DEMOTIVATING FACTORS AFFECTING ENGLISH MAJOR STUDENTS ACQUIRING LEGAL ENGLISH AT HANOI LAW UNIVERSITY

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ABSTRACT

This study examined four demotivating factors heavily influencing the progress of legal English major students acquiring legal English at Hanoi Law University. There were 222 representative legal English samples selected by Slovin's formula over the population of 430 students, who were in K45, K46, and K47 at Hanoi Law University in a mixed-methods approach. The results reveal that infrastructure-related factors and university/faculty-related factors were regarded as demotivating factors. Teacher-related factors and student-related factors were generally not considered as problematic to the respondents. It is advisable for school administrators to adjust their policies to upgrade the infrastructures to serve better teaching qualities by reserving specialized spaces for legal English major students to improve their legal English competency in mooting situations there. Besides, they expect to be given more chances to exchange their legal English abilities with other institutions and current legal practical venues to keep them updated. The findings of this study would be resourceful for school administrators, teachers of legal English, students and anyone who is concerned about the capability of using legal English at work.

CÁC NHÂN TỐ GIẢM HỨNG THÚ HỌC TIẾNG ANH PHÁP LÝ ĐỐI VỚI SINH VIÊN CHUYÊN NGÀNH TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC LUẬT HÀ NỘI

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TỪ KHÓA

Nhân tố giảm hứng thú
Học ngôn ngữ
Tiếng Anh pháp lý
Cơ sở hạ tầng
Cơ sở thực hành

TÓM TẮT

Nghiên cứu này sẽ xem xét 4 nhân tố ảnh hưởng tới giảm hứng thú học tập của sinh viên chuyên ngành tiếng Anh pháp lý tại trường Đại học Luật Hà Nội. Nghiên cứu được thực hiện với 222 mẫu đại diện lựa chọn theo công thức Slovin trên tổng số 430 sinh viên của 3 khóa đang theo học, đó là K45, K46 và K47 tại trường Đại học Luật Hà Nội thông qua phương pháp nghiên cứu kết hợp định tính và định lượng. Kết quả chỉ ra rằng, những nhân tố liên quan đến cơ sở vật chất và trường học, khoa là những nhân tố chính giảm hứng thú học tiếng Anh pháp lý của sinh viên. Nhìn chung, nhân tố giảng viên và sinh viên không phải là nhân tố gây mất hứng thú học tiếng Anh pháp lý. Nhà trường nên thay đổi chính sách, nâng cấp cơ sở vật chất để phục vụ giảng dạy tốt hơn bằng việc dành riêng khu vực cho sinh viên chuyên ngành tiếng Anh nâng cao khả năng sử dụng tiếng Anh pháp lý thông qua các tình huống giả định. Ngoài ra, sinh viên mong muốn có được cơ hội trao đổi khả năng tiếng Anh pháp lý với các cơ sở khác và nơi thực hành pháp lý để cập nhật kiến thức. Kết quả của nghiên cứu mang lại giá trị hữu ích cho quản lý trường học, giảng viên tiếng Anh pháp lý, sinh viên và những người quan tâm về việc sử dụng tiếng Anh pháp lý tại nơi làm việc.

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1. Introduction

Teaching and learning English for Specific Purposes (ESP) rather than general English (GE) or English for Academic Purposes (EAP) has become a focal concern in the field of English language teaching (ELT) [1]. In its essence, English has continued impacts on the global integration in that it has become the means of international communication or commonly so-called lingua franca. As such, ESP learners are not acquiring the language for general educative purposes or for the understanding of literature in which the language is the subject matter of the course, but rather a means to the acquisition of some quite different body of knowledge or set of skills which inquire the modification of the practical knowledge of relevant fields [2]. In other words, context and content play crucial roles in ESP pedagogy because context refers to what situation learners would be using the language skills and content implies what he or she needs to achieve through one language [3], [4]. In reality, many ELT educators [5], [6], [7] have perceived ESP as a radical break with a major, worldwide educational tide of change. As noted in the study of Negova and Umarova [8], the finding asserts that ESP is widely recognized as sustained growth and has made a substantial contribution to the field of ELT. With the aim to meet the communication needs of rapidly global integration, ESP is thought to be functioned as more efficient, being targeted to the specific needs of the learners for their workplaces or academic settings [4], [9], [10].

Obviously, one of the most remarkable factors highly influencing ELT processes accounts for student motivation. Asijavičiūtė and Ušinskienė [11] state that motivation enables ESP students to be more achievable and competent in their learning outcomes. Motivation could be regarded as a driving force, determining human's behaviour; thus, research on second language (L2) in general and ESP motivation in particular is to highlight the need analysis of learner's desire to keep his or her determination on acquiring the target language. However, motivation to learn ESP is obstructive due to its nature such as peculiar writing conventions and exclusive glossary, which is so-called demotivating factors in ESP language learning and teaching studies, and is often ignored in the research field. In its essence, demotivation is possibly interpreted as the negligence of adequate motivation to perform a specific goal. Vakilifard et al. [2] opine that demotivation refers to the state in which a lack of motivation results from the specific external causes. As a result, demotivating factors hinder learners' learning motivation and result in unsuccessful competence of ESP proficiency. Consequently, understanding demotivating factors in ESP teaching and learning helps both teachers and learners aware of the risks that weaken student motivation. Assumingly, there is a number of demotivating factors in ESP learning and teaching, including student-related factors, teacher-related factors, infrastructure-related factors, and university/faculty-related factors. These factors explain the reasons why students commonly regard de-motivation as a teacher-owned problem due to partially inappropriate teachers' behaviors [4]. Consequently, demotivation probably leads to negative impact on students' ESP learning outcomes. In a similar vein, Dörnyei and Ushioda [12] assert that demotivation can have a negative impact on the learners' attitudes and behaviours, ESP learning outcomes, and teachers' motivation. Although there are some studies [13] - [16] investigating student demotivation in ELT, not many studies have examined demotivating factors influencing learners' expected learning outcomes in the field of legal English. To equip university graduates with a good command of legal English together with good legal profession, Hanoi Law University (HLU) offers three modes of training programs, namely dual-degree programs, English-taught law programs, and legal English major programs. Being aware of the importance of identifying factors demotivating students in studying legal English, the researchers decided to implement this study with K45, K46, and K47 legal English major students at faculty of Legal Foreign Languages at HLU during the second term of the 2022-2023 academic year. Generally, the study aimed to answer the following questions:

1. What typical features cause the demotivating factors on legal English major students in regard to legal English learning?

2. How would legal English major students in these courses differentiate their perspectives towards the demotivating factors?

2. Materials and Methods

2.1. Research design

The mixed-methods approach was basically designed to conduct a cross-sectional study of 222 representative legal English major students, who were in K45, K46, and K47 courses at HLU. Approximately 430 legal English major students at HLU constituted the study population; however, the researchers were, within the constraints of time and money, unable to collect information from all the population, so stratified sampling formula (Slovin's formula) was used to select a sample of 207 respondents. For the ease and convenience, the questionnaire was implemented by the active Google form link, which was sent to the participants' addresses within a period of two weeks. For the semi-structured interviews, they were conducted over the phone with 15 student participants, following a permission of recording the interviews for the single purpose of transcribing the response for this study. Then, two sources of datawere addressed by IBM SPSS v.25 application for the questionnaire, and NVivo application v.12 for the interview recordings. The researchers exploited the results from two sources to consolidate the validity of the research findings.

2.2. Participants

The participants were selected from three courses; namely K45 with 125 legal English students, K46 with 112 students, and K47 with 193 ones. In order to select the samples from the large population, the researcher used the random sampling technique formula to estimate sampling size by adopting Slovin's formula ($n = N \div (1 + N*e^2)$ with the margin of error (r = 5%). The outcomes yielded that K45 course had been selected 60 legal students out of 125 ones, K46 with 54 learners out of 112, and K47 with 93 legal students over 193 students. Totally, 207 participants agreed to participate in the survey questionnaire and another batch including 15 students accepted to take part in the semi-structured interviews. Thus, the study involved 222 legal English major students at HLU. Regarding the gender, the majority of the participants was 175 female students, accounting for 78.8%, and the rest included 47 male students, equivalent to 21.2%. On taking their residence into account, students mostly came from rural areas (n = 112; same as 50.5%). Next, 73 students (equal to 32.9%) were from urban areas, and students from the mountainous areas made up 16.7% or 37 learners. In regard to the duration of learning English, 179 students (similar to 80.6%) had been learning English for less than 15 years, and 43 students, which is equivalent to 19.4%, had acquired English for less than 20 years. When considering the part-time work relative to using legal English, 203 participants, similar to 91.4% did not go outside to work, but only 19 respondents (comparable to 8.6%) were working part-time at that time. For the examination of the level of motivation towards legal English courses, the majority of students (n = 181; identical to 81.5%) felt highly motivated, the successive level of students also sees it fairly motivated to study legal English. However, the small number of students (n = 5; same as 2.3%) got poorly motivated.

2.3. Research instruments

As aforementioned, this study employed the researcher-made questionnaire basing on the factual and behavioural criteria recommended by Dörnyei and Taguchi [17]. For the survey questionnaires, they included 4 groups with 80 statements equally dividing in these factors, namely teacher-related factor, student-related factor, infrastructure-related factor, and university/faculty-related factor. For the semi-structured interviews, they comprised of 20 questions for student interview, together with 20 other ones for practitioners' interview. The questionnaires were constructed internally before they were sent to 4 experts on legal English language teaching and legal practitioners for content validation. After that, the questionnaires were fine-tuned properly before implementing a dry run among a group of 30 students to validate the strengths and weaknesses. The researchers retained the statements according to the range of confidence level (α = 0.76 – 0.95, fairly high; [18]). The final survey questionnaires included 15 teacher-related factors, 14 student-related factors, 12

infrastructure-related factors, and 10 university/faculty-related factors. For semi-structured interviews with students and teachers, 10 interview questions for students were selected. Finally, the final versions were again sent back to 4 experts to examine and validate the liability.

2.4. Procedures of data collection

Having prepared the proper research instruments, and the permission to conduct the study, the researchers composed an email embedded with an active link to a Google Form, then the questionnaire was sent to the participants' email addresses. The questionnaire, which included the researchers' instructions, explained the objectives and relevance of the study, assured anonymity, and gave participants the option of discontinuing participation in the study. The respondents were asked to return the questionnaire within two weeks after the researcher's email was sent. Simultaneously, a contact number was also provided in case a respondent had any question. Participants agreeing to participate in the semi-structured interviews expressed their availability over the phone for about 15 minutes. After two sources of the research instrument were selected via a snowball sampling technique during the time schedule, the researchers implemented the process of data screening together to obtain the desired sample size. Then, the appropriate data was treated by IBM SPSS v.25 application for the questionnaire, and NVivo v.12 application for the interview recordings.

2.5. Data analysis

The data was collected, tabulated, analyzed and interpreted using descriptive statistics. Specially, frequency count and percentage were used to treat the profile of the respondents. Descriptive statistics was employed to address Likert-scale statement to find out the means and standard deviations relevant to the interval scales such as never or almost never true (1.0 – 1.80), usually not true (1.81 – 2.60), somewhat true (2.61 – 3.40), usually true (3.41 – 4.20), and always or almost always true (4.21 – 5.0). To verify the different perspectives of the respondents in terms of 4 demotivating factors, ANOVA was utilized to test the disparity. To ascertain the accountability of the qualitative data, NVivo v.12 application was employed to address the frequency of the respondents' perspectives in the semi-structured interviews.

3. Results and Discussion

Considering the teacher-related factors affecting major English students in learning legal English, the participants perceived that their learning outcomes in studying legal English were somehow influenced by the technological assistance (M = 3.14; SD = 0.731%). Unfortunately, major English students remarked that teachers should adjust their lesson plans to match with the current situation (M = 2.20; SD = 0.890%), which seems partially contrastive to the respondents' assessments that teachers employed innovative pedagogical techniques to teach legal English subjects (M = 3.00; SD = 0.656%). Similarly, they agreed to accept that teachers provided appropriate topics for students to study (M = 3.03; SD = 0.868%). English major students expected to get legal English handouts before/after lessons (M = 3.85; SD = 0.665%), which is similar to their perspectives to reckon that teachers fail to instruct students to self-study and encourage students' autonomy in searching information to enhance their legal English competence (M = 2.93; SD = 0.895%). It is quite surprised to recognize that major English students considered the topics covered in the legal English courses rudimentary and boring (M = 4.06; SD = 0.863%). When asking them about whether teachers explained the explanatory knowledge about the legal field during the lessons, major English students confessed to receive adequate lectures about what the legal areas refer to by looking at their refutation index (M = 1.30; SD = 0.819%). Besides, legal English students saw it somewhat true when realizing that teachers created active atmosphere thanks to their classroom management (M = 3.34; SD = 0.527%). Students did not accept the idea of teachers who did not regularly update their lectures in legal English classes (M = 2.53; SD = 0.629%), and they also disagreed that teachers did not show their cares to all students in the

classroom (*M* = 2.46; *SD* = 0.818%). In the same vein, students refuted the statement that they did not receive adequate explanation relative to the legal English knowledge (*M* = 2.15; *SD* = 0.614%). Students also remarked that teachers had not given enough suggestions and instructions to students in searching for self-study legal English knowledge basing on the assistance of information technology (*M* = 3.21; *SD* = 0.659%). In addition, students did not appreciate that teachers were lack of respective legal knowledge to explain the difficult legal English terminologies (*M* = 2.39; *SD* = 0.799%). Lastly, students believed that teachers were somehow unable to develop four major English skills, they just followed the preset syllabuses (*M* = 3.31; *SD* = 0.884%).

Overall, legal English major students did not think they were experiencing demotivating factors relating to teachers. These demotivating factors indicate that teaching aids and realia used in the classrooms did not assist much for teaching demonstrations. Because of the complexity and difficulties of teaching legal English, teachers should wisely employ these teaching facilities to enhance the effectiveness of the lectures by their careful lesson preparation. This outcome is consistent with those in the previous studies [7], [19] - [21], which emphasizes the importance of instructors using teaching aids to facilitate the explanation of the meaning of legal terms. Concerning the classroom management, teachers had done their best to provide an active atmosphere, this is very important as class atmosphere would lead to the influence of student learning outcomes, either positive or negative results. The impact of the teachers' classroom management had a great influence on student learning outcomes. Active atmosphere motivated learners better at their classroom participation. This aspect is in line with the finding in the previous studies [22], [23]. They opine that different classroom managements have somewhat influenced on student learning outcomes and this is also reflected by the disparity between novice and experienced teachers in terms of classroom management styles. For teachers' professional pedagogy, the focal teaching activities depend ultimately on the teachers' abilities to convey and instruct learners to get the most fruitful achievements. Apparently, legal English major students stated that teachers' professional knowledge came up to their expectations. Actually, teachers, who are in charge of teaching ESP in general, and legal English in particular, require a proficient command of both general English and specified ESP knowledge. It cannot be argued that GE teachers who are not trained intensively specified ESP subjects are good at providing adequate understanding of technical terms or a piece of ESP information, which is also found in the research finding of Saqlain et al. [24]. However, learner autonomy is not promoted by ESP teachers, which might be due to the preset syllabus requiring ESP teachers to cover a large amount of knowledge while the time allotment in class is not enough for teachers to broaden the ESP knowledge by checking and directing students' self-study.

Regarding student-related factors, students realized that their legal background knowledge relative to specialized subjects did not help them understand legal English (*M* = 3.35; *SD* = 0.599%). The respondents had difficulties understanding not due to their poor command of general English (*M* = 2.21; *SD* = 0.706%). It is highly true for students to confirm that they were interested in learning English (*M* = 4.11; *SD* = 0.622%). Likewise, they kept informative about recent progress in their legal English major thanks to learning English (*M* = 3.92; *SD* = 0.750%). Moreover, the respondents highly expected to be given a good job in a global company (*M* = 4.04; *SD* = 0.680%). Students partially agreed that they felt demotivated in learning legal English due to less comparative learning environment (*M* = 3.28; *SD* = 0.885%). From the outcome, legal English major students revealed that they found it usually true to visualize their potential position using legal English to bear their responsibilities and a good command of legal English helps them get a good job (*M* = 3.88; *M* = 4.14, respectively). Besides, the respondents felt somewhat true about their future job by having a scientific discussion in legal English (*M* = 3.27; *SD* = 0.915%). They also considered it somewhat true by recognizing non-equivalent lexical meanings between English words and Vietnamese ones (*M* = 3.33; *SD* = 0.811%). As such, they evaluated that it was difficult for them to remember legal English words and their pronunciation (*M* = 3.79; *SD* = 0.806%). Students perceived usually true to communicate with international experts or colleagues in terms

of legal English knowledge (*M* = 3.86; *SD* = 0.902%). They saw it somewhat true to apply their legal English knowledge to handle their future position (*M* = 2.92; *SD* = 0.719%). Moreover, the respondents remarked it is somehow true to have a scientific talk or presentation in English in an international event (*M* = 3.00; *SD* = 0.972%), which shares the similarity with another statement confirming that they realized the importance of learning legal English to understand the professors' lectures and knowledge relating to all subjects in their classes (*M* = 2.99).

Student motivation in ESP readiness is one of the most important factors, which determine the level of learning achievements. It can be deduced from the aforementioned data that demotivated factors did not stem from student intrinsic motivation. Their readiness in learning ESP is essential for teachers to impose their pedagogical practices to reach the learning outcomes. It is obvious that legal English major students have a good command of GE so they are able to communicate fluently in English. Thus, it denotes that in order to get the targeted achievements, students are advisable to have a good GE background before registering ESP subjects. This perspective is similar to the previous studies conducted by Tin and Loan [16]; Han et al. [1], and Vakilifard et al. [2]. Furthermore, students are motivated by extrinsic motivation when they recognize and are fascinated by the prospect that they are likely to use their legal English capabilities to address their prospective careers. The objective of any training course is to equip school leavers with well-trained jobs to meet the requirements of work positions. This finding somewhat shares the similarities with other studies [13], [14], [25], but their results derive from the needs analysis of general ESP, not any specific subject. For the purpose of understanding the professors' lectures and knowledge, this motivation has a little impact on their intentions, which modifies the stance that students' extrinsic motivation to study legal English not for their grade purpose, they really determine their intentions to prepare for the prospective careers.

In regards to infrastructure-related to factors, the participants perceived usually true that legal English text books were not regularly updated (*M* = 3.88; *SD* = 0.870%); they could not borrow ESP textbooks from library (*M* = 3.92; *SD* = 0.889%), and there was no reserved space for legal English practice in the school lab (*M* = 4.15; *SD* = 0.565%). Furthermore, students could not use modern teaching assisted equipment without the allowance from teacher-in-charge (*M* = 4.13; *SD* = 0.789%). They also commented that legal English reference books such as legal English dictionaries were not adequately available in the library (*M* = 3.96; *SD* = 0.524%), and the last issue is that practicum rooms were not regularly renovated (*M* = 4.14; *SD* = 0.512%). Besides, students found it somewhat true to state that projectors or teaching aids for teaching and learning legal English were not properly cared (*M* = 3.09; *SD* = 0.822%); they recognized that because of no availability of ESP teaching realia, students felt discouraged to join in learning activities (*M* = 3.14; *SD* = 0.731%). Thus, they believe that their learning outcomes depend on their motivation in participating in the class activities (*M* = 2.72; *SD* = 0.641%). Lastly, students did not have enough chances to practice in legal English language laboratory facilities (*M* = 2.91; *SD* = 0.825%). However, students refuted the idea that the school library did not connect with other libraries to share online resources (*M* = 2.07; *SD* = 0.620%).

In general, acquiring ESP demands more assistance from teaching aids as the concept of legal terms is normally complicated and vague to understand owning to the specified knowledge. Likewise, it seems difficult to illustrate the meaning of legal English with the help of relevant realia as legal English might be likened to "legalese"; that is, it is seemingly understood by lawyers, not by others. This outcome is reported in the finding of Wahyunengsih [4], who points out the challenges when searching for teaching aids to assist the lectures. In addition, the out-of-class facilities such as practicum rooms, libraries, or labs need to reserve specifically for students of legal English. In practice, students of legal English need to role-play in mooting situations to deepen their knowledge, so the university is expected to provide reserved spaces for them to demonstrate theoretical knowledge in moot activities. Moreover, the necessity of the external library connection is highly appreciated by those respondents. The demand to interconnect among libraries help students to have access to other useful sources of information despite different geographical

locations, which saves their time and money. This finding is also claimed in different studies [19], [21], [26]. In short, legal English major students need to have specialized infrastructures for helping them understand legal English and practice English in moot situations.

For the university/faculty-related factors, most students highly agreed to be true that they did not receive any discussions or orientation on legal English learning methods since the beginning of the course (M = 3.94; SD = 0.704%). They pointed out that the university/faculty had not upgraded the legal English textbooks to suit the current situation (M = 3.65; SD = 0.625%). They thought that the university/faculty should organize both extra-curricular activities to practice legal English (M = 4.17; SD = 0.859%) and collaborative activities with other universities or institutions relative to legal English (M = 3.81; SD = 0.883%). Furthermore, the respondents remarked that the university/faculty should organize exchange programs with international universities or higher education institutions (M = 4.11; SD = 0.809%). They felt disappointed to reckon that they were not either sent to do an internship course at working institutions (M = 4.13; SD = 0.913%), or involved in regular job fairs to connect between job hunters with legal English graduates (M = 4.13; SD = 0.913%). Otherwise, the participants opined somewhat true that legal English teaching facilities were not properly invested (M = 3.32; SD = 0.715%). They commented to be not usually true to state that the university/ faculty had not arranged a class-specialized teacher (M = 2.35; SD = 0.854%) or invited current experts on legal English outside school to teach legal English programs (M = 2.52; SD = 0.541%). Referring to the previous data, it is apparent to recognize that these external factors have a great influence on the fruitful achievements of legal English major students. The investment of university/faculty brings back the ease and effectiveness of teaching and learning legal English. By orientational activities, i.e., helping students how to study legal English at the beginning of each course, schools want to cooperate with legal students to find out the best way to formulate the effective learning methods, which is similar in the research result of Navickienė [13]. Besides, university/faculty was expected to keep updated legal English materials by exchanging legal documentation with law firms or international legal institutions to get the temporary legal materials in English.

Table 1 reveals the summative analysis of students' semi-structured interviews. Most students recognized the usefulness of the legal English courses. All participants confuted to declare that they took part in the legal courses due to the partial curriculum requirements, which also reflects the high motivation for them to join in legal English courses. Two thirds of the interviewees could not perceive the effectiveness of legal English course contents and course materials (n = 10; p = 66.7%). In addition, most students did not have practical apprentices at internship places (n = 11; p = 73.3%), and all interviewees expressed their longing for experienced legal English teachers (n = 15), this is similar to the development of their fundamental legal English basic skills, or the improved skills and sub-skills in using legal English competence. Furthermore, all participants really need good infrastructure supporting for legal English self-studying references. Surprisingly, the results from the interviews somewhat contradicted the outcomes from Table 3 in that interviewees did not have much difficulty in understanding technical terms (n = 9; p = 60%).

It is noted from Table 1 that the intrinsic motivation of legal English students was high, which denotes the fact that student-related factors seemed not to be obstacles to participate in legal English courses. In other words, legal English major students had positive attitudes to acquire legal English subjects. This is because most of them had had part-time jobs involving the use of legal English knowledge to deal with their work, so they recognized the importance of learning well legal English. In the study of Asijavičiūtė and Ušinskienė [11], they conclude the same as this study by strengthening the efficiency of students' relevant part-time jobs during the tertiary course. Furthermore, the reason why good infrastructure supporting for legal English self-studying references also makes a great contribution to the success of legal English major students is referred from the complexity and difficulties of understanding legal English. Some other authors [2], [3], [6] share the similarities of this demotivating factor.

Table 1. *Summarized analysis of students' semi-structured interviews (manipulated by NVivo)*

When participating legal English courses, you	N	Opinion	Frequency	Percentage (%)
1. perceive the usefulness of the legal English courses.	15	Yes	12	80
		No	3	20
2. experience unwillingness to take legal English courses as the partial curriculum requirements.	15	Yes	0	0
		No	15	100
3. have high motivations for taking legal English courses.	15	Yes	13	87.7
		No	2	13.3
4. realize effective legal English course contents and course materials.	15	Yes	5	33,3
		No	10	66.7
5. have practical apprentices at internship places.	15	Yes	4	26.7
		No	11	73.3
6. want to have experienced legal English teachers.	15	Yes	15	100
		No	0	0
7. develop fundamental legal English basic skills.	15	Yes	15	100
		No	0	0
8. improve skills and sub-skills in using legal English competence in practice.	15	Yes	15	100
		No	0	0
9. want good infrastructure supporting for legal English self-studying references.	15	Yes	15	100
		No	0	0
10. undergo lack of background knowledge to understand technical terms.	15	Yes	6	40
		No	9	60

When examining the perspectives among three courses, namely course K45, K46, and K47, it is glimpsed from Table 2 that there was no difference among the participants in regards to the demotivating factors of learning legal English as all the values in these courses are higher than 0.05. This outcome denotes the fact that students underestimated the current infrastructure-related factors, and university/faculty-related factors, which could be a useful reference for the school administrators to formulate effective legal English learning policies.

Table 2. *Tests of Between-Subjects Effects in terms of courses*

Source	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	0.877[a]	3	0.292	0.404	0.750
Intercept	1.232	1	1.232	1.703	0.193
K45	0.105	1	0.105	0.145	0.704
K46	0.020	1	0.020	0.027	0.869
K47	0.803	1	0.803	1.110	0.293
Error	146.862	203	0.723		
Total	1113.000	207			
Corrected Total	147.739	206			

a. R Squared = 0.006 (Adjusted R Squared = 0.009)

4. Conclusion

Basing on the data analysis, it is concluded that legal English major students acknowledge qualified teachers' professional knowledge about the GE and legal profession, instructors are able to help legal English students understand legal fields involved in their curriculum; however, legal English students wanted to have more extra-activities to promote their learner autonomy by using current sources of legal information to keep updated about the legal English temporarily. They had positive intrinsic motivation about learning legal English for their future careers. Although they had a good GE background, they still encountered some difficulties comprehending legal English, which should be facilitated by qualified teachers of legal English. Furthermore, they were fascinated about intrinsic motivation of prospective job positions, so they had been motivated about becoming good learners of legal English. However, they had troubles with infrastructures reserved for their own use. Current equipment did not come up with their

expectations as they need special practicum rooms or lab facilities to role-play in mooting circumstances. Thus, this is considered as demotivated factor which deter them from practicing legal English. They also did not feel satisfied with university/faculty-related factors as they thought that they were not given updated learning materials. Besides, they claimed that there was a lack of investment to upgrade the infrastructures reserved for teaching and learning legal English. Additionally, legal English major students need to participate more external activities relating to legal English exchange programs.

Implications

For better legal English learning outcomes, the following implications are put forward to address the demotivating factors in teaching and learning legal English.

It is more effective to immediately begin special professionally-oriented training at each legal English subject. There is a mutual understanding about how to teach and learn legal English so that teachers have to adjust their pedagogical practices and teaching materials, and students should be informed, exchanged and expressed their expectations for the course.

Cognitive goals should be supplemented with behavioral goals. The most effective and relevant teaching in modern education is the technique of role-based communication, methods of stimulating speech activity and others. Legal English major students should develop their cognition thanks to mooting situations relative to legal circumstances instead of tedious theoretical lectures about laws taught by English. The moot events concerning about the legislative sphere, executive power, Civil law, Criminal law, Administrative law or the judicial system should be frequently practiced in order for legal English major students to interconnect between their English competence and legal knowledge.

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