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Rethinking Legal English Instruction in Algeria: Pedagogical Approaches for Effective Multilingual Communication

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Abstract:

The rising significance of English in the fields of international law and trade, along with its expanding role in domestic judicial processes and legal documentation in Algeria, underscores the critical need to rethink Legal English instruction within a multilingual educational context characterized by the coexistence of Arabic, French, and English. As English becomes a vital tool for professional legal communication, EFL learners must cultivate not only linguistic competence but also the pragmatic, genre-specific, and sociocultural skills necessary to effectively navigate complex judicial environments. This article presents a literature-based pedagogical analysis of Legal English teaching, with the goal of identifying instructional strategies that can enhance learners' ability to communicate accurately and professionally in legal and judicial settings. Drawing on significant contributions from English for Specific Purposes research, task-based language teaching, and studies of legal discourse, it synthesizes pedagogical approaches that include guided analysis and translation of authentic legal texts, collaborative drafting of contracts and legal documents, and role-playing exercises that simulate courtroom interactions. These strategies are evaluated for their potential to develop specialized legal vocabulary, syntactic precision, genre awareness, and professional discourse competence across languages, while also promoting learner autonomy, critical thinking, and communicative confidence. The article further explores the sociolinguistic and institutional factors that shape Legal English instruction in Algeria, such as language policy, entrenched hierarchies among Arabic, French, and English, and the practical constraints present within legal and educational institutions. These elements significantly impact both teaching practices and the engagement of learners with English in judicial contexts. By situating Legal English pedagogy at the intersection of classroom instruction, multilingualism, and professional legal practice, the discussion illustrates how task-based, learner-centered approaches can effectively bridge the divide between theoretical learning and the communicative needs of real-world judicial environments. Ultimately, the article presents practical implications for curriculum development, classroom methodologies, and teacher collaboration, highlighting the importance of incorporating authentic legal resources, interactive activities, and multilingual viewpoints. It posits that a reevaluation of Legal English instruction is crucial for equipping learners to engage competently, confidently, and contextually in both domestic and international judicial arenas, ensuring that EFL learners are linguistically, pragmatically, and professionally prepared to address the changing demands of global legal communication.

Keywords: Legal English; English for Specific Purposes; Judicial Transactions; Multilingual Education; Task-Based Instruction.

1. INTRODUCTION

English has established itself as a global lingua franca in the fields of law, trade, and professional communication, and its role in judicial and legal contexts has become increasingly important (Bhatia, 2014). Legal English, as a distinct subset of English for Specific Purposes (ESP), involves not just the acquisition of technical vocabulary but also the mastery of syntactic, rhetorical, and discursive conventions that are specific to professional and judicial contexts (Hutchinson & Waters, 1987).

In Algeria, students find themselves in a complex multilingual landscape where Arabic and French prevail, and English is often taught as a foreign language. This multilingual context poses distinct challenges for the instruction of Legal English, as students must maneuver through various linguistic systems while honing the precise communication skills necessary for judicial and professional exchanges. Such a setting demands teaching strategies that foster both linguistic proficiency and practical application in authentic legal environments (Cenoz & Gorter, 2011).

Despite the increasing significance of English in both professional and judicial contexts, the availability of pedagogically structured instruction in Legal English is still quite limited in Algerian universities. Most EFL programs within the Algerian higher education framework primarily concentrate on general English competencies, which results in students having little exposure to genuine legal discourse and professional communication activities (Hyland, 2006). Students typically engage with English in theoretical or textbook-based contexts, lacking the opportunity to practice applying their language skills to realistic judicial scenarios, such as drafting contracts, interpreting legal documents, or participating in courtroom simulations. This gap between classroom instruction and practical application can lead to learners lacking the confidence, precision, and professional competence necessary to function effectively in multilingual legal environments. Furthermore, the lack of task-oriented, learner-focused, or ESP-informed methodologies exacerbates the inadequate preparation for professional legal communication, leaving graduates ill-equipped to participate in international legal or trade dealings that increasingly demand proficiency in English.

This article investigates the following guiding question:

How can pedagogically informed strategies enhance the competence of Algerian EFL learners in judicial English and multilingual professional communication?

To delve into this question, the study references literature in English for Specific Purposes, task-based language teaching, learner-centered pedagogy, and sociolinguistic perspectives. These frameworks provide valuable insights for designing classroom activities that encourage authentic and meaningful engagement with Legal English, while also addressing the cognitive, linguistic, and social challenges faced by multilingual learners. The literature emphasizes task-based and collaborative approaches, along with scaffolding and progressive sequencing of learning activities, as effective strategies to connect theoretical knowledge with practical application in professional environments (Ellis, 2003; Nunan, 2004).

Furthermore, a focus on sociolinguistic factors, such as language policies, institutional limitations, and historical power dynamics among Arabic, French, and English, can further improve learners' capacity to negotiate meaning and perform successfully in multilingual legal contexts (Hilgsmann & Luoma, 2016).

The aim of this literature-based review is to investigate how research-informed classroom practices can enhance learners' capacity to engage in professional legal settings, focusing on practical strategies rooted in academic work rather than original empirical studies. By emphasizing guided analysis of authentic texts, collaborative drafting of legal documents, and role-playing courtroom interactions, this article illustrates how pedagogical frameworks can prepare learners with the linguistic and professional skills essential for effective involvement in both Algerian and international legal contexts. Moreover, the review accentuates the importance of reconsidering Legal English instruction in multilingual contexts, framing it as a crucial instrument for bridging classroom learning with the demands of real-world professional and judicial communication.

2. LEGAL ENGLISH AND ITS IMPORTANCE

Legal English is fundamental in preparing learners with the linguistic and professional expertise needed to navigate judicial, corporate, and international legal frameworks effectively. Comprehending its definition, scope, and practical implications is vital for formulating pedagogically appropriate instruction for EFL learners situated in multilingual settings like Algeria.

2.1 Definition and Scope of Legal English

Legal English represents a distinct variant of the English language tailored to meet the communication requirements of the legal field. It includes not only specific terminology but also the conventions of argumentation, document formatting, and discourse practices that are unique to legal settings (Bhatia, 2014). This variant of English is employed in the creation of contracts, pleadings, court rulings, and legal opinions, in addition to its use in international legal dealings, negotiations, and arbitration, enabling professionals to convey information accurately and effectively across different jurisdictions. In essence, Legal English acts as both a linguistic system and a practical tool for professional practice, demanding precision, clarity, and adherence to established conventions.

Teaching Legal English entails more than just the acquisition of vocabulary. Learners need to cultivate the ability to read, analyze, interpret, and accurately produce legal texts. Hutchinson and Waters (1987) contend that mastering Legal English involves not only a familiarity with legal terminology but also a comprehensive understanding of its structural and rhetorical elements, which enables learners to generate coherent and persuasive documents. In a similar vein, Hyland (2006) underscores that learners need to nurture both linguistic precision and rhetorical competence, as the persuasive and argumentative qualities of legal writing are frequently vital in judicial and professional contexts.

Moreover, the teaching of Legal English must take into account the cognitive requirements involved in dealing with specialized discourse. Learners are often tasked with recognizing subtle meanings, inferring implications, and applying legal rules within texts, which requires proficient reading skills and analytical reasoning. Flowerdew (2013) points out that legal texts are inherently complicated, integrating syntactic intricacy with dense lexical choices and field-specific language, and that educational strategies should facilitate learners' engagement with these obstacles.

The field of Legal English includes more than just written texts. Verbal proficiency is equally vital in courtroom advocacy, negotiations, and professional consultations. Therefore, role-play, simulations, and oral presentations are fundamental aspects of Legal English instruction, providing learners with chances to apply their linguistic expertise in communicative, task-based environments (Ellis, 2003). These strategies also cultivate learner confidence and autonomy,

empowering them to navigate professional interactions in multilingual contexts where English may operate alongside other languages, such as Arabic and French in Algeria.

2.2 The Role of Legal English in Multilingual Contexts

Building upon the definition and scope, it is crucial to investigate how Legal English operates within multilingual contexts. In Algeria, students frequently need to navigate legal documents and professional communications that encompass Arabic, French, and English. This multilingual situation complicates the learning of Legal English, as students are required to transfer knowledge between languages, ensure terminological precision, and interpret meaning across various legal systems (Cenoz & Gorter, 2011). Studies indicate that effective teaching of Legal English should therefore incorporate methods that recognize learners' linguistic backgrounds and utilize multilingual skills to improve understanding and expression (Hilgsmann & Luoma, 2016).

In this context, Legal English is not simply a language skill; it functions as a professional resource that links classroom education with genuine legal practice. Its instruction demands careful consideration of both linguistic form and practical application, ensuring that learners are capable of competently drafting documents, interpreting legislation, and engaging in judicial dialogue across different languages. By grasping the definition, scope, and multilingual relevance of Legal English, educators can enhance their curriculum design and classroom activities to better prepare learners for the requirements of professional and judicial communication.

2.3 Importance in the Algerian Context

In Algeria, the presence of multiple languages greatly complicates the process of learning Legal English. Students frequently find themselves needing to manage documents and professional communications in three primary languages: Arabic, French, and English. This multilingual situation necessitates that learners transfer knowledge and terminology between languages, all while maintaining legal precision, coherence, and the appropriate level of formality. Cenoz and Gorter (2011) point out that multilingual learners can draw upon their complete linguistic capabilities to boost comprehension and production in the target

languages; nevertheless, this potential can only be achieved through organized and purposeful pedagogical support that addresses the cognitive and linguistic hurdles inherent in multilingual settings.

The role of Legal English in Algeria is expanding significantly owing to globalization, the growing involvement of Algerian professionals in international trade, arbitration, and judicial cooperation, in addition to the increasing influence of international legal standards on national law (Bhatia, 2014). Achieving proficiency in Legal English equips learners to draft contracts, interpret foreign legal texts, take part in cross-border negotiations, and engage in international legal dialogue. Without focused instruction, learners might encounter difficulties with specialized terminology, the arrangement of complex documents, and the discourse conventions necessary for accurate and effective judicial and professional communication (Hyland, 2006).

Furthermore, the Algerian context poses distinct sociolinguistic and institutional challenges. French remains prevalent in numerous legal and administrative areas due to historical influences, while Arabic is upheld as the official language for domestic legislation and court processes. Therefore, the introduction of English as a functional tool for legal communication necessitates pedagogical approaches that are mindful of learners' existing linguistic knowledge, cultural expectations, and the institutional realities of the Algerian legal system (Hiligsmann & Luoma, 2016). For example, students may require direct instruction on comparative legal terminology, stylistic norms, and document formatting across different languages, along with opportunities to engage in authentic tasks, such as translating contracts, summarizing case law, or simulating courtroom interactions.

Moreover, proficiency in Legal English enhances professional mobility and facilitates integration into global networks. Lawyers, business professionals, and legal translators in Algeria are increasingly faced with English-language legal documents, and their capacity to interpret, create, and negotiate using accurate legal terminology significantly influences their professional effectiveness. By recognizing the importance of Legal English within Algeria's multilingual and professional framework, educators can justify the inclusion of specialized, task-oriented, and learner-centered instruction that connects classroom learning with the real-world demands of judicial and trade communication.

3. PEDAGOGICAL APPROACHES FOR LEGAL ENGLISH INSTRUCTION

Based on the comprehension of Legal English and its importance in multilingual settings, effective instruction should transcend theoretical knowledge to actively engage learners in authentic, meaningful, and contextually relevant activities. Teaching strategies that combine task-based learning, collaborative efforts, and learner-centered frameworks provide the essential support for EFL learners to maneuver through complex legal discourse in different languages. These strategies not only enhance language proficiency but also prepare learners to operate effectively in professional and judicial environments (Ellis, 2003; Nunan, 2004). The following sub-sections elaborate on key strategies identified in the literature for developing practical Legal English skills in multilingual learners.

3.1 Guided Analysis of Legal Texts

Guided analysis constitutes a key pedagogical strategy wherein learners engage with genuine legal resources, such as court judgments, statutes, contracts, or arbitration documents. This strategy empowers students to discern recurring linguistic patterns, specialized terms, and rhetorical constructs within authentic contexts, thereby linking classroom instruction with real-world application (Flowerdew, 2013). Guided analysis may be performed individually or in groups, enabling students to critically interact with texts while gaining insights from peer discussions and instructor support. Educators can enhance understanding through focused questioning, translation tasks, and organized analytical activities, progressively increasing the complexity of the materials. By prioritizing critical reading and analytical reasoning, guided analysis establishes a foundation for future activities, such as collaborative writing and role-playing exercises.

3.2 Collaborative Drafting

Drawing from textual analysis, collaborative drafting engages students in the joint creation of legal documents such as contracts, agreements, pleadings, or memoranda. Hutchinson and Waters (1987) point out that collaborative tasks mimic real communicative environments, encouraging the negotiation of meaning, correct usage of specialized terminology, and adherence to professional document conventions. Beyond language skills, collaborative drafting cultivates teamwork, problem-solving capabilities, and critical thinking, which are crucial for professional legal contexts. Instructors can sequence activities by initially providing model documents and structured templates, gradually allowing learners more freedom to experiment with drafting in pairs or small groups. Thus, collaborative drafting reinforces the analytical skills acquired from guided text analysis, while situating learning in realistic, task-oriented contexts.

3.3 Role-Playing and Simulations

Role-playing and simulations broaden learners' engagement in oral and interactive legal communication. Students can take part in mock courtroom sessions, client interviews, negotiation exercises, or arbitration simulations, which allow them to apply their legal knowledge in vibrant professional situations. Ellis (2003) posits that task-based simulations enhance communicative competence, learner autonomy, and confidence, as learners engage in meaningful roles that replicate real-world professional tasks. These activities also provide opportunities for practicing argumentation, oral presentation, strategic language use, and professional etiquette. Importantly, role-playing motivates learners to combine linguistic, cognitive, and sociocultural knowledge—skills crucial for navigating multilingual and multicultural legal contexts. By moving from guided analysis and collaborative drafting to role-playing, instruction transitions from structured understanding to applied communicative practice, thereby reinforcing learning at every stage.

3.4 Task Sequencing and Learner-Centered Approaches

The impact of these pedagogical methods is heightened when they are structured within a carefully organized, learner-centered framework. Task sequencing consists of progressing from structured comprehension activities, such as guided text analysis, to practical tasks, like collaborative drafting, and ultimately to open-ended, interactive exercises, such as role-playing and simulations (Nunan, 2004). Scaffolding ensures that learners reinforce foundational knowledge before tackling more complex and autonomous tasks, thereby fostering both confidence and competence.

Learner-centered approaches enable students to take charge of their learning, promoting reflection, peer feedback, and self-assessment. In multilingual contexts like Algeria, these strategies also enable learners to utilize their knowledge of Arabic and French alongside English, promoting translanguaging and facilitating a deeper understanding of legal discourse (Cenoz & Gorter, 2011).

Through the combination of guided analysis, collaborative drafting, and role-playing in a sequenced, learner-oriented framework, Legal English instruction can adeptly bridge the divide between academic learning and the practical requirements of the profession. This instructional model not only bolsters linguistic and rhetorical skills but also nurtures professional readiness, empowering learners to engage in intricate legal interactions with both competence and confidence.

4. SOCIOLINGUISTIC AND MULTILINGUAL CONSIDERATIONS

The effectiveness of Legal English instruction in Algeria cannot be entirely grasped without taking into account the sociolinguistic and multilingual elements that influence learners' involvement with the language. As noted in the earlier section, teaching strategies such as guided analysis, collaborative drafting, and role-playing hinge on learners' ability to navigate complex linguistic and communicative challenges. In Algeria, this management takes place within a multilingual context where Arabic, French, and English coexist, each fulfilling unique social, educational, and professional roles. Consequently, Algerian learners' engagement with Legal English is shaped not only by their linguistic proficiency but also by institutional standards, historical language hierarchies, and professional expectations inherent in the legal framework.

Cenoz and Gorter (2011) propose that multilingual learners can strategically harness translanguaging practices, employing resources from all their known languages to enhance comprehension, production, and problem-solving in the target language. In the context of Legal English instruction, translanguaging enables learners to interpret intricate legal texts, compare terminology across different languages, and draft documents while ensuring accuracy and clarity. For example, when translating a contract clause from French into English, learners can draw on their knowledge of French legal structures while being mindful of the syntactic and rhetorical standards of English legal discourse. This method not only strengthens linguistic competence but also cultivates cognitive flexibility, which is vital for professional environments.

Hilgsmann and Luoma (2016) highlight that multilingual competence is a crucial factor in achieving professional effectiveness within legal environments. In Algeria, the ability of learners to engage effectively in judicial and trade-related environments is contingent upon their integration of knowledge regarding the Arabic, French, and English legal systems. Therefore, educational instruction should explicitly encompass a comparative analysis of structures, terminology, and discourse conventions across these languages, enabling learners to adeptly navigate legal texts, arguments, and judicial procedures with both accuracy and cultural awareness. For instance, understanding the variances in syntactic constructions or stylistic conventions between Arabic legal drafting and English contracts can mitigate misinterpretation and enhance professional communication.

Furthermore, educators must take into account the wider cultural and institutional norms that shape legal communication in Algeria. This encompasses court procedures, the formatting of official documents, and the societal standards

that dictate interactions within judicial or professional environments. By incorporating these sociocultural and institutional aspects into classroom activities, such as simulations and role-playing, it guarantees that students are not only linguistically proficient but also pragmatically equipped to function in authentic legal scenarios. By integrating multilingual awareness and sociolinguistic understanding into teaching methods, Legal English education can effectively connect classroom instruction with professional application, enabling students to participate confidently and skillfully in multilingual judicial and trade-related contexts.

Ultimately, recognizing and embedding sociolinguistic and multilingual dimensions is fundamental to crafting effective Legal English pedagogy. These components complement the task-based, collaborative, and learner-centered approaches previously discussed, furnishing learners with both the linguistic skills and contextual awareness essential for thriving in professional legal scenarios.

5. PRACTICAL CLASSROOM IMPLICATIONS

Drawing from the discussions on Legal English, teaching strategies, and sociolinguistic issues, it is important to assess the practical ramifications for classroom instruction. Turning theoretical insights into effective educational experiences requires diligent attention to curriculum structure, teaching techniques, and collaboration among instructors. These elements work together to ensure that learners achieve not only language proficiency but also the professional skills essential for active participation in legal and judicial contexts.

5.1 Curriculum Design

A curriculum shaped by English for Specific Purposes (ESP) and research on legal discourse ought to be organized to incorporate authentic materials, task-oriented activities, and direct instruction in both legal terminology and rhetorical frameworks. Flowerdew (2013) highlights that syllabi based on ESP must maintain a balance among language form, communicative function, and contextual application, offering learners the chance to engage with genuine legal tasks while grasping the formal conventions that govern legal documents. In the context of Algeria's multilingual environment, curriculum design should also reflect the interaction among Arabic, French, and English, encouraging translanguaging and comparative analysis of legal terminology and document structures. A series of sequenced learning activities—from guided analysis to collaborative drafting and role-playing—ensures that learners build progressively

on foundational knowledge while fostering autonomy and professional confidence.

5.2 Instructional Strategies

Instructional strategies put the curriculum into action, giving learners systematic and interactive chances to practice Legal English in authentic contexts. Important strategies recorded in the literature include:

- **Textual Analysis Exercises:** Students critically assess real legal documents, including contracts, court decisions, and statutes, to identify specialized vocabulary, syntactic arrangements, and rhetorical practices (Flowerdew, 2013).
- **Collaborative Drafting Projects:** Learners collaborate in pairs or small groups to develop legal documents, replicating professional drafting tasks while negotiating meaning and effectively applying terminology (Hutchinson & Waters, 1987).
- **Role-Playing and Simulations:** Learners are involved in mock trial sessions, client discussions, or negotiation exercises, which serve to enhance their speaking proficiency, argumentative skills, and competence in professional dialogue (Ellis, 2003).
- **Reflective Discussion:** Teachers lead organized reflection and feedback discussions, providing learners the opportunity to review their performance, solidify their learning, and cultivate metacognitive insight into the use of professional language (Hyland, 2006).

These strategies strengthen the educational techniques described in Section 3 and address the sociolinguistic issues presented in Section 4, creating a learning atmosphere in which students can successfully merge multilingual expertise with professional legal practice.

5.3 Teacher Collaboration and Professional Development

Effective instruction in Legal English necessitates not only learner-centered methodologies but also collaboration among educators and continuous professional development. Hyland (2006) highlights that educators in English for Specific Purposes (ESP) settings must consistently enhance their understanding of legal discourse, teaching techniques, and multilingual teaching strategies to guarantee effective classroom implementation. Collaboration among teachers can promote uniform approaches across different modules, ensure alignment with

institutional standards, and facilitate the exchange of best practices. For instance, teachers can collaboratively design tasks, evaluate authentic materials, and coordinate role-playing simulations to provide students with coherent and scaffolded learning experiences. In the Algerian context, where English is used in conjunction with Arabic and French, collaborative planning enables teachers to collectively address multilingual challenges and create instructional strategies that enhance learners' ability to navigate diverse legal registers.

By integrating a research-informed approach to curriculum design, interactive pedagogical strategies, and collaborative efforts among educators, Legal English instruction can effectively connect classroom education with real-world professional application. This pragmatic framework guarantees that students develop not only the necessary language proficiency but also the analytical, communicative, and sociocultural abilities essential for functioning successfully in both domestic and global legal contexts.

6. DISCUSSION

This review reveals that Algerian learners of Legal English engage within a complex network of linguistic, sociocultural, and institutional factors, which profoundly affect their ability to operate effectively in professional and judicial settings. As previously mentioned, the challenges encountered by learners are varied: restricted exposure to genuine legal texts, the expectations of multilingual proficiency, and the requirement to manage Arabic, French, and English legal registers at the same time. Notwithstanding these difficulties, the literature highlights that pedagogically informed, literature-based approaches can effectively bridge the divide between classroom learning and professional expertise (Flowerdew, 2013; Hyland, 2006).

The guided examination of legal texts equips learners with the skills to identify key linguistic and rhetorical patterns, while collaborative drafting provides hands-on experiences to apply specialized terminology, structure documents accurately, and engage in professional problem-solving (Hutchinson & Waters, 1987). Role-playing and simulations expand these competencies into verbal and interactive realms, allowing learners to practice argumentation, negotiation, and courtroom interactions in secure, scaffolded environments (Ellis, 2003). When integrated into task-based and learner-centered frameworks, these approaches deliver structured support that fosters gradual skill development, promotes learner independence, and boosts professional confidence (Nunan, 2004).

It is equally vital to integrate sociolinguistic and multilingual considerations, which enable learners to make full use of their linguistic repertoires for both comprehension and production. Translanguaging practices, as noted by Cenoz and Gorter (2011), allow learners to strategically utilize resources from Arabic and French alongside English to negotiate meaning, ensure accuracy, and facilitate cognitive processing. By paying attention to institutional norms, historical language hierarchies, and the relationships among Arabic, French, and English structures, learners' ability to operate effectively in Algerian judicial and professional settings is further reinforced (Hilgsmann & Luoma, 2016).

Collectively, these pedagogical and sociolinguistic methods emphasize the opportunity for Legal English education to transcend mere theoretical understanding, providing students with the genuine communicative skills necessary for practical professional and judicial responsibilities. By integrating classroom learning with professional experiences, teachers can foster students who are not only linguistically skilled but also pragmatically insightful, self-assured, and adept at managing the multilingual and multicultural requirements of today's legal landscapes. This holistic approach emphasizes the critical need to align curriculum design, teaching techniques, and teacher cooperation with both linguistic and professional realities, ensuring that students are well-prepared for the complexities inherent in national and international legal dialogues.

Ultimately, the insights derived from this literature-based review stress that the integration of task-based, collaborative, and learner-centered educational strategies, paired with multilingual and sociolinguistic awareness, establishes an effective framework for Legal English teaching in Algeria. This approach not only cultivates linguistic competence but also ensures professional readiness, meeting the dual challenge of preparing students for academic success while also equipping them for real-world legal communication.

7. CONCLUSION

Reevaluating the instruction of Legal English in Algeria is an essential measure to prepare learners with the necessary linguistic, cognitive, and professional skills for effective engagement in judicial, trade, and international legal settings. As discussed in this review, Algerian learners face particular challenges that arise from the multilingual and sociolinguistic context, including the requirement to navigate Arabic, French, and English legal registers, follow

institutional norms, and deal with complex syntactic and rhetorical structures (Cenoz & Gorter, 2011; Hiligsmann & Luoma, 2016).

Literature-based pedagogical strategies, rooted in English for Specific Purposes (ESP), task-oriented learning, and student-centered approaches, present a practical framework for overcoming these challenges. A guided examination of authentic legal texts enables learners to recognize technical vocabulary, rhetorical patterns, and discourse structures, thereby developing the analytical skills crucial for professional communication (Flowerdew, 2013). Collaborative drafting activities allow learners to jointly create contracts, pleadings, and agreements, which in turn fosters accuracy, negotiation abilities, and teamwork skills (Hutchinson & Waters, 1987). Additionally, role-playing and simulations further enhance learners' competencies in oral and interactive contexts, promoting confidence, argumentation skills, and professional pragmatics (Ellis, 2003).

Additionally, the integration of sociolinguistic awareness alongside multilingual strategies bolsters learners' proficiency in transferring knowledge across different languages, adapting to institutional and cultural expectations, and performing effectively within professional legal settings. The use of translanguaging practices, the comparative examination of Arabic, French, and English structures, and an emphasis on historical language hierarchies furnish learners with the resources needed to handle linguistic intricacies and achieve precise communication (Cenoz & Gorter, 2011; Hiligsmann & Luoma, 2016).

The implementation of these strategies within a well-organized, sequenced curriculum guarantees that students advance from basic comprehension tasks to collaborative and practical activities, ultimately attaining genuine communicative competence. The collaboration of teachers and their professional development are essential for sustaining effective instruction, ensuring consistency, alignment with institutional expectations, and the continuous application of best practices (Hyland, 2006).

In summary, the incorporation of guided textual analysis, collaborative drafting, role-playing, and task-sequenced learner-centered methodologies—rooted in sociolinguistic awareness and multilingual sensitivity—provides a strong and contextually relevant framework for Legal English education within the Algerian EFL environment. This integrative teaching strategy is consistent with established perspectives in English for Specific Purposes (ESP), which assert that language instruction must be "closely aligned with the learners' motivations

for learning" (Hutchinson & Waters, 1987, p. 19). By emphasizing authentic legal genres, discourse norms, and communicative practices, this method transcends decontextualized language instruction and embeds learning within the practicalities of legal and judicial communication.

Moreover, the application of guided analysis empowers learners to develop a critical awareness of legal texts, promoting an understanding of how meaning, authority, and persuasion are linguistically constructed in legal discourse. As Hyland (2004) articulates, genre-based instruction aids learners in "gaining control of socially recognized ways of using language" (p. 87), which is particularly significant in legal contexts where precision and rhetorical appropriateness are crucial. Additionally, collaborative drafting and role-playing further enhance this process by creating avenues for interaction, negotiation of meaning, and scaffolded learning, reflecting sociocultural perspectives that perceive learning as fundamentally social (Vygotsky, 1978).

Significantly, embedding sociolinguistic and multilingual awareness in Legal English instruction recognizes the complex linguistic ecology of Algeria, where students operate among Arabic, French, and English. This sensitivity boosts learners' capability to make informed linguistic choices and to mediate meaning across languages and legal cultures. As Bhatia (2014) indicates, professional discourse competence entails not merely linguistic accuracy but also "the ability to effectively utilize generic and rhetorical resources within specific institutional frameworks" (p. 241). Consequently, this pedagogical approach fosters learners' development of both linguistic and pragmatic competence.

In conclusion, reevaluating the teaching of Legal English through a detailed and student-centered approach assists in bridging the enduring gap between classroom education and real-world legal practice. It empowers Algerian EFL learners to engage more confidently and competently in genuine legal and judicial environments, equipping them with transferable skills that surpass the classroom. By aligning instructional practices with the academic and professional needs of learners, educators can contribute to the cultivation of skilled, reflective, and adaptable legal communicators capable of navigating the demands of contemporary multilingual legal environments with assurance and professional insight.

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