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Women's Empowerment through Specialized Language Literacy

The case of 1st year female law students at University of Ouargla

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

I thank Allah for granting me the strength, patience, and wisdom to complete this dissertation.

To my beloved parents, whose love, sacrifices, and faith in me have been my greatest inspiration, I dedicate this achievement to you with all my heart. Words cannot express the depth of my gratitude for all you have done for me. You are my heroes.

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I LOVE YOU ALL

Lastly, to myself, thank you for never giving up, for the hard work. I am proud of what I have accomplished and the person I have become through this process.

Amína

In the name of ALLAH, The Most Merciful, The Most Compassionate. All the praises and thanks are to Allah

I am grateful for the countless blessings and guidance that Allah has bestowed upon us, without which we would not have reached this significant step in our lives.

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Abstract

This study aims to evaluate the impact of specialized language literacy programs (SLLP) within the law department of Kasdi Merbah University (UKMO) on the professional competence of future female law students. Specifically, the study focuses on the development of legal-linguistic communication skills. By analyzing and optimizing these programs, the aim is to gain insights that will enhance the empowerment and success of female students pursuing a career in law. Throughout this study we hypothesize that Legal-English program (LEP) has been shown to significantly enhance the professional competency of female law students. In order to confirm the previous hypotheses, we investigated the case of first year law student, and the faculty members (i.e. legal English teacher and the Head of the department) at the department of law at UKMO. We have used more than one research tool; a questionnaire, and an interview. A mixed-methods approach is being utilized to address the intricate nature of the study's subject matter, which revolves around examining the impact of this program on the professional competence and communication skills of female law students. Qualitative method is employed to delve into the diverse experiences and perspectives of the participants, while quantitative analysis provides statistical rigor and depth to the findings. The target audience consists of an English teacher at the Faculty of Law and 175 first-year law students selected through simple random sampling (SRS). Information on demographics and the effectiveness of specialized legal English program is collected through questionnaires and interviews. The data analysis process involves using descriptive statistics for quantitative data and thematic analysis for qualitative data, with the ultimate objective of generating a range of insights into the impact of these programs on women's empowerment and professional success.

Key words: Specialized Language Literacy Programs, legal-linguistic communication skills, Legal-English Program, women's empowerment

List of Abbreviations

AICPA	American Institute of Certified Public Accountants
GDPR	General Data Protection Regulation
IWIL	International Women in Law
LEP	Legal English program
MMM	Morris, Manning & Martin
SLLP	Specialized Language Literacy Program
SRS	Simple random sampling
UKMO	University of Kasdi Merbah Ouargla
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America.

List of Tables

Table 1	Students' Gender	34
Table 2	Students' Age	34
Table 3	Future Career Aspirations: Contemplating Law as a Path	34
Table 4	Exploring the Impact of Legal-English Language Classes on Comprehension of Legal Terminology	35
Table 5	Challenges in Grasping Legal Terminology in English	35
Table 6	Evaluating the Efficacy of a Legal-English Language Program in Enhancing Legal Writing Skills	35
Table 7	Assessing the Impact of Legal-English Training on Communication Proficiency in English	36
Table 8	Measuring Interactive Performance	36
Table 9	The Influence of Legal-English Classes on Articulating Legal Concepts	37
Table 10	Assessing the Need for Improvement: English Proficiency in Legal Discourse	37
Table 11	Understanding Course Materials Through Legal-English	37
Table 12	Challenges in Grasping Legal and Language Topics	38
Table 13	Evaluating Teaching Strategies	38
Table 14	Legal-English Programs in Law School Curricula	38
Table 15	The Impact of Legal-English Skills on Job Prospects	39
Table 16	Future Plans for Enhancing Legal-English Skills	39

Table of Contents

Dedication I	I
Dedication II	II
Acknowledgments	III
Abstract	IV
List of Abbreviations	V
List of Tables	VII
Table of Content	VII
General Introduction	
Background of the Study	1
Statement of the Problem	1
Purpose of the Study	1
Research Questions	2
Research Hypothesis	2
Significant of the Study	2
Research Methods	2
The Structure of the Study	3
CHAPTER I	
Women's Empowerment in the Legal Profession	
Introduction	4
Introduction to Women Empowerment in the Legal Field and Gender Dynamics	5
<i>Overview of the Legal Field</i>	5
<i>Defining Women Empowerment in the Legal Field</i>	6
<i>The Importance of Empowering Women in the Legal Professions</i>	7
<i>Factors Contributing to Women's Professional Development in the Legal</i>	8

<i>Field</i>	
<i>Gender Disparities and Challenges Faced by Women in Legal Careers</i>	10
<i>Importance of Addressing Gender Inequality in Legal Professions and Promoting Empowerment Initiatives</i>	11
<i>Solutions for addressing unconscious bias</i>	14
<i>Implications of Gender Disparities on Career Advancement and Leadership Roles in Legal Fields</i>	15
Strategies for Sustaining Progress and Breaking Remaining Barriers	16
Gender Disparities in Access to Education	17
Role of Education and Training in Promoting Gender Equality	18
Positive outcomes of education for women's empowerment	19
Conclusion	20
Chapter Two: Legal-English Programs in Legal Education	
Introduction	21
Curriculum Overview: Integration of Legal English in the Program	23
<i>Methods and Tools that Employed to Teach Law Terminology to Students</i>	23
<i>Pedagogical Methods and Techniques are utilized to Encourage Student Engagement and Active Participation in Legal English Sessions</i>	24
<i>Methods for Evaluating the Proficiency of Students in Legal English</i>	24
Obstacles that Arise in Teaching Legal English	25
Teacher's Method in Designing Legal-English Courses	26
Student Perspectives and Experiences with Legal English Instruction	27
<i>Input on Course Material, Teaching Techniques, and Resources</i>	28
<i>Summary of feedback provided by female students on the content of legal English courses</i>	28
<i>Analysis of female students' perceptions of the effectiveness of various teaching methods employed in legal English instruction</i>	28
<i>Evaluation of the suitability and relevance of instructional materials used in the courses, as perceived by female students</i>	28
Faculty and Staff Resources for Teaching Legal English	28
<i>Qualifications and Training of Instructors</i>	29
<i>Support Services Available for Language Learning and Development</i>	29
Policy Implications and Recommendations for Program Enhancement	29

Conclusion	30
Chapter Three: Methodology and Research Design	
Introduction	32
Research Methodology	32
Target Population	32
Sampling	32
Research Instruments	33
Data Analysis techniques	33
Students' Questionnaire	33
Descriptive of the questionnaire	33
Analysis of the results	33
Section A: Personal data	33
Section B: Research Inquiry Section	34
Faculty Members' Interview	41
Legal English Teacher' Interview	41
Head Department' Interview	45
<i>Section1. Teacher Qualifications and Training</i>	45
<i>Section 2. Supporting Services Available for Language Learning and Development</i>	46
<i>Section 3. Political Implications and Recommendations to strengthen the Program Development</i>	46
Conclusion	47
Limitation of the Study	47
General Conclusion	
General Conclusion	48
Recommendations	49
References	50
Appendices	
Appendix A	55
Appendix B	58
Appendix C	59
الملخص	60

General Introduction

General Introduction

Background of the study

This research delves into the legal profession and the obstacles that female law students encounter. It also examines the role of specialized language literacy programs in overcoming these challenges. Historically, the legal field has been dominated by men, making it difficult for women to advance in their careers. Though there has been progress made, women are still underrepresented in leadership positions within the industry. Furthermore, studies suggest that women may face unique communication and linguistic proficiency in legal contexts. To address these challenges, universities and law colleges have created specialized language literacy programs designed to improve the legal-linguistic communication skills of future professionals, including female students. However, the effectiveness of these programs in empowering female law students and addressing gender disparities within the profession remains an area of inquiry. Therefore, this study seeks to explore the impact of specialized language literacy programs on the professional development and empowerment of female law students, to inform efforts to promote gender equality and enhance the representation of women in the legal profession.

Statement of the Problem

Effective communication skills are crucial in the constantly evolving legal profession. For women in law, mastering legal language not only enhances professional competence but also encourages empowerment within the field. Therefore, it is vital to examine how legal-English programs, designed specifically for the legal domain and incorporated into university and law college curricula, can aid in the development of legal-linguistic communication skills among female law students. This study aims to evaluate the efficacy of specialized programs in closing gender gaps in legal communication proficiency and to formulate strategies for maximizing their impact on women's professional growth and empowerment in the legal sector.

The purpose of the study

This study aims to assess how specialized language literacy programs in the law department of Kasdi Merbah University empower future female law students by enhancing their professional competence, specifically focusing on the development of legal-linguistic communication skills. Through analysis and optimization, the study seeks to provide insights to improve these programs, thereby fostering the success of female students in the field of law.

Research question

In this current study, a fundamental question emerges:

- How do legal-English programs within the law department of Kasdi Merbah University impact the professional competence, the development of legal-linguistic communication, and the empowerment of female students?

Research hypothesis

Considering the above mentioned question, the following hypotheses are formulated:

- It is hypothesis that Legal-English programs lead to a notable increase in the professional competence of female law students.

The significance of the study

This study presents a detailed analysis of the influence of legal-English programs on the professional aptitude, legal-linguistic communication development, and empowerment of women in the legal field. It enhances our understanding of how legal education can equip law students, particularly females, for successful careers in the legal profession.

Refining Legal Education

The study's outcomes can refine legal education by highlighting effective methods for improving professional aptitude and legal-linguistic communication through targeted language programs. Educators can design legal English courses tailored to the specific requirements and challenges of female law students to enhance their academic and professional development.

Encouraging Gender Equality

The study focuses on empowering women in the legal profession, contributing to gender equality initiatives. By identifying and addressing obstacles to progress through education and training, the research aims to create a more inclusive and fair environment for women in law.

Social Impact Potential

Ultimately, this study has the potential to positively impact society by empowering and enabling future generations of professionals in the field of law. By equipping them with the necessary skills and competencies to excel in their careers, it can cultivate a more diverse, inclusive, and efficient legal profession that meets society's needs.

Research Methods

The purpose of this research study is to examine the effectiveness of specialist legal English programs in helping upcoming female professionals in the legal field, with a particular focus on the law department at Kasdi Merbah University in Ouargla. A thorough mixed-methods strategy is used due to the complexity of the study subject, which centers on figuring out how these programs affect female law students' professional competence and communica-

tion skills. While qualitative approaches focus on the varied experiences and perspectives of participants, descriptive survey research offers a broad overview of the current situation. Analyzing statistical connections and trends is made possible through quantitative analysis. The target audience is formed of one English teacher at the Faculty of Law and 175 first-year law students chosen by simple random sampling. Data on demographics and the efficacy of specialist legal English programs are gathered through questionnaires and interviews. The process of data analysis entails using descriptive statistics to quantitative data and thematic analysis to qualitative data, with the ultimate goal of producing a variety of information about how these programs affect women's empowerment and professional achievement.

Structure of the Study

The study is structured to comprehensively explore the intersection of women's empowerment and specialized language literacy in the legal profession. It is divided into two main chapters. The first chapter focuses on "Women's Empowerment in Legal Careers," examining gender dynamics within the legal profession, the challenges faced by women, and the significance of addressing gender disparities. This chapter also delves into the empowerment initiatives and professional development opportunities available to women in the legal field. The second chapter, "Introduction to Legal-English Programs in Legal Education," introduces legal-English programs and their importance in legal education. It discusses curriculum structure, integration, assessment methods, and student experiences within these programs. In addition to the theoretical chapters, there's also a practical component to the dissertation. This chapter outlines the methodology and research design employed in the study, the chapter outlines the research methods employed, utilizing a mixed-methods approach to investigate the effectiveness of specialized legal English programs in empowering female law students. Through qualitative and quantitative analyses, the study aims to provide valuable insights into the role of language literacy in promoting women's empowerment and success in legal careers. The sampling method, participant selection criteria, and data collection procedures are thoroughly described, including the administration of questionnaires and conduct of interviews. Additionally, the chapter discusses ethical considerations and measures taken to ensure the validity and reliability of the data. Through a transparent and systematic approach, this chapter sets the foundation for the empirical investigation into the effectiveness of specialized legal English programs in empowering female law students at Kasdi Merbah University.

CHAPTER I

Women's Empowerment in the Legal Professions

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Introduction

Embarking on our exploration with Former UN Secretary-General Kofi Annan's assertion, "There is no more powerful tool for development than the empowerment of women" (Shrivastava, 2023), signifying the beginning of our journey into Women's Empowerment in the Legal Profession. Empowerment of women encompasses their capability to make decisions impacting various aspects of their lives, including personal, social, economic, political, and legal dimensions, ensuring equality in rights. This progress has led to women actively participating alongside men in workplace settings (Ibid).

Journalism, academia, and medicine were among the first fields to witness the influence of women. Over time, this influence extended to traditionally male-dominated sectors such as politics, the legal system, administration, and civil service, reflecting the growing impact of feminist perspectives (Ibid).

In its early days, the legal profession was exclusively male-dominated and often exhibited hostility towards women. Despite its role in upholding the rights of individuals, especially men, it simultaneously disregarded and violated the rights of women within its ranks (Ranasinghe, 2020). Although the number of women in law schools has risen, and there have been advancements in law degrees in recent decades, the persistent structural segregation within this predominantly male profession has resulted in significant disparities in the career trajectories of male and female lawyers, even across various nationalities and legal cultures (Shrivastava, 2023).

Both men and women acknowledge the presence of significant gender inequalities within the legal profession, spanning various aspects such as sexual harassment, access to prestigious cases, and promotion opportunities. However, there are notable differences in how men and women perceive the severity of these issues, with women often identifying more challenges and feeling that they are not adequately addressed. It is essential for organizations and institutions in the legal field to address these perceived inequalities by addressing gendered disparities and implementing measures to ensure equity across all levels of the profession (Foley et al., 2023, p. 33)

This chapter explores Women's Empowerment in the Legal Profession, delving into its historical context and contemporary challenges. Gender disparities and challenges faced in the Legal Profession, advocating for initiatives that promote equality were examined. It also analyzes the role of legal-English in legal communication, emphasizing its impact on women. Finally, it discusses the empowerment and the professional development of female law students, addressing both obstacles and opportunities. These sections contribute to the narrative of women's empowerment in law, paving the way for a more equitable future.

Empowering women in the field of law is a continuous journey, not merely a final destination. It involves overcoming obstacles and dismantling barriers. However, it's important to acknowledge the challenges that professional women in law often encounter (Britt, 2023).

Introduction to Women Empowerment in the Legal Field and Gender Dynamics

The legal field is experiencing significant changes due to advancements in technology and new methods of delivering legal services, which are challenging the conventional structure of legal work. These shifts are altering career paths and prompting lawyers to reconsider the skills necessary for future achievements. Additionally, these changes are unfolding within a context of persistent gender inequality, evident in the continued lack of women in top leadership positions and their disproportionate exposure to harassment and workplace mistreatment. Consequently, the legal profession confronts the task of integrating innovative practices while avoiding the reinforcement of gender disparities in the workplace (Foley, Lipton, Cooper, Vromen, & Rutledge-Prior, 2022).

Overview of the Legal Profession

Today's legal profession, which law students are gearing up for, is both larger and more varied than ever before. However, it's also more organized and united as a professional body than at any point in its history. This transformation extends beyond just demographics, encompassing shifts in how lawyers practice, the array of services they offer, the expansion of legal specialties, the diversification of practice environments, and the adoption of new methods for providing legal assistance. Despite these changes, the Bar's structure has grown stronger, maintaining the legal profession's identity under a common set of knowledge, skills, and values (American Bar Association Section of Legal Education and Admissions to the Bar Task Force on Law Schools and the Profession: Narrowing the Gap, 1992).

The legal profession stands out as one of the most demanding careers worldwide. Legal practitioners frequently navigate complex processes of analysis, reflection, and deliberation, whether they are engaged in policy formulation, advisory services, administering justice, or advocating for clients in court. The challenging nature

of the legal profession, along with concerns about achieving a healthy work-life balance, has contributed to a waning interest in pursuing a career in law, despite the potential for significant financial gain. While the attraction of high earnings remains a notable factor, the dynamic nature of the work also plays a crucial role in attracting individuals to the field. This dynamism is exemplified by the rise of numerous influential leaders with legal backgrounds (Kharel, 2018).

Kritzer has described the legal profession as an independent occupation centered on public service, built upon specialized knowledge, skills, and structured through organizational frameworks (Kritzer, 1999).

The legal profession has evolved significantly throughout history, with distinct developments in ancient civilizations, England, and India. In ancient Greece, education focused on the trivium, fostering oratory skills crucial for political success. Roman advocacy emerged alongside a robust legal system, formalized by Emperor Claudius. In England, the 12th century marked a legal renaissance, with the conflict between Thomas Becket and Henry II shaping the legal landscape. Legal education and practice in England were regulated by Bars and Inns. In India, the legal profession began with the establishment of British courts in the 17th century, evolving through various regulations to culminate in the Advocate Act of 1961, which established Bar Councils to regulate legal practice and uphold professional standards (Pratap, n.d.).

Law students typically specialize in areas like corporate law, contracts, bankruptcy, immigration, family law, personal injury, criminal law, or estate law. Pursuing a legal career attracts individuals seeking to make a difference, as lawyers play a crucial role in improving the legal system and empowering those affected by it, all while enjoying financial stability and diverse career opportunities (Crimson, 2023).

The digital age presents both challenges and opportunities for legal professionals, policymakers, and the legal profession as a whole. Technological advancements like artificial intelligence, machine learning, block-chain, and smart contracts are reshaping the landscape of legal practice, offering opportunities to streamline tasks and improve efficiency. However, with these innovations come heightened concerns about cyber-security and data protection. Legal professionals must navigate complex regulations such as the GDPR to ensure compliance and safeguard sensitive information. Amidst these changes, ethical considerations and professional responsibility remain paramount. Attorneys are tasked with striking a delicate balance between embracing technologies to enhance their services and upholding ethical standards, ensuring the integrity of the attorney-client relationship is preserved in the digital realm (Ruslan, 2023).

Defining Women Empowerment in the Legal Field

The position of women in society is a topic of great academic interest. Their contributions to social development and progress are widely acknowledged as invaluable, and their role in shaping national identity is a significant global phenomenon. Across various cultures and regions, women have played a vital role in community building, empowering the marginalized, and promoting gender equality. The academic discourse on this topic has shed light on the importance of recognizing and respecting the significant contributions of women in society (Karan, para 2.n.d).

What is Women Empowerment? The acknowledgment of women's empowerment has become a crucial element in promoting and thriving societies. Kofi Annan, the former UN Secretary-General, highlighted its essential role by stating, "Empowering women is the most effective tool for development." In the same vein, APJ Abdul Kalam, the former President of India, emphasized its transformative impact, asserting that empowering women accelerates the growth of robust families, societies, and nations (Karan. S. s.d).

Empowering women entails granting them the freedom to exercise autonomy over their lives and careers, and affording them equal opportunities across all aspects of personal, social, economic, political, and legal spheres. The world currently resides in an era of women's empowerment, where women are working alongside men as equals. The advancement of women's empowerment is crucial for the progress of any nation's future, as women bear the dual responsibility of managing their households while also striving to provide for their families through their work (Ibid).

According to Dandona (2015), women's empowerment involves the identification, confrontation, and overcoming of obstacles that hinder women from directing their own lives. This, in turn, enables women to secure decent-paying jobs and become effective agents of positive social change, as emphasized by Sridevi (2016).

Understanding the Concept of Women Empowerment in the Legal Professions. As Thomas Jefferson (Karan. S, para1) states that "The study of the law is useful in a variety of points of view. It qualifies a Woman to be useful to herself, to her neighbors and to the public..."

The importance of law in maintaining decorum and addressing various issues cannot be overstated. However, interpreting and understanding the law requires a great deal of education, consideration, and analysis. To make this discipline accessible to those who need it, a group of well-educated experts have worked tirelessly over the years. Despite this, some aspects of the legal profession create reservations about the need for leadership development training for lawyers (Ibid).

Importance of Empowering Women in the Legal Professions

Throughout history, the legal profession has predominantly been occupied by men, and women have encountered several obstacles and inequalities. Nevertheless, notable advancement has been achieved in recent years, with women making impressive progress in the legal profession. In the light of this, the significance of promot-

ing women's empowerment in the legal profession will be examined (Owen Reed, 2023).

Diversity and representation. The legal field plays a vital role in the society, and it is imperative to ensure that it is inclusive of all individuals. Empowering women in the legal profession is a significant stride towards achieving diversity and inclusion. By having more women in the legal profession, a range of diverse perspectives and experiences can be brought to the table. This leads to better decision-making, innovation, and fairness in legal matters.

For far too long, women have been underrepresented in the legal profession, making their inclusion an essential step towards creating a more equitable and just society. Women bring unique viewpoints and experiences, which can help address issues that may have been otherwise overlooked. Empowering women in the legal field fosters a fair and level playing field, guaranteeing that everyone, regardless of gender, race, or ethnicity, has equal access to justice (Ibid).

Equal opportunities. According to Owen Reed (2023), the recent study found that establishing an environment that is supportive and empowering is essential for women, enabling them to have equal access to career advancement, leadership roles, and professional growth. This includes creating policies that promote gender equality, diversity, and inclusion as well by providing targeted training and mentorship programs for women. When women's contributions are valued and respected in the workplace, it can lead to a more productive and innovative workforce, driving success for the organization as a whole.

Role models and inspiration. The influence of women in powerful positions within the legal profession can be profound for aspiring female legal professionals. These women act as role models, demonstrating the results that can be achieved with hard work, dedication, and perseverance. Their experiences and insights can inspire and motivate others to overcome obstacles and pursue their ambitions. This is especially important in a field where women have historically been underrepresented and faced significant challenges in advancing their careers. Witnessing successful women in leadership positions can help young legal professionals envision a path forward for themselves, and give them the confidence to navigate the often complex and competitive landscape of the legal profession (Ibid).

Factors Contributing to Women's Professional Development in the Legal Field

It is said that the legal system is a last resort for those in need. Women have faced many challenges in the legal profession, but have made significant progress. The status of women has improved greatly, with women excelling in nearly every field. However, despite these advancements, women continue to face challenges. As worked towards social change, it is important to focus on developing women, addressing their issues, and finding solutions for the benefit of all (Pavithra, Barani, & Shalini Preiya, 2018).

The legal profession is an essential component of the machinery that upholds integrity. A well-organized legal profession ensures the successful administration of

justice, as it allows for the proper organization of evidence and presentation of the best legal arguments in favor or against the parties involved in a case. Without such organization, the courts would not be able to effectively manage justice (Ibid)

Work-life balance. For many women, achieving a healthy balance between work and personal life can be a daunting task. Juggling demanding work schedules and family responsibilities can create challenging situations where tough choices and compromises must be made. The pressure to excel at work while also fulfilling familial obligations can lead to stress, burnout, and a feeling of being overwhelmed. That is why it is essential for employers and society as a whole to recognize and support the importance of work-life balance, especially for women. This support will ensure that women can thrive both professionally and personally (Owen Reed, 2023).

Supportive Work Environment. According to a study conducted by Catalyst in 1998, the implementation of work-family programs and the creation of supportive environments are essential for women's retention and development in the workplace. Schmidt and Duenas (2002) argued that organizations must address work environment issues to remain competitive and incorporate practices that benefit both male and female workers. As a result, policies and regulations have been put in place to create a worker-friendly environment, including family-friendly policies (FFP) that balance work-life demands (Collins, 1993). FFPs are now recognized as business strategies that respond to employees' family responsibilities, offering initiatives such as childcare, flexible schedules, and parental leave (Albrecht, 2003). Childcare initiatives are particularly important for retaining working women with children (ILO, 2004). In Rogier and Padgett's (2004) study citing Almer, Cohen, and Single, flexible schedules have been used for years because they help employees manage work-life balance better. For women, flexible schedules make it easier to balance work and life demands and progress into upper-level positions (Rogier & Padgett, 2004).

Organizational Support System. According to Morrison et al. (1987), having a support system within an organization is crucial in facilitating the development of women. This system should have an assessment structure in place to track progress and ensure that women are advancing through the ranks fairly. It should also monitor factors such as pay, promotion opportunities, inclusion in decision-making, respect, and credibility. Additionally, the system needs to measure the performance and promotion of women while identifying any assumptions and assessing the needs, career goals, and potential discrimination factors of employees (Mattis, 1994). A study by Culpan and Wright (2002) found that having an organizational support system contributes to the job satisfaction of women manager expatriates

Mentoring. The development of women in organizations is greatly influenced by the availability of mentors and access to networks (Morrison et al., 1987). Mentors have been identified as a crucial factor in the career progression of women, particularly those who face more barriers to advancement due to social processes (Tharenou, 1999). Women executives in both the UK and the US have reported that mentorship is vital in their advancement (Ragins et al., 1998; Riley & White,

1994). Through mentor relationships, women gain self-confidence and experience less stress, ultimately leading to their advancement. Female mentors are especially valuable as they provide role models and help their protégés overcome discrimination, stereotyping, and social isolation while balancing work and family responsibilities (Nelson and Quick, 1985)

Networking. Research has shown that visibility through experiences like sponsorship and networking is crucial for women in management, according to Edwards, Woodwall, and Welchman (1996). Women also rely on networking with other women to advance to executive levels, as highlighted by Burt (1992, 1998), Catalyst (1990), and Tharenou (1999). Ibarra (1997) found that networking ties with other women are necessary for women's career advancement.

Despite varying in origin, membership, and structure, these networks all share a common goal of promoting career and skills development. They also aim to improve communication among women members and management (Catalyst, 1990). Networking provides women with more information and options and allows them to strengthen ties with potential sponsors (Burt, 1998).

Training and Development. Studies have shown that offering training and development opportunities can improve overall employee performance. For women, having access to education and development initiatives has been found to be a major factor in their advancement in managerial roles (Wirth, 2001b; Burke, 2002). This includes formal management training programs, relevant and tailored training, and education in gender equity, all of which positively impact women's success in organizations (Loutfi, 2001). In fact, a report by the American Institute of Certified Public Accountants (AICPA) (1995) recommends educational programs and advisory groups to support the career advancement and workplace environment of women employees in accounting firms in the U.S.A.

While training and development, along with education and challenging assignments, can help predict advancement into middle management, they are not always sufficient for further advancement (Tharenou, 2001). Unfortunately, women in the U.S.A. are still less likely to receive training than men (Bae, 2002).

Gender Disparities and Challenges Faced by Women in Legal Careers

Since 1869, when the first woman obtained a law license, significant progress has been made in enhancing female participation in the legal field. Presently, despite women constituting almost 30% of lawyers and approximately half of all new law students, their representation in roles traditionally associated with authority and prestige remains disproportionately low.

Despite efforts in recent times to bolster the presence of women in the judiciary, the ongoing shortfall in the number of female judges remains concerning. This shortfall could partly be attributed to the lingering influence of gender bias within the legal profession. While explicit discrimination against female attorneys has de-

creased, more subtle forms of bias persist, hampering women's progression into top leadership positions essential for future judicial appointments (Durant, 2004).

Presently, gender inequalities are prevalent across different facets of the legal field. Women typically earn lower salaries compared to men, experience higher rates of sexual harassment and violence, and are granted fewer chances for leadership roles, among other disparities (Sanders, 2023)

In the realm of pay inequality, a significant gender gap persists within the legal sector. Research indicates that women lawyers commonly encounter disparities in compensation, with men predominantly occupying the top-earning positions. For instance, statistics from large law firms reveal that the overwhelming majority of the highest-paid partners are male, with women comprising only a negligible fraction of the top earners. This gap extends to average weekly earnings, as evidenced by data from the American Bar Association (ABA), which illustrates that women attorneys earn substantially less than their male counterparts. Moreover, studies like the one conducted by Mary Noonan et al. highlight persistent pay differentials even after controlling for various factors, indicating underlying gender biases.

In addition to pay disparities, gender norms also influence the distribution of legal work among male and female lawyers. While both genders practice law, they often gravitate towards different specialties, with women more commonly handling cases related to criminal law and government affairs. This divergence in practice areas may stem from societal biases and expectations, contributing to the perpetuation of gender stereotypes within the legal profession.

Furthermore, women in the legal field encounter challenges in accessing leadership roles and partnership opportunities. Despite efforts to promote gender diversity, women remain significantly underrepresented in leadership positions within law firms. Studies indicate that women lawyers face barriers to advancement, with fewer opportunities for partnership compared to their male counterparts. This lack of representation not only hampers women's career progression but also perpetuates gender disparities in power dynamics and compensation within the legal profession.

Motherhood presents another barrier for women in the legal profession, with many facing unequal treatment and limited accommodations in balancing work and family responsibilities. Stereotypes about women's commitment to their careers and their ability to manage workloads alongside caregiving obligations persist, leading to discriminatory practices and career barriers for working mothers. These challenges further exacerbate gender disparities in career advancement and retention within the legal field. Moreover, women lawyers often confront gender-based discrimination and harassment in the workplace, contributing to hostile work environments and professional challenges. Reports indicate pervasive instances of sexual harassment and sexist behaviors within law firms, creating barriers to women's professional success and well-being. Despite efforts to address workplace harassment, research suggests inadequate enforcement of policies and training programs, perpetuating a culture of sexism and discrimination in the legal profession.

Gender inequalities present a significant challenge for women in the legal profession. Both scholarly research and interviews indicate that these disparities stem largely from entrenched sexism and harmful gender stereotypes. To reduce these inequities moving forward, it is crucial to address and dismantle these biases within the legal community. Implementing policies that counteract the impact of such stereotypes on women in the field is essential for fostering greater gender equality in the future (Sanders, 2023)

Importance of Addressing Gender Inequality in Legal Professions and Promoting Empowerment Initiatives

The importance of addressing gender inequality in the legal field is significant, as women continue to face challenges in attaining prestigious and financially rewarding positions in law firms, despite the growth in the number of women graduating law school and entering the profession (Choroszewicz & Kay, Year). Women are often overlooked for challenging work assignments and opportunities to work with elite clients, and studies reveal that women in private practice often remain in the bottom echelons of law firms, in less secure contractual jobs, and in non-proprietor positions of law firms. The gender gap in leadership positions remains especially stark, with women facing difficulties in attaining the most prestigious and financially rewarding positions in law firms (Ibid).

Addressing gender inequality in the legal field is crucial for several reasons. Firstly, it is a matter of human rights, as women should have equal opportunities to pursue successful careers in the legal profession without facing subtle disadvantages or handicaps that derail their efforts (Ibid). Secondly, addressing gender inequality in the legal field can lead to better legal protections for women, including protection from domestic, sexual, and economic violence. Thirdly, addressing gender inequality in the legal field can help to reduce poverty, as poverty rates are highest among young girls, and gender inequality keeps women and their families trapped in cycles of poverty. Finally, addressing gender inequality in the legal field can lead to better racial equality, as race plays a big role in issues like the gender pay gap, and addressing gender inequality can improve race equality at the same time ("10 Reasons Why Gender Equality is Important," n.d.).

Gender Inequality in the Legal Professions. Gender inequality in the legal professions has profound effects on various aspects of the field:

Workplace Culture. Gender inequality creates a challenging work environment where women face obstacles in attaining prestigious and financially rewarding positions in law firms. Women are often overlooked for challenging work assignments and opportunities to work with elite clients, leading to demoralization and diminished loyalty and engagement among female lawyers (Choroszewicz & Kay, Year) (Kramer & Harris, 2023).

Productivity. The gender gap in leadership positions and income disparities between men and women can negatively impact productivity in the legal profession. Women's underrepresentation in leadership roles and the income gap can

lead to decreased job satisfaction, loyalty, and engagement, ultimately affecting overall productivity within law firms (Choroszewicz & Kay, Year) (ACTEC Fellows Amy Beller et al., 2024).

Client Representation. Gender inequality can limit the diversity of perspectives and experiences brought to client matters. Women being overlooked for challenging assignments and opportunities can impact the quality of client representation and the ability to understand and meet the needs of diverse clients (Choroszewicz & Kay, Year) (ACTEC Fellows Amy Beller et al., 2024).

Public Trust in the Legal System. Gender inequality erodes public trust in the legal system. Legal organizations found to be in breach of civil rights and equal pay laws risk facing penalties and lawsuits, leading to reputational damage, customer loss, and decreased investor confidence. This negative publicity can harm the legal profession's reputation and its ability to recruit and retain top talent, further impacting public trust in the legal system (ACTEC Fellows Amy Beller et al., 2024).

To support the empowerment of female lawyers, law firms and legal organizations can implement various initiatives and strategies:

Mentorship Programs. Mentorship programs can provide guidance, support, and career development opportunities for female attorneys. Mentors can offer advice on legal skills, professional development, and access to client and professional contacts. Mentors can also advocate for their mentees within the firm, helping them grow and campaign for leadership positions (Morris, Manning & Martin, 2024).

Leadership Development Initiatives. Law firms and legal organizations can provide workshops, training programs, and coaching sessions to help female attorneys develop leadership skills and build strategic career plans. These initiatives can cover a range of topics, including effective oral advocacy, negotiation skills, and building a book of business (Munger, Tolles & Olson LLP, 1998).

Networking Opportunities. Creating opportunities for female attorneys to build relationships with clients, alumni, and other professionals can help them grow their network and advance their careers. Law firms and legal organizations can host client and alumni receptions, conferences, and other events to foster these connections (Ibid).

Advocacy Efforts. Advocacy efforts can help promote gender equality and diversity within the legal profession. Law firms and legal organizations can partner with nonprofit organizations and other groups committed to the advancement of women in the law. They can also support policies and initiatives aimed at promoting gender equality and diversity within the firm and the legal profession as a whole (Munger, Tolles & Olson LLP, 1998) (Morris, Manning & Martin, 2024).

Organizational Policies. Law firms and legal organizations can implement policies aimed at promoting gender equality and diversity. These policies can include equal pay policies, flexible work arrangements, and parental leave policies. They can also include initiatives aimed at recruiting and retaining female attorneys, with a particular focus on diverse women attorneys (Munger, Tolles & Olson LLP, 1998). For example, Munger, Tolles & Olson's Women Initiative provides mentoring resources, professional development opportunities, and community building events for female attorneys. The initiative has also implemented the Mansfield Rule program, which requires that the firm certify whether diverse lawyers composed of at least 30 percent of the candidate pool for senior positions. This program has helped the firm achieve Mansfield Certified Plus Status for two consecutive years, which confirms that the firm achieved 30 percent diverse attorneys for more than half of the key leadership positions tracked (Munger, Tolles & Olson LLP, 1998).

Similarly, MMM's Women's Initiative has implemented a Women Mentorship Program to encourage and cultivate leadership of women at the firm. The program is designed to offer career guidance, access to client and professional contacts, and advocacy for female attorneys. The initiative has seen significant results, with women now comprising 26 percent of the partnership, 43% of total associates and of counsel, 20 percent of the firm's management committee, and forty percent of the firm's executive committee (Morris, Manning & Martin, 2024).

The legal field has not yet taken coordinated and transformative steps on a global scale to address gender inequality in legal services. Until such action is taken, achieving equal opportunities will likely remain a goal, especially for women, who are directly affected by this imbalance to varying degrees and at various levels. The Law Society sought to gain insight into the main perceived and actual barriers hindering women lawyers from reaching their full potential within the profession through a global survey and qualitative research. Both quantitative and qualitative data gathered indicate that many challenges still need to be addressed (International Women in Law, 2019).

Solutions for Addressing Unconscious Bias

Achieving gender equality in the legal profession requires initiatives like training the next generation of lawyers to recognize and counter outdated cultural norms. This involves acknowledging both conscious and unconscious biases through interactive training. Implementing anonymous reporting procedures for unconscious bias and reviewing performance measurement methods are also essential. Leadership within firms must drive meaningful progress, with men actively participating in enacting sustainable changes. Law societies and bar associations can lead discussions and initiatives, while increasing the representation of women in leadership positions and providing mentorship opportunities is crucial. Anti-discrimination legislation, along with quotas for women, can help balance existing inequalities. Finally, initiatives like IWIL (International Women in Law) roundtables offer networking oppor-

tunities, fostering a supportive environment for women lawyers (International Women in Law, 2019).

Implications of Gender Disparities on Career Advancement and Leadership Roles in the Legal Professions

While many aspects of the legal profession present similar opportunities and challenges for women, differences emerge across various practice contexts. Moreover, gender-based discrepancies in career progression contribute to variations in women's representation within specific areas of practice (Rhode, 2001).

In recent assessments of law firms, a statistical report by the American Bar Foundation highlights the persistent underrepresentation of female lawyers, particularly in partnership roles. Despite some improvement over time, the report notes that only around 60% as many female lawyers hold partnership positions compared to what would be expected if women were fully represented. Additionally, women are consistently underrepresented across all age groups. Similar findings emerge from studies like the New York Bar Glass Ceiling study, which reveals that women are three times less likely than men to ascend to partnership roles. Disparities are particularly stark for equity and managing partners, where only about 60% of female attorneys hold equity status compared to three-quarters of male attorneys. Moreover, the representation of women of color in leadership roles remains extremely low, with their proportion among equity partners stagnant at under one percent.

The challenges faced by women in law firms mirror broader issues encountered by women in the legal profession. These challenges include unconscious bias, inflexible work structures, and exclusion from mentorship and professional networks. Unique features of law firm environments exacerbate these difficulties, including heightened competition within and across professions. Economic pressures have intensified competition within firms, placing greater emphasis on billable hours and business development, which can disadvantage women due to their disproportionate family responsibilities and struggles to network with predominantly male clients. Furthermore, a focus on profitability has diminished support for activities such as mentoring and pro bono work, which are crucial for the professional development and satisfaction of junior women lawyers. High rates of attrition among associates, particularly women and women of color, disrupt relationships and hinder mentorship opportunities, perpetuating the cycle of underrepresentation in leadership positions. Women who prioritize family or pro bono work often find themselves sidelined from leadership tracks, contributing to a decision-making structure that lacks their influence.

While some of these issues are less pronounced in smaller firms, they still face challenges such as limited resources for covering absences and fewer formal policies supporting work-life balance. Despite the potential for greater flexibility, women in solo practice encounter similar obstacles, including isolation, economic uncertainty,

and limited opportunities for mentorship and professional development. Addressing these entrenched patterns requires a concerted effort from legal firms to prioritize gender equality as both a moral and economic imperative. By implementing cost-effective strategies to promote equal opportunity and support the advancement of women lawyers, firms can harness the full potential of their talent pool and create more inclusive and successful workplaces (Ibid).

Strategies for Sustaining Progress and Breaking Remaining Barriers

Promoting mentorship and sponsorship. To address the gender disparity in the workplace, it's crucial to establish mentorship programs and cultivate strong sponsorship relationships that empower women. Mentorship programs offer invaluable guidance, support, and opportunities for growth by connecting women with experienced professionals who can provide advice, share knowledge, and help navigate their careers. Meanwhile, strong sponsorship involves a senior leader advocating for a junior employee's career advancement, affording women greater visibility, access to key networks, and opportunities for career progression. By fostering a culture of mentorship and sponsorship, companies can help women overcome workplace barriers, boost their confidence, and achieve their full potential (Ibid).

Addressing unconscious bias. Creating a diverse and inclusive work environment is crucial for the success of any organization. However, unconscious bias can pose a challenge to this objective. Unconscious bias refers to our automatic and unintentional beliefs and stereotypes that influence our decision-making and behavior. It can significantly impact our relationships with others, particularly those who differ from us in terms of age, gender, ethnicity, race, or other characteristics.

To overcome this challenge, organizations can implement training programs that focus on raising awareness about unconscious bias and its effects in the workplace. These programs can enable employees to recognize their biases, understand their impact on others, and acquire strategies to mitigate their effects. By doing so, employees can foster a more inclusive and equitable work environment, where everyone feels respected and valued (Ibid).

Additionally, organizations can take other measures to address unconscious bias. For example, they can establish diverse hiring committees, define clear criteria for job qualifications and evaluations, and provide opportunities for employees to provide feedback and voice their concerns. By taking these steps, organizations can create a more welcoming and supportive environment that promotes diversity, equity, and inclusion (Ibid).

Flexibal work arrangements. In today's rapidly evolving work landscape, maintaining a healthy work-life equilibrium is a pressing issue for countless women.

By extending flexible work arrangements, such as remote work or adaptable scheduling, women can more effectively juggle their professional and personal commitments. This kind of flexibility empowers women to navigate the intricate demands of their lives while continuing to thrive in their careers. Additionally, providing these flexible work options can help companies foster a more inclusive and supportive work environment, which in turn can aid in the retention of top talent. In sum, offering flexible work options is a mutually beneficial solution for both workers and their employers (Ibid).

Promoting gender pay equity. Achieving gender equality in the legal profession and empowering women requires fair and equal pay for their work. Unfortunately, the gender wage gap has persisted in many industries, including law, where women have historically been paid less than their male counterparts for doing the same job. By addressing this issue and promoting equal pay for equal work, we can remove the obstacles that prevent women from realizing their full potential in the legal field and beyond. This will not only benefit individual women but also contribute to a more just and equitable society for everyone (Ibid). Establishing affinity groups and support networks. Establishing a community of individuals who share comparable experiences and outlooks can be a potent means of promoting a sense of empowerment and belonging. For women, cultivating spaces that facilitate connections, discussions, and activism can be particularly significant. These spaces can offer a nurturing atmosphere where women can exchange their experiences, gain knowledge from each other, and campaign for causes that impact their daily lives. By forming a robust community of women who are united in their objectives and aspirations, we can mutually encourage each other and make a beneficial influence on the world at large (Ibid).

Gender Disparities in Access to Education

Gender inequalities in education access denote the disparities and obstacles that girls and women encounter in attaining quality education compared to boys and men. Despite advancements in recent years, substantial gender divides persist in numerous regions worldwide, particularly in developing nations and marginalized communities. Various factors contribute to these inequalities, which hold significant implications for individuals, societies, and global progress (Dhiman, 2023).

Socio-cultural Norms and Practices. Deep-seated socio-cultural norms and traditional gender roles often prioritize the education of boys over girls. Gender biases and stereotypes may devalue girls' education, as they might be expected to prioritize household duties, caregiving responsibilities, or early marriage instead of pursuing academic endeavors (Ibid).

Poverty and Economic Constraints. Economic circumstances significantly restrict girls' access to education. Poverty can lead families to prioritize the education of

boys due to limited resources, while girls may be expected to contribute to household income or engage in domestic tasks. Financial constraints can prevent girls from attending school or result in their premature departure from educational pursuits.

Distance and Safety. Geographical factors, such as long distances to schools or lack of secure transportation, disproportionately hinder girls' educational opportunities. Safety concerns, including violence, harassment, or the absence of gender-segregated facilities, can deter girls from attending school, particularly during adolescence (Ibid).

Early Marriage and Pregnancy. Child marriage remains a significant impediment to girls' education in many regions worldwide. Girls married at a young age often abandon schooling and face restricted educational and economic prospects. Adolescent pregnancy can also lead to school dropout due to social stigma, insufficient support, and discriminatory policies (Ibid).

Lack of Infrastructure and Resources. Inadequate infrastructure, comprising schools, classrooms, sanitation facilities, and educational materials, can disproportionately affect girls' educational access. Insufficient resources and overcrowded classrooms may impede girls' participation and hinder their academic achievements.

Role of Education and Training in Promoting Gender Equality

Promoting gender equality and empowering women are crucial for advancing societal progress and sustainable development. (Dhiman, 2023). Ensuring that everyone has equal access to education has been a top priority for caring individuals globally. Consequently, governments and non-governmental organizations are actively promoting this cause through policy implementation, advocacy efforts, and other initiatives. (Koko & Osuji, 2018, pp. 207-213)

Achieving educational equality requires collective and determined efforts from everyone involved to drive its implementation forward. (Koko & Osuji, 2018, pp. 207-213)

Education plays a pivotal role in empowering women, serving as a catalyst for personal, social, and economic advancement. It enables women to challenge gender norms, assert their rights, and actively engage in various aspects of life. Below are key ways in which education empowers women (Dhiman, 2023):

Knowledge and Skills Development. Education provides women with essential knowledge and skills for personal growth and empowerment. It enhances critical thinking, problem-solving abilities, and decision-making skills. Education also equips women with information about their rights, health, and well-being, enabling them to make informed choices and advocate for themselves.

Increased Agency and Voice. Education empowers women by giving them a voice and agency in decision-making processes. It boosts confidence, self-esteem, and assertiveness, enabling women to express their opinions, advocate for their needs, and actively participate in their communities. Educated women are better equipped to engage in civic and political activities, nurturing their leadership potential.

Economic Independence. Education serves as a crucial pathway to economic empowerment for women. It broadens employment opportunities, enhances earning potential, and reduces vulnerability to poverty. Educated women are more likely to secure formal employment, access higher-paying jobs, and achieve financial independence. Economic empowerment through education enables women to contribute to their families' well-being and invest in their children's education.

Health and Well-being. Education is closely linked to improved health outcomes for women. Educated women have better knowledge of nutrition, reproductive health, and disease prevention. They can make informed choices about their health, access appropriate healthcare services, and adopt healthy behaviors. Education contributes to lower maternal mortality rates and improved child health outcomes.

Gender Equality and Social Change. Education is a potent tool for challenging gender inequality and fostering social change. It disrupts the cycle of gender-based discrimination by questioning traditional gender roles and stereotypes. Educated women are more likely to challenge discriminatory practices, advocate for gender equality, and contribute to shifting societal norms, paving the way for a more equitable and inclusive society for future generations.

Peace Building and Sustainable Development. Education plays a crucial role in promoting peace, social cohesion, and sustainable development. Educated women are better equipped to contribute to conflict resolution, peace-building efforts, and community development. By addressing the root causes of inequalities, including gender-based discrimination, education lays the foundation for a more just and sustainable future.

Positive outcomes of education for women's empowerment

Education yields numerous favorable outcomes for women's empowerment, instigating profound changes in both their individual lives and broader society. Here are several key positive consequences of education for women's empowerment (Dhiman, 2023):

Enhanced Decision-Making Power. Education empowers women by augmenting their capacity to make decisions. Equipped with critical thinking skills, knowledge, and self-assurance, educated women can make informed choices across various aspects of life, encompassing education, career, health, and relationships. They are more likely to actively participate in family decisions and engage in community and societal decision-making processes.

Expanded Economic Opportunities. Education serves as a route to economic empowerment for women. It broadens their employment prospects, boosts income potential, and unlocks access to higher-paying jobs and entrepreneurship. With increased financial autonomy, educated women can enhance their overall well-being and contribute to the prosperity of their families and communities.

Improved Health and Well-being. Education correlates closely with improved health outcomes for women. Educated women possess heightened awareness about nutrition, reproductive health, disease prevention, and hygiene practices. Consequently, they are more inclined to seek healthcare services, make informed decisions regarding family planning, and experience healthier pregnancies. Education also correlates with reduced maternal and infant mortality rates.

Heightened Self-confidence and Assertiveness. Education fosters self-confidence and assertiveness among women by furnishing them with the knowledge and skills necessary to express themselves, uphold their rights, and challenge discriminatory practices. Empowered by education, women navigate social and professional environments more effectively, negotiate for better opportunities, and advocate for gender equality.

Expanded Leadership and Political Engagement. Education plays a pivotal role in enhancing women's leadership capacities and political involvement. Equipped with skills, knowledge, and networks acquired through education, women are more likely to assume leadership roles within their communities, engage in decision-making processes, and advocate for policies that advance gender equality and social justice.

Positive Inter-generational Impact. Education exerts a ripple effect on future generations. Educated women prioritize their children's education, resulting in improved educational outcomes for subsequent generations. Offspring of educated mothers typically enjoy better health, nutrition, and educational opportunities, thereby breaking the cycle of poverty and inequality.

Social and Cultural Transformation. Education contributes to social and cultural transformation by challenging gender stereotypes, fostering gender equality, and cultivating inclusive societies. As agents of change, educated women confront discriminatory practices, advocate for social justice, and contribute to the development of more equitable and inclusive communities.

Conclusion

The legal profession still has progress to make in achieving true gender equality. One approach to address this issue is to empower women within the profession. This involves recognizing and breaking down the various barriers that still exist, such as biased hiring and promotion practices, unequal pay, and insufficient mentorship opportunities. By promoting equal opportunities, such as providing training and de-

velopment programs for women and ensuring they have equal access to networking and leadership opportunities, the playing field can be leveled.

Establishing a supportive environment is critical as well. This includes offering flexible work arrangements to accommodate caregiving duties and cultivating a culture that values diversity and inclusion. By doing so, a sense of belonging can be created and women can be encouraged to remain in the profession long-term.

Ultimately, empowering women in the legal profession is not only about equity but also about fostering a more diverse and effective legal community. Women bring unique perspectives and experiences to the table and by celebrating their contributions and achievements, a stronger and more dynamic profession can be built.

CHAPTER II
Legal-English Programs in Legal Education

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Legal-English Programs in Legal Education

Introduction

The scope of our situation analysis revolves around examining the analysis of the legal English program designed for law students at Ouargla University, with a particular focus on its effectiveness in enhancing the linguistic competence of female students. We will meticulously examine various aspects of the program, including pedagogical approaches used, and support services, to gain a nuanced understanding of how they contribute to the development of language proficiency in female students.

Our analysis will take into account gender considerations and explore any gender-specific initiatives or considerations embedded within the program. We aim to identify areas of strength and opportunities for improvement and assess the program's effectiveness in promoting gender equality and fostering an inclusive learning environment for all students.

To obtain a holistic view of the program's impact on female students' language proficiency development, we will gather data through surveys, and interviews with students and faculty members. Our ultimate goal is to provide actionable insights that can help improve the program's effectiveness in enhancing the linguistic competence of female law students.

Our primary goals for this analysis are two-fold. Firstly, to evaluate the current state of the legal English program at Ouargla University in terms of its ability to enhance the linguistic competence of female students; and secondly, to provide practical insights and recommendations for improving the program's effectiveness in this area. We will examine various aspects of the program, such as its design, implementation, and outcomes, with a focus on the experiences and perceptions of female students who are enrolled. We aim to identify the program's strengths, weaknesses, opportunities, and challenges about female students' linguistic development, and use this information to provide evidence-based recommendations for optimizing the program to better support their linguistic competence growth. Ultimately, our objective is to help create a more inclusive and equitable learning environment that enables all students, regardless of gender, to succeed in their legal education journey.

When examining contextual factors, it is essential to acknowledge the unique environment and circumstances surrounding the legal English program at Ouargla University. Institutional culture, student demographics, language proficiency levels, and existing support mechanisms for female students are all critical factors that will

shape the scope and objectives of our analysis. By taking these contextual nuances into account, we aim to ensure that our assessment is grounded in the reality of the program's operation and its impact on female students' linguistic competence. Furthermore, we will remain mindful of the constraints and opportunities presented by the broader socio-cultural and educational landscape within which the program operates. Through this contextual lens, we strive to tailor our analysis to effectively address the specific needs and challenges faced by female students within the legal English program at Ouargla University.

Curriculum Overview: Integration of Legal English at Ouargla University program

Methods and Tools that Employed to Teach Law Terminology to Students

The method used by the teacher is a form of direct translation or word-for-word translation method. In this approach, the teacher explains legal terms in Arabic initially, and then provides students with legal texts in English. The students are instructed to identify new, key, and difficult words in the text and translate them into Arabic on a word-by-word basis. This method relies heavily on translation as a means of learning legal terminology and comprehension of legal texts.

The method described has several potential benefits:

Familiarization with Legal Terminology. By providing explanations of legal terms in Arabic before encountering them in English texts, students can familiarize themselves with the terminology and concepts, making it easier for them to understand and recognize these terms in context.

Comprehension Support. Breaking down legal texts and identifying new, key, and difficult words allows students to focus on understanding the meaning of individual terms and phrases. This can enhance their comprehension of legal documents and facilitate their ability to extract relevant information.

Vocabulary Acquisition. The method promotes vocabulary acquisition by encouraging students to actively engage with legal texts and identify unfamiliar words. Translating these words into Arabic reinforces their understanding and retention of the terminology.

Cultural and Linguistic Bridge. For students whose first language is Arabic, the method serves as a bridge between their native language and the language of legal texts (English). This can help alleviate language barriers and facilitate a deeper understanding of legal concepts.

Customization and Adaptability. The method allows for flexibility in catering to students' individual learning needs and preferences. Teachers can adapt the level of difficulty of the texts and the amount of guidance provided based on students' proficiency levels and progress.

Active Learning. By engaging students in the process of identifying and translating legal terminology, the method promotes active learning and encourages students to take ownership of their learning process.

Overall, while direct translation may not be suitable for all aspects of language learning, it can be an effective tool for introducing and reinforcing legal terminology, particularly for students who are in the early stages of language acquisition or who have limited proficiency in English.

Pedagogical Methods and Techniques are utilized to Encourage Student Engagement and Active Participation in Legal English Sessions

The methods and techniques utilized by the teacher are examples of interactive and participatory teaching strategies commonly used in language education. Specifically, they can be classified as follows:

Guessing Games. This refers to activities where students are actively involved in guessing or inferring the meaning of terms or concepts based on contextual clues or prior knowledge. In this case, providing students with a chart of terms and definitions and asking them to guess the correct definition encourages active engagement and critical thinking.

Text Analysis . This involves reading and analyzing authentic texts in the target language to enhance language comprehension and vocabulary acquisition. By reading a legal text in English and asking students to extract legal terms encountered in the session, the teacher promotes active listening, comprehension, and identification of key terminology within a real-world context.

Overall, these methods emphasize student-centered learning and interaction, fostering a collaborative and engaging learning environment in legal English lessons. They encourage students to actively participate, apply critical thinking skills, and deepen their understanding of legal terminology and Assessment Methods and Criteria for Legal English Proficiency

Methods for Evaluating the Proficiency of Students in Legal English

The effective evaluation methods can be categorized as follows

Translation Exercises. This method involves assessing students' proficiency in legal English through translation tasks, particularly from Arabic to English. By translating legal terms and phrases from Arabic into English, students demonstrate their understanding and application of legal terminology in the target language. This type of exercise not only evaluates language proficiency but also tests students' comprehension of legal concepts and terminology.

Fill-in-the-Blanks Exercises. This type of exercise assesses students' knowledge and mastery of legal terminology and language structures by providing sentences or passages with missing words or phrases that students must complete. Students are required to select the correct legal terms to fill in the blanks, demonstrating their ability to use legal vocabulary in context.

Overall, these evaluation methods focus on assessing both language proficiency and understanding of legal terminology, making them effective tools for evaluating students' overall competence in legal English concepts.

Obstacles that Arise in Teaching Legal English

Lack of Opportunities to Practice the Language in a Legal Context

The significant obstacle faced by students in learning legal English is the lack of opportunities to practice the language in a legal context. Establishing clubs within the university, facilitated by knowledgeable professors in both legal and linguistic fields, can indeed provide students with valuable opportunities to practice and apply legal English in a supportive and interactive environment. This approach aligns with best practices in language education, as it promotes active learning and fosters a sense of community among students with shared interests.

Potential weaknesses in English language proficiency

The teacher's observation regarding potential weaknesses in English language proficiency among students in the southern region, including Ouargla, is a valid concern. Addressing this issue through targeted support and intervention measures, such as establishing educational platforms offering supplementary English language lessons, can be beneficial.

Providing support lessons and educational platforms dedicated to enhancing students' English language skills can help bridge any gaps in grammar and vocabulary proficiency, thereby better preparing them for academic pursuits in fields such as law. Moreover, implementing a monitoring process and requiring students to pass a proficiency test before joining the College of Law can ensure that incoming students have the necessary language skills to succeed in their legal education.

Overall, while addressing English language weaknesses among students may pose challenges, proactive measures such as the establishment of educational platforms and proficiency testing can contribute to improving students' readiness and success in legal education programs.

The Challenge of Integrating Older Students

The teacher's observation regarding the challenge of integrating older students, who have studied legal French rather than legal English, into educational courses is valid and highlights a common obstacle in legal English instruction. These students may face difficulties in adapting to a new language and methodology, especially if they have been accustomed to a different legal language and educational approach.

To address this obstacle, several strategies can be considered:

Language Transition Support. Provide specialized language transition support for older students transitioning from legal French to legal English. This may include targeted language instruction focused on legal terminology, syntax, and writing conventions in English.

Methodology Training. Offer training and support in legal English methodology, including research methods, writing styles, and analytical techniques specific to the English legal system. This can help older students familiarize themselves with the academic expectations and requirements of legal English courses.

Adapted Curriculum. Develop an adapted curriculum that takes into account the unique needs and backgrounds of older students. This may involve incorporating practical exercises, case studies, and real-world examples relevant to their professional experiences.

Flexible Assessment. Consider implementing flexible assessment methods that accommodate older students' prior knowledge and experiences. This may include alternative assessment formats, such as project-based assignments or oral presentations, which allow students to demonstrate their understanding and skills in ways that align with their professional backgrounds.

Peer Support and Mentoring. Facilitate peer support networks and mentoring opportunities between older students and their peers or faculty members. This can provide valuable guidance and encouragement as older students navigate the challenges of learning legal English.

By implementing these strategies, the university can effectively support older students in overcoming language and methodology barriers and successfully integrate them into legal English courses. This not only enhances the learning experience

for older students but also enriches the educational environment by leveraging their diverse professional backgrounds and experiences.

Teacher's Method in Designing Legal-English Courses

The Legal English program is a comprehensive course that seeks to equip students with the necessary terminology and concepts required in legal contexts. However, the absence of an English-language version of the Algerian constitution poses a significant challenge in developing suitable teaching materials and methodologies for this program.

To surmount this obstacle, the teacher has adopted a highly resourceful and pragmatic approach. By drawing on legal references from countries that teach in English, the teacher has been able to extract relevant legal terms and laws that are applicable to the Algerian legal system. This approach has enabled the teacher to furnish students with materials that are both accessible and comprehensive, facilitating their understanding of legal English.

Furthermore, the teacher's approach involves using English dictionaries to explain legal terms and providing corresponding definitions that convey both their connotations and legal implications. This systematic approach not only helps students grasp the meaning and usage of legal terms but also enhances their comprehension of the broader legal context in which these terms are employed.

Although the availability of scholarly research articles and case studies specific to the Algerian legal context is limited, the teacher has successfully bridged this gap by adapting teaching materials and methodologies from English-language legal systems. This proactive effort reflects the teacher's unwavering commitment to providing students with invaluable insights and knowledge that are pertinent to their legal education.

Overall, the teacher's approach to designing and delivering the Legal English program is practical, innovative, and effective in leveraging available resources and expertise to support students in their language and legal education.

Student Perspectives and Experiences with Legal English Instruction

The significance of bringing the opinions and experiences of learners is vital to the educational process and cannot be ignored. This part of the paper deals with the variety of points of view and personal experiences of the students who are actually part of the Legal English teaching. Through studying their attitudes, obstacles, and achievements, we get a lot of information on the efficiency and impact of the current teaching methods and materials. This part is a detailed account of core research of

our study, which is on getting to know the students' viewpoints and experiences on legal English instruction. This section stresses the importance of the teacher's ability to map the student's views to the teacher's teaching plans in order to make legal English teaching more effective. In addition to that, the section briefs the reader on the main themes which are going to be discussed, and it stresses the importance of the student views in the interpretation of the future issues.

Input on Course Material, Teaching Techniques, and Resources

Summary of feedback provided by female students on the content of legal English courses

Many female students, who were part of the legal English program, felt it was helpful for them to improve their legal writing skills, though some did not agree with this view. The same was the case with the view of the people about the effect of legal English lessons on the confidence of their students in expressing legal ideas in English.

Analysis of female students' perceptions of the effectiveness of various teaching methods employed in legal English instruction

The female students gave a wide range of ratings for the teaching strategies, with some thinking them to be average, others labeling them poor, and many others finding them good. This means that there are different opinions on the results achieved by the teaching methods.

Evaluation of the suitability and relevance of instructional materials used in the courses, as perceived by female students

The majority of female students supported the idea of adding legal English programs to the law course of the future, thus proving their belief that it was a significant issue. Besides, many female students thought that the program would highly boost their professional future as lawyers. As for the suggestions for improvement, the female students pointed out the necessity of having English references and resources, a glossary of legal terms, the increased interactivity, the enforcement of attendance, the focused instruction based on language proficiency, the recognition of the language importance in the legal field, the incentives for doing hard work, and the activities that would make them ready to participate in class. Some female students stated that French instruction would be a better option for them.

Faculty and Staff Resources for Teaching Legal English

In this section, in this paragraph, we talk about the evaluation of the resources of faculty and staff that are used for teaching Legal English in different situations.

We investigate the background and the teaching methods of the instructors and also the help that is available to the learners to learn the language and to develop in this specialized field. So, you have to know the basis on which instruction is made and the resources that are supplied to students because this is the thing that makes the learning process more successful and helps to master the Legal English concepts and language.

Qualifications and Training of Instructors

The qualifications and training of the instructors for teaching Legal English is something that is very important to deliver effective education in this specialized area. It is very important for lecturers to have a good command of the English language and a deep understanding of legal terminology in English to tell complex legal concepts to students in a clear and accurate way. The training courses and workshops are organized to help the instructors to upgrade the skills and to ensure a better performance. These policies are designed to improve teaching methods and hence, the knowledge of the complexities of Legal English. As a result, the department makes sure that the competence of the instructors is preserved by the constant publication of English articles, the provision of the English lectures, and the creation of the English teaching materials. These initiatives enable instructors to give out high-quality instruction, thus, the students get a good and an extended learning experience in Legal English.

Support Services Available for Language Learning and Development

The numerous support services are now available for students to improve their English language skills outside the classroom. These services include online courses for specialized training, the existing programs for English language specialization that students can use during holidays, and the provision of an individual tutoring service for the students who want to get extra linguistic help. The university has set up several centers specialized on English language teaching, so that the students can easily find the English language learning resources. Also, there are particular projects that are carried out to help students who are from different linguistic backgrounds or have special needs, thus the university shows its dedication to the inclusiveness and the customized support of the learners.

Policy Implications and Recommendations for Program Enhancement

Policy Recommendations for Integrating Language Proficiency into Legal Education Standards

At the moment, the English language instruction in the institution is largely based on the rules that state that lectures should be given in English. By the evalua-

tion, quite a number of important circumstances of these policies are observed, to name a few, the necessity of the training for the teachers and students in the English language proficiency. This needs to be fulfilled not only by communication with others but also by the academic papers and publications in English, which shows the significance of the English language in academic settings. As such, specific policy modifications and undertakings are being studied to upgrade Legal English instruction. The department has pinpointed a number of opportunities to enhance the English language learning among different academic levels and thus proved to be a responsible department in accordance with the changing needs of legal education.

Conclusion

In conclusion, our study of the legal English program offered by Ouargla University has a thorough analysis of its aspects and the consequences for the girls' linguistic development. By studying the different aspects of the program such as the structure, curriculum, teaching methods, assessment techniques and the context, we have gained the valuable information about the strengths and the challenges that are inherent in the program.

We have placed our work in a broader socio-cultural and educational context in which we have realized the importance of factors such as institutional culture, student demographics, and existing support mechanisms. This context shows that the legal English program is very useful for female students and this is the reason for the need to provide them with the personalized advice that will help them to overcome the barriers that they face in the program.

Through our research on the teaching methods such as the direct translation and the interactive strategies we found out that they can benefit us in the ways of improving our students' language proficiency and the comprehension of the legal terminology. There are also the challenges of the lack of the opportunities for the practical application and the weaknesses in English proficiency of the students, especially the students from the southern region, which we have identified.

Also, the knowledge obtained from student views has not only offered feedback on the current teaching methods but also has been useful in the improvement of the course materials, resources, and teaching techniques. Their contribution serves as the main argument for improving teaching methods, English references and resources, and developing a more interactive and interesting learning situation.

Besides, our study of the resources of the faculty and staff would show the significance of the fact that the teachers should have the right qualifications and the training to be able to give the high-quality instruction. Besides, the presence of support services such as specialized training programs, online courses, and individual

tutoring are the additional factors that contribute to improving students' language learning and development.

Reconsidering our research results, we suggest several policy options that will help to improve the legal English program and to raise the level of the language proficiency in the legal education standards. The recommendations are the ones to start with the most important language proficiency gaps, the older students' transition from legal French to the more efficient methods, and the promotion of the English language learning in all the academic levels.

Basically, our research is intended to be a source of practical ideas and suggestions to the legal English program at Ouargla University so that it can be more effective and inclusive. The problems identified have been tackled and the opportunities that can be used to make the learning environment more supportive and more equal are being exploited to create the educational environment that helps all students to achieve in their legal education.

CHAPTER III
Methodology and Research Design

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Introduction

This study endeavors to explore the efficacy of specialized legal English programs in empowering future female professionals within the legal domain, specifically focusing on the law department at Kasdi Merbah University in Ouargla. Given the complex nature of the research problem, aiming to understand the impact of these programs on the professional competence and communication skills of female law students. A comprehensive research design encompassing both qualitative and quantitative methodologies is essential. The descriptive survey research method will provide a broad overview of the current landscape, while qualitative approaches will delve deeper into the nuanced experiences and perceptions of participants. Quantitative analysis, on the other hand, will enable the assessment of statistical relationships and trends. By employing this mixed-methods approach, the study aims to generate rich insights into the effectiveness of specialized legal English programs, ultimately contributing to the empowerment and success of women in their legal careers.

Research Methodology

Descriptive survey research was used in this study. Descriptive research design is a scientific approach which entails surveying and describing the responses of participants without influencing them in any form (Kothari 2003)). The selection of the method was based on its suitability for gathering data that was both qualitative and quantitative.

Target Population

According to Matula et al. (2018), the target population refers to the entire group of individuals that the researcher has chosen to study. This study, conducted in the Faculty of Law at Kasdi Merbah Ouargla University, Algeria, targets 350 first year students during the academic year 2023-2024 for questionnaire administration, one teacher for interviews, and law head department for additional insights.

Sampling

To select participants to take part in the study during the academic year 2023-2024, simple random sampling was used to sample 50 percent of the first-year law students in the Faculty of Law to ensure a representative sample for the whole population, totaling to 175 students. However, due to practical constraints, only 15 students participated in the questionnaire administration. Simple random sampling was used to select these 15 students from the larger pool. Furthermore, since the target

population includes only one teacher of English in the Faculty of Law, no sampling method is applied for this role, as there is only one individual fulfilling this criterion.

Research Instruments

The study used a student's 'questionnaire and a teachers' interview guide schedule to collect primary data. The questionnaire consists of two sections A and B. Section A focused on demographic information, section B discussed The effectiveness and perceived effects of specialist legal English programs on the professional growth and communication abilities of female law students at Kasdi Merbah Ouargla University. The interview guide was utilized to conduct face-to-face interviews with the teacher of Law Faculty and the head of the Law Department, at Kasdi Merbah Ouargla University. The purpose of these interviews was to learn more about faculty members' perspective on the operation and results of specialized legal English programs.

Data Analysis techniques

The Data gathered for this research was corrected, coded, and accuracy checked. To evaluate the quantitative data and generate the frequencies and percentages, descriptive statistics were employed. To achieve the study's objectives, the qualitative data was categorized into themes and patterns based on the study variables, and then evaluated.

Students' Questionnaire

Description of the questionnaire

This questionnaire is intended for first-year female law students studying in Kasdi Merbah University for the 2023–2024 academic year. It consists of twenty-two questions where respondents select the appropriate answers from a provided list of options, or provide an answer where necessary. This questionnaire aims to delve into the empowering potential of specialized language literacy, particularly within the domain of legal education, focusing on the experiences of female law students. The primary objective is to assess the impact of Legal English programs on the professional competence, legal proficiency, and communication skills of future female legal professionals enrolled at Kasdi Merbah University in Ouargla.

Analysis of the results

Section A: Personal data

1. Gender

Table 1: Students' Gender

	Number	Percentages
Female	12	80%
Male	3	20%
Total	15	100%

It reveals that 80% of the respondents were female, while 20% were male, indicating a higher representation of female students in the sample.

2. Age

Table 2: Students' Age

	Number	Percentages
Under 20	5	33%
20 to 25	9	60%
25 to 30	0	0%
Above 30 years old	1	7%
Total	15	100%

The analysis shows that 33% of respondents were under 20, 60% were between 20 to 25, 7% were above 30 years old, with no respondents falling within the 25 to 30 age range.

3. Academic year : First year (2023-2024)

Section B: Research Inquiry Section

1. Are you planning to pursue a career as a lawyer in the future?

Table 3: Future Career Aspirations: Contemplating Law as a Path

	Number	Percentages
Yes	9	60%
No	2	13%
Maybe	4	27%
Total	15	100%

The analysis indicates that 60% of respondents are planning to pursue a career as a lawyer in the future, 13% have no such plans, and 27% are undecided, suggesting a significant interest in the legal profession among the surveyed individuals.

2. Did you feel an improvement in understanding legal terms after attending Legal-English language classes?

Table 4: Exploring the Impact of Legal-English Language Classes on Comprehension of Legal Terminology

	Number	Percentages
Yes	13	87%
No	2	13%
Total	15	100%

The analysis reveals that 87% of respondents reported feeling an improvement in understanding legal terms after attending Legal-English language classes, while 13% did not perceive such improvement, indicating a positive impact of the classes on comprehension of legal terminology for the majority of participants.

3. Did you encounter difficulty in understanding legal terminology in English?

Table 5: Challenges in Grasping Legal Terminology in English

	Number	Percentages
Yes	6	40%
No	9	60%
Total	15	100%

The analysis demonstrates that 40% of respondents encountered difficulty in understanding legal terminology in English, while the majority, comprising 60%, did not face such challenges, suggesting a mixed experience among participants regarding grasping legal terminology in English.

4. If the answer is yes, how did you address these challenges?

A1: Through practice and trial.

A2: Trying to understand and find solutions to these difficulties.

A3: I haven't dealt with them yet, except for memorization.

A4: Memorized the words.

A5: I haven't dealt with them yet, they remain as they are.

5. Did you find that the Legal-English language program helped you improve your Legal writing skills?

Table 6: Evaluating the Efficacy of a Legal-English Language Program in Enhancing Legal Writing Skills

	Number	Percentages
Yes	10	67%

No	5	33%
Total	15	100%

The analysis indicates that 67% of respondents found that the Legal-English language program helped them improve their legal writing skills, while 33% did not perceive such improvement, reflecting varying levels of efficacy in enhancing legal writing skills among participants who attended the program.

6. Have you noticed an improvement in your ability to communicate effectively in English, whether with colleagues or instructors?

Table 7: Assessing the Impact of Legal-English Training on Communication Proficiency in English

	Number	Percentages
Yes	10	67%
No	5	33%
Total	15	100%

The analysis illustrates that 67% of respondents observed an improvement in their ability to communicate effectively in English, both with colleagues and instructors, following Legal-English training, while 33% did not perceive such enhancement, suggesting varied experiences in communication proficiency among participants post-training.

7. How would you rate your interactive performance with colleagues and instructors during Legal-English language sessions?

Table 8: Measuring Interactive Performance

	Number	Percentages
Good	5	33%
Average	7	47%
Poor	3	20%
Total	15	100%

The analysis reveals that 33% of respondents rated their interactive performance during Legal-English language sessions as good, 47% as average, and 20% as poor, indicating a range of evaluations regarding interactive abilities with colleagues and instructors during the sessions.

8. Did you find that Legal-English language classes increased your confidence in expressing legal ideas in English?

Table 9: The Influence of Legal-English Classes on Articulating Legal Concepts

	Number	Percentages
Yes	11	73%
No	4	27%
Total	15	100%

The analysis demonstrates that 73% of respondents found that Legal-English language classes increased their confidence in expressing legal ideas in English, while 27% did not experience such enhancement, suggesting a positive impact on articulating legal concepts for the majority of participants.

9. If the answer is no, why do you think so?

A1: Weakness in the language on my part.

A2: Lack of presenting lessons in a simple and understandable manner.

10. Does speaking English in legal contexts need improvement?

Table 10: Assessing the Need for Improvement: English Proficiency in Legal Discourse

	Number	Percentages
Yes	12	80%
No	0	0%
Maybe	3	20%
Total	15	100%

The analysis indicates that 80% of respondents feel that speaking English in legal contexts requires improvement, while 20% are undecided, suggesting a widespread perception among participants regarding the need for enhancement in English proficiency within legal discourse.

11. Was the Legal-English a challenge in understanding course materials?

Table 11: Understanding Course Materials through Legal-English

	Number	Percentages
Yes	4	27%
No	11	73%
Total	15	100%

The analysis reveals that 27% of respondents found Legal-English to be a challenge in understanding course materials, while the majority, comprising 73%, did not en-

counter such difficulty, indicating varying experiences among participants regarding the impact of Legal-English on comprehending course materials.

12. Was the speed of learning and adapting to (law) and (language) topics a source of concern for you?

Table 12: Challenges in Grasping Legal and Language Topics

	Number	Percentages
Yes	9	60%
No	6	40%
Total	15	100%

The analysis shows that 60% of respondents expressed concern about the speed of learning and adapting to both legal and language topics, while 40% did not consider it a source of concern, highlighting a significant portion of participants facing challenges in grasping these subjects.

13. What is your assessment of the teaching strategies used in the Legal-English program?

Table 13: Evaluating Teaching Strategies

	Number	Percentages
Excellent	2	13%
Good	7	47%
Average	6	40%
Total	15	100%

The assessment reveals that 13% of respondents rated the teaching strategies in the Legal-English program as excellent, 47% as good, and 40% as average, suggesting a range of opinions regarding the effectiveness of the teaching methods employed.

14. Do you believe Legal-English programs should be part of law school curricula in the future?

Table 14: Legal-English Programs in Law School Curricula

	Number	Percentages
Yes	12	80%
No	3	20%
Total	15	100%

The analysis demonstrates that 80% of respondents believe Legal-English programs should be included in law school curricula in the future, while 20% hold the opposite

view, indicating strong support among the majority of participants for the integration of such programs into legal education.

15. Do you believe developing your Legal-English skills will positively impact your job opportunities?

Table 15: The Impact of Legal-English Skills on Job Prospects

	Number	Percentages
Yes	14	93%
No	1	7%
Total	15	100%

The analysis indicates that 93% of respondents believe that developing their Legal-English skills will positively impact their job opportunities, while 7% do not share this belief, suggesting a widespread perception among participants regarding the beneficial influence of Legal-English skills on career prospects.

16. Do you plan to continue developing your Legal-English skills after graduation?

Table 16: Future Plans for Enhancing Legal-English Skills

	Number	Percentages
Yes	7	47%
No	0	0%
Maybe	8	53%
Total	15	100%

The analysis reveals that 47% of respondents plan to continue developing their Legal-English skills after graduation, while 53% are undecided, indicating a split in intentions among participants regarding further enhancement of their Legal-English proficiency post-graduation.

17. What were the main challenges you faced during the Legal-English program?

A1: Lack of references and sources.

A2: It's been introduced as a new language, hence the scarcity of sources.

A3: Understanding legal terms and linking them to their translations.

A4: Excelling and standing out during lectures.

A5: Translation and understanding how to answer questions.

A6: Constructing sentences in English.

A7: Difficulty in understanding legal terms.

A8: Desire to master all the details.

A9: Difficulty in understanding legal terms due to multiple translations for one term.

A10: I have to memorize the terms to understand what is meant.

A11: Nothing.

A 12: Difficulty in understanding.

A13: Understanding the language.

A14: Oral fluency and pronunciation.

18. What strategies did you use to overcome challenges during the Legal-English program?

A1: Considering the professor as the sole source.

A2: Searching for external sources to help me learn it faster.

A3: Reviewing some concepts and terms to enhance my knowledge.

A4: Interacting with some effective elements in the lectures and exchanging ideas.

A5: Attempting to understand it and finding a simplified way to comprehend.

A6: Reading constantly and familiarizing myself with new terms every day.

A7: Translation and understanding of terms.

A8: Dividing lessons into tasks.

A9: Heavy reliance on memorization and repetition of terms.

A10: I didn't use any strategy; I haven't overcome it yet.

A11: Understanding the professor and focusing with her.

A12: I didn't use anything.

A13: Taking English language courses.

A14: Utilizing audio-visual aids.

A15: Repetition.

19. Would you like to add any suggestions to improve Legal-English programs in universities?

A1: No.

A2: Yes.

A3: There should be a necessity to provide references and sources in English.

A4: Adding a glossary of legal terms studied.

A5: Adding the semester volume.

A6: Mandatory attendance and imposing penalties for non-compliance.

A7: Giving focus on the basic rules of the language for the student to be able to improve their level, especially those with weak or limited proficiency, and to raise the challenge with their peers.

A8: Highlighting the importance of language in the legal field to prioritize it and to attract the attention of all categories of students.

A9: Granting some incentives to diligent students to improve their level and to demonstrate interaction inside and outside the lecture.

A10: Preparing in advance for the activity presented in the lectures to ensure clear and active participation during the lecture.

A11: No suggestions.

A12: Frankly, French is better.

A13: Reducing online study and providing some references for students to refer to.

Faculty Members' Interview

Legal English Teacher

We conducted this interview to gain insights from an experienced Legal English teacher to improve the effectiveness of the Legal English program at the university, and to enhance the program quality and ensuring students receive comprehensive instruction in Legal English. We interviewed one teacher in the law department of Kasdi Merbah University. This interview is a set of seven questions. The questions cover various aspects such as teaching methods, integration cultural and legal facets, encouraging student engagement, evaluating proficiency, overcoming obstacles, tailoring materials to individual needs.

Q1. What are the most effective and appropriate methods and tools that can be employed to teach law terminology to students?

A1. The method that I use is a form of direct translation or word-for-word translation method. In this task, I explain legal terms in Arabic initially, and then I provide students with legal texts in English. The students are instructed to identify new, key, and difficult words in the text and translate them into Arabic on a word-by-word basis. I rely heavily on translation as a means of learning legal terminology and comprehension of legal texts.

Q2. What pedagogical methods and techniques are utilized to encourage student engagement and active participation in legal English lessons?

A2. The methods and techniques that I prefer to use are examples of interactive and participatory teaching strategies commonly used in language education. Specifically, they can be classified as follows:

1. Guessing Games: This refers to activities where students are actively involved in guessing or inferring the meaning of terms or concepts based on contextual clues or prior knowledge. In this case, I provide students with a chart of terms and definitions and asking them to guess the correct definition and this encourages active engagement and critical thinking.

2. Text Analysis: This involves reading and analyzing authentic texts in the target language to enhance language comprehension and vocabulary acquisition. By reading a legal text in English and asking students to extract legal terms encountered in the session, I promote active listening, comprehension, and identification of key terminology within a real-world context.

Q3. What are the most effective methods for evaluating the proficiency of students in legal English?

A3. I evaluate my students based on two evaluation methods categorized as follows:

1. Translation Exercises: My aim behind using this method is to involve assessing students' proficiency in legal English through translation tasks, particularly from Arabic to English. By translating legal terms and phrases from Arabic into English, students demonstrate their understanding and application of legal terminology in the target language. In this type of exercise I not only evaluate language proficiency but also I test students' comprehension of legal concepts and terminology.

2. Fill-in-the-Blanks Exercises: in this type of exercises I assess students' knowledge and mastery of legal terminology and language structures by providing sentences or passages with missing words or phrases that students must complete. Students are required to select the correct legal terms to fill in the blanks, demonstrating their ability to use legal vocabulary in context.

Q4. What are the primary obstacles that arise in teaching legal English, and what are the most effective strategies to overcome them?

A4. As a teacher, I believe that one of the significant obstacles faced by students in learning legal English is the lack of opportunities to practice the language in a legal context. I suggest that establishing clubs within the university, facilitated by knowledgeable professors in both legal and linguistic fields, can indeed provide students

with valuable opportunities to practice and apply legal English in a supportive and interactive environment.

The second obstacle is that I have observed potential weaknesses in English language proficiency among students in the southern region, including Ouargla, which is a valid concern. Addressing this issue through targeted support and intervention measures, such as establishing educational platforms offering supplementary English language lessons, can be beneficial. Providing support lessons and educational platforms dedicated to enhancing students' English language skills can help bridge any gaps in grammar and vocabulary proficiency, thereby better preparing them for academic pursuits in fields such as law. Moreover, implementing a monitoring process and requiring students to pass a proficiency test before joining the College of Law can ensure that incoming students have the necessary language skills to succeed in their legal education.

Reflecting on my observations, I recognize the challenge of integrating older students, who have studied legal French rather than legal English, into educational courses. These students may face difficulties in adapting to a new language and methodology, especially if they have been accustomed to a different legal language and educational approach. To address this obstacle, several strategies and suggestions can be considered to provide tailored support and guidance to older students as they navigate the challenges of learning legal English:

- Providing specialized language transition support for older students transitioning from legal French to legal English.
- Offering training and support in legal English methodology, including research methods, writing styles, and analytical techniques specific to the English legal system.
- Developing an adapted curriculum that takes into account the unique needs and backgrounds of older students.
- Considering flexible assessment methods that accommodate older students' prior knowledge and experiences.
- Facilitating peer support networks and mentoring opportunities between older students and their peers or faculty members.

Q5. Are there any existing scholarly research articles or case studies that inform the design of the Legal English program?

A5. Yes, but the availability of scholarly research articles and case studies specific to the Algerian legal context is limited,

Q6. What strategies can be employed to tailor study materials and resources to effectively and appropriately address the unique needs of individual students?

A6. Because of the absence of an English-language version of the Algerian constitution that poses a significant challenge in developing suitable teaching materials and methodologies, I as teachers have adopted our personal strategies. By drawing on legal references from countries that teach in English, I extract relevant legal terms and laws that are applicable to the Algerian legal system. This strategy has enabled me to furnish students with materials that are both accessible and comprehensive, facilitating their understanding of legal English. I also rely on English dictionaries to explain legal terms and providing corresponding definitions that convey both their connotations and legal implications. This technique not only helps students grasp the meaning and usage of legal terms but also enhances their comprehension of the broader legal context in which these terms are employed.

Q7. What measures can be taken to enhance and advance the Legal English program through the implementation of best practices and emerging technologies?

A7. I believe that these measures reflect the creative and holistic thinking to develop the program to meet the current requirements and the needs of students and the community:

- It is necessary for the government to provide an English copy of the Algerian constitution, which will require the formation of a committee consisting of English language specialists, law professors, and experts in various field of law? It is crucial that judges are also involved in the process of translating laws into English.
- Summer training courses should be established for teachers to ensure they are equipped and updated with the latest laws and regulations.
- The Ministry should allocate more than one hour and a half in a week to the terminology session, and incorporating ongoing assessment mark to this module. With the inclusion of English language session, grammar, and syntax, as a separate module.

Head Department' Interview

This interview offers a detailed look at the strategies and efforts implemented by the head department of law to enhance the teaching and learning of legal English within the university. It is a set of three sections, including teacher qualifications and train-

ing, support services for language learning, and the political implications surrounding the program's governance and recommendations for its improvement, each section divided into three questions. The purpose of this interview is to gain insights into the careful planning and implementation of measures aimed at strengthening the proficiency of both teachers and students in legal English. We will delve into the minimum qualifications required for teachers, specialized training programs available, and mechanisms for maintaining proficiency to understand how the department ensures high standards for effective instruction. Additionally, we will examine the support services provided to students outside the classroom, including training courses and advanced programs, highlighting the department's commitment to creating a supportive learning environment. Furthermore, we will discuss the political implications governing the teaching of legal English within the university, including key policy recommendations and potential initiatives aimed at further enhancing the program's effectiveness. Overall, this interview provides a valuable resource for understanding the comprehensive approach adopted by the head department of law to elevate the standards of legal English teaching, ultimately enriching the educational experience for both students and teachers.

Section 1. Teacher Qualifications and Training

Q1. What are the minimum qualifications required for teachers teaching legal English?

A1. Teachers instructing legal English should possess a strong command of the English language and a deep understanding of legal terminology in English.

Q2. Can you provide information on specialist training programs or workshops available to teachers in teaching legal English?

A2. Regarding specialized training programs, training courses in English have been allocated for law professors. As for the workshops, we don't have them yet in our university.

Q3. How is it ensured that teachers maintain their proficiency in legal content and teaching English?

A3. The minimum qualifications required for teachers teaching legal English include having proficient English language skills And a Strong Command of Legal Terminology in English.

Section 2. Supporting Services Available for Language Learning and Development

Q1. What support services are provided to students to enhance their proficiency in English outside the classroom?

A1. The following supporting services are available for language learning and development:

- Training courses in the specialization through distance learning.
- Development of advanced programs for students in the English language specialization to refer to when needed, especially during holidays

Q2. Availability of IEC services to students seeking additional language support?

A2. The university has provided many centers for teaching English.

Q3. Are there any specific initiatives to support students with diverse language backgrounds or special needs at the university?

A3. Yes.

Section 3. Political Implications and Recommendations to strengthen the Program

Q1. What policies currently govern the teaching of legal English within the institution?

A1. One of the policies governing the teaching of legal English within the university is to conduct lectures exclusively in English, which leads to immersion in the English language and its use as a means to facilitate language acquisition and proficiency among students. In addition, it must be committed to offering legal education in English, thus preparing students for the requirements of legal practice in an international context where English is often the lingua franca.

Q2. Based on your assessment, what are some of the key policy implications for enhancing the effectiveness of legal English language programs?

A2. The key policy implications for enhancing the effectiveness of legal English language program include the need to provide extensive training in English language proficiency for both professors and students, with a specific focus on scientific writing and the publication of research findings in English. This will require the development of targeted programs and resources to support the acquisition of advanced language skills for academic and professional purposes within the legal field.

Q3. Are there any specific policy changes or initiatives under consideration to improve legal English teaching?

A3. The Ministry is currently considering various policy changes and initiatives aimed at enhancing the teaching of legal English. These efforts are part of a larger goal to make English language learning more accessible and widespread.

Conclusion

Chapter three aims to present the findings and interpreting the results of the study. The data was gathered from one hundred and seventy-five students, a legal English teacher, and the head of the law department through questionnaires and interviews. The analysis of the questionnaires and interviews revealed alignment between the perspectives of teachers and students regarding the effectiveness of legal English. This chapter provides a comprehensive analysis of the strategies and initiatives undertaken by the law department to improve the teaching and learning of legal English at the university.

Limitations of the study:

Throughout our study, we encountered several limitations that impacted our research process. Firstly, we had to administer the student questionnaire twice to ensure we gathered sufficient data to address our research hypothesis, which extended the data collection timeline. Some participants also faced difficulties in understanding certain questionnaire items, and a few did not provide justifications for their answers, potentially affecting data reliability. Additionally, the lack of relevant literature both online and in the university library created gaps in our research. These limitations have undoubtedly influenced the comprehensiveness of our study.

General Conclusion

General Conclusion

Our research is based on evaluating the impact of specialized language literacy programs (SLLP) within the law department of Kasdi Merbah University (UKMO) on the professional competence of future female law students. It focuses on the development of legal-linguistic communication skills. By analyzing and optimizing these programs, our purpose from this humble work is to gain insights that will enhance the empowerment and success of female students pursuing a career in law. To answer our questions, we combined descriptive and analytical methods. A questionnaire was submitted to the first year female students of the law department at UKMO and conducted an interview with one teacher of terminology of the same academic year 2023-2024 and with the head of law department. Our work was divided into a theoretical part and an analytical part. The first part is classified into two chapters. The first chapter explores Women's Empowerment in the Legal Profession, delving into its historical context and contemporary challenges. Gender disparities and challenges faced in the Legal Profession, advocating for initiatives that promote equality were examined. It also analyzes the role of legal-English in legal communication, emphasizing its impact on women with discussing the empowerment and the professional development of female law students, addressing both obstacles and opportunities. The second chapter we examine the analysis of the legal English program designed for law students, with a particular focus on its effectiveness in enhancing the linguistic competence of female students. We examined various aspects of the program, including pedagogical approaches used, and support services, to gain a nuanced understanding of how they contribute to the development of language proficiency in female students. The second part of our work is the methodology and research design in which we analyzed the data gathered from the questionnaire distributed, and the interviews conducted to prove our hypotheses right.

Recommendations

To conclude and close our study which encounters the effectiveness of legal English program within the law department of UKMO in enhancing the professional competence of female law students. Some recommendations was suggested by legal English teacher and the head of department which hopefully will be useful and helpful for enhancing the effectiveness of legal English language programs

➤ **The teacher's recommendations:**

- Limiting online study and offering additional references for student use.
- Creating university clubs led by experienced professors in legal and linguistic fields to give students practical opportunities to use and apply legal English in a collaborative and interactive setting.
- Providing support lessons and educational platforms to enhance students' English language skills can better prepare them for academic pursuits in fields like law.
- Implementing a monitoring process and requiring students to pass a proficiency test before joining the College of Law can ensure that incoming students have the necessary language skills to succeed in their legal education.
- The government should form a committee of English language specialists, law professors, and legal experts to create an English version of the Algerian constitution. Judges should also be involved in translating laws into English.
- Additionally, summer training courses should be established for teachers to keep them updated on the latest laws and regulations.
- The Ministry should allocate more than one hour and half per week to terminology sessions, incorporating ongoing assessment marks into this module.

➤ **The head department's recommendation:**

- Extensive training in English language proficiency, with a specific focus on scientific writing and publishing research findings in English, should be provided for both professors and students.

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Appendices

Appendices

Appendix A: Students' Questionnaire

• تمكين المرأة من خلال محو الامية اللغوية المتخصصة: تأثير برامج اللغة الإنجليزية القانونية على الكفاءة المهنية والمهارات القانونية والتواصلية لطالبات الحقوق في جامعة قاصدي مرباح ورقلة

- التحقيق في تأثير برامج اللغة الإنجليزية القانونية على الكفاءة المهنية لطالبات الحقوق في جامعة قاصدي مرباح ورقلة.
- تقييم تأثير هذه البرامج على تعزيز المهارات القانونية لطالبات الحقوق.
- دراسة كيفية مساهمة برامج اللغة الإنجليزية القانونية في تحسين مهارات التواصل بين طالبات الحقوق في جامعة قاصدي مرباح ورقلة .
- استكشاف تمكين المرأة من خلال الثقافة اللغوية المتخصصة في سياق التعليم القانوني.

Section A: البيانات الشخصية

1. الجنس
 - أنثى
 - ذكر
2. العمر
 - اقل من 20
 - من 20 إلى 25
 - من 25 إلى 30
 - فوق 30 سنة
3. السنة الدراسية

Section B: قسم الاستفسار البحثي

1. هل تعزمين العمل كمحامية في المستقبل ؟
 - نعم
 - لا
 - ربما
2. هل شعرتِ بتحسّن في فهم المصطلحات القانونية بعد حضور دروس اللغة الإنجليزية القانونية؟
 - نعم
 - لا
3. هل واجهت صعوبة في فهم المصطلحات القانونية باللغة الإنجليزية؟
 - نعم
 - لا
4. اذا كانت الإجابة ب نعم، كيف تعاملت مع هذه الصعوبات؟

5. هل وجدتِ أن برنامج اللغة الإنجليزية القانونية قد ساعدك في تطوير مهارات الكتابة القانونية بشكل أفضل؟
 - نعم
 - لا
6. هل لاحظتِ تحسناً في قدرتك على التواصل بشكل فعال باللغة الانجليزية سواء مع الزملاء او المحاضرين ؟

- نعم
○ لا
7. كيف تقيمين أداءك التفاعلي مع الزملاء و المحاضرين أثناء حصص اللغة الإنجليزية القانونية ؟
- جيد
○ متوسط
○ ضعيف
8. هل وجدت أن دروس اللغة الإنجليزية القانونية قد زادت من ثقتك في التعبير عن الأفكار القانونية باللغة الإنجليزية؟
- نعم
○ لا
9. اذا كانت الإجابة ب لا، لماذا في رأيك؟
-
-
10. هل كان التحدث باللغة الإنجليزية في السياقات القانونية تحتاج إلى تحسين؟
- نعم
○ لا
○ ربما
11. هل كانت اللغة الإنجليزية القانونية مصدر صعوبة في فهم المواد الدراسية؟
- نعم
○ لا
12. هل كانت السرعة في التعلم والتكيف مع مواضيع (القانون) و(اللغة) مصدر قلق بالنسبة لك؟
- نعم
○ لا
13. ماهو تقييمك للاستراتيجيات التعليمية المستخدمة في برنامج اللغة الإنجليزية القانونية؟
- ممتازة
○ جيدة
○ مقبول
14. هل تعتدين أن برنامج اللغة الإنجليزية القانونية يجب أن يكون جزءاً من المناهج الدراسية لطلاب القانون في المستقبل؟
- نعم
○ لا
15. هل تعتدين أن تطوير مهاراتك في اللغة الإنجليزية القانونية سيؤثر إيجاباً على فرص عملك في سوق العمل؟
- نعم
○ لا
16. هل تنوين الاستمرار في تطوير مهاراتك في اللغة الإنجليزية القانونية بعد التخرج؟
- نعم
○ لا
○ ربما
17. ما هي أكثر التحديات التي واجهتك أثناء دراسة برنامج اللغة الإنجليزية القانونية؟
-
-

18. ما هي الإستراتيجيات التي استخدمتها لتجاوز الصعوبات التي واجهتك خلال دراسة برنامج اللغة الإنجليزية القانونية؟

.....
.....

19. هل تودين إضافة أي مقترحات لتحسين برامج اللغة الإنجليزية القانونية في الجامعات؟

.....
.....

Appendix B: Teacher's Interview

Unlocking Insights: Interview Questions for 'Women's Empowerment through Specialized Language Literacy: the Case of First Year Female Law Students at Kasdi Merbah Ouargla' University

Questions:

1. What are the most effective and appropriate methods and tools that can be employed to teach law terminology to students?
2. What methodologies could be adopted to integrate diverse cultural and legal facets into the Legal English curriculum, thereby enhancing the students' comprehension of international laws?

3. What pedagogical methods and techniques are utilized to encourage student engagement and active participation in legal English lessons?
4. What are the most effective methods for evaluating the proficiency of students in legal English?
5. What are the primary obstacles that arise in teaching legal English, and what are the most effective strategies to overcome them?
6. Are there any existing scholarly research articles or case studies that inform the design of the Legal English program?
7. What measures can be taken to enhance and advance the Legal English program through the implementation of best practices and emerging technologies?

Thank you for taking the time to help us. We are interested in exploring several key points for our dissertation, and we would appreciate your insights.

Appendix C: Head Department' Interview

Introduction:

This interview guide is crafted to gather insights and recommendations concerning the enhancement of English language literacy in legal education, focusing on the perspectives of the Head of the Law Department. It addresses various aspects of legal English instruction and support services available for students, aiming to understand the challenges and opportunities within this domain at Kasdi Merbah Ouargla.

دليل المقابلات لاستكشاف قدرات تعلم اللغة الإنجليزية في التعليم القانوني: وجهات نظر من مسؤول قسم القانون في جامعة قاصدي مرباح ورقلة

1. المؤهلات والتدريب للمدرسين

1. ما هي المؤهلات الدنيا المطلوبة للمدرسين الذين يدرسون اللغة الإنجليزية القانونية
 2. هل يمكنك تقديم معلومات عن البرامج التدريبية المتخصصة أو ورش العمل المتاحة للمدرسين في تدريس اللغة الإنجليزية القانونية؟
 3. كيف يتم التأكد من أن المدرسين يحافظون على كفاءتهم في المحتوى القانوني وتدريس اللغة الإنجليزية؟
2. الخدمات الداعمة المتاحة لتعلم اللغة وتطويرها
1. ما هي الخدمات الداعمة المقدمة للطلاب لتعزيز كفاءتهم في اللغة الإنجليزية خارج الفصل الدراسي؟
 2. مدى إتاحة خدمات التدريس الفردي للطلاب الذين يبحثون عن دعم لغوي إضافي؟
 3. هل هناك أي مبادرات محددة في مكان لدعم الطلاب ذوي الخلفيات اللغوية المتنوعة أو ذوي الاحتياجات الخاصة؟
- التدايعات السياسية والتوصيات لتعزيز البرنامج
1. ما هي السياسات التي تحكم حاليًا تدريس اللغة الإنجليزية القانونية داخل المؤسسة؟
 2. استنادًا إلى تقييمك، ما هي بعض التدايعات الرئيسية للسياسات لتعزيز فعالية برامج تعليم اللغة الإنجليزية القانونية؟
 3. هل هناك أي تغييرات سياسية محددة أو مبادرات تحت النظر لتحسين تدريس اللغة الإنجليزية القانونية؟

أشكرك على الإجابة الشاملة والمفيدة على الأسئلة

الملخص

تهدف هذه الدراسة إلى تقييم تأثير برامج محو الأمية اللغوية المتخصصة داخل قسم القانون بجامعة قاصدي مرباح على الكفاءة المهنية لطالبات القانون في المستقبل. على وجه التحديد، تركز الدراسة على تطوير مهارات الاتصال القانوني اللغوي. من خلال تحليل هذه البرامج وتحسينها، فإن الهدف هو اكتساب رؤى من شأنها تعزيز تمكين ونجاح الطالبات اللاتي يسعين إلى مهنة في القانون. من خلال هذه الدراسة نفترض أن برنامج اللغة الإنجليزية القانونية يعزز بشكل كبير الكفاءة المهنية لطالبات القانون. من أجل إثبات الفرضيات السابقة، قد اخترنا طلبة السنة الأولى، وأعضاء هيئة التدريس (أي مدرس اللغة الإنجليزية القانونية ورئيس القسم) في قسم القانون كعينة دراسة وقد استخدمنا لذلك أكثر من أداة بحثية كالاستبيان والمقابلات. يتكون الجمهور المستهدف من مدرس اللغة الإنجليزية القانونية ورئيس القسم لكلية الحقوق و175 طالبا في السنة الأولى في القانون تم

اختيارهم من خلال أخذ عينات عشوائية بسيطة. تم جمع المعلومات حول فعالية برنامج اللغة الإنجليزية القانونية المتخصصة من خلال الاستبيانات والمقابلات. واختتمت الدراسة بهدف نهائي هو توليد مجموعة من الأفكار حول تأثير هذه البرامج على تمكين المرأة ونجاحها المهني.

الكلمات المفتاحية: برنامج محو الأمية اللغوية المتخصصة، مهارات التواصل القانوني اللغوي، برنامج اللغة الإنجليزية القانونية، تمكين المرأة