%) |
| Three-year Law degree students | - | 180 (60%) |
| Rural students | - | 132 (44%) |
| Urban students | - | 168 (56%) |

Analysis

All the 300 students have studied English as Part-II language throughout their school education. For 60% of them, the medium of instruction in school has been the regional language Tamil and for 40% it has been English. Out of the 300, 40 has scored above 80 marks in English during their school education, 30% has scored between 60 and 80 and 30% of them has scored below 60 marks. When asked about what communication skills (listening, speaking, reading, and writing) of English they are good at, 30% responded they are good at listening skill, 30% of them are good at speaking skill, 60% is good at reading skill and only 20% is good at writing skill.

For the question ‘how many English hours do you attend in a week?’ 50% has responded that they attend all the four hours prescribed in a week and 40% of them miss at least one class in a week and 10% said it depends on the circumstances whatsoever. It cannot be blindly inferred from these responses that Legal English is not as interesting as the students expect it to be.

However, anyone can guess that the general attitude of the students towards Part II Language is not very encouraging.

It is given to understand that there are other subjects too that are taught fully in English. This may be so probably because the subject demands it. The students feel that the concepts are sometimes taught in the regional language whereas the statutes are explained only in English. And for the question if they are able to follow classes taught in English, 60% of them said 'yes', 35% said 'no' and 5% said it depends on the complexity of the subject matter taught. It is understandable that, but for the case studies the Legal English syllabus cannot have a simplified language content.

When asked if they find any differences between Legal English and General English syllabuses a great majority (80%) said they do find, in terms of the stories and poetry that make the subject lighter and interesting to learn. However, 60% of the students agreed that the Legal English classes help them learn the other subjects easily.

The students were asked about the number of hours they spend reading anything in English. 60% of them spend roughly two hours whereas 40% spend less than that. This implies that apart from the classroom hours the students do not get to read anything. Or probably they do not find any need to read. This may actually lead to a bad reading practice which might reflect upon their gaining new vocabulary.

Their reading practice could very well be enhanced by their textbook itself. But when asked how much of the prescribed English text they read every day, 60% of the students said they do not read their textbooks unless there is a demand like a class test or semester exam. This

is indeed not a good indication because the students do not read anything in English even otherwise. This may slow down their reading skill.

Coming to writing more than 70% of the students said they do not write anything apart from their exams. Those who write also do not include anything in general. This can be rationalized as a consequence of the lack of reading practice in the students. Reading eventually leads to writing. When there is less reading there is obviously less or no writing.

Most of the students agreed that the Legal English syllabus is taught through classroom activities and they prefer more activities to lectures. When it comes to getting the doubts clarified, only 40% of the students said that they would seek advice from their teachers. The rest said they would get their doubts clarified from their friends and peers. This can be cited as one of the factors that thwart a better communication skill in English. Most of them do actively participate in the classroom language activities as they like more of activities than lectures that tend to be prosaic.

The teachers have given responses, both positive and negative. With regard to the syllabus, the teachers said that it is quite different from the general English syllabus in that, the Legal English syllabus has customized passages for reading and other communicative activities that are more straightforward and subject-specific. This makes it difficult for the teachers and the students as well in retaining the context and the structure of the language. Although they do not have sufficient years of experience in teaching a specialized subject like Legal English they have got acquainted to the specifications of the language and the modes of teaching the same to the students.

When asked about what language skills they focus on they mentioned it is reading and writing. They said they could not insist on the students' speaking in English because a considerable percentage of them are from regional medium of instruction in school. They also mentioned that they have internalized the objectives of the syllabus and they have very much realized that a good competence in English is very much essential for a profession like Law. The teachers consider that the textbook and contents are very much relevant to the Law graduates.

Regarding the test and evaluation practice, the teachers mentioned they have both 'planned' and 'surprise' tests at the class level apart from their semester exams. These tests aim at checking the students' learning ability and to assess their participation in what is taught in the classroom. Although the teachers do not have any methodology to teach Legal English they use workable classroom techniques to ensure a better understanding of the subject matter taught and to make them reflect upon the content in their own English. This helps in moulding the students to not only know the language but also use it. The evaluation procedure sometimes involves the students as well wherein they evaluate each other in classroom level tests.

Discussing the students' interest and involvement in learning Legal English the teachers said they find it boring and monotonous since they are lacking in aesthetic aspects that a General Part II English text has. To overcome this common lack of enthusiasm the teachers said they involve the students in activities that are relevant to the syllabus. The teachers are otherwise comfortable with the syllabus and the contents of the textbook. They also feel the textbook serves the purpose of teaching Legal English and that it incorporates all the essential components.

The teachers also felt that there could be extra instruction hours for the Leal English paper. Additional class hours can definitely ensure more time for the students to participate in the classroom activities and subsequently can gain better communicative skills in English.

Reading Comprehension Passages

As an integral part of the survey questionnaire the researcher has also given two reading comprehension passages. One passage is taken from a general English text and the other is from the students own Legal English text. The questions for these passages have aimed at testing the students' ability to recognize the context, understand the vocabulary, apply an interpretation and respond appropriately. There are not too many questions but one each to test each sub-skill of reading. Thus the following are the response analysis of the reading comprehension passages.

Reading Comprehension Passage 1 – General English

Passage One is a general narrative of Marie Curie and Pierre Curie. The options given for the questions are identical in terms of their proximity to meaning.

Question 1: Marie had a bright mind and a _____ personality

- a) Strong b) lighthearted c) Humorous d) Strange

21.5% of the students picked option 'A'. it can be inferred that the students might not have understood the meaning of the word 'blithe', whose meaning is what is expected from the students; they would have tried to understand the character Marie as a strong woman, through the story. 50% of the students picked option 'B' which is the right answer. The possibility is that not everyone who picked this option understood the meaning of the word and its context but they

would have tried to guess the meaning as well. 25.5% students picked option C. The term ‘humorous’ is a synonym for ‘light-hearted’. And so this option could also be accepted as the right one. And only 3% students picked option D which is incorrect to the context.

That 50% of them could get it right is not surprising because they could guess the meaning from the context. And it is also encouraging to know that 2% of them could get the next right answer. This implies that if the context is not subject or discipline specific it is easier for the readers to understand.

Question 2: When she learned that she could not attend the university in Warsaw, She felt

a) Hopeless b) Annoyed c) Depressed D) Worried

Option B, the correct answer, was picked by 45% of the students. 13.75% of the students picked option A for this question. The students attempted to relate the situation of the character Marie, who could not attend the university, to her feelings. This might be because the term ‘hopeless’ is relevant to the context. 29% students picked option C. The students might have tried to infer from the context that the character Marie will become depressed as she could not attend the university. 12.25% students picked option D. They might have assumed that the character Marie felt worried as she could not attend the university.

Question 3: Marie _____ by leaving Poland and travelling to France to enter the Sorbonne

a) challenged authority b) showed intelligence c) behaved sensibly d) was distressed

50.5% students could pick up the option A as it is very simple, clear and relevant to the context. 25.25% students picked option B, ‘showed intelligence’. This could be because the

option is relevant to the situation as well as it suits with the character Marie. 8.25% students picked option C which is incorrect. The students might not have understood the meaning and so they could have guessed the answer by simply picking up the option. 16% students picked option D which is also irrelevant to the context. The possibility of picking up this option is that the students might have misunderstood the question as Marie left Poland as she was distressed.

Question 4: _____ she remembered their joy together.

a) Dejectedly b) Worried c) Tearfully d) Happily

41.5% students picked option A. There are various possible reasons for choosing option A. It could be because the students might have understood the meaning and they picked up this option, or they did not understand the meaning and they randomly picked this option or they guessed this option as the right one, or the students might have related the terms ‘despondently’ and ‘dejectedly’ as both words start with ‘D’. 14.5% students picked option B which did not match the question as it is an adjective and all other options given are adverb. 24% students picked option C. This could be because the term ‘tearfully’ is similar to the term ‘dejectedly’ in meaning. And 20 % students picked option D which is not relevant and incorrect as it provides opposite meaning to the actual context.

Question 5: Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

a) Misfortune b) Anger c) Wretchedness D) Disappointment

For this question 36.5% students picked option A. The students might have tried to relate the term to the context. Only 8% students picked option B. This might be because the students

who picked this option could not understand the meaning of the term ‘desolation’ in the passage or only the word anger was an easier one given in the options. 32% students picked option C. The students either guessed the answer or they understood the meaning and the context. And 23.5% students picked option D, disappointment which is relevant to the context and the students might have attempted to derive their own meaning of the question given.

Question 6: Even though she became fatally ill from working with radium, Marie Curie was never _____

- a) Troubled b) Worried c) Disappointed d) Sorrowful

22% students picked option A that is because the option is relevant to the context. The students might have understood that though Marie Curie became ill from working with radium this fact did not trouble her mind to think in the same way. And 16% students picked option B, worried which is very similar to the actual answer and relevant to the context as well. 24.5% students picked option C which is the correct answer. As the term ‘disappointed’ is very clear and simple it could have been easy for the students to understand it. And 37.5% students picked option D. This could be because this option is also very similar with the actual answer and more relevant to the context.

Question 7: What is the message conveyed by this passage?

35% of the students’ answers show their interest in learning new things. They give a positive feedback on the passage. The students have understood the passage well. They are clear with the vocabularies, sentence structure and the meaning relied in the passage. 38% of the students have written inappropriate answers which shows they can understand but not the whole

meaning of the passage and 10% of the students have not answered the question. This may be lack of reading skill, especially vocabularies, difficult in understanding sentence structure and also lack of interest.

Question 8: What would you have done, had you been in Marie's position?

30% of the students have taken the passage as a source of motivation and inspiration. They have said hard work always wins. 35% of the students have tried their best to answer the question saying they can achieve, but not exactly as Marie did in the field of science but can achieve. 5% have given inappropriate answers and 40% of the students did not answer the question at all. As we saw in the above question it can be due to lack of reading skill and also interest.

Reading Comprehension Passage 2 – Legal English

A short story prescribed in the Legal English textbook was "Mr. Havlena's Verdict" by Karel Capek. The researcher gave this story with the comprehension questions already available in the text book to test the students' understanding. A great majority of the students could not answer to the point expected by the comprehension questions. Unlike other reading comprehension passages these Legal English texts do not have any objective questions with options but are open questions that invite appropriate responses.

Question 1 - What possible motivations have been suggested for reading police reports?

40% of the students had written the exact words from the text as follows: "It is hard to say whether they are so keen on reading them because of a suppressed desire to commit crime or for their moral satisfaction and to increase their knowledge of law". 23% students had written "for

one's own moral satisfaction and to increase the knowledge of law" which shows that the students have understood the meaning and they had derived the answer out of their understanding of the text. 17% students attempted to write their understanding but could not form sentences on their own. For example, a student had written the answer as 'suggest possible motivations for read to moral satisfaction and law'. And the remaining 20% students did not write any answer to this question.

Question 2 - What does the phrase 'these sham cases' refer to?

35% students had written 'The police-news reporter has got to have a sensational case, by hook or by crook' and 15% students had written 'When things are like that, the reporters simply have to hatch out a sensational case for themselves. There's a regular market for 'these sham cases'. The students could not even change the sentence structure and they had simply rewritten the sentence as it is. 31% students had written different answers. They have tried to express what they understood from the story. For example, few students had written as 'these sham cases' refers to sensational cases'; 'fake cases'; 'cooked up stories' etc. And few students attempted but could not use the suitable words, for example, 'these sham cases' – wrong cases'; 'new cases' etc. And 19% students did not attend the question.

Question 3 - The author calls Havlena 'a queer sort of chap'. What do you think is queer about him?

Again for this question 55% students had given the same words from the text "He gives the details of the finest and strangest criminal cases you could imagine; then he'd mention the chief points in the defense and quote the public prosecutor's speech in reply, after which he'd pass sentence in the name of the Republic. Then he'd open his eyes, as if he had just woken up and

growl: ‘Lend me five crown’’. And 18% students attempted their own answers, for example ‘He got more knowledge about cases but he is roaming in the streets’; ‘He is intellect but poor’; ‘He was knowledgeable person about cases’ etc. 27% students did not attempt to answer the questions.

Question 4 - “No, Sir, and now the papers aren’t nearly as good as they were in his time; now it’s nothing but politics and lawsuits – Heaven alone knows who reads the stuff” - Whose views are these?”

46% of the students had written as ‘it is Havlena’s views’. And 23% of the students had written as ‘the reporters said this’ and ‘it is the reporter’s views’. 14% students had written as ‘it is the author’s views’. And the remaining 17% students did not write any answer to the question.

Question 5 - How did Havlena seek to justify the verdict in the case involving the parrot?

The answer for this question is, Havlena tried his best to prove his parrot was prosecutrix. Because there was no proof he filed the case to the high court. 12% of the students have given the right answer. This shows these students are good in reading skill. They can understand the concept. They can understand the vocabulary and moreover they have interest towards reading. 25% of the students have given answers but not the whole content. This shows they are average in understanding a concept. They have written in their assumption. They also lack in understanding certain specific vocabulary. 34% of the students have given inappropriate answers. We can very well say they are below average in reading skill. Even though they understand the language, they do not have the ability to frame a sentence. 29% of the students have not mentioned the answer and this can be of language and also lack of reading.

Question 6 -The Magistrate: “You cannot prove that your parrot had the prosecutrix in mind, Mr. Havlena.” “But I had her in mind,” urged Havlena in self- defense. Explain the significance of the expression ‘Self- defense’ in the above dialogue.

Self-defense is a tool which saves a person from harm. At one point the Magistrate is strong enough in attacking Havlena but Havlena is also strong in his point. 15% of the students have given their analysis about Havlena. This shows they have a clear understanding in the comprehension. They can also read any kind of difficult passages. 35% of the students have framed their own stories on self-defense. This shows they lack understanding and also patience for reading. 29% of the students have said how self-defense can save them from a difficult situation. Because they did not understand the concept and also to fill the paper the students have used the word. 21% of the students have not answered and show they do not know the meaning of the word or not interested in reading.

Question 7 - How will you describe the character of Havlena?

He is a person of integrity. This kind of question relies with the students understanding and opinion. According to it, 20% of the students have given their analysis of what they have read from the passage. 28% of the students have given their own opinion by half reading. 30% of the students have written answers only based on the name Havlena and 22% of the students have not written any answer. This analysis in students shows their interest towards language.

Question 8 - Do you find Havlena’s behavior only comic or also tinged with a little sadness? Give suitable reasons for your answers.

18% of the students who have well read the passage have given their own answers in paragraphs. 32% of the students have mentioned the word comic and 30% of the students have written both the words comic and sadness without any reasons. This can be because they wanted to finish the questions soon. There are 20% of the students who have not answered the question and again these students prove they are weak in understanding the language and the reading part. More than 50% of the students tried to rewrite the sentences exactly from the text book. Only 20% - 25% students tried to write their answers out of their understanding and almost 20% students did not attempt to answer the questions.

On an average the analysis shows that the students are comfortable reading general English texts. That does not mean they are uncomfortable with technical English texts but that they have certain difficulties in understanding and interpreting the technical texts. This chapter has elaborated on the students' and teachers' views of the Legal English text and how communicative skills in English are being taught. It has also made inferences from the students' responses to the questionnaires and the reading comprehension passages. The following Conclusion chapter summarizes the findings and provides scope for future research.

Chapter V

Summing up

The rise of English as a global language is lively and factual. It is but essential for a language teacher or a language learner to explore the whys and wherefores of the history, status and potential of English as the international language of communication. English has been lauded as the most ‘successful’ language. The socio-cultural explanation looks at the way people all over the world, in many occupations, have come to depend on English for their economic and social well-being. The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few. It is important to emphasize that none of the features that we are considering here has had anything to do with bringing about the prominence of English as a global language.

Thus, English has become an integral part of everyday life. When it comes to teaching/learning English as a second language, it is important to be aware of the modes and techniques that help to retain the language in one’s thinking system. This demands a sensible knowledge of how the language is taught/learnt in any given context.

Teaching/ learning English for Specific Purposes (ESP) is a goal-oriented language activity. It is a sphere of teaching English language including business English, technical English, scientific English, English for medical professionals, English for waiters, English for tourism and English for art purposes. The role of English in such specific language courses

involves programmed instruction in which the content of the course fulfills the specific needs of a particular group of learners.

The aim of this research study is to explore the characteristics of English for Specific Purposes at large and Legal English, specifically. This study considers Legal English in particular for analysis and focuses on the reading skill of the law students in Legal English. This study analyzes the reading skill of the law students with the view to identifying and addressing their difficulties in using Legal English.

This research has taken into account the responses and opinions of 300 students doing Legal English for Part-II language. The research has conducted a survey among the tertiary level learners of the Government Law College, Coimbatore. The survey included questions that addressed the difficulties of learning Legal English and it has tested their reading skills, for which reading comprehension passages were taken from their own prescribed part-II English text and from general texts.

Reading is undeniably a very important skill in the context of English for Specific Purposes (ESP), with all its sub-skills viz. intensive reading, extensive reading, skimming and scanning. Skimming is a quick information gathering from the overall idea of the content. Scanning involves searching the text for specific piece of information while reading. Intensive reading is a close reading of the text, gaining the understanding of the importance. Extensive reading is reading a longer text for pleasure or for purposes of developing one's general reading. English for Specific Purposes is an approach to language teaching, a method-based learning process, a term used to teach and learning for a particular career.

This research study has taken up Reading as an essential skill in the context of ESP, including the sub- skills. To analyse the extent of reading skill practiced in the Legal English classroom the researcher conducted a study involving the tertiary level students of the Coimbatore Law College. The researcher has administered questionnaires for both the teachers and students of Legal English. The questionnaire aimed at eliciting responses from them about the academic as well as socio-economic factors that have a say on their acquiring and using English as a Second Language. Some of the questions, which are aimed at testing their reading comprehension, are based on their textbook and some from outside the textbook prescribed.

This experimental study has found out that there are definite difficulties in reading prevalent among the Law College Students. The responses from the students reiterate the fact that the Reading skill cannot be taken for granted as an insignificant or simple skill. They have located difficulties in terms of Legal English vocabulary and the sentence structure, compared to the common English textbooks.

The primary purpose of this research is to evaluate the reading skill in the Legal English learners; it also aims at identifying the difficulties in acquiring and practicing the reading skill inside and outside the classroom and to locate the areas that can be enhanced to help the students acquire reading skill.

From the responses received from the ESP teachers and learners it is observed that there are certain difficulties in the practice of reading skill in the ESP, i.e. Legal English classroom. This could very well be attributed to the lack of any specific orientation on teaching Legal English. Also, the students' unfamiliarity to this specialized language (Legal English) makes it all the more difficult to even get acquainted to the habit of reading.

The reading of Legal cases is considered to be of utmost importance due to the linguistic complexity of the Legal language and the inherent intricacy in the process of Legal reading, particularly in the reading of Legal cases, which requires strategic reading by the learners. Therefore, the teachers and students of the Law course need to be aware of this fact and engage themselves in enhancing their reading skill in Legal English.

For this purpose, the teachers and the learners may use the internet, which has contributed a lot to the dissemination of Legal English. In English for Specific Purposes (ESP), for example, Internet does not only provide materials that are helpful for teaching/learning of English but it also offers such a facility as e-learning into which the teachers of English can insert or upload their teaching materials and from which the students can learn. If needed, the universally popular grammar-translation method may be used to teach the content, which in turn encourages the learners to respond in English.

The complexity of the Legal English demands that both the teachers and the students to be aware of the same and to put in extra effort to understand the context to remember and use the language better.

Research on ESP, with special reference to Legal English may be extended to other skills as well. For instance, Legal writing is fast gaining momentum as not only a realm of its own but also as a freelance profession to earn. In addition to this research may also be done in terms of combinations of skills, soft skills in ESP and the like. In whatever form it is conducted, Legal English as an integral part of ESP provides enormous scope for research at various levels.

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ANNEXURE- I

Questionnaire for students

Name:

Gender:

Course and year of study:

1. How many years have you studied English as part-II English?
2. What was your medium of instruction in school?
3. What was your average score in English in school?
4. What communicative skills (listening, speaking, reading, writing) of English are you good at?
5. How many English hours do you attend in a week?
6. Apart from the part-II English language paper, what are the other subjects taught fully in English?
7. How much do you think you are able to follow classes taught in English?
8. Do find any differences between Legal English syllabus and general English syllabus? What are they?
9. Do you think your English syllabus helps you to learn the other subjects easily?
10. Do you read books in English other than the prescribed text book? If yes, what do you read?
11. In a week how many hours to be spend reading anything in English? Specify?
12. How much of the prescribed English text do you read every day?
13. Other than exams do you write anything in English? If yes, what do you write?
14. How is Legal English taught? Through lectures or activities?

15. Are there any specific activities for reading? If yes, what kind of activities?
16. How do you get your doubts clarified in class?
17. Do you actively participate in language activities?
18. What language activity are you interested in? why?
19. Do you get a chance to listen to the English arguments in the court? If yes, how often?
20. Given an opportunity, what suggestions would you have to make the Legal English reading more participatory and interesting?

ANNEXURE – II**Questionnaire for teachers**

1. Name:
2. Gender:
3. Education qualification:
4. Years of professional experience:
5. Years of experience as teacher of Legal English:
6. Area of specialization:
7. Did you have any pre-service/ in- service oriented to teaching Legal English?
8. Do you attend any workshops/ seminars/ conferences/ training pertaining to Legal English? if yes how often.
9. How do you teach Legal English? Do you give tasks which are not given in the text book?
10. What language skills do you focus on?
11. What are the objectives of the text book currently prescribed for Legal English?
12. How do you think the prescribed the text books for Legal English helps you attain the objects?
13. How often do you conduct test in the classroom? What types of tests?
14. How do you evaluate the tests responses in the classroom?
15. What is your opinion about the student's interest in Legal English?
16. What do you think are the difficulties faced by the students face in Legal English?
17. What do you know about reading skills in general? Does the text book contribute to develop the reading skills of the students?
18. What you think can be added to develop their reading skill in Legal English?

19. Do you give them any specific tasks to teach/ practice reading skills in classroom in Legal English?
20. What are the difficulties faced by you as a teacher of Legal English?
21. In what ways do you think the paper “law and language” contributes to the language skills of the students?
22. Do you use any specific methodology to teach Legal English?
23. What do you think about student’s attitudes towards learning Legal English?
24. Given an opportunity, what suggestions would you have to make the Legal English reading more participatory and interesting?