

Original Scientific Paper
UDC: 811.111'276.6:34
DOI: 10.5937/zrffp54-50952

NEEDS ANALYSIS IN AN ENGLISH FOR LEGAL PURPOSES CONTEXT: A CASE STUDY OF SERBIAN LAW PROFESSIONALS

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Received: May 10, 2024
Accepted: September 24, 2024

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Keywords:
needs analysis;
English for Legal
Purposes (ELP);
English for Specific
Purposes (ESP);
law practitioners.

Abstract. Teachers of English for Specific Purposes (ESP) often employ needs analysis to identify their students' most important needs and skill gaps. The focus of this study is on the needs and preferences of legal experts in the Republic of Serbia. The study presents findings from an online survey of 101 law professionals aimed at identifying their learning needs, pinpointing key English for Legal Purposes (ELP) skill gaps, examining their attitudes towards ELP, evaluating the significance of English language study during legal education, and providing recommendations on integrating ELP into legal education, emphasizing practical scenarios relevant to the Serbian legal context. Given the multilingual nature of the EU, which Serbia aspires to join, it is essential to equip law students and legal professionals with the interdisciplinary knowledge and language skills necessary for the evolving job market. The importance of ESP for the legal profession is one of the main reasons for determining how familiar legal professionals are with it and their perspectives on the significance of learning the English language within the legal field. The respondents believe that learning ELP should be based on acquiring legal terminology and simulating real-life situations from law firms, courtrooms, business discussions, and circumstances within the Republic of Serbia, rather than reading and analyzing texts about legal practices in England or the USA. The study's findings highlight specific areas that need special emphasis when honing Legal English proficiency: public speaking, vocabulary development, legal writing, and telephone communication.

Introduction

The need to interact with clients and coworkers in today's globalized environment is a major challenge for legal professionals. Given the fact that the English language has emerged as an unrivaled lingua franca and serves as the global language of business communication, the requirements of legal practitioners include English language proficiency, with a focus on legal English terminology. The process of internationalization in higher education, which represents the integration of international, intercultural, and global dimensions into the goals, functions, and processes of higher education (Knight, 2012), has also transformed the perception of English language competence for professionals across diverse domains in today's globalized world (Vukićević Nešić & Lukić, 2023). Therefore, the focus of this study is on the needs and preferences of legal experts in the Republic of Serbia. Firstly, this paper will briefly introduce the key concepts, including needs analysis and English for Specific Purposes (ESP), with a particular focus on English for Legal Purposes (ELP). It is crucial to underscore the paucity of existing literature and research addressing this subject within the Republic of Serbia, a gap particularly pronounced when considering the field of legal English and/or the language needs analysis of legal professionals.

Theoretical Background

This chapter will provide a concise explanation of the theoretical concepts essential for comprehending this research and analyzing and interpreting the results.

Defining Needs Analysis

Definitions of needs analysis vary depending on the purpose, but they all consider the learner the main focus of the analysis (Gusti, 1999). Widdowson (1981) differentiates a goal-oriented definition from a process-oriented definition of needs. The former refers to what the learner needs to do with the language once

he or she has learned it, while the latter refers to what the learner needs to do to acquire the language (Widdowson, 1981). Hutchinson and Waters (1987) make a distinction between target needs and learning needs. Target needs refer to what the learner needs to do in target situations, and learning needs refer to what the learner needs to do to learn (Hutchinson & Waters, 1987, p. 54).

There have been various approaches to needs analysis. The most common approaches include deficiency analysis, the sociolinguistic model, the learning-centered approach, target situation analysis (TSA), and present situation analysis (PSA) (Alsamadani, 2017, p. 59). Deficiency analysis simply identifies the gaps between learners' current skills and the skills required for effective performance (Hutchinson & Waters, 1987). The sociolinguistic model examines how language use and social context influence language learning and proficiency (Hudson, 1996). According to Brown (1995), the learning-centered approach focuses on understanding learners' needs and adapting instruction to facilitate effective learning. Target situation analysis (TSA) is performed to analyze the specific language skills required in the learners' future professional or real-world contexts (Brindley, 1989). Present situation analysis (PSA) assesses the learners' current language skills and needs in their existing context (Robinson, 1991). TSA is often considered the most popular and widely used model in ESP because it is outcome-oriented and has significant practical relevance (Brindley, 1989).

Needs may be investigated from the perspective of teachers, learners, or employers funding the language course (Huhta et al., 2013, p. 10). In contemporary language didactics, this complex needs analysis is referred to as combined needs analysis (Basturkmen, 2010).

Discussions of the importance of needs analysis focus on its role as a starting point or guide for course design, syllabus design, the selection of materials, assessment, or even classroom activities (Gusti, 1999). Berwick (1989) emphasizes the importance of needs assessment for planners to design courses.

Defining ESP

A modern approach to teaching English for Specific Purposes, especially in tertiary education, emphasizes the significance of aligning content and teaching methods with the genuine needs of students (Kordić & Papa, 2014). It underscores the ongoing effort to enhance the quality of instruction and to develop student familiarity with specialized terminology. According to Hutchinson and Waters (1987, p. 19), the ultimate objective is to foster the acquisition of linguistic competencies and domain-specific knowledge, which can subsequently be applied in the context of future professional endeavors. ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson & Waters, 1987, p. 19). Unlike general language instruction, teaching a foreign language for specific purposes

is inherently practical. This approach must cater to the learners' needs which arise from the demands of the job market. Hutchinson and Waters (1987) further state that teaching ESP primarily focuses on developing communication skills.

For decades, ESP has been the focus of the English language community due to the political hegemony of the USA after World War II, intense international cooperation, globalization, modern communication tools, scientific advances, free movement of workers, the development of international tourism, and education and language teaching trends (Stefanova & Bozeva, 2023, p. 22).

Carter (1983) defines the specificity of ESP by outlining three key characteristics: a specific purpose, authentic materials, and self-direction. The purpose depends on the specific occupational and professional context. It can be related to the acquisition and improvement of a specific language skill or skills such as writing business letters, telephone conversations, and negotiating. Authentic materials provide the learning context and facilitate the acquisition of authentic responses in authentic situations, while self-direction helps the language learner become a proficient user (Carter, 1983, as cited in Stefanova & Bozeva, 2023, p. 24). Additionally, Basturkmen (2010) underlines how important it is for ESP students to study the language to attain their academic and professional objectives in order to have a successful career. Swales (1992) states that flexibility in the design of the program and its implementation is crucial because there are often institutional and socio-cultural constraints.

Robinson (1989) points out that ESP emerged and continued to develop as a response to the need of non-native speakers to use English for well-defined practical purposes. Fiorito (2005) regards it as of utmost importance for ESP that English is not taught as a subject separate from students' real-world concerns (or desires); instead, it is integrated into the subject area that is relevant for the students.

ESP in the Context of Needs Analysis

Chambers (1980) notes that needs analysis in ESP is aimed at establishing and meeting learner needs by analyzing communication in the target situation. One can further this by adding analysis of the target situation, discourse analysis, analysis of the current situation, learner factor analysis, analysis of the educational environment, and the learner's perception of their needs (West, 1997). Scholars around the world undertake needs analyses in ESP, with an emphasis on the needs of students or the workforce. In higher education institutions, the focus varies and includes different aspects: the overall importance of ESP acquisition for a successful career (Lee, 2016); the need for specific skills (Alsamadani, 2017; Kim, 2006; Basturkmen, 1998; Li So-mui & Mead, 2000), the needs profile (Chia et al., 1999), the development of teaching materials (Gu et al., 2019) or course syllabus (Ibrahim, 2020).

Varghese (2012, p. 107) accurately summarizes ESP as an approach to course design that is based on learners' needs. As far as Brown (2016, p. 3) is concerned, the phrase needs analysis in this context can be used interchangeably with the phrase needs assessment. In order to define the term needs analysis in the context of English for Specific Purposes, the definition provided by Hyland (2006, p. 73) is considered below because of the numerous aspects it encompasses:

“Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process since we modify our teaching as we come to learn more about our students, and in this way, it shades into evaluation—the means of establishing the effectiveness of a course. Needs is an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate. Needs can involve what learners know, don't know, or want to know, and can be collected and analyzed in a variety of ways.”

ELP in the Context of Needs Analysis

Legal English (also known as English for Legal Purposes or English for Law), which is the focus of this research, is a branch of English for Specific Purposes. Legal English is characterized not only by complex and often ambiguous legal terminology but also by specific forms and styles of writing and speaking. It is primarily intended for legal practitioners and law students. Still, it is also employed by English language translators involved in judicial interpretation and many other experts in fields involving legal matters (Vlahović, 2019).

While interdisciplinary study of language and law is still developing in our country and neighboring countries, there has been significant progress at educational institutions such as the Faculty of Law, University of Belgrade. Since 2008, this faculty has been offering a one-year Master's in European Integration program, and since 2013, also a two-year program, with English as the official language.² One of the mandatory subjects is Practical Skills, which includes research methodology, Internet skills, and English terminology. Starting in 2021, an International Master's in Taxation³ study program has been offered as a unique multidisciplinary program jointly organized by the University of Belgrade's Faculty of Law and Faculty of Economics and Business. The Master in Public Procurement Management⁴ is a joint study program conducted exclusively in English, based on a cooperation agreement signed between the

² <https://ius.bg.ac.rs/2023/06/15/master-in-european-integration-mei-academic-year-2023-2024/>

³ http://www1.ius.bg.ac.rs/master-studies/master-in-taxation/#new_tab

⁴ http://mppm.ius.bg.ac.rs/#new_tab

University of Belgrade, Faculty of Law, and the University of Rome, Department of Economics and Finance. Programs like these serve as evidence of the increasing importance of English for Legal Purposes at universities in Serbia. They highlight the connection between the English language and specialized subjects, aiming to equip students for the multilingual job market. Therefore, this study also focuses on the labor market, specifically, the adaptation of legal education to foreign languages in the contemporary European job market.

There are very few studies on the ESP needs of students and workforce in the Republic of Serbia (Glušac et al., 2023; Kočović Pajević & Josijević, 2022; Pešić, 2017; Stojković & Piršl, 2018; Tatar & Stojković, 2019; Vukićević Nešić & Lukić, 2023), but almost none when it comes to the ELP needs of students and workforce in the Republic of Serbia (Vlahović, 2019). Hopefully, research in this area will contribute to the study of the ELP needs of legal professionals in Serbia.

Methodology

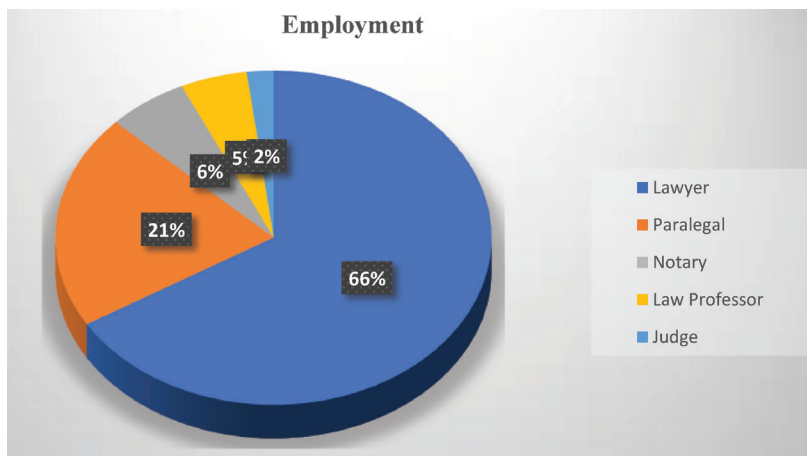
This chapter describes the participant characteristics, research objectives, questions, and hypotheses, as well as the questionnaire structure.

Participants

This research was conducted on a sample of 101 participants whose native language is Serbian.⁵ When distributing the questionnaire, the decision was made to target professionals within the legal field rather than law students. This choice was made as the perspectives and experiences of those employed in legal professions regarding the importance and utilization of the English language in their work provide insights into actual needs. Moreover, these insights serve as a foundation for potential further research or practical changes in educational curricula related to English for Legal Purposes (ELP). Out of the 101 participants who took part in this research, 67 were engaged in legal practice, 21 were paralegals, 6 were notaries, 5 were law professors, and 2 were judges. For the purposes of this research, a legal professional is defined as an adult practitioner whose work involves legal English, specifically including graduate lawyers employed in law firms, prosecution, public administration, the judiciary, and other branches of the legal profession (Sierocka et al., 2018). Graph 1 is a representation of the participants' occupational distribution. Due to the online data collection method employed, the researcher was unable to control the distribution of respondents across various professional fields. The respondents were not required to declare their perceived language proficiency as this information would be unreliable

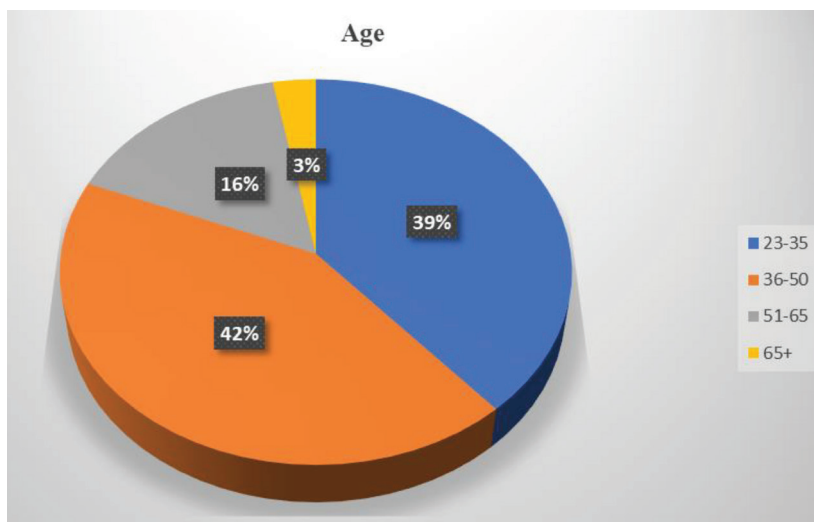
⁵ Access to the questionnaire and respondents' answers is available upon request.

without robust testing. However, they were expected to have at least a functional understanding of English based on their previous education.



Graph 1. Employment

Regarding the age structure of the participants, 43 were between 36 and 50 years old, 39 were between 23 and 39, 15 were between 51 and 65, and 3 participants were over 65 years old. The age distribution of the respondents can be seen in Graph 2.



Graph 2. Age

Research Objectives, Questions, and Hypotheses

One of the main goals of this research was to determine the attitudes and perceptions of legal professionals towards all four language skills (reading, writing, listening, and speaking), language aspects (grammar and vocabulary), as well as preferences for course content in English for Legal Purposes (ELP) classes. As previously mentioned, this study also examined the labor market, with a particular focus on how legal education is adapted to foreign languages in today's multilingual European job market. In this context, the researcher addressed the following questions:

RQ1. To what degree do legal professionals understand the need to master Legal English for employment and future career success? What are their thoughts on the way law students are taught Legal English?

RQ2. What do legal professionals think about the importance of the four language skills—speaking, writing, reading, and listening—in terms of their professional development? Which aspect of the English language do they consider most crucial for enhancing their business?

The following hypotheses were proposed:

H1. Legal professionals believe that the skill of speaking in the English language should receive the utmost attention at the tertiary education level. Similarly, expertise in specialized terminology in the field of legal sciences would contribute the most to the success of their business and the good reputation of their firms.

H2. Proficiency in Legal English is of great importance for future legal professionals when seeking employment and also later during their careers. Legal professionals believe that learning English for lawyers should be more prominent during law studies and that classes should involve practicing situations from real business environments in the field of law and advocacy.

Instrument

The research was conducted using an online questionnaire, which was sent to respondents through email messages and various communication channels (bar associations, judicial bodies, and personal contacts). The anonymous questionnaire tailored for this study consisted of 14 questions. These questions were mainly multiple-choice, i.e., the respondents were provided with multiple answers to choose from and were able to select more than one option. In the last question, the respondents had the opportunity to provide their own responses in the form of comments and/or suggestions, allowing for a deeper understanding of their thoughts, attitudes, and genuine needs. The questions were designed to determine the appropriateness and significance of learning English for Legal Purposes, as well as the specific skills that legal professionals find most important

in their work. The research employed the methods of descriptive statistics and content analysis. The data are interpreted, compared, and discussed in the main section of the paper, accompanied by graphical representations.

Results and Discussion

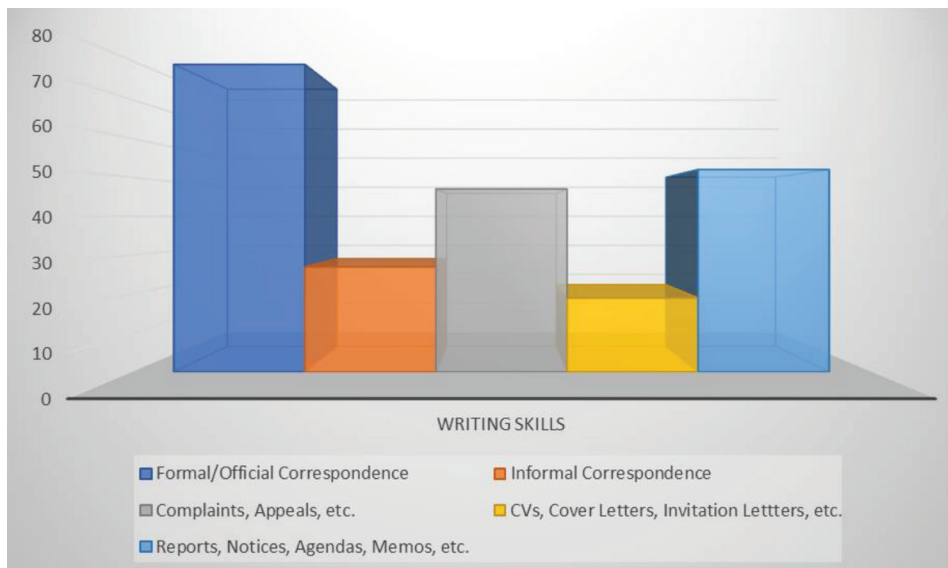
This section presents and discusses the results of the study. The study's second hypothesis about the usefulness of foreign language knowledge, namely, English for Legal Purposes, was confirmed. This can be explained by the fact that English is a global language today, the first language of business communication and legal communication as well. Due to various factors, particularly the influence and dominance of the United States in global and European markets, proficiency in English has become an indispensable resource and a competitive advantage in the global job market across almost all business domains (Tajnić, 2020). Law is certainly no exception. Only 9 respondents, or 8.9%, indicated that knowledge of English was not necessary for them to successfully perform their jobs. All the other respondents agreed that English language proficiency was highly necessary/essential both during their university education and later in their daily business activities. Notably, 42 respondents believed that English was essential for enhancing the position/status/reputation of their law firm/company and ensuring a competitive edge in the job market. This response underscores the fact that English is perceived as a language of power, status, and financial advantage.

The study's first hypothesis has also been confirmed. When it comes to language skills, almost all respondents (91) elected speaking as the skill they would most like to improve and found the most necessary. This applied to both English communication in everyday life situations and English communication within their professional field—particularly with regard to exchanging experiences and/or information of significance for professional advancement with colleagues from other countries, as well as building and maintaining long-term relationships with them.

Regarding speaking skills, the data revealed that the ability to successfully negotiate in English was the most important for 61 respondents. This was followed by public speaking—lectures, presentations, announcements, and seminars (47 respondents), the ability to conduct telephone conversations in English (42 respondents), and the ability to express opinions/stances—agreement/disagreement (40 respondents). However, 24 respondents expressed a desire to enhance their speaking skills unrelated to their jobs. Their primary wish was to improve their ability to hold conversations in English in specific daily life situations (in banks, post offices, restaurants, hotels, etc.). These results are in line with the findings of other studies (Sierocka et al., 2018; Alsamadani, 2017; Gu et al., 2019). Alsamadani (2017) concludes that considering the results of

the speaking subskills at large, students expressed an urgent need to develop interactional communication skills.

The importance of mastering writing skills was very or extremely important for 54 respondents. The significance of understanding and producing formal or official correspondence was particularly highlighted. Writing complaints, appeals, and similar documents was deemed most important by 47 respondents, while the ability to write reports, notices, agendas, memoranda, etc., was considered most significant by 52 respondents. Additionally, 19 respondents prioritized writing CVs, cover letters, invitation letters, and similar materials in English. On the other hand, 27 respondents would potentially use improved English writing skills for informal or unofficial correspondence.



Graph 3. Writing skills

Analyzing the data related to speaking and writing skills, one can conclude that communication with clients and/or colleagues in English remains prevalent in the legal profession. Meanwhile, writing submissions/complaints/contracts, which requires additional expertise in legal English, is generally not a usual task but often a plan or goal (Bacha & Bahous, 2008). Proficiency in both spoken and written English would indeed be a competitive advantage for employment in international legal organizations and participation in international legal projects.

When analyzing data pertaining to listening skills, the majority of respondents (61) opted for understanding specific details in various situations. The most important specific goal for developing listening skills, as indicated by 51 respondents, was understanding telephone conversations, while 47

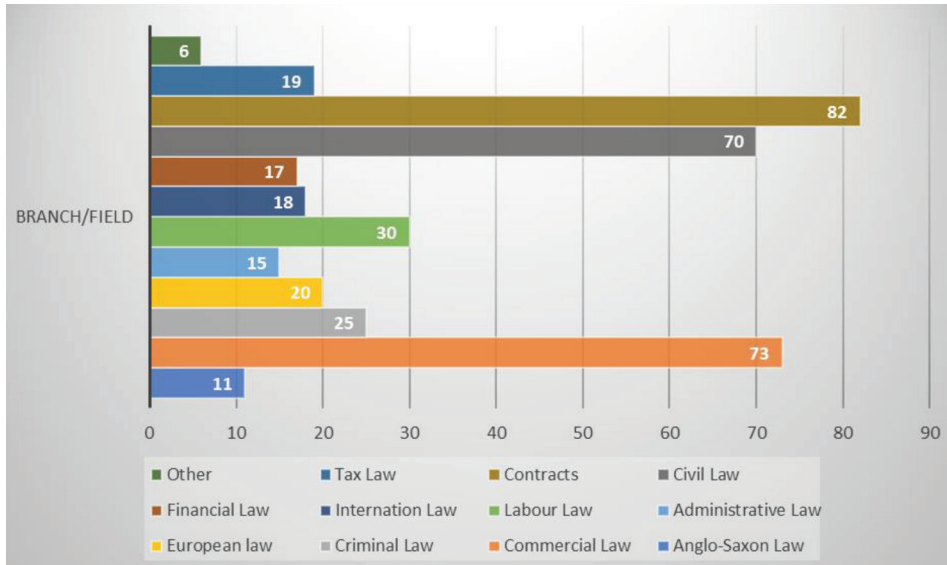
respondents chose understanding interlocutors in various situations (at the airport, in a hotel, etc.) as the most important goal. Additionally, 37 respondents highlighted understanding public information (instructions, warnings, various types of guidance) as a vital objective. Respondents attached significantly less importance to understanding radio/television broadcasts (12 respondents) or comprehending advertisements/commercials/announcements (only 10 respondents). This suggests that respondents see practical, content-based listening as more valuable than general media understanding.

The results suggest that respondents place high importance on practical reading skills in English. They considered understanding original texts in English and the ability to expand vocabulary while reading these texts as the most important aspects. Priority was given to reading in order to grasp the essence of a text (not necessarily the details) and to understand a text for the purpose of following instructions. Only 11 respondents chose reading for pleasure as an option. This preference indicates that reading is seen mainly as a way to improve practical language skills. It suggests that training should focus more on understanding texts and building vocabulary, rather than on reading for enjoyment.

According to the data provided earlier, speaking skills were identified as the most important by 91 respondents. This was followed by writing skills (59 respondents), listening skills (49 respondents), and reading skills (30 respondents). These results are consistent with the findings of previously conducted research (Stefanova & Bozeva, 2023).

When it comes to specific legal domains where acquiring legal terminology and phraseology is important, the respondents prioritized Contracts (81.2%), Commercial Law (72.3%), and Civil Law (69.3%). On the other hand, Anglo-Saxon law was shown to be the least important. This should not be surprising, considering that the legal system of the Republic of Serbia is aligned with European Continental Law. Further analysis reveals that European Continental Law, Labor Law, and Criminal Law rank highly on the list of importance, reflecting current internationalization trends in political, legal, and economic spheres (Sierocka et al., 2018). Other preferences were influenced by the respondents' specific fields of work, with fewer than 20% of respondents selecting other legal disciplines. Graph 4 clearly illustrates respondents' answers to this question.

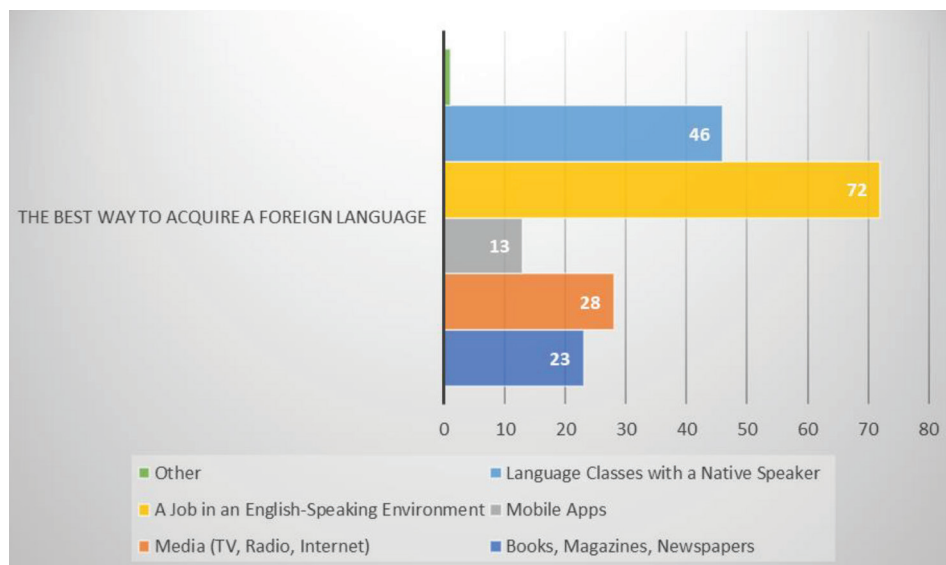
The course content, considering the needs analysis in a broader sense, encompasses teaching a foreign language (grammar, vocabulary, and pronunciation) within specific content areas—particularly in the field of law. When it comes to the most important aspect of acquiring English for Legal Purposes, vocabulary, specifically mastering specialized legal terminology, emerged as a clear priority at 92.1%. There was some disagreement pertaining to the importance of studying grammar: 61.4% of respondents believed it was necessary to review only basic grammatical features and characteristics, while 35.6% of them said they would thoroughly review grammar concepts. The remaining 4% of



Graph 4. Branch/field

respondents thought that grammar should not be included in the curriculum for learning a foreign language for legal purposes during tertiary education. These responses are consistent with the respondents' actual needs and the results of previous research (Sierocka et al., 2018; Kunda et al., 2021). A total of 21.8% of respondents believe that pronunciation is the most important element in acquiring a foreign language for specific purposes—namely, Legal English. According to the respondents, this is closely linked to the development of speaking skills. The study's findings highlighted specific areas that need special emphasis when honing Legal English proficiency: public speaking, vocabulary development, legal writing, and telephone communication.

When discussing strategies and methods that could be effective in achieving that goal, most respondents (71.3%) emphasized working as a lawyer in an English-speaking environment as the best approach. This suggests that practical experience and immersion in a professional setting are highly valued for language acquisition. Language classes with a native speaker were ranked second (45.5%), and using media was ranked third (27.7%). Therefore, direct instruction by a fluent speaker is considered a valuable approach, as is exposure to English in various contexts. Only 12.9% of respondents thought that their language skills would be significantly improved by using popular mobile language learning applications. Such a low ranking indicates that respondents are doubtful about how effective these apps are compared to more engaging and hands-on methods. The respondents' answers are presented in Graph 5.



Graph 5. The best way to acquire a foreign language

The final question in the questionnaire was open-ended, inviting respondents to provide their comments, observations, or suggestions regarding the importance and methods of acquiring Legal English, particularly those not covered in the previous multiple-choice questions. A total of 53 respondents answered this question. The most common comment expressed a belief in the utility of learning English, particularly English for Legal Purposes, in today's globalized world and multilingual job market. The influence of neoliberal ideology is clearly evident, as it values, analyzes, and determines priorities and strategies of educational policy in relation to the market (Гајић & Кузмановић Јовановић, 2022). The importance of learning English for Legal Purposes during tertiary education was emphasized, along with the need to introduce ELP in all study years as a mandatory subject (at the Faculty of Law, University of Belgrade, English is only taught in the first year of studies).

The respondents also believe that learning ELP should be based on acquiring legal terminology and simulating real-life situations from law firms, courtrooms, business discussions, and circumstances within the Republic of Serbia, rather than reading and analyzing texts about legal practices in England or the USA. Similarly, it would be beneficial for students to learn how to accurately translate the names of relevant legal institutions from Serbian into English during the course.

Involvement in content creation is another significant aspect to be considered. The respondents reported they often display limited interest in subjects they perceive as dull or unrelated. However, when given the opportunity to suggest

topics of personal interest, they engage more actively in language activities. When the advantages of content creation were highlighted and the connection between the learning environment and real-world work scenarios illustrated, the respondents said they would be highly motivated to actively contribute to the course and enhance their performance. This is consistent with the findings of similar research (Stefanova & Bozeva, 2023).

Here are a few of the respondents' comments:

"I believe that Legal English should be introduced at universities across all years of study."

"In the modern world, there is an increasing need for communication in English."

"The most important aspect is to simulate legal situations from real legal practice that young lawyers might encounter, thereby expanding their vocabulary with specialized terms and phrases."

Conclusion

Through questionnaire analysis, we determined the attitudes and perceptions of legal professionals towards all four language skills (reading, writing, listening, and speaking), language aspects (grammar/vocabulary), as well as preferences for course content in English for Legal Purposes (ELP) classes both during tertiary education and their careers. The respondents fully understand and support the reasons for introducing ELP as a mandatory subject across all study years, as well as the concept of lifelong learning. They are highly aware of the necessity to remain competitive in the multilingual job market, yet there's a need to further emphasize the importance of language skills beyond speaking (and to some extent, writing). Therefore, the data unambiguously demonstrated that receptive skills (reading and listening) were largely overlooked by respondents. Productive skills (speaking and writing) were reported as more essential.

Needless to say, the ELP curriculum needs to be modernized, with the content and methods adjusted to focus on practical language use for legal professionals. Such programs would undoubtedly contribute significantly to enhancing language skills within the context of English for Legal Purposes. Moreover, they would help prospective legal professionals feel comfortable when conducting business activities involving English communication and better prepare them to enter the multilingual European job market. The respondents are almost unanimous in their belief that these programs would enhance their (or their law firm's) value, offer a competitive edge in the labor market, and enhance their skills and qualifications.

In conclusion, the challenges in teaching and learning Legal English are similar for both professors and legal professionals. The respondents reported difficulties such as inadequate teaching materials (the focus of the materials is

usually global, not local), differences in legal systems (particularly the differences between Anglo-Saxon Law and the European Continental Law system), the absence of appropriate translation equivalents (especially when it comes to the names of legal institutions), varying levels of English language proficiency among learners, and their discouragement due to the complexity of the subject matter (legal English terminology being the top concern). These findings are mostly in line with the findings of similar research conducted around the region (Vukićević Nešić & Lukić, 2023; Vlahović, 2019; Stefanova & Bozeva, 2023).

The author of this study hopes that the research findings can provide valuable insights and serve as a solid basis for designing curricula, instructional materials, and assessments in the field of Legal English in the Republic of Serbia and beyond.

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Анализа потреба у функцији енглеског језика струке:
студија случаја српских правних стручњака

Резиме

Наставници енглеског језика за посебне намене неретко користе анализу потреба како би утврдили најважније потребе и/или захтеве својих студената и идентификовали недостатке у контексту свих језичких вештина – писања, говорења, читања и слушања. Ова студија пружа увид у стање реалних потреба правних

стручњака у Републици Србији у контексту језика струке. Рад настоји истражити ставове правних стручњака, попут адвоката, судија, професора, јавних бележника и дипломираних правника, према значају правног енглеског језика (енглеског за правне сврхе / енглеског језика за правнике). Сто један испитаник попунио је онлајн упитник с циљем идентификовања њихових реалних језичких потреба, утврђивања кључних недостатака у контексту језичких вештина и процене важности континуираног учења енглеског језика струке током студија права. Имајући у виду вишејезичну природу Европске уније, којој Србија тежи да се придружи, од велике је важности обезбедити правним стручњацима интердисциплинарно знање и језичке вештине како би се успешно прилагодили константним променама на тржишту рада. Значај језика струке у правној професији један је од главних разлога за спровођење овог истраживања, као и идентификовање реалних језичких потреба посленика правне струке у Републици Србији, те њихове перцепције о значају континуираног учења енглеског језика за правнике. Резултати истраживања показали су да посленици правне струке верују да се учење енглеског језика за правнике заснива на усвајању правне терминологије и симулацији стварних ситуација из адвокатских канцеларија, судница, пословних разговора и околности у Републици Србији, уместо читања и анализе текстова о правним праксама у Енглеској или САД. Такође, резултати недвосмислено указују на подручја којима је потребно посветити посебну пажњу при усавршавању енглеског језика правне струке: јавни наступи, развој вокабулара, писање правних текстова и телефонска комуникација. Ауторка ове студије се нада да ће резултати истраживања допринети јасном разумевању реалних језичких потреба правних стручњака, идентификацији кључних недостатака у језичким вештинама, процени важности континуираног учења, усмеравању на критичне области за усавршавање и наглашавању практичних аспеката наставе. Такође, студија се може схватити и као чврста основа за (ре)дизајнирање курикулума, наставних материјала и оцењивања у области енглеског језика за правнике у Републици Србији и шире.

Кључне речи: анализа потреба; енглески језик за посебне намене; енглески језик за правнике; посленици правне струке.



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