Difficulties of Learning English for Specific Purposes: The Case of Law Faculty Students

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Abstract

English for specific purposes is a term that was introduced for the teaching of English in professional fields, especially after World War II. Accordingly, English for legal purposes aims to teach the indented terms of English in the field of law. Therefore, just as the curriculum has been developed for these purposes, books have also been designed. However, there are some difficulties in teaching this aspect of English specific to professionals. In order to determine what these difficulties are, a Likert scale survey was conducted to students of the Faculty of Law studying at Tishk International University. Student complaints and teachers' suggestions were taken into account when determining the points where students had difficulty and placing them in the questionnaire. This survey, classified accordingly, was conducted on 103 students and the results were evaluated with the inferential statistics method. As a result, it has been observed that students have difficulty in learning legal English, especially because the legal language of English is quite different and does not correspond to their own practices at many points.

Key Words: English for Specific Purposes, English for Legal Purposes, Difficulties of Learning, Law Terminology

Introduction.

Developments in the 19th and 20th centuries lie behind English gaining the feature of lingua franca. The fact that England and the United States, which used English as a native language in both centuries, were the world's superpowers, had important effects on English gaining this feature. Especially after the Second World War, the dominance of English in all sciences over other European languages such as French and Spanish caused English to enter human life on a comprehensive basis. In addition, modern developments have led to globalization and some of its requirements, making English a popular language all over the world. Especially modern people's need for communication is greater than ever because inter-societal communication has increased greatly in the last 100 years and the search for a common language has arisen as a necessity. At the point where all these coincided, English, the language of a superpower like the USA, was accepted as the language that would meet this need. The fact that most of the works produced by the academic world are in English has made this language attractive and paved the way for it to be learned for special purposes according to need. In this context, every professional group has felt the need to learn English and its terms that concern their field, after gaining a certain proficiency level of English. For this reason, English for Specific Purposes (ESP) has emerged as a new area of interest.

The significance of the study stems from the classification of the problems and doing it in a special area. It is not very common to come across such problems in any other fields of study at universities, but the case is quite different for law students. Firstly, although this is an English-medium instruction university, only law department Arabic-medium lessons. Moreover, English is not as much in demand as in other fields in law especially because laws are enacted according to the needs of the societies, and the universal elements are fewer in relation to the other fields. While these change the focus of the students from learning legal English, there emerge some other obstacles in front of the students. This study aims to detect these difficulties and help the teachers working in this area to revise their ideas and the methods they apply.

There are several research questions that led to this study.

    a. What aspects of legal English pose difficulty of learning the terminology?

    b. How do these difficulties affect the law students?

    c. Are there any other difficulties that discourage students from learning legal English?

1. Literature Review

1.1.   English for Specific Purposes (ESP)

1.1.1. Definition

ESP, which in its most general sense means learning English for vocational or professional purposes, also includes many other acronyms used in this way. For example, English for academic purposes (EAP), English for occupational purposes (EOP) and English for legal purposes (ELP) fall within the scope of this concept (Belcher, 2009). In addition, learning English for specific purposes requires general English to be learned at a satisfactory level. Therefore, where ESP is involved, an advanced knowledge of general English is required. Otherwise, learning English for specific purposes, which has this technical content, is almost impossible.

The definition of ESP can be given with two fundamental concepts in its content. These concepts are "purposes" and "specificity". This approach, which highlights some specific needs of students, was put forward to enable the use of English for specific purposes in some targeted situations. In some cases where an advanced level of English is required, teaching the words necessary to use an authentic and genuine language was included in the content of ESP, instead of having users describe a situation with expressions and definitions they have produced themselves. In this context, ESP should include purpose, specificity, users' needs, target situation and authenticity and genuineness (Donadio, 2019).

In the emergence of ESP, the professional and vocational demands of users came to the fore. The development of student-centered language teaching, which emerged especially in the second half of the 20th century, strengthened the belief that ESP could also be taught effectively. At this point, the boundaries of the English language needed by the students had to be drawn because what was understood from ESP was that it should be different from the tourist handbook, which does not make much sense in terms of language learning and contains some formulaic sentences. For this, 3 basic features of ESP were highlighted: 1) authentic materials, 2) purpose-related orientation, and 3) self-direction. In this case, preparing authentic materials for students that would meet their needs and be student-centered came to the fore. In addition, since ESP is English for special situations, it has an aspect that describes situations that are not often encountered in daily life. This stands as a significant obstacle to learning English for student-centered and communicative purposes. To overcome this obstacle, the concept of purpose-related orientation was developed. Accordingly, it was emphasized that ESP should be taught in a practical way for the special situations in which it will be used. With the third concept, self-direction, users were requested to determine their own needs and focus on learning English accordingly, because otherwise, there might not be a motive to learn ESP (Sekhri, 2020).

Different discussions about what the definition and content of ESP should be emerged throughout the historical process. In this context, a view asserted that this restricted English is aimed especially at adults, professionals and academics. The difference in definitions of what ESP is has also fueled attempts to define what it is not. At this point, it was emphasized that ESP is different from other general and special purpose English learning approaches. There were also those who placed three different types into the content of ESP: 1) English as a Restricted Language (ERL), 2) English for Academic and Occupational Purposes (EAOP), and 3) English with Specific Topics (EwST) (Salmani-Nodoushan, 2020). However, it has become clear that ERL is inadequate in many environments where English for special purposes must be used. Especially in these situations where cliché sentences were taught, users were deemed inadequate within their own vocational environment. In this case, an all-inclusive definition of ESP had to be made in order to use English more effectively and meet the needs. As a result, the view that ESP covers the following three branches gained weight: 1) English for Science and Technology (EST), 2) English for Business and Economics (EBE), and 3) English for Social Studies (ESS) (Chujo & Genung, 2004).

As can be understood from these concepts developed over time, it is seen that the idea of giving ESP an academic identity by purifying it from simplified cliché sentence patterns is at the forefront. What was already understood from ESP was that users should build on the general English they had previously acquired and develop an English language that includes the terms of their own fields for some special situations.

1.1.2. English for General Purposes vs English for Specific Purposes

Exactly what ESP contains is the subject of long discussions. However, when we try to create a dichotomy with the exact opposite of this concept, the most appropriate definition would be English for General Purposes (EGP). There have been some attempts to reveal the differences between these two terms. To show the difference between these concepts, it may be appropriate to highlight "purpose" and "genre" (Askehave & Swales, 2001). Purpose plays an important role in distinguishing between EGP and ESP. In this context, it can also provide descriptive information about the content of these two concepts for which purpose we learn English. In addition, when we reveal the differences between ESP and EGP, it is necessary to highlight the communicative and functional aspects of these concepts rather than their linguistic terms.

In revealing the differences between these two concepts, it is necessary to first focus on what the purpose is. The primary goal of ESP is to improve the student's specific language skills in a particular area. For this reason, the materials presented to the student are shaped to meet this need. The student's goal is to have sufficient mastery of the content related to this particular field. On the other hand, the aim of EGP is to improve basic English language knowledge, grammar and four basic skills and to learn English in a way that meets the communicative needs (Islam, 2015).

The second important distinction that emerges at this point is content. ESP courses use materials specific to the student's specific field. However, EGP contains a broad range of materials (Islam, 2015).

In order to reveal the differences between these two concepts, it is necessary to focus on learners, too. ESP learners are generally professionals in a particular field or those who want to become professional. Thus, these learners focus on a specific purpose and aim to improve their English in a specific field. On the other hand, EGP learners include everyone who wants to improve their English (Islam, 2015).

1.1.3. Historical Background

The preparation of the conditions that necessitated ESP emerged under the influence of a number of political, economic, technological and social developments. The need for a common communication language in the globalizing world caused the rapid spread of general English. However, it was not possible to learn English to meet people's communication needs, especially in the business world and technical fields, during general English education. That's why it became necessary to learn English in technical fields. Scientific, technical, and economic developments, especially after the Second World War, led to the emergence of new terminology and the need to reveal them in a common language. In this case, English, as the language of the superpower, the USA, was in an advantageous position compared to other languages because many of the scientific and technical developments were emerging in this country and technical terms were primarily produced in English. In fact, the fact that many terms entered English before other languages further strengthened this position of English. In this case, the need to teach a form of English produced for special purposes emerged (Lesiak-Bielawska, 2015).

Emerging in the second half of the 20th century as part of English Language Teaching, ESP was developed primarily to assist international students studying at English-medium-instruction universities with their academic writing. It was also developed to provide non-English academics with the English they needed to publish their articles in English-medium journals. However, later on, international trade spread rapidly in the industrializing world and a gradual transition to digital technologies was achieved. In this case, the part of the communication language that everyone needs for special purposes also came to the fore (Johns, 2013).

According to Robinson (1991), some factors came to the fore in the emergence and development of ESP. Accordingly, the increasing demand for ESP all over the world, the revolutionary

transformations in linguistics and English education, and the focus on the student in the field of education emerged as remarkable precursors (Salmani-Nodoushan, 2020).

1.2. English for Legal Purposes

Legal English is used to express words that are formulated specifically for the field of law and used in this field (Marín, 2014). Legal English defines many specific technical terms and words used only in law. In the globalizing world, all sectors are somehow intertwined with law. In fact, since these sectors operate internationally, it can be said that international law is somehow related to them. In this context, legal English is mandatory to learn to solve problems that arise in human relations and commercial relations. The fact that experts on the subject only know the legal terms in their native language may not help in solving problems in the international arena. Legal English is necessary for the creation of a common language (Berman, 2004).

Learning legal English can be as difficult or even more difficult than learning English for specific purposes in other fields. However, there are some reasons that force experts working in the field of law to learn English for this special purpose. First, law does not remain only a local pursuit; it requires dealing with transboundary problems in the modern world. In order to have a common knowledge of the legal language in the international arena, it is necessary to know English as the lingua franca (Benvenisti, 2002).

In addition, since the legal language is quite complex, there is a risk of many misunderstandings. These misunderstandings occur both in written texts and legal contracts and in verbal expressions. It is important to adopt a common legal language to avoid misunderstandings (Ződi, 2019). Another reason that forces experts to learn legal English is that it is an important indicator of professionalism. In this case, the international acceptability of these experts increases, and they can follow the international field more effectively.

Although law has universal aspects, it primarily has local features. Therefore, some problems arise in the terminology created. For this reason, there are those who understood the dominance of Anglo-American law from the expression "legal English". In addition, since English for legal purposes is a very general definition, other expressions have been used to define it more specifically. For example, EALP (English for academic legal purposes), EOLP (English for occupational legal purposes) and EGLP (English for general legal purposes) can be counted among these definitions (Northcott, 2012). However, beyond all these discussions, English for legal purposes can be defined as teaching the terms of law in an academic and professional context for people who learn English as a foreign language and have specialized in law (Northcott, 2009).

There are some obstacles to teaching Legal English; there are differences in interpretation of the legal language even on a local scale. Therefore, context is of great importance in analyzing the meaning of terms. Even more, intertextual analysis is required. In the next step, expressing the local legal language in English terms and keeping it at an understandable level is another difficult issue, because there are situations where transparency in the legal language is very low, and obscurity is clearly seen in the legal discourse. In fact, frequently used formal legal terms contain flexible meanings within the discourse. Beyond all these, the complex syntactic structure of the legal language makes both understanding and translation very difficult (Tiililä, 2018).

It is seen that local legal systems have gained different terminologies throughout their historical development. This terminology reflects the cultural structure of that society, their relations in the historical process, their struggles with each other, and their social and political developments (Menski, 2006). Likewise, legal English was shaped under the influence of Anglo-Saxon, French and Latin, especially in the Western European basin. In this context, the reflection of both historical accumulation and the mutual relations of different societies can be seen in legal English. Thus, it both contains a historical perspective and has a developed structure that reflects the complex issues of the modern world (Tiersma, 1999). All of these make learning legal English very difficult for L2 learners. In this context, learning legal English is not possible only by translating the terms. The historical background of the culture in which this language was formed should also be known. Latin expressions, which already dominate legal English, pose a big problem for L2 learners. In addition, simply translating words in the legal language does not solve

the problem of learning legal English. On the other hand, understanding and interpreting very long and complex sentences is the other dimension of the problem (Alcaraz & Hughes, 2014).

Why many legal terms that were inherited to the modern world from centuries ago still survive in the language of law can be explained in different ways. One reason for this may be that lawyers need certainty and precision to describe the situation, especially in complex cases. In addition, the use of a complex and difficult language that the society does not understand causes average people to perceive the law as having an inaccessible and mystical aspect. This makes law and lawyers appear stronger in the eyes of society. Therefore, the struggle for power and the idea of gaining prestige can be shown as another dimension of the complexity of the legal language (Northcott, 2012).

The complex structures of modern languages constantly cause ambiguity to emerge in the understanding of sentences. The complex structure of the language used, especially in the business world and international agreements, gives way to different understandings and interpretations by different parties. The need to overcome these problems and create a common language necessitated the enrichment of the legal language and the creation of a term for each specific situation (Cao, 2007).

In the modern world, it is expected that law will be one of the first sectors to react to the fact that social relations are becoming more complex day by day, because the regulation of these relations is possible by creating the law for them. Therefore, innovations that need to be constantly followed for L2 learners emerge within this sector, which constitutes problems in front of learning the novelties.

2. Methodology
2.1.　Design of the Study
The problems experienced by students studying at the law faculty of Tishk International University regarding legal English were both reflected in their course grades and stated as a complaint by themselves. To investigate the reasons for this, a questionnaire suitable for the Likert scale was applied. In the implementation of this questionnaire, the issues that students had previously complained about were classified and the opinions of the teachers teaching this course were taken. According to this classification, this survey was applied to the students and the results were evaluated. In this respect, the study has both quantitative and qualitative features. Additionally, the inferential statistics method was used in the study.

2.2.　Participants
The participants whose opinions were consulted in this study are all students studying at the law faculty of Tishk International University. This survey was sent to all students and 103 of the students answered the survey. However, since not all students answered all the questions, the number of participants dropped to 99 in some questions. These participants are 2nd, 3rd and 4th year students studying at the Faculty of Law. It was not applied to first-year students because they had not yet started the first grade at the time this study was conducted and they had not yet taken a legal English course. No demographic factors, age factors and gender factors were taken into account in this study.

2.3.　Data Collection
The difficulties experienced by the students in learning legal English were reflected both in their own complaints and in their course grades. Thereupon, the students' opinions were asked by classifying the problems that emerged with a survey suitable for the Likert scale, and the survey prepared in Google Forms was sent to the students from WhatsApp groups via the dean of students. The results obtained were evaluated comparatively.

2.4.　Instruments
The Likert scale survey designed for this study was divided into certain sections and the problems encountered by the students while learning legal English were tried to be identified. This survey consists of the following sections:

- Importance of English
- Necessity of English in Law
- Difficulty of Law Terminology
- Teacher Effect

- Coursebook Effect

The reason why the survey questions are classified in this way is that students generally express complaints on these issues and the opinions of the course teacher were pointing to them. In this way, it was evaluated that the problem points would be identified more clearly.

3. Findings

The Likert scale survey applied to the students of the Faculty of Law was collected in 4 sections. These sections were determined as students' perceptions of the importance of English, the difficulties of legal terminology, the necessity of English in law, the influence of the teacher and the influence of the textbook. Thus, students' problems in learning legal English were investigated.

3.1. Importance of English

Although this university provides English-medium instruction in all departments, courses in the faculty of law are taught in Arabic. Therefore, students' perspectives on English were examined because difficulties in learning legal English may arise from the students' perceptions of English in general due to their professional expectations and needs. The fact that English is not much needed in the local legal language and Arabic is a quite sufficient language in legal terms may have a negative impact on students when it comes to learning legal English. In order to understand all this, first of all, student perceptions of the importance of English were investigated. One of the important factors that encourages students to learn general English is closely related to how they perceive the impact of English on their future careers. Especially the fact that English is a difficult as a legal language may discourage students. That's why the students were first asked whether English was important in their future careers.
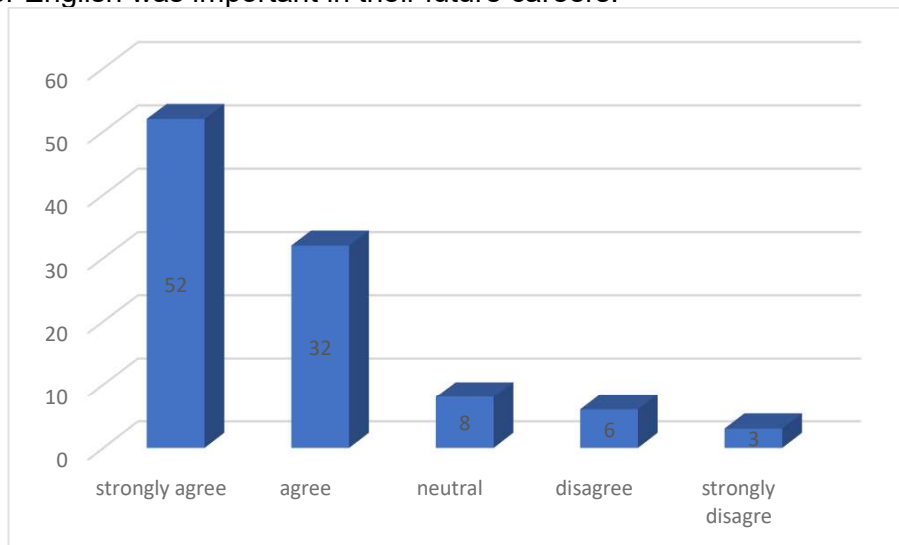

Figure 1-I think English is important for my future career.

In this question answered by 101 people, 84 of the students think that English is important for their careers. In fact, only 9% of them expressed a negative opinion on this issue. Therefore, even though they are students of the Faculty of Law, it seems that these students are convinced that English is necessary for their future. Therefore, other questions are needed to examine the issue more deeply.

It is a generally accepted idea in legal circles that the local languages of countries are of primary importance. That is why, although many departments of universities in Kurdistan provide English-medium instruction, law faculties are entirely Arabic-medium. Therefore, students may have developed the perception that legal English is not necessary for them. The next question was asked to determine how valid this situation is.
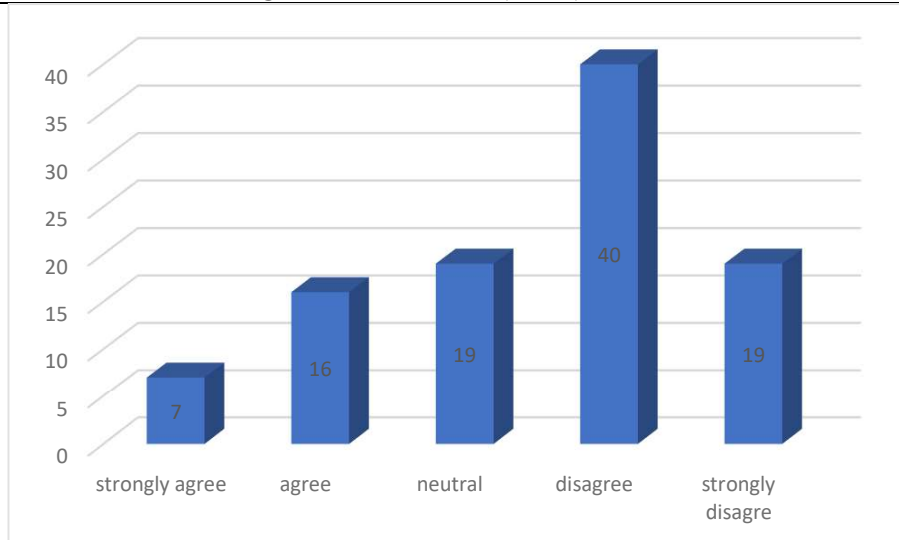
Figure 2-English is not very important in our jobs.

Considering the data obtained, 59 of 101 students think that English is important in their profession. Although the number of students who thought legal English was important decreased compared to the previous general English question, the majority agreed that legal English was necessary. Additionally, only 23% of students believe that legal English is not necessary.

Students may have a strong belief that English is necessary for their personal careers. However, by asking the next question on a more impersonal scale, we tried to examine how the role of English within the legal profession is perceived. It was examined how the students' answers would change when the focus of the question shifted from the personal scale to the sectoral scale.
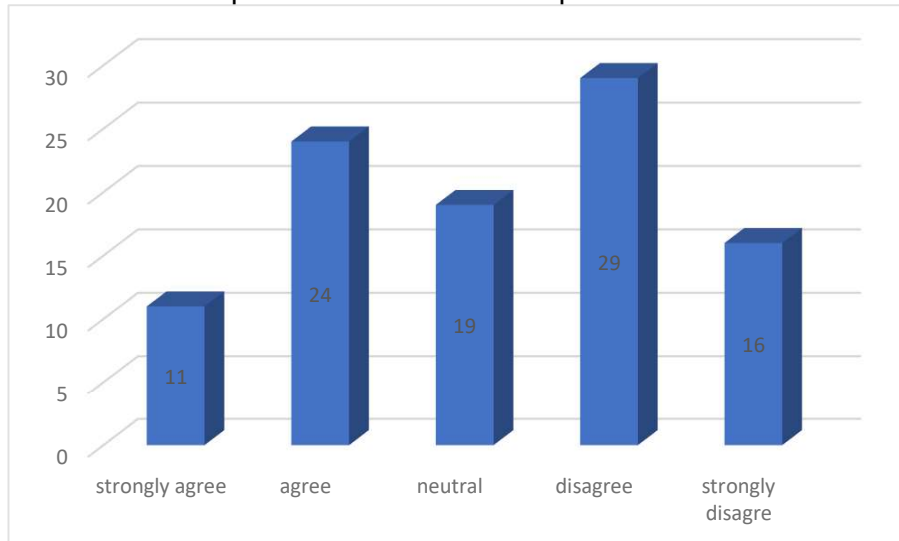

Figure 3-Law language in English do not play important roles in our jobs.

According to the data, 35 of 99 students think that English does not play important roles in legal professions. On the other hand, 45 students think completely differently about this issue. Additionally, 19 students were undecided on this issue.

3.2. Necessity of English in Law

Low intrinsic motivation of students may be an important reason behind their low success or their reluctancy against learning legal English. An outstanding reason for this lack of motivation may be that they do not believe that legal English is necessary or that such a belief is quite weak. That's why we asked students whether English is necessary in the field of law.
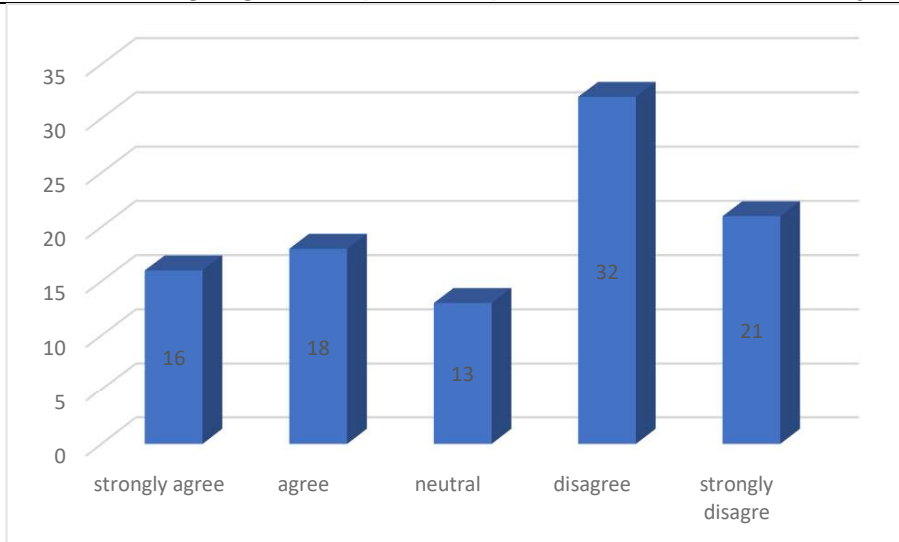
Figure 4-Law is different from other subjects; English is not in demand in our career.

To this question answered by 100 students, 34 people stated that English is not in demand in legal professions. Likewise, 13 people were undecided on this issue. On the other hand, 53 people think that English is necessary for their profession.

3.3. Difficulty of Law Terminology

Legal terminology is quite complex and difficult to learn, not only in English but also in any other language. There are different factors that necessitate these challenges. It is not possible for ordinary people to learn this terminology effectively even in their native language. Therefore, legal terminology is a mysterious and difficult issue to understand for people. There are other factors that make the situation difficult for these students while learning the terminology in English. It can be thought that these students, who have already learned Arabic legal terminology over many years, may have developed some negative attitudes towards legal English because of too much burden and challenge. That's why students were asked some questions to get their thoughts on the difficulty of the subject.

First, considering that the students have a background in English, it can be concluded that they already made a comparison between general English and legal English. They may have developed the opinion that the general English they had previously learned was much easier than the legal English they are currently learning. Therefore, they may have developed a negative attitude towards the difficulty of legal English due to the comparison they made between the two. So, they were asked the next question.
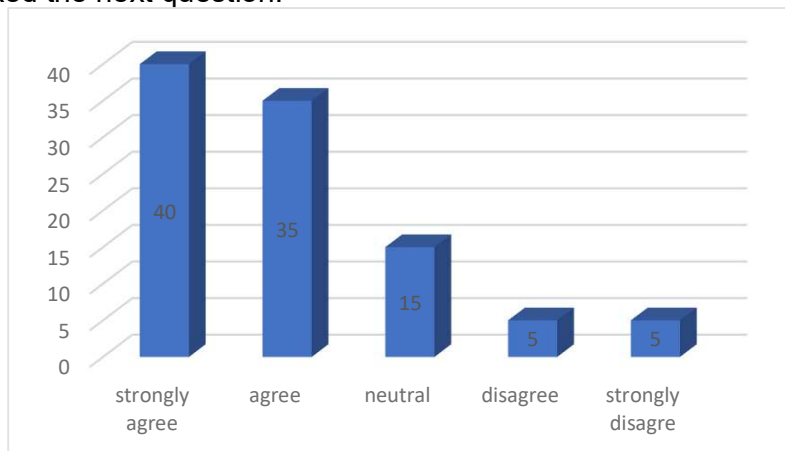

Figure 5-General English is much easier than law English.

As can be clearly seen from the statistics, the majority of the students (75 people) are of the opinion that legal English is much more difficult. Only 10 of these students expressed a negative opinion here and stated that legal English is not more difficult.

While legal terminology may have the same equivalents in different languages, it may also have terminology that has no equivalent in the target language due to social relations developed in the

historical process. It is highly likely that these students will not be able to find English equivalents for some Arabic legal terms and that the English terms they encounter will not have Arabic equivalents. Therefore, in order to learn these terms, students need to know the historical background of Western Europe and the Anglo-Saxon world. This may cause them to develop some negative attitudes. Therefore, students were asked how difficult English legal terms were for them.
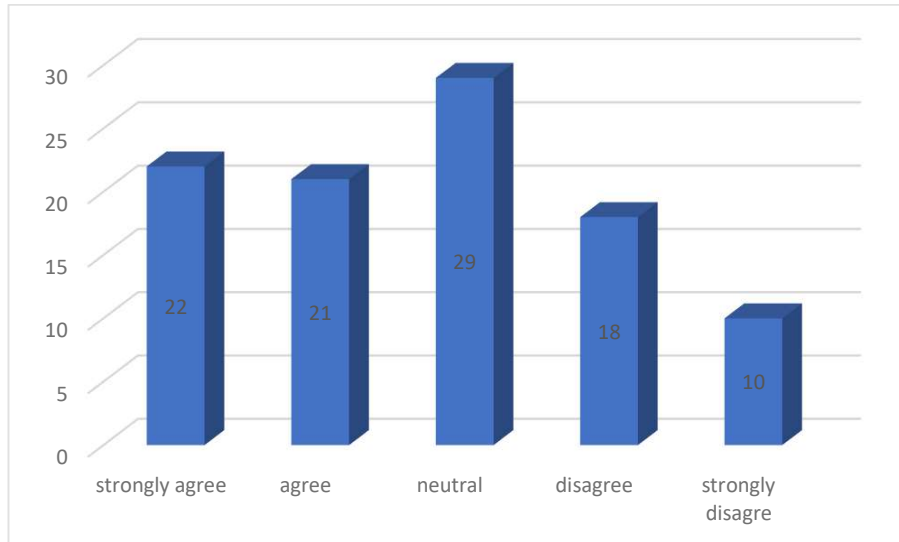

Figure 6-Law terminology in English is very difficult.

While 43 students thought that legal terminology in English was difficult, 29 students remained neutral on this issue. On the other hand, 28 students think that legal terminology in English is not difficult.

One of the difficulties students face when learning legal English is that they may forget these terms very quickly. In fact, these terms themselves are not used in general English, but are used in specific situations and by specific circles. Therefore, the students do not use legal words they have learned in any practice. For that reason, the fact that they forget legal terms very quickly may be a reason for them to develop some negative attitudes and perceive legal English as difficult.
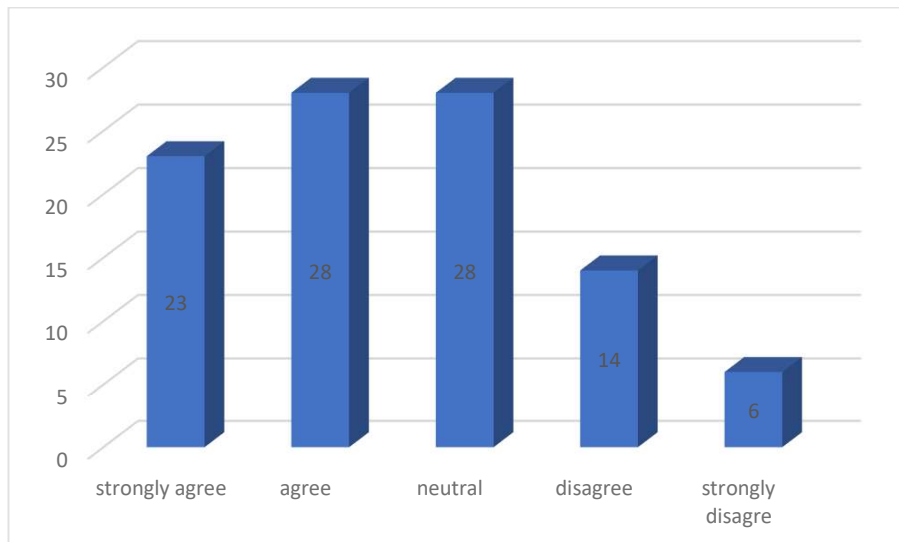

Figure 7- I easily forget law terminology in English.

51 of the students stated that they forget legal terms very quickly. Even 28 of them remained neutral on this issue. Only 20 of the students stated that they did not have any problems in this regard.

It is not only the fact that students forget terminology very quickly that causes them to develop a negative attitude towards learning legal English, but also the fact that there are so many terms to

learn that it is quite a heavy burden for them. To find out how much of an impact this has on students, we asked the next question.
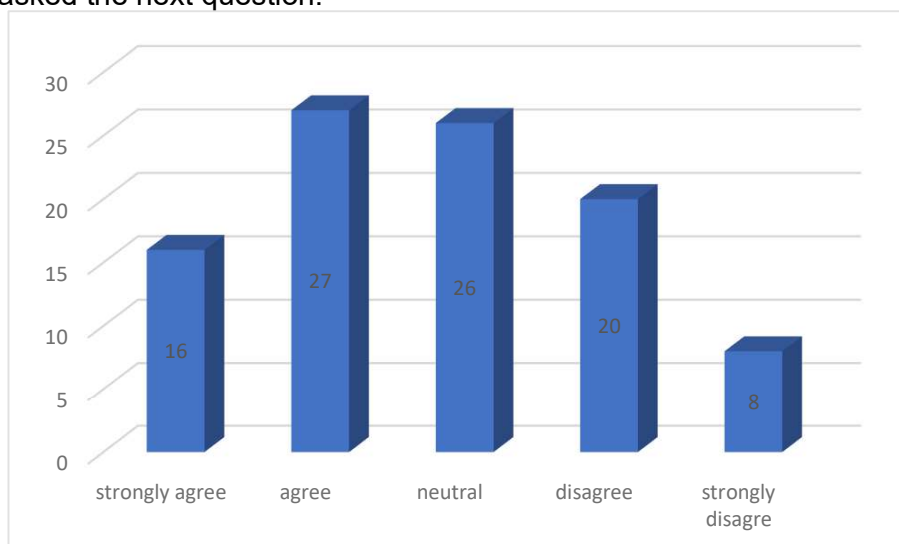

Figure 8-There are too many things to learn in law English. It distracts me very much.

A total of 97 students responded to this question and 43 of them think that there is too much to learn in legal English. In addition, 26 of these students remained neutral on this issue. On the other hand, 28 students think that there is no such difficulty.

One of the reasons that makes legal English difficult for students is that some of the words they learn in general English have different meanings as legal terms. The next question was asked to determine whether this situation caused difficulties among the students.
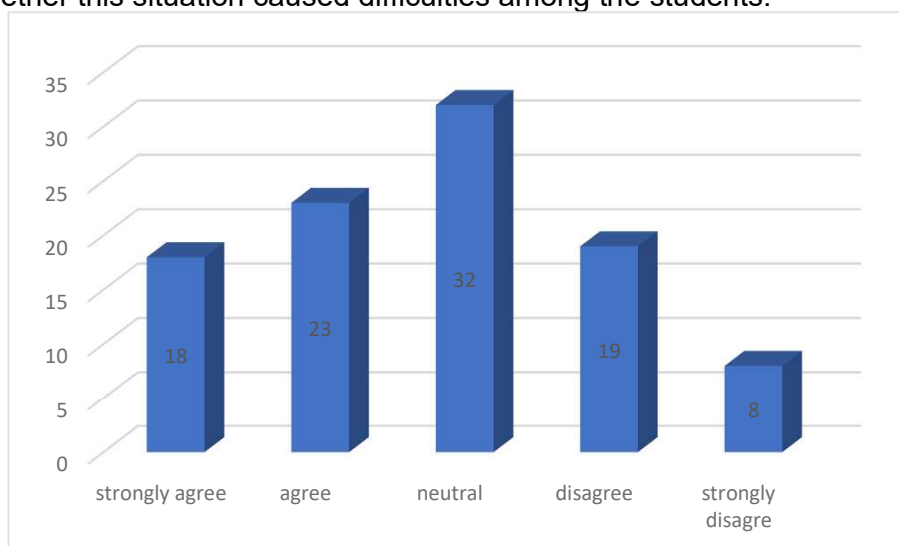

Figure 9-Some words have different meanings in general English and legal English, and it is very difficult for me to learn them.

This question was answered by 100 students, and 41 people answered positively. Therefore, it seems that the same word with different meanings poses difficulties for these students. 32 students remained neutral on this issue. 27 students stated that they did not encounter such a difficulty.

3.4.   Teacher Effect

Another drawback for the students to learn effective legal English could be the teacher factor. The teachers are not from legal background, but ELT teachers. In order to see what the students think about their teachers, we asked the next question.
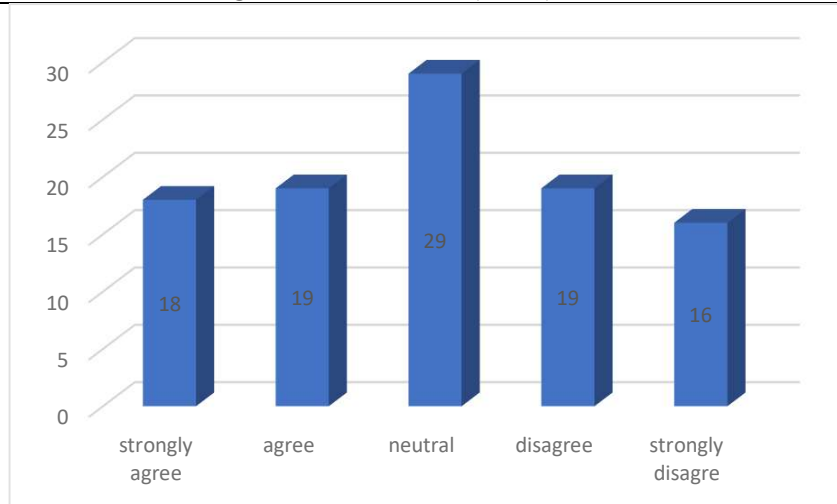
Figure 10-English teachers have limited knowledge of law, so we cannot learn legal English effectively from them.

37 students out of 101 think that the teachers are significant factors when they had problems with learning legal English. 29 of them stayed undecided, and 35 of them think that the teachers do not affect the situation negatively.

3.5. Coursebook Effect

The students may have problems with their textbooks. It may not correspond directly to their needs, or it may be at different level form their proficiency. Even more, it may have not been effectively designed. For these reasons, we also asked about their experiences with their coursebooks.
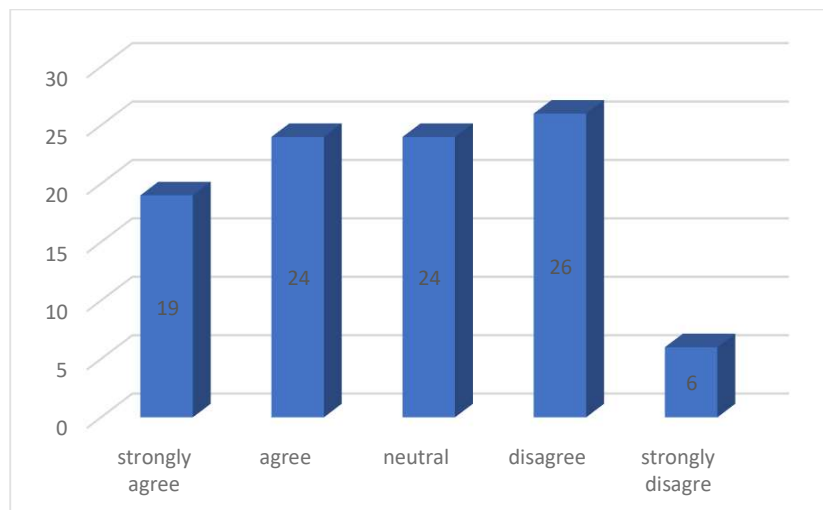

Figure 11-Legal English is full of complex terminology, so our textbook doesn't seem to meet our needs to learn legal English.

43 students out of 99 seem to have problems with their coursebooks, while 24 of them remained neutral. 32 of them think that they do not have any problems with their coursebooks.

4. Discussion

Although Tishk International University is an English-medium instruction university, its law faculty provides education in Arabic in accordance with Iraq's laws and regulations. Although all courses in the field of law are in Arabic, students learn legal English in Advanced English courses. These students, who use coursebooks specifically designed for this purpose, experience some difficulties in learning legal English. In order to identify the source of these difficulties, the Likert scale survey questions applied to them were asked by dividing the questions into certain categories.

The fact that the students did not use English much both in their educational life and in their later professional lives led to the thought that some negative attitudes towards English might have developed in these students. Therefore, we first wanted to determine students' perceptions of the

importance of English in general. That's why we first asked the students whether English was important in their careers. 84% of students think that English is necessary for their careers. Only a very small rate, 9%, thinks that English is unnecessary. Therefore, it has been observed that students do not have negative attitudes towards the importance of English, which can be perceived as a significant psychological obstacle in front of learning legal English. Therefore, it is necessary to look for the source of the problem elsewhere.

Even if they think that general English is very important in their future lives, they may think that it is not very important in legal circles, because the language of law is Arabic both in university and professional life. At this point, the answer that students give to the question of how important English can be in their profession has become noteworthy. At this point, when students are asked how necessary English is in their future professions, it is seen that 59% of the students believe in the necessity of this language. However, while the rate of those who think that English has an important place in their lives in general is 84%, the rate of those who think that it is necessary in the field of law has dropped to 59%. This shows that the 15% who believe in the necessity of English are of the opinion that it is not very necessary in legal professions.

After determining students' perceptions of the place of general English in their professional lives, the question of how necessary legal English is in their profession comes to the fore. Students may have developed negative attitudes towards legal English, especially since the legal language is expressed in a very different terminology and this does not come to the fore in legal matters for the country, and the legal language that students really need is Arabic. Therefore, students were asked whether legal English plays important roles in their profession. Although 45% of the students believe that legal English is necessary for their profession, 35% do not have such a belief.

Therefore, the majority, who believed that general English had a very important place in their future lives, later started to change their minds. The number of students who believe in the importance of general English in legal professions has decreased compared to the previous situation, although they still remain in the majority. In fact, the number of students who believe in the importance of legal English in their profession has decreased even further. Therefore, it is seen that the students made a classification on this subject. While they think that general English is very necessary, the number of students who believe that legal English is necessary is decreasing.

The perception that there are differences between the need for English in other professions and that of the legal profession can negatively affect students' attitudes towards legal English. Therefore, students were asked whether English was necessary, especially emphasizing the discrimination of the field of law. It appears that 34% of students believe that English is not really a popular language within the legal profession. However, on the other hand, 53% of the students did not agree with this idea. As a matter of fact, it can be seen that the rate of answers given to this question is parallel to the questions above.

One of the reasons that prevents students from learning legal English may be that legal terminology is quite difficult and students may have developed a negative attitude towards it. That's why we tried to conclude by following a certain order in the questions we asked students about this subject. First, students were asked whether general English was more difficult than legal English. 75% of students believe that general English is much easier. Additionally, 43% of the students agreed that legal terminology in English is difficult. However, at this point, 29% of the students remained undecided, while 28% expressed a negative opinion. According to the previous question, the reason for the increase in the number of students who think that legal terminology is not difficult may be that students who are successful in their courses do not have much difficulty in learning legal terminology.

While learning legal terminology is a remarkable problem, forgetting this terminology shortly after learning it is also a separate problem. That's why students were asked whether they forget related words very easily after learning them. While 51% of the students stated that they forgot this terminology very quickly, 28% were undecided. On the other hand, only 20% of the students stated that they did not experience such a problem. In the previous question, compared to 28% who thought that legal terminology was not difficult, the proportion of students who said that they

did not forget legal terminology easily decreased to 20%. This shows that even among those who learn this terminology easily, a considerable number forget it quickly.

Beyond all these problems, there are many words that need to be learned in legal English, which distracts students. In this question, it is seen that 43% of the students think this way. Only 28% of the students stated that they were not confused. Therefore, it is seen that a significant number of students have problems with the fact that legal terminology contains too many words.

Another dimension of the same problem is that many words used in legal terminology have different meanings in general English. Therefore, it is another challenge for students to try to learn words they already know the meaning of in a different way. At this point, it may be thought that it would be easier for them to learn words they do not know at all. When we look at the answers of the students on this subject, 41% stated that they experienced this problem. On the other hand, 27% do not see such a situation as a problem. Another conclusion to be drawn from this question, which is actually parallel to the answers given to other questions, is that successful students do not have any problems in this regard and this question is consistent with the answers given to other questions.

The teachers who teach English at the faculty of law are of ELT origin and are not trained in the field of law. In the question we asked to measure students' perceptions that this situation may pose a problem in learning legal English, 37% of the students think that this is a noteworthy reason. On the other hand, 29% were undecided on this issue. 35% of the students think that the teacher factor is not effective. Therefore, it can be seen that a significant portion of the students expressed positive opinions about the impact of the teacher factor.

On the other hand, considering that the textbook may be another factor, students' tendencies on this subject were tried to be determined with a question. Accordingly, 43% of students think that textbooks do not meet their needs. 32% think differently on this issue. Thus, it can be seen that a significant portion of the students have problems with the textbook.

Generally speaking, students largely believe in the necessity of English. However, the number of people who think positively about how necessary English is in their profession is decreasing. In addition, the number of people who think positively about the necessity of legal English is decreasing even more. However, despite all these declining tendencies, the majority of people believe that English is necessary both in general life and in the profession.

At the point where the issue of where these problems originate from is investigated, first, some difficulties in legal English emerge. While the difference in legal terminology creates a significant obstacle, it is seen that words that are used in daily life and have different meanings in the legal language pose a bigger problem. While a significant portion of students state that legal terminology is difficult, another portion complains that the words learned are quickly forgotten.

There are some psychological reasons behind the difficulties students have in learning legal English. In particular, the fact that some of the students think that English is not in demand in the field of law constitutes a significant obstacle to learning it because students think that they do not need it very much. In addition, one of the most difficult points for students is that there are many words that need to be known in legal terminology and some words do not even have an equivalent in their own legal systems. This is due to the fact that the field of law is local in nature. In this case, students have difficulties in learning legal English. Another dimension of this is that they think that textbooks do not fully meet this need. In addition, some of the students think that their teachers who do not have a legal background are also a factor.

Before starting to learn legal English, students must have a sound general English background. The fact that some students have insufficient background in this regard constitutes a major obstacle to learning legal English.

CONCLUSION

There are some notable obstacles faced by students in learning legal English. First, one of the main factors affecting students' approaches to this issue is that some of them believe that legal English is not necessary in their profession. In addition, some of the difficulties faced by students are that legal terminology is difficult, knowledge of some terms requires knowledge of the historical, cultural, and social infrastructure of the Angle-Saxon world, and even some terms do not have equivalents. In addition, finding words that are used in general English but have different

meanings as legal terms within legal terminology emerges as another difficulty. It has also been determined that some students have problems caused by textbooks and teachers. This study has some limitations. First, it is a study conducted in a very special field like the Faculty of Law. It is thought that if this was done to students studying in other departments of the university, very different statistics would emerge. In addition, it is highly likely that this study will yield different results in other cultural environments.

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